

APPLICATION AND ATTACHMENTS TABLE OF CONTENTS

APPLICATION TO DEPARTMENT OF EDUCATION AND WORKFORCE	2
APPLICANT INFORMATION	25
APPLICATION TO CHARTER SCHOOL SPECIALISTS	26
PRELIMINARY AGREEMENT	84
PROPOSED SCHOOL INFORMATION	88
RESPONSES TO QUESTIONS	89
EDUCATION PLAN	102
JOB DESCRIPTIONS	158
SPONSOR INFORMATION	178
RESPONSES TO QUESTIONS	179
STAFF EXPERIENCE SPREADSHEET	184
RESUMES OF CHARTER SCHOOL SPECIALISTS	196
ADA DRAFT COMPREHENSIVE ASSESSMENT	255
POLICIES AND PROCEDURES	284
FALL SITE VISIT REPORT EXAMPLES	340
SPRING SITE VISIT REPORT EXAMPLES	350
ANNUAL REPORTS FOR SPONSORED ONLINE SCHOOLS	370
OPERATOR EXPERIENCE	422
RESPONSES TO QUESTIONS	423
ALIGNMENT TO NATIONAL STANDARDS FOR ONLINE LEAR	432
ACADEMIC PERFORMANCE OF OPERATOR IN-STATE SCHOOLS	446
ACADEMIC PERFORMANCE OF OPERATOR OUT OF STATE SCHO	448

Request for Approval of New Internet- or Computer-Based Community School

Ohio Revised Code [3314.013](#) allows for no more than five new internet- or computer-based community schools to open per year. All new internet- or computer-based community schools or existing community schools wishing to begin operation as an internet- or computer-based community school must receive approval from the superintendent of public instruction based on measures prescribed in Ohio Administrative Code [3301-102-09](#), unless a sponsor rated “Exemplary” on its most recent sponsor evaluation is seeking to open a new internet- or computer-based community school that will primarily serve students enrolled in a dropout prevention and recovery program.¹ Applications will be evaluated based on the following criteria:

- (1) The sponsor's experience with online schools, which shall include, but not be limited to, the following:
 - (a) The number of years and number of online schools for which the sponsor provided monitoring and technical assistance since the inception of such activities;
 - (b) The degree to which the online schools met Ohio's operating standards for online schools, which the department shall make available on the department's website; and
 - (c) Any full-time equivalency determinations issued by a state education agency for a school for which the sponsor was responsible for oversight;
 - (d) Previous experience of key personnel employed by the sponsor in providing oversight or technical assistance for schools utilizing online or blended learning models;
- (2) The operator's experience with online schools, which shall include, but not be limited to, the following:
 - (a) The operator's experience, in the managing the daily operations of an online school or providing programmatic oversight and support to an online school since the inception of such activities;
 - (b) Previous experience of key personnel employed by the operator related to operation of online or blended learning models;
 - (c) The degree to which the online schools met Ohio's standards for online schools; and
 - (d) Any full-time equivalency determinations issued by a state education agency for a school for which the operator managed the daily operations;
- (3) The sponsor's schools' records of academic performance in all years under its sponsorship including:

¹ Section 3314.013(B)(4) allows for a sponsor rated “Exemplary” on its most recent evaluation conducted under section 3314.016 of the Revised Code is permitted to open to two new internet- or computer-based community schools that will primarily serve students enrolled in a dropout prevention and recovery program each year without approval of the Department, not to exceed six new schools in a five-year period.

- (a) Assessment of the sponsor's schools' student performance, as aligned with the evaluation system described in section 3314.016 of the Revised Code; and
 - (b) Report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code; and
- (4) The operator's affiliated schools' records of academic performance in all years under its operation as measured by the following:
- (a) Report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code;
 - (b) Comparable performance ratings of out-of-state schools with which the operator has experience; and
- (5) A preference for operators with previous experience in Ohio.

ELIGIBILITY REQUIREMENTS

Criteria	Yes	No	Not Applicable
Applicant meets Ohio definition of an internet- or computer-based community school.	X		
Applicant’s sponsor received an overall rating of “Effective” or higher on its most recent sponsor evaluation, if rated.	X		

APPLICANT AFFIRMATION

I attest that the application requesting approval for a new internet- or computer-based community school meets all eligibility requirements listed above.

Name: Scott Ellsworth Position: Board President

Organization: Achievepoint Virtual Academy

Signature:  Date: 1/11/2024

TIMELINE FOR FORM SUBMISSION:

Applicants should note the timelines listed below:

January 15, 2024: The applicant must work closely with a sponsor and operator to complete the application. Sponsors are required to submit the completed form electronically **via Epicenter by 11:59 p.m.** on the due date to receive consideration. Only complete applications will be considered. The Department will not review any late or incomplete applications after the deadline.

February 15, 2024: The applicant will receive a decision from the Department on the status of its application.

February 29, 2024: The Department will post application results on its website, along with a list of applications and their review and outcome status.

INCOMPLETE APPLICATIONS WILL NOT BE SCORED.

If you have questions about the application, please email community.schools@education.ohio.gov.

SUBMISSION INSTRUCTIONS:

Sponsors are required to submit the internet- or computer-based community school application, all required documents and supporting materials to the Office of Community Schools via Epicenter.

Instructions for Submitting Application in Epicenter:

- 1) Log onto Epicenter at epicenternow.org
- 2) Click the *Sign In* link at the top of the screen.
- 3) Enter your username and password.
- 4) Click on *Document Center*.
- 5) On the Document Center page, click the *Submission Upload* button.
- 6) For Entity Type, select *school*.
- 7) For Submission Type, select *Internet- or Computer-Based Community School Application*.
- 8) For Entities, select appropriate sponsor by checking box next to the sponsor's name.
- 9) Enter required information.
- 10) Click the *Upload New File* button to upload your document.
- 11) (Optional) Type a brief message to the reviewer.
- 12) Click *Submit*.

Internet- or Computer-Based Community School Application Form

APPLICANT INFORMATION

Proposed Internet- or Computer-Based Community School

School Name: Achievepoint Virtual Academy

Address: 5098 Glencrossing Way, Cincinnati, OH 45238

Primary Contact

Name: Courtney G. Tenbosch Title: VP Campus Ops

Phone: 513-325-0080 Email: courtney.tenbosch@graduationalliance.com

- 1) Is the proposed internet- or computer-based school a new or existing school? New
- 2) If the proposed school is an existing school, please provide the school's IRN. N/A
- 3) **Attach** a copy of the application submitted by the applicant to the sponsor for the proposed school.
- 4) **(New School Only)** **Attach** a copy of the preliminary agreement entered between the applicant and the sponsor of the proposed school. If the applicant does not have a preliminary agreement with a sponsor, please explain.

PROPOSED SCHOOL INFORMATION

- 1) Please describe the proposed internet- or computer-based community school. In your description, please address the following:
 - reasons applicant believes Ohio would benefit from an additional internet- or computer-based community school
 - community and student population (demographics, ages, and grade levels) school intends to serve
 - enrollment area (specific counties in Ohio)
 - education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the International Association for K-12 Online Learning
 - expectations of academic performance, including academic achievement status or proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures
 - expectations of any non-academic school or student goals to which school will hold itself accountable
 - experience of key personnel (i.e., school leader, governing authority member(s), administrative or teaching staff)

Sponsor Information

Organization Name: St. Aloysius Orphanage Organization IRN: 083246
Address: 4721 Reading Rd, Cincinnati, OH 45237

Primary Contact

Name: David L. Cash, Jr. Title: Superintendent
Phone: 614-837-8945 Email: dcash@charterschoolspec.com

- 1) Identify all internet- or computer-based schools overseen by sponsor. For each of the sponsor’s internet- or computer-based community schools, provide the following:
- name and unique school identifier of each internet- or computer-based community school (in Ohio, the IRN is the unique school identifier)
 - calendar years for which the sponsor provided monitoring and technical assistance for each internet- or computer-based community school

Unique school identifier	School name	First calendar year of sponsorship	Most recent calendar year of sponsorship	Total years of sponsorship
	SEE ATTACHED			

Sponsor’s Experience With Online Schools

- 1) Describe the sponsor’s experience with internet- or computer-based community schools. Please indicate the number of internet- or computer-based community schools the sponsor has provided monitoring and technical assistance to since the inception of such activities. Preference will be given to sponsors with multiple years of experience with internet- or computer-based community schools.
- 2) Describe the sponsor’s assessment of the degree to which each of its sponsored internet- or computer-based schools is meeting the operating standards for online schools and complying with all applicable laws and rules. If applicable, describe the specific steps taken to correct each internet- or computer-based school’s compliance with applicable laws and rules in the two most recent evaluation cycles.
- 3) Has the sponsor ever terminated or nonrenewed sponsorship with an internet- or computer-based school?

Unique school identifier	School name	First calendar year of sponsorship	Most recent calendar year of sponsorship	Total years of sponsorship
000282	Greater Ohio Virtual School	2019	2024	6
149088	Fairborn Digital Academy	2021	2024	4
000938	Gateway Academy of Ohio	2022	2024	3
020755	Pathfinder Career Academy of Ohio	2023	2024	1
020726	ChallengeU Ohio Community School	2023	2024	1

Provide an explanation describing the circumstances leading to the decision to terminate sponsorship for each internet- or computer-based school. Describe specific actions taken by the sponsor and timeline for each action. If the sponsor has not had to terminate or non-renew sponsorship with an internet- or computer-based school, please describe what circumstances would lead the sponsor to the decision to terminate sponsorship and specific actions the sponsor would take, including timeline for each action.

- 4) Please detail the previous experience of key personnel employed by the sponsor in providing oversight for schools utilizing an online or blended learning models;
- 5) Has the sponsor had oversight responsibility for a school that has received a full-time equivalency determination issued by the state education agency? If so, please include the school(s) and year(s).

OPERATOR INFORMATION

If the school plans to work with an operator to manage the operations of the school, please provide the following.

Organization Name: Graduation Alliance, Inc. Organization IRN: 017296
 Address: 10 W. Broadway 7th Floor, Salt Lake City, UT 84101

Primary Contact

Name: Courtney Tenbosch Title: VP Campus Ops
 Phone: 513-325-0080 Email: courtney.tenbosch@graduationalliar

- 1) Is the operator registered with Ohio's Secretary of State? Yes
- 2) Is the operator affiliated with any other operators throughout the state of Ohio? (Affiliated means any individual, organization, or nonprofit organization that is officially connected to the operator.)

Yes

If yes, please list all operators with which the operator is affiliated. _____

Achievepoint Career Academy in Cincinnati, OH

OPERATOR'S EXPERIENCE WITH ONLINE SCHOOLS

- 1) Describe the operator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state of Ohio.
- 2) Describe the operator's assessment of the degree to which each of the operator's affiliated internet- or computer-based schools is meeting the operating standards for online schools.

- 3) Has the operator ever terminated its agreement with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet- or computer-based school. Describe specific actions taken by the operator and timeline for each action. If the operator has not had to terminate agreement with an internet- or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet- or computer-based school and specific actions the operator would take, including timeline for each action.
- 4) Please detail the previous experience of key personnel employed by the operator related to operation of online or blended learning models;
- 5) Has the operator managed a school that received a full-time equivalency determination issued by the state education agency? If so, please list the school(s) and year(s).

ADMINISTRATOR INFORMATION

If school does not have an operator, the Department will evaluate the school's administrator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state Ohio. Applicants should include the resume/vita for the school administrator and provide a response with additional detail about the administrator's experience. The response also should outline the plan for operation of the school and the administrator's role in implementing the educational plan for the school, and how school leader intends to leverage past experience.

ACADEMIC PERFORMANCE OF THE SPONSOR'S SCHOOLS

No submission is required of the sponsor. Please note this section pertains to all community schools, not just internet- or computer-based community schools. For this section, the Department will review the sponsor's schools' records of academic performance **in all years under its sponsorship** including assessment of the sponsor's schools' student performance, as aligned with the evaluation system described in section [3314.016](#) of the Revised Code and report cards and performance ratings issued for the sponsor's community schools under section [3302.03](#) and/or [3314.017](#) of the Revised Code. PLEASE NOTE: The Department will not include information from the 2019-2020 or the 2020-21 school years when evaluating this section.

ACADEMIC PERFORMANCE RECORD OF OPERATOR'S AFFILIATED SCHOOLS

This section applies to affiliations with all community/public charter schools, not just internet- or computer-based community schools, over the operator's history. For this section, the Department will review the operator's affiliated schools' records of academic performance **in all years under its operation** including report cards and performance ratings issued for the community schools under section [3302.03](#) of the Revised Code and comparable performance ratings of out-of-state schools with which the operator has experience. PLEASE NOTE: The Department will not include information from the 2019-2020 or the 2020-21 school years when evaluating this section.

- 1) If the proposed school will be contracting with an operator, **provide a** complete and comprehensive list of all schools managed by the operator in the state of Ohio since the operator's first year of operation. For each community/public charter school managed by the operator, provide the following:
 - name and unique school identifier of each school (in Ohio, the IRN is the unique school identifier)
 - type of school (site-based or online)

- first and most recent calendar years for which the operator managed the daily activities of the school
 - total years operator managed school
- 2) If the operator managed the operations of schools outside of Ohio, provide a complete and comprehensive list year by year of all schools managed by the operator outside the state of Ohio. For each school managed by the operator outside of Ohio, identify the following information:
- school's unique school identifier
 - school's name
 - type of school
 - state of location of school
 - list each school year with affiliation
 - list overall state report card rating for that year
 - URL that links to an explanation of the state's accountability system to allow the Department to compare the performance of those schools to Ohio's ratings system

NOTE: If the Department discovers that any of the information provided above is inaccurate, the applicant automatically will be ineligible to receive further consideration from the Department.

ALIGNMENT TO NATIONAL STANDARDS FOR ONLINE LEARNING

This section examines whether the proposed internet- or computer-based community school meets the [National Standards for Quality Online Learning](#).

The applicant, sponsor and operator must work collaboratively to provide a narrative that explains how the school will meet requirements included in the [Standards for Quality Online Programs](#). Please attach a copy of the completed narrative to this application. The Department will use the narrative to assign ratings for each set of standards (A-M) using the following criteria. Section ratings will be averaged and scored.

Points	Criteria
Fully Developed 4 Points	This part of the application demonstrates a model of best practice. This part of the application scored between 90% and 100% of the total possible points.
Well Developed 3 Points	This part of the application demonstrates excellent implementation, comparable to other examples. This part of the application scored 80% or more of the total points, but less than 90% of the total possible points.
Adequately Developed 2 Points	This part of the application demonstrates good implementation, but somewhat lacked depth or detail. This part of the application scored 70% or more of the total points, but less than 80% of the total possible points.
Poorly Developed 1 Point	This part of the application demonstrates partial implementation, but additional work is needed. This part of the application scored less than 70% of the total possible points.
Not Addressed 0 Points	The application does not demonstrate a model of best practice, or this part of the application does not address the standards for quality online programs.

PREFERENCE FOR OPERATORS WITH PREVIOUS EXPERIENCE IN OHIO

The superintendent of public instruction may approve up to five new internet- or computer-based community schools each year. Should the Department receive more than five applications for new internet- or computer-based community schools each year, preference will be given to qualified applicants managed by an operator with experience managing schools in Ohio.

1) Does the operator have previous experience managing community schools in Ohio? Yes

2) How many years of experience does the operator have managing community schools in Ohio?
14

3) List all consecutive and nonconsecutive years of experience operator has managing community schools in Ohio.
2009 - 2024 consecutive years


APPLICATION SCORING

Each application will be rated using the criteria included in the internet- or computer-based community school application rubric and receive a composite score by adding the scores from each of the sections in the rubric. In addition to the composite score, information pertaining to sponsor and operator experience in terms of statutory compliance will be reviewed. In cases where a section is not applicable, the points per section for the remaining applicable sections shall be adjusted to maintain the same proportional weight within the calculation.

Each applicant's score and related information will be considered by the superintendent of public instruction in making decisions regarding the approval or disapproval of submitted and reviewed applications. The Department will determine annually the minimum threshold of total points earned to be recommended for approval. The superintendent of public instruction may approve up to five applications for new internet- or computer-based community schools to open for the upcoming school year.


APPLICANT AFFIRMATIONS

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Name: Scott Ellsworth Position: Board President
Signature:  Date: 1/11/2024
DocuSigned by: 439B9B27D44C4D4...


SPONSOR AFFIRMATIONS

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Name: David L. Cash Jr. Position: Superintendent
Signature:  Date: 1/10/2024
DocuSigned by: F0794EB7A221496...

OPERATOR AFFIRMATIONS

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Name: Courtney Tenbosch Position: VP Campus Ops
Signature:  Date: 1/10/2024
DocuSigned by: 73B023A6AF5D499...

Internet- or Computer-Based Community School Application Rubric

Application Submission Date: _____

Applicant Name: Achievepoint Virtual Academy

Sponsor Name: St. Aloysius Orphanage

Sponsor IRN: 083246

Operator Name: Graduation Alliance, Inc.

Operator IRN: 017296

The internet- or computer-based community school application consists of five sections: Proposed School Information, Sponsor's Experience with Online Schools, Operator's Experience with Online Schools, Sponsor's Schools' Records of Academic Performance in all years under its sponsorship, and Operator's Affiliated Schools' Records of Performance in all years under its operation. A sixth component, Preference for Operators with Previous Experience in Ohio, is not scored and will only be considered if the Department receives more than five qualified applications for internet- or computer-based community schools in Ohio. A committee will review all documentation and determine whether to grant approval of the internet- or computer-based community school.

SECTION A: PROPOSED SCHOOL INFORMATION

Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
<p>The application described the proposed internet- or computer-based community school, including:</p> <ul style="list-style-type: none"> The reasons the applicant believes Ohio would benefit from an additional internet- or computer-based community school The community and student population (demographics, ages, and grade levels) school intends to serve If there is no management company, please describe 	0	2	4	6	8

the school leader's experience with online learning <ul style="list-style-type: none"> • The enrollment area (specific counties in Ohio) • The education plan and curriculum intended for each core content area and grade level complies with the National Standards for Quality Online Learning. • The expectations of academic performance, including academic achievement status or proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures • The expectations of any non-academic school or student goals to which the school will hold itself accountable 						
					Total Points Earned	____ of 8
Comments:						

SECTION B: SPONSOR'S EXPERIENCE WITH ONLINE SCHOOLS

Review Criteria		None	Less than 2	3 or 4	5 or more
Number of online schools the sponsor provided monitoring and technical assistance		0	1	2	3
Review Criteria		Less than 1 Year	Between 1 and 3 school years	More than 3 school years	
Number of years sponsor has overseeing internet- or computer-based community schools in Ohio		0	2	3	

Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
<p>The application described the sponsor's experience with internet- or computer-based schools, including:</p> <ul style="list-style-type: none"> The number of internet- or computer-based community schools the sponsor has overseen The number of years the sponsor has providing monitoring and technical assistance to the schools Experience of key personnel sponsoring or operating an online or blended model 	0	0	1	2	3
<p>The application described the sponsor's assessment of the degree to which each of its sponsored internet- or computer-based school is meeting the operating standards for online schools and complying with all applicable laws and rules.</p> <p>AND</p> <p>If applicable, the application described specific steps taken by the sponsor to correct each internet- or computer-based school's compliance with applicable laws and rules in the two most recent evaluation cycles.</p>	0	1	2	3	4
<p>The application described instances where sponsor terminated or nonrenewed sponsorship with an internet- or computer-based community school, including:</p> <ul style="list-style-type: none"> Circumstances leading to the decision to terminate sponsorship for each internet- or computer-based school Specific actions taken by the sponsor and timeline for each action <p>OR</p> <p>If sponsor had not had to terminate or non-renew</p>	0	0	1	2	3

sponsorship with an internet- or computer-based school, application described: <ul style="list-style-type: none"> • Circumstances that would lead the sponsor to the decision to terminate sponsorship • Specific actions the sponsor will take including timeline for each action 					
--	--	--	--	--	--

Review Criteria	More than One FTE Determination in past 3 years	One FTE Determination in past 3 years	No FTE Determination in past 3 years		
Sponsor was responsible for community schools with full-time equivalency (FTE) determinations issued by a state education agency.	0	2	4		
				Total Points Earned	/20
Comments:					

SECTION C: OPERATOR'S EXPERIENCE WITH ONLINE SCHOOLS

Review Criteria		Less than 1 year	1-3 years	4-6 Years	7 or more Years

Number of years operator has managing internet- or computer-based community/public charter schools		0	2	4	6
Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
The application described the operator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state of Ohio. Please include the experience of key personnel employed by the operator.	0	1	2	3	4
The application described operator's assessment of the degree to which each of the operator's affiliated internet- or computer-based schools is meeting the operating standards for online schools	0	1	2	3	4
<p>The application addressed instances where the operator terminated its agreement with each internet- or computer-based community school, including</p> <ul style="list-style-type: none"> • Circumstances leading to the decision to terminate its agreement with each internet- or computer-based school • Specific actions taken by operator and timeline for each action <p>OR</p> <p>If operator had not had to terminate its agreement with an internet- or computer-based school, the application described:</p> <ul style="list-style-type: none"> • Circumstances that would lead the operator to the decision to terminate its agreement with the internet- or computer-based school • Specific actions the operator will take including timeline for each action 	0	1	2	3	4

Review Criteria	More than One FTE Determination in past 3 years	One FTE Determination in past 3 years	No FTE Determination in past 3 years		
Operator was responsible for community schools with full-time equivalency (FTE) determinations issued by a state education agency	0	1	2		
				Total Points Earned	/20
Comments:					

SECTION D: SPONSOR'S SCHOOLS' RECORDS OF ACADEMIC PERFORMANCE

The Department will be assigning a composite weighted score based on the cumulative performance of all schools overseen by the sponsor from academic years 2002-2003 and beyond. From academic years 2002-2003 through 2014-15, the total points will be weighed at 50 percent. For academic years 2015-16 and beyond, the total points will be weighed at 50 percent. The weighted points will be converted to points earned from 0 to 4. The score will then be converted to points from 0 to 20, which will be applied towards the total section points.

Weighted Points	Points Earned for Academic Performance Component	Section Points
3.50 – 4.00	4	18
2.50 – 3.49	3	15
1.50 – 2.49	2	12
0.50 – 1.49	1	7
0.00 - 0.49	0	0

Review Criteria	Points Earned 0	Points Earned 1	Points Earned 2	Points Earned 3	Points Earned 4
Academic Years: 2002-2003 and beyond	0	7	12	15	18
Total Points Earned					/18
Comments:					

SECTION E: OPERATOR'S AFFILIATED SCHOOLS' RECORDS OF ACADEMIC PERFORMANCE

The Department will assign a composite weighted score based on the cumulative performance of all schools managed by the operator from academic years 2002-2003 and beyond. The weighted points will be converted to points earned from 0 to 4. The score will then be converted to points from 0 to 20, which will be applied towards the total section points.

Weighted Points	Points Earned for Academic Performance Component	Section Points
3.50 – 4.00	4	18
2.50 – 3.49	3	15
1.50 – 2.49	2	12
0.50 – 1.49	1	7
0.00 – 0.49	0	0

OPERATOR MANAGING SCHOOLS IN THE STATE OF OHIO ONLY:

If the operator only managed schools within the state of Ohio, the Department will assign percentage weights to the operator's affiliated schools' records of academic performance in all years under its operation based on the following. For academic years 2002-2003 through 2014-2015, the total points will be weighed at 50 percent. For academic years 2015-2016 and beyond, the total points will be weighed at 50 percent.

OPERATOR MANAGING SCHOOLS BOTH IN THE STATE OF OHIO AND OUTSIDE THE STATE OF OHIO:

If the operator managed schools both in the state of Ohio and outside of the state of Ohio, the Department will assign percentage weights to the operator's affiliated schools' records of academic performance in all years under its operation based on the following. For all schools within the state of Ohio from academic years 2002-2003 through 2014-15, the total points will be weighed at 40 percent. For all schools within the state of Ohio from academic years 2015-16 and beyond, the total points will be weighed at 40 percent. For all schools outside the state of Ohio from academic years 2002-2003 and beyond, the total points will be weighed at 20 percent.

Review Criteria	Points Earned	Points Earned	Points Earned	Points Earned	Points Earned
	0	1	2	3	4
Academic Years: 2002-2003 and beyond	0	7	12	15	18
Total Points Earned					/18
Comments:					

SECTION F: ALIGNMENT TO THE NATIONAL STANDARDS FOR QUALITY ONLINE LEARNING.

This section examines whether the proposed internet- or computer-based community school meets the [National Standards for Quality Online Learning](#).

The applicant, sponsor and operator must work collaboratively to provide a narrative that explains how the school will meet requirements included in the [Standards for Quality Online Programs](#). Please attach a copy of the completed narrative to this application. The Department will use the narrative to assign ratings for each set of standards (A-M) using the following criteria. Section ratings will be averaged and scored.

The Department will use the assigned ratings to score the application based on the following:

Points	Criteria
Fully Developed 4 Points	This part of the application demonstrates a model of best practice. This part of the application scored between 90% and 100% of the total possible points .
Well Developed 3 Points	This part of the application demonstrates excellent implementation, comparable to other examples. This part of the application scored 80% or more of the total points, but less than 90% of the total possible points .
Adequately Developed 2 Points	This part of the application demonstrates good implementation, but somewhat lacked depth or detail. This part of the application scored 70% or more of the total points, but less than 80% of the total possible points .
Poorly Developed 1 Point	This part of the application demonstrates partial implementation, but additional work is needed. This part of the application scored less than 70% of the total possible points .
Not Addressed 0 Points	The application does not demonstrate a model of best practice, or this part of the application does not address the standards for quality online programs.

	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
Sec. A: Mission	0	1	2	3	4
Sec. B: Governance	0	1	2	3	4
Sec. C: Leadership	0	1	2	3	4
Sec. D: Planning	0	1	2	3	4
Sec. E: Organizational Staff	0	1	2	3	4
Sec. F: Financial and Material Resources	0	1	2	3	4
Sec. G: Equity and Access	0	1	2	3	4
Sec. H: Integrity and Accountability	0	1	2	3	4
Sec. I: Curriculum and Course Design	0	1	2	3	4
Sec. J: Instruction	0	1	2	3	4
Sec. K: Assessment and Learner Performance	0	1	2	3	4
Sec. L: Faculty and Staff Support	0	1	2	3	4
Sec. M: Learner and Parent/Guardian Support	0	1	2	3	4
Sec. N: Program Evaluation	0	1	2	3	4
Total Points					
3.25 points earned in the above rubric is equal to one rating point for this section					

Total Points Earned		/16
Comments:		

SECTION G: PREFERENCE FOR OPERATORS WITH PREVIOUS EXPERIENCE IN OHIO (NOT SCORED)

The Preference for Operators with Previous Experience in Ohio section is not scored and will only be considered if the Department receives more than five qualified applications for internet- or computer-based community schools in Ohio. If there are more qualified applications than the Department can approve, the Department will consider the total years of experience the operator has managing community schools in Ohio.

Internet- and Computer-Based Community School Scoring Sheet

Applicant Submission Date: _____

Applicant Name: _____

Sponsor Name: _____ Sponsor IRN: _____

Operator Name: _____ Operator IRN: _____

REQUIRED RESPONSES AND DOCUMENTS

(Not Scored)

- ☐ Applicant Information
- ☐ Sponsor Information
- ☐ Operator Information
- ☐ Preference for Operators with Previous Experience in Ohio

APPLICATION RESPONSES

Application Component	Points Earned	Points Possible
Section A: Proposed School Information		8
Section B: Sponsor's Experience with Community and Internet- or Computer-Based Community School(s)		20
Section C: Operator's Experience with Community/Public Charter and Internet- or Computer-Based Community School(s)		20
Section D: Sponsor's Schools' Records of Academic Performance		18
Section E: Operator's Affiliated Schools' Records of Academic Performance		18
Section F: Alignment National Standards for Quality Online Programs		16
Section G: Preference for Operators with Previous Experience in Ohio		
Total Points		100

*The Department has established that an application must earn at least 66% of possible points for approval.

RECOMMENDATION:

_____ Approved _____ Rejected

APPLICANT INFORMATION

- Application Submitted to Sponsor
- Preliminary Agreement Issued to School
- Proposed School Information

- Application Submitted to Sponsor



REPLICATOR APPLICATION

2024 – 2025 SCHOOL YEAR



REPLICATOR APPLICATION

2024 - 2025

REPLICATOR APPLICATION

Instructions	2
Section 1 General Information	5
Section 2 Development Team	6
Section 3 Governance	9
Section 4 Management (Management Company)	14
Section 5 Management (Self-Managed)	17
Section 6 Additional Contractors	19
Section 7 Educational Program	20
Section 8 Staffing Plan	21
Section 9 Demographics and Market Research	23
Section 10 Finances	26
Section 11 Facilities (Site has been Secured)	31
Section 12 Facilities (Site has not been Secured)	34
Section 13 Operations	35
Section 14 Capacity to Execute	37
Attachments	38



REPLICATOR APPLICATION

2024 - 2025

INSTRUCTIONS:

Instructions on Completing Application:

Please review these instructions, the timeline, and the attachment list before beginning this application.

The application consists of questions in fourteen (14) sections, to allow for an evaluation of the capacity of the applicant to operate a charter school. The first step in the application process is to complete all application questions and provide all the mandatory attachments to the application. All questions in each applicable section must be answered and all required attachments in those applicable sections must be provided for an application to be considered complete. The completed application and all the attachments should be submitted in the shared Google folder that has been provided to the Applicant, after submission of the Notice of Intent to Apply. The Notice of Intent to Apply can be found on the Charter School Specialists website at:

<https://charterschoolspec.com/wp-content/uploads/2023/04/Notice-of-Intent-to-Apply-03232023-Form-Template.docx>

The final submission should include:

- 1) The PDF application with all the applicable sections complete.
 - a. The application should be saved as the “[Management Company Name] Replicator Application” in the shared Google folder (i.e. ABC Management Replicator Application);
 - b. All required attachments should be saved according to the Attachment Number and Name (i.e. Attachment 2 – Development Team Resumes);
 - c. Any optional attachments should be saved according to the Attachment Number and Name.

Notes to Completing Application:

- Please view the webinar available on the Charter School Specialists website, for more detailed instructions on how to complete this application.
- All attachments are required to be in PDF format and titled with the Attachment Number and Document Title, unless otherwise indicated.
- For questions that request a narrative response, there is a box to type in the answer. The scrolling feature of the PDF will allow the entire response to be read in the electronic version.
- For some of the questions, an attachment may be provided or the text may be cut and pasted from a document into the text box.
- Some questions allow for an optional attachment in addition to answering the question or in lieu of answering the question.



REPLICATOR APPLICATION

2024 - 2025

- All questions should be answered in at least one of the following ways:
 - a. Answered in complete detail
 - b. Marked as N/A
 - c. Marked as See Attachment
- Please see the “Scoring Rubric” box after each section, for specific information on scoring for each question.
- Schools may now be located in any school district and not only in challenged school districts.
- Should your anticipated enrollment be lower in eligibility for free and reduced lunch, please consider the impact of not receiving the maximum DPIA funds as you make your projections.
- Applicants seeking to locate a school in the Cleveland Metropolitan School District will be required to complete a supplemental application showing knowledge of the Cleveland Transformation Alliance’s plan for transforming schools.
- Do not send unsolicited amendments following submission. If an item has been overlooked, please contact Angie Mann at amann@charterschoolspec.com first to determine the ability to submit additional documentation. There will be a period available to submit supplemental information after the interview.
- In preparing responses to the application, please keep in mind answers to the specific requests carry significance beyond determining whether the applicant will be granted a contract. The answers will determine the specific terms of the contract and will establish parameters for the operation of the school. It is therefore critical the applicant does not simply provide a response that may sound impressive or provide a response to score points.
- Applicants should be aware that the school will be held accountable for commitments made in the application, and the applicant should evaluate all responses to make sure the proposed plans are reasonable, feasible, and attainable.
- St. Aloysius and Charter School Specialists are looking for quality and clarity in the responses, not just volumes of information.
- Completion of the application does not guarantee a contract for a community school.
- Also note that receiving a score of 75% on the application does not guarantee a contract for a community school, only that the application is eligible to be recommended for approval.

Timeline for Application Process:

The deadline to submit this application is September 6, 2023. All submitted applications and attachments will be reviewed and scored, based upon the documents submitted for each individual school, in accordance with the scoring rubric. All applicants are required to have at least one school with a 50% score on the rubric to be granted an interview. Charter School Specialists (CSS) will conduct an interview with each applicant that scored high enough. During the interview CSS will discuss the application and the scores of all of the schools submitted by applicant and may allow an applicant to submit supplemental attachments for sections that did not receive a



REPLICATOR APPLICATION

2024 - 2025

perfect score. The deadline for the additional information is November 10, 2023. Charter School Specialists will then make recommendations of approval to the St. Aloysius' Board. Only applicants with schools that score 75% of eligible points qualify for recommendation of approval. Approvals are granted based on a review of points received, high need district, and consistency with the St. Aloysius and Charter School Specialists mission, vision, strategic plan and sponsorship priorities. The sponsorship priorities for St. Aloysius and Charter School Specialists are that the organizations value expanding educational opportunities, improving school performance and ultimately lifting student achievement throughout the state of Ohio.

St. Aloysius School Location:

Please note the location of all St. Aloysius sponsored schools that can be viewed [HERE](#) as you are searching for a suitable facility.



Primary Contact:		Courtney G. Tenbosch
Organization:		Graduation Alliance, Inc.
Phone:		513-325-0080
Email:		Courtney.Tenbosch@graduationalliance.com

Name of Proposed School(s):	Local School District for Proposed School:	*Proposed Address for School:	Proposed School Year to Open	Proposed Grades to be Served
AchievePoint Virtual Academy	Statewide	5098 Glencrossing Way, Cincinnati, Ohio 45238 for administrative offices	2024-25	9-12

If a location has not been determined at the time of this application, please indicate the city or township that the market research was conducted for in the Local School District for Proposed School and the Proposed Address for School columns.

Is the intent of the school to open an additional facility/location (satellite/annex) under any of these same charters within the next 2 years?

☐ Yes ☒ No

If yes was selected for the above question, please describe the timeline for addition of the facilities.

N/A



REPLICATOR APPLICATION

2024 - 2025

Has the applicant previously submitted or is currently submitting this school to any other sponsor for approval.

☐ Yes ☒ No

If the answer to the above question is Yes, please list the other sponsors that this application has been submitted to. If the answer is No, please type N/A

N/A

Scoring Rubric: These questions are not scored as part of the scoring rubric.

**For the proposed location of the school, please be sure to view the map linked above.*



REPLICATOR APPLICATION

2024 - 2025

SECTION 2 - DEVELOPMENT TEAM:

Development Team

The Development Team plays a critical role in starting the school and team members should have a varied range of expertise.

If the Development Team is a Management Company and has schools currently sponsored by St. Aloysius, only new Development Team members who have been hired within the last fiscal year will need to be listed. Please list any new members of the Development Team, each new member's planned role in the development of the school and an email address for each new member. If there are no new Development Team members, please select N/A.

If the applicant is a Management Company that does not have any schools currently sponsored by St. Aloysius, please list all the members of the Development Team, each member's planned role in the development of the school and an email address for each member. If there are different Development Team members for each school, please list the Development Team Members on a separate attachment.

Names:	Role	Email addresses:
<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>
<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>
<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>
<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>
<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>
<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>	<i>Click or tap here to enter text.</i>

☐ See Attachment – Titled “Attachment 2(a) Development Team Members”

☒ N/A

ATTACHMENT 2(b) – DEVELOPMENT TEAM RESUMES

Provide a current resume for each development team member and upload as a single PDF document titled “Attachment 2(b) - Development Team Resumes”. Each resume must contain current contact information (email address, mailing address and phone number).



REPLICATOR APPLICATION

2024 - 2025

If the Development Team is a Management Company, only resumes for new Development Team members will be needed. Provide a current resume for each new Development Team member and upload as a single PDF document titled “Attachment 2(b) - Development Team Resumes”. Each resume must contain current contact information (email address, mailing address and phone number).

Scoring Rubric: To receive a “Meets” on the questions under this section,

- *There are multiple members of the Development Team*
- *There must be a resume for each Development Team member listed*
- *All resumes must have current contact information*
- *The resumes show that members have a diverse set of skills*
- *The resumes show that members have expertise in at least 3 of the following areas: business, education, finance, technology and governance*
- *If N/A is selected above, the reviewers will score this section based upon prior Development Team submissions to the Sponsor.*

Development Team Experience

Please describe the experience that the Development Team members have with any community or charter school, inside or outside of Ohio, and identify the role and years of experience for each Development Team member with this experience. If there are different Development Team members for each school, please list the Development Team Members Experience on a separate attachment.

If the Development Team is a Management Company, only experience for new Development Team members provided in section 2(b) will be needed. Please describe the experience that any new Development Team member has with any community or charter school, inside or outside of Ohio, and identify the role and years of experience for each new Development Team member with this experience. If there are no new Development Team members, please select N/A.

Names:

Click or tap here to enter text.

Click or tap here to enter text.

Years of Experience

Click or tap here to enter text.

Click or tap here to enter text.

Roles:

Click or tap here to enter text.

Click or tap here to enter text.



REPLICATOR APPLICATION

2024 - 2025

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Click or tap here to enter text.

Click or tap here to enter text.

☐ See Attachment – Titled “Attachment 2(c) Development Team Members Experience”

☒ N/A

Scoring Rubric: To receive a “Meets” on this question at least 2 members of the Development Team have at least 3 years of experience working with community schools or charter schools. If N/A is selected above, the reviewers will score this section based upon prior Development Team submissions to the Sponsor.

Development Team Transition Plan

If any member of the Development Team plans to continue to be involved with the school or the governing authority after opening, please describe the role. If no members intend on a transition to the school or governing authority, please select N/A.

☐ N/A

The Executive Director of Schools and the Principal are the only two members of the development team who plan to continue to be involved with AchievePoint Virtual Academy after opening, in the same roles they hold at AchievePoint Career Academy - Cincinnati.

Scoring Rubric: This question is not scored as part of the scoring rubric.



REPLICATOR APPLICATION

2024 - 2025

Is any Member of the Development Team currently involved with any charter/community school, in any capacity, inside or outside Ohio?

☒ Yes ☐ No

If yes to the above question, please list the charter/community school and the capacity with that school.

If the Development Team is a Management Company and has schools currently sponsored by St. Aloysius, then the Applicant will only need to list the charter/community school involvement that applies to new Development Team members hired within the last fiscal year.

N/A

Scoring Rubric: This question is not scored as part of the scoring rubric.



REPLICATOR APPLICATION

2024 - 2025

SECTION 3 - GOVERNANCE:

The Governing Authority's role is vital to the school's success and future existence. The Governing Authority sets policies, establishes the budget and is the fiduciary agent for the community school. The Governing Authority is responsible for compliance with the community school contract and applicable local, state and federal laws. The Governing Authority of the community school is the responsible entity and contracting party for any community school contract. Ohio Revised Code requires no fewer than five (5) members on each Governing Authority.

Governing Authority Members

Please list all the members of the Governing Authority for each school and provide an email address for each member. If submitting the application for multiple schools and there are different Governing Authority members for each school, please list the Governing Authority members for each school on a separate attachment.

Names:

Scott Ellsworth

Harold Brown

Christy Earls

Email Addresses:

Scott@SEllsworth-Consulting.com

HBrown@CincinnatiSymphony.org

Christy.Earls@StElizabeth.com

☐ See Attachment – Titled “Attachment 3(a) Governing Authority Members”

ATTACHMENT 3(b) GOVERNING AUTHORITY MEMBER RESUMES

Provide a current resume for each Governing Authority member and upload as a single PDF document titled “Attachment 3(b) – Governing Authority Resumes”. Each resume must contain current contact information (email address, mailing address and phone number).

As per Tammie Osler at CSS, these resumes are already on file and Tammie has confirmed that we do not need to resubmit.



REPLICATOR APPLICATION

2024 - 2025

Scoring Rubric: To receive a “Meets” on the question under this section,

- *There are at least three (3) Governing Authority members listed*
- *There must be a resume for each Governing Authority member listed*
- *All resumes must have current contact information*

Governing Authority Members Experience

Please describe the experience that the Governing Authority members have with any community or charter school, inside or outside of Ohio, and identify the role and years of experience for each Governing Authority member with this experience. If there are different Governing Authority members for each school, please list the Governing Authority members’ experience on a separate attachment.

Names:	Years of Experience	Roles:
Scott Ellsworth	2018-present	Board President
Harold Brown	2018-present	Board Vice President
Christy Earls	2020-present	Board Secretary

☐ See Attachment – Titled “Attachment 3(c) Governing Authority Members Experience”

Scoring Rubric: To receive a “Meets” on this question at least 1 member of the Governing Authority has at least 3 years of experience working with community schools or charter schools or has experience working in a business-related area such as a company executive, an accountant, an attorney, or another similar professional field.

Governing Authority Legal Counsel Information

Under Ohio Revised Code Section 3314.036, the Governing Authority must employ legal counsel who is independent from both the school’s sponsor and the operator. Independent counsel shall negotiate the school’s contract with the sponsor and the school’s contract with the operator. While no score will be given for this section



REPLICATOR APPLICATION

2024 - 2025

the expectation is that the legal counsel listed has experience with Ohio law as it pertains to community schools. If there is different legal counsel for each school, please list the information for each legal counsel for each school on a separate attachment.

Name of Legal Counsel: Becky Scheiman, Esq., at Nicola, Gudranson & Cooper, LLC

Address: Landmark Office Towers
Republic Building, Suite 1400
25 West Prospect Avenue
Cleveland, Ohio 44115-1048
www.nicola.com

Phone: 216-621-7227 (t); 216-621-3999 (f)

Email Address: bscheiman@nicola.com

Experience with Ohio Charter Schools Legal counsel for AchievePoint Academy since 2017

☐ See Attachment – Titled “Attachment 3(d) Legal Counsel”

Scoring Rubric: This question is not scored on the scoring rubric.

Governing Authority Structure

Describe the Governing Authority structure (including how/when meetings will be held, committees, terms for members, conditions for removal of a Governing Authority member, and recruitment of new members, etc.). [This information is typically contained in the by-laws]. A draft of the bylaws may be uploaded as a response.

If there is a Management Company and the Management Company currently has schools sponsored by St. Aloysius, then a copy of the By-Laws will not need to be provided. Please select N/A.

☐ See Attachment – Titled “Attachment 3(e) – By-Laws”

☒ N/A

Click or tap here to enter text.



REPLICATOR APPLICATION

2024 - 2025

Scoring Rubric: To receive a “Meets” on this question the Governing Authority Structure statement or bylaws must contain:

- *Information on the structure of Governing Authority members*
- *How and when meetings are held*
- *The Committees*
- *The length of Governing Authority members terms*
- *Conditions for removal of a Governing Authority member*
- *Information on Governing Authority member recruitment*
- *Information on future development plans*
- *If N/A is selected above, the reviewers will score this section based upon the prior By-Law submissions to the Sponsor.*

Governing Authority Monitoring

Describe the Governing Authority’s plan to monitor, measure and evaluate the management organization’s or the school leader’s performance. If a monitoring/evaluation tool is going to be used, the monitoring/evaluation tool may be uploaded as supporting documentation.

If there is a Management Company and the Management Company currently has schools sponsored by St. Aloysius, then the Governing Authority’s plan to monitor does not need to be provided. Please select N/A.

Note: The information may be provided below and/or a file may be uploaded. All the requested information must be included. If uploading a file, it must be a PDF. If only uploading a file, please check the box marked See Attachment.

☐ See Attachment – Titled “Attachment 3(f) Governing Authority Monitoring”

☒ N/A

Scoring Rubric: To receive a “Meets” on this question, the description will clearly identify the method in which the Governing Authority will monitor, measure, and evaluate the management organization and/or the school leader. If N/A is selected above, the reviewers will score this section based upon the prior Governing Authority Monitoring plan submissions to the Sponsor.



REPLICATOR APPLICATION

2024 - 2025

Is any member of the Governing Authority currently involved with any charter/community school, in any capacity, inside or outside Ohio?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes to the above question, please list the charter/community school and the capacity with that school.	Three of the Governing Authority members from AchievePoint Career Academy-Cincinnati (President, Vice President, and Secretary) will retain their roles as Governing Authority for AchievePoint Virtual Academy.

Scoring Rubric: This question is not scored on the scoring rubric.



REPLICATOR APPLICATION

2024 - 2025

MANAGEMENT

Management Structure

Schools are operated either by a management company or self-managed by a school leader. Please review the definitions below and determine which management structure the school will be following. Please select an option below that corresponds to the applicant's actual or intended management structure, even if the specific management style has not yet been contracted. Please only answer the questions in the corresponding section that has been selected.

☒ Management Company (An organization that manages the daily operations of a community school pursuant to a contract between the management company and the school's governing authority or a non-profit organization that provides programmatic oversight and support to a community school under a contract with the school's governing authority and that retains the right to terminate its affiliation with the school if the school fails to meet the organization's quality standards.)

Please complete Section 4

☐ Self-managed (Management of the daily operations of the school is through the School leader and the delegation of tasks is to employees under the School leader's direct control. The governing authority employs the School leader and all employees.)

Please complete Section 5



REPLICATOR APPLICATION

2024 - 2025

SECTION 4 – MANAGEMENT COMPANY

Only answer the questions below if the school is operated or intends to be operated by a management company.

Organization Type

What type of organization is the management company:

☒ EMO (Educational Management Organization): A for-profit entity that contracts with new or existing public school districts and charter schools to manage charter schools by centralizing support, operations, and oversight.

☐ CMO (Charter Management Organization): A nonprofit organization that operates or manages two or more charter schools (i.e., either through a contract with the charter schools or as the charter holder) linked by centralized support, operations and oversight.

☐ Other:

Management Company Information

Company Name:	Graduation Alliance, Inc.
Contact Person:	Chad Craycraft, Esq.
Phone:	512-635-4646
Email Address:	Chad.Craycraft@graduationalliance.com
Management Company EIN:	20-8510553
Management Company IRN:	017275

Scoring Rubric: This question is not scored on the scoring rubric.



REPLICATOR APPLICATION

2024 - 2025

Management Organization and Responsibilities

Please provide 1) A detailed description of the management company's role with managed school(s), and 2) A detailed description of the management organization's responsibility to the governing authority.

If the Management Organization has schools that are currently sponsored by St. Aloysius, then a description of the Management Organization does not need to be provided. Please select N/A

☒ N/A

ATTACHMENT 4(a) Provide a copy of the management agreement as a PDF document titled "*Attachment 4(a) - Management Agreement*". If a management agreement has not been finalized, provide a copy of the management agreement template as a PDF document titled "*Attachment 4(a) - Management Agreement Draft*". If the Management Organization has schools that are currently sponsored by St. Aloysius, then a Management Agreement does not need to be provided. Please select N/A.

Scoring Rubric: To receive a "Meets" on this question, a final or template Management Agreement must be submitted AND a detailed description of the management organization's roles and responsibilities should be completed above. If N/A is selected above, the reviewers will score this section based upon the prior Management Agreement submissions to the Sponsor.

Organizational Structure

Please provide a description of the organizational structure of the management organization including specific individuals who will be responsible for the day-to-day operation and success of the proposed school.

If the Management Organization has schools that are currently sponsored by St. Aloysius, then a description of the Organizational Structure does not need to be provided. Please select N/A

☒ N/A

ATTACHMENT 4(b) Provide the EMO or CMO organizational chart with a description of each person's responsibilities as a PDF titled "*Attachment 4(b) - Organizational Chart*".



REPLICATOR APPLICATION

2024 - 2025

Scoring Rubric: To receive a “Meets” on this question, the management company’s organizational chart will be uploaded and the organizational structure will identify specific individuals or roles who will be responsible for the day to day operations of the school in each of the following categories: School leader/Principal; Testing and Assessments; Human Resources; Training and Professional Development; Building Maintenance and related services; Marketing/Enrollment; Purchasing; Technology. If N/A is selected above, the reviewers will score this section based upon the prior Organizational Chart submissions to the Sponsor.

Communication Plan

Please describe the management company’s plan for communicating with the Governing Authority. The plan should describe any reports that will be provided to the Governing Authority and how often communication is expected. This plan should also align with the Governing Authority structure described in this application.

[If the Management Organization has schools that are currently sponsored by St. Aloysius, then a description of the Communication Plan does not need to be provided. Please select N/A](#)

Note: The information may be provided below and/or a file may be uploaded. All the requested information must be included. If uploading a file, it must be a PDF. If only uploading a file, please check the box marked See Attachment.

☐ See Attachment – Titled “Attachment 4(c) – Communication Plan”

☒ N/A

Scoring Rubric: To receive a “Meets” on this question, the communication plan should describe any reports that will be provided to the Governing Authority, how often the communication is expected, and the communication plan should align with the Governing Authority structure described. If N/A is selected above, the reviewers will score this section based upon the prior Communication Plan submissions to the Sponsor.



REPLICATOR APPLICATION

2024 - 2025

SECTION 5 – SELF-MANAGED

Only answer the questions below if the school will be self-managed during the term of the charter.

If the Daily Operations personnel will vary for each school, please list all of the personnel associated with each daily operation for each school on a separate attachment.

Daily Operations

School leader/Principal:	N/A
Testing and Assessments:	N/A
Human Resources:	N/A
Training and Professional Development:	N/A
Building Maintenance and related services:	N/A
Marketing/Enrollment:	N/A
Purchasing:	N/A
Technology:	N/A
Sponsor Compliance:	N/A
Finance:	N/A
Education Management Information System :	N/A
Federal Programs:	N/A

☐ See Attachment – Titled “*Attachment 5(a) Daily Operations*”

ATTACHMENT 5(b) Provide a copy of the resumes for all of the individuals listed above showing relevant experience, or in the alternative a job description showing each of the assigned areas and the relevant experience required in the job description as a PDF document titled “*Attachment 5(b) - Daily Operations Resumes*”. If it will be job descriptions, provide a copy of the job descriptions as a PDF document titled “*Attachment 5(b) – Job Descriptions*”.



REPLICATOR APPLICATION

2024 - 2025

ATTACHMENT 5(c) Provide the overall organizational charts for each of the schools with information regarding the reporting expectation of each individual as a PDF titled “Attachment 5(c) - Organizational Chart”.

Scoring Rubric: To receive a “Meets” on this question, either the applicant has provided resumes for all of the persons listed above and the resumes uploaded show relevant experience in each of the assigned areas or the job description for each position has been provided and the job description identifies that the employed person must have the relevant experience. An organizational chart must also be uploaded.

Communication Plan

Please describe the school leader’s plans for communicating with the Governing Authority. The plan should describe any reports that will be provided to the Governing Authority and how often communication is expected. This plan should also align with the Governing Authority structure described in this application.

Note: The information may be provided below and/or a file may be uploaded. All of the requested information must be included. If uploading a file, it must be a PDF. If only uploading a file, please check the box marked See Attachment.

☐ See Attachment – Titled “Attachment 5(d) – Communication Plan”

N/A

Scoring Rubric: To receive a “Meets” on this question, the communication plan should describe any reports that will be provided to the Governing Authority, how often the communication is expected and the communication plan should align with the governing authority structure described.



REPLICATOR APPLICATION

2024 - 2025

SECTION 6 – ADDITIONAL CONTRACTORS

Additional Contractors

List below the names of all contractors, or potential contractors, that will provide daily support services to the schools that are not provided by a management organization or listed in the self-management section. If a provider has not been selected, list the service and those entities currently in negotiations to provide the services.

Note: The information may be provided below and/or a file may be uploaded. All the requested information must be included. If uploading a file, it must be a PDF. If only uploading a file, please check the box marked See Attachment.

☐ See Attachment – Titled “Attachment 6 – Additional Contractors”

Name:	Contact Information:	Services to be provided:
Miami Valley Educational Computer Association (MVECA)	Karen Wilson wilson@mveca.org 937-767-1468 ext 3115	ITC
Next Step Staffing and Workflow Solutions	Marissa Cangelosi mcangelosi@nextstep-pps.com 440-488-6297	Special Education Partner (Intervention Specialists, hearing and vision, nursing services) and English Learner services
Total Education Solutions	Mandy Coddling mcoddling@tesidea.com 440-590-0221	Special Education Partner (Psychologist, Speech Pathologist, Occupational Therapist)
Wall2Wall	Jenny Wall jenny@wall2walledu.com 614-323-5910	Education Management Information System (EMIS) Parter



REPLICATOR APPLICATION

2024 - 2025

Scoring Rubric: To receive a “Meets” on this question, it must be clear that between support services described in the daily operations section, combined with those described in this section, all required daily support services will be provided.

SECTION 7 – EDUCATIONAL PROGRAM

Mission, Vision, and Philosophy

Please identify the schools’ mission statements which include intent and purpose. Please identify the schools’ vision statements including anticipated operations, functions and successes over time. Please identify the schools’ philosophies which describe the values and beliefs by which the schools will operate.

Mission: Please identify the school’s mission statement, which includes intent and purpose.

The mission of AchievePoint Virtual Academy is to advance student lives by preparing them for today’s economic opportunities.

Vision: Please identify the school’s vision statement, including anticipated operations, functions, and successes over time.

AchievePoint Virtual Academy empowers students to engage in today’s economic opportunities by equipping them with the education, professional skills, and career readiness training they need to obtain family-sustaining-wage employment in the communities in which they live. The success of the school is tied directly to the success of its students both in the classroom and in the world of work.

Philosophy: Please identify the school’s philosophy, which describes the values and beliefs by which the school will operate.

We see the high school diploma as a milestone, not a destination. The education program of AchievePoint Virtual Academy is designed to provide versatile pathways to high school graduation, foster college and career planning, and prepare students for the world of work through professional skills acquisition and career readiness training.

The diploma completion program will be delivered in a fully virtual learning model complete with recruiting, transcript analysis, wifi-enabled laptops, coaching and mentoring, and robust support services. Each student will develop an Individual Learning Plan with their coach.



REPLICATOR APPLICATION

2024 - 2025

The barriers at-risk students face typically result from “life issues” and have little relation to individual abilities or skills. Whether battling chronic health issues, forced to support a family as head of the household, or suffering debilitating social anxiety, the students we serve need flexibility of time and place. Our model for success includes setting clear learning goals and milestones and providing students with 360 degrees of support, including proactive academic interventions from highly qualified teachers and coaches, local advocacy to address life barriers, 24x7 tutoring, and dedicated math assistance.

We believe all students, when provided personalized support, can earn a high school diploma and pursue their career goals, leading to improved quality of life and improved outcomes for the state as a higher number of qualified workers enter the labor market.

Scoring Rubric: To receive a “Meets” on this question there must be a mission statement with intent and purpose, a vision statement with anticipated operation, function and success of the school over time, and there must be a philosophy which describes values and beliefs by which the school will operate.

Record of Success - Academics

ATTACHMENT 7(a) - Provide as a PDF titled “Attachment 7(a) Record of Success Academics”, a list of each school [that are not currently sponsored by St. Aloysius](#) ever affiliated with the management organizations, or its individuals, or school leaders (for self-managed schools) that include the following: 1) Names of school(s), 2) Dates of affiliation with the school(s), 3) Number of students served by year, 4) the years affiliated with the school 4a) the School’s Overall Grade, 4b) the School’s Progress Grade and 4c) the School’s Performance Index Score, 5) A summary for the school(s) describing challenges encountered and/or successes achieved in the school(s)’ academic performance. Note: If any of the schools are located outside of Ohio, provide similar or equivalent measures for Item 4 for that state. If any of this information is not available, please explain in the attachment and provide supplemental information. The reviewers will gather the academic information for all the Management Organization’s schools currently sponsored by St. Aloysius.

Education Plan

Please identify the school that is being replicated and why this school was chosen to be replicated. If there are multiple schools being replicated for different locations, please assign one of the schools that are being replicated to each location contained in this Application and identify why the designated school was chosen for each location. Please review the [List of Community Schools which may be replicated under Criteria Two](#) from the Ohio Department of Education when identifying the school that is being replicated. If the school that is being replicated is not sponsored by St. Aloysius, please attach the Educational Plan of the school(s) being replicated as a PDF.



REPLICATOR APPLICATION

2024 - 2025

AchievePoint Career Academy-Cincinnati. Per Tammie Osler, we are listing our sister school, which is sponsored by St. Aloysius, even though AchievePoint Career Academy-Cincinnati is not on the list of Community Schools which may be replicated under Criteria Two because it is not a “Quality Grant” recipient.

☐ See Attachment – Titled “Attachment 7(b) – Education Plan”

Please see the scoring rubric located on the Charter School Specialists website for more detailed information on how this section will be scored.

SECTION 8 – STAFFING PLAN

Roles and Responsibilities

Please describe the roles and responsibilities of school staff aligned to the organizational chart and mission, vision and (c) specialized, (d) contracted services (i.e. speech and language pathologist, school psychologists, etc.), (e) other.

Note: The information may be provided below and/or a file may be uploaded. All the requested information must be included. If uploading a file, it must be a PDF. If only uploading a file, please check the box marked See Attachment.

☐ See Attachment – Titled “Attachment 8(a) – Roles and Responsibilities”

Staff Title	Roles & Responsibilities	Alignment to mission, vision, values
Executive Director of School	Oversight of Academy staff and student services contractors, Management of Academic Coaches and student enrollment reporting	Ensure fidelity of implementation and alignment with mission, vision, and values
School Principal	Oversight of teaching staff, professional development, accreditation, and continuous improvement	Ensure fidelity of implementation and alignment with mission, vision, and values
Technology Infrastructure and IT Team	Oversight of provision of student technology and direct responsibility for data analysis	Provide flexible student experience aligned to school philosophy; measure efficacy of program against stated outcomes



REPLICATOR APPLICATION

2024 - 2025

Legal team	Contracts and compliance for the Academy	Ensure sound business practices to enable long-term sustainability and growth
Treasurer	Oversight of Academy financials, compliance with State school finance rules	Ensure sound business practices to enable long-term sustainability and growth
Teachers	Facilitators of student learning, tutorials, feedback, in-person meet-ups as appropriate, and evaluation of student work	Provide engaging student experience aligned to School philosophy
Tutors	Real-time 24x7 tutors	Providing additional academic support aligned to School beliefs
Special Education Coordinator	Leads Special Education contracted partnerships, compliance, SPED software, PBIS, RTI and all SPED related initiatives	Provide and coordinate all SPED related initiatives aligned to school philosophy.
Service Providers (Special Education, School Health/Wellness, ITC, and EMIS)	Contractors that provide specific services to the Academy or students, including services related to compliance with federal programs.	Provide planning or robust student support in accordance with school philosophy
Enrollment Team	Student recruitment, Assist Enrollment team and families with enrollment documents, compliance, immunization records, free and reduced lunch applications and truancy documentation.	Communicate mission, vision, and values of the school to interested students and families; Provide support to families during enrollment process, ensure compliance and support for crucial reporting requirements
Academic Coaches	Map transcripts, advise and enroll students in courses, develop Individual Learning Plans (ILPs) in coordination with students, monitor student pace and progress, and deliver or coordinate interventions, as needed	Provide robust student support in accordance with school philosophy
Local Advocates	Staff facilities, manage caseload of students to provide social support and connections to local services, facilitate life challenges interventions	Provide robust student support, virtually or in person, in accordance with school philosophy
Help Desk Support	Student and staff technical support for hardware and software	Provide flexible student experience aligned to school philosophy



Testing Coordinator

Plan and proctor STAR and EOC testing with compliance and fidelity.

Ensure students have state testing preparation support and proctoring.

Scoring Rubric: To receive a “Meets” on this question, a description of the roles and responsibilities of school staff must be contained and will align to the organizational chart, the mission, the vision and the philosophy of the school for all 5 items identified above.

Please describe the plan to recruit, retain, and train highly qualified personnel, including how each of the schools will meet the goals identified in [Ohio’s 2015 Plan for Equity](#).

If the applicant is a Management Company and the Management Company currently has schools sponsored by St. Aloysius, then a description of the Recruitment Plan will not need to be provided. Please select N/A.

Note: The information may be provided below and/or a file may be uploaded. All the requested information must be included. If uploading a file, it must be a PDF. If only uploading a file, please check the box marked See Attachment.

☐ See Attachment – Titled “Attachment 8(b) – Recruitment Plan”

☒ N/A

Scoring Rubric: To receive a “Meets” on this question, a description of the plan to recruit, retain and train personnel is included along with how the school is meeting the goals in Ohio’s 2015 Plan. If N/A is selected above, the reviewers will score this section based upon the prior Recruitment Plan submissions to the Sponsor.



REPLICATOR APPLICATION

2024 - 2025

Staffing Plan for Projected Enrollment

Please describe the staffing plan (for the next 5 years) for each school based on the projected enrollments, the student-teacher ratios and differentiate between certified teaching, para-teaching, and non-licensed staff. The student-teacher ratios must be no more than 29:1. An adequate ratio is required in a charter contract if granted.

If the applicant is a Management Company and the Management Company currently has schools sponsored by St. Aloysius, then a description of the Staffing Plan will not need to be provided. Please select N/A.

Note: The information may be provided below and/or a file may be uploaded. All the requested information must be included. If uploading a file, it must be a PDF. If only uploading a file, please check the box marked See Attachment.

☐ See Attachment – Titled “Attachment 8(c) – Staffing Plan”

☒ N/A

Scoring Rubric: To receive a “Meets” on this question, a description of the staffing plan for the next five (5) years is included and this plan is based on the projected enrollment, has an adequate student-teacher ratio and differentiated between certified teaching, para-teaching, and non-licensed staff. If N/A is selected above, the reviewers will score this section based upon the prior Staffing Plan submissions to the Sponsor.

SECTION 9 – DEMOGRAPHICS AND MARKET RESEARCH

Per Tammie Osler, we can substitute this Section 9 for the original Replicator Section 9.

School Model

Please provide the following:

1) An explanation with reasons that the applicant believes Ohio would benefit from an additional internet or computer based school,

There are currently 14 online community schools in Ohio. All 14 of the online schools serve students in grades 9-12; combined, they serve 12,700 high school students in the state.



REPLICATOR APPLICATION

2024 - 2025

Of the 14 Ohio online schools, nine are classified as Dropout Prevention and Recovery high schools, serving 3,805 high school students.

Ohio would benefit from an additional online (internet-based) school because there are not enough educational options like this in Ohio to support all of Ohio's students who need it. If all nine existing DOPR online schools served only high school dropouts, with their caps, they would be able to serve only a fraction of the 133,000 high school aged dropouts in the state due to statutory program caps.

School districts do not consistently receive incremental state aid when dropouts return to the classroom, creating little incentive for districts to do the work of finding and engaging students who are no longer attending school. In many instances, schools do not have the staff or resources necessary to conduct the outreach and provide flexibility, accountability, and support to re-engage dropouts and ensure their success—especially when many dropouts who have not been able to succeed in a traditional school setting need alternative scheduling and settings that most school districts are unable to deliver.

More students than ever before are struggling with the life issues that cause students to drop out of school: students struggling with depression and mental health issues may have trouble leaving the house and coming to school. [Chris Woolard](#), Ohio Department of Education interim superintendent of public instruction, said "You know, the reason – it's, it is health reasons. It is mental health reasons. It is transportation issues. It is you know, it's – it's this long sort of laundry list of why, and it's going to vary by student. It's going to vary by community."

For all of these reasons, we believe there is strong evidence that Ohio would benefit from an additional, statewide, internet-based school, particularly the online model we are proposing, which is focused on serving the most marginalized, vulnerable student populations in Ohio: students who have dropped out or who are at risk of dropping out.

2) A description of how the school model is unique from the other online school models in Ohio

AchievePoint Virtual Academy is modeled after a national online dropout recovery program model founded on 21 research-based principles of best practice for returning dropouts. The major tenets of the national program are identified below.

Flexible Schedule

Many of the existing online schools in Ohio require students to engage in their educational experience between the hours of 8 am and 4 pm, which mirror the hours of their brick-and-mortar counterparts. However, students for whom the traditional school day model does not work need an alternative model.



REPLICATOR APPLICATION

2024 - 2025

AchievePoint Virtual is uniquely positioned to address and resolve the reasons why students drop out, including work commitments and childcare responsibilities, among other issues. Students are offered:

- synchronous and asynchronous instruction directed by a licensed teacher, primarily through online, digital learning strategies that provide students the flexibility they need to navigate their coursework around the barriers that interrupted their education in the first place
- extended office hours meeting with teachers individually and in small groups for additional academic support
- ability to access assignments and submit work 24x7x365
- access to 24x7 tutoring

AchievePoint Virtual Academy's course schedules prioritize success early and often to reinforce positive study habits in a population that may have experienced previous academic failure or who experiences dramatic disruptions as a result of their life circumstances.

Student Accountability

AchievePoint Virtual Academy's program will operate on a principle of compassionate accountability and support as students navigate the educational environment.

Standards and expectations are communicated to the student early in the program. Timely completion of courses and line of sight to earning their high school diploma is critical for student success. A key component of this program, therefore, is accountability for consistent progress toward graduation.

Robust Human Support

Students who have already dropped out and who are at risk of dropping out of high school may not have adults in their lives who can provide the support and accountability they need to engage with their education and may not have had success in the past with online learning platforms. Graduation Alliance has sixteen years of experience and success working with high school dropouts and at-risk, vulnerable students who have demonstrable success learning, earning credits, and graduating in an exclusively online environment.

The AchievePoint Virtual Academy model is based on research specific to supporting at-risk students within an online learning environment. A central tenet of the model's success is surrounding students with robust human supports to help them overcome the academic and life challenges that have disrupted their education so they can succeed in earning their high school diplomas. The support roles include:



REPLICATOR APPLICATION

2024 - 2025

- **Academic Coaches** - Each student is assigned their own Academic Coach, and together they create a personalized educational plan for the student to follow in order to graduate. Academic Coaches are committed champions who provide consistent, caring communication to students and their families. Academic Coaches monitor pace and progress and provide reminders to students, homework resources, encouragement, pep talks, and nudges.
- **Local Advocates** - Local Advocates are caseworkers who work with students and families to provide support for life challenges that can create barriers to student success. Local Advocates develop relationships with community partners and can provide referrals for families who need help with housing, utilities, food, healthcare, and other community resources, so students can focus on school.
- **State-Certified Teachers** - State-certified teachers facilitate the asynchronous courses. Teachers are available during regularly posted hours to answer students' and parents' questions and to provide additional resources. Students can also meet in person with certified teachers for individualized check-ins.
- **Tutors** - Students have access to 24x7 tutors 360 days a year.

Prepare for What's Next

We recognize that while the high school diploma is a significant milestone for students, it is also the base level of education required for success and is a step on the student's journey, not the final destination. This is why AchievePoint Virtual Academy builds supports into its curriculum to help students prepare for their transition beyond high school either into employment or additional training programs. Every student at the AchievePoint Virtual Academy will be required to complete the Career Development course, which will also result in the student receiving an employability skills certificate.

These supports include assistance researching employment and postsecondary education opportunities from the Academic Coach and Local Advocate, ongoing encouragement to prepare for the next step, and the many career pathway offerings available through the curriculum.

Additionally, Graduation Alliance partners with Coursera to offer students the opportunity to test different career pathways by completing stackable, professional certificates in high-demand fields including healthcare, IT, hospitality, and cybersecurity. These flexible online opportunities that do not have time and place requirements are beneficial to students for ruling in or out career field interest, as well as giving them a head-start, whether they are interested in pursuing post-secondary education and training or segueing directly into a career after graduation.

3) Specific data that show the need for the school's model



REPLICATOR APPLICATION

2024 - 2025

Currently the national unemployment rate is 3.8% through August 2023; however joblessness among those without a high school diploma is [at 5.4%](#), those with a high school degree 3.8%, those with some type of college 3.0% and those with a bachelor's degree or higher 2.2%. According to the Bureau of Labor Statistics as of September 2023, Ohio had a 3.9% unemployment rate.

Students who dropout of high school are less likely to find a job and earn a living wage, and more likely to be poor and suffer from a variety of adverse health outcomes ([Rumberger, 2011](#)). Based on [2022 data](#) from the U.S. Bureau of Labor Statistics, high school dropouts had the lowest median weekly earnings \$682 (compared to high school diploma holders who earned \$853 per week—an annual difference of nearly \$9,000) and highest unemployment rate (5.5 percent) among those at all education levels.

Additionally, it is harder for high school dropouts to obtain and retain employment. While [13.3%](#) of Ohioans with less than a high school diploma lost their jobs to COVID-19 and 10.2% remained unemployed by 2021, that was true for just 4.6% of college grads who lost work and 2.6% who lost or remained out of work a year later. Through 2028, [40%](#) of job openings in Ohio will require at least a high school education.

According to the [US Census Bureau American Community Survey 2021 5-year estimate](#), there are approximately 133,000 students in Ohio ages 18-24 who never finished high school and are no longer attending school.

Additionally, enrollment declined dramatically with disruptions from the COVID pandemic, with public schools losing [37,387 students](#) between FY21 and 22 as reported by Ohio's Legislative Budget Office.

The AchievePoint Virtual Academy focuses on students in grades 9-12 because they are at an age where the flexibility and extra support we can provide is critical to their present and future success of not becoming part of the over 848,000 adults in Ohio without a high school diploma. All of the data points to these students being in crisis and we are offering a solution with strong efficacy for the population who needs the most support.

4) The grade levels, ages, and specific demographics that this school is proposing to serve

Our target population is the dropout recovery population, which, according to the definition of the state, includes individuals ages 15-21 who have either dropped out or are at risk of dropping out because of life crises.

We expect a fairly even mix of male and female students. Based on AchievePoint Career Academy-Cincinnati 2022-23 data, there are (43% and 57%, respectively) with an average age of 18, which we expect to be representative of the population who will enroll in AchievePoint Virtual Academy. We expect that at least 92% of our students will be economically disadvantaged and 40% will be White.

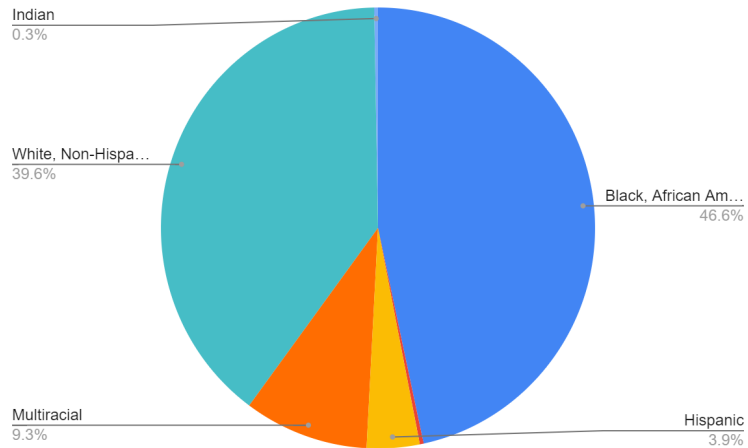


REPLICATOR APPLICATION

2024 - 2025

With regard to ethnicity, we also expect that the Virtual Academy's population mirror AchievePoint Career-Academy's distribution:

Black, African American	166
Asian	1
Hispanic	14
Native American/Alaskan Native	0
Multiracial	33
White, Non-Hispanic	141
Indian	1
Unknown	0



5) The expectations of students' academic performance

We expect AchievePoint Virtual Academy's students' academic performance to be similar to that of AchievePoint Career Academy's students in Cincinnati who have exceeded overall standards for the 2022-23 school year, and:

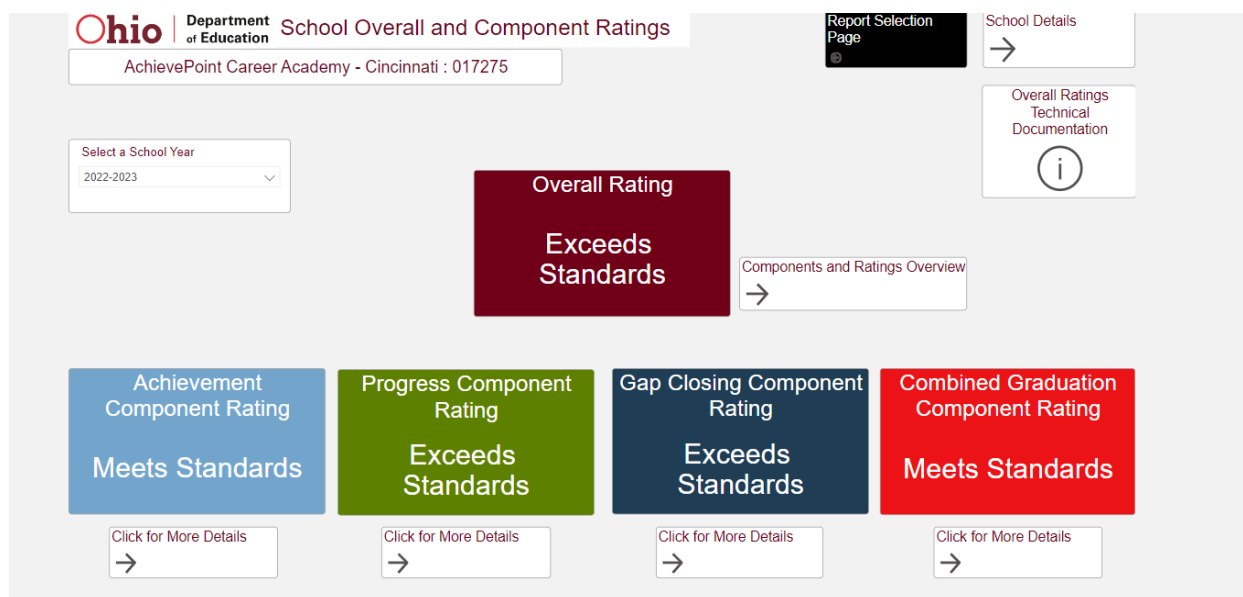
- **exceeded expectations** for the Progress Component Rating (which looks closely at the growth all students are making during the school year)
- **exceeded expectations** the Gap Closing Component Rating (which looks at how well schools are improving or meeting expectations for all students in English language arts, math, graduation, and English Language proficiency)
- **met standards** for the Achievement Component (which represents the number of students who meet applicable criteria on assessments required for graduation)
- **met standards** for the Graduation Rate (which looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven, or eight years)

AchievePoint's 22/23 Ohio Department of Education School Report Card is below. Ohio Department of Education Report Cards may also be accessed here: <https://reportcard.education.ohio.gov/>



REPLICATOR APPLICATION

2024 - 2025



AchievePoint Virtual Academy students will:

- take STAR assessments twice a year to measure academic growth in reading and math
- take Ohio State Tests (OST)
- be given the opportunity to take the SAT as 11th graders
- have math growth and progress tracked by ALEKS
- have reading growth and progress tracked by Achieve3000

Seventy-five percent of AchievePoint Career Academy-Cincinnati graduates are college, career (versus opting immediately to pursue post-secondary training), and/or military-bound.



REPLICATOR APPLICATION

2024 - 2025

6) The expectations of any non-academic school or student goals and how the school plans to hold itself accountable

Career Preparation

Over the last several years Governor Mike DeWine and ODE have been on a consistent move toward focusing education toward a student's next step. That step is often college, but that is not the answer for all. A sustainable wage job, in a growing career field is often the next step for students. This is especially true for Ohio's 133,000 citizens ages 18 to 24 without a high school diploma. Having served this population for over a decade and a half, we recognize the need to provide relevant studies that clearly link to a sustainable wage job for students who have already crossed the threshold into being a dropout. While there are many CTE programs in Ohio, most if not all are targeted at students who are still attending traditional schools and are not on the rolls of the dropout population.

Our proposed school is designed specifically for the dropout student, by providing a flexible program that takes into account the fact that many of our students have been burdened with the complex challenges of adulthood far too soon. Most of our students will be working, many will be caring for siblings or their own children, and all are facing life situations that have caused them to give up their hope for a quality education. Consequently, our focus is on providing flexible, online true career preparation such as resume and interview prep, college search, and application support that can be accomplished in a reasonable timeframe and in a flexible manner and that has transactional value in the communities in which these students reside.

Every student at the AchievePoint Virtual Academy will be required to complete the Career Development course.

AchievePoint Virtual's goal will include 20% of students completing a Coursera Certificate or the Federal Emergency Management Agency (FEMA) course, which provides training related to the FEMA Incident Command System (ICS), National Incident Management System (NIMS), Basic Incident Command System for Initial Response, and the National Response Framework, so we can bring relevant jobs in high-demand fields such as healthcare and IT within reach to an audience who do not believe these jobs are attainable. Providing the instructional portions of the curriculum online and partnering with providers like Coursera, we are able to serve an audience that does not have access to programs that require access at a particular time and place.

AchievePoint Virtual will survey graduates each six months for up to three years post graduation to collect information about workforce participation, wages, and employer-sponsored healthcare. We will also use National Student Clearinghouse data to measure post-secondary matriculation.



REPLICATOR APPLICATION

2024 - 2025

Recruitment, Marketing Plans and Student Enrollment

Please provide the following:

1) A discussion of the school's current recruitment and marketing plans

To recruit, enroll and retain at-risk students, it is important for us at our core to be a student-centric institution and to think like students. We know this to be intrinsically tied to enrollment growth and success. Thinking like a student allows us to consider what motivates them to propel forward, and then we can proactively guide them through all the next steps of the process including admissions, enrollment, and course work, all the way through to graduation.

Our marketing strategy at AchievePoint Career Academy-Cincinnati includes a multi-channel approach to reach audiences that include prospective students, parents, school administrators, and community organizations. It's imperative for us to reach and partner with all of these audiences to ensure we have the largest breadth of awareness and reach.

To reach students online/digitally we target parents and prospective adult aged students by their demographics on Google AdWords and social media.

We also implement grassroots marketing efforts by hosting and promoting open house events at our school and in local community parks. Partnering with individuals in the community helps promote and spread the word of our school. We work with local community centers because they are in contact with many families within the area and can become great advocates of our mission. We provide them with collateral and easy ways for them to refer students to our enrollment counselors.

Through the ENGAGE Attendance Recovery program Graduation Alliance has operated statewide in Ohio since February 2022, Graduation Alliance has developed strong relationships with school districts across the state, most of whom participate in the ENGAGE program due to high numbers of students who are chronically absent. AchievePoint Virtual Academy is uniquely positioned to partner with these districts to identify and refer students who would benefit from enrollment in the flexible, supportive online learning environment AchievePoint Virtual will provide.

When a prospect engages with a non-digital initiative, they will either be directed to our website achievepoint.org or our school phone number to speak directly with our enrollment team. From digital initiatives, prospects arrive at a unique landing page that provides an overview of our school and a form to receive more information.



REPLICATOR APPLICATION

2024 - 2025

Once a student inquiry reaches our enrollment team, enrollment counselors follow a prescribed, multi-channel contact strategy to engage in communication with a prospective student. These channels include phone calls, emails, text messages, and mailings. When communication is established, the enrollment counselor will follow a similar contact strategy as above in an effort to complete the registration and enrollment process. This process is focused heavily around paperwork completion and document submission in an effort to collect all necessary paperwork to complete the designated enrollment process.

2) The enrollment area of the school (i.e. all of the state, specific counties),
Enrollment in the AchievePoint Virtual Academy will be available to high school students across all of the state of Ohio.

3) A discussion of the plans to maintain student enrollment,

To maintain student enrollment, our Academic Coaches are a critical part of a students' success as they begin their paths to a diploma. Academic Coaches follow a proprietary contact strategy that is based on risk indicators and progress levels that help us determine just-in-time the level of support needed by each student. Academic Coaches use the same channels of outreach as Enrollment Counselors but also build relationships with students to drive engagement and develop rapport over time in an effort to keep students on a successful track to completion. With the use of a student portal, coaches are able to track different indicators and involve parents and administrators in viewing, tracking, and monitoring a student's progress. This student portal is a key hub in ensuring a student is progressing successfully towards their diploma.

4) Discuss the plan to counter attrition at all grade levels, and

Counteracting attrition among high school-aged students involves keeping students engaged, motivated, and supported throughout their educational journey. The AchievePoint Virtual Academy Model builds attrition-resistant strategies into its model. Here are some of the strategies and tactics we will employ to counter attrition:

- **Strategy 1 - Early Identification and Intervention** - implement a system to identify students at risk of attrition early on.
 - **Tactic** - The Academic Coach will monitor attendance, academic performance, behavior, and other relevant indicators to identify students who need support and provide interventions to help them overcome obstacles.
- **Strategy 2 - Individualized Support Plans** - Develop individualized support plans for at-risk students.
 - **Tactic** - The Academic Coach will use the analysis of the student's transcript evaluation to work with the student to create a Personalized Education Plan that includes clear goals, strategies, and support mechanisms tailored to each student's needs.



REPLICATOR APPLICATION

2024 - 2025

- **Strategy 3 - Academic Support** - offer academic support such as tutoring, study groups, and access to resources.
 - **Tactic** - Each student will be provided with access to 24x7 tutoring services, small group and individual meetings with a certified teacher, and the Academic Coaches will identify areas where students struggle and work with their support team to provide targeted interventions to help them catch up.
- **Strategy 4 - Mentoring and Counseling** - assign mentors or counselors, such as Local Advocates, to at-risk students for regular guidance and support with life challenges.
 - **Tactic** - Local Advocates will provide regular mentoring to at-risk students to evaluate their needs for additional supports such as community resources, and will be provided face-to-face mentoring as appropriate.
- **Strategy 5- Family Engagement** - involve parents or guardians in the support process.
 - **Tactic** - Parents and Guardians are the first point of contact for Academic Coaches as they prepare to work with students. The Academic Coaches open communication channels between the school and home.
- **Strategy 6 - Career and College Readiness** - offer career exploration and college readiness programs.
 - **Tactic** - Students have the opportunity to explore career options through taking Career Development and stackable Coursera certificates. The Academic Coaches and Local Advocates provide additional support for setting post-high school goals for career and postsecondary education.
- **Strategy 7 - Post-Secondary Transition** - create a transition plan for career or post-secondary education and training for students nearing graduation.
 - **Tactic** - The Academic Coach and Local Advocate will collaborate with the student to ensure a smooth transition to post-secondary education, employment, or other pathway, so every student will know what their next steps are following graduation.
- **Strategy 8 - Data Tracking and Analysis** - maintain a data system to track the student progress and interventions and to identify trends.
 - **Tactic** - Graduation Alliance's proprietary student portal (LMS) provides real-time access, with navigational ease, to student data and team contributions to student engagement for staff, students, and parents, to ensure students receive early and on-time interventions so they stay on track.



REPLICATOR APPLICATION

2024 - 2025

5) A discussion regarding future marketing strategies.

Future marketing strategies would be a combined effort of partnering AchievePoint Career Academy with AchievePoint Virtual Academy. This effort will allow us to leverage an inquiry flow that we already have for our current academy and be able to place more students into a program by determining the best fit for the student and their circumstances because students who enroll at the Career Academy in Cincinnati need to be able to travel to campus for a hybrid learning model. Being able to serve more students who cannot travel to campus, but who already know the school and desire to be part of our school, will be key.

All current AchievePoint Career Academy advertising would be expanded to include the new statewide virtual option. In addition, we can expand into new digital initiatives such as digital radio.

As we continue to market and evaluate our results we will be able to optimize based on initiatives that have the highest performance.

☒ See Attachment – Titled “Attachment 9 – Community Support”

ATTACHMENT 9(b) – Provide evidence of the Recruitment and Marketing Plans for the school as a PDF Document titled “Attachment 9(b) - Recruitment and Marketing Plans”. Examples of evidence of Recruitment and Marketing Plans are copies of promotional or recruitment materials including media plans, marketing plans, open house schedules, etc.

☒ See Attachment – Titled “Attachment 9(b) – Recruitment and Marketing Plans ”

Scoring Rubric: To receive a “Meets” on this question, the description should contain each of the five (5) criteria noted above and the evidence provided must reflect a realistic and attainable plan to recruit students and maintain enrollment. This should align with the enrollment projections below.

Enrollment Projections

Please enter projected enrollments in the spaces below. Enter N/A for grades not served. Please note that Ohio law requires a total of at least twenty-five (25) students to be fully enrolled a minimum of ten (10) days prior to the school’s first day. These projections will be considered in conjunction with the Facilities, Financial, and Staffing (Ed Plan) portions of the application. If there are multiple proposed schools, please provide the enrollment projections for each school as a separate attachment.



REPLICATOR APPLICATION 2024 - 2025

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
9 th Grade	50	50	70	90	100
10 th Grade	50	50	70	90	100
11 th Grade	50	50	70	90	100
12 th Grade	50	50	70	90	100
Total # of Students	200	200	280	360	400

☐ See Attachment – Titled “Attachment 9(e) – Enrollment Projections”

Scoring Rubric: This question is not scored on the scoring rubric.



REPLICATOR APPLICATION

2024 - 2025

SECTION 10 – FINANCES

Fiscal Officer Information

Please identify the School's Fiscal Officer

Name of Fiscal Officer:	Jason McMillan, Massa Solutions, LLC
Address:	219 E. Maple St. # 202, North Canton, OH 44720
Phone:	330-515-0572
Email Address:	Jason@MassaSolutionsLLC.com
Number of Schools representing:	1, AchievePoint Career Academy-Cincinnati
Years of experience with Ohio Charter Schools	13

Scoring Rubric: This question is not scored on the scoring rubric.

Operational Budget

ATTACHMENT 10(a) – Using the Ohio Department of Education's School Annual Budget Template (found on the Ohio Department of Education's website), provide the school's first year budget with monthly detail showing expected cash flow, assets and liabilities as a PDF document titled "*Attachment 10(a) - Operational Budget*". The information in the budget should align with the enrollment projections listed in Section 9. Should your anticipated enrollment be lower in eligibility for free and reduced lunch, please consider the impact of not receiving the maximum DPIA funds as you make your projections.

☒ See Attachment – Titled "Attachment 10(a) – Operational Budget"

Scoring Rubric: To receive a "Meets" on this question, the budget should be provided, be on the Ohio Department of Education's School Annual Budget Template, be complete, align with the enrollment projections in Section 9, and realistically reflect the enrollment, revenue, and expenditures of the school.

Five-Year Forecast



REPLICATOR APPLICATION

2024 - 2025

ATTACHMENT 10(b) – Using the Ohio Department of Education’s Five-Year Forecast Template (found on the Ohio Department of Education’s website), provide the school’s proposed five-year forecast as a PDF document titled “Attachment 10(b) – Five-Year Forecast”.

Scoring Rubric: To receive a “Meets” on this question, the Five-Year Forecast should be provided, be on the Ohio Department of Education’s School Five-Year Forecast Template, be complete, and realistically reflect the anticipated enrollment, anticipated revenue, and anticipated expenditures of the school.

☒ See Attachment – Titled “Attachment 10(b) – Five-Year Forecast”

Contribution of Funds

Does the school have any individual or entity that has provided a letter guaranteeing a commitment of funds, or a letter with a commitment for contributions of in-kind services?

☐ Yes

☒ No

If Yes, please upload the signed letters of commitment for contributions or in-kind services as a PDF document titled “Attachment 10(c) - Contribution of Funds”.

Scoring Rubric: To receive a “Meets” on this question, signed letters of commitment have been provided that are acceptable to the sponsor.

Financial Stability

Please describe the governing authority’s plan to maintain the school’s short- and long-term financial stability and viability, including the plan for potential reductions in expenditures relative to fluctuating enrollment.

Note: The information may be provided below and/or a file may be uploaded. All the requested information must be included. If uploading a file, it must be a PDF. If only uploading a file, please check the box marked See Attachment.

☐ See Attachment – Titled “Attachment 10(d) – Financial Stability”



REPLICATOR APPLICATION

2024 - 2025

1) We have a track record of success with AchievePoint Career Academy-Cincinnati and 2) our scalable model providing virtual educational services to close to 10,000 students currently in similar programs allows us to increase and decrease enrollment given relatively low fixed costs.

Scoring Rubric: To receive a “Meets” on this question, a description of a plan has been provided that demonstrates an understanding of maintaining financial stability.

Record of Success in Financial and Business Experience

Please provide data evidencing the management organization’s or school leader’s (for self-managed schools) financial and business experience related to starting and operating a school. This information should include: 1) Audits of affiliated schools, 2) The number of affiliated schools that owe money to the management company, 3) If schools owe money to the management company how much is owed by each school, and 4) The debt carried by the affiliated schools. These 4 items should be provided for each school listed.

If the applicant is a Management Company and has more than eight (8) schools sponsored by St. Aloysius, then the Applicant will not need to provide answers to the Record of Success for any schools including those not sponsored by St. Aloysius. Please select N/A below.

Note: The information may be provided below and/or a file may be uploaded. All the requested information must be included. If uploading a file, it must be a PDF titled “Attachment 10(e) - Record of Success in Financial and Business Experience”. If only uploading a file, please check the box marked See Attachment.

☒ See Attachment – Titled “Attachment 10(e) – Record of Success in Financial and Business Experience”

☐ N/A

AchievePoint Career Academy - Cincinnati

- 1) Audit of AchievePoint Career Academy - Cincinnati is attached.
- 2) No affiliated schools owe money to the management company.
- 3) NA
- 4) No affiliated schools carry debt.



REPLICATOR APPLICATION

2024 - 2025

Scoring Rubric: To receive a “Meets” on this question, there must be clear evidence that shows the management organization or school leader has a record of success in the financial and business aspects of starting and operating schools.

Recent Audits

As part of the application, the most recent audits for schools currently operated by the replicator will be collected and reviewed. If the Auditor of State has identified findings for recovery, please provide details below describing how these findings have been resolved. If there have not been any findings for recovery, please note that in the text box.

There have not been any findings for recovery.

Scoring Rubric: To receive a “Meets” on this question, there must be no unresolved findings for recovery for any schools currently operated by the replicator.

Board Approved Financials

ATTACHMENT 10(f) – For any school not currently sponsored by St. Aloysius, upload the last three months of board approved financials and supporting board meeting minutes showing approval for all schools currently operated by the replicator as PDF documents titled “*Attachment 10(f) – Board Approved Financials*”.

If the applicant is a Management Company and has more than eight (8) schools sponsored by St. Aloysius, then the Applicant will not need to provide the Board approved financials for any schools including those not sponsored by St. Aloysius. Please select N/A below.

☐ N/A

Per instructions below, CSS will collect this information for AchievePoint Career Academy-Cincinnati.



REPLICATOR APPLICATION

2024 - 2025

Scoring Rubric: A score of Meets will not be received if all requested information is not provided. Please note: CSS will collect this information for any school currently sponsored by St. Aloysius. If N/A is selected above, the reviewers will collect Board approved financials from eight (8) randomly selected schools and the reviewers will score this section based upon the prior Board approved financials for those schools.

FACILITIES:

Site Specifics:

The physical location of the school is important, and the facility must not only be set up to meet the educational needs of the students but must also comply with state and federal restrictions to provide a safe learning environment. Please review the descriptions below and determine which best fits the current status of the school's facilities. Please only answer the questions in the corresponding section that has been selected.

Per Tammie Osler, because the proposed charter school is online, we do not need to complete this section, nor Section 11 or Section 12.

☐ The site for the facility has been secured: The physical location of the building or buildings has been determined and either a lease agreement has been signed or a lease agreement is currently under negotiation regarding the physical location of the building.

Please complete Section 11

☐ The site for the facility has not been secured: The applicant has not selected the physical location of the facility.)

Please complete Section 12



REPLICATOR APPLICATION

2024 - 2025

SECTION 11 – SITE HAS BEEN SECURED

Per Tammie Osler, because the proposed charter school is online, we do not need to complete this section.

Only answer the questions below if the site for the school facility has been secured. The following four questions must be answered for each proposed school location.

Site Specifics

Please provide the following: 1) The address of the facility, 2) The site plan of the facility including a) the square footage, b) the number of classrooms, c) the size of classrooms, d) the common areas, e) the recreational space, 3) Any other occupants or uses of the facility, 4) How the facility meets the needs of the targeted students.

Per Tammie Osler, because the proposed charter school is online, we do not need to complete this section.

Scoring Rubric: To receive a “Meets” on this question, a description of the facility should be provided, the description contains each of the four (4) criteria and the five (5) sub criteria under criteria 2, the description demonstrates an understanding of the space needed to operate a school, and the space is congruent with the enrollment projections in Section 9.

Cost of Purchase or Lease

Please provide either the real or anticipated cost of the purchase agreement and the date of possession, or the real or anticipated cost of the lease and the term or length of the lease. Also, please provide the percentage of the budget attributed to the lease or purchase.

Per Tammie Osler, because the proposed charter school is online, we do not need to complete this section.

ATTACHMENT 11(a) – Provide a fully executed copy of the Purchase Agreement or Lease as a PDF document titled “Attachment 11(a) - Purchase Agreement/Lease Agreement”. If the Purchase Agreement or Lease Agreement has not been fully executed, please provide a copy of the Purchase Agreement or Lease Agreement template as a PDF document titled “Attachment 11(a) - Purchase Agreement/Lease Draft”.



REPLICATOR APPLICATION

2024 - 2025

Scoring Rubric: To receive a “Meets” on this question, a purchase/lease agreement or a draft purchase/lease agreement was provided, the cost of the purchase/lease is reasonable, and the cost of the purchase/lease is aligned with the budget and the five-year forecast.

Ownership/Conflict of Interest

State the entities or individuals who will own or be leasing the property. Identify any conflicts of interest such as facility owner/lessee being a member of the development team or governing authority, or the management organization being the lessor. If no conflicts are present, then select the box marked N/A. If a development team member signs the lease, please explain how potential conflicts will be resolved if that person becomes a school employee or governing authority member.

Note: If the property will be leased by the school from the management organization, then a letter must be provided from an independent real estate professional confirming that at the time the lease was agreed to, the lease was commercially reasonable, pursuant to ORC 3314.032(B)(1). If uploading a file, please check the box marked See Attachment.

Lease has been executed:

☐ Letter is required because of relationship between landlord and operator

☐ See Attachment – Letter is provided

☐ Provided confirmation letter that independent real estate professional will be hired to assess the price of the lease

☐ Letter is not required because there is no relationship between landlord and operator

Lease has not been executed:

☐ Letter is required because of anticipated relationship between landlord and operator

☐ Provided confirmation letter that independent real estate professional will be hired to assess the price of the lease

☐ Letter will not be required because there will not be any relationship between landlord and operator



REPLICATOR APPLICATION

2024 - 2025

Per Tammie Osler, because the proposed charter school is online, we do not need to complete this section.

ATTACHMENT 11(b) – If the property is or will be leased by the school from the management organization, a letter is required from an independent real estate professional that confirms that at the time the lease was entered into, the lease was commercially reasonable. This letter must be provided as a PDF document titled “*Attachment 11(b) – Letter from Independent Real Estate Professional*”.

Scoring Rubric: To receive a “Meets” on this question, it must be clear that the school is not leasing or purchasing the facility from the management organization, that the question is not applicable or a letter from an independent real estate professional has been provided

Student Safety at the Location

Please examine the location, list all businesses within a ¼ mile radius of the location, and describe or identify all the potential concerns for student safety based upon the location of the school. Examples of potential concerns for student safety could be high traffic at student crossings; dangerous businesses in the area; sex offender shelters; or drug and alcohol rehabilitation facilities.

Note: The information may be provided below and/or a file may be uploaded. All the requested information must be included. If uploading a file, it must be a PDF. If only uploading a file, please check the box marked See Attachment.

☐ See Attachment – Titled “Attachment 11(c) – Student Safety at Location”

Per Tammie Osler, because the proposed charter school is online, we do not need to complete this section.

Scoring Rubric: To receive a “Meets” on this question, a list of all businesses within ¼ mile of the location has been provided, there is a description of all potential safety concerns to students and from the information provided the location appears to be safe for students.



REPLICATOR APPLICATION

2024 - 2025

SECTION 12 – SITE HAS NOT BEEN SECURED

Per Tammie Osler, because the proposed charter school is online, we do not need to complete this section.

Only answer the questions below if the site for the school facility has not been secured at the time of the application. The following two questions must be answered for each of the proposed schools' potential locations.

Efforts to Locate a Facility

Please provide the following: 1) A description of the efforts to secure a school facility and prepare it for use by the intended opening date of the school, 2) Identify the parties responsible for securing the facility, and 3) For those identified as being responsible for securing the facility, their experience in locating potential school properties.

Per Tammie Osler, because the proposed charter school is online, we do not need to complete this section.

Scoring Rubric: To receive a "Meets" on this question, the description identifies the efforts that have been made up to the date of application to locate a facility, and that the parties responsible for securing a facility have the experience and knowledge in locating potential school properties.

Potential Properties

ATTACHMENT 12(a) – Provide as a PDF and titled "*Attachment 12(a) - Potential Properties*", a list and description of all potential properties that are under review, including information regarding 1) The address of each potential property under review, 2) The cost of each potential property, 3) The square footage of each potential property, 4) The number and size of classrooms of each potential property, 5) The common areas of each potential property, 6) The recreational space for each potential property, and 7) The renovation budget and timeline that will be needed to make each potential property useable as a school facility.

Scoring Rubric: To receive a "Meets" on this question, a list of potential properties has been provided and it appears from the information given that there have been efforts to locate a facility, the information demonstrates an understanding of the space needed to operate a school, and the space is congruent with the enrollment projections.



REPLICATOR APPLICATION

2024 - 2025

SECTION 13 – OPERATIONS

Conflict of Interest

Has any member of the governing authority, development team, management company or treasurer/fiscal officer, been involved with an entity that was involved in 1) a bankruptcy, 2) closed for financial reasons, 3) had a finding for recovery, or 4) designated as not auditable by the Auditor of State.

☐ Yes

☒ No

If Yes to the above question, please list the school(s) or entities and identify the basis of the relationship in the fields below (i.e. contractor, employee of operator, treasurer, board member, etc.).

☐ N/A

School or Entity

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Relationship

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Scoring Rubric: This question is not scored on the scoring rubric.

Compliance Assessments

ATTACHMENT 13(a) – As part of the application, the compliance site visit reports from the previous school year will be collected and reviewed for all schools managed by the replicator. **CSS staff will collect compliance site visit reports for schools currently sponsored by St. Aloysius.** Upload copies of all reports of site visits conducted by another sponsor from the previous school year as PDF documents titled “Attachment 13(a) – Compliance Assessments”.



REPLICATOR APPLICATION

2024 - 2025

If the applicant is a Management Company and has more than eight (8) schools sponsored by St. Aloysius, then the Applicant will not need to provide the Compliance Assessments for any schools including those not sponsored by St. Aloysius, please select N/A below.

☐ N/A

CSS staff will collect compliance site visit reports for AchievePoint Career Academy-Cincinnati.

Scoring Rubric: To receive a “Meets” on this question, all site visits from the previous school year for schools not currently sponsored by St. Aloysius were uploaded and there are no non-compliant items for any school operated by the management organization or school leader. If N/A is selected above, the reviewers will score this section based upon the prior Compliance Assessments for eight (8) randomly selected schools.

Probation/Suspension

Have any of the schools managed by the replicator, **not currently sponsored by St. Aloysius**, been on probation and/or received an intent to suspend notice?

☐ Yes

☒ No

If Yes to the above question, provide copies of all probation or intent to suspend notices and school responses as a pdf document titled “Attachment 13(b) – Probation or Suspension Notice”.

Scoring Rubric: To receive a “Meets” on this question, no school managed by the replicator has been on probation or received an intent to suspend.



REPLICATOR APPLICATION

2024 - 2025

SECTION 14 – CAPACITY TO EXECUTE THE PLAN

Capacity to Execute the Plan

The Applicant must demonstrate the capacity to start and maintain a quality charter school in all the areas that are included in this application. The Capacity to Execute the Plan section has a total of 15 points, with 5 points being awarded to each of the three main groupings: Overall Administration; Overall Education; and Overall Financial.

Overall Administration Evaluation is based upon the responses to the questions, the attachments provided, and the input received for the following sections: Section 2 Development, Section 3 Governance, Section 4/Section 5 Management, Section 6 Additional Contractors, Section 9 Demographics and Market Research, and Section 11/Section 12 Facilities.

Overall Education Evaluation is based upon the responses to the questions, the attachments provided, and the input received for the following sections: Section 7 Education Program and Section 8 Staffing Plan.

Overall Financial Evaluation is based upon the responses to the questions, the attachments provided, and the input received for the following section: Section 10 Finances.

Provide a brief summary of why your organization has the capacity to execute its plan for the school(s).



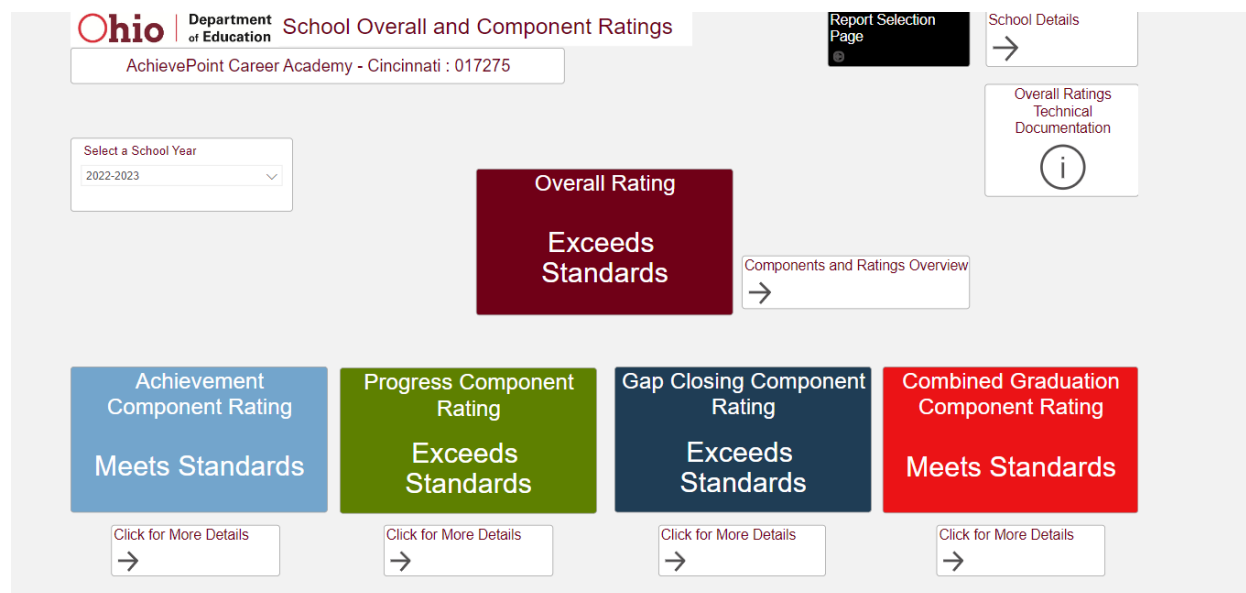
REPLICATOR APPLICATION

2024 - 2025

We believe we have the capacity to execute this plan for AchievePoint Virtual because:

- **Experienced Governance Team** - AchievePoint Career Academy-Cincinnati has an experienced governance team and Graduation Alliance, as the education management organization, has already successfully executed plans for AchievePoint Career Academy since 2018.
- **Management Team with Demonstrated Success at AchievePoint Career Academy-Cincinnati and Nationally** - Graduation Alliance has 16 years of experience operating fully internet-based programs, conducting robust demographic research. An external evaluation of Graduation Alliance's dropout prevention and recovery services by Mission Measurement, using program data from October 2017 through February 2020, that Graduation Alliance's Dropout Recovery programs have significantly outperformed the national benchmark for dropout recovery programs established by the Impact Genome Project on both efficacy and cost per outcome, providing 27% more outcomes for 33% less cost.
- **AchievePoint Has Met or Exceeded Standards in All Areas measured by Ohio for Dropout Prevention and Recovery Schools** - Our experience, expertise and overall education and staffing plan has resulted in exceeded expectations for student performance in Ohio at the AchievePoint Career Academy-Cincinnati based on their Ohio grade card, particularly for SY 2021-22 and 2022-23, with sustained improvements every year.

AchievePoint's 22/23 Ohio Department of Education School Report Card is below. Ohio Department of Education Report Cards may also be accessed here: <https://reportcard.education.ohio.gov/>.





REPLICATOR APPLICATION

2024 - 2025

- **Financially Responsible as Shown by the Financial Audits** - Additionally, AchievePoint Career Academy's additional contractors have provided superlative services, and our financial audits show that we are operating AchievePoint in a financially responsible manner.
- **Demonstrated Ability to Scale** - Graduation Alliance is well-positioned to expand the capacity of our Cincinnati Academy to a statewide, internet-based school that can serve more at-risk students in Ohio and provide robust human supports at scale to help students succeed in obtaining their high school diplomas and transitioning both into postsecondary training and career opportunities directly after high school graduation.



REPLICATOR APPLICATION

2024 - 2025

APPLICATION ATTACHMENTS:

<u>ATTACHMENT 2(a)</u>	Development Team Members
<u>ATTACHMENT 2(b)</u>	Development Team Resumes
<u>ATTACHMENT 2(c)</u>	Development Team Experience
<u>ATTACHMENT 3(a)</u>	Governing Authority Members
<u>ATTACHMENT 3(b)</u>	Governing Authority Resumes
<u>ATTACHMENT 3(c)</u>	Governing Authority Experience
<u>ATTACHMENT 3(d)</u>	Legal Counsel
<u>ATTACHMENT 3(e)</u>	By-Laws
<u>ATTACHMENT 3(f)</u>	Governing Authority Monitoring
<u>ATTACHMENT 4(a)</u>	Management Agreement – Management Company
<u>ATTACHMENT 4(b)</u>	Organizational Chart – Management Company
<u>ATTACHMENT 4(c)</u>	Communication Plan – Management Company
<u>ATTACHMENT 4(d)</u>	Business and Growth Plan – Management Company
<u>ATTACHMENT 5(a)</u>	Daily Operations – Self Managed
<u>ATTACHMENT 5(b)</u>	Daily Operations Resumes/Job Descriptions – Self Managed
<u>ATTACHMENT 5(c)</u>	Organizational Chart – Self-managed
<u>ATTACHMENT 5(d)</u>	Communication Plan – Self-managed
<u>ATTACHMENT 6</u>	Additional Contractors
<u>ATTACHMENT 7(a)</u>	Record of Success in Academics
<u>ATTACHMENT 7(b)</u>	Education Plan
<u>ATTACHMENT 8(a)</u>	Roles and Responsibilities
<u>ATTACHMENT 8(b)</u>	Recruitment Plan
<u>ATTACHMENT 8(c)</u>	Staffing Plan



REPLICATOR APPLICATION

2024 - 2025

<u>ATTACHMENT 9(a)</u>	School Model and Community
<u>ATTACHMENT 9(b)</u>	Community Support
<u>ATTACHMENT 9(c)</u>	Recruitment and Marketing Plans
<u>ATTACHMENT 9(d)</u>	Experience with Student Demographics of the Proposed Community
<u>ATTACHMENT 9(e)</u>	Enrollment Projections
<u>ATTACHMENT 10(a)</u>	Operational Budget
<u>ATTACHMENT 10(b)</u>	Five Year Forecast
<u>ATTACHMENT 10(c)</u>	Contribution of Funds
<u>ATTACHMENT 10(d)</u>	Financial Stability
<u>ATTACHMENT 10(e)</u>	Record of Success in Financial and Business Experience
<u>ATTACHMENT 10(f)</u>	Board Approved Financials
<u>ATTACHMENT 11(a)</u>	Purchase Agreement/Lease Agreement
<u>ATTACHMENT 11(b)</u>	Letter from Independent Real Estate Professional
<u>ATTACHMENT 11(c)</u>	Student Safety at Location
<u>ATTACHMENT 12(a)</u>	Potential Properties
<u>ATTACHMENT 13(a)</u>	Compliance Assessments
<u>ATTACHMENT 13(b)</u>	Probation or Suspension Notice

- Preliminary Agreement



St. Aloysius Community School Preliminary Agreement

This agreement is entered into by and between St. Aloysius (SPONSOR) and **AchievePoint Virtual** (APPLICANT) whose address is **5098 Glencrossing Way, Cincinnati, Ohio 45238**

Article I, Purpose

This agreement is established pursuant to section 3314.02 of the Ohio Revised Code and indicates the intention of the SPONSOR to sponsor a new start-up community school during the **2024-2025** school year serving students statewide with base operations in the **Cincinnati Public School District**. Upon the signatures of all parties set forth below, the APPLICANT may proceed to finalize plans for the school, establish a governing authority as described in division (E) of section 3314.03 of the Revised Code for the school, and negotiate a contract with the SPONSOR.

Article II, Responsibilities of the SPONSOR

The SPONSOR hereby indicates its intention to sponsor a new start-up community school to be known as **AchievePoint Virtual Academy** serving students statewide with base operations located in the **Cincinnati Public School District** pursuant to and consistent with the information provided by the APPLICANT.

The SPONSOR hereby agrees to enter into good faith negotiations with the APPLICANT to establish a contract between the SPONSOR and the GOVERNING AUTHORITY, whereby the SPONSOR contracts to sponsor the new start-up community school in accordance with section 3314.03 of the Revised Code, to be located in the **Cincinnati Public School District**. Good faith negotiations shall take place on the condition that the APPLICANT adheres to this preliminary agreement and complies with the provisions of Chapter 3314. of the Ohio Revised Code.

Article III, Responsibilities of the GOVERNING AUTHORITY

The APPLICANT hereby agrees to finalize plans for the community school that include but are not limited to, the following: Establish the community school as a non-profit organization or public benefit corporation under Chapter 1702 of the Ohio Revised Code and enter into contract negotiations with the SPONSOR. The APPLICANT shall comply with all provisions of Chapter 3314. of the Ohio Revised Code in carrying out this agreement.

In carrying out this agreement, the APPLICANT shall not discriminate against any employee or applicant for employment because of race, color, religion, national origin, sex age or disability.

Article IV, Time for Performance

This agreement shall be binding upon both parties and shall remain in effect until the **30th day of May, 2024**, subject to termination as described herein. If the agreement has expired and the parties have failed to negotiate a contract for the sponsorship of the proposed community school, a successor agreement may be entered into at the discretion of both parties. Upon the expiration of this agreement, there is no obligation for either party to enter into a successor agreement.

Article V, Governing Law

The preliminary agreement shall be governed and interpreted according to the laws of the State of Ohio.

Article VI, Assignment

Neither this preliminary agreement, nor any rights, duties or obligations described herein, shall be assigned by any party without prior written consent of the SPONSOR and the APPLICANT.

Article VII, Changes or Modification

The preliminary agreement constitutes the entire agreement among the parties and any changes or modifications of this preliminary agreement shall be made and agreed to in writing.

Article VIII, Cancellation of Agreement

The SPONSOR reserves the right to cancel this preliminary agreement upon written notice to the APPLICANT.

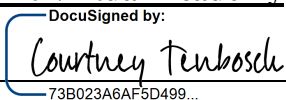
The APPLICANT reserves the right to cancel this preliminary agreement upon written notice to the SPONSOR.

Article IX, Disclaimer

This preliminary agreement shall not be construed as the SPONSOR'S present agreement to sponsor the new start-up community school as proposed by the APPLICANT named herein, nor does the preliminary agreement obligate the SPONSOR to enter into a contract with the GOVERNING AUTHORITY to sponsor a new start-up community school.

APPLICANT

AchievePoint Virtual Academy

By:  DocuSigned by:
73B023A6AF5D499...

SPONSOR

St. Aloysius

By:  DocuSigned by:
D968D4AAD6A443B...

Date: 1/11/2024

- Proposed School Information
 - Responses to Questions
 - Education Plan
 - Job Descriptions

- Responses to Questions

1. Please describe the proposed internet- or computer-based community school. In your description, please address the following:

- **Reasons applicant believes Ohio would benefit from an additional internet- or computer-based school.**

There are currently 14 online community schools in Ohio. All 14 of the online schools serve students in grades 9-12; combined, they serve 12,700 high school students in the state. Of the 14 Ohio online schools, nine are classified as Dropout Prevention and Recovery high schools, serving 3,805 high school students. Ohio would benefit from an additional online (internet-based) school because there are not enough educational options like this in Ohio to support all of Ohio's students who need it. If all nine existing DOPR online schools served only high school dropouts, with their caps, they would be able to serve only a fraction of the 133,000 high school aged dropouts in the state due to statutory program caps.

School districts do not consistently receive incremental state aid when dropouts return to the classroom, creating little incentive for districts to do the work of finding and engaging students who are no longer attending school. In many instances, schools do not have the staff or resources necessary to conduct the outreach and provide flexibility, accountability, and support to re-engage dropouts and ensure their success—especially when many dropouts who have not been able to succeed in a traditional school setting need alternative scheduling and settings that most school districts are unable to deliver. More students than ever before are struggling with the life issues that cause students to drop out of school: students struggling with depression and mental health issues may have trouble leaving the house and coming to school.

AchievePoint Virtual Academy is modeled after a national online dropout recovery program founded on 21 research-based principles of best practice for returning dropouts. Achievepoint Virtual Academy will offer:

Flexible Schedule: Many of the existing online schools in Ohio require students to engage in their educational experience between the hours of 8 am and 4 pm, which mirror the hours of their brick-and-mortar counterparts. However, students for whom the traditional school day model does not work need an alternative model. AchievePoint Virtual is uniquely positioned to address and resolve the reasons why students drop out, including work commitments and childcare responsibilities, among other issues. Students are offered: synchronous and asynchronous instruction directed by a licensed teacher; extended office hours; ability to access assignments and submit work 24x7x365; access to 24x7 tutoring. While acknowledging that students cannot exceed 10 hours per day.

Student Accountability: AchievePoint Virtual Academy's program will operate on a principle of compassionate accountability and support as students navigate the educational environment. Standards and expectations are communicated to the student early in the program through a student orientation held upon enrollment. Timely completion of courses and line of sight to earning their high school diploma is critical for student success. A key component of this program, therefore, is accountability for consistent progress toward graduation.

Robust Human Support: Students who have already dropped out and who are at risk of dropping out of high school may not have adults in their lives who can provide the support and accountability they need to engage with their education and may not have had success in the past with online learning platforms.

Graduation Alliance has sixteen years of experience and success working with high school dropouts and at-risk, vulnerable students who have demonstrable success learning, earning credits, and graduating in an exclusively online environment. The AchievePoint Virtual Academy model is based on research specific to supporting at-risk students within an online learning environment.

Academic Coaches - Each student is assigned their own Academic Coach, and together they create a personalized educational plan for the student to follow in order to graduate.

Local Advocates - Local Advocates are caseworkers who work with students and families to provide support for life challenges that can create barriers to student success. Local Advocates develop relationships with community partners and can provide referrals for families who need help with housing, utilities, food, healthcare, and other community resources, so students can focus on school. Initially the school plans to partner with the local advocates for Achievepoint Career Academy - Cincinnati, and the school will plan to add local advocates throughout the state as enrollment expands to other areas of the state.

Tutors - Students have access 24x7 to tutors 360 days a year. School personnel will ensure students do not exceed on-line learning time of 10 hours per day.

Prepare for What's Next: We recognize that while the high school diploma is a significant milestone for students, it is also the base level of education required for success and is a step on the student's journey, not the final destination. This is why AchievePoint Virtual Academy builds supports into its curriculum to help students prepare for their transition beyond high school either into employment or additional training programs. Every student at the AchievePoint Virtual Academy will be required to complete the Career Development course, which will also result in the student receiving an employability skills certificate. These supports include assistance researching employment and postsecondary education opportunities from the Academic Coach and Local Advocate, ongoing encouragement to prepare for the next step, and the many career pathway offerings available through the curriculum. The AchievePoint Virtual Academy focuses on students in grades 9-12 because they are at an age where the flexibility and extra support we can provide is critical to their present and future success of not becoming part of the over 848,000 adults in Ohio without a high school diploma. All of the data points reveal these students being in crisis and we are offering a solution with strong efficacy for the population who needs the most support.

- ***Community and student population (demographics, ages, and grade levels) school intends to serve.***

Our target population is the dropout recovery population, which, according to the definition of the state, includes individuals ages 15-21 who have either dropped out or are at risk of dropping out because of life crises. We expect a fairly even mix of male and female students. Based on AchievePoint Career Academy-Cincinnati 2022-23 data, there are (43% and 57%, respectively) with an average age of 18, which we expect to be representative of the population who will enroll in AchievePoint Virtual Academy. We expect that at least 92% of our students will be economically disadvantaged and 40% will be White. With regard to ethnicity, we also expect that the Virtual Academy's population mirror AchievePoint Career-Academy's distribution: Black/African American – 166; Asian – 1; Hispanic – 14; Native American/Alaskan Native – 0; Multiracial – 33; White/Non-Hispanic – 141; Indian – 1; Unknown – 0.

- ***Enrollment area (specific counties in Ohio)***

Achievepoint Virtual Academy will enroll students as a statewide internet or computer-based school.

- ***Education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the International Association for K-12 Online Learning.***

Students will work toward Ohio's state graduation requirements using an online curriculum developed specifically for at-risk students and aligned to Ohio's Learning Standards in English, Math, Science, Social Studies, Health Education, Physical Education, Fine Arts, Technology, Financial Literacy, and English Language Proficiency (ELP). Students will have access to specialized state test preparation and remediation coursework. For clarity, links to the relevant Ohio's Learning Standards are given in the included Education Plan Attachment. Additionally, students will engage in non-core content aligned to national learning standards, such as P21 *Framework for 21st Century Learning* and CASEL's *5 Core SEL Competencies*.

We recognize that while the high school diploma is a significant milestone for students, it is also the base level of education required for success and is a step on the student's journey, not the final destination. This is why AchievePoint Virtual Academy builds supports into its curriculum to help students prepare for their transition beyond high school either into employment or additional training programs. Every student at the AchievePoint Virtual Academy will be required to complete the Career Development course, which will also result in the student receiving an employability skills certificate. These supports include assistance researching employment and postsecondary education opportunities from the Academic Coach and Local Advocate, ongoing encouragement to prepare for the next step, and the many career pathway offerings available through the curriculum. Additionally, Graduation Alliance partners with Coursera to offer students the opportunity to test different career pathways by completing stackable, professional certificates in high-demand fields including healthcare, IT, hospitality, and cybersecurity. These flexible online opportunities that do not have time and place requirements are beneficial to students for ruling in or out career field interest, as well as giving them a head-start, whether they are interested in pursuing post-secondary education and training or segueing directly into a career after graduation.

See Graduation Alliance Sample Unit and Lesson, which is attached to the Education Plan, for evidence of school's written curriculum, including standards, assessments, differentiation strategies etc.

The AchievePoint Virtual Academy employs a range of complementary evidence-based learning research in its development and delivery of student-centered online learning. AchievePoint Virtual Academy is fundamentally based on a constructivist approach to teaching and learning. Constructivism recognizes the unique experiences and visions of each learner and accepts that individual learners actively construct new ideas and concepts based on their past and current knowledge and experiences.

In the online model, students learn flexibility based on their own unique preferences, abilities, and pace through a digital curriculum. This curriculum affords flexible pathways through immediate feedback based

on proficiencies, reporting performance to the student and teacher. The teachers use this learning performance data to then focus on areas individual or groups of learners need narrowly focused remediation on. This instructional approach is based on both constructivist and cognitive learning constructs fundamentally, while also drawing upon the body of online learning research that illustrates this modality produces the best learning outcomes versus fully online or classroom-based models

Student coursework is delivered online through a proprietary portal developed by Graduation Alliance. Graduation Alliance provides the curriculum and instruction for AchievePoint Virtual Academy. Certified teachers in their subject areas align course maps to standards within an overall curriculum blueprint. Working in teams and utilizing an alignment tool to assist with the identification of instructional gaps, multiple teachers contribute and validate that the relevant standards have been met. Graduation Alliance's instructional designers lead the teacher curriculum teams employing research-based practices in instructional design, pedagogy, and an in-depth needs analysis. Guiding evidence-based frameworks include the INACOL Course and Quality Matters k12 rubrics, which are industry standards in k12 online learning.

Graduation Alliance's teacher-developed curriculum is developed in a mapping process to be customizable to state standards. Utilizing the instructional systems design process, unit student learning objectives are aligned to the specific identified state standards. Courses are delivered in a modified block schedule which allows students to focus on a smaller number of courses simultaneously for a shorter amount of time. This schedule allows students to see success early and often and participate in work experience opportunities throughout the school year without interfering with their course work. Pacing guidelines are built into the proprietary portal and pace students appropriately depending on each student's start date and target end date, identifying target due dates for each assignment in the course. These pacing guidelines are connected to Graduation Alliance's proprietary intervention algorithms, so teachers, coaches, administrators, and even parents, are notified when a student falls behind in their pacing. Student pacing varies by individual need and preparedness, but generally has a minimum pacing of 5.0 credits per year.

Lesson units are comprised of several instructional elements including discrete lessons, learning objectives, content, activities, and a variety of assessments (formative, summative, projects, discussions, reflections). Students are introduced to knowledge and concepts with opportunities to engage in meaningful, reflective learning that affords their enhanced schema development from lower knowledge and comprehension to higher critical thinking and synthesizing. Lessons and activities are designed to scaffold learners to successful learning outcomes through the instructional design and the teacher actively facilitating within the model. See [Graduation Alliance Sample Unit and Lesson](#) (attached to the Education Plan) for evidence of alignment of the school's curriculum model to the Ohio Model Curriculum and Ohio Learning Students. The AchievePoint Virtual Academy will contract with Graduation Alliance, an EMO that has pioneered best practices in re-engaging, educating, and supporting high school dropouts using exclusively online programs across the country for the past decade, to provide for the educational program of the school.

Graduation Alliance's academic program embraces a student-centered approach to teaching and learning that is actively supported and facilitated, reflecting the requirements of the contemporary workplace and

digital literacies necessary for success. The course catalog includes a full suite of core academic courses, remediation coursework, skill acquisition programming, and career training/industry-recognized credential preparation training programs aligned directly to the mission of the school. The curriculum is integrated into an online learning portal that allows all members of the support team, including administrators, teachers, academic coaches, and local advocates, to see student engagement and performance and sophisticated data algorithms provide the support team with just-in-time information they need to keep students on track and moving forward.

The curriculum has been designed specifically for at-risk learners and is aligned to state and relevant national standards. Activities and assessments are designed with the ability for teachers to narrowly focus on areas where some learners require more direct instruction and remediation, and others to flexibly continue on based on their learning performance and mastery, and is designed to be individualized, relevant, and part of the overall student-centered, flexible online-learning model. In addition to the core courses required for graduation, AchievePoint Virtual Academy will provide high school credit for a number of certificate and skill development programs approved by the Governing Authority.

The Graduation Alliance curriculum that will be used is Universal Design, according to Quality Matters standards. **Quality Matters (QM)** includes a culturally responsive curriculum as one of its standards. Specifically, QM Standard 5.4 states that "The course demonstrates cultural competence and inclusion by reflecting the diversity of the learner population and addressing the needs of all learners." To meet this standard, QM requires courses to include the following: Content that is relevant to the cultural backgrounds of all learners. This could include using examples from different cultures, incorporating different perspectives into the curriculum, and teaching about different cultures in a respectful and accurate way. Assessments that are fair and equitable for all learners. This could include using assessments that are culturally appropriate and that do not disadvantage any particular group of learners. We have also seen internal evidence for this curriculum. Further evidence for this curriculum is the external evaluation conducted by **Mission Measurement**. Mission Measurement, the steward of the Impact Genome Project®, is the world leader in measuring social outcomes, advising governments, foundations, and corporations on how to measure, predict, and improve the return on social impact. Using program data from October 2017 through February 2020, Mission Measurement reviewed existing Graduation Alliance program information against the national benchmark for program efficacy and cost efficiency. They concluded that Graduation Alliance's Dropout Recovery programs have significantly **outperformed the national benchmark for Dropout Recovery programs** established by the Impact Genome Project on **both efficacy and cost per outcome**, providing 27% more outcomes for 33% less cost.

Course design and revisions are made according to the ADDIE model of Instructional Design that ensures tight instructional alignment to Ohio's State Standards in addition to applying the Quality Matters best practices: analysis of student characteristics, needs, and objectives; design of the curriculum; development of the curriculum and learning objects; implementation of the curriculum ; ongoing evaluation of its effectiveness; systematic and cyclical approach in the curriculum design process is driven and tightly aligned to all identified learning outcomes and standards; courses are continually monitored by the Graduation Alliance curriculum department for accuracy and efficacy.

Minor revisions are made as needed to provide enhancements in lesson presentation, update external links, correct mistakes, or clarify expectations or instructions as identified by teaching or support staff members or students. Major revisions are made when changes in standards requirements, instructional alignment, or in learning expectations occur. Courses are updated on an ongoing basis through teacher

feedback, regular course reviews, and when relevant learning standards are revised. Continuous quality enhancements are informed weekly by teacher mentor data and monthly, using student end of course feedback.

Graduation Alliance's curriculum is strictly aligned to the standards of Ohio. Annually, the standards of the state are reviewed for changes or additions and course updates are completed. Courses are half credit segments and students are enrolled in two courses each month. The syllabi for all courses include the instructional pacing and is standard design for all courses. Students are paced over three weeks to complete each course. Academic coaches have the responsibility of helping students maintain this pace which is guided by the student's dashboard.

AchievePoint Virtual will use a Multi-Tiered System of Support (MTSS) to identify Literacy Intervention Tiers based on STAR assessment data. Teachers will utilize Achieve 3000 to develop literacy skills across grades and subjects. Achieve 3000 is an adaptive program that can be used in synchronous and asynchronous modalities. ALEK is used for individualized numeracy and literacy instruction to fill in gaps.

Additional Documentation and/or explanation of this question can be found in the attached documents: Attachment 4a – Education Plan.

- ***Expectations of academic performance, including academic achievement status of proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures.***

We expect AchievePoint Virtual Academy's students' academic performance to be similar to that of AchievePoint Career Academy's students in Cincinnati who have exceeded overall standards for the 2022-23 school year, and: exceeded expectations for the Progress Component Rating (which looks closely at the growth all students are making during the school year); exceeded expectations the Gap Closing Component Rating (which looks at how well schools are improving or meeting expectations for all students in English language arts, math, graduation, and English Language proficiency); met standards for the Achievement Component (which represents the number of students who meet applicable criteria on assessments required for graduation); met standards for the Graduation Rate (which looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven, or eight years).

AchievePoint Virtual Academy students will: take STAR assessments twice a year to measure academic growth in reading and math; take Ohio State Tests (OST); be given the opportunity to take the SAT as 11th graders; have math growth and progress tracked by ALEKS; have reading growth and progress tracked by Achieve3000; Seventy-five percent of AchievePoint Career Academy-Cincinnati graduates are college, career (versus opting immediately to pursue post-secondary training), and/or military-bound.

- ***Expectations of any non-academic school or student goals to which the school will hold itself accountable.***

While there are many CTE programs in Ohio, most if not all are targeted at students who are still attending traditional schools and are not on the rolls of the dropout population. Our proposed school is designed specifically for the dropout student, by providing a flexible program that takes into account the fact that many of our students have been burdened with the complex challenges of adulthood far too soon. Most

of our students will be working, many will be caring for siblings or their own children, and all are facing life situations that have caused them to give up their hope for a quality education. Consequently, our focus is on providing flexible, online true career preparation such as resume and interview prep, college search, and application support that can be accomplished in a reasonable timeframe and in a flexible manner and that has transactional value in the communities in which these students reside.

Every student at the AchievePoint Virtual Academy will be required to complete the Career Development course: AchievePoint Virtual's goal will include 20% of students completing a Coursera Certificate or the Federal Emergency Management Agency (FEMA) course, which provides training related to the FEMA Incident Command System (ICS), National Incident Management System (NIMS), Basic Incident Command System for Initial Response, and the National Response Framework, so we can bring relevant jobs in high-demand fields such as healthcare and IT within reach to an audience who do not believe these jobs are attainable. Providing the instructional portions of the curriculum online and partnering with providers like Coursera, we are able to serve an audience that does not have access to programs that require access at a particular time and place. AchievePoint Virtual will survey graduates each six months for up to three years post graduation to collect information about workforce participation, wages, and employer-sponsored healthcare. We will also use National Student Clearinghouse data to measure post-secondary matriculation.

Experience of key personnel (i.e., school leader, governing authority members, administrative and teaching staff.

The key personnel from Graduation Alliance will be:

Courtney Tenbosch, VP Campus Operations, AchievePoint Career Academy, and Executive Director of Schools AchievePoint Virtual AcademyClick here to enter text.

Courtney Tenbosch has more than 18 years of experience in educational leadership. She is passionate about serving at-risk students and has a knack for operations, compliance, and school performance. Prior to joining AchievePoint in 2018, Courtney worked for several career colleges, holding multiple roles. She has been a registrar, director of education, and campus director, leading high-performing schools ranging from 150 to 2,000 students.

Chad Craycraft, Executive Vice President & General Counsel

Chad Craycraft is Executive Vice President and General Counsel for Graduation Alliance. Chad has served at Graduation Alliance for over five years. Prior to working at Graduation Alliance, Chad had more than 12 years of experience working as counsel for companies in the education technology sector.

Chad received his JD from the University of Texas School of Law.

Deborah O'Brien, Principal

Deborah O'Brien is the principal for Graduation Alliance. Starting as a kindergarten teacher in Washington. She received her bachelor's degree in elementary education from Central Washington University in June

1991. In August, 1995 she completed a master's in educational administration at Eastern Washington University. She is certificated by the state of Washington as a K-12 School Principal.

Deborah taught in public schools in Washington state for eleven years. Her administration career has included principalships in middle school, grade school and most recently high school in Washington state. For the past five years, she has served as the school principal for Graduation Alliance and oversees the teachers and mentors who work with students who cannot or will not return to traditional school settings.

Jeffrey Kissinger, PhD, Chief Academic Officer

Jeff Kissinger's professional life has been immersed in education, mentoring, online administration and curriculum development. In addition, he has continued to teach online for the past 15 years in the areas of teacher preparation and instructional design. Once a special education adaptive technology specialist and high school teacher, Jeff received a master's in curriculum and instruction as well as a masters in special education from The University of Florida. After teaching in K12, he went on to lead instructional design teams in the industry and education. Fascinated by the learning affordances of situated cognition and mobile technologies, Jeff completed his dissertation research on the learning experiences of students within a mobile learning model.

Passionate about access-enabling missions, methods, and learning technologies, Jeff has worked and consulted nationally and abroad in the areas of instructional design, educator development and mentoring, online/blended learning, and mobile learning. Most recently, Jeff comes from Rollins College in Winter Park Florida where he mentored faculty and launched their first online program in instructional design. He also designed and launched a university-wide faculty development and mentoring program at The University of The West Indies.

Joanna Camburn, Chief Marketing Officer

Joanna Alcala is a marketing, creative and communications strategist with more than 20 years experience creating, producing and managing multi-channel integrated brand, design, technology and social media solutions.

Prior to joining Graduation Alliance, Joanna had spent a majority of her professional career marketing higher education degree programs at both EmbanetCompass (Pearson Embanet) and the Rollins College Crummer Graduate School of Business. In addition to marketing, Joanna has managed full service creative departments to include technology, UX, design and content teams. She has a passion for seeing students thrive and connecting customers to solutions.

Joanna earned her degree in advertising and public relations from the University of Central Florida.

Andy Cusimano, Chief Financial Officer

The Chief Financial Officer (CFO) of Graduation Alliance, Andy Cusimano, will be responsible for managing the business aspects of the school. Mr. Cusimano has been serving as CFO since 2017, which currently operates hundreds of educational partnership programs across the country, supporting in excess of 10,000 students annually. Additionally he was responsible for opening and overseeing financial management of two charter schools in Ohio. Prior to his role as CFO, Mr. Cusimano served as Graduation

Alliance's COO as well as VP of Customer Service. Prior to joining Graduation Alliance in 2010, he spent two decades understanding, delivering and consistently improving customer experiences in a variety of service industries. As a marketer, project manager and systems creator, Mr. Cusimano's expertise has been an integral part of the success of companies that have appeared on Inc. Magazine's fastest growing company rankings and have been honored with PSMJ's Circle of Excellence award for best managed companies.

Mr. Cusimano received his M.B.A. from the University of Utah and a Bachelor of Civil and Environmental Engineering from Vanderbilt University.

Elton Garmon,

Elton has been with AchievePoint since 2018 in the role of Enrollment Advisor. Elton's favorite part of being a member of the AchievePoint family is working with our students and their families. Elton has over 15 years of working with inner city youth.

Prior to Achieve Point, as a native of Memphis, TN, Elton began his career working in Procurement. While working at one of Tennessee's most prestigious medical institutions, he developed his love for the youth by acting as Site Director for Major League Baseball's "RBI" program in Memphis. **Lauren Neri**, Education and Career Coordinator

Lauren Neri has been with AchievePoint since the beginning when the school opened in August of 2018. She received her degree in secondary education earlier that year from the University of Dayton. When she first began working here, she was on campus as the school's English teacher. Lauren now works as the Education and Career Coordinator and the online English teacher. She works remotely and resides in the sunny state of Arizona where she enjoys running, baking, and exploring the West Coast.

In 2021, Quality Matters recognized Graduation Alliance in the "Outstanding Impact by a K-12 Organization" category of the Making A Difference For Students Award. Being a recipient of both Quality Matters Certification and this award affirms Graduation Alliance's commitment to serving learners who have not seen success through traditional learning and instruction.

The Governing Authority Members are:

Scott Ellsworth, Board President of AchievePoint Virtual Academy

Scott Ellsworth is the Principal and Owner of Scott Ellsworth Consulting. In this role he works with employers, community colleges, community based organizations, and other workforce organizations to more fully engage employers in developing effective programs. In addition, he provides interim leadership and services to small and medium sized businesses whose owners are ready to transition to the next challenge in their lives.

Scott is the former Director of Business Leaders United for Workforce Partnerships (BLU). BLU is Washington DC based advocacy and education organization that strives to bring employers into the workforce and skills gap discussion. BLU has had significant impact on the workforce landscape and in 2014 Scott left his successful career in manufacturing to focus on closing the skills gap and making sure the US workforce system is more effective today and into the future.

Prior to BLU, for 12 years Scott was GM and Vice President of US operations for Tipco Punch, Inc, a Hamilton Ohio company. Tipco is a multinational manufacturer and distributor of tooling components and special small lot, close tolerance machined parts.

Scott holds a BS in Industrial Engineering from the University of Louisville and has over 25 years of experience at a variety of manufacturing firms both large and small. His career began as an Advance Manufacturing Engineer at GE Appliances and progressed to include management positions at a variety of companies including Danaher Tool Group, Elliott Turbomachinery, Siemens Energy and Automation, and Danly IEM. Having spent his entire career in manufacturing companies first as an engineer, then working through the supervisory ranks to his role at Tipco, Scott has a keen interest in keeping American manufacturing strong.

As a founding member and Chairman of the Southwest Ohio Manufacturers Consortium, Scott has been heavily involved in working with local manufacturers to develop a program to improve the quality of entry level employees in Southwest Ohio. This partnership between local Southwest Ohio Manufacturers and Butler Tech was successful in providing a pool of qualified workers to member companies. This work earned Tipco a 2009 Investing in People Award from the Workforce One Investment Board of Southwest Ohio. In addition, Scott is the past chairman of the Partners for a Competitive Workforce's Advanced Manufacturing Career Pathway team.

Over the years, Scott has shown leadership in and been very involved with the community through work, church, and the chamber of commerce. As a past interim president, board chairman and 10 year board member of the Greater Hamilton Chamber of Commerce and the Hamilton Economic Development Corporation (and current interim President/CEO), he has a strong understanding of the needs of business.

Harold Brown, Board Member, AchievePoint Virtual Academy

Harold Brown currently serves as Chief Diversity and Inclusion Officer for the Cincinnati Symphony Orchestra. Brown's position is one of very few of its kind at a major American orchestra. Harold guides the CSO's action plan to tackle issues of diversity, equity and inclusion across the orchestra's entire operation.

Prior to joining the Cincinnati Symphony Orchestra, Brown was Vice President for Strategy and Policy at Interact for Health. In his role, Harold guided implementation of Interact's strategic plan and supporting policy work, which focused its efforts on reducing tobacco use, addressing the opioid epidemic, and improving children's access to healthcare through school-based health centers.

Harold has also served as Vice President of Community Strategies at the Greater Cincinnati Foundation (GCF). In that role, Harold provided executive leadership and vision for GCF's comprehensive array of grantmaking programs, including developing an in-depth strategy to advance its community leadership work. In addition, he partnered with GCF donors to help fulfill their philanthropic goals by ensuring they are aware of our region's greatest needs and opportunities.

For 16+ years prior to joining GCF, Harold served in a variety of leadership roles at KnowledgeWorks. In his most recent role of Senior Officer for the Advancement of Underserved Learners, Harold explored and developed opportunities for KnowledgeWorks to invest and partner in initiatives designed to dramatically improve educational outcomes for disadvantaged youth. His most recent initiative was a

statewide effort to dismantle the so-called “school-to-prison pipeline” and support quality educational options (“alternative education”) for youth who have not succeeded in traditional schools or who may be reentering their communities following incarceration.

An Oxford, Ohio native and graduate of Harvard University, Harold began his career as a Senior Researcher at WGBH Boston and also directed Multicultural Enrollment Services at Miami University. Harold serves on a number of local boards, including the Mt. St. Joseph University Board of Trustees, Philanthropy Ohio Board of Trustees, GreenLight Cincinnati Advisory Board, and the St. Xavier High School Mission Promotion Committee.

Christy Earls, Board Member, AchievePoint Virtual Academy

Christy Earls is currently the Senior Human Resources Business Partner for Amstan Logistics, a division of American Standard. She has worked directly with post-secondary education for 10 years in various student services roles prior to her current role.

She earned her BA in Public Relations. In addition to being a board member, she is also a committee member of Supply Chain OKI, Greater Cincinnati Regional Chamber of Commerce and Tri-State Logistics Counsel. She also partners with Ohio Means Jobs and the Veterans Alliance to promote workforce development in the tri-state area.

The Fiscal Officer for the School:

Massa Financial Solutions, LLC

Massa Financial Solutions, LLC was formed in September 2010 by C. David Massa and exists to serve the financial needs of charter school operators in the State of Ohio. Massa Financial Solutions also strives to enhance the quality of financial systems used to operate these schools, as well as, improve financial literacy among Governing Authorities and School Operators alike. Since its inception in 2010 Massa Financial Solutions, LLC has served more than 150 community schools, completed more than 625 audits, 8,500 sets of financial statements and managed over \$1 billion in State and Federal funds across the Schools served. Massa Financial Solutions (Dave Massa) is the current school treasurer for over 105 community schools in Ohio. Currently, Massa Financial Solutions is engaged as the Fiscal Officer for over 105 community schools across the State of Ohio.

The Governing Authority Legal Counsel are:

Becky M. Scheiman, Governing Authority Legal Counsel, Nicola, Gudbranson & Cooper

Becky Scheiman works primarily in the areas of general corporate law, business representation, mergers and acquisitions, real estate law, and, drawing on her masters of law degree in taxation, tax law. Becky also works in the firm’s corporate and estate planning practice groups as well as the charter school practice area.

Arthur L. Clements, III, Governing Authority Legal Counsel, Nicola, Gudbranson & Cooper

Tim Clements serves as outside general counsel to new and established businesses, non-profit organizations, and charter schools in all of their business, employment, compliance, and litigation affairs. Tim also works closely with clients to develop and meet estate planning goals through the use of wills, trusts, powers of attorney, and other estate planning tools.

The School Personnel are:

The key teaching personnel from the school will be hired during the spring and summer. Job descriptions for all of the positions are included as Attachment 4b – Job Descriptions. There will be minimum years of experience that will be required when hiring for these positions as noted in the job descriptions.

EDUCATION PLAN ATTACHMENT

School Name:	AchievePoint Virtual Academy	Date:	November 8, 2023
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<p align="center">6.3a Mission, Vision, Philosophy Management of local staff, service providers, and consultants.</p> <p>The mission should answer the question <i>why do we exist?</i> The vision should answer the question <i>what do we hope to become?</i> Likewise, a school's philosophy should answer the question <i>what do we value and believe about educating students?</i></p>		
<ul style="list-style-type: none"> Mission 	6.3a	<p>1) MISSION (Why do we exist?): State the school's clear, <i>concise</i>, and compelling mission statement that describes its specific intent/purpose.</p> <p>The mission of AchievePoint Virtual Academy is to advance student lives by preparing them for today's economic opportunities.</p>
<ul style="list-style-type: none"> Vision 	6.3a	<p>2) VISION (What we hope to become?): State the school's clear, <i>concise</i>, and compelling vision statement that describes the anticipated operation, function and success of the school over time.</p> <p>AchievePoint Virtual Academy empowers students to engage in today's economic opportunities by equipping them with the education, professional skills, and career training they need to obtain livable-wage employment in the communities in which they reside. The success of the school is tied directly to the success of its students both in the classroom and in the world of work.</p>
<ul style="list-style-type: none"> Philosophy 	6.3a	<p>3) PHILOSOPHY (What do we value and believe about educating students?)</p> <p>State the school's clear, <i>concise</i>, and compelling philosophy that describes the values and beliefs by which the school will operate.</p> <p>AchievePoint Virtual Academy is founded on the core values of flexibility, accountability, and support.</p> <p>In our experience, at-risk students need flexibility to allow education and career preparation to fit the complexities of their lives. The barriers at-risk students face typically result from "life issues" and have little relation to individual abilities or skills. Whether supporting a family as head of household, battling chronic health issues, or juggling the complex demands of life with their desire to complete their education, the students we serve need flexibility of time and place.</p> <p>Our model for success includes setting clear learning goals and milestones. Holding students accountable for meeting time bound performance outcomes helps students achieve academically and prepares them for the world of work.</p>

We provide students with 360 degrees of support, including proactive academic interventions from highly qualified teachers and academic coaches, local advocacy to address life barriers, tutoring, and dedicated literacy and numeracy development. This personalized social and academic **support** is necessary to assist students in managing the adult-level responsibilities they are too often shouldering as adolescents and emerging adults.

Our programs are designed around the goal of preparing students for productive employment that will enable them to provide for themselves and their families. The education program of AchievePoint Virtual Academy is designed to provide versatile pathways to high school graduation, foster college and career planning, and prepare students for the world of work through professional skills acquisition and career training.

Our philosophy is simple:

- **Education** is a critical vehicle for preparing for success in life and in work. The labor market selects for individuals with at least a high school diploma.
- **Skill Acquisition**, particularly professional employability skills, digital literacy, financial literacy, career planning, and social emotional skill, can make the difference in not only getting a job, but in keeping that job.
- **Career Training** with a particular focus on attainment of industry-recognized credentials that have transactional value with local employers in high demand sectors, pre-apprenticeship programs, and work experience opportunities while in high school allows at-risk populations to streamline their career preparation process and increase the relevance of their education. It also allows at-risk populations to get started on a career pathway, allowing for a lifetime of personal and professional growth.

We believe that line of sight to employment or post-secondary education and training increases the relevance of school and leads to improved academic performance and credit attainment. It is our ultimate belief that economic opportunity has the ability to transform individuals, families, and communities.

6.3b Curriculum

The primary function of a school is to provide for the education of students. The curriculum describes all planned learning of students and should describe the learning experiences through which a student will progress. Responses should address the following questions: *What are the learning goals for students at your school and what research support the curriculum choice and its effectiveness for the student population served?* Each of the items below should be addressed with strong evidence and detail.

● Curriculum – Learning Standards	6.3b	1) Provide the specific learning standards students are to achieve in <u>all</u> core content areas and a detailed description of the non-core content (i.e., physical education, music, art, technology, etc.) areas offered by the school.
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Students will work toward Ohio's state graduation requirements using an online curriculum developed specifically for at-risk students and aligned to Ohio's Learning Standards in English, Math, Science, Social Studies, Health Education, Physical Education, Fine Arts, Technology, Financial Literacy, and English Language Proficiency (ELP). Students will have access to specialized state test preparation and remediation coursework.

For clarity, links to the relevant Ohio's Learning Standards are given here:

English Standards (2017 revision): <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards/ELA-Learning-Standards-2017.pdf.aspx>

Math Standards (2017 revision): <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Mathematics/Ohio-s-Learning-Standards-in-Mathematics/MATH-Standards-2017.pdf.aspx>

Science Standards: <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx>

Social Studies Standards: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx>

Health Education: <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Health-Education/9-12-Health-Education-Curriculum.pdf.aspx>

Physical Education: <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Physical-Education/Updated-Physical-Education-Standards.pdf.aspx>

Fine Arts (Music): <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Fine-Arts/Ohio-Music-Standards-Final-2.pdf.aspx>

Fine Arts (Visual Art): <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Fine-Arts/Ohio-Visual-Art-Standards-Final-2.pdf.aspx>

Technology: <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Technology/Ohio-s-2003-Academic-Content-Standards-in-Technolo/The-2017-Ohio-Learning-Standards-in-Technology.pdf.aspx>

Financial Literacy: http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Financial-Literacy/FinancialLiteracyStandards_HighSchool.pdf.aspx

English Language Proficiency: https://education.ohio.gov/getattachment/Topics/Other-Resources/Limited-English-Proficiency/ELL-Guidelines/Ohio-English-Language-Proficiency-ELP-Standards/150817_ODE_ELA_ProficiencyStandards_9-12.pdf.aspx

Additionally, students will engage in non-core content aligned to national learning standards, such as:

- P21 *Framework for 21st Century Learning*
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf
- CASEL's 5 Core SEL Competencies (A set of industry-accepted competencies for Social and Emotional Learning including self-awareness, self-management, social awareness, relationship skills, and decision-making.)
<https://casel.org/wp-content/uploads/2017/01/Competencies.pdf>
- Department of Labor standards for professional skill acquisition described in *Skills to Pay the Bills*
<https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>
- ISTE's *National Education Technology Standards for Students*
https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Prepare for What's Next

We recognize that while the high school diploma is a significant milestone for students, it is also the base level of education required for success and is a step on the student's journey, not the final destination. This is why AchievePoint Virtual Academy builds supports into its curriculum to help students prepare for their transition beyond high school either into employment or additional training programs. Every student at the AchievePoint Virtual Academy will be required to complete the Career Development course, which will also result in the student receiving an employability skills certificate.

These supports include assistance researching employment and postsecondary education opportunities from the Academic Coach and Local Advocate, ongoing encouragement to prepare for the next step, and the many career pathway offerings available through the curriculum.

Additionally, Graduation Alliance partners with Coursera to offer students the opportunity to test different career pathways by completing stackable, professional certificates in high-demand fields including healthcare, IT, hospitality, and cybersecurity. These flexible online opportunities that do not have time and place requirements are beneficial to students for ruling in or out career field interest, as well as giving them a head-start, whether they are interested in pursuing post-secondary education and training or segueing directly into a career after graduation.

Career Preparation

Over the last several years Governor Mike DeWine and ODE have been on a consistent move toward focusing education toward a student's next step. That step is often college, but that is not the answer for all. A sustainable wage job, in a growing career field is often the next step for students. This is especially true for Ohio's 133,000 citizens ages 18 to 24 without a high school diploma. Having served this population for over a decade and a half, we recognize the need to provide relevant studies that clearly link to a sustainable wage job for students who have already crossed the threshold into being a dropout. While there are many CTE programs in Ohio, most if not all are targeted at students who are still attending traditional schools and are not on the rolls of the dropout population.

Our proposed school is designed specifically for the dropout student, by providing a flexible program that takes into account the fact that many of our students have been burdened with the complex challenges of adulthood far too soon. Most of our students will be working, many will be caring for siblings or their own children, and all are facing life situations that have caused them to give up their hope for a quality education. Consequently, our focus is on providing flexible, online true career preparation such as resume and interview prep, college search, and application support that can be accomplished in a reasonable timeframe and in a flexible manner and that has transactional value in the communities in which these students reside.

Every student at the AchievePoint Virtual Academy will be required to complete the Career Development course.

AchievePoint Virtual's goal will include 20% of students completing a Coursera Certificate or the Federal Emergency Management Agency (FEMA) course, which provides training related to the FEMA Incident Command System (ICS), National Incident Management System (NIMS), Basic Incident Command System for Initial Response, and the National Response Framework, so we can bring relevant jobs in high-demand fields such as healthcare and IT within reach to an audience who do not believe these jobs are attainable. Providing the instructional portions of the curriculum online and partnering with providers like Coursera, we are able to serve an audience that does not have access to programs that require access at a particular time and place.

AchievePoint Virtual will survey graduates each six months for up to three years post-graduation to collect information about workforce participation, wages, and employer-sponsored healthcare. We will also use National Student Clearinghouse data to measure post-secondary matriculation.

Curriculum - Model	6.3b	2) Provide evidence of the school's written curriculum that includes standards, assessments, differentiation strategies, etc. as an attachment (Attachment #). Describe the research supporting the model.
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See attached Graduation Alliance Sample Unit and Lesson for evidence of school's written curriculum, including standards, assessments, differentiation strategies etc.

Research supporting the curriculum model:

The AchievePoint Virtual Academy employs a range of complementary evidence-based learning research in its development and delivery of student-centered online learning. AchievePoint Virtual Academy is fundamentally based on a constructivist approach to teaching and learning. Constructivism recognizes the unique experiences and visions of each learner and accepts that individual learners actively

construct new ideas and concepts based on their past and current knowledge and experiences. The existing knowledge serves to enrich the student's learning experience. Jonassen (1991) observes that constructivism offers a "real-world" context for learning and uses realistic, rather than academic, approaches for solving real-world problems. In addition, constructivism stresses the importance of multiple perspectives and approaches to problems and acknowledges the complexities of the real world. Constructivism is also cumulative, with learners building their arsenal of problem-solving skills progressively during courses and from one course to another. Constructivism allows for individual relevancy for each learner and for them to engage in concepts in more powerful, lasting learning. Constructivism is most appropriate for this online learning model because it decentralizes the role of the instructor and instead focuses on experimentation and differentiated interactions centered around the individual student. The curriculum and flexible online learning model is one that is learner-centered and learner-focused to meet the learners' needs and promote their success in the courses, careers, and lives.

In the online model, students learn flexibility based on their own unique preferences, abilities, and pace through a digital curriculum. This curriculum affords flexible pathways through immediate feedback based on proficiencies, reporting performance to the student and teacher. The teachers use this learning performance data to then focus on areas individual or groups of learners need narrowly focused remediation on. This instructional approach is based on both constructivist and cognitive learning constructs fundamentally, while also drawing upon the body of online learning research that illustrates this modality produces the best learning outcomes versus fully online or classroom-based models. At the core, this is most aligned to a flexible Enriched-Virtual Model (Staker, H., & Horn, M. B., 2012) where online students participate in active learning with interactive teacher facilitators, guiding students to successful standards-aligned learning outcomes. Teacher learning facilitators are part of a larger learning community augmented with student support provided by academic coaches and local advocates (Borup, Graham, & Drysdale, 2014; Pope, 2012)

Borup, J., Graham, C. R., & Drysdale, J. S. (2014). The nature of teacher engagement at an online high school. *British Journal of Educational Technology* 45(5), 793-806. doi: 10.1111/bjet.12089

Jonassen, D. (1991). Evaluating Constructivistic Learning. *Educational Technology*, 31(9), 28-33. Retrieved from <http://www.jstor.org/stable/44401696>

Pope, C. (2013). Digital distance learning communities: Teachers' beliefs about community in K-12 online education. (Order No. 3559853, Rutgers The State University of New Jersey - New Brunswick). ProQuest Dissertations and Theses. Retrieved from <http://search.proquest.com/docview/>

Staker, Heather; Horn, Michael B. (2012). Classifying K-12 blended learning. Innosight Institute ERIC

Curriculum – Maps and Pacing Guides	6.3b	3) Provide a detailed description of the development process for curriculum maps and pacing guides used in your school.
<p>Student coursework is delivered online through a proprietary portal developed by Graduation Alliance.</p> <p>Graduation Alliance provides the curriculum and instruction for AchievePoint Virtual Academy. Certified teachers in their subject areas align course maps to standards within an overall curriculum blueprint. Working in teams and utilizing an alignment tool to assist with the identification of instructional gaps, multiple teachers contribute and validate that the relevant standards have been met. Graduation Alliance's instructional designers lead the teacher curriculum teams employing research-based practices in instructional design, pedagogy, and an in-depth needs analysis. Guiding evidence-based frameworks include the INACOL Course and Quality Matters k12 rubrics, which are industry standards in k12 online learning.</p> <p>GA's teacher-developed curriculum is developed in a mapping process to be customizable to state standards. Utilizing the instructional systems design process, unit student learning objectives are aligned to the specific identified state standards.</p> <p>Driven by End of Course Exams or Ohio Learning Standards, curriculum maps and pacing guides development process is led by the principal, VP of curriculum, and teacher domain experts. These maps and guides are aligned to the Ohio Learning Standards and sequenced in a student-centered orientation that builds confidence and supports success.</p> <p>Courses are delivered in a modified block schedule which allows students to focus on a smaller number of courses simultaneously for a shorter amount of time. This schedule allows students to see success early and often and participate in work experience opportunities throughout the school year without interfering with their course work. Pacing guidelines are built into the proprietary portal and pace students appropriately depending on each student's start date and target end date, identifying target due dates for each assignment in the course. These pacing guidelines are connected to Graduation Alliance's proprietary intervention algorithms, so teachers, coaches, administrators, and even parents, are notified when a student falls behind in their pacing. Student pacing varies by individual need and preparedness, but generally has a minimum pacing of 5.0 credits per year.</p>		
Curriculum – Lesson Template	6.3b	4) Explain what specific components is to be included in model lesson plan template and rationale.
<p>Lesson units are comprised of several instructional elements including discrete lessons, learning objectives, content, activities, and a variety of assessments (formative, summative, projects, discussions, reflections). Students are introduced to knowledge and concepts with opportunities to engage in meaningful, reflective learning that affords their enhanced schema development from lower knowledge and comprehension to higher critical thinking and synthesizing. Lessons and activities are designed to scaffold learners to successful learning outcomes through the instructional design and the teacher actively facilitating within the model.</p>		
Curriculum Alignment with Ohio Learning Standards	6.3b	5) Provide evidence of alignment of the school's curriculum model to the Ohio Learning Standards and the mission, vision, and philosophy of the school.

See [Graduation Alliance Sample Unit and Lesson](#) (attached) for evidence of alignment of the school's curriculum model to the Ohio Model Curriculum and Ohio Learning Students.

Regarding curriculum model alignment to the mission, vision, and philosophy of the school:

The AchievePoint Virtual Academy will contract with Graduation Alliance, an EMO that has pioneered best practices in re-engaging, educating, and supporting high school dropouts using exclusively online programs across the country for the past decade, to provide for the educational program of the school.

Graduation Alliance's academic program embraces a student-centered approach to teaching and learning that is actively supported and facilitated, reflecting the requirements of the contemporary workplace and digital literacies necessary for success. The course catalog includes a full suite of core academic courses, remediation coursework, skill acquisition programming, and career training/industry-recognized credential preparation training programs aligned directly to the mission of the school. The curriculum is integrated into an online learning portal that allows all members of the support team, including administrators, teachers, academic coaches, and local advocates, to see student engagement and performance and sophisticated data algorithms provide the support team with just-in-time information they need to keep students on track and moving forward.

The curriculum has been designed specifically for at-risk learners and is aligned to state and relevant national standards. Activities and assessments are designed with the ability for teachers to narrowly focus on areas where some learners require more direct instruction and remediation, and others to flexibly continue on based on their learning performance and mastery, and is designed to be individualized, relevant, and part of the overall student-centered, flexible online-learning model.

In addition to the core courses required for graduation, AchievePoint Virtual Academy will provide high school credit for a number of certificate and skill development programs included below or such other certificates as may be applicable and approved by the Governing Authority:

1. Employability Skills
2. Digital Literacy
3. Financial Literacy
4. OSHA Workplace Safety Certificate

6.3c Instructional Delivery Methods and Resources/Materials

Instructional methods and resources are the ways and tools used to deliver the curriculum. *What strategies or techniques will be used to engage students in learning? What instructional resources and materials will the teachers and students be using, including technology? With strong evidence and great detail, each of the following items should be addressed.*

<ul style="list-style-type: none"> • Instructional Delivery Methods 	6.3c	1) Explain in detail the primary instructional delivery methods, strategies, and/or techniques (i.e., high yield instructional practices, project based learning, computer-based, etc.) that will be used to provide daily instruction in your school.
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The following strategies have been proven over time to be effective with returning dropouts and are foundational to our instructional approach:

Student-centered learning – the student learning experience is fundamentally based on a learner-centered model versus a teacher, textbook, content, or lecture centered approach. The individual and unique needs of the learner guide how curriculum is developed to allow for flexibility and differentiated learning opportunities. Fundamentally, aligned to state and relevant standards, activities and assessments are designed with the ability for teachers to narrowly focus on areas where some learners require more direct instruction and remediation, and others to flexibility continue, based on their learning performance and mastery. (Lynch & Dembo, 2004; Repetto & Spitler; 2014; Shea & Bidjerano, 2010; Staker & Horn, 2012; Watson et al., 2013)

Individualized Learning Plans (ILPs) - The use of ILPs increases relevance for a population that has to balance their desire to complete their education with competing and complex life issues. ILPs allow students to map their education and chart their progress toward completion, increasing ownership, motivation, and self-efficacy.

Guided Independent Study - This approach allows each student to spend the time on the areas of a course where they need additional help or skill development and to move more quickly through the sections that they have already mastered, which is key to managing the disrupted academic background and variations in skill of returning dropouts.

Modified Block Scheduling - Students take courses on a modified block schedule as described above. The modified block schedule provides time boundaries that are manageable and can be easily subdivided, allowing staff to provide timely intervention when students show signs of disengagement. Additionally, this modified block schedule allows students to earn transcriptable in shorter time, providing successful academic experiences early and often, which builds academic self-efficacy and motivation, both of which have been demonstrated in research to lead to increased academic resiliency.

360 Degrees of Support - We provide individualized proactive academic and social interventions from a team of individuals - teachers, tutors, academic coaches, and local advocates. Interventions are based on data and analytics aligned with a set of Graduation Alliance's proprietary algorithms that have been demonstrated to improve student performance and persistence.

Social Emotional Skill Assessment and Intervention - Research shows that teaching social and emotional skills through the ScholarCentric assessment and intervention program results in better grades and attendance, increased persistence, and more students being on track to graduation, so we implement this assessment and intervention program as a key part of our programming. The intervention program is facilitated by school staff in a series of small group sessions at the facility. Additionally, the ScholarCentric assessment allows us to see at a glance who is most at risk of dropping out again and what issues students are dealing with that have the potential to derail their education (e.g., financial stress, physical symptoms, mental health issues, etc).

Career Programming - Research shows that providing tangible connections to the world of work through career training programs has the potential to dramatically increase academic engagement for at-risk students. AchievePoint Virtual Academy provides opportunities for every student to participate in professional skill acquisition coursework, including employability skills, digital literacy, financial literacy, workplace safety, and career exploration and planning, career training in one of the School's Career Pathways, and work experience opportunities. Students work with school staff to create an Individual Learning Plan that guides their course work and work experience opportunities through to graduation and beyond.

<ul style="list-style-type: none"> Instructional Delivery Methods 	6.3c	<p>Is the school using a blended learning instructional model, as defined in section 3301.079 of the Revised Code? If yes, check box.</p> <p><u>Blended Learning Requirements- Please provide ALL of the following:</u></p> <ol style="list-style-type: none"> An indication of what blended learning model or models will be used; A description of how student instructional needs will be determined and documented; The method to be used for determining competency, granting credit, and promoting students to a higher grade level; The school's attendance requirements, including how the school will document participation in learning opportunities; A statement describing how student progress will be monitored; A statement describing how student progress will be monitored; A statement describing how private student data will be protected; A description of the professional development activities that will be offered to teachers.
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A - Online Learning Model - The program will be operated in accordance with the needs of our learners which we anticipate will consist of a combination of an Enriched Virtual Model and a Rotation Model according to the Christensen Institute classification system.

<https://www.christenseninstitute.org/blended-learning-definitions-and-models/>

The Enriched Virtual Model states that “online learning is the backbone of student learning when students are located remotely,”

Students will be expected to complete time needed to meet the State’s 920-hour minimum school year through online and other learning activities, including work experience.

B – How student instructional needs will be determined and documented

Students' instructional needs will be determined through an analysis of their transcript, a baseline academic assessment (STAR Renaissance) completed within 30 days of enrollment, Special Education documents (if any), the student's intended Career Pathway, and future goals. These needs will be documented in the student’s file and used by school staff to develop an Individualized Learning Plan in conjunction with a student.

C – Method used for determining competency, granting credit, and promoting students to a higher grade level

Students in this program have three ways of demonstrating competency, including competency-based credit accrual, credit for prior learning, and credit for life experience as described below. Students will be promoted to a higher grade level based on credits accrued in accordance with the School’s policy manual as adopted by the governing authority.

Competency-Based Credit Accrual:

Each course is student-based rather than cohort-based and each participant receives an individualized pace chart for each course with target due dates for each assignment. A student can start any course any day of the year and progress through the course as quickly as they are able or as slowly as they need, within the stated program progress parameters. Students who pass the course with a 60% or better receive credit for the course.

Credit for Prior Learning:

Additionally, this program will provide participants with a means to prove their pre-existing skills and abilities in courses offered through the academic program. Students may challenge a course and will receive credit for meeting an 80% standard on the final exam for the course. Students who meet one of the following criteria will qualify to challenge a course:

- Previous enrollment in an equivalent course that resulted in a no credit situation
- Previous documented experience with the course work that did not lead to the opportunity to earn credit.
- Passing associated OGT or end of course exam
- Academic skill assessment results

Credit for Life Experience:

Students can earn credit for life experiences such as employment. Students who wish to get credit for these experiences register for the appropriate Experiential Learning course(s) and complete the associated portfolio requirements. Upon successful completion of the course, the number of credits associated with the experiential learning course will be entered onto their transcript.

D – Attendance requirements and documenting participation in learning activities:

Students' Individual Learning Plan will include expectations for the amount of time students will spend learning remotely.

Students will sign in and out of the facility using a secure biometric hand scanner or similar technology. The attendance data collected through this system will be stored securely online, verified by local staff at the facilities, and will be made available to auditors upon request.

Time students spend on academic activities learning remotely will be both collected by our student portal (where applicable) and self-reported by students. These data will be validated by school staff and will be made available to auditors upon request.

Participation is defined as a student taking part in a learning activity online/offline.

• Online time:

We do not define online time. All time outside of classroom time is classified as non-classroom-based learning opportunities.

Main options

Conference with School Staff

Online Coursework

Tutoring Session

Learning Labs

Test Prep

Career Prep

Project Based Learning

Special Education Services

E – How student progress will be monitored

Student progress will be monitored against the student's ILP using Graduation Alliance's proprietary online portal system. This system includes custom dashboards for school staff and uses live time data and proprietary algorithms developed by Graduation Alliance based on their expertise in working with at-risk high school students. These dashboards populate live time with data about student performance against their ILPs, including information about whether students are on track or off track to meet their weekly and monthly performance targets. Parents for students under the age of 18 can request portal access and receive proactive alerts and notifications, including weekly progress reports, for their students.

G – How private student data will be protected

AchievePoint Virtual Academy and Graduation Alliance protect students' personal information by using a password-protected learning management system, password protecting and securing all computers on which physical student data is stored, and locking cabinets in which student records are kept. Access to this information is permission based and available only to authenticated users who have the correct permission to access it. Data provided in report format can be accessed from the same system following the same permission-based system.

Access to student data through the Portal is made available to the parent/guardian on record. Information about student records will be provided to non-residential parents upon written request to the School. Data integrity is maintained through the use of keys and transactions on the back-end database that allow for rollbacks and validating that the data is assigned to the correct objects and available to the students, parents, and administrators that should have access to the information.

Laptops supplied to AchievePoint students are highly secure, and configured and managed with organization-level security and access policies which cannot be changed by end-users. Students may only access internet-based resources through a secure, cloud-based web filtering system which allows access to curriculum and content and prevents access to unauthorized sites, regardless of the physical network the student is connected to (wifi, ethernet, 4G mobile data - inside or outside the school facility). Access and restriction lists are managed at the organization-level and cannot be changed by end-users. Students are also provided basic Internet safety training to help them have a safe and productive online experience.

AchievePoint's FERPA Policies and Procedures are included in the School Policy and Operations Manual and in the Student Handbook. Specifically, personally identifiable information (otherwise known as directory information, or "PII") contained within a student's educational records will not be made public unless specifically allowed by the student and the student's legal guardian (if the student is under legal age to give consent).

H – Professional Development Opportunities for Teachers

AchievePoint Virtual Academy provides initial training and on-going professional development for teachers and support on the following topics:

- Best practices in the online classroom
- Assessment and evaluation
- Communication and tracking
- Implementation of content
- Graduation Alliance policies and approach to online education
- Teacher role in student support
- LMS/SIS tools
- Online classroom management and student support strategies
- New and emerging technologies
- The Teacher Evaluation and Personal Professional Development Program
- Identifying and supporting at-risk learners
- Crisis management, mandatory reporting, avoiding misconduct
- Student data privacy

	6.3c	<p>2) Provide evidence of the research base practices per ESSA for these delivery methods, strategies, and/or techniques including impact on population served.</p> <p>(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—</p> <p>(I) strong evidence from at least 1 well-designed and well- implemented experimental study; (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or</p> <p>(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or</p> <p>(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and</p> <p>(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention. “</p>
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Student-centered Learning

The AchievePoint Virtual Academy employs a range of complementary evidence-based learning research in its development and delivery of student-centered online learning. AchievePoint Virtual Academy is fundamentally based on a constructivist approach to teaching and

learning. Constructivism recognizes the unique experiences and visions of each learner and accepts that individual learners actively construct new ideas and concepts based on their past and current knowledge and experiences. The existing knowledge serves to enrich the student's learning experience. Jonassen (1991) observes that constructivism offers a "real-world" context for learning and uses realistic, rather than academic, approaches for solving real-world problems. In addition, constructivism stresses the importance of multiple perspectives and approaches to problems and acknowledges the complexities of the real world. Constructivism is also cumulative, with learners building their arsenal of problem-solving skills progressively during courses and from one course to another. Constructivism allows for individual relevancy for each learner and for them to engage in concepts in more powerful, lasting learning. Constructivism is most appropriate for this online learning model because it decentralizes the role of the instructor and instead focuses on experimentation and differentiated interactions centered around the individual student. The curriculum and flexible online learning model is one that is learner-centered and learner-focused to meet the learners' needs and promote their success in the courses, careers, and lives.

In the online model students learn flexibility based on their own unique preferences, abilities, and pace through a digital curriculum. This curriculum affords flexible pathways though immediate feedback based on proficiencies, reporting performance to the student and teacher. The teachers use this learning performance data to then focus on areas individual or groups of learners need narrowly focused remediation on. While working through their online curriculum, students participate online in active learning with interactive teacher facilitators, guiding students to successful standards-aligned learning outcomes. Teacher learning facilitators are part of a larger learning community augmented with student support provided by academic coaches and local advocates (Borup, Graham, & Drysdale, 2014; Pope, 2012)

Borup, J., Graham, C. R., & Drysdale, J. S. (2014). The nature of teacher engagement at an online high school. *British Journal of Educational Technology* 45(5), 793-806. doi: 10.1111/bjet.12089

Jonassen, D. (1991). Evaluating Constructivistic Learning. *Educational Technology*, 31(9), 28-33. Retrieved from <http://www.jstor.org/stable/44401696>

Pope, C. (2013). Digital distance learning communities: Teachers' beliefs about community in K-12 online education. (Order No. 3559853, Rutgers The State University of New Jersey - New Brunswick). ProQuest Dissertations and Theses. Retrieved from <http://search.proquest.com/docview/>

Staker, Heather; Horn, Michael B. (2012). Classifying K-12 blended learning. Innosight Institute ERIC

ILPs, Guided Independent Study, Modified Block Scheduling, 360 Degrees of Support:

The *Dropout Recovery Resource Guide*, published in 2009, was commissioned by the Texas Education Agency and is based on best practices derived from more than 400 dropout recovery programs and a review of the national literature. The *Guide* identifies 21 principles of best practice ranging from program administration, recruiting and student tracking, individualized education programming principles, connecting education to career and post-secondary preparation, and mentoring. The practices of personalized learning plans, guided independent study, modified block scheduling, 360 degrees of support, student rewards, and career programming are all directly connected to the best practices identified in this seminal research.

Effective Dropout Recovery Practices and the Graduation Alliance Approach is a third-party evaluation of Graduation Alliance's practices by the authors of the *Dropout Recovery Resource Guide*. It connects these strategies and practices listed above to the body of research on dropout recovery.

The National Dropout Prevention Center/Network's *15 Effective Strategies for Dropout Prevention* identifies 15 strategies that research identifies as instrumental for engaging at-risk students. Among them relevant to the strategies above are mentoring/tutoring, alternative schooling, after-school and out-of-school opportunities, active learning, educational technology, individualized instruction, and CTE.

"Promoting Quality Individualized Learning Plans Throughout the Lifespan: A Revised and Updated "ILP HOW TO GUIDE 2.0" by Solberg, Will & Osmon (2012). Per their research: "At last count, a total of 44 states, and the District of Columbia require or encourage the use of individualized learning plans (ILPs) for all students in K-12 education. Higher education is also beginning to look at ILPs as a strategy for increasing college completion rates and helping adults understand how to use their educational opportunities in ways that advance them towards their career and life goals. The Workforce Innovation and Opportunity Act of 2014 (WIOA) has embraced a personalized career development process that extends the relevance of ILPs to adults and youth with and without disabilities who seek support from American Job Centers (also known as One Stop Centers) and/or vocational rehabilitation agencies."

SEL Assessment and Intervention:

Empirical Research Supporting ScholarCentric Resiliency Assessments and Curriculum is a collection of 8 research studies that show that using the ScholarCentric assessment and associated intervention curriculum leads to statistically significant improvement for at-risk students in grades, credits earned, attendance, continued enrollment, and numbers of students on-track to graduate.

Career Programming:

Solberg's *"A Review of Literature: The Link Between Academic Resiliency and College and Career Readiness"* connects the use of college and career readiness intervention to improved persistence outcomes for at-risk students.

The National Center for Construction Education and Research (NCCER) has developed a number of best practice profiles from Association of Builders and Contractors (ABC) chapters that have worked with high school students to provide NCCER training and certification opportunities. Two profiles in particular, the ABC Pelican Chapter and ABC/Greater Michigan Chapter, provide compelling data around program retention, training advancement, and post-training employment opportunities for high school students participating in the NCCER training programs through partnerships with their local ABC chapters.

The Ohio Department of Higher Education's publication *Diploma to Career Pathways* connects the research on career programming coupled with high school completion programming for at-risk students to better engagement and ultimately better life outcomes for overage/under-credited students in Ohio.

Plank, et al.'s research published in "Dropping Out of High School and the Place of Career and Technical Education," (National Research Center for Career and Technical Education, 2005) found that students who took one CTE course for every two academic courses were at decreased risk for dropping out.

Kulik's research "Curriculum Tracks and High School Vocational Studies" (University of Michigan, 1998) indicated that high risk juniors and seniors were 8-10x less likely to dropout when enrolled in a CTE program.

The National Dropout Prevention Center/Network has identified the 15 strategies that have the most positive impact on the dropout rate. These strategies include "career and technology education." (National Dropout Prevention Center/Network, "Effective Strategies for Dropout Prevention.")

Deloitte's *Boiling Point? The Skills Gap in U.S. Manufacturing* identifies key professional skills that middle skill employers desire and have a difficult time finding in employees. These identified skills are part of the skill acquisition and career programming for AchievePoint Virtual Academy.

<ul style="list-style-type: none"> Resources and Materials 	6.3c	3) Identify the resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology.
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The following resources and materials will be available to students from the first day of school in order to support instruction.

Technology and Digital Materials:

- A Chromebook or other keyboard-based Chrome OS device for each participating student
- A mobile hotspot device for each student to provide connectivity when not at the facility

- A wifi-enabled laptop for each support staff
- Secure WiFi at each facility
- Networked printers at each facility
- Learning portal (learning management system, advising, learning community, learning plan, performance dashboard analytics)
- Digital curriculum, including industry-recognized credential preparation programming
- ScholarCentric and STAR assessments
- Literacy and numeracy online remediation tools
- Career exploration and planning online tools

6.3c

4) Explain the selection, approval (including board) and change process for instructional resources and materials to be used by teachers and students, including technology.

Instructional resources and materials have been selected based on their evidence of effectiveness with the target population of AchievePoint Virtual Academy, the availability of the resources and a balance of capabilities (e.g., ability to provision Chromebooks in the field) with economy, ability to meet state requirements (e.g., standards, graduation requirements, STAR Renaissance assessment). For career coursework, the curriculum has been selected based on its alignment with industry need and recognition.

Materials are approved by the Board as part of the management contract with Graduation Alliance. Minor changes are allowed at the discretion of Graduation Alliance by contract; substantive changes (i.e., changes that have the potential to impact alignment with the school's mission or with state requirements) require specific approval by the Board.

The following issues could trigger a change process for instructional resources and materials, including technology:

- Restricted availability of technology or other materials
- Availability of technology with the same or similar capabilities but at a lower price
- Staff-identified need for better alignment to standards
- Updated career preparation resources
- Identified need to better align with local employer demand
- Student performance on state assessments
- Student performance in a particular course (e.g., course completion rates, average time required to complete a test)

6.3d Continuous Improvement and Professional Growth		
Schools must improve instructional practices and student performance on a continual basis. With strong evidence and great detail, each of the following items should be addressed.		
<ul style="list-style-type: none"> Continuous Improvement 	6.3d	1) How will the school develop, monitor, and evaluate the school improvement plan using the Ohio 5-step process ?
<p>Stages</p> <ol style="list-style-type: none"> 1. Identify the critical needs of the district and school 2. Develop a focused plan 3. Implement and monitor plan 4. Evaluate the improvement process <p>5-Step Process</p> <ol style="list-style-type: none"> 1. Collect and chart data 2. Analyze data 3. Establish shared expectations for implementing specific changes 4. Implement changes consistently 5. Collect, chart and analyze post data <p>AchievePoint Virtual Academy will use student achievement metrics to monitor the success of students and the school program. Graduation Alliance, as the management company, will determine the critical needs of the school through analysis of student achievement data both at the aggregate and disaggregated levels and through feedback from Executive Director and School staff. These critical needs will tie directly to student learning and correlate to graduation rates. These data points will drive the development of the Comprehensive Continuous Improvement Plan (CCIP) by the Executive Director or designee, with the assistance of the federal programs consultant, and the Executive Director will oversee its implementation. This plan will be supported by initiatives and intervention programs that use rigorous, evidence-based processes.</p>		
<ul style="list-style-type: none"> Ohio Teacher Evaluation System (OTES) 	6.3d	2) Confirm implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators. <input type="checkbox"/> Yes, the school will implement the Ohio Teacher Evaluation System. <input checked="" type="checkbox"/> The school will implement an alternative evaluation system as described below.

		3) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?
AchievePoint will follow the guidelines set out by The Ohio Department of Education concerning teacher and principal alternative framework evaluation systems. 50% of the evaluation will be rated against the Ohio Teacher Evaluation Performance Standards, 35% will be around STAR Renaissance growth and 15% will represent the school determined component, credit earned rate. The Principal, who is also an Ohio Credentialed Teacher Evaluator, will conduct the evaluations.		
• Ohio Principal Evaluation System (OPES)	6.3d	4) Confirm implementation of Ohio Principal Evaluation System and Ohio Superintendent Evaluation System (if applicable) or alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents. <input type="checkbox"/> Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System. <input checked="" type="checkbox"/> The school will implement an alternative evaluation system as described below. 5) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?
AchievePoint will follow the guidelines set out by The Ohio Department of Education concerning teacher and principal alternative framework evaluation systems. 50% of the evaluation will be rated against the Ohio Principal Evaluation Performance Standards, 35% will be around STAR Renaissance growth and 15% will represent the school determined component, credit earned rate. The Executive Director, who has 17 years of administrative experience in education, will conduct the evaluations.		
• Local Professional Development Committee and Resident Educator	6.3d	6) Discuss development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.
The primary responsibility of the LPDC is to review the Individual Professional Development Plans (IPDP) of AchievePoint Virtual Academy's educators and ensure identified goals are relevant to the needs of the school, students and educators. The state of Ohio has established rules, procedures and training for the development of a LPDC.		

The Executive Director or designee will establish the LPDC. An LPDC plan of operation will be developed and include at minimum:

- Philosophy: A clear statement of the beliefs that govern the LPDC
- Purpose: The identification of the tasks for the committee.
- Criteria for coursework or professional development activities
- Correlation to the school's improvement plan and Comprehensive Continuous Improvement Plan (CCIP)
- Membership of the committee
- Selection of members and terms of office
- Operating procedures
- Reflection and revision
- IPDP template
- Additional forms provided by ODE

Operating Procedures

Policy and procedures for holding meetings and timelines for the review and approval of IPDPs will be established including:

- The frequency and location of meetings
- The duties of committee members;
- The process for selecting the committee chair;
- The process for reviewing and approving IPDPs and documenting the review process;
- Methods and dates for internal and external communication, including the notification of educators regarding LPDC decisions
- Guidelines for maintaining records
- Procedures and timelines for handling appeals;
- The system for verification of professional development to educators;

Once the committee has been established the LPDC will register and begin using the online CORE LPDC system.

7) Resident educator program (text box missing in template below)

The Resident Educator program will be used to mentor new teachers (i.e., teachers who have not yet received Resident Teacher status) who staff the school facilities, as required by ODE. This program culminates with the Resident Educator Summative Assessment (RESA). The school will follow the process outlined by ODE which includes the option of taking RESA in year 2, or educators may wait until year 3. Mentors for the program will have five years of successful teaching experience and will attend Resident Educator Mentor Academy in order to receive mentor certification.

The four-year program will follow the timeline established by ODE which include two formative years followed by two performance years. Mentors and mentees will meet weekly with preparation time built into schedules for this purpose. Mentors will have no more than one mentee in each of the four annual cycles. The collection of evidence will be maintained in the program's LMS system. This will provide a place to gather evidence, mentees to reflect regularly on progress and mentors to archive notes and provide feedback.

<ul style="list-style-type: none"> Local Professional Development Committee and Resident Educator 	6.3d	8) Discuss implementation of Ohio's Resident Educator Program in the school. (i.e., mentoring process, meetings, monitoring of work completed, timelines, ratios of mentor to mentees, etc.)
<ul style="list-style-type: none"> Professional Development 	6.3d	9) Using the Ohio Standards for Professional Development (adopted 2015) , describe the process for how the school will develop, implement, and evaluate a differentiated professional development plan informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan.

Standard 1: Learning Communities

The school staff, including teachers, coaches, and advocates, will participate in regular professional development activities, both synchronously and asynchronously. The learning communities will be organized by role (e.g., teachers, coaches, or advocates).

Standard 2: Leadership

The Executive Director or designee as well as the GA leadership team will provide leadership in the goal setting process by identifying areas of improvement through analysis of school data and soliciting input from the LPDC. The Executive Director or designee, with consultation from GA's leadership team, will develop a set of school goals each year, along with a professional development calendar.

Standard 3: Resources

The School will have access to resources, including GA's leadership team and local school consultants and contractors, including CSS's federal programs coordinator, to develop the training modules required to implement the professional development plan and ensure it is aligned to the School's CCIP and is compliant with state and federal requirements.

Standard 4: Data

GA will provide data, trends, and best practices from other programs, states, etc. The use of continuous formative data reviews will drive the professional development topics and schedule for the School staff. Although annual progress as measured by state and local assessments (e.g., STAR Renaissance, ScholarCentric, and GA course assessments) will be used to set the goals in the CCIP, the use of frequent classroom data analysis aligned to annual goals will be collected and used to guide the quarterly professional development activities of the school. This may include attendance rates, weekly progress of students, missing assignments, unit exam scores, student surveys, discipline records, literacy and numeracy assessments, teacher surveys, and parent and community/employer partner surveys. This information will be collected by Graduation Alliance's data team and made available to staff on a monthly basis. Staff will receive regular professional development on using these data to inform their teaching and support practices.

Standard 5: Learning Designs

Professional development will be delivered synchronously through conference calls and/or video conferences or, as appropriate, through asynchronous online courses delivered through the learning environment.

Standard 6: Implementation

School staff will participate in professional development activities for all staff as well as in personal professional development activities required as part of their evaluation. Typically, staff will participate in professional development activities during regular business hours when students are not in session.

Standard 7: Outcomes

We anticipate that implementation of the professional development framework identified here will lead to continuous, measurable improvement in learning outcomes by individual students and by the School at large.

<ul style="list-style-type: none"> School Calendar 	6.3.1	1) Provide the proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and number of hours the school will be in session. The school calendar will need to be submitted annually by a due date established yearly for approval by the Sponsor and ODE. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODE, and may require a corrective action plan.
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See attached school calendar

6.3e Prevention and Intervention Policy

A *Comprehensive System of Learning Support Guidelines*, an Ohio State Board of Education approved document (link provided below), provides direction for foundation and intervention services to students to assist with the development of necessary systems to meet the unique needs of students. <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/School-Safety-Resources/Comprehensive-System-of-Learning-Supports-Guidelin/Brochure-fulfillingthepromise.pdf.aspx>

Appropriate implementation of the guidelines will result in school meeting or exceeding RC 3313.6012 requirements to (1) provide diagnostic assessment procedures, (2) provide intervention services based on the results of the diagnostics, (3) collect data regularly, and (4) use the data to evaluate the effectiveness of the interventions. Please provide strong evidence and specific details to address the items below.

<ul style="list-style-type: none"> Prevention and Intervention Plan 	6.3.2	<p>1) Describe the school's multi-tiered educational services policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing learning, behavior and other problems, and address the needs of ALL students (i.e., limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).</p>
<p>Students in AchievePoint Virtual Academy each have an Individual Learning Plan (ILP) developed by school staff in conjunction with the student to meet the needs of each student. ILPs take into consideration students previous credits, the School's graduation requirements, the student's Career Pathway selection, and the student's post-secondary goal (additional education/training or employment).</p> <p>Students in this program enter school at many different levels of academic and social aptitude. Students may be ahead of grade level or behind. Special needs students may be gifted and others may have specific literacy or numeracy instructional needs. The School will follow an MTSS approach to provide early detection and intervention with students who are experiencing learning, behavior, or other problems (see the intervention charts below). The intervention process will be applied to the general population as well as the following populations:</p> <p>LEP/ELL: English language development services are designed to increase English language proficiency. ELL students will be identified using the State's approved methodology. The specific courseware, program and intervals of intervention are dependent upon initial identification of students whose home or native language is a language other than English through the home language questionnaire. Reassessment occurs annually using the Ohio English Language Proficiency Assessment (OELPA) or an industry standard equivalent.</p> <p>Gifted and Talented: Identify and provide specially designed instruction and potential acceleration through access to courseware and development of alternative performance learning assessments for students who identify in one or more of the following categories: superior cognitive ability; specific academic ability: reading/writing, mathematics, science, and social studies; creative thinking ability; visual and</p>		

performing arts ability: dance, drama, music, and visual arts. Referral of highly capable students can be made by teachers, parents and students. Industry standard assessments will be used to identify highly capable students.

Homeless: Homeless students are those who lack a fixed, regular, adequate nighttime residence. The Executive Director or designee will serve as the McKinney-Vento liaison. Assigned school staff will lead specific social interventions and will make certain that if the student's homelessness impacts school attendance, computer devices and connectivity to the online learning system are provided by the school.

Lowest 20%: Students in the lowest 20% for attendance and for literacy and numeracy scores on STAR Renaissance tests will have increased interventions at the instructional and social/emotional levels. Technology and reporting in the school's online learning systems allows staff to sort, filter and prioritize student interventions by population.

State Assessments	Tier 1 - All students	Tier 2 - Failed Test	Tier 3 - Failed Same Test 2+ times
General Population	Test prep activities completed online prior to administration of Assessment	Analysis of test results to identify literacy strand deficits that impact overall cognition	Tutoring or group sessions prior to administration of assessment
Special Services	SDI from IEP added beyond time matrix minutes	Compare test results to IEP and Literacy/Numeracy scores to create an individual study prep plan	Re-evaluate accommodations needed for assessment settings
ELL	Tutoring prior to administration of assessment	Compare test results to Literacy/Numeracy scores to create and individual study prep plan	Re-administer OLEPA to check for correct ELL resources allocation
Gifted & Talented	Offer further high stakes tests to meet the future opportunities of the student Offer further high stakes tests i.e., alternative pathways	Practice tests utilized to maximize student score results	Tutoring prior to administration of assessment
Lowest 20%	Plan a long-term test schedule to coordinate with individual student deficits.	Tutoring or group sessions prior to administration of assessment	Compare test results to Literacy/Numeracy scores to create and individual study prep plan

Homeless	Access to technology secured	Evaluate Online Attendance and student resources to ensure basic needs are being met	Tutoring or group sessions prior to administration of assessment	
PBIS	Tier 1 - General Population	Tier 2 - Targeted Level	Tier 3 - Intensive Level	
General Population	Staff meets with students to plan expectations and consequences.	Staff meets online with student and parent to devise an individual plan per student	Alternative scheduling and placement in online small group and individual settings.	
Special Services	IEP goals are evaluated, and SDI is determined for students needing social/emotional or behavioral support	Increase academic support to counter behavior. Utilized community resources to increase student support	Re-evaluation of Special education needs. Screen for academic impact from behavior patterns	
ELL	Translation and small group settings are used to communicate expectations and consequences	Staff meets online with student and parent to devise an individual plan per student	Alternative scheduling and placement in online small group and individual settings. Community resources utilized to increase student support	
Gifted & Talented	Staff meets with students to plan expectations and consequences.	Staff meets online with student and parent to devise an individual plan per student	Alternative scheduling and placement in online small group and individual settings. Community resources utilized to increase student support	
Lowest 20%	Staff meets with students to plan expectations and consequences.	Staff meets online with student and parent to devise an individual plan per student	Alternative scheduling and placement in online small group and individual settings. Community resources utilized to increase student support	
Homeless	Online communication with family members and ties to	Increase social/ emotional support and re-evaluate	Alternative scheduling and placement in online small	

	guardians are supported through individual staff member contact.	resource allocation to counterbalance impact of homelessness	group and individual settings. Community resources utilized to increase student support	
Credit Deficiency	Tier 1 - General Population	Tier 2 - Missed Academic Goals 1 Month	Tier 3 - Missed Academic Goals 2 Months	
General Population	Monthly Student Learning Plan includes pace & scheduled courses	Adjust sequence of courses and create daily pacing	Staff meets online with student and parent to devise an individual plan per student	
Special Services	Use IEP to create monthly student learning plan taking into account IEP goals and Specially Designed Instruction time to determine sequencing	Adjust sequence of courses and check progress toward annual IEP goals	Staff meets online with students and parents to devise an individual plan per student that may include additional online resources.	
ELL	Use literacy and ELL assessments to create Student Learning Plan	Staff meets online with student and parent to devise an individual plan per student that includes at home resource assessment and remediation.	Adjust sequence of courses .	
Gifted & Talented	Institute student course challenge protocol	Adjust sequence of courses and create daily pacing on campus and off campus hours included	Staff meets with student and parent to devise an individual plan per student	
Lowest 20%	Discuss student motivation and develop a plan that helps with student achieve such as career pathway	Adjust sequencing of courses to reflect student interest and provide line of sight to end goal	Staff meets online with students and parents to discuss long term goals.	

Homeless	Coordinate community resources to ensure basic needs are met and access to appropriate technologies is secure	Evaluate attendance and student resources to ensure basic needs are being met	Staff meets online with students and parents to discuss long term goals.	
Literacy	Tier 1 - General Population	Tier 2 - Reading GLE 1-3 Grade Levels Below Age Cohort	Tier 3 - Reading GLE 4 or more Grade Levels Below Age Cohort	
General Population	Utilize Literacy Assessment to inform direct instruction	Increase frequency of literacy assessments to differentiate instruction for small groups.	Increase literacy group sessions and utilize literacy assessment to individualize instruction	
Special Services	Use IEP to create monthly student learning plan taking into account IEP goals and Specially Designed Instruction time to determine sequencing	Benchmark assessment used to target SDI and increase monitoring of progress toward goals	Increase literacy group sessions and utilize literacy assessment to individualize instruction	
ELL	OLEPA assessment data determines individual literacy plan	Increase vocabulary and oral development session during on campus hours	Provide intensive, specific reading intervention instruction per individual student	
Gifted & Talented	Use personal curriculum component to differentiate instruction and consider peer tutors and inquiry-based	Increase frequency of literacy assessments to differentiate instruction for small groups	Increase literacy group sessions and utilize literacy assessment to individualize instruction	

	reading models			
Lowest 20%	Use literacy assessments to create Student Learning Plan with literacy goals	Set specific measurable goals tied to weekly benchmarks. Decrease monitor intervals	Increase time during sessions for language/reading activities. Adjust expectations to include peer reviewed on-line reading curriculum	
Homeless	Coordinate community resources to ensure basic needs are met and access to appropriate technologies is secure	Evaluate attendance and student resources to ensure basic needs are being met	Alternative scheduling and placement in small groups and individual settings. Community resources utilized to increase student support	
Math Skills	Tier 1 - General Population	Tier 2 - Reading GLE 1-3 Grade Levels Below Age Cohort	Tier 3 - Reading GLE 4 or more Grade Levels Below Age Cohort	
General Population	Utilize math assessment to inform direct instruction	Increase frequency of math assessments to differentiate instruction for small groups.	Increase math group sessions and utilize math assessment to individualize instruction	
Special Services	Use IEP to create monthly student learning plan taking into account IEP goals and Specially Designed Instruction time to determine sequencing	Benchmark assessment used to target SDI and increase monitoring of progress toward goals	Re-evaluation of Special education needs. Screen for academic impact from math skills	
ELL	OLEPA assessment data determines student learning plan to include math skill acquisition goals	Benchmark assessment used to monitor progress toward math goals.	Provide intensive, specific math intervention instruction per individual student	
Gifted & Talented	Use personal curriculum	Increase frequency of math	Increase math group sessions	

	component to differentiate instruction and consider peer tutors and inquiry-based reading models	assessments to differentiate instruction for small groups.	and utilize math assessment to individualize instruction	
Lowest 20%	Use math assessments to create Student Learning Plan with literacy goals	Set specific measurable goals tied to weekly benchmarks. Decrease monitor intervals	Increase time during sessions for math acquisition activities. Adjust expectations to include peer reviewed on-line math curriculum	
Homeless	Coordinate community resources to ensure basic needs are met and access to appropriate technologies is secure	Evaluate attendance and student resources to ensure basic needs are being met	Alternative scheduling and placement in small groups and individual settings. Community resources utilized to increase student support	
OLEPA	Tier 1- Proficient	Tier 2 - Emerging	Tier 3- Progressing	
General ELL Population	Provide specific research-based literacy instruction	Decrease instructional group size and increase time per session	Utilize individual instruction strategies, set specific measurable goals tied to weekly benchmarks. Decrease monitor intervals	
Special Services	Use IEP to plan specially designed instruction to meet IEP goals	Benchmark assessment used to target SDI and increase monitoring of progress toward goals	Re-evaluation of special education needs. Screen for academic impact	
Lowest 20%	Provide peer pairing and small group instruction	Utilize individualized instruction, set specific measurable goals tied to weekly benchmarks. Decrease monitor intervals	Increase time during sessions for language/reading activities. Adjust expectations to include peer reviewed on-line ELL curriculum	

Homeless	Coordinate community resources to ensure basic needs are met and access to appropriate technologies is secure	Evaluate attendance and student resources to ensure basic needs are being met	Alternative scheduling and placement in small groups and individual settings. Community resources utilized to increase student support
● Prevention and Intervention Plan	6.3.2	2) Describe the school’s intervention plan for all students not found proficient or “Not on Track” for all of the following assessments that are applicable for your school’s student population: a) Ohio’s State Tests; b) Third Grade Reading Guarantee Diagnostic Assessments; c) Kindergarten Readiness Assessment (KRA); d) Ohio English Language Proficiency Assessment (OPELPA); e) or the current assessment system required by ODE.	
<p>The AchievePoint Virtual Academy’s online learning model allows entering students who are significantly below standards of literacy and numeracy to acquire the skills necessary to succeed in school and in life by differentiating the teaching and learning through a combination of course selection and sequencing and individualized teacher feedback and tutorials. This differentiation of learning combined with a self-paced structure allows students who enter at or above grade level to focus their time strengthening their previously learned skills. The self-paced format of instruction enables students to proceed at an appropriate rate and receive direct teacher assistance as necessary. A heavy emphasis is placed upon Response to Intervention and Positive Behavioral Intervention and Support strategies to provide appropriate and individualized interventions to support students. Within this framework the AchievePoint Virtual Academy will be able to truly differentiate instruction.</p> <p>Initial academic assessments (STAR Renaissance) within the first 30 days of student enrollment help place a student in the appropriate classes. School staff monitor student performance data regularly to determine what additional foundational skills are needed to accelerate the student’s progress, and activities specifically geared to the student’s area of weakness are reinforced through activities designed to build academic and resiliency skills. Individualized and small group instruction enables each student to progress without the social stigma of operating behind or ahead of peers.</p>			

Since there are some student subgroups that historically experience gaps in achievement, the Academy staff members will specifically capture information on how students with disabilities, economically disadvantaged students, ELLs, and African-American students perform. Closing this achievement gap is an integral goal in our academic program. We will analyze data on students from these subgroups, gathered via the school portal as well as from the results of state assessments, including the Ohio state tests, OELPA or equivalent, and STAR, to identify what particular instructional strategies can be introduced to our model to specifically raise academic achievement.

School staff have access to summary and detailed information regarding each of their students. Real-time access to data allows staff to make informed decisions to ensure student success. The online gradebook and administrative portal provides staff with access to all current student information and the courses in which students are enrolled. Summary views provide a snapshot of each student's performance as well as the performance of an entire class. School staff can easily review average scores for all completed and scored activities, progress toward completion, and the number of overdue activities. Drilling down, support team members can review a student's performance on each computer-scored assessment and how long it took the student to complete that activity. Going even deeper, they can review each student's answer on a particular assessment item, as well as performance on assessment items differentiated by Bloom's level.

The Executive Director or designee and Graduation Alliance's leadership team will conduct ongoing conferences with school staff to determine what changes are necessary in instruction based on the results of on-going assessments. Individual student dashboard reports along with school-wide summary dashboard assessment data will be used to constructively discuss areas of strengths and areas for growth. Areas in need of growth will include a goal for improvement that consists of specific, measurable, realistic plans of action accompanied by a detailed timetable for achieving this goal. The school leadership team will utilize a range of channels of communication to ensure all parents and students have access to the information they need when they need it to support the learning process.

Student and parent portals in the Academies' online learning system and proactive alerts and notifications system allow students and parents to have real-time access to student performance.

6.4a Goals and Performance Indicators

The school will be required to show progress toward meeting the goals established in its Ohio Improvement Process plan.

Schools newly chartered with Charter School Specialists will establish an OIP plan by September 30th.

The OIP will be available and reviewed at a yearly onsite assistance review.

The sponsor will provide accountability standards, which include but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017.

6.5 Assessment Plan

The Assessment Plan should enable the school to make an accurate reference as to what students should know and be able to do. It should align to the desired learning outcomes of the curriculum.

<ul style="list-style-type: none"> ● Nationally Normed Assessment 	6.5	<p>1) St. Aloysius requires its sponsored schools to identify and utilize at least one nationally normed, ODE approved standardized testing tool. It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? Discuss rationale for assessment selection and the relationship to Student Growth Measures (OTES and OPES). Nationally normed assessment data and a comprehensive written analysis will be due to the sponsor by June 30th of each year.</p>
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STAR reading and STAR math will be used three times annually to monitor progress in literacy and numeracy. These value-added approved assessments will be administered within 30 days of the new school year or new student start date, mid-year, and at the end of the school year. Each school year these dates will be added to the school assessment calendar.

<ul style="list-style-type: none"> ● Ohio's State Assessments 	6.5	<p>2) All required state assessments must be included in the school's assessment blueprint and calendar. Confirm use of specific state tests, how the data will be collected and distributed to Board of Directors, staff, students, parents, and how the results will impact professional development and Ohio Improvement Process (OIP) goals and strategies. These may include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA, and Kindergarten Readiness Assessment.</p>
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In addition to the testing periods aligned to the State-prescribed assessment windows which are included on the School calendar, AchievePoint Virtual Academy will help coordinate student scheduling of the following assessments:

- ACT/SAT exams, offered on the College Board schedule
- WorkKeys, offered on-demand in accordance with students' ILP
- OELPA or an equivalent will be administered upon enrollment for ELL students and supporting plans will be developed.

Review of assessment results will be included on the agenda of at least one Board meeting each year.

Parents will be notified annually via email and, upon request, in hard copy format of the publication of Ohio School Report Cards which will include AchievePoint Virtual Academy alongside other programs of similar purpose. Categories included in the notification will include High School Test Passage Rate, Gap Closing, Literacy and Numeracy Progress and Graduation Rate.

The results of local and state assessments will be used to identify the critical needs of the academy, which will guide the development of the Comprehensive Continuous Improvement Plan. This plan, along with teacher and principal assessments and IPDPs, will guide professional development plans with input by the Local Professional Development Committee.

<ul style="list-style-type: none"> Local Assessments 	6.5	3) Identify any local assessments that will be used. Discuss rationale for test selection, purpose, and the timelines for implementation.
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AchievePoint Virtual Academy uses ScholarCentric Resiliency Assessment and the Career and College Readiness Supplement within 30 days of enrollment and at the beginning and end of each school year.

These research-validated assessments provide information about whether each student falls in a risk, intermediate or success profile for each of the following skills:

- Value of high school education
- Value of post-secondary education/training
- Classroom confidence
- Social confidence
- Test-taking confidence
- Family support
- Teacher connections
- Peer connections
- Academic stress
- Social stress
- Financial stress
- Agitation
- Physical symptoms
- Feeling blue
- Eating problems
- Sleeping problems
- Enjoy school
- Find school meaningful
- Goal setting
- Career search self-efficacy
- Career readiness

These data improve the ability of administrators, educators and support staff to quickly get to know the challenges each individual student is facing and make more effective personalized instructional decisions and behavioral interventions. Research has demonstrated that effective use of these data, combined with the research-based intervention curriculum, leads to statistically significant improvement in grades, course completion, continued enrollment, and number of students on-track for graduation.

Our resiliency data and analytics help support team members interact with each student more effectively and improve educational outcomes for all. As a result, the support team can help students achieve greater success and establish a positive learning path. As students experience more success, they can become motivated learners, take ownership of their own education and become more mature and self-sufficient, key components of college and career readiness.

Because our data and analytics help educators understand the 'whole student,' teachers can build deeper, more authentic relationships with each child. Research shows that the connection between students and their teachers is critical to a student's engagement at school and a very important contributing factor to their resiliency.

- By using resiliency data and analytics about each student, teachers and administrators will:
- Recognize early warning signs that predict specific students who are likely to disengage before they exhibit traditional warning indicators (e.g., attendance, behavior, and credits)
- Understand the root causes of each students' academic issues, giving teachers greater ability to personalize learning
- Determine which students are ready for more academic rigor (and those that are not ready) to target their interventions more effectively within an RTL framework
- Evaluate the effectiveness of multi-tiered support systems (MTSS)

<ul style="list-style-type: none"> • Formative Assessments 	4) Describe the process for developing formative assessments, sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.
	<p>Formative assessments are used in multiple ways to drive instructional practices and provide feedback to students, teachers and stakeholders. Students are first given a STAR diagnostic assessment to ensure students have a solid knowledge-base in Math and English. Additionally, in each course, students have multiple opportunities for formative assessment and feedback.</p> <p>In the AchievePoint Virtual Academy learning model, students are provided feedback in several instructional modalities as points to check for understanding. The learning portal provides for asynchronous data sharing, including proactive alerts and notifications, with students, parents, and the support staff to ensure all stakeholders are informed and monitoring academic progress.</p> <p>Formative assessment data informs priority level and details for course revision and development activities. As with results of nationally normed assessments, results of formative assessments will be shared with school staff during LDPC professional development.</p>

<ul style="list-style-type: none"> ● Non-Academic Measures 	6.5	5) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness.
<p>AchievePoint Virtual Academy participates in a regional accreditation process through Cognia, the leading accreditor of public and private schools across the country. Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. The accreditation process is also known in terms of its ability to effectively drive student performance and continuous improvement in education.</p> <p>As part of this process, we gather feedback from parents/guardians, students and other stakeholders regarding various aspects of the AchievePoint programming.</p> <p>School staff will regularly survey students to get their feedback as we consider making changes to programming, policies, and practices, as well as providing an annual student satisfaction survey.</p> <p>Additionally, school staff will solicit feedback from employer partners about student preparation for and quality of participation in work experience/internship programs.</p>		

8.1 Organization and Staffing Personnel and understanding of roles and are responsibilities are critical for successful school operation. Please provide strong evidence and specific details to address the items below.		
<ul style="list-style-type: none"> Organizational Chart 	8.1	1) Provide the school's organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).
See attached org chart		
<ul style="list-style-type: none"> Roles and Responsibilities 	8.1	2) Describe the roles and responsibilities of the school staff that align to the organizational chart and mission, vision, and philosophy of the school: a) administrative, b) teaching, c) specialized, d) contracted services (i.e., speech and language pathologist, school psychologist, etc.), e) other. Please only include job titles.
Job Descriptions: Position Title: Executive Director, AchievePoint Virtual Academy Position Reports to: CEO, Graduation Alliance Position Location: Remote Position Summary: The Executive Director has oversight of school operations, staff, contractors, facilities, communication with the governing authority, and development of local stakeholder support. The Executive Director must be able to work independently, while collaboratively supporting the overall team goals as determined by the Governing Board. The Executive Director also works collaboratively with other departments including state policy, marketing, product management, customer service, and operations. Responsibilities: The Executive Director is responsible for: <ul style="list-style-type: none"> Building and maintaining relationships with key community organizations. Building and maintaining relationships with school personnel. Oversight of facilities and facility maintenance. Ensure full compliance with sponsor, Ohio Department of Education and accrediting body. 		

- Attending board meetings.
- Management of local staff, service providers, and consultants.
- Managing operational related issues and other operational related information.
- Constructively handle disagreements and conflicts.
- Coordinate with GA state policy team to maintain positive relationships with state education leaders and to understand state legislation pertaining to enrollment and per pupil funding.
- Coordinating activities with internal departments.
- Escalating service issues and working with assigned operational resources to coordinate resolution and customer communications
- Working with local consultants to coordinate work and ensure timely completion/delivery of work products.
- Pushing work through the organization on set timetables.
- Understanding and communicating changes in legislation or regulation that could affect how GA operates its programs.
- Other related duties and special projects as assigned.

Qualifications:

Ideal Executive Director will have prior education operations and management experience or knowledge and understanding of state online and alternative programs, in addition to:

- Experience educating and/or supporting at-risk students.
- Superior persuasive and engaging written and oral communication skills.
- Curiosity and good listening skills.
- Ability to accurately forecast student enrollment.
- Excellent organizational skills, ability to prioritize, multi-task and work independently.
- Must be a Team Player.
- Ability to manage multiple projects and wear multiple hats daily.
- Ability to prioritize individual activities.
- Must work effectively with web-based applications for contact management, scheduling and daily communication.
- University degree required.

Position Title: School Principal

Position Summary:

The School Principal has day-to-day oversight and management of our team of Teacher Mentors and Teachers. Working remotely, teachers are the primary point of contact for students around the academic content of their courses and the Principal ensures that teachers are available, accessible, and motivating to students. Additionally, the Principal works directly with participants when necessary to resolve academic/performance issues.

Our ideal candidate has a passion for and experience in helping students, especially those who have faced substantial life obstacles that previously have prevented academic success and managing a team of professionals in an outcomes-oriented environment.

Key Responsibilities:

The School Principal monitors teachers proactively as they assist students through the process of completing and earning a high school diploma, including:

- Monitoring teacher and student performance.
- Implementing staff interventions to help promote student success.
- Advising teachers on best practices in online teaching and facilitation.
- Leading a community of practice.
- Coordinating with management team members to ensure seamless implementation projects, including VP of Curriculum, Student Services team members, Enrollment Counselors, Testing Coordinator, Career Services team members, etc.
- Ensuring that processes and procedures comply with local, school district and federal regulations as defined by senior management
- Other duties as assigned.

Desired Experience and Requirements:

- A valid administrator license.
- A Master's degree in education or counseling is strongly preferred.
- 10 years successful educational experience; online education experience is strongly preferred.
- Experience building relationships with at-risk students.
- Strong written and verbal communication skills.
- Critical thinking, curiosity, and good listening skills.
- Well-developed emotional intelligence (ability to empathize/sympathize and motivate).
- Comfort with technology, social media and learning management systems.
- Team-focused, "can-do" attitude about the achievement of goals.
- Superior organizational skills, ability to prioritize, multitask and work independently.
- Spanish fluency is highly desired.

Position Title: IT Support Specialist / Help Desk

Position Reports to: IT Support Team Leader

Position Location: Online

Position Summary:

Work as a member of our technology team and interact with students and staff through inbound calls, voicemail, chat and email to produce a stable, consistent, and dependable Service Desk. As a point of contact between the IT department, staff, and students, the IT Support Specialist will provide high quality customer service and represent the company professionally at all times.

What You'll Do:

- Promptly answer requests for assistance from students and staff.
- Deploy, diagnose and repair student and employee laptops and desktop computers.
- Fulfill, box and ship student laptop orders.
- Provide timely follow up to any requests not resolved during the initial request for assistance.
- Ensure accurate and precise data entry of all service desk contacts into tracking system.
- Escalate and/or refer any questions for assistance that require additional action or expertise.
- Provide assistance and respond to any other requests made by the IT Support Team Leader.
- Attend all work shifts promptly and completely.
- Be available to work 8-hour shifts between 5am and 8pm mountain time.
- Must be able to lift 25 lbs.
- Be obsessed with customer satisfaction.
- Avoid work that causes fires, but when there is the inevitable fire, you run towards it and not away from it.
- Maintain excellent communication with management and other stakeholders on tasks and projects.
- Take an active part in efficiency improvements and controlling infrastructure costs.
- Other related duties as assigned.

What You Need to Have and Know:

- 1-2 years' experience providing IT help desk support.
- Ability to think like a customer.
- Ability to analyze and collaboratively solve complex problems.
- Ability to operate under deadlines, set priorities, and handle multiple workloads.
- Ability to effectively communicate.
- Excellent interpersonal and rapport building skills.
- Keen attention to detail.
- Self-motivated and directed.
- Preference given to candidates with any/all of the following:

- Associate Degree
- CompTIA A+ certification (or equivalent)
- Google Apps for Education domain experience
- Chromebook device experience

Position Title: Director of Legal Services

Position Reports to: CEO, Graduation Alliance

Position Location: Full-time, Remote

Job Summary:

The Director of Legal Services will manage the operations of the Legal office and serve as a liaison with other departments to assist attorney(s) by providing clerical and research support services including document preparation and review; interviewing clients and witnesses; research, investigations, and fact checking; and trial preparation.

Responsibilities:

- Meet with attorneys, company executives, and other personnel to discuss assigned projects.
- Draft legal documents including routine contracts, certifications, pleadings, and other standard corporate documents; file the various documents according to governmental procedures.
- Research and analyze statutes, regulations, legal articles, judicial decisions, and other legal sources; provide written analysis to attorneys.
- Conduct interviews for internal investigations, as needed, and prepare summaries.
- Prepare, organize, store, and retrieve corporate documents, which may include customer contracts, M&A files, employment agreements, governmental filings, regulatory approvals, and other items.
- Develop and maintain records regarding time spent on various matters.
- Oversee the intake, prioritization, and assignment of legal requests submitted to the Legal office.
- Organize, track, and lead Legal office projects to completion.
- Work with outside counsel on the assignment of projects and manage to completion.
- Interface with other departments to assess legal projects, requirements, risks, and importance.
- Serve as a liaison of the Legal office to the other departments.
- Perform other related duties as assigned.

Required Skills/Abilities:

- Excellent verbal and written communication skills.

- Understanding of legal language and principles, research methods, corporate legal documents, court pleadings and processes, and other related matters.
- Excellent interpersonal and customer service skills.
- Exceptional organizational skills and attention to detail.
- Excellent time management skills with a proven ability to meet deadlines.
- Strong analytical and problem-solving skills.
- Ability to function well in a high-paced and at times stressful environment.
- Ability to maintain confidentiality, and to exercise discretion and good judgment.
- Proficient with Microsoft Office Suite or related software.

Education and Experience:

- Associate degree in Paralegal Studies or related field required; Bachelor's degree in Paralegal Studies or related field preferred.
- Paralegal certificate required.
- 5 or more years of related experience required; 10 years preferred.

Position Title: Treasurer

School Treasurer Reports to: Board of Directors

Job Purpose: The office of School Board Treasurer is held by the Governing Authority's designated Fiscal Officer.

The overall duties of the Treasurer are outlined in the Board's Code of Regulations. The Fiscal Officer serves an Ex-Officio board member and does not carry voting.

Responsibilities

- Serves as Fiscal Agent and manages cash receipts and disbursements for the Board as well as fulfilling the following services:
 - Basic financial services such as bookkeeping (e.g., bank reconciliation and electronic record keeping) and Reporting (e.g. appropriate annual state and federal filings)
 - Accounts payable (vendor invoicing and check writing)
 - Accounts receivable (e.g., sales invoicing and cash collections/deposits)
 - Serve as Board designated fiscal officer as required by Ohio Revised Code (ORC) and Sponsor
- Review, analyze and report to Board on financial data submitted by the management company. Process CCIP application(s), Final Expenditure Reports

(FERs) and Project Cash Requests as submitted by Management Company. Provide long term financial analysis and internal audits/reviews of Management Company as needed.

- Oversee and manage annual AOS audit.
- Attend Board meetings and committee meetings as needed.
 - Provide client copies of all fiscal documents, monthly reports, and budgets prepared as requested or by date of regularly scheduled or called Board meeting.
 - Fiscal agent will only authorize expenditure of funds in accordance with Board policy.
 - Preparation of annual tax returns (990 and 1099)
 - Preparation of 5-year Forecast and Annual Budget

Qualifications

- A bachelor's degree with an emphasis on financial management or accounting is required. A CPA and/or MBA or other relevant advanced degree is strong preferred
- Ten to fifteen years of broad financial experience preferably in non-profit and education organization settings
- Non-profit board and charter school experience is strongly preferred
- Comprehensive understanding of GAAP standards and development of financial models for growth and expansion
- Experience in finance accounting and capital structure
- Experience in identifying economic and demographic trends as well as regulatory issues

Position Title: Online Teachers

Position Reports to: School Principal

Position Location: Online

Position Summary:

The ideal candidate for this position has online or traditional high school teaching experience, with an interest in serving at-risk students. The chosen candidate will have primary responsibility for student assessment, individual student remediation, communication with students, and curriculum development.

Key Responsibilities:

- Conduct student formative and summative assessment.
- Provide academic progress support for students
- Coordinate student support with other members of the student services department.
- Use intervention tools to track communication with students
- Perform related duties as assigned.
- Contribute to curriculum improvements in your subject area

Experience and Requirements:

- Minimum BS or BA from a regionally accredited college or university
- State Teacher Certification(s) for states in which you will be teaching.
- Demonstrated professionalism that displays effective judgment and professional integrity
- Demonstrated ability to work with struggling at-risk students
- Demonstrated ability to function in a leadership and guiding role that enhances student achievement toward educational goals
- Independent problem solving is a must
- Highly organized and detail-oriented
- Persuasive and engaging written and oral communication skills
- Curiosity and good listening skills are critical. Ability to adapt to different social styles over the phone.
- Working knowledge of web-based applications for online learning, including learning environments and web-based development tools. Proficiency in Microsoft Office or equivalent. Excel or other data and reporting software experience.

Position Title: SPED Coordinator, AchievePoint Virtual Academy, Graduation Alliance

Position Reports to: VP Campus Operations, AchievePoint Virtual Academy, Graduation Alliance

Position Location: Remote

Position Summary:

The SPED Coordinator will work directly with the Academic Team and various stakeholders over the phone, email, text, and in person to coordinate all Special Education services and Student Program to ensure proper support and interventions that will lead to high school graduation and overall future success.

Responsibilities:

The SPED Coordinator is responsible for:

- Coordinating RTI/MTSS processes for all students
- Coordinating PBIS interventions for all students
- Request and map transcripts from previous school(s) in student portal as needed
- Enter transcript information from previous schools in state reporting system DASL/EMIS
- Maintain internal spreadsheets as it pertains to enrollment and SPED
- Request all SPED records
- Maintain all SPED records and physical files
- Coordinate all special education services with various stakeholders
- Monitor, track, and record student communications and interactions
- Support to Intervention Specialists
- Other related duties and special projects as assigned

Qualifications:

- Experience building relationships with at-risk students.
- Strong written and verbal communication skills.
- Critical thinking, curiosity, and good listening skills.
- Well-developed emotional intelligence (ability to empathize/sympathize and motivate).
- Strong administrative, technology, social media, and learning management systems skills.
- Team-focused, “can-do” attitude about the achievement of goals.
- Superior organizational skills, ability to prioritize, multitask, and work independently.
- Undergraduate degree preferred.
- Job Type: Part Time

Position Title: Enrollment Counselor, AchievePoint Virtual Academy, Graduation Alliance

Position Reports to: Executive Director, AchievePoint Virtual Academy, Graduation Alliance

Position Location: Remote

Position Summary:

The AchievePoint Enrollment Counselor will be responsible for promoting the mission of Graduation Alliance by helping students get enrolled into our program via phone-based recruiting, internet and website leads and community outreach. The Enrollment Counselor will

ensure all enrollment documents are compliant. Community outreach is crucial to this role and must be ongoing to help the school continue to build a positive reputation. The Enrollment Counselor will help lead the charge in not only enrollments but student retention. Our ideal candidate has sales and call center experience, is empathetic towards youth people who face complex social challenges, is detail and results oriented, not afraid to communicate with lead prospects and leaders of our community and has a passion to help students finish up their high school education. This position qualifies for monthly bonus potential.

Responsibilities:

1. Build and maintain relationships in the community to include churches, non-profit orgs, neighboring schools, etc.
2. Build relationships in the community by visiting neighborhoods and going door to door.
3. Manage all lead phone calls, internet and website leads.
4. Ensure the program is explained well and accurately to all leads and community partners.
5. Assist Executive Director with management, oversight and guidance of Enrollment Assistant.
6. Manage truancy efforts at the school by making phone calls and conducting student/family house visits and directing the team when help is needed.
7. Assist Executive Director as needed with student behavioral concerns and conversations.
8. Assist Executive Director in school growth planning.
9. Attend Community School Leadership Team meetings and board meetings as directed.
10. Assist Executive Director with meaningful monthly marketing plans.
11. Work towards and achieve monthly individual enrollment goals.
12. Recommends changes to enrollment criteria, policies, and procedures as needed.
13. Oversees the enrollment process and progress with prospective students.

14. Assists enrollment staff with their assigned duties, particularly when more advanced, skilled, or sensitive work is required.
15. Identifies and analyzes customer preferences to properly direct enrollment efforts.
16. Resolves student complaints, and other issues that may interfere with efficient operations.
17. Collaborates with executive leadership to develop goals and strategies around marketing and enrollment.
18. Other duties as assigned by the Executive Director.

Required Skills/Abilities:

- Excellent verbal and written communication skills.
- Excellent organizational skills and attention to detail.
- Excellent time management skills with a proven ability to meet deadlines.
- Strong supervisory and leadership skills.
- Ability to prioritize tasks and to delegate them when appropriate.
- Ability to function well in a high-paced and at times stressful environment.
- Basic understanding of how to operate standard business equipment.
- Proficient with Microsoft Office Suite or related software.

Education and Experience:

- Bachelor's degree in a related field preferred.

Position Title: Academic Coach

Position Reports to: VP of Student Operations

Position Location: Full-time, Remote

Position Summary:

Graduation Alliance is looking for an Academic Coach to join a team dedicated to helping at-risk youth and adults reach graduation day. Academic Coaches work directly with students via phone, email, text, chat and other social media to implement interventions intended to

increase student success. Working from our school sites in Toledo, Columbus, or Cincinnati, coaches are the primary point of contact for academic resources, and work with students to develop learning plans, assist with study skills and help them stay motivated.

Our ideal candidate has a passion for and experience in helping students, especially those who have faced substantial life obstacles that previously have prevented academic success.

Key Responsibilities:

Academic Coaches mentor students proactively through the process of completing and earning a high school diploma, including:

- Implementing interventions to help promote student success
- Providing program information and enrollment assistance to students and parents
- Evaluating transcripts and creating learning plans for students
- Reviewing post-school goals and coordinating with local student advocates to help students create a “high school and beyond” plan
- Scheduling and coordinating student testing
- Ensuring students have the tools, supplies and support they need to maintain their goals.
- Monitoring, tracking and recording student communications and interactions
- Ensuring that processes and procedures comply with local, school district and federal regulations as defined by senior management

Desired Experience and Requirements:

- An undergraduate degree in education or counseling is strongly preferred
- One-year successful educational counseling experience is strongly preferred
- Experience in high school teaching, tutoring or mentoring is strongly preferred. A valid teaching, counseling, or administrator license is highly desirable
- Call center experience preferred
- Experience building relationships with at-risk students
- Strong written and verbal communication skills
- Critical thinking, curiosity and good listening skills
- Well-developed emotional intelligence (ability to empathize/sympathize and motivate).
- Comfort with technology, social media and learning management systems.
- Team-focused, “can-do” attitude about the achievement of goals
- Superior organizational skills, ability to prioritize, multitask and work independently
- Spanish fluency is highly desired

Position Title: Local Advocate

Position Location: Full-time, Remote

Local Advocate

Job Description:

Graduation Alliance is looking for a Local Advocate to join a team dedicated to helping at-risk youth and adults reach graduation day. Local Advocates work directly with students' virtually and face-to-face to ensure each student has the support necessary to be successful. Local Advocates are instrumental in identifying students' social/emotional challenges and work with both local and national resources to help them achieve success. Local Advocates accomplish this by working with an assigned student population and meets with them regularly to help resolve life barriers.

Our ideal candidate has a passion for and experience in helping students, especially those who have faced substantial life obstacles that previously have prevented academic success.

Responsibilities:

- Local Advocates work with new students to ensure a successful start to the program
- Local Advocates facilitate and participate in weekly meetups, including:
 - Provide social/emotional support and information around community resources
 - Build and foster sense of community within assigned student group
 - Attend weekly study sessions with students and the Academic Coach to provide support
- Local Advocates hold scheduled office hours:
 - Meet 1:1 with students, virtually or in-person
 - Perform outreach to connect with students and parent/guardians
 - Create resources & plan Meetups
- Host Monthly Community Event (per region):
 - Identify and secure a safe location for students' and families to meet once a month for community engagement events
- Meet with Academic Coach weekly to discuss student interventions:
 - Help students re-engage
 - Support students in crisis
 - Support those students needing 1:1 assistance
- Local Advocates must maintain open, safe, and regular communication with students, parents, and school staff
- Local Advocates must be able to document interactions with both students & parents within the student portal
- Local Advocates must be comfortable engaging and updating parents when possible

Qualifications:

- An undergraduate degree in social work, education, counseling, or a related field is strongly preferred. This is a requirement for staff members working with students in Texas.
- For staff members working with students in California, Michigan, and Washington state, a bachelor's degree in social work, counseling, education, or a related field is required OR at least two (2) years' experience providing case management, counseling, or related direct services to at-risk individuals.
- One-year successful educational counseling experience is strongly preferred
- Experience in high school teaching, tutoring, or mentoring is strongly preferred.
- A valid teaching, counseling, or administrator license is highly desirable
- Experience building relationships with at-risk students
- Strong written and verbal communication skills
- Critical thinking, curiosity, and good listening skills
- Well-developed emotional intelligence (ability to empathize/sympathize and motivate).
- Comfort with technology, social media and learning management systems.
- Team-focused, "can-do" attitude about the achievement of goals
- Superior organizational skills, ability to prioritize, multitask and work independently

Position: State Testing Tutor/Coordinator

Graduation Alliance is looking for a State Testing Coordinator to join a team dedicated to helping at risk students reach graduation day. The State Testing Coordinator is responsible for organizing and disseminating communications regarding test dates and required materials, preparing students to successfully meet mandatory state testing for high school completion, and maintaining accurate records for test results. Our ideal candidate is detail-oriented, comfortable with technology, organized, can effectively provide academic support for at-risk learners, and willing to travel.

Key Responsibilities:

- Communicate with students using multiple modalities to advertise upcoming test dates and test preparation materials
- Curate test preparation resources for students
- Tutoring/remediation for students who need support
- Communicate with internal and external stakeholders regarding testing information
- Drive student attendance to required state testing
- Record keeping for state testing attendance and results
- Develop solutions and processes for state testing coordination and/or record keeping

- Complete proctor certification where applicable
- Other duties as assigned

Desired Experience and Requirements:

- Superior organizational skills, ability to prioritize, multitask, and work independently.
- Experience providing tutoring/remediation, particularly for at-risk learners.
- A bachelor's degree in education or counseling is strongly preferred.
- Team-focused, "can-do" attitude about the achievement of goals.
- Comfort with technology and learning management systems.
- Strong written and verbal communication skills.
- Proficiency in Google Suite or equivalent.
- Demonstrated professionalism that displays effective judgment and professional integrity.

<ul style="list-style-type: none"> • Recruitment and Retention Plan 	<p>8.1</p>	<p>3) Describe the plan to recruit and retain highly qualified personnel including how the school will meet the goals identified in Ohio's 2015 Plan for Equity at ODE's website at: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx.</p>
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Graduation Alliance is committed to hiring state certified teachers for all subject areas. The AchievePoint online learning environment offers the flexibility to recruit teachers who have endorsements in the subjects that they are assigned to as well as dedication to alternative education options and the students that we serve in order to ensure that the gap for access to highly qualified teachers is closed. One way we achieve this goal in the face of recent waves of teacher retirements is to have existing Graduation Alliance teachers obtain Ohio licensure.

Graduation Alliance recruits through state and national websites. The hiring and onboarding process is a transparent system which has dual focus, high quality instruction and experience working with at-risk youth. This firmly established process has led to high teacher retention rates in Graduation Alliance's experience. The dedication to hiring highly qualified and high-quality teachers is the backbone of this instructional model.

Graduation Alliance provides equal opportunity in education and employment to all applicants, students, and employees. We do not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the

basis of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation. AchievePoint Virtual Academy actively promotes diversity among students and employees.

- | | | |
|---|-----|---|
| <ul style="list-style-type: none"> ● Student/Teacher Ratios | 8.1 | 4) State the student/teacher ratios for the school. <i>Ratios can be no more than 29 students to 1 teacher (29:1).</i> |
|---|-----|---|

The student teacher ratio for the school will not exceed 125:1 (all projected students divided by certified teachers). When students are at the facilities, the typical student teacher ratio will be approximately 29:1.

- | | | |
|---|-----|--|
| <ul style="list-style-type: none"> ● Staffing Plan for Projected Enrollment | 8.1 | 5) Describe staffing plan based on projected enrollment. Differentiate between certified teaching, para-teaching, and non-licensed staff. |
|---|-----|--|

Projected enrollment: 172 students

Local Certified Teachers: 2 FTE

- Reading Specialist(s)
- Math Specialist(s)
- Special Education Teacher(s)

Online Certified Teachers: (FTE to be determined by registrations/ILPs)

- English Language Arts
- Math
- Science
- Social Studies
- Health/PE
- Career/Tech (various)
- Arts
- FACS

School staff may include: (shared resources)

- Executive Director
- Assistant Executive Director
- Academic Coaches
- Career Services Coordinator

- Registrar

- Job Descriptions

AchievePoint Virtual Academy Job Descriptions

Contents

Executive Director	2
School Principal	4
Technology Infrastructure and IT Team (IT Support Specialist).....	5
Treasurer	7
Teachers	8
Tutors.....	9
Special Education Coordinator	10
Enrollment Counselor.....	11
Academic Coaches	13
Local Advocate.....	15
Help Desk (see IT Team).....	17
Testing Coordinator	19

Executive Director

Position Title: Executive Director, AchievePoint Virtual Academy

Position Reports to: CEO, Graduation Alliance

Position Location: Remote

Position Summary:

The Executive Director has oversight of school operations, staff, contractors, facilities, communication with the governing authority, and development of local stakeholder support. The Executive Director must be able to work independently, while collaboratively supporting the overall team goals as determined by the Governing Board. The Executive Director also works collaboratively with other departments including state policy, marketing, product management, customer service, and operations.

Responsibilities:

The Executive Director is responsible for:

- Building and maintaining relationships with key community organizations
- Building and maintaining relationships with school personnel.
- Oversight of facilities and facility maintenance
- Ensure full compliance with sponsor, Ohio Department of Education and accrediting body.
- Attending board meetings.
- Management of local staff, service providers, and consultants.
- Managing operational related issues and other operational related information.
- Constructively handle disagreements and conflicts
- Coordinate with GA state policy team to maintain positive relationships with state education leaders and to understand state legislation pertaining to enrollment and per pupil funding
- Coordinating activities with internal departments.
- Escalating service issues and working with assigned operational resources to coordinate resolution and customer communications
- Working with local consultants to coordinate work and ensure timely completion/delivery of work products.
- Pushing work through the organization on set timetables.
- Understanding and communicating changes in legislation or regulation that could affect how GA operates its programs.
- Other related duties and special projects as assigned.

Qualifications:

Ideal Executive Director will have prior education operations and management experience or knowledge and understanding of state online and alternative programs, in addition to:

- Experience educating and/or supporting at-risk students
- Superior persuasive and engaging written and oral communication skills
- Curiosity and good listening skills
- Ability to accurately forecast student enrollment.
- Excellent organizational skills, ability to prioritize, multi-task and work independently.

- Must be a Team Player.
- Ability to manage multiple projects and wear multiple hats daily.
- Ability to prioritize individual activities.
- Must work effectively with web-based applications for contact management, scheduling and daily communication.
- University degree required.

School Principal

Position Title: School Principal

Position Summary:

The School Principal has day-to-day oversight and management of our team of Teacher Mentors and Teachers. Working remotely, teachers are the primary point of contact for students around the academic content of their courses and the Principal ensures that teachers are available, accessible, and motivating to students. Additionally, the Principal works directly with participants when necessary to resolve academic/performance issues.

Our ideal candidate has a passion for and experience in helping students, especially those who have faced substantial life obstacles that previously have prevented academic success, and managing a team of professionals in an outcomes-oriented environment.

Key Responsibilities:

The School Principal monitors teachers proactively as they assist students through the process of completing and earning a high school diploma, including:

- Monitoring teacher and student performance
- Implementing staff interventions to help promote student success
- Advising teachers on best practices in online teaching and facilitation
- Leading a community of practice
- Coordinating with management team members to ensure seamless implementation projects, including VP of Curriculum, Student Services team members, Enrollment Counselors, Testing Coordinator, Career Services team members, etc.
- Ensuring that processes and procedures comply with local, school district and federal regulations as defined by senior management
- Other duties as assigned

Desired Experience and Requirements:

- A valid administrator license.
- A Master's degree in education or counseling is strongly preferred.
- 10 years successful educational experience; online education experience is strongly preferred.
- Experience building relationships with at-risk students.
- Strong written and verbal communication skills.
- Critical thinking, curiosity and good listening skills.
- Well-developed emotional intelligence (ability to empathize/sympathize and motivate).
- Comfort with technology, social media and learning management systems.
- Team-focused, "can-do" attitude about the achievement of goals.
- Superior organizational skills, ability to prioritize, multitask and work independently.
- Spanish fluency is highly desired.

Technology Infrastructure and IT Team (IT Support Specialist)

Company Profile:

Work for a company with a strong mission and purpose - we have a positive impact on people every day!

Graduation Alliance works to give students of all ages the resources, support and flexibility they need to reach their educational goals and prepare for what's next.

In partnership with educators, economic development agencies and community leaders across the nation, Graduation Alliance provides versatile pathways to high school graduation, fosters college and career exploration, and connects job creators to skilled and ready workers.

In everything we do, the Graduation Alliance team works for one common goal: creating opportunity through the power of education.

Position Title: IT Support Specialist 1

Position Reports to: IT Support Team Leader

Position Location: Remote

Position Summary:

Work as a member of our technology team and interact with students and staff through inbound calls, voicemail, chat and email to produce a stable, consistent, and dependable Service Desk. As a point of contact between the IT department, staff, and students, the IT Support Specialist will provide high quality customer service and represent the company professionally at all times.

What You'll Do:

- Promptly answer requests for assistance from students and staff
- Deploy, diagnose and repair student and employee laptops and desktop computers
- Fulfill, box and ship student laptop orders
- Provide timely follow up to any requests not resolved during the initial request for assistance
- Ensure accurate and precise data entry of all service desk contacts into tracking system
- Escalate and/or refer any questions for assistance that require additional action or expertise
- Provide assistance and respond to any other requests made by the IT Support Team Leader
- Attend all work shifts promptly and completely.
- Be available to work 8-hour shifts between 5am and 8pm mountain time
- Must be able to lift 25 lbs.
- Be obsessed with customer satisfaction.
- Avoid work that causes fires, but when there is the inevitable fire, you run towards it and not away from it.

- Maintain excellent communication with management and other stakeholders on tasks and projects.
- Take an active part in efficiency improvements and controlling infrastructure costs.
- Other related duties as assigned.

What You Need to Have and Know:

- 1-2 years experience providing IT help desk support.
- Ability to think like a customer
- Ability to analyze and collaboratively solve complex problems.
- Ability to operate under deadlines, set priorities, and handle multiple workloads.
- Ability to effectively communicate
- Excellent interpersonal and rapport building skills.
- Keen attention to detail.
- Self-motivated and directed.
- Preference given to candidates with any/all of the following:
 - Associate Degree
 - CompTIA A+ certification (or equivalent)
 - Google Apps for Education domain experience
 - Chromebook device experience

About Our Work Environment:

Our culture and environment encourage people who want to make significant contributions, work on challenging assignments, and prefer an open-minded approach to work. We seek people who are not afraid to take on varied assignments and to help out wherever needed. Someone looking for a structured corporate environment with weeks of training before starting the job would not be an ideal candidate. We have an exciting, open work environment that encourages team members to brainstorm, share ideas, try new things and learn from past experiences. We look for team members who can challenge the status quo, understand the bigger picture and make good decisions. We strive to help our employees achieve personal goals while contributing to the overall team effort.

We'll share our benefits and compensation with qualified candidates.

While we appreciate the interest, we will not accept candidates from recruiters or placement firms.

Treasurer

School Treasurer Reports to: Board of Directors

Job Purpose: The office of School Board Treasurer is held by the Governing Authority's designated Fiscal Officer.

The overall duties of the Treasurer are outlined in the Board's Code of Regulations. The Fiscal Officer serves an Ex-Officio board member and does not carry voting.

Responsibilities

- Serves as Fiscal Agent and manages cash receipts and disbursements for the Board as well as fulfilling the following services:
 - Basic financial services such as bookkeeping (e.g. bank reconciliation and electronic record keeping) and Reporting (e.g. appropriate annual state and federal filings)
 - Accounts payable (vendor invoicing and check writing)
 - Accounts receivable (e.g. sales invoicing and cash collections/deposits)
 - Serve as Board designated fiscal officer as required by Ohio Revised Code (ORC) and Sponsor
- Review, analyze and report to Board on financial data submitted by the management company. Process CCIP application(s), Final Expenditure Reports (FERs) and Project Cash Requests as submitted by Management Company. Provide long term financial analysis and internal audits/reviews of Management Company as needed.
- Oversee and manage annual AOS audit.
- Attend Board meetings and committee meetings as needed.
 - Provide client copies of all fiscal documents, monthly reports, and budgets prepared as requested or by date of regularly scheduled or called Board meeting.
 - Fiscal agent will only authorize expenditure of funds in accordance with Board policy.
 - Preparation of annual tax returns (990 and 1099)
 - Preparation of 5-year Forecast and Annual Budget

Qualifications

- A bachelor's degree with an emphasis on financial management or accounting is required. A CPA and/or MBA or other relevant advanced degree is strong preferred
- Ten to fifteen years of broad financial experience preferably in non-profit and education organization settings
- Non-profit board and charter school experience is strongly preferred
- Comprehensive understanding of GAAP standards and development of financial models for growth and expansion
- Experience in finance accounting and capital structure
- Experience in identifying economic and demographic trends as well as regulatory issues

Teachers

Position Title: Online Teachers

Position Reports to: School Principal

Position Location: Online

Position Summary:

The ideal candidate for this position has online or traditional high school teaching experience, with an interest in serving at-risk students. The chosen candidate will have primary responsibility for student assessment, individual student remediation, communication with students, and curriculum development.

Key Responsibilities:

- Conduct student formative and summative assessment.
- Provide academic progress support for students
- Coordinate student support with other members of the student services department.
- Use intervention tools to track communication with students
- Perform related duties as assigned.
- Contribute to curriculum improvements in your subject area

Experience and Requirements:

- Minimum BS or BA from a regionally accredited college or university
- State Teacher Certification(s) for states in which you will be teaching.
- Demonstrated professionalism that displays effective judgment and professional integrity
- Demonstrated ability to work with struggling at-risk students
- Demonstrated ability to function in a leadership and guiding role that enhances student achievement toward educational goals
- Independent problem solving is a must
- Highly organized and detail-oriented
- Persuasive and engaging written and oral communication skills
- Curiosity and good listening skills are critical. Ability to adapt to different social styles over the phone.
- Working knowledge of web-based applications for online learning, including learning environments and web-based development tools. Proficiency in Microsoft Office or equivalent. Excel or other data and reporting software experience.

Tutors

Every applicant is rigorously tested and vetted. Applicants must demonstrate their subject-matter expertise, effective tutoring methodology, mastery of our online environment, and understanding of the provider's pedagogy and policies. Those able to satisfy the arduous application process must also pass a thorough third-party background check. On average, just 1.2 percent of those who begin the process are ultimately onboarded as tutors. Through our supportive quality-assurance program, we ensure that our tutors consistently provide highly effective, customized, and engaging instruction and support.

Special Education Coordinator

Position Title: SPED Coordinator, AchievePoint Virtual Academy, Graduation Alliance

Position Reports to: Executive Director, AchievePoint Virtual Academy, Graduation Alliance

Position Location: Remote

Position Summary:

The SPED Coordinator will work directly with the Academic Team and various stakeholders over the phone, email, text, and in person to coordinate all Special Education services and Student Program to ensure proper support and interventions that will lead to high school graduation and overall future success.

Responsibilities:

The SPED Coordinator is responsible for:

- Coordinating RTI/MTSS processes for all students
- Coordinating PBIS interventions for all students
- Request and map transcripts from previous school(s) in student portal as needed
- Enter transcript information from previous schools in state reporting system DASL/EMIS
- Maintain internal spreadsheets as it pertains to enrollment and SPED
- Request all SPED records
- Maintain all SPED records and physical files
- Coordinate all special education services with various stakeholders
- Monitor, track, and record student communications and interactions
- Support to Intervention Specialists
- Other related duties and special projects as assigned

Qualifications:

- Experience building relationships with at-risk students.
- Strong written and verbal communication skills.
- Critical thinking, curiosity, and good listening skills.
- Well-developed emotional intelligence (ability to empathize/sympathize and motivate).
- Strong administrative, technology, social media, and learning management systems skills.
- Team-focused, “can-do” attitude about the achievement of goals.
- Superior organizational skills, ability to prioritize, multitask, and work independently.
- Undergraduate degree preferred.
- Job Type: Part Time

Enrollment Counselor

Position Title: Enrollment Counselor, AchievePoint Virtual Academy, Graduation Alliance

Position Reports to: Executive Director, AchievePoint Virtual Academy, Graduation Alliance

Position Location: Remote

Position Summary:

The AchievePoint Enrollment Counselor will be responsible for promoting the mission of Graduation Alliance by helping students get enrolled into our program via phone-based recruiting, internet and website leads and community outreach. The Enrollment Counselor will ensure all enrollment documents are compliant. Community outreach is crucial to this role and must be ongoing to help the school continue to build a positive reputation. The Enrollment Counselor will help lead the charge in not only enrollments but student retention. Our ideal candidate has sales and call center experience, is empathetic towards youth people who face complex social challenges, is detail and results oriented, not afraid to communicate with lead prospects and leaders of our community and has a passion to help students finish up their high school education. This position qualifies for monthly bonus potential.

Responsibilities:

1. Build and maintain relationships in the community to include churches, non profit orgs, neighboring schools, etc.
2. Build relationships in the community by visiting neighborhoods and going door to door.
3. Manage all lead phone calls, internet and website leads.
4. Ensure the program is explained well and accurately to all leads and community partners.
5. Assist Executive Director with management, oversight and guidance of Enrollment Assistant.
6. Manage truancy efforts at the school by making phone calls and conducting student/family house visits and directing the team when help is needed.
7. Assist Executive Director as needed with student behavioral concerns and conversations.
8. Assist Executive Director in school growth planning.
9. Attend Community School Leadership Team meetings and board meetings as directed.
10. Assist Executive Director with meaningful monthly marketing plans.
11. Work towards and achieve monthly individual enrollment goals.
12. Recommends changes to enrollment criteria, policies, and procedures as needed.
13. Oversees the enrollment process and progress with prospective students.
14. Assists enrollment staff with their assigned duties, particularly when more advanced, skilled, or sensitive work is required.
15. Identifies and analyzes customer preferences to properly direct enrollment efforts.
16. Resolves student complaints, and other issues that may interfere with efficient operations.
17. Collaborates with executive leadership to develop goals and strategies around marketing and enrollment.

18. Other duties as assigned by the Executive Director.

Required Skills/Abilities:

- Excellent verbal and written communication skills.
- Excellent organizational skills and attention to detail.
- Excellent time management skills with a proven ability to meet deadlines.
- Strong supervisory and leadership skills.
- Ability to prioritize tasks and to delegate them when appropriate.
- Ability to function well in a high-paced and at times stressful environment.
- Basic understanding of how to operate standard business equipment.
- Proficient with Microsoft Office Suite or related software.

Education and Experience:

- Bachelor's degree in a related field preferred.

Academic Coaches

Position Title: Academic Coach

Position Reports to: Executive Director, AchievePoint Virtual Academy

Position Location: Full-time, Remote

Position Summary:

Graduation Alliance is looking for an Academic Coach to join a team dedicated to helping at-risk youth and adults reach graduation day. Academic Coaches work directly with students via phone, email, text, chat and other social media to implement interventions intended to increase student success. Working from our school sites in Toledo, Columbus, or Cincinnati, coaches are the primary point of contact for academic resources, and work with students to develop learning plans, assist with study skills and help them stay motivated.

Our ideal candidate has a passion for and experience in helping students, especially those who have faced substantial life obstacles that previously have prevented academic success.

Key Responsibilities:

Academic Coaches mentor students proactively through the process of completing and earning a high school diploma, including:

- Implementing interventions to help promote student success
- Providing program information and enrollment assistance to students and parents
- Evaluating transcripts and creating learning plans for students
- Reviewing post-school goals and coordinating with local student advocates to help students create a “high school and beyond” plan
- Scheduling and coordinating student testing
- Ensuring students have the tools, supplies and support they need to maintain their goals.
- Monitoring, tracking and recording student communications and interactions
- Ensuring that processes and procedures comply with local, school district and federal regulations as defined by senior management

Desired Experience and Requirements:

- An undergraduate degree in education or counseling is strongly preferred
- One-year successful educational counseling experience is strongly preferred
- Experience in high school teaching, tutoring or mentoring is strongly preferred. A valid teaching, counseling, or administrator license is highly desirable
- Call center experience preferred
- Experience building relationships with at-risk students
- Strong written and verbal communication skills
- Critical thinking, curiosity and good listening skills
- Well-developed emotional intelligence (ability to empathize/sympathize and motivate).
- Comfort with technology, social media and learning management systems.
- Team-focused, “can-do” attitude about the achievement of goals

- Superior organizational skills, ability to prioritize, multitask and work independently
- Spanish fluency is highly desired

Local Advocate

Job Description:

Graduation Alliance is looking for a Local Advocate to join a team dedicated to helping at-risk youth and adults reach graduation day. Local Advocates work directly with students' virtually and face-to-face to ensure each student has the support necessary to be successful. Local Advocates are instrumental in identifying students' social/emotional challenges and work with both local and national resources to help them achieve success. Local Advocates accomplish this by working with an assigned student population and meets with them regularly to help resolve life barriers.

Our ideal candidate has a passion for and experience in helping students, especially those who have faced substantial life obstacles that previously have prevented academic success.

Responsibilities:

- Local Advocates work with new students to ensure a successful start to the program
- Local Advocates facilitate and participate in weekly meetups, including:
 - Provide social/emotional support and information around community resources
 - Build and foster sense of community within assigned student group
 - Attend weekly study sessions with students and the Academic Coach to provide support
- Local Advocates hold scheduled office hours:
 - Meet 1:1 with students, virtually or in-person
 - Perform outreach to connect with students and parent/guardians
 - Create resources & plan Meetups
- Host Monthly Community Event (per region):
 - Identify and secure a safe location for students' and families to meet once a month for community engagement events
- Meet with Academic Coach weekly to discuss student interventions:
 - Help students re-engage
 - Support students in crisis
 - Support those students needing 1:1 assistance
- Local Advocates must maintain open, safe, and regular communication with students, parents, and school staff
- Local Advocates must be able to document interactions with both students & parents within the student portal
- Local Advocates must be comfortable engaging and updating parents when possible

Qualifications:

- An undergraduate degree in social work, education, counseling, or a related field is strongly preferred.

- Experience in high school teaching, tutoring or mentoring is strongly preferred.
- A valid teaching, counseling, or administrator license is highly desirable
- Experience building relationships with at-risk students
- Strong written and verbal communication skills
- Critical thinking, curiosity and good listening skills
- Well-developed emotional intelligence (ability to empathize/sympathize and motivate).
- Comfort with technology, social media and learning management systems.
- Team-focused, “can-do” attitude about the achievement of goals
- Superior organizational skills, ability to prioritize, multitask and work independently

Help Desk (see IT Team)

Company Profile:

Work for a company with a strong mission and purpose - we have a positive impact on people every day!

Graduation Alliance works to give students of all ages the resources, support and flexibility they need to reach their educational goals and prepare for what's next.

In partnership with educators, economic development agencies and community leaders across the nation, Graduation Alliance provides versatile pathways to high school graduation, fosters college and career exploration, and connects job creators to skilled and ready workers.

In everything we do, the Graduation Alliance team works for one common goal: creating opportunity through the power of education.

Position Title: IT Support Specialist 1

Position Reports to: IT Support Team Leader

Position Location: Remote

Position Summary:

Work as a member of our technology team and interact with students and staff through inbound calls, voicemail, chat and email to produce a stable, consistent, and dependable Service Desk. As a point of contact between the IT department, staff, and students, the IT Support Specialist will provide high quality customer service and represent the company professionally at all times.

What You'll Do:

- Promptly answer requests for assistance from students and staff
- Deploy, diagnose and repair student and employee laptops and desktop computers
- Fulfill, box and ship student laptop orders
- Provide timely follow up to any requests not resolved during the initial request for assistance
- Ensure accurate and precise data entry of all service desk contacts into tracking system
- Escalate and/or refer any questions for assistance that require additional action or expertise
- Provide assistance and respond to any other requests made by the IT Support Team Leader
- Attend all work shifts promptly and completely.
- Be available to work 8-hour shifts between 5am and 8pm mountain time
- Must be able to lift 25 lbs.
- Be obsessed with customer satisfaction.
- Avoid work that causes fires, but when there is the inevitable fire, you run towards it and not away from it.

- Maintain excellent communication with management and other stakeholders on tasks and projects.
- Take an active part in efficiency improvements and controlling infrastructure costs.
- Other related duties as assigned.

What You Need to Have and Know:

- 1-2 years experience providing IT help desk support.
- Ability to think like a customer
- Ability to analyze and collaboratively solve complex problems.
- Ability to operate under deadlines, set priorities, and handle multiple workloads.
- Ability to effectively communicate
- Excellent interpersonal and rapport building skills.
- Keen attention to detail.
- Self-motivated and directed.
- Preference given to candidates with any/all of the following:
 - Associate Degree
 - CompTIA A+ certification (or equivalent)
 - Google Apps for Education domain experience
 - Chromebook device experience

About Our Work Environment:

Our culture and environment encourage people who want to make significant contributions, work on challenging assignments, and prefer an open-minded approach to work. We seek people who are not afraid to take on varied assignments and to help out wherever needed. Someone looking for a structured corporate environment with weeks of training before starting the job would not be an ideal candidate. We have an exciting, open work environment that encourages team members to brainstorm, share ideas, try new things and learn from past experiences. We look for team members who can challenge the status quo, understand the bigger picture and make good decisions. We strive to help our employees achieve personal goals while contributing to the overall team effort.

We'll share our benefits and compensation with qualified candidates.

While we appreciate the interest, we will not accept candidates from recruiters or placement firms.

Testing Coordinator

Position: State Testing Tutor/Coordinator

Graduation Alliance is looking for a State Testing Coordinator to join a team dedicated to helping at risk students reach graduation day. The State Testing Coordinator is responsible for organizing and disseminating communications regarding test dates and required materials, preparing students to successfully meet mandatory state testing for high school completion, and maintaining accurate records for test results. Our ideal candidate is detail-oriented, comfortable with technology, organized, can effectively provide academic support for at-risk learners, and willing to travel.

Key Responsibilities:

- Communicate with students using multiple modalities to advertise upcoming test dates and test preparation materials
- Curate test preparation resources for students
- Tutoring/remediation for students who need support
- Communicate with internal and external stakeholders regarding testing information
- Drive student attendance to required state testing
- Record keeping for state testing attendance and results
- Develop solutions and processes for state testing coordination and/or record keeping
- Complete proctor certification where applicable
- Other duties as assigned

Desired Experience and Requirements:

- Superior organizational skills, ability to prioritize, multitask, and work independently.
- Experience providing tutoring/remediation, particularly for at-risk learners.
- A bachelor's degree in education or counseling is strongly preferred.
- Team-focused, "can-do" attitude about the achievement of goals.
- Comfort with technology and learning management systems.
- Strong written and verbal communication skills.
- Proficiency in Google Suite or equivalent.
- Demonstrated professionalism that displays effective judgment and professional integrity.

SPONSOR INFORMATION

- Responses to Questions
- Staff Experience Spreadsheet
- Resumes of Charter School Specialists
- ADA Draft Comprehensive Assessment
- Policies and Procedures
- Fall Site Visit Examples
- Spring Site Visit Examples
- Annual Reports of Sponsored Online Schools

- Responses to Questions

1. Describe the sponsor's experience with internet or computer-based community schools. Please indicate the number of internet- or computer-based community schools the sponsor has provided monitoring and technical assistance to since the inception of such activities. Preference will be given to sponsors with multiple years of experience with internet-or computer-based community schools.

St. Aloysius contracts with Charter School Specialists to provide the oversight, monitoring and technical assistance of 53 general population, 23 drop-out recovery (computer based), 4 internet drop-out recovery schools, and 1 internet general population school. Because of this partnership, St. Aloysius brings to this new vocationally focused e-school much diverse expertise working with a variety of school models including internet – or computer-based schools.

St. Aloysius was approved to become a community school sponsor in 2005, and by 2007, a half dozen computer-based drop-out recovery schools were added to its portfolio. The Ohio Department of Education had requested that St. Aloysius add these schools and immediately approved St. Aloysius to be a state-wide sponsor. As St. Aloysius continued to develop significant expertise in providing monitoring and technical assistance to computer-based schools, over the next 18 years, existing schools switched their sponsorship to St. Aloysius, and developers of new schools exclusively applied to St. Aloysius. St. Aloysius is currently the largest sponsor of all computer-based schools. In 2019, St. Aloysius' reputation led to Greater Ohio Virtual School deciding to end their sponsorship arrangement with the Office of School Sponsorship, at the Department of Education and Workforce (fka Department of Education), and initiated sponsorship with St. Aloysius. By 2021, Fairborn Digital Academy also decided to initiate sponsorship with St. Aloysius. As specifically internet schools with a focus on drop-out recovery students, both of these schools are benefiting from an increased level of monitoring and technical assistance due in part to St. Aloysius' experiences serving 23 computer based drop-out recovery schools, 5 internet schools, and a staff with comprehensive experiences with internet schools in the areas of special education, federal programs, college and career readiness, and the electronic delivery of instruction. It is worth noting that many of the computer-based schools have models that are hybrids of internet schools providing blended instruction.

These listed experiences with computer and internet-based school models are significant in breadth and variety. St. Aloysius, as an exemplary sponsor, has significant expertise in providing monitoring and technical assistance to all types and models of educational delivery. This expertise is evidenced in our evaluations and in surveys of our schools. A vocationally focused school like Achievepoint will greatly benefit from the variety of expertise that St. Aloysius will provide.

While the results are thoroughly delineated within the Sponsor Evaluation System, St. Aloysius exceeds the expectations for an Exemplary Sponsor. The key elements of monitoring are listed below.

- 2x per year compliance monitoring and technical assistance while school is in session
- Special education monitoring and technical assistance
- Federal programs monitoring and technical assistance
- College and Career Readiness monitoring and technical assistance including site visits
- Onsite Assistance Reviews (education plan and implementation monitoring and technical assistance)
- Attendance at nearly every Governing Authority meeting

- Legal updates
- Advocacy
- Professional Development (catalog and on demand)

Charter School Specialists also provides the following additional experiences and expertise:

- Charter School Specialists was engaged by the Governing Authority of Ohio Distance and Electronic Learning Academy to perform an FTE review to assess whether the operators had sufficiently monitored and submitted appropriate learning engagement hours and would significantly reduce any adverse claw back by the Ohio Department of Education. The report was approved by the Governing Authority and additional steps were taken to improve the process of reporting.
- In 2011, Charter School Specialists was approached by Akron Virtual Academy to conduct a thorough assessment of the school. A thorough assessment was conducted over a three-month period. The assessment included reviews of various key documents and school processes in the following components of the school operations:
 1. Academic Performance
 2. Fiscal Performance
 3. Federal Program Allocations & Expenditures
 4. Governance and Operational Compliance

A formal report was presented including findings and recommendations for improvement. This report is included as Exhibit 5a to this narrative.

2. Describe the sponsor's assessment of the degree to which each of its sponsored internet-or computer-based schools is meeting the operating standards for online schools and complying with all applicable laws and rules. If applicable, describe the specific steps taken to correct each internet- or computer-based school's compliance with applicable laws and rules in the two most recent evaluation cycles.

Through our comprehensive legal policy update process, Charter School Specialists (CSS) informs each school and governing authority of the changes that are made to Ohio Revised Code and Ohio Administrative Code. Each year CSS, on behalf of St. Aloysius, then conducts several on-site visits to all of its sponsored schools. During these visits, it assesses compliance with all applicable rules and laws, compliance with all applicable rules and laws unique to internet or computer-based schools, special education requirements, and the school's overall education plan. An example of a site visit report and spring survey are included for review as Attachment 5b – Site Visit Reports.

St. Aloysius through Charter School Specialists holds each internet or computer-based school to the national standards through the charter's education plan and accountability sections of the charter agreements. It is important to note that CSS has followed the evolution of these standards and now compares our schools to the new standards used by the NSQ. These standards can be found at <https://www.nsqol.org/>. These standards, Ohio rules and laws are assessed each year at the site visits mentioned above. Any standard that is found to be less than compliant is addressed through technical

assistance, a corrective action plan, probation and if absolutely necessary, suspension or termination. CSS and St. Aloysius maintain clear and concise policies on all corrective action procedures. These are attached to this section for review as Attachment 5c.

3. Has the sponsor ever terminated or nonrenewed sponsorship with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate sponsorship for each internet- or computer-based school. Describe specific actions taken by the sponsor and timeline for each action. If the sponsor has not had to terminate or non-renew sponsorship with an internet- or computer-based school, please describe what circumstances would lead the sponsor to the decision to terminate sponsorship and specific actions the sponsor would take, including timeline for each action.

St. Aloysius has not terminated or nonrenewed sponsorship of any internet – or computer-based school. St. Aloysius performs a thorough high stakes review beginning the fall before the expiration of the school's contracts. Included for review in the policies and procedures is the termination and non-renewal process which includes, the timeline for the renewal process, renewal process policies and procedures and the final renewal reports provided to the schools. Additionally, St. Aloysius and Charter School Specialists provide each school, including all internet- or computer-based schools, an annual report detailing the school's current progress based on charter accountability documents. Copies of the annual reports for each of the internet or computer-based schools that are sponsored by St. Aloysius are provided for review as Attachment 5c.

4. Please detail the previous experience of key personnel employed by the sponsor in providing oversight for schools utilizing online or blended learning models.

Charter School Specialists currently employs two main personnel with expertise related to online and blended learning models. Andrea Dobbins began her career in public education in 2006 at an online charter school, Buckeye Online School for Success as a high school history and government teacher. She helped develop virtual classes offered to students in real-time so they could experience an interactive classroom environment similar to their brick-and-mortar peers. Andrea was promoted to become the district's principal in 2012 where she facilitated and implemented the pilot of what is now Ohio's Improvement Process. Andrea has worked as a data and instructional coach and is also experienced in the development and implementation of school improvement plans. Andrea received her Master of Arts in Educational Leadership from Salem International University in 2010. Andrea currently holds an Ohio teaching license in 7-12 grade Integrated Social Studies, as well as administrative principal license, and administrative specialist license in curriculum, instruction and professional development.

Additionally, Kerry Jupina has been the Director of College and Career Readiness at Charter School Specialist for 7 years, with 22 years' experience making School Choice and Drop Out Recovery School Advocacy her top priority. Helping thousands of students in the state of Ohio to fulfill their High School Diploma and assisting them in realizing their career aspirations is what drives Kerry daily. She provides Leadership in the Drop Out Prevention and Recovery space. Kerry has a proactive mindset oriented toward providing information, value, and technical support to the CSS customers/partners in anticipation of needs and changes.

Prior to Joining CSS, Kerry spent a great portion of her career with 3 charter school management companies 2 of which operated schools across the United States. During her tenure, Kerry held positions that included board membership, School Building Leadership, Director of Operations, as well as Vice President this has allowed her the opportunity to gain valuable knowledge and skills that enhance her expertise in the industry. In total, Charter School Specialists employs over 20 leading experts in the community school field. Their resumes are included as Attachment 5d – Sponsor Resumes.

5. Has the sponsor had oversight responsibility for a school that has received a full-time equivalency determination issued by the state education agency? If so, please include the school(s) and year(s).

Annually all schools submit to a full-time equivalency review. The results of these reviews frequently require either a relatively small pay back of funds, from the school to the state, or additional funding being provided to the school from the state. We monitor the results of these reviews and also return funds back to the schools when it is determined that we have invoiced more funds than we are contractually permitted. If our monitoring determines that the school needs technical assistance regarding the school's submission of attendance or engagement data, we have provided that assistance. It would be unreasonable to provide a list of all the schools, and all years in which these small adjustments have been made.

The question seems to seek an answer specifically to internet schools. Since the funding model changed for internet schools, the Greater Ohio Virtual School has experienced a claw back of funds almost every year. As an internet school and a drop out recovery school, these claw backs are unavoidable based upon the typical funding model. Students needing a drop out recovery school, need the school because they are disengaged, thus it is impossible to not lose funding. Greater Ohio Virtual School has endured an overpayment and claw back for FY 20 and FY 21. These claw backs were planned for and expected. Recently, St. Aloysius advocated for the passage of HB 123. This Bill established a pilot funding system for internet drop out recovery schools, providing some accommodations for the funding for services for this challenging population. This pilot funding system recently became permanent and we believe will greatly decrease the amount of clawbacks for these schools in the future.

- Staff Experience Spreadsheet

			EXPERTISE AREAS:									
		Years of Sponsoring Experience	Curriculum	Instruction	Assessment	Special Education	School Accountability	School Governance	English Learner Instruction	School Facilities	Community School Law	Internet- or Computer-Based School
Barnhart	Michael	1					X					
Brown	Kelly	1	X	X			X	X				
Cash	Dave	24			X	X	X	X		X	X	X
Chase	Molly	2	X	X								
Davis	Brian	7	X	X	X		X	X		X		
Dawson	Bekah	3		X		X	X	X	X			X
Dimoff	Carol	7					X	X				
Dobbins	Andrea	4	X	X	X		X	X				X
Dunbar	Brian	14	X	X	X		X	X				
Dunlap	Kim	10					X					
Franz	Kristen	1	X	X	X							
Harris	Buddy	4	X	X	X		X				X	X
Heyman	Jennifer	3	X	X	X		X	X				
Isaac	Carla	19					X	X				
Jupina	Kerry	7	X		X	X		X				X
Kee	Jason	2					X	X		X	X	
Keller	Kodie	1				X	X	X	X			
Lamb	Dan	13					X					
Lutes	Cassandra	1					X					
Mann	Angie	14			X		X				X	
Osler	Tammie	17			X		X	X		X	X	
Scarponi	Susan	24				X	X	X	X			
Sherman	Nannette	10				X	X		X			
Stoy	Frank	21			X		X	X			X	
Tipple	Carmen	1					X					
Willenborg	Daniel	1	X	X	X		X	X				

Michael Barnhart

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability – Financial oversight
 - i. Experience reflected in following job position descriptions on the resume:
Sheffield Lake City Schools, Findlay City School District, Fairview Park City School District, Oberlin City School District, U.S. Dept of Education

Kelly Brown

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Cincinnati Public Schools, Southwest Ohio Preparatory School
 - b. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Cincinnati Public Schools, Southwest Ohio Preparatory School
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Dream Academy Community School, Cincinnati Technology Academy, Charter School Specialists
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Dave Cash

- 1) Sponsoring Experience – Ohio Department of Education, Ohio Council of Community Schools, Charter School Specialists
- 2) Areas of Expertise:
 - a. Special Education
 - i. Experience reflected in following job position descriptions on the resume: The Buckeye Ranch, Rosemont School
 - b. Assessment
 - i. Experience reflected in following job position descriptions on the resume: Ohio Department of Education, Charter School Specialists
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume: Rosemont School, Ohio Department of Education, Charter School Specialists
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume: Ohio Department of Education, Ohio Council of Community Schools, Charter School Specialists

- e. School Facilities
 - i. Experience reflected in following job position descriptions on the resume: Ohi Department of Education, Charter School Specialists
- f. Community School Law
 - i. Experience reflected in following job position descriptions on the resume: Ohio Department of Education, Charter School Specialists
- g. Internet- or Computer-based School
 - i. Experience reflected in following job position descriptions on the resume: Charter School Specialists

Molly Chase

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Instruction
 - i. Experience reflected in following job position descriptions on the resume: Hondros College of Nursing
 - b. Curriculum
 - i. Experience reflected in following job position descriptions on the resume: Hondros College of Nursing, Charter School Specialists

Brian Davis

- 1) Sponsoring Experience – Lucas County Educational Service Center, Ohio Department of Education, Bowling Green State Support Team, Charter School Specialists
- 2) Areas of Expertise:
 - a. Instruction
 - i. Experience reflected in following job position descriptions on the resume: Ashland University, Walsh University, Worthington City Schools, Delaware City Schools
 - b. Curriculum
 - i. Experience reflected in following job position descriptions on the resume: Washington Local Schools
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume: Ottawa Hills Local Schools, Delaware City Schools, Washington Local Schools, Northwest Ohio Classical Academy, Charter School Specialists
 - d. School Facilities
 - i. Experience reflected in following job position descriptions on the resume: Northwest Ohio Classical Academy, Charter School Specialists
 - e. School Accountability
 - i. Experience reflected in following job position descriptions on the resume: Northwest Ohio Classical Academy, Charter School Specialists
 - f. Assessment
 - i. Experience reflected in following job position descriptions on the resume: Wisdom Works Consulting

Bekah Dawson

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Pickerington High School North, Capital University
 - b. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Pickerington High School North
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Capital University, Charter School Specialists
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Capital University, Charter School Specialists
 - e. English Learner Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Pickerington High School North
 - f. Internet- or Computer-based School
 - i. Experience reflected in following job position descriptions on the resume:
Capital University

Carol Dimoff

- 1) Sponsoring Experience –Charter School Specialists
- 2) Areas of Expertise:
 - a. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - b. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Andrea Dobbins

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Buckeye Online School for Success
 - b. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Buckeye Online School for Success

- c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- e. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Buckeye Online School for Success
- f. Internet- or Computer-based School
 - i. Experience reflected in following job position descriptions on the resume:
Buckeye Online School for Success, Charter School Specialists

Brian Dunbar

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Millenium Community School, Imagine Schools
 - b. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Imagine Schools, Centura Community School
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - e. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Imagine Schools, Centura Community School, Charter School Specialists

Kimberly Dunlap

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability – Financial oversight
 - i. Experience reflected in following job position descriptions on the resume:
Alzner Masonry, Inc., Consumer Support Services, Charter School Specialists

Kristen Franz

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Instruction

- i. Experience reflected in following job position descriptions on the resume:
Platte River Academy, SkyView Academy
- b. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Platte River Academy
- c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Platte River Academy

Buddy Harris

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
North Carolina Central University
 - b. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
North Carolina Central University, Ohio Department of Education
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Ohio Department of Education, Charter School Specialists
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Ohio Department of Education, Charter School Specialists
 - e. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
The Hunt Institute, Ohio Department of Education
 - f. Internet- or Computer-based School
 - i. Experience reflected in following job position descriptions on the resume:
Ubtech

Jennifer Heyman

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Bucyrus Elementary, C.M. Grant Leadership Academy, Imagine Cleveland Academy
 - b. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Orchard Park Academy
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

- d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- e. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Imagine Harvard Community School, West Preparatory Academy, Orchard Park Academy

Carla Isaac

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Kerry Jupina

- 1) Sponsoring Experience – Charter School Specialists, Education Empowerment Group
- 2) Areas of Expertise:
 - a. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Trumbull County Life Skills, Independent Education Consultant
 - b. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Warren City Schools, White Hat Management, Charter School Specialists, Education Empowerment Group
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Trumbull County Life Skills, White Hat Management, Charter School Specialists, Education Empowerment Group
 - d. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Trumbull County Life Skills, White Hat Management, Education Empowerment Group
 - e. Internet- or Computer-Based Schools
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Jason Kee

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability

- i. Experience reflected in following job position descriptions on the resume:
Newark City Schools, Gahanna Jefferson Public Schools, Charter School Specialists
- b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Newark City Schools, Gahanna Jefferson Public Schools, Charter School Specialists
- c. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Newark City Schools, Gahanna Jefferson Public Schools, Charter School Specialists
- d. School Law
 - i. Experience reflected in following job position descriptions on the resume:
Law firm of Jason P. Kee, Esq., Charter School Specialists

Kodie Keller

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
NEOMED, Charter School Specialists, Accel Schools
 - b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
NEOMED, Charter School Specialists, Accel Schools
 - c. English Learning Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Accel Schools, OBHS Parma Technical School
 - d. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Accel Schools, OBHS Parma Technical School

Dan Lamb

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability – Financial oversight
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Upper Scioto Valley Local School District,
Marysville Exempted Village School District

Cassandra Lutes

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability – Financial oversight

- i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Oakstone Community School

Angie Mann

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Ohio Department of Education
 - b. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education
 - c. School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education

Tammie Osler

- 1) Sponsoring Experience – Charter School Specialists, Ohio Department of Education
- 2) Areas of Expertise:
 - a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education
 - b. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Ohio Department of Education
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education
 - d. Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - e. School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education

Susan Scarponi

- 1) Sponsoring Experience – White Hat Management, Charter School Specialists
- 2) Areas of Expertise:
 - a. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
White Hat Management, Charter School Specialists
 - b. English Learner Instruction
 - i. Experience reflected in following job position descriptions on the resume:
White Hat Management, Charter School Specialists

- c. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Nannette Sherman

- 1) Sponsoring Experience – Charter School Specialists, Ohio Department of Education
- 2) Areas of Expertise:
 - a. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Riverside County Office of Education, Lake Elsinore USD, West Contra Costa USD, Clovis Municipal Schools
 - b. English Learner Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Riverside County Office of Education, Lake Elsinore USD, West Contra Costa USD, Clovis Municipal Schools
 - c. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education

Frank Stoy

- 1) Sponsoring Experience – Lucas County ESC, Ohio Council of Community Schools, Ohio Department of Education, Charter School Specialists
- 2) Areas of Expertise:
 - a. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - b. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Lucas County ESC, Ohio Council of Community Schools, Ohio Department of Education, Charter School Specialists
 - c. School Law
 - i. Experience reflected in following job position descriptions on the resume:
Lucas County ESC, Ohio Council of Community Schools, Charter School Specialists
 - d. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Lucas County ESC, Ohio Council of Community Schools, Ohio Department of Education, Charter School Specialists

Carmen Tipple

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability – Financial oversight
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Daniel Willenborg

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Livonia Public Schools
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Dearborn Public Schools, Fremont Public Schools
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - e. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Livonia Public Schools, Charter School Specialists

- Resumes of Charter School Specialists

MICHAEL T. BARNHART, CPA

**15857 Wolf Run
Findlay, Ohio 45840
216-505-9914**

OBJECTIVE: To continue my career in school finance where I will be rewarded based upon my job performance and achievements while also having an opportunity to balance work and home life.

EDUCATION and THE OHIO STATE UNIVERSITY; Columbus, Ohio

CERTIFICATIONS: B.S. in Business Administration, June 1992;

Major: Accounting; 100% self-funded

State of Ohio School Treasurer's License, expires 6/30/2026

State of Ohio Business Manager's License, expires 6/30/2026

Certified Public Accountant-Passed all 4 parts of CPA exam on 1st attempt.

Certified Gov't Financial Manager-Passed all 3 sections on 1st attempt.

Certified Management Accountant-Passed all exam parts on 1st attempt.

Certified Financial Manager-Passed all parts of the exam on 1st attempt.

Auditor of State's Ohio Financial Accountability Certificate

WORK

CHARTER SCHOOL SPECIALISTS; Pickerington, Ohio

EXPERIENCE: Part-Time Treasurer, February 2023 - Present

- Prepare monthly enrollment & financial reviews of all sponsored schools.
- Provide monthly feedback and proactive recommendations to improve the financial decision making of each sponsored school.
- Perform semi-annual fiscal reviews & classifications of all sponsored schools.
- Review all May and November forecasts and October budgets.
- Participate in contract renewal & new application evaluation processes.
- Supply financial data and comments for annual performance reports that are sent to sponsored schools.
- Participate in school board meetings in absence of CSS treasurer.

SHEFFIELD-SHEFFIELD LAKE CITY SCHOOLS; Sheffield, Ohio

Treasurer, October 2020 – June 2023

- Preparation of annual appropriations, budgets, 5-year forecasts, investment portfolio, board updates and monthly reconciliations.
- Manage & supervise all accounting systems, payroll, SERS, STRS, and insurance, as well as EMIS.
- Communicate issues of school finance to the Board, school employees, the media, and the public.
- Labor negotiations with OAPSE and OEA.
- Payschools, PowerSchools, MealsPlus, Redesign, and NOACSC
- Substitute levies and 20-mill floor

FINDLAY CITY SCHOOL DISTRICT; Findlay, Ohio

Treasurer, January 2005 – December 2020

- Similar duties as above
- OFCC building project (32% state share) for new middle schools and Millstream career center via -2010 \$54.4 million bond offering process.
- Dealt with FEMA funding & bureaucracy associated with 2007 flood.
- Implemented health plan options (original, option B, HSA with Board contributions).
- Passage of many levies (operating, permanent improvement, & bond).
- Financial oversight of Millstream Career Center (14 other districts), Findlay Digital Academy, and new Findlay Learning Center.
- Comprehensive Annual Financial Report (CAFR) and clean audits and financial awards every year.

FAIRVIEW PARK CITY SCHOOL DISTRICT; Fairview Park, Ohio

Treasurer, May 2003 - November 2004

- Similar duties as above
- Instituted the Financial Advisory Committee to the Treasurer (FACT).
- Served on Health Care Committee and Records Commission

OBERLIN CITY SCHOOL DISTRICT; Oberlin, Ohio

Treasurer, March 1999 – April 2003

- Similar duties as above
- Maintained records & paid invoices for the Oberlin Endowment Fund.
- Monitored and negotiated tax abatement agreements.
- Experience with school district income tax and technology levy.

CITY OF LIMA UTILITIES DEPARTMENT; Lima, Ohio

Administrative Technician (aka CFO), September 1993 - March 1999

- Financial reports; and water, sewer, garbage and recycling rates.

U.S. DEPARTMENT OF EDUCATION; Washington, DC

Fiscal Specialist, March 1993 - August 1993

- Financial reports and National Advisory Council on Indian Education

ACTIVITIES, ACHIEVEMENTS AWARDS: Auditor of State Award with Distinction, GFOA Award of Financial Achievement, ASBO Certificate of Excellence in Financial Reporting, and Cub Scout Pack 319 Treasurer, Elementary Cross Country Coach, Non-Smoker, OASBO Registered School Business Fiscal Officer Award.

INTERESTS: Cross Country, Science Fiction, Harry Potter, Piano and Bass Guitar.

REFERENCES: Available upon request.

Miss Kelly Brown

428 Glenwood Avenue
Cincinnati, OH 45229
(513) 560-4395
Kelly.Brown827@gmail.com

Career Objective

My career objective is for an administrative position in your school district that will enable me to use my 8 years' experience of developing educational policies and guidelines to improve the academic performance of students, increase parents' engagement in school activities and enhance staff productivity.

Qualifications

- *Ability to work with diverse groups of people
- *Excellent communication and typing skills
- *Strong leadership and discipline skills
- *Extremely open-minded
- *Dependable and quick learner
- *Self-Motivated

Education

January 2023 to Present
Liberty University; 1971 University Blvd; Lynchburg, VA 24515
Major: Special Education Degree: PHD

April 2019
Grand Canyon University; 3300 W Camelback Rd; Phoenix, AZ 85017
Major: Special Education Degree: Master of Arts

June 2002
Central State University; 1400 Brush Row Rd; Wilberforce, OH 45384
Major: Psychology Degree: Bachelor of Science
Major: English Pre-Law Degree: Bachelor of Arts

Work Experience

July 2023 to Present Job Title: Compliance Coordinator
Charter School Specialists; 40 Hill Road South; Pickerington, Ohio 43147
Monitor compliance of community schools authorized by St. Aloysius Orphanage and provide technical assistance to support schools in becoming compliant with all rules, laws and terms of their charters with St. Aloysius. Conduct virtual and onsite compliance reviews, complete compliance reports, attend schools' Board meetings throughout the year, and engage in general interactions with school leaders, board members, and other representatives. Complete special projects as assigned.

November 2021 to July 2023 Job Title: Principal
Cincinnati Technology Academy; 3800 Glenway Ave; Cincinnati, OH 45205
As a principal I was responsible for providing transformative leadership focused on establishing academic and social support for staff and students. During my tenure I have increased enrollment from 25 to 35 students, implemented a school-wide mentoring and counseling program that were also open to family members, managed school logistics and budgets, set learning goals for students and teachers based on National curriculum, monitored, reported on teacher performance, and presented data from school performance to board members and researched new resources and techniques to improve teaching.

July 2020 to November 2021 Job Title: Dean of Students/Academic Coach
Miami Valley Academies; Dayton, Ohio

Responsible for approving faculty hiring, overseeing the budget, fundraising, setting academic rules and policies while developing academic programs and performing other administrative duties.

July, 2019 to July, 2020 Job Title: Principal
Dream Academy Community School; 224 W Liberty St; Cincinnati, OH 45202

As a principal I was responsible for providing transformative leadership focused on establishing the academic and social supports for staff and students. During my tenure I increased enrollment from 25 to 115 students, implemented a school-wide mentoring and counseling program that were also open to family members, managed school logistics and budgets, set learning goals for students and teachers based on National curriculum, monitored, reported on teacher performance and presented data from school performance to board members and researched new resources and techniques to improve teaching.

August, 2018 to December, 2018 Job Title: Teacher
Southwest Ohio Preparatory School; 5555 Little Flower Ave; Cincinnati, OH 45239

As a teacher I developed lesson plans and materials for classroom instruction to meet education goals using several teaching methods such as lectures, demonstrations, hands on activities and discussions. My role also involved securing staff and students, overseeing the implementation of the school-wide retention program, acting as the lead for the Intervention Assistance Team (IAT) and the Building Leadership Team (BLT).

January, 2017 to May, 2018 Job Title: Substitute Teacher
Cincinnati Public Schools; Cincinnati, Ohio

As a substitute teacher for Cincinnati Public Schools I was able to work at a number of schools delivering interactive classroom instructions to students as outline in the lesson plan. I taught diverse subjects for grades K-8, devoted private time to prepare for subjects where proficiency was less refined in order to lead classes effectively and administered standardized assessments with State-wide requirements while also documenting information in permanent records.

Work Skills

I am a creative and strategic decision maker with the capability of thinking outside the box to develop an environment that embraces success; exceptional customer service and the ability to partner with organizations.

I have experience in creating a proper and effective IEP that is clear and precise for families understanding with measurable goals. I have worked with families with disabilities to ensure the child/children received the proper ADA equipment at no charge. Through the IDEA program I was able to incorporate outside services for students.

Accomplishments

I have created a food pantry for the community.

I have created a wardrobe closet for families to have a chance to receive school uniforms, and toiletries.

Built relationships with businesses to help students and parents find employment and health care.

References upon Request

Dave L. Cash Jr.

40 Hill Rd S, Pickerington, OH 43147 (614)837-8945 dcash@charterschoolspec.com

Employment

President

Charter School Specialists

2004-Present
Columbus, Ohio

The Founder and President of Charter School Specialists. This nationally known community school consulting organization provides array of implementation, operational and technical assistance services to community schools and community school sponsors. Many work products are developed including community school contracts, proposals, and evaluation materials. Charter School Specialists is frequently consulted by organizations around the country to assist in their development of schools and sponsoring organizations.

Compliance Manager

Ohio Council of Community Schools

2003-2004
Toledo, Ohio

Evaluated new charter school proposals and then provided recommendations for disposition. Assisted new developers of charter schools in Charter School law, facility acquisition, and other technical assistance for initial operations. Developed and implemented all necessary technical workshops and documents to assist schools in successful planning, start-up and ongoing operations. Responsible to monitor and assess the compliance of each sponsored charter school to the Ohio Revised Code, Ohio Administrative Code, and all contractual elements within the charter school contract. Drafted position papers, and speaking points for Executive Director and for the Council. Attended State Board of Education meetings and formally represented the Ohio Council of Community Schools. Developed and implemented State-wide special education conference.

Education Consultant III

Ohio Department of Education

2000-2003
Columbus, Ohio

Reviewed and evaluated all new charter school proposals. Negotiated charter school contracts with new developers. Provided technical assistance to school developers to facilitate the implementation of new community schools. Provided in-depth technical assistance to existing community schools in the Columbus and Southeast Ohio regions. Monitored compliance of assigned community schools to school contract and all pertinent state and federal laws. Served on the Local Report Card steering committee and School Improvement committee. Served as liaison to the Information Technology Office in regards to Education Management Information System (EMIS). Served as liaison to the Office for Exceptional Children. Project lead for Workshop 4 (Special Education Educator training). Team lead for the Community School Performance project. Assisted in the development of policies and procedures within the Office of Community Schools. Presented at education conferences and to school districts and other educational entities. Developed and implemented State-wide special education conference.

Dave L. Cash Jr.

40 Hill Rd South, Pickerington, OH 43147
(614)837-8945 dcash@charterschoolspec.com

Principal
Rosemont School 1993-1999
Columbus, Ohio

Administrator of innovative alternative education school providing a combination of education and mental health services. Designed and implemented social and emotional learning curriculum to match mental health programming. Established, coordinated, and directed close working relationship with various public and private education and mental health entities. Initiated, designed and implemented collaborative relationship between Rosemont School, Salesian Boys' and Girls' Club of Columbus and the Franklin County Juvenile Court. Wrote yearly Federal Title grants to provide school-based substance abuse intervention services. Assisted in acquiring \$200,000 in private donations for a computer lab and guided training in computer assisted instruction.

Assistant Principal
Rosemont School 1991-1993
Columbus, Ohio

Served as the primary disciplinarian and crisis counselor. Responsible for completing various required Ohio Department of Education forms. Administered the summer remedial reading and math program. Liaison to other mental health service providers. Directed student council and various incentive programs.

Case Manager
The Buckeye Ranch 1990-1991
Grove City, Ohio

Supervised severely emotionally disturbed adolescents in a school to work program. Provided individual and group counseling. Liaison to community collaterals and families. Marketed program to various school and mental health organizations in the community.

Caseworker
Richland County Children's Services 1989-1990
Mansfield, Ohio

Provided individual and group therapy to emotionally disturbed adolescents in a group home and in a residential center. Completed mental health assessments as needed. Assessed and evaluated children in order to determine need for long term residential treatment. Selected appropriate treatment facilities for children assessed and served as liaison to those facilities. Lead case presentations to acquire funds from community leaders.

Education	Educational Administration (24 credit hours continuing education) <i>The University of Dayton</i>	1997 Dayton, Ohio
	M.A. COUNSELING <i>Ashland University</i>	1994 Ashland, Ohio
	B.A. PSYCHOLOGY & RELIGION/PHILOSOPHY <i>Wilmington College</i>	1986 Wilmington, Ohio

Certificate Ohio Department of Education, Non-tax Principal Certificate 1992

References Upon Request

Molly Chase

3728 Sunrise Lake Circle. Columbus, OH. 43219

mollymchase@outlook.com

614-582-5331

Qualifications and Capabilities

- Eager individual, with the enthusiasm and ability to succeed in a fast-paced office environment.
- Motivated, young professional willing and ready to put forth knowledge.
- Advanced experienced with Microsoft Office applications, Google Drive applications, Outlook, Converge, CAMS, and more.

Education

American Public University | Charles Town, WV. 2018-2020
Master of Arts in Management (Concentration in HR Management) **June 2020**

Ohio University | Athens, OH 2010-2013
Bachelor of Science in Journalism **December 2013**

Pickerington High School Central | Pickerington, OH. 2006-2010
High School Diploma **June 2010**

Related Work Experience

Charter School Specialists | Pickerington, OH. November 2021-Present
School Improvement Program Assistant

- Assists with the administrative process for the School Improvement team.
- Collects monthly school improvement standard operation procedures completion updates and reports to the legal team.
- Supports the annual new school application process and education plan review process.
- Assists with the planning and facilitation of SIT professional development events.
- Collects documents from sponsored schools annually.
- Proofreads and edits SIT documents.
- Sends regular communications to school leaders and boards as needed.
- Monitors the school support and intervention process.
- Maintains school improvement related spreadsheets.
- Assists with the development of the annual High Stakes Renewal and D07 reports for schools.

Hondros College of Nursing | Westerville OH. September 2020-November 2021

Academic Support Advisor

- Focused on student retention by tracking student progress throughout a student's duration in the Associate Degree in Nursing program.
- Created success plans for students repeating courses or struggling through the program.
- Provided academic support to new and current students.
- Instructed COL099 and HCON200 courses.
- Created support materials and provided workshops on student success.
- Was responsible for helping withdrawn students through the re-entry process for the campus.

Hondros College of Nursing | Westerville OH.

August 2017-September 2020

Administrative Coordinator

- Worked as the Administrative Coordinator for the Westerville campus. Worked with current and prospective students in Student Services with scheduling appointments and classes, keeping up to date on vaccinations needed, ordering scrubs and textbooks, etc.
- Took calls for students. Assisted with campus supply orders, scrub audits, student payments, etc.
- Aided Financial Aid with keeping track of student payment plans.
- Responsible for helping withdrawn students through the re-entry process for the campus.
- Was in charge of administering information to new students about State Board of Career Colleges and entering into a career college.

Alliance Data Retail Services | Whitehall, OH.

October 2014-August 2017

Apple Pay and Resolution Specialist

- Worked on the Apple Pay specialty team, which focuses on approving and setting up Apple Pay permissions for credit card customers. Worked with certifications from Experian, Visa, and MasterCard to verify identity and security information with customers, and activated and deactivated Apple Pay tokens
- Worked as a Resolution Specialist for all cobranded credit cards, where escalated calls were sent to me to de-escalate and worked with customers to reach a compromise on any issue.

Discover Financial Services | New Albany, OH.

January 2014-August 2014

Customer Service Representative

- Provided high quality customer service through speaking with customers about DFS products and services.
- Took payments, sent documents, and completed any statement related inquiries for customers.

Signature Media Group Speakers Bureau | Chicago, IL.
Public Relations/Multimedia Journalist Intern

June 2011-August 2011

- Wrote and created many public relations pieces, both for the website and for outside media outlets.
- Made numerous cold calls for the bureau to book and set up for keynote speakers to speak at different charities and events.

Projects

Capstone Portfolio – Master’s Degree Program

Link: <https://portfolium.com/MollyChase1>

- Final program requirement for course MGMT696 of the Master of Arts in Management program at APUS. Created an ePortfolio which encompasses my most noteworthy presentations and papers from throughout the program.

Recognitions

The National Society of Leadership and Success

- 2023 Nominee and Inductee to the National Society of Leadership and Success, also known as Sigma Alpha Pi, for academic achievement through American Public University.

Brian E. Davis

409 East Wayne Street • Maumee, Ohio 43537 • 419-262-5176 • BrianDavis@bex.net

PROFESSIONAL EXPERIENCE

Higher Education

Adjunct Professor – Ashland University – Ashland, OH (2015 – Present)

Adjunct Professor – Walsh University / Communicate Institute – Canton, OH (1997 – 2017)

K-12 Education

Business Manager – Northwest Ohio Classical Academy – Toledo, OH (2022 – 2023)

Assistant Superintendent – Washington Local Schools – Toledo, OH (2016 – 2021)

Director of Curriculum & Instruction – Washington Local Schools – Toledo, OH (2009 – 2016)

Interim Director of Media Services – Sylvania City Schools – Sylvania, OH (2001 – 2002)

Principal – Ottawa Hills Local Schools and Delaware City Schools. (1986 – 2000)

Teacher – Worthington City Schools and Delaware City Schools. (1980 – 1986)

Educational Consulting

School Compliance Coordinator – Charter School Specialists – Pickerington, OH (2023 – Present)

Monitor compliance of community schools and provide technical assistance to support compliance with all rules, laws, and terms of their charters with schools authorized by St. Aloysius. Conduct virtual and onsite compliance reviews, complete compliance reports, attend schools' Board meetings, and engage school leaders, board members, and other school representatives.

Community School Consultant – Charter School Specialists – Pickerington, OH (2022 – 2022)

Associate Director of School Improvement Services – State Support Team – Bowling Green, OH (2007 – 2009)

Regional School Improvement Facilitator – NWRISIT, Ohio Department of Education, Office of Field Relations, Lucas County Educational Service Center – Toledo, OH (2006 – 2007)

Community School Educational Consultant – Lucas County ESC – Toledo, OH (2005 – 2006)

Consultant – WisdomWorks Consulting – Toledo, OH (2000 – 2006)

Consultant and Project Director – ReCreation Foundation – Ashland, OR (2000 – 2003)

RELEVANT PROFICIENCIES

Executive Leadership & Management

- Facilitated community school *academic improvement* and *compliance* activities for 20+ community schools in the greater Cleveland area.
- Facilitated graduate-level coursework focused on *Life Mastery*, *Human Relations*, *Time Management*, and *Communication Skill Development* to 2,000+ teachers and administrators as an adjunct professor.
- Led training sessions on *Group Dynamics*, *Leadership*, *Instructional Best Practices*, and *Personal and Professional Continuous Improvement* as part of the Ohio Department of Education's Ohio Improvement Process (OIP) State Level Design Team as a Quad 1 Lead.

EDUCATION

University of Findlay – Findlay, OH

Graduate Studies: Superintendent Certification Program (2014)

Walsh University – North Canton, OH

Graduate Studies: Educational Growth & Development (1996 – Present)

University of Toledo – Toledo, OH

Graduate Studies: Educational Leadership (1997 – 1998)

Ashland University – Columbus, OH

Graduate Studies: Education Administration (1985 – 1995)

The Ohio State University, Columbus, OH

Master of Arts, Education Administration – Certificate: Elementary Administration (August 1984)

Bachelor of Science, Education Early & Middle Childhood Education – Certificate: K-8 (June 1980)

References Available Upon Request

Bekah Dawson

(614) 795-3265



dawsonre78@yahoo.com

SUMMARY

Education Professional offering a strong education background with extensive experience teaching, facilitating, training, coaching, leading, and mentoring students and adults. Excellent interpersonal and organization skills. Well versed in applicable regulatory requirements and standards in K-12 and beyond.

PROFESSIONAL EXPERIENCE

Director of Compliance *Charter School Specialists* || 2020 - current

Leads the Compliance Team which ensures compliance with state and federal guidelines pertaining to education. Assist with the coordination and monitoring of on-site audits, school and policies and laws, evaluation timelines, school improvement, organization of the school, implementation of programs and supplementary/related services.

Field Experience Supervisor /Professor *Capital University* || 2016-2020

Responsible for on-site and online instruction and supervision of Capital University pre-service students in all PreK-12 classrooms. Provided instruction, supervision, guidance, mentoring, and demonstrated knowledge of inquiry and structure of the discipline as related to the College of Education and the Professional Standards for Teachers. Responsible for coordination of outreach, strategic planning, report writing.

Special Education Math & Science Teacher *Pickerington High School North* || 2004-2011

Provided special education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, and social growth. Developed or modified curricula and prepared lessons and other instructional materials to student ability levels. Worked in self-contained, team, online or departmental capacity as assigned.

EDUCATION

Education Specialist (Ed.S)

Educational Leadership

Liberty University 2014

Master of Education (M.Ed)

Curriculum, Instruction & Technology

Ohio Dominican University 2008

Bachelor of Science in Education (B.S of Ed.)

Special Education with Specialized Certification

Ohio Dominican University 2003

Carol A. Dimoff

Office Manager

Charter School Specialist, Pickerington, Ohio

July 2018 to Current

- Coordinate calendar for monthly board meetings, document collection and distribution.
- Point person for maintenance, mailing, shipping, supplies, equipment, bills and errands
- Organize office operations and procedures
- Coordinate with IT department on all office equipment
- Responsible for managing office services by ensuring office operations and procedures are organized, correspondences are controlled, filing systems are designed, supply requisitions are reviewed and approved and that clerical functions are properly assigned and monitored
- Perform review and analysis of special projects and keep the management properly informed
- Allocate available resources to enable successful task performance

Executive Assistant, CEO/CFO; Legal Assistant, In-House Legal Counsel

Electronic Classroom of Tomorrow, Columbus OH

February 2011- January 2018

- Provided project management for HR, Communication & Marketing, and other executive teams
- Manage compliance and reporting for our Sponsor organization, meet weekly with sponsor representatives
- Assist the Board of Directors with monthly board agendas and meetings, communicates with board members, and provides administrative support
- Manage contracts database, process purchase request process, update consultant contracts
- Develop and manage organizations safety plan and procedures
- Conduct periodic reviews/audits to ensure that compliance with safety and emergency management procedures are followed
- Assess compliance or operational risks and develop risk management strategies
- Manage contracts
- Develop and update policies and procedures
- Planned and coordinated activities of designated projects to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters

Dimoff Consulting

September 1998—May 2011

- Developed and provided visitation mediation for divorced parents. Marion, Oh.
- Developed and taught smoking cessation. Mt. Pleasant, SC
- Assisted in opening a drug and alcohol treatment program; wrote policies, procedures and business plan. Mt. Pleasant, SC.
- Provided board development and resource development training. Marion, Oh.
- Assisted with CARF certification prep. Columbus, Oh.

Executive Director

Boys & Girls Club Of Marion Co, Marion OH

May 2007 – May 2010

Ensure effective operations of Club programs to facilitate the achievement of the mission of the Boys & Girls Club

- Developed policies and procedures to ensure public trust
- Managed all aspect of Human Resources including employee counseling, managing EEOC laws, labor relations, and personnel issues.
- Resource Development including working with local and state legislators on behalf of the BGC state association
- Implemented a comprehensive strategic plan that includes clear roles for staff, board, community volunteers and youth and parents
- Assisted the Board in identifying and developing effective board members and community advisory groups
- Developed strategies for generating revenues, ensure the annual budget is funded and the organization has

sufficient cash flow

- Implemented effective administrative and operational systems, including the use of technology for budgeting, grants management, data collection and communications
- Developed strategic alliances with community leaders and local officials as well as other youth serving organizations, schools, parents and families
- Managed the Boys and Girls brand in order to increase the visibility of Clubs, interact with community leaders and maintain strong public relations
- Developed and implemented the club's safety plan and implemented the safety plan for the schools our clubs used for services
- Effectively managed multiple projects, priorities and deadlines
- Obtained the Prevention license for Marion County through the ODAODS
- Lead member of the county Trauma Team: provided intervention and debriefing for community members that experience trauma

State Epidemical Outcomes Workgroup (SEOW) Manager

Pacific Institute for Research and Evaluation, SC

April 2006 - February 2007

- Develop the method and the first draft of its flagship document, the *South Carolina Profile on Alcohol, Tobacco, and Other Substance Related Indicators*, commonly known as the "state epidemiological profile."
- Organized workgroup meetings involving all agency partners in its progress; established a process to conduct periodic statewide/community assessments; workgroup members brought great expertise from their professional roles, such as planning and research coordinator, surveillance and evaluation coordinator, epidemiologist, data analyst, substance abuse treatment/prevention consultant, executive director, and program manager/coordinator.
- Created a report that includes graphs and tables that depict the use of alcohol, tobacco and other drugs in South Carolina during recent years, along with the associated consequences of that use.
- Worked to coordinate college drinking information through a common survey.
- Coordinated the development of a county-level epidemiological profile for each county in South Carolina
- Worked on state prevention committee for the professional development of South Carolina Prevention Professionals
- Research and interpretation of the law and legal precedence to assisted in the development of state level policy changes related to underage drinking.

Prevention Professional

Greenville Family Partnership & Charleston Center, SC

November 1999 – July 2005

Supervised and provided broad-based prevention services at the local level

- Collected and organized data about communities and plan programs or activities, collaborating with other organizations to address the community's needs. Community-based prevention services are designed to buffer known risk factors and enhance those factors that have been proven effective in protecting individuals, families and communities from the identified risks.
- Provided evidenced based prevention services, based on the Center for Substance Abuse Prevention's six strategy areas: information, education, alternatives, problem identification, community-based process, environmental and referral
- Provided the local community education and awareness about current trends related to substance abuse.
- Educated bartenders and salespersons about the importance of low-risk alcoholic beverage service to encouraging establishments to offer non-alcoholic beverage promotions to training servers and retailers to screen for false identification in an effort to detect underage consumers.
- Educated and work closely with local and state law enforcement on enforcement of underage drinking laws.
- Worked with local colleges on school policies, student and facility education, and law enforcement relating to underage drinking on campuses.
- Provided education for IOP programs on a variety of topics
- Safety committee and a member of the Safe Communities team
- Able to effectively manage multiple projects, priorities and deadlines
- Facilitated groups for parents, community leaders, community and groups about the current trends in drugs and alcohol
- Developed and participated in community speakers' bureau

- Managed program and resource library staff

Community Mental Health Child & Family Case Manager

Marion Area Counseling Center, Marion OH

August 1985 – August 1987/September 1991 – September 1999

- Provided community-based services to families with children identified as Severely Emotionally Disturbed (SED) and dual diagnosis.
- Coordinated wrap around services for the family with other agencies also providing services: schools, children's services, juvenile court/probation, jobs and family services and any other agency.
- Taught families behavior management skills, budgeting, parenting, medication management, or other issues identified in the child(ren)'s individual treatment plan
- Developed and implement individual treatment plan
- Co-facilitated and developed treatment groups: adolescent sex offender, domestic violence, parenting, children of addicted parents, anger management
- Provided school-based services in the high school alternative school and the SED classrooms.
- Arranged hospitalizations and after-care
- Provided after-hours emergency services for Children and families and Victims Assistance.
- Met the state required documentation in a timely manner.

Child—Parent Mediator

Child and Family First Council

August 1997 – September 1999

- Provided mediation services for law enforcement to reduce out of home placement, during community agency after hours, of youth in Marion County

Education

Canyon College

BSW

October 2006

Liberty University

Psychology, Professional Counseling

21 hours completed

Volunteer

Girls' softball and basketball coach

Boys and Girls Scouts

Smoke-Free Lowcountry Board of Directors 2001-2005

SRO Board of Directors 2013-2015

One Church

Grant writing for Out of Darkness Columbus

North Central Mental Health Services Board of Directors 2022 - current



ANDREA N. DOBBINS

456 Southview Drive, East Liverpool, OH 43920 | (C) 330-831-6648 | adobbs22315@gmail.com

PROFILE

Experienced principal and academic coach specializing in data-driven instruction and quality school improvement. An experienced educator that remains focused on educationally sound best practices to meet and enhance students' needs and interests.

EDUCATION

Master of Science: Educational Leadership

Salem International University, 2010

Course of Study: Principal, Supervisor of Instruction, & Superintendent Pre-K to Adult

Ohio License Held: Principal grades 5-12, Administrative Specialist Curriculum, Instruction, and Professional Development, Integrated Social Studies grades 7-12

Bachelor of Science: Education

Youngstown State University, 2005

High School Diploma: College Prep

East Liverpool High School, Class of 2000

WORK EXPERIENCE

Charter School Specialists- Director of Online Education, School Improvement Coordinator

10/2019–Current

Provide oversight and monitoring of sponsored charter schools. Attend governing authority meetings to provide pertinent state, and sponsor information, legal updates, deadlines and support to governing authority members and school leaders. Monitor implementation of school education plans including curriculum and resources, staff and school leader evaluations, multi-tiered systems of support, school improvement plans, and academic data. Provide technical assistance to schools to support governing authority and school improvement planning. Provide remote learning support and guidance to building leaders. Work with e-schools to identify key issues in digital learning. Provide implementation support for developing online programs.

Buckeye Online School for Success- Principal

05/2012–10/2019

Served as school leader responsible for overseeing the daily operations of the school. Developed curriculum, facilitated professional development planning, established and maintained community partnerships. Created and monitored school improvement planning for the district.

Buckeye Online School for Success- Teacher

04/2006–05/2012

Created an interactive virtual classroom atmosphere to maintain student interest and facilitate learning. Developed an online course of study for the American Government curriculum.

PROFESSIONAL REFERENCES

Porsche Chisley, Director of School Improvement- Charter School Specialists
pchisley@charterschoolspec.com

Don Thompson, Director- Buckeye Online School for Success
330-385-1987
dthompson@go2boss.com

Maria Hoffmaster, School Improvement Consultant- State Support Team Region 5
330-533-8755
maria.hoffmaster@sstr5.org

Michael Douglas, Treasurer- Salem City Schools
330-332-0316 ext. 58217
DouglasM@salem.k12.oh.us

Jack Cunningham, Principal- North Elementary East Liverpool City Schools
330-386-8772
jcunningham@elcsd.k12.oh.us

BRIAN DUNBAR

Chief Operations Officer



PHONE: 614-202-3897

LinkedIn: <https://www.linkedin.com/in/brian-dunbar-b565a698>

EMAIL:

bdunbar@charterschoolspec.com

I appreciate you every day and am grateful to be working for CSS. All organizations have disagreements and challenges, of course, but this is the best place I've ever worked –

Comment from CSS Compliance Coordinator regarding Brian Dunbar as Manager

EDUCATION

Mount Vernon Nazarene University

2004 – 2006 Master of Education (MEd)

The Ohio State University

1995 – 2000 Bachelor of Arts- History

WORK EXPERIENCE

Charter School Specialists – Chief Operations Officer (current)

Previously: VP of Compliance/Director of Sponsorship/Director of PD and Curriculum (14 years)

September 2008 – Present

Hired as the Director of PD and Curriculum with particular focus on compliance coordination in 2008, promoted to Director of Sponsorship then Vice President of Compliance. Focused on implementing compliance monitoring processes to ensure sponsored schools are operating in accordance to rule and law. In the role as COO, I am focused on running the day-to-day operations of CSS to ensure that all SOPs, strategic initiatives, structures, and functions are implemented in a way that meets all exemplary standards.

Centura Community School – Development Team/School Leader (3 Months)

June 2008– August 2008

Worked to develop and start a new community school with an out-of-state operator, Roger Bacon Schools (North Carolina). School did not open due to low student enrollment.

Imagine Schools – Academic Coach and 4th Grade Teacher (1.5 years)

March 2006 – August 2007

Implemented new academic programming for Academy of Columbus as Academic Coach. Assisted development team to open Groveport Community School then taught 4th grade and implemented the free and reduced lunch program for the school.

Millennium Community School - 4th Grade Teacher (6 years)

April 2001– March 2006 and August 2007- June 2008

Taught 4th grade self-contained classroom. Students consistently exceeded expected gains.

OBJECTIVE

A professional Accounting leadership role where proven strengths in budgeting, reconciliations, team building, and customer relationships will contribute to overall efficiency, profitability and organizational growth.

QUALIFICATIONS

An Accounting professional with 23 years of experience in day to day accounting as well as 13 years supervision and management. Brings to the position an excellent mix of skills in:

- Implementing new accounting systems, developing internal controls and procedures.
- Managing projects and monitoring expenditures for compliance.
- Account/bank reconciliations, budgeting, analysis and financial statements.
- Deploy strong interpersonal skills while managing and training staff to cultivate productive, goal oriented team players.
- Strong technical skills include Microsoft Word, Excel, Outlook, Quickbooks, MIP fund accounting, USAS, Microsoft Dynamics (Great Plains), FRX reporting, Paychex, 10 key by touch.
- Governmental (School) Accounting

ACHIEVEMENTS

Structured and developed start up organization's accounting department from the implementation of software, development of policies and procedures, to the hiring and training of all accounting staff.

Project manager for the creation and implementation of new G/L system and installation of accounting software geared toward fund accounting contributing to the overall efficiency in monitoring revenue and expenditures of multiple State and Federal Grants for compliance with State auditors.

Collaborated with Bank on an automated account reconciliation program, virtually eliminating fraudulent activity on Company accounts and also decreasing the amount of time spent reconciling monthly bank statements by approximately 40%.

Collaborated with CFO to establish, implement and offer additional benefits to employees including Flexible Spending Accounts and various voluntary products as well as a 457 plan.

EXPERIENCE

Fiscal Specialist, Charter School Specialists Pickerington, OH

- Monthly reconciliations, financial reporting.
- Compilation of Financial Statements.
- Bank reconciliations.
- Recurring journal entries and all adjusting entries.
- All A/P, project cash requests and final expenditure reports.

EXPERIENCE (Continued)

Lead Accountant, Consumer Support Services
Newark, OH

2009-2012

- Monthly reconciliations, financial and variance reporting.
- Compilation of Financial Statements
- Recurring journal entries and all adjusting entries
- Bi-weekly, monthly, quarterly and annual payroll tax returns, Annual Unclaimed Funds Reporting
- Payroll back up (In-house)

Controller, Alzner Masonry, Inc.
Canal Winchester, OH

2008-2009

- Create and maintain annual budget, manage and maintain inventory.
- Bank reconciliations
- Process biweekly payroll, associated taxes and garnishments.
- Monthly reconciliations, financial and variance reporting.
- Monthly billings, A/R, A/P, collections.
- Liaison with outside CPA.
- Monthly, quarterly, annual tax returns including Sales & Use Tax, CATax, W-2's and 1099's.

Accounting Manager, Electronic Classroom of Tomorrow
Columbus, OH

2000-2007

- Create budgets and revisions as required for 6 federal and state grants. Monitor all expenditures for compliance, including project cash requests and final expenditure reports.
- Manage Accounting staff (A/P and Payroll). A/P staff processed approximately 5,500 checks/month. Semi-monthly payroll for 500+ employees (approximately \$1.2 million/month).
- Weekly Aging reports, Semi-monthly payroll reconciliation, monthly reconciliations (including benefits and bank), journal entries, annual STRS reporting, and all month-end close duties including preparation of financial statements.
- Daily transfer of FTP (Positive Pay) file to bank.

EDUCATION/TRAINING/AWARDS

Kalamazoo Valley Community College, Accounting Major

Ohio State University, Professional Grant Writing and Research

STRS Ohio, Ohio Employer Reporting Workshop

Management Performance International, Leadership Skills for Enhancing Work Performance

Management Performance International, Personal and Professional Effectiveness

Management Performance International, Optimizing Team Effectiveness

Awarded, Employee of the Month June, 2005

Awarded, 5 Year Service Award, September, 2005



KRISTEN FRANZ

EXPERIENCE

COMPLIANCE COORDINATOR

Charter School Specialists

July 10, 2023 - Present

- Monitors compliance of community schools authorized by St. Aloysius Orphanage
- Provides technical assistance to support schools in becoming compliant with all rules, laws, and terms of their charters with St. Aloysius and Charter School Specialists
- Conducts virtual and onsite compliance reviews
- Completes compliance reports
- Attends school board meetings
- Engages in general interactions with school leaders, board members, and other representatives
- Completes special projects as assigned
- Reviews and rates applications of schools seeking sponsorship with Charter School Specialists

ELEMENTARY TEACHER, 4TH GRADE


Platte River Academy

July 2013-June 2023

- Streamlined our schoolwide K-8th grade writing assessment scoring process through the creation of digitized forms, spreadsheets, and data/error analysis to aid in efficiency and accuracy
- Interviewed, selected, and evaluated teacher's aides completing regular performance evaluations and developing corrective actions as needed
- Onboarded and trained new teammates and instructional aides
- Completed numerous professional development courses around classroom management, curriculum development, social-emotional learning, and teaching best practices

 (303)520-1367

 kmfranz85@gmail.com

 240 Seneca Drive
Lancaster, OH 43130

EDUCATION

BACHELOR OF ARTS

Colorado Christian University

2013 (Dean's List)

SKILLS

- Detail-oriented with a critical eye
- Creativity & Innovation
- Organizational know-how
- Master Multitasker
- Logistical Planner
- Experienced in Conflict Resolution
- Interpersonal Skills
- Strong Communication
- Proven Leadership Abilities
- Product Design & Content Creation
- Software Proficiency
- Writing and Editing
- Lifelong learner



CONTINUED EXPERIENCE

- Designed and created supplemental teaching/training resources to enhance performance, organize data, and streamline efficiency
- Conducted assessments and analyzed data to determine performance gaps and goals for growth
- Involved in various leadership roles including contributing to the creation of a revised professional growth plan, organizing our school spelling bee, and heading an after-school club
- Trained teachers in new technology implementation
- Worked closely alongside our Learning Services department to ensure the individual academic, behavioral, and social-emotional needs of students requiring additional support are met

SUBSTITUTE TEACHER, PRESCHOOL- HIGH SCHOOL

SkyView Academy

January 2013-June 2013

- In-house substitute teacher, on-call daily, for a large Preschool to High School Charter Academy
- Teacher in the Before and After School Enrichment Program (BASE)

DATA ENTRY AND ANALYSIS

PathLogistics

2007-2008

DATA RECONCILIATION SPECIALIST

EchoStar LLC.

2006-2007

FIELD REPRESENTATIVE

Keller Williams

2005-2006

PRESCHOOL TEACHER'S ASSISTANT

Gateway Academy

2002-2004

REFERENCES AVAILABLE UPON REQUEST

Buddy Harris

919-423-7829 | harris.buddy@gmail.com | 1172 Autumn Creek Cir., Westerville, OH 43081 | [LinkedIn.com/in/harrisbuddy](https://www.linkedin.com/in/harrisbuddy)

PROFESSIONAL OVERVIEW

A senior-level leader in the education sector who excels at the intersection of people, policy, problem solving, and creativity. Results-driven and exceptional at making connections, working with diverse stakeholders, synthesizing complex ideas, developing effective strategies, and building cross-sector partnerships rooted in trust and empathy.

SKILLS

Strategy	Program Management	Program Design	Making Connections
Collaboration	Problem Solving	School Improvement	Building Rapport
Personnel Management	Writing	Partnership Development	Decision-making

WORK EXPERIENCE

Charter School Specialists | Pickerington, OH March 2020 – Present

Vice President, School Improvement

- Drive sponsor-level school improvement functions for 75 charter schools to help improve the academic outcomes for thousands of students across Ohio.
- Direct a high-performing team of seven school improvement professionals to deliver impactful tools, value, coaching, and compliance monitoring support for sponsored schools.
- Engage with state leaders, associations, and stakeholder groups on key policy issues to support school choice and innovative approaches to education.

UBTECH Education | Los Angeles, CA (Remote) August 2019 – May 2020

Director, Strategic Partnerships

- Cultivated partnerships with industry and education associations to position UBTECH solutions.
- Built cross-sector partnerships with business/industry, higher education, trade groups and associations, and K-12 districts to position the company as an advocate for STEM education and workforce development.

Ohio Department of Education | Columbus, OH August 2014 – August 2019

Director, Office of Innovation

- Orchestrated innovative programs in competency-based education, personalized learning, and community engagement impacting over 100 school districts.
- Represented agency as senior level member across a variety of national organizations including the Cross-State Competency Based Ed Collaborative, and CCSSO's Transformational Leaders Workgroup.

Buddy Harris

WORK EXPERIENCE CONTINUED – Ohio Department of Education

Senior Policy Analyst (ODE)

- Served as trusted member of the senior policy team, advising the State Superintendent of Public Instruction and collaborating with the executive branch on large-scale policy initiatives.
- Led the administration and implementation of the \$10 million Community Connectors grant resulting in hundreds of community partnerships designed to better the lives of Ohio’s students.

The Hunt Institute | Durham North Carolina

November 2012 – August 2014

North Carolina Policy Analyst

- Tracked latest developments in education and wrote research briefs and articles to inform and update legislators as they made state-level policy decisions.
- Co-organized the 2014 Holshouser Legislators Retreat attended by 60 state legislators, national experts and school leaders with the purpose of learning about latest education innovations.

EARLY CAREER HIGHLIGHTS

North Carolina Central University | Durham, NC

April 2006 – August 2012

- Curriculum Developer, Institute for Homeland Security & Workforce Development
- Executive Director, Public Allies North Carolina
- Adjunct Professor, Departments of English and Public Administration

Teach for America | Clinton Middle School, Clinton, Louisiana

June 1995 – June 1997

EDUCATION

Center for Education Policy Research, Harvard University Strategic Data Fellowship	2017
• Researched data use for improved public policy in alternative education	
The Ohio State University Columbus, OH MFA – English/Fiction Writing	2005
University of Mississippi Oxford, MS MA – Southern Studies	
• Researched education and social capital in rural Southern communities	2001
University of North Carolina at Chapel Hill Chapel Hill, NC BA/BA Journalism and Psychology	1994

Jennifer E. Heyman

4 Edgewater Court- Wakeman, Ohio 44889
216.402.4152
jennifer.heyman1@gmail.com

*"Love is the heartbeat of this school,
and it comes from Miss Heyman.
Every teacher is hired with the
knowledge and intention that they are
here to love kids and equip them with
the tools needed for lifelong success."*

-Tiffany Fong, Teacher

*"Ms. Heyman has a natural ability
to lead. She builds strong and
impactful relationships with her team
and her families by pushing each of
them to reach their highest potential.
She does not falter in the face of
adversity, and she has seen success in
every role she has earned."*

-Pharaon Hranko, Principal

*"You saw something in me that no
one else did. If it weren't for you, I
never would have made it."*

-Isaiah Ray, Former Student

Objective

Assiduous, passionate, driven leader seeking to further her ability to touch the lives of students of all ages; motivated by success and willing to work diligently to help every school reach their fullest potential, achieve excellence, and prepare students for lifelong success

Education and Certifications

Bachelor of Science in Early Childhood Education, Cum Laude
Bowling Green State University, 2008

Certifications

State of Ohio, Preschool through Third Grade Education

Ohio Teacher Evaluation System 2.0

State of Ohio, Alternative Principal Licensure (In Progress)

Key Qualifications

Experience in **hiring and retaining high quality educators**, as evidenced by a 90% staff retention rate over the last three school years

Instructional leader with measurable accomplishments, including increasing the Performance Index score on the state report card from a 43/F to a 54.6/D within one school year, while maintaining a "C" or higher in the Special Education Category

Capability to **analyze cause and effect relationships** and implement solutions to problems, as evidenced by the addition of a Preschool and a Yoga and Meditation Room to both increase enrollment and increase student achievement

Accomplished academic coach with proven results, as evidenced by all teaching staff holding Skilled or higher rating on the Ohio Teacher Evaluation System

Interpersonal and organizational skills that will be beneficial in coordinating and leading high yield Professional Development and collaborating with colleagues

Ability to interact with at-risk students and families and **respect for diversity** in experiences and backgrounds of individuals

Desire to **work relentlessly** in the pursuit of the **Charter School Specialists' Mission and Vision**

Employment

- **Director of Literacy Development, Charter School Specialists:** October 2023-Present
Pickerington, Ohio; Duties: Provide oversight and technical assistance to schools related to literacy, ensure alignment of documents to legislative requirements and best practices, lead workshops and professional development related to literacy for schools.
- **School Improvement Coordinator, Charter School Specialists:** August 2021-September 2023
Pickerington, Ohio
- **Principal, Orchard Park Academy:** August 2018 to May 2021
Oakmont Education, Cleveland, Ohio
- **Principal, West Preparatory Academy:** January 2015 to August 2018
Oakmont Education, Cleveland, Ohio
- **Assistant Principal, Imagine Harvard Community School:** August 2013 to January 2015
Imagine Schools, Cleveland, Ohio
- **Third Grade Teacher, Imagine Cleveland Academy:** August 2012 to August 2013
Imagine Schools, Cleveland, Ohio
- **Fourth Grade Teacher, C.M. Grant Leadership Academy:** August 2011 to August 2012
The Leona Group, Columbus, Ohio

- **Third Grade Teacher, Bucyrus Elementary:** August 2009 to August 2011
Bucyrus City School District, Bucyrus, Ohio

References available upon request.

CARLA ISAAC

12317 Woodsfield Cir. W, Pickerington, OH 43147

(614)314-5670

cisaac@charterschoolspec.com

BACKGROUND

I have worked in community school sponsorship for over eighteen years and 14 years in state and city government. I use my skill set in the areas of project management, document management and special projects coordination to ensure sponsor compliance in a wide range of areas and to provide resources and information to schools.

PROFESSIONAL EXPERIENCE

SPECIAL PROJECTS DIR/COMPLIANCE COORD	YEARS EMPLOYED (2005 -PRESENT)
<i>Charter School Specialists</i>	<i>Columbus, Ohio</i>
<ul style="list-style-type: none">■ Oversee key sponsorship projects■ Responsible for coordinating with the Ohio Dept of Education on various issues and compliance■ Maintain and track key compliance submissions.■ Provide customer service to all sponsored schools■ Create and maintain data using various software■ Retain, scan, and track files■ Assist schools as needed with transportation and document compliance.■ Assist with student services and records■ Create and distribute marketing materials by mail and conferences■ Coordinate and schedule meetings■ Review and sponsor approve potential board members for sponsored schools■ Develop and distribute monthly newsletters■ Review school calendars and schedules to ensure minimum hours are met■ Maintain OEDS and follow up with other school OEDS administrators to ensure accuracy in the directory for schools■ Assist schools in need of guidance and implementation on soes, direct certification, OEDS, LPDC setup, school records and community school laws■ Review new school applications and contracts■ Send information and reminders to schools on timelines, deadlines for compliance. and communications from Ohio Dept of Education	
ADMINISTRATOR ASSISTANT	YEARS EMPLOYED (2001 - 2004)
<i>Columbus Public Schools</i>	<i>Columbus, Ohio</i>

- Assisted the Principal in daily functions at school
- Coordinated travel arrangements for Principal and faculty
- Organized and oversaw Honor Roll assemblies and produced all Honor Roll Awards using Power Point, arranged for meals, sent out flyers and letters to inform parents
- Arranged catering and entertainment for faculty /staff luncheons, dinners and assemblies
- Produced and maintained staff and student roster to produce mail merges, name tags and mailing labels for assemblies and public meetings
- Created presentations using Power Point for staff meetings and parent/teacher meetings and operated overhead equipment
- Supervised secretary and non-certificated staff
- Acted in the Principal's absence by attending administrative meetings, disciplining students, contacting parents, and reconciling petty cash
- Input and updated all student information in the Student Information System (SIS)
- Produced reports and letters using SIS
- Produced all reports and corresponded with the Franklin County SMART Liaison and attended court when necessary for all excessive student absences/parental neglect.

- Input and tracked purchased orders and monitored account balances using CPSone software
- Inventoried all school property and produced reports for the CPS Treasurer's Office
- Composed documents, memos, letters, etc. using word processing and spreadsheet software
- Perform routine and non-routine administrative tasks by formulating decisions and making judgments of policies and procedures
- Prepared payroll

ADMINISTRATIVE ASSISTANT

YEARS EMPLOYED (1999 - 2000)

American Management Systems

Columbus, Ohio

- Perform routine and non-routine administrative tasks by formulating decisions and making judgments of policies and procedures
- Composed documents, memos, letters, etc. using word processing and spreadsheet software
- Prepared presentations using Presentations, Freelance and Power Point for interdepartmental meetings and conferences
- Acted as liaison between our office and various state agencies
- Prepared brochures, flyers, name tags and banners for meetings and conferences
- Coordinated travel for the administrative office
- Setup meetings between AMS and state and county agencies, arranged for conference rooms, equipment and meals
- Prepared registration forms and packets, collected fees and oversaw registration table at conferences
- Prepared flow charts and organizational charts using Easyflow, OrgPlus and Visio software
- Created and maintained automated templates using WordPerfect and Access software
- Arranged catering services for various work related functions
- Used databases software to setup and track personnel and their evaluations
- Proofread documents for accuracy and ensured compliance with company policy
- Maintained, monitored and reconciled budget for supplies and equipment on a monthly basis
- Processed claims and billings for ICMS project
- Maintained computerized file and log system for supplies, reports, and manuals
- Maintained/troubleshoot printers and copiers
- Acted for Executive Assistant in her absence
- Opened and distributed mail
- Answered multi-line phone system

EXECUTIVE SECRETARY

YEARS EMPLOYED (1991 - 1998)

ODHS, Office of Fiscal Services

Columbus, Ohio

- Reported directly to the Deputy Director to perform all routine and non-routine administrative tasks by formulating decisions and making judgments of policies and procedures
- Prepared and analyzed various reports using spreadsheet software
- Prepared presentations for the Department of Human Services and various counties for interdepartmental and intradepartmental meetings
- Composed correspondence, memos, letters and position descriptions using various software
- Created complex merges and documents for all 88 counties using various software
- Proofread documents for accuracy and ensured compliance with company policy
- Coordinated Human Services Finance Officer's (HSFO) conference in Columbus, Ohio by arranging travel and hotel arrangements for ODJFS, speakers and registrants, securing conference space, securing speakers, distribution of conference materials, creating brochures, registration forms, and name tags; registered and collected registrations fees of conference attendees; Solicited sponsors for conference and oversaw nightly entertainment for guests,
- Maintained, monitored and reconciled budget for supplies and equipment on a monthly basis for the Deputy's office
- Screen applications and set up interviews
- Produced automated forms for the Administrative office and various bureaus

- Prepared Payroll for the Administrative office and bureau chiefs
- Setup and maintained automated templates for use among other offices using WordPerfect, Jetforms, Form Tool Gold, access, etc.
- Setup and maintained filing system
- Answered multi line phone system
- Provided customer service for the Administrative office and the bureaus
- Arranged meetings for the deputy director and assistant deputy
- Maintained deputy director's and assistant deputy's schedules
- Attended meetings in the Administrative Assistant's absence
- Maintained/ troubleshoot copies and printers
- Ordered and maintained supplies using payment card
- Acted as liaison between other state offices and agencies
- Provided assistance to the Director's office Legislative Office

WORD PROCESSING SPECIALIST II

YEARS EMPLOYED (1988 - 1991)

Ohio Department of Human Services

Columbus, Ohio

Office of Administrative Support

- Composed correspondence and memos for the Deputy Director using various software
- Prepared organizational charts and flow charts using Easyflow and OrgPlus
- Prepared charts using Easyflow
- Provided customer service for the Deputy's Office
- Updated and maintained state procedure manuals
- Performed complex merges using various software packages
- Setup and maintained personnel database using Access software
- Screened employment applications and set up interviews
- Prepared Payroll for the Deputy Director's office and bureau chiefs
- Arranged meetings
- Setup and maintained filing system
- Answered multi phone system
- Responsible for mass mailings to all 88 counties in the state of Ohio

EDUCATION & REFERENCES

Available upon request

Kerry Jupina
1008 Stans Way SE
Warren, Ohio 44484
330-518-0841 / kerryjupina@gmail.com

Professional Experience

Charter School Specialist

November 2022 to Present

Director of College and Career Readiness

Responsible for oversight of 85 sponsored schools across Ohio for their career pathway, workforce and career development and student exploration and career advisory initiatives. Provide onsite and technical assistance with college and career programs as well as School Improvement needs.

Participated in Onsite assistance reviews. Ensure schools were meeting their contractual agreements aligned and approved by the Ohio Department of Education.

Education Empowerment Group

June 2022 to November 2022

Director of Operations

Responsible overall operations of EEG managed Drop Out Recovery and High Schools across the state of Ohio. Supervised, mentored, and coached 7 Building Principals. Responsible for the development and implementation of the 22+ Program in 5 DOPR schools. Provided oversight of the CTE initiatives and credentialing programs at the school level.

Charter School Specialist

June 2016 to June 2022

Director of College and Career Readiness

Responsible for oversight of 85 sponsored schools across Ohio for their career pathway, workforce and career development and student exploration and career advisory initiatives. Provide onsite and technical assistance with college and career programs as well as School Improvement needs.

Participated in Onsite assistance reviews and compliance site reviews. Ensure schools were meeting their contractual agreements aligned and approved by the Ohio Department of Education.

PsyCare Inc. Counseling Agency

May 2014 to June 2016

Director of School and Family Solutions

Develop and manage school counseling programs in 7 school district to address student social/emotional issues. .
Supervise School Social Workers.

Independent Education Consultant, LSW

July 2012 to 2015

High Schools, Charter Schools and Higher ed. Schools

Provide School Improvement expertise in many areas including but not limited to, Student Social Emotional Well Being, Student Recruitment and Enrollment, Academic Improvement, Operations, Business Development, Youth Development, Family Support and Engagement, Building Relationships, Understanding Poverty, Community Engagement and Student Retention.

White Hat Management, Akron, Ohio

June 2009 to June 2012

Vice President, Life Skills Centers

Responsible for overall operations and strategic planning of 30 dropout-recovery Charter High Schools. Managed 30 school administrators. Managed multi-million-dollar budget. Lead strategic planning and marketing initiatives for 30 schools.

Director of Academic Achievement & Administrator Development

Directed the academic programming of 36 Life Skills Centers (Dropout Recovery High Schools) in five states. Developed and trained current and new Principals/Administrators within the schools. Supervisor/Team Leader of five corporate directors. Assisted 18 schools with the development of their School Improvement Plans and monitored their progress.

Trumbull County Life Skills Center, Warren, Ohio**August 2001 to June 2009*****Administrator***

Provided educational leadership to all staff. Guided, assisted and supported all educational activities and school improvements efforts. Maintained discipline and Code of Conduct. Responsible for all staff hiring, training and retention. Facilitated new student orientations. Evaluated staff members in assigned duties. Provided oversight for staff Professional Development. Insure the school met all state compliance requirements. Engaged in local marketing efforts for school enrollment.

Assistant Administrator

Assisted in administrating center policies. Maintained discipline activities according to the school's Code of Conduct. Assisted with staff evaluations, attendance, enrollment and expulsions hearings.

Family Education Advocate

Responsible for working with student's ages 16 to 21 and their families by providing social work services to reduce or eliminate any obstacles that may interfere with the educational process of the student. Worked closely with school principal and staff to help each student succeed.

Warren City Schools, Warren, Ohio**January 1999 to August 2001*****Outreach Coordinator***

Responsible for coordination and implementation of drug and alcohol education and safety programs in 15-schools in the district. Provided student and family interventions. Managed a summer academic and recreation program. Supervised 15 school-community liaisons. Responsible for managing Safe and Drug Free Schools grant and maintaining budgets.

Ohio Department of Education**May 2000 to June 2002*****Contracted Trainer***

Provided Conflict Management training for schools throughout the state of Ohio for the Ohio Commission Dispute Resolution & Conflict Management.

Belmont County Community Action Commission, St. Clairsville, Ohio**February 1998 to January 1999*****Social Worker/Family Mentor***

Provided home-based services to families in Early Start and Early Intervention programs. Conducted childhood screening utilizing the Battelle Developmental Inventory and the Denver Developmental Screening tools. Initiated and maintained Individual Family Service Plans while working directly with local community agencies.

Education**State University of New York at Brockport, Brockport, New York****September 1987 to August 1991**

Bachelor of Science: Health Science - Minor: Psychology – Concentration: Substance abuse Counseling

Other Trainings**License Social Worker****Trauma****June 1997 to present****Aha Process, Inc., Houston, Texas****December 2011 to December 2013**

Certified Trainer in A Framework for Understanding Poverty and Educational Researched based strategies

Activities

Academy of Arts and Sciences

Board Member

August 2007 to June 2009

JASON P. KEE
1541 E. Quail Run Dr
Newark, OH 43055
Mobile Phone: 740-258-8932
Email: jasonpkee@gmail.com

Summary of Professional Qualifications:

- ❖ 11 years of Management and Supervisory experience
- ❖ 1 year of Charter School Experience
- ❖ Ohio School Business Manager License
- ❖ Licensed to practice Law in the state of Ohio

Work Experience

**Charter School Specialists
Pickerington, OH**

- Directing the New School Application Process
- Directing the Charter Contract and Attachment Process

**July 2022 - current
Assistant Legal Counsel**

- Monitor new legislation and communication of legislation updates to schools
- Directing document collection for charter school sponsor evaluation

**Gahanna Jefferson Public Schools
Gahanna, OH**

- Management of daily route operations
- Budget Management and oversight
- Training of transportation personnel

**July 2018 – July 2022
Director of Transportation**

- Supervision of transportation personnel
- Preparation of Ohio Department of Education required reports
- Student behavior management

**Newark City Schools
Newark, OH**

- Management of daily route operations
- Budget Management and oversight
- Training of transportation personnel

**August 2011 – July 2018
Director of Transportation**

- Supervision of transportation personnel
- Preparation of Ohio Department of Education required reports
- Student behavior management

**Law Firm of Jason P. Kee, Esq.
Newark, OH**

- Handling general practice matters
- Handling estate planning and estate administration matters

**Zollinger, Gruber, Thomas & Co.
North Canton, OH**

- Document drafting for several areas of law
- Primary attorney for all estate planning and estate administration matters

**2009 – 2011
General Practice Attorney**

- Handling domestic relations matters
- Advising businesses and representing businesses in litigation and arbitration matters

**2007 - 2009
Real Estate/Business Firm Associate**

- Advising clients regarding commercial real estate transactions
- Handling all litigation matters for specific corporate clients

Education:

- Ohio State University. Classes for Ohio School Business Manager's License. May 2016
- University of Akron Law School. Graduated with a Juris Doctorate Degree. May 2007.
- Kent State University. Graduated with a Bachelor of Arts. May 2004.

Volunteer Work:

Providing Limited Representation Service to the Volunteer Legal Services Program "Save the Dream" Foreclosure Project; Providing Limited Representation and pro bono legal work with SEOLS pro bono clinics.

Licenses:

- Attorney (0082818);
- Ohio School Business Manager License (OH3148297);

Membership Associations:

- Member of Alliance of Public Charter School Attorneys;
- Member of American Mensa;
- Member of Ohio Association of School Business Officials

Kodie M. Keller

2238 Emerald Drive Akron, Ohio 44312 (330) 464-1265 kodie.keller@gmail.com

Professional Summary:

Professionally, I am seeking a position in school administration/office management that allows my communication skills and managerial experience to continue to further advance my career. The next step in my career path is to gain opportunities to further develop and utilize leadership roles in an organization where my combination of skills and experience can be of mutual, long-term benefit.

Education:

The University of Akron: B.A. in Business and Organizational Communication

- Public Relations and Intercultural and Interpersonal Communications
Ohio State Beekeepers Association, Summit, Medina, and Tri-County Beekeepers Associations
- Annual beekeepers seminar and classes/mentorship programs /OH state Journeyman certification

Proficient in:

Community School Compliance
PowerSchool student/administration system
School Mint student/administration system
DASL student/administration system
Enrollstream business system
House Bill 410: Attendance and truancy reporting
Managerial systematics for staff and professional development
Communicatory wellness between staff lines and parent/guardian lines
Press Release formatting and distribution to media outlets
Special event and promotional marketing/coordination
Academic and Student Support
Non-violence Training and certification
First Aid/CPR certified
Microsoft Operating Systems/Programs
Canva Design system
Type 90 words per minute
Apiary development and education

Professional Experience:

Charter School Specialists

School Compliance Coordinator

Pickerington, OH

July 2023-Present

- Monitor compliance of community schools
- Provide technical assistance to support schools in becoming compliant with rules, laws, and terms of their charters with St. Alyosius Orphanage
- Conduct virtual and onsite compliance reviews
- Complete compliance reports
- Attend school board meetings throughout the year
- Engage in general interactions with school leaders, board members, and other

representatives

- Complete special projects as assigned

NEOMED
Assistant Director, Credentialing

Rootstown, OH
May 2023-July 2023

- Maintain all student academic records: past, present, future
- Responsible for the efficient, effective, and centralized process of ensuring student credential opportunities, verification, compliance and remediation for all NEOMED students
- Participates in the development and implementation of credentialing processes and procedures
- Oversees the Credentialing Review Committee responsible for approving and implementing all student credentials
- Ensure that appropriate credential opportunities are provided, and compliance is met for students to meet the eligibility requirements for any academic and clinical opportunities and that accreditation and college requirements are met
- Recommends policies pertaining to the collection, maintenance and reporting of credentials and credential compliance and ensures that FERPA and HIPAA policies are followed
- Oversees the resources, technologies, strategic planning and implementation, student communications, and daily operational management of the Credentialing Office
- Identifies challenges and solutions to improve student education around credentialing and compliance and supports student progression
- Collaborates with third party entities involved in credentialing and electronic platforms for the management of credentials
- Oversee the efficient, effective, and centralized process of ensuring student credential opportunities, credential verification, credential compliance and credential remediation for all NEOMED students; participates in the development and implementation of credentialing processes and procedures; recommends policies pertaining to the collection, maintenance and reporting of credentials and credential compliance and ensures that FERPA and HIPAA policies are followed
- Manage student insurance, toxicology screenings, immunization clinics, credentialing clearance for rotating students, and credentialing requirements including trainings and criminal background checks

The University of Akron
Registrar: Student Progress Manager

Akron, OH
Jan 2022-May 2023

- Maintain all student academic records: past, present, future
- Manages student accreditation: including adding, withdrawing from classes
- Process data requests
- Ensure FERPA compliance and security
- Coordinate the University's academic schedule of classes and final exams schedules
- Process degree clearance and posting of awarded degrees
- Produce and distributes transcripts
- Provide students, faculty, and staff exceptional customer service

OBHS Parma Technical School
Enrollment Director

Parma, OH
May 2021-Jan 2022

- Coordinate services and intake for new students in the school, input student information • Process enrollment applications and student records: Enrollment and Registrar
- Process withdrawals and reception of new student records: State and District compliance
- HB410 Truancy and Attendance management
- EMIS and ODDEX systems
- Coordinate school outreach for potential students and families, including marketing and events • Serve as advocate for students and families
- Connect students and families with services and resources
- Serve as communications point for school and administrative offices
- Student retention specialist
- Member of Building Leadership Team
- Student and Family Support

ACCEL Schools
Office Manager/Family & Community Liaison

Akron, OH
Nov 2017 -May 2022

- Coordinate services and intake for new students in the school, input student information
- Process enrollment applications and student records: Enrollment and Registrar
- Process withdrawals and reception of new student records: State and District compliance
- HB410 Truancy and Attendance management
- EMIS and ODDEX systems
- Coordinate school outreach for potential students and families, including marketing and events • Serve as advocate for students and families
- Connect students and families with services and resources
- Serve as communications point for school and administrative offices
- Student retention specialist
- Member of Building Leadership Team
- Student and Family Support
- Serve as resource and community advocate for students and families, coordinate enrollment efforts, coordinate outreach efforts, serve as primary liaison between students, parents, teachers, faculty
- Work with school leadership to meet goals, create a welcoming and team-oriented atmosphere, and build an open and honest culture in line with company values
- Ensure timely and accurate completion of human resource processes
- Manage school-wide phone, email, and in-person communications
- Weekly time & attendance submissions for 100% of staff and students
- Compliance with House Bill 410 guidelines and procedures for student truancy • Process student registration, enrollment- input student and staff data, and withdrawals • Establish and maintain student cumulative files and other records securely and confidentially per federal, state and local regulations
- Achieve compliance with all federal, state, local and school student

record-keeping requirements such as to:

- Ensure 100% on-time and complete daily attendance submissions
- Complete all required steps of the truancy process
- Process student withdrawals
- Prepare and maintain transcripts
- Fulfill records requests within policy guidelines
- Participate in annual student record audits
- Perform administrative support functions
- Log and report issues pertaining to office equipment, technology, custodial, and facilities
- Maintain up-to date transportation logs and coordinate with transportation officer and vendors as needed
- Ensure timely and accurate completion of human resource processes including I-9 verification for new hires
- Manage enrollment, registration, daily attendance, school transfers/withdrawals, student behavior issues, schedules, organize field trips, employee time punches, lunch count numbers, log entries, etc
- Acclimate quickly to various situations and use quick, professional judgment to operate and complete multiple tasks at once

Certifications/Licensures

- Ohio Department of Education: Long-term substitute certification
- First-Aid and CPR: Certified until 2022
- Ohio Child Care Resource and Referral Association
- AIR Child Care Ohio
- ODJFS Child Care Transportation

Professional Associations

- Summit County Beekeepers' Association: Board Member: Secretary (2016-2018)
 - Public Relations and Media Manager Specialist
 - Educator for annual beginner's classes
 - Mentor to other club members
- Backyard Farms Ohio, LLC: Owner, operator
 - Small scale urban farm and development company

Dan V. Lamb

14279 Perfect Road
Sunbury, Ohio 43074
Cell 614.571.5181
dlamb@charterschoolspec.com

SUMMARY OF QUALIFICATIONS

- Active Ohio School Treasurer's license
- Knowledge of the ReDesign Uniform School Accounting System (USAS) and the Uniform School Payroll System (USPS)
- Knowledge of QuickBooks
- Knowledge of Ohio Revised Code
- Strong mathematical, analytical, and problem-solving abilities
- Proficient in Microsoft Excel

CAREER EXPERIENCE

Charter School Specialists, Pickerington, Ohio

2011 – present

Treasurer

- Serve as an active treasurer for thirteen community schools within Ohio.
- Responsible for preparing annual and quarterly budgets as well as semi-annual forecasting.
- Attend all board meetings and provide prior month and year-to-date financials.
- Responsible for payroll processing and accounts payable.
- Helped spearhead bond financing for three community schools allowing for the acquisition and construction of three school buildings.
- Work with administrative staff during the annual audit process.

Upper Scioto Valley Local School District, McGuffey, Ohio

2010 – 2011

Assistant Treasurer

- Responsible for salary and benefit projections in order to assist the treasurer in updating the five-year forecast.
- Worked with the treasurer on the appropriations and certificate of estimated resources.
- Helped with board meetings which include preparing the board packets and agendas as well as filling in when the treasurer is not present.
- Responsible for payroll processing, monthly reconciliations, and quarterly and year-end payroll closings.
- Handled the insurance benefits which include enrollments and terminations, monthly payments, and assistance to staff members regarding questions or concerns about the benefits.
- Worked with the treasurer in building an insurance modeling spreadsheet as the district explored a Health Savings Account in order to save on insurance costs.
- Assisted with the reconciliation and balancing of bank accounts for month end closing.
- In charge of accounts receivable to ensure that all monies owed are reimbursed.
- Responsible for monitoring grant accounts and performing project cash requests as needed.

Marysville Exempted Village School District, Marysville, Ohio

2008 – 2010

Fiscal Support

- Processed purchase orders, invoices, and receipts while ensuring the transactions were coded correctly to USAS standards.
- Assisted the treasurer in the annual budgeting process through extracting account data and compiling worksheets for different department chairs throughout the district.
- Filed catastrophic costs, excess costs and handled other tuition related matters while working closely with the special education administrator and EMIS coordinator.

- Collaborated with the grant administrator to set up new accounts, monitor expendable balances, make account modifications as needed, perform project cash requests and file the final expenditure reports.
- Oversaw the records retention program which included revisions and updates to the retention schedule and advising district personnel when to properly dispose records.
- Worked with the school business manager and key vendors relating to cooperative purchasing programs, contracts and lease agreements.
- Responsible for documenting department processes to ensure continuity of business operations.
- In charge of overseeing certain student activities and making sure that the correct paperwork is submitted as required by the AOS (statement of purpose, budget, and sales project potential).

JP Morgan Chase, Columbus, Ohio

Internal Auditor

2007 – 2008

- Advised clients on ways to mitigate potential risk exposure through modifying control procedures.
- Collaborated with a team of staff auditors to develop action plans for internal business units to help reduce financial risks to the bank.
- Developed audit projects, including the continuous home lending audit for 2008 to drive changes to the annual plan.
- Recommended a new reconciliation procedure for nine wholesale lending units resulting in a streamlined process.
- Identified control deficiencies within a specific line of business that required a better quality assurance process and an increase in management oversight.

Option One Mortgage, Columbus, Ohio

Sales Support Representative

2006 – 2007

- Developed relationships with external clients while maintaining a 50 percent customer retention rate.
- Supported clients on the automated underwriting platform in order to save time and maximize cost-efficiency.
- Utilized a reporting database in order to identify and prospect new clients through cold calling and email marketing campaigns.
- Increased daily loan applications by over 40 percent of the original baseline within the first three months of employment.

Nationstar Mortgage, Columbus, Ohio

Account Executive

2005 – 2006

- Presented company products and services to business owners, management, and staff.
- Led the Northern Ohio region in loan volume from August 2005 thru January 2006.
- Evaluated daily reports to identify performance of existing brokers and potential prospects.
- Developed annual territory goals and projections based on historical data for senior management.
- Expanded new accounts by over 60 percent in the first 12 months of hire date.

Option One Mortgage, Columbus, Ohio

Underwriter II

2001 – 2004

Columbus, Ohio

- Underwrote loan packages with \$500,000 in lending authority.
- Identified solutions for account managers on problem files prior to closing.
- Reviewed appraisals and researched property values to identify potential lending risks.
- Audited loans for new underwriters to verify completeness and accuracy.
- Trained new underwriters on potential risk, indicators and the significance of fraud awareness.

Ohio University, Athens, Ohio
Bachelor of Business Administration in Finance, 2001
GPA 3.4 on 4.0 scale

COMPUTER SKILLS

- Microsoft Office: Excel; Word, Power
Point, Access, and Outlook
- PeopleSoft
- Lotus Notes
- GroupWise
- State Accounting Software
- Safari
- GroupWise

CASSANDRA J. LUTES

427 Sandburr Drive, Columbus, OH 43230
Cell: 614-557-5728 - cassieseager@gmail.com

PROFESSIONAL SUMMARY

SHRM-CP certified Human Resource Manager offering over 8 years of in-depth experience in administration of vital business projects and processes. Excellent communicator and project manager with strengths in daily operations management, workflow improvements and customer service. Seeking to broaden my skills in an HR and/or Payroll position in the Education field .

SKILLS

- Strong client relations
- Payroll administrator
- Unemployment laws
- Records maintenance
- Attention to detail
- Filing and data archiving
- Decision-making ability
- Human resources management

WORK HISTORY

02/2023-present

Payroll Specialist (part-time)

Charter School Specialists, LLC-40 Hill Rd. S., Pickerington, Ohio 43147

- Accurately enter and update employee records, compensation, and deductions into State Software according to client instruction and forms submitted
- Track employee leave and attendance in State Software
- Enter total hours and days of work for non-salaried employees
- Process semi-monthly payroll for 4 Ohio Charter Schools
- Report semi-monthly compensation and days/hours to appropriate retirement system (STRS/SERS) for each eligible employee
- Pay payroll related expenses either monthly or semi-monthly (SERS/STRS, Federal and Medicare Withholding, Ohio Withholding, Local Municipality Withholding, School District Tax, Ohio Deferred Compensation)
- Submit Periodic Reports to STRS and SERS for employee retirement verification
- Prepare, Submit, and Pay Annual and Quarterly Tax Filings
- Frequently and clearly communicate with clients regarding employee records and pay and address any questions timely

08/2021-present

Human Resources Director

Oakstone Community School-5747 Cleveland Ave., Columbus, Ohio 43231

- Maintained personnel files for all employees
- Filed and kept a log of required employee trainings and certifications
- Collaborated with leadership on recruiting and talent acquisition for 9 full-time new hires for the 2022-2023 school year
- Administered compensation and benefits plans
- Used State Software to manage and execute semi-monthly payroll and generate periodic reports
- Filed and paid all monthly, quarterly, and annual taxes
- Maintained records, reports, and contribution payment with SERS and STRS as well as completed periodic inquiries and reports for both retirement systems
- Responded timely and appropriately to Unemployment claims
- Kept accurate record of certified employee time worked
- Maintained confidentiality of sensitive employee information and/or concerns
- Conducted employee on and off-boarding paperwork and activities
- Filed all necessary reports with the Bureau of Worker's Compensation and oversaw participation in discount programs
- Kept a current estimate of employee-related expenses
- Provided advice and guidance to investigations involving misconduct and discipline

08/2020-07/2021

Self-employed/Independent Contractor ***Shipt, Inc.***

- Accepted and delivered customer orders according to delivery preference
- Procured customer grocery items from designated store
- Inspected each item on customer order to ensure highest quality and freshness
- Communicated with customer via phone call or text message about product availability and available substitutions

07/2014 to 07/2020

Human Resources Manager/Compliance Manager/Administrative Support

Law Offices of Robert A. Schuerger Co., LPA – 81 S. 5th St., Columbus, Ohio 43215

- Represented organization at personnel-related hearings and investigations.
- Helped handle understaffing, terminating employees, and administering disciplinary procedures.
- Served as company representative at BWC seminar to promote company objectives and savings.
- Managed bi-weekly processing of payroll for over 100 employees, including review of timesheets and computing pay in accordance with FLSA.
- Reviewed and edited all training materials for accuracy and policy compliance.
- Educated and advised employees on group health plans, and voluntary benefits.
- Helped create and develop company personnel policies, standard operating procedures and employee handbooks.
- Facilitated the criminal background check process for new hires.
- Audited workplace, employee and management policies and procedures.
- Entered personnel and subcontractor data into a central database.
- Attended compliance webinars and communicated necessary information to management
- Led informational compliance meetings for all staff members to ensure all company/industry compliance and security procedures are met or exceeded.
- Tracked and administered required annual FDCPA and HIPAA coursework and testing for all staff members.
- Led national collection license project for company.

11/2009 to 02/2014

Shift Supervisor

Starbucks Coffee Company – Easton Macy's and East Broad St. Columbus, Ohio

- Planned day according to projected business volume.
- Delegated daily tasks to staff
- Viewed store reports such as: customer satisfaction, inventory/product usage, policy changes, and upcoming promotional information and communicated information to team.
- Ordered product based on on-hand quantity weekly.
- Managed cash on hand.
- Handled general customer inquiries and complaints promptly, politely, and effectively.
- Followed leadership of store manager and district manager.

EDUCATION

Began coursework,
no degree

Associate of Science: Business Management

Columbus State Community College - Columbus, Ohio

Business Management

Relevant Coursework: Accounting I, Accounting II, Business Statistics, Business Calculus I, Business Calculus II, Psychology 101, Abnormal Psychology, Cultural Diversity, English 101, English 102, and Ethics

ANGELA N. MANN

SUMMARY OF QUALIFICATIONS:

Highly skilled Administrative Assistant with years of professional experience providing high-level office, administrative and clerical support in a variety of business settings with the ability to efficiently meet tight deadlines, and safely handle confidential information.

- Efficient in Microsoft Office Word, Excel, PowerPoint, Outlook.
- Organized, excellent communicator and customer service skills.
- Dependable, skilled in all aspects of office management.
- Detail oriented, keyboard 60 wpm.

PROFESSIONAL EXPERIENCE:

CHARTER SCHOOL SPECIALISTS (CSS) - Pickerington, Ohio

2010 / Present

Legal Project Manager

- Manage contract modification process for sponsored schools.
- Manage corrective action plan and probation process for sponsored schools.
- Monitor the renewal application process.
- Monitor the Ohio Administrative Code Rules - provide comments as necessary.
- Assist with the sponsorship application process.
- Monitor contract submission process.
- Collect/manage the annual management company evaluations.
- Support the collection of documents and upload them to Epicenter for the Sponsor Evaluation.
- Assist with public records requests.
- Manage expiration dates and other critical information in all charter agreements (contract term, lease agreements, EMO agreements).

THE OHIO VETERINARY MEDICAL LICENSING BOARD - Columbus, OH

Administrative Assistant 2

2008 / 2010

- Provided administrative support to the Executive Director in compiling confidential information for our stakeholder agencies, including the State of Ohio Veterinary Board, the State of Ohio Office of the Attorney General, as well as distributing the information to the constituents.
- Supervised and communicated decisions and direction to the Office Clerk. Responsible for the review and issuance of veterinary and veterinary technician licensure applications.
- Assisted the Executive Director with compiling and formatting correspondence to constituents.
- Assisted the Office Clerk with routine clerical tasks, including answering telephones, direct callers, monitor and respond to general emails from the public, reserve conference rooms, etc.
- Assigned case number and assisted in monitoring investigations, maintained a large database for licensure renewal, assisted with logistics for monthly State Board meetings, compiled / distributed Board meeting minutes.

ANGELA N. MANN

THE OHIO DEPARTMENT OF EDUCATION, OFFICE OF PROFESSIONAL CONDUCT - Columbus, OH

Administrative Assistant 1

2005 / 2008

- Assisted the Executive Director in compiling confidential information for stakeholders, communicated decisions and direction to the office staff on behalf of the Executive Director.
- Monitored and coordinated the administrators' schedules, planned meetings & conferences, scheduled administrative hearings, assisted in preparing materials for group projects; prepared, mailed, faxed, and tracked routine correspondence. Assisted in closing out case investigation files. Reviewed and issued licensure applications. Efficiently performed many other routine clerical tasks.

THE OHIO DEPARTMENT OF EDUCATION, OFFICE OF BOARD RELATIONS – Columbus, OH

Office Assistant 3

2003 / 2005

- Assisted the Executive Director with compiling and formatting of correspondence from State Board members to constituents. Responsible for maintaining a large database of mailing labels for monthly mass mailings. Prepared materials for distribution at each State Board of Education meeting. Maintained and tracked all incoming & outgoing correspondence through CorrTrack. Assisted with State Board meeting logistics, and efficiently performed many other routine clerical tasks.

EDUCATION:

- **Diploma in Business** (1997)
Westland High School, Galloway, Ohio

REFERENCES:

- Available upon request.

Tammie M. Osler, Esq.

Education

JURIS DOCTOR | 2001 | UNIVERSITY OF AKRON SCHOOL OF LAW

- Major: Law
- Licensed to practice law in the State of Ohio since November 2001

BACHELOR'S DEGREE | 1996 | UNIVERSITY OF MOUNT UNION

- Major: Political Science
- Minor: Accounting
- Related coursework: Pre-Law

Experience

GENERAL COUNSEL

Charter School Specialists, Pickerington, Ohio

March 2009 – Present

- Executive Management Team Member
 - Responsible for resource allocation presentations to team on both a yearly and quarterly basis.
- Head of Legal Department
 - Responsible for all application processes related to community schools in the St. Aloysius portfolio or seeking to be in the St. Aloysius portfolio.
- Advise President directly on all internal/external legal and legislative matters related to community schools in Ohio.
- Meet with State Board of Education members on legal and legislative matters related to community schools in Ohio.
- Meet with Ohio State Senators and House Representatives on legal and legislative matters related to community schools in Ohio.
- Draft education legislation and work with the Ohio Department of Education, Ohio State Governor's Office and Joint Committee on Agency Rule Review
- Attend community school governing authority meetings.
- Negotiate contracts for over 80 charter schools, including review of management agreements and school leases.
- Provide technical assistance, oversight and monitoring to over 80 charter schools in the St. Aloysius portfolio.
- Provide legal updates to over 80 charter schools on an as needed basis.
- Provide professional development opportunities to over 80 charter schools regarding community school law in Ohio.
- Provide training to community school governing authority members on laws governing community schools in Ohio.

STAFF ATTORNEY

The Ohio Department of Education, Columbus, Ohio

March 2007– March 2009

- Successfully managed all teacher/administrator misconduct investigations and hearings.
- Negotiated consent agreements and voluntary surrenders of teacher/administrator licenses.
- Partnered with Attorney General's Office to conduct license revocation hearings.

ASSISTANT PROSECUTOR

Canton City Prosecutor's Office, Canton, OH

November 2001 – March 2006

- Litigated over 50 cases while managing a docket of one hundred cases per month
- Conducted pre-trials, motion hearings and trials.
- Successfully built attorney intern program, hiring and managing interns
- Resolved citizen complaints with 100% satisfaction

Susan Scarponi

908 Foxhollow Court

Akron, Ohio, 44313

330 283 2904

sscarponi@charterschoolspec.com

WORK EXPERIENCE

CHARTER SCHOOL SPECIALISTS, Pickerington, OH

Director of Special Education Program Compliance, July 2013 – Present

- Review Special Education Records for compliance with Federal and State laws
- Provide professional development for teachers and administrators
- Investigate all complaints received from Ohio Department of Education and Charter School Specialists
- Attend School Board meetings to provide support and ensure compliance with charter school law
- Assure that schools are prepared to open

WHITE HAT MANAGEMENT, Akron, OH

Director of Special Education, Aug 2000 – Jun 2013

EDUCATION

Wittenberg University, Springfield, OH

Special Education

Ohio State University, Columbus, Ohio

Master's Degree in Special Education

Ohio State University, Columbus, Ohio

PhD coursework

Nannette Sherman

727 Brown St, Zanesville, OH 43701

Phone: 740-607-9174 E-Mail: nsherman@charterschoolspec.com

Experience

Charter School Specialists

August 20, 2018-Present

Position: Director of Federal Programs

Responsible for providing technical assistance to schools regarding compliance to federal regulations for all Title Programs. Provide professional development training to school leaders regarding federal grant guidance and regulations. Responsible for completing federal consolidated grant applications for contracted schools.

Ohio Department of Education

March 17, 2014-August 2018

Position: Office of Federal Programs Consultant

Responsible for providing technical assistance to districts regarding compliance to federal regulations for all Title Programs. Also serve as an auditor to monitor compliance to ESSA. Provide professional development training to district personnel including superintendents, treasurers, directors, and teaching staff. Reviews district grant applications and revisions. Responsible for the state monitoring of district Maintenance of Effort.

Clovis Municipal Schools

July 1, 2010-February 17, 2014

Position: Executive Director Student Support Services & Compliance Coordinator

Responsible for all special education programs for district; 504 plans; recruitment and hiring of special education and related services staff; supervision of SAT referral process; served as district hearing officer for Expulsion Hearings for all special education and gifted students. Supervision of 80 staff members. Completion of IDEA B Grant Application and Impact Aid Application.

West Contra Costa USD

July 1, 2008-June 30, 2010

Position: Special Education Administrator, Secondary Programs and 504s.

Responsible for all special education programs for secondary programs in the district. Reviewed IEPs served as administrator at IEP meetings; led professional development trainings for special education teachers and related services staff.

Lake Elsinore USD

July 1, 2007-June 30, 2008

Position: Program Specialist

Responsible for secondary special education programs in the district. Reviewed IEPs, served as administrator at IEP meetings. Provided professional development for secondary special education teachers.

Val Verde USD

December 1995-June 30, 2008

Positions: Special Education Teacher 9-12, Kindergarten Teacher, ½ Split Classroom Teacher; Title I Program Teacher, Assistant Principal.

Responsible for teaching general education students; also designed and ran the Title I intervention program on elementary campus. Served as Special Education Department Chair and teachers' union site representative. Helped write curriculum for secondary special education classes.

Riverside County Office of Education

August 15, 1987-6-1990/6-1992 -12-1995

Position: Special Education Teacher

Special education teacher for emotionally disturbed students in grades 4-6 and 9-12.

Education

Walden University

2009-2011

Doctorate in Education Program. Withdrew due to new work requirements.

University of California

1995-2000

Master's in Educational Administration. Doctorate in Education Program in Educational Administration, withdrew due to personal issues.

Muskingum College

1985-1986

Credential program in Learning Disabilities and Behavior Disorders.

Ohio University

1975-1985

BA in Psychology.

Skills & Credentials

Experience with web-based IEP programs. Certificate of English Language Development through California.

State of Ohio teaching licenses: 7-12 Biology, Social Psychology, K-12 Learning Handicapped and Behavior Disordered.

State of New Mexico Level III teaching licenses: PK-12 Special Education, K-8 Elementary, Administration.

State of California Professional teaching licenses: PK-12 Special Education Mild to Moderate Specialist, K-8 Elementary, Administration.

References

Steven Foreman

740-607-6815

980 Eastward Circle, Zanesville, OH 43701

Chantelle Carter

937-631-3786

2415 Erter Dr, Springfield, OH 45503

Elena Sanders

614-752-1561

25 S. Front St, Columbus, OH 43214

Frank W. Stoy
143 E. Columbus Street
Columbus, Ohio 43206
(419) 386-6511
Frankstoy1@gmail.com

PROFESSIONAL EXPERIENCE

Charter School Specialists, Pickerington, Ohio 2016-present:

Governing Authority Relationship Coordinator

- Attend governing authority meetings. Develop meaningful relationships with governing authority members that allow them to best serve their schools. Provide technical assistance and training where appropriate.
- Provide training and support to Charter School Specialists staff to best serve the work they do with governing authorities.
- Complete special projects as assigned.
- Write and edit *Sponsor Connection* newsletter articles which is distributed monthly to stakeholders including management companies, school leaders and community school governing authority members.
- Coordinate all post audit conferences and follow up and review audit reports for sponsored community schools.
- Work with customers to locate transcripts, verification of attendance and other documentation from closed community schools.

Compliance Coordinator

- Monitor compliance of community schools sponsored by St. Aloysius Orphanage through onsite compliance reviews, annual opening assurances, attendance at schools' Board meetings, and general interactions.
- Complete special projects as assigned.
- Write and edit *Sponsor Connection* newsletter articles which is distributed monthly to stakeholders including management companies, school leaders and community school governing authority members.
- Coordinate all post audit conferences and follow up and review audit reports for sponsored community schools.
- Work with customers to locate transcripts, verification of attendance and other documentation from closed community schools.

Operations Coordinator, Legal Department

- Provide support to General Counsel in variety of areas relevant as a sponsor of 40 plus community (charter) schools statewide.
- Participate in and help coordinate charter contract functions including renewal/reauthorization, new school contracting, existing school contracting.
- Lead and implement intervention (probation, suspension, termination) with poor performing and failing schools and communicated with stakeholders reasons for these actions
- Implement and coordinate community school closure procedures when needed.
- Develop and modify Standard Operating Procedures that support the sponsorship work provided by Charter School Specialists
- Wrote and edited *Sponsor Connection* newsletter which is distributed monthly to stakeholders including management companies, school leaders and community school governing authority members.
- Coordinate all post audit conferences and follow up and review audit reports for sponsored community schools.
- Interacted with and maintained positive working relationships with a variety of stakeholders including the Ohio Department of Education, Ohio Auditor of State, Ohio Coalition for Quality Education, Cleveland Transformation Alliance
- Provide training and professional development via Web Ex for stakeholders on a variety of topics including school closure, contracting and statutory requirements.
- Attend community school governing authority meetings and provide support to governing authority members.
- Provide technical assistance to sponsored community schools on a variety of issues relative to the successful operation of the schools.
- Support Sponsors Assurances process including school visits and review of records and follow up documentation.
- Develop and implement surveys, including self- evaluation for feedback from stakeholders and internal staff to help improve processes.
- Provide support and review of submissions for the Ohio Department of Education Quality Sponsor Review

Ohio Department of Education, Columbus, Ohio 2015-2016

Director of Sponsor Development, Office of Quality School Choice

- Serve as primary point of contact for and delivering high-quality customer-focused technical assistance to sponsors and their schools.
- Review and develop processes and procedures including contract modifications, sponsor assurances, school opening procedures, suspension and closing procedures and new requirements identified in House Bill 2.

- Analyze and disseminate policies, standards, administrative and business rules to stakeholders.
- Review changing state and federal laws, best practices and educational data and research and recommend policy changes to leadership.
- Provide guidance to potential community school developers, sponsors and other stakeholders regarding expansion of high performing community schools in Ohio.
- Establish, monitor, and communicate guidelines and timelines for projects to internal and external stakeholders.
- Write high level reports, guidance documents and project summaries.
- Manage the preparation of the ODE Annual Community School Report
- Provide support to ODE program leadership that impacts community schools such as community schools facilities grant, graduation requirements, dropout prevention and recovery, Epicenter, special education, federal program, legal and policy, communications, school finance, curriculum and assessment and preschool and early childhood programs
- Hire, train and support community schools development team and support staff
- Provide training and development to community school sponsors, boards and governing authorities.
- Present information and respond to requests from the State Board of Education and various state board committees.

Ohio Council of Community Schools, Toledo, Ohio 2011-2015

Director of Contracts and External Relations

- Directed and coordinated all charter contract functions including renewal/reauthorization, new school contracting, contract amendments, updates and negotiation.
- Lead and implemented intervention (probation, suspension, termination) with poor performing and failing schools and communicated with stakeholders reasons for these actions
- Implemented and coordinated community school closure procedures when needed.

- Supported use and development of data management systems including Epicenter and OCCS complaint management system and evaluated their impact on success of schools sponsored by OCCS.
- Assisted the executive director in managing the OCCS team including administrative support, technology, regional representatives, performance and accountability, compliance and in-house legal counsel.
- Provided leadership for OCCS in local, state and national venues and conferences, meetings, presentations and associations. Memberships included the Ohio Association of Charter School Authorizers (secretary, Vice President, legislative committee chair); National Association of Charter School Authorizers (NACSA), Ohio Council for Quality Education, Ohio Association of Public Charter Schools and International Association for K-12 Online Learning (iNACOL).
- Interacted with and maintained positive working relationships with a variety of stakeholders including the Ohio Department of Education, Ohio Auditor of State, University of Toledo trustees and legal counsel and OCCS Performance and Accountability Committee and Board of Trustees.
- Ensured that all OCCS charter contracts and the contracting process complied with statute and National Association of Charter School Authorizers (NACSA) Principles and Standards.
- Responded to media requests and proactively worked with the OCCS leadership team to develop solid media relationships and outcomes.
- Fulfilled all public records requests in a timely manner.
- Developed and implemented seminars, workshops and in-service training for community schools, management companies and community school governing authorities.

Lucas County Educational Service Center, Toledo, Ohio 2003-2011

Community Schools Coordinator

- Provided support to the community schools Executive Director, staff and stakeholders in the areas of community school sponsorship, oversight and operations
- Responsible for overseeing the authorizing, renewal and revocation activities.
- Monitored performance of schools against their contract goals

- Led and implemented interventions such as probation, suspension, termination with failing schools and communicated reasons for these actions.
- Implemented community school closure procedures as needed.
- Managed technology needs of the community schools staff.
- Performed and documented on-site evaluations and attended and documented governing authority meetings.
- Testified at the State Board of Education and Ohio Senate on behalf of the ESC.
- Developed and delivered professional development and training programs for community school stakeholders and governing authorities.

EDUCATION

THE OHIO STATE UNIVERSITY

Columbus, Ohio

College of Social Work

Bachelor of Science in Social Work

THE UNIVERSITY OF TOLEDO

Toledo, Ohio

College of Education

Graduate level coursework completed in training and development and instructional technology

Carmen R. Tipple

6229 Waterloo Road
Canal Winchester, OH 43110
(614) 604-2581
ctipple68@gmail.com

PROFESSIONAL EXPERIENCE

Charter School Specialists/Gideon Properties Accountant

**Pickerington, Ohio
February 2023 –Present**

- Payroll to include new employee set up, state and local tax accounts set up for those employees
- Accounts Payable for both entities
- Accounts Receivable for both entities
- Bank statement and credit card reconciliation for both entities
- SERS/STRS 401k reporting, A/R reporting, monthly SOP and Sponsor Evaluation reporting
- Prepare and complete audits for internal and external reporting monthly, quarterly and year end to comply with GAAP
- Journal entries
- Work with outside CPA firm to ensure all reporting has been completed and filed timely to comply with GAAP
- Notary Public
- Utilize Paychex, QuickBooks, Microsoft Office and Google platform

Saint Mark Catholic Church Assistant Bookkeeper

**Lancaster, Ohio
August 2022-July 2023**

- Verify, enter, and post weekly offering into multiple accounts via ParishSoft
- Assist with bank statement reconciliation for multiple non-profit organizations
- Attend finance meetings with the non-profit department heads to review monthly bank reconciliations

Bridges of Saint Mark Co-Founder

**Lancaster, Ohio
March 2011-Present**

- Work with board members to assess where the greatest need of direction is needed
- Make travel arrangements for mission trips
- Arrange quarterly board meetings

Limbach Accounting Manager

**Columbus, Ohio
November 2017 – July 2021**

- Manage Accounting Departments for Ohio and Western Pennsylvania branches
- Selection of accounts payable check runs, balance and approve posting reports
- Payroll back-up, union reporting, rate verification and unemployment reporting
- Review and post accounts receivable, credit card transactions, payroll transactions, general ledger/journal entries, intercompany entries/balancing
- Review project financials and perform quarterly accruals to comply with Sarbanes Oxley
- Attend project financial meetings
- Prepare weekly P & L for executive leadership to include ad hoc reporting, assist branch Financial Manager with financial projections and other duties as needed
- Verify AIA billings to owners and invoices to clients
- Prepare and complete audit requests for internal and external reporting for monthly, quarterly and year end closing to comply with Sarbanes Oxley
- Communication with all levels of leadership, project owners, vendors, and suppliers
- Employee reviews and employee relations
- Notary Public
- Attend CEU classes, seminars to maintain certifications and for personal growth
- Utilize Viewpoint software, Traction, SAP Ariba, SAP Litmos, Workiva, COIN's, Keystyle, Oracle/Textura, Google platform and Microsoft Office Suite

Ruscilli Construction Company, Inc.**Project Accountant****Columbus, Ohio****June 2012 – Nov 2017**

- Prepare and facilitate execution of owner contracts for managed projects
- Create/compile multiple types of project owner billings, submit to owner, architect and funding source
- Entry of subcontractor contract/purchase order and change orders
- Distribution of Notice of Commencement and Notice of Furnishings for company projects
- Review AIA pay applications/vendor invoices for accuracy and processing
- Invoice coding, approval processing, entry, batch processing and report verification
- Assure vendor/subcontractor compliance before check/EFT release
- Accounts Receivable for managed projects
- Assure that client/vendor discrepancies or inquiries are resolved quickly
- Process credit applications
- Credit card purchase verification and coding for managed projects
- Maintain out of state licensing for the company to include research of all requirements, submittal of all required documentation to individual licensing agencies and arrangements for individual sitting for exam and maintain company vehicle registrations
- Prepare travel arrangements for staff and assist with employee relocation
- Notary Public
- Attend seminars and training as required maintaining certifications and for personal growth
- Utilize Viewpoint software, Prolog, Microsoft Dynamics CRM, Microsoft Office Suite

State of Ohio, State Architects Office**Capital Planning Analyst****Columbus, Ohio****Mar 2010 – June 2012**

- Revenue projections, budget analysis and invoicing to state agencies for SAO fees, Energy Performance Contracts, consultant fees and the local administration fee
- Compose reports for presentation to senior staff on all fiscal operations of SAO
- Manage voucher processing for capital projects; approve invoices for departmental purchases etc. State of Ohio pay card holder
- Review projects that are submitted to the Controlling Board, approve or disapprove those capital requests via E-Controlling Board
- Management of issuing release and permit numbers for capital projects
- Responsible for Edge reporting for all capital projects managed by the SAO
- Manage escrow accounts – reconciliation of 3 separate escrow bank accounts, set up, disburse and assist the legal department in lien satisfaction
- Captured over 1 million in revenue within 6 months of working at the State Architects Office by reconciling escrow accounts dating back to the 1980's. This generated critically needed finances due to the lack of a capital bill
- Conduct training for staff, agencies, colleges and universities in SAO fiscal procedures
- Utilize Oaks Financials (People Soft), Oaks Capital Improvements (Skire), CTS (Edge reporting), Microsoft software, COGNOS reporting, Oaks BI, CIPTS and myOhio.gov databases
- Notary Public
- Attended The Ohio State University, Fisher College of Business for continuing education / training classes MAPS, OCSEA etc. taken to accrue 30+ hours of required training hours per fiscal year

EDUCATION

**THE OHIO STATE UNIVERSITY -
FISHER COLLEGE OF BUSINESS***Continuing Education 2010-2012***Columbus, OH****ST. LEO COLLEGE***General Degree January 1988-1992***Norfolk, VA
Thurso, Scotland****UNITED STATES NAVY***Storekeeper Class A, January 1986-1994***Meridian, MS**

DANIEL R. WILLENBORG

319 HIGHLAND AVE.
KENT, OH 44240

dwillen62@gmail.com
Cell: 248.961.6407

PROFESSIONAL SUMMARY

Experienced administrator who has managed and led multiple educational initiatives. Excellent communication, time management, and problem-solving skills. Strong reputation as a team-player who possesses a can-do attitude. Has worked at all levels of school district administration.

WORK HISTORY

School Improvement Coordinator

Charter School Specialists, Pickerington OH 10/2022 to Present

Duties: Monitor school adherence to school contract; conduct Onsite Assistance Reviews, provide technical assistance, develop PD presentations, review school applications, attend and report on Governing Authority meetings

Director of Secondary Programs & District Services
Livonia Public Schools, Livonia MI

11/2017 - 6/2022

Principal, Franklin High School
Livonia Public Schools, Livonia MI

7/2000 - 11/2017

Assistant Principal, Churchill High School
Livonia Public Schools, Livonia MI

8/1996 - 7/2000

Teacher, Asst. Principal, Athletic Director, Fremont High School
Fremont Public Schools, Fremont MI

8/1991 - 6/1996

Substitute Teacher, Athletic Coach
Dearborn Public School, Dearborn MI

8/1987 - 8/1991

Infantry Officer, Company Commander
United States Marine Corps

6/1983 - 6/1986

EDUCATION HISTORY

Master of Arts: Educational Administration
Michigan State University, East Lansing MI

1996

Bachelor of Arts: International Relations
Michigan State University, East Lansing MI

1983

ADA DRAFT COMPREHENSIVE ASSESSMENT
ATTACHMENT

February 20, 2012

Akron Digital Academy
Attn: Mr. Schuett on behalf of the Akron
Digital Academy's Board of Directors
335 Main Street
Akron, OH 44308

Dear Board Members,

**Re: Comprehensive Organizational & Academic School Assessment
Charter School Specialists (CSS) Report & Recommendations**

We are pleased to present the following report which summarizes our review, assessment and recommendations for the Akron Digital Academy.

As you have requested, members of the Charter School Specialists team with expertise in various areas of school oversight and operations have spent time evaluating the Akron Digital Academy school sites. Our on-site engagement included extensive records review, as well as discussions with administrators, teachers, and staff.

Your school programs have provided the academic instruction necessary to allow over 400 students to earn their high school diploma over the last several years. Your programs show great promise and have the potential to be an outstanding educational asset for students not only in Akron, but throughout Summit County and the State of Ohio.

A report of this depth and length is a lot to digest. We are eager to discuss our findings and recommendations, as well as to answer any questions.

Thank you for the opportunity to work with you toward a shared goal: an outstanding school well-positioned to serve its students – this year and beyond.

Respectfully,

Dave L. Cash
President
CC – All Board Members ?

Comprehensive Organizational & Academic Assessment Table of Contents

I. EXECUTIVE SUMMARY

II. GOVERNANCE & LEADERSHIP

A. GOVERNANCE & OVERSIGHT

B. ORGANIZATIONAL STRUCTURE

III. ACADEMIC ACCOUNTABILITY

A. DIAGNOSTIC ACADEMIC ASSESSMENT REVIEW PROCESS (DAARP)

IV. OPERATIONAL ACCOUNTABILITY

A. FINANCE

B. FEDERAL PROGRAMS

C. COMPLIANCE

i. CONTRACT

ii. ENROLLMENT & ADMISSIONS PROCEDURES

iii. RECORDS

iv. SAFETY

v. FACILITIES

SAFETY

DIAGNOSTIC ACADEMIC ASSESSMENT REVIEW PROCESS (DAARP)

Appendix A

FEDERAL PROGRAMS REVIEW

Appendix B

ON SITE VISIT COMPLIANCE REPORT

Appendix C

I. EXECUTIVE SUMMARY

Charter School Specialists (CSS) was contracted to conduct a Comprehensive Organizational & Academic Assessment for Akron Digital Academy (“ADA”) or (“School”). Working closely with key stakeholders, members of the Charter School Specialists team - with extensive expertise in various areas of school operations - conducted a thorough review and assessment of the school’s operational and academic accountability, governance and leadership.

ADA currently has an average daily enrollment of over 600 students across 4 facilities offering a variation of 4 different academic programs. ADA has been successful in graduating 113 students during 2011 -2012 and to date 432 students have graduated from ADA.

The School provides multiple offerings for students not served through Akron Public Schools. Individualized learning plans for each student in K-12 are offered , which include; elementary offerings; a high school offering; a remediation and credit recovery offering; the Gaining Positive Skills (“GPS”) program for older students, and a new direct instruction focused Advancement Via Individual Determination (“AVID”) program. Unfortunately, the unique offerings and stand-alone structure are not always recognized by School employees as a collaborative set of programs offered through an independent charter school.

ADA teachers are highly-competent and bring years of experience and a clear commitment to helping students achieve their full potential. These teachers are great assets and while expertise and experience is highly valuable, it must be communicated that ADA and its programs are not a direct extension of the Akron Public School system and its benefits. It is beneficial to communicate the differentiating factors to highlight and focus on the benefit of being an independent charter school.

The Charter School Specialists team applauds ADA’s Board of Directors (“Board”) and Leadership for taking the important step of encouraging early detection through a rigorous assessment process in order to determine and implement best practices to further advance ADA’s mission and vision for its students’ success.

The results of Charter School Specialists’ thorough evaluation and findings are documented in this report. While the number of individual tasks, policies and procedures that require attention are significant, it’s important to note that focused effort in several key high-level areas will address countless individual operational items.

Specifically, the school should focus its initial response to this assessment in the following areas:

- Develop and implement a comprehensive communications plan to include strategic organizational direction and objectives which will result in improvements across many of the evaluation areas;
- Develop an organizational structure that includes

- A clearly refined and streamlined reporting structure
 - Comprehensive job descriptions including responsibilities assigned to positions best equipped and most suited to oversee specific areas of concern
 - Core academic teams focused on improved curricular alignment and full compliance with Ohio regulations and appropriate internal policies
 - Full time and consistent staffing at each site as dictated by state mandates and ADA board leadership
 - Consistency in year round hours and days worked for all programs
- Address organizational and procedural weaknesses by developing and establishing protocol for daily operations that supports ADA board level policies

We look forward to reviewing this Report and Recommendations with ADA to help you position the School to be successful in your Mission:

To provide a quality education, in grades K-12, that promotes student achievement for all and preparation for success in completing quality work at the next level.

Much is being accomplished at ADA every day, but we must move forward and promote continued school improvement. The next steps – moving forward to implement the Recommendations included in this Report – will result in achieving the school's goals of Continuous Improvement and Effective School Ratings which we have seen so proudly posted throughout all of the facilities.

II. GOVERNANCE & LEADERSHIP

- A. **GOVERNANCE & OVERSIGHT** A thorough review of Akron Digital Academy's governance and leadership structure was conducted including a review of board meeting agendas and minutes, board policies and records, as well as, discussion on policy and procedures with Cathy Hunt, board secretary, Fred Schuett, Fred Lewis, Bill Romano, Ed Pfeiffer, LaShawn Terrell, Barbara Meacham and several other members of the Academy's leadership team.

Corporate Record Book

Findings: In acquiring board records, there was difficulty in trying to locate current and historical information. The School, or Board corporate records are not maintained as a customary school or non-profit board should maintain its records in one organized location onsite and accessible.

Recommendation: Good governance practices require all non-profit board corporate records to be maintained in one location in an onsite corporate record book so that they are accessible for review by leadership or the public, when necessary or desired. We recommend that the board secretary maintain a corporate record book for all of the board's corporate records, including but not limited to:

Corporate Record Book

- A. Articles of Incorporation
- B. Certificate of Good Standing and Annual Filings
- C. Corporate Bylaws and any revisions
- D. A Board Roster including all names, roles and contact information
- E. Resumes for each of the board members
- F. BCI and FBI background checks for each of the board members
- G. Public notice of previous meetings
- H. Previous minutes showing all action taken
- I. A list of resolutions approved by the board

Board Minutes and Meeting Material

Findings: A current board member roster, schedule of meetings, previous agendas and previous minutes are posted and accessible via the ADA website under the "About Us" tab. This is excellent, in that these documents are public record, so the School website is an appropriate place to maintain the Board actions for ease in public viewing. However, there were only two months of agendas and minutes posted for this school year. There were monthly meetings posted for 2009-2010 and 2010-2011, however; no historical agendas, minutes or board actions were posted prior to this.

Recommendation: Implement a process for timely acquiring and uploading Board

minutes to the website within one month of Board approval. Additionally, ADA should determine how and where all historical minutes will be posted or maintained (beyond 2009 –via the website or other electronic or paper file) to ensure consistency in documented historical public record keeping.

Board Member Documentation

Findings: In reviewing board composition and makeup, it was concluded that the Board is comprised of local membership with significant expertise and capacity, which can be very beneficial for the School. However, we were unable to locate the board member resumes and BCI/FBI background checks as these documents have not been historically maintained by the board secretary on site.

Recommendation: We recommend that the Board members immediately submit to new BCI and FBI background checks, unless they have completed checks within since February 2011, that can be forwarded directly to the School. The background checks should be received and maintained on site for each member of the board, as is required by R.C. 3319.39 and R.C. 3314.19(I),.

Findings: In reviewing board documentation, it was noted that the School has no resumes or bios for its members and its members have not regularly attended or participated in board training for governance or charter school regulations and requirements.

Recommendation: We believe that it is a practice of good governance for a charter school board to maintain a current resume on file at the school for each of its members. We also believe that good governance, like other professional public service roles, requires time and effort spent on professional development for the board members to fully develop their skills and knowledge about roles, functions, and responsibilities of board membership for a charter school board in Ohio.

Board Policies

Findings: In review of board approved policies, there is not one location to easily access all board approved policies and resolutions. The board has approved all Akron Public Schools policies with the caveat that any policy that does not apply to a charter school or an e-school is not applicable, but it must be noted that APS policies do not always suit ADA needs. The board secretary maintains a list of independently modified board policies that have been adapted for ADA's specific needs, but this list is not all-inclusive and many policies are not addressed. If someone is looking for a board approved policy, they look on the ADA shared drive to see if it is included in the ADA policies, and if it is not, then they must look under APS policies and pull the policy to see if it applies. If it does not, they need to modify it and request Board approval in order to move forward.

Recommendation: We recommend that the Board contract with a professional

service provider for compliance oversight to ensure the School has access to the information relating to policies, statutory requirements and state guidance as may be necessary and beneficial for the School to operate in compliance. We work with several Ohio attorneys who can provide, for a standardized fee, a list of policies and draft copies of all currently required charter school specific board policies. This could eliminate the need for the Board to address individual policy concerns and the need to modify multiple APS policies on an ongoing basis. In one contracted arrangement, the Board could be up to date and compliant with policy needs, and then leadership would be tasked with the development of operating procedures to ensure compliance with the Board policies adopted.

- B. **ORGANIZATIONAL STRUCTURE** – A thorough review of the ADA programs and the various components making up the School resulted in awareness of four (4) different offerings in four (4) different locations provided under the ADA community school charter. ADA, a school contracted through Akron Public Schools as an e-school charter school, is providing 4 variations of its online program. Each of the programs use work points as attendance tracking tools, but they encourage onsite attendance at the locations listed below to better serve the students in each of its programs.:

1. 9-12 credit recovery high school program in three locations (Main Street, Easter Avenue and Goodyear Heights)
2. 9-12 dropout/credit recovery program called GPS (Gaining Positive Skills) offered to older students at Main Street location
3. 9-12 AVID program, available through a grant, providing college preparation classes via more direct instruction at the Easter Avenue location, and
4. K-8 offering at the Main Street location allowing 1-8 onsite attendance.

Organization Alignment

Finding: With four (4) different programs in operation, ADA has a structure that allows for central office oversight and strategic and operational level direction while requiring and allowing for site or program level input and responsibilities. This type of structure can be very beneficial for pooling resources and sharing expertise. It does, however, create challenges with communication and maintaining consistency when one program or site leader does things differently and alters the course of action. Additionally, the loss of several members of the executive team can cause a lack of access to a great deal of institutional knowledge and history, such as is the case for ADA this year.

We were looking for written organizational procedures, direction, guidelines, and expectations. Our findings in this area resulted in obtaining and reviewing the employee manual that was recently finalized and put in place for all ADA employees. This manual addresses consistent practices and expectations for employees. While

this newly created document is detailed, it includes a number of additional student specific items that don't belong in the employee manual, while other critical human relations and employee matters are not addressed.

A central office structure requires a strong leadership team to communicate the strategy and any restructuring events in an effective and comprehensive manner. Staff looks to leadership to lead their direction and effective communication is necessary in this regard.

Recommendation: Thoroughly evaluate the staff organizational chart and the skills and knowledge of ADA staff. Consider realigning the staff based on School Improvement Grant guidelines as recommended by ODE through various models - to ensure key positions focusing on education while the necessary support, business and operational positions are addressing everything else in an efficient and effective manner. ADA would benefit from consistent oversight and direction for all of its academic programs. Additionally, while you need knowledgeable and responsible employees on staff to work with the various outside vendors, many of the business positions are effectively outsourced, such as compliance oversight, treasurer services, federal programs, student data reporting, payroll, benefits, marketing, IT, and others. An overall organizational chart should be developed identifying staffing needs at the operational (?) level and for each program location.

Recommendation: Immediately develop and put in place an internal strategic communication plan and roll it out to ADA leadership for input. The communication should start prior to any major organizational staffing realignment. A major factor that needs to be included in the plan is the fact that ADA is separate and different from APS as an independent charter school with optional programs to best serve its students. Differentiate ADA from APS in the eyes of teachers and staff. Let the staff know what ADA leadership is doing and that the organization is realigning to provide more focus to the academic program and educational offerings ADA provides its students to improve educational outcomes and academic results. Executive staff will re-contract with staff and teachers that are in agreement with the realignment and reorganizational structure of ADA based on academic focus. Communication plans relating to organizational strategies and realignment need to include regular and often communications advising staff of progress and next steps. Going forward, the differentiation between ADA and APS should begin at the interview process.

Recommendation: Continue to finalize formal job descriptions for each position employed by ADA at the corporate level and at each program/site. Because of the potential loss of institutional knowledge with executive level staff retiring soon, task individual staff members to be involved in the process to ensure leadership is aware of all of the responsibilities under different roles. Then leadership can make an informed decision on how to best organize individual responsibilities to prioritize the educational focus of the School.

Employee Benefits

Findings: Previously, all employees were APS employees resulting in all health and fringe benefits being consistent with APS. Since the changeover to ADA employees, criteria must be met to be able to obtain the health benefits and the offerings that were not widely accepted or available. This is currently being addressed to find the best package to offer full time ADA employees going forward.

Recommendation: ADA is a separate entity and it was not appropriate for all staff to be employed through APS, so this is a positive development for ADA employees and communications of such further differentiates the program from APS. Contracting for benefits can be very labor intensive and should be evaluated on an annual basis. When Mr. Lewis leaves his position, this important role must be assigned to the business manager, contract manager, or another appropriate member of the executive staff who has knowledge of what is required to oversee the project and ongoing service to support the employees.

Training and Orientation

Findings: When new teachers are hired, it is important that the differentiation between ADA and APS is communicated from the onset. ADA is an online e-school that offers its students the ability to come in to a site for additional assistance, guidance and academic instruction. This is a positive addition to the program, but new teachers are not fully aware of the program's history and reason for this organizational structure.

Recommendation: Immediately develop and implement an orientation process for new staff and teachers. This can start now for all employees during the realignment of job descriptions and staff. Establish a core team of executive leadership -- to provide strategic direction, highlight key objectives, and establish a "train the trainer" internal orientation process. Then, utilize site leadership to identify and train new employees and teachers on specifics of their site's key indicators and measures for success. An orientation and training process for new employees helps to establish clear expectations from the beginning and it is easier to evaluate progress.

Employee Guidelines & Evaluation

Findings. As referenced earlier, the newly developed employee handbook includes a miscellaneous group of employee, student and operational issues and yet there is no formal process, procedure or consistency in an employee evaluation process used at ADA across the different programs. It doesn't appear that formal employee evaluations have been done in the past and they are not currently being done at the School.

Recommendations: The Employee Handbook should be revised before the beginning of the 2012-2013 school year. The document should include Employee related issues including expectations, requirements, benefits, etc., and the School should remove the operational, student and parent issues from this manual. These additional items could be included in the parent student handbook or an operational manual which are both necessary and beneficial. An experienced charter school service provider could assist ADA in aligning these documents appropriately. ADA should implement a formalized evaluation process for its staff and teachers. The process should incorporate a consistent evaluation tool that ADA can use, taking into consideration the School's current strategic direction, objectives, and measures as determined.

A. ACADEMIC ACCOUNTABILITY DIAGNOSTIC ACADEMIC ASSESSMENT REVIEW

The Diagnostic Academic Assessment Review Process (DAARP) is designed to help the School improve student performance by analyzing current performance in relation to effective research based practices. This process takes a snapshot of current educational practices and policies to identify areas of strength and opportunities for growth.

Educational practitioners using standardized tools for data collection and analysis utilized the DAARP in both an onsite and external review. The onsite review process included interviews with the principals, teaching staff, support staff, and administrative personnel. In addition, the onsite and the external review were combined to include a review and assessment of the following: physical plant, classroom observations, curriculum and instructional materials, policy and procedure, assessment practices, instructional practices, incorporation of technology in the curriculum, intervention, barriers and facilitation of student achievement, safety and security, staff and student relationships, systems of support for parents, community involvement, leadership, decision making processes, resource allocation, staff collaboration, communication, professional development, teacher quality, mission and vision, scheduling, student performance data, sponsor and community school relationship and governance.

The DAARP examined six (6) Benchmark Indicators which reflect effective research based practices in education. These practices are integral to the development of a high performing school. The six (6) Benchmark Indicators include:

- Alignment to Standards
- Instructional Practices
- Environment/Climate
- Systems of Leadership

- Professional Development
- Data Driven Decisions

A summary of each Benchmark Indicator as well as a list of the effective research based practices that demonstrate a high performing school are below:

Benchmark Indicator: Alignment to Standards demonstrates that the general education and intervention curriculums, instructional practices and assessments are based on the Ohio Academic Content Standards and Common Core State Standards. Alignment also includes textbooks, instructional materials, lesson plans and report cards.

- Student tasks require higher order thinking skills
- Technology supported instruction
- Differentiated materials
- Curriculum and curriculum review
- Assessments
- Lesson Plans
- Report cards
- Professional development
- Communication of Ohio Academic Content Standards and Common Core State Standards

Benchmark Indicator: Instructional Practices demonstrates that the educational instruction incorporates industry best practices.

- Clearly defined learning outcomes
- Higher order thinking skills
- Variety of teaching strategies
- Technology that supports instruction
- Differentiated materials and instructional techniques
- Assessments used to inform instruction
- Student engagement
- Intervention and enrichment
- Job embedded professional development
- High expectations for students and teachers
- Coordination with non-school agencies
- Cohort transitions

Benchmark Indicator: Environment/Climate provides for the comprehensive approach to involve students, staff, parents and community in a highly effective school.

- Addressing non-academic barriers to student success
- High student achievement and behavioral expectations
- High instructional expectations for teachers
- Shared mission and vision
- Data driven professional development
- Students and staff are recognized for high performance
- Adequate and up to date equipment and facilities
- Safe and secure environment
- Respectful relationships among staff and students
- Supportive programs for parents
- Community engagement

Benchmark Indicator: System of Leadership facilitates the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

- Shared leadership responsibilities
- Shared decision making
- High expectations for staff and students
- Adequate and up to date facilities
- Effective discipline policies and procedures
- Resource allocation for maximum student achievement
- School improvement is the priority
- Strong lines of communication for staff, students, parents , School Board, and community
- Maximization of volunteer support
- Professional development that meets the needs of the school

Benchmark Indicator: Professional Development involves the opportunities that are provided for professional growth to meet the performance needs of students to ensure maximum student achievement.

- Professional development aligned to the Ohio Academic Content Standards and Common Core State Standards and student performance needs
- Standards based lesson plans
- High quality student work models
- High expectations for staff

- Shared mission and vision
- Access and use of student data to inform instruction
- Teacher quality
- Annual professional development plan
- Collaborative professional learning
- Job embedded and ongoing professional development
- Scheduled and intentional collaboration opportunities with grade levels and departments

Benchmark Indicator: Data Driven Decisions involves the use of data to drive all decisions as it relates to the school.

- Test and assessment data is regularly analyzed and used to inform instruction
- Teacher quality
- Closing achievement gaps
- Effective intervention programs
- Programs and practices are reviewed for effectiveness at least annually
- Resources allocated towards improvement needs
- Faculty and staff use data to guide decision making
- Analysis of data reflect longitudinal assessment of trends
- Analysis of data reflects assessment of the school's strengths and weaknesses
- Analysis of data reflects the identification of at risk students
- Teachers have input into intervention programs
- School Board and administrators use multiple sources of data to drive decision making

Summary of Findings. Based on the above listed effective research based practices, a summary of the Findings is located in Appendix A.

Recommendations. (Critical/priority recommendations are indicated in red.)

Alignment to Standards/Instructional Practice/Curriculum

- Develop and/or purchase an online curriculum and appropriate instructional materials for all grade levels and content areas that are aligned to the Ohio Academic Content Standards (OACS) and Common Core State Standards. Professional Development in the use of the online curriculum and instructional materials must be provided to all instructional staff.

- The online curriculum and small group instruction must provide for differentiation of instruction and higher order thinking skills using the revised Bloom's Taxonomy.
- Establish a technology team as well as develop a solid technology infrastructure and cohesive technology plan that includes a budget, resources, and ongoing review and revision.
- Collaboratively develop a Scope of Curriculum, Sequence of Curriculum, Curriculum Maps, Pacing Guides, and Model Curriculum Units that are aligned to the OACS and Common Core State Standards for all content areas and grade levels involving teachers and administrators.
- Establish an assessment calendar to include standardized assessments, quarterly assessments, short cycle assessments and the Ohio Achievement Assessment (OAA)/Ohio Graduation Tests (OGT).
- Collaboratively develop, implement and monitor quarterly and short cycle assessments that are aligned to the OACS and Common Core State Standards to aide in informing instruction.
- Develop a format and process by which lesson plans are submitted electronically to administrators on a weekly basis and should demonstrate alignment with the OACS and Common Core State Standards and create a collection of juried or model lesson plans for each content area and grade level.
- Review the curriculum for effectiveness and gaps annually by content area and grade level teachers to ensure vertical and horizontal alignment. This review should be used to inform staff development.
- Develop a report card to identify student progress towards the OACS and Common Core State Standards.
- Display the OACS and Common Core State Standards on which students are working in small groups.
- Display the OACS and Common Core State Standards on teacher created websites, blogs, and other online instructional media.
- Clearly link instruction to defined goals and learning outcomes in all content areas and grade levels.

Instructional Practice/Assessment

- The online curriculum must allow for differentiation of instruction and teachers must be available to meet individual learner needs.
- Establish a technology team that includes teachers and administrators that will research, monitor and evaluate the effectiveness of the online curriculum as it relates to highly effective instructional practices and assessments.

- The online curriculum must allow for modifications and accommodations as it pertains to Students with Disabilities.
- Analyze data from all types of assessments (short cycle, quarterly, formative, summative and standardized) to inform instructional practices.
- Staff development is needed to incorporate data analysis of assessment to inform instruction.
- Standardized test data is needed in a usable format such as disaggregated by subgroup and achievement levels to assist teachers in using the data effectively to differentiate instruction.
- Establish an online Library with reference and research materials beyond Internet search engines.
- Implement summer school intervention and enrichment opportunities for students.
- Collaboratively develop common short cycle and common quarterly assessments for all content areas and grade levels to enable the creation of cohorts for intervention and enrichment.
- Develop a multi-criteria recommendation process for students needing intervention and enrichment. This process should include diagnostic assessment data and current assessment data.
- Teacher instructional practices need to be reviewed in department meetings and by academic leaders at least quarterly.

Environment/Climate

- A systemic Safety and Security Plan that includes fire drills, security monitoring, physical plant review, etc needs to be developed, implemented and monitored.
- The Evans facility does promote an effective learning environment and requires substantial security modifications.
- Administer a diagnostic assessment of individual students during the new student orientation that is available to teachers immediately upon completion. This is needed to support the effective transition of students into the school.
- Develop a process to gather, review, and analyze information and data from teachers, parents and students in relation to school and non-school barriers to student achievement and to assist in identifying at risk students and families.
- Collaboratively develop a mission and vision that is uniformly recognized by all staff at all facilities.

- Establish a technology team that includes teachers and administrators that will research, monitor and evaluate the effectiveness of the technology plan that promotes an environment that facilitates learning.
- Develop, implement, monitor, evaluate and revise a formal process to assist parents in expressing expectations of high academic achievement to students to support learning at home.
- Develop an effective and strategic relationship with non-school agencies to address both in school and non-school barriers to student achievement.
- Establish exit interviews with students and parents that are transitioning out of the school. Data from this exit interview process should be collected, analyzed and reported.
- Develop a reward and incentive program for high achievement across the school.
- The multiple learning sites are isolating for teachers and staff. A strategic communication plan is needed that incorporates staff, students, parents and the community would help to alleviate this isolation and should promote collaboration
- The development, implementation, monitoring, evaluation and revision of Professional Learning Communities (PLC) is required to enhance the relationships of staff for maximum benefit of staff and student achievement.
- Develop, implement, monitor, evaluate and revise a strategic communications plan. The plan must provide for two-way communication that encompasses teachers, administrators, parents, students and the community to maximize positive communication channels.
- Develop and implement a collaborative network to ensure the community school receives the necessary support of the sponsor for school improvement needs.

Leadership

- A Community School Leadership Team (CSLT) must be developed and implemented.
- The Ohio Improvement Process (OIP) must be implemented with fidelity to ensure that a focused plan is developed, implemented, monitored and evaluated.
- The plan for Professional Learning Communities or Teachers Based Teams for all content areas and grade levels needs to be implemented and monitored.

- A strategic plan for resource allocation that is focused on providing teachers and administrators with needed instructional resources that are aligned to the OIP is essential.
- Instructional technologies that allow for two-way communication among teachers, students and parents must be developed, implemented, monitored and evaluated.
- Develop a process to ensure hiring and retention of quality staff.
- A communication plan must provide for periodic individual communication from staff to administrators in order to build positive lines of communication.
- Board members may require training or professional development in multiple data usage for the purposes of decision making.
- Board members need to develop, implement, monitor, evaluate and revise a two-way communication plan with administrators.
- Board members require training in the interrelationship between resource allocation and student achievement to ensure funds are allocated to the priorities of school improvement.

Professional Development

- Create and implement a professional development plan that is monitored, evaluated and revised annually.
- Include in the professional development plan effective use of assessment data to inform instruction including:
 - Development and analysis of quarterly assessments
 - Development and analysis of common short-cycle assessments
 - Development and analysis of formative assessments
 - Analysis of longitudinal assessment trends by disaggregate and cohort groups
- Staff development is needed in using technology to support instruction.
- Staff development is needed on differentiated instruction to meet the needs of individual learners.
- Staff development is needed to incorporate data analysis of assessment to inform instruction.
- Administrators and the CSLT must annually develop a professional development plan that matches resources to the needs of the staff and students.
- The development of a professional development plan using OACS and Common Core State Standards and educational best practices is required.

- Professional Development opportunities must include the examination and sharing of high quality student work as an educational best practice.
- Develop and implement an intentional plan to ensure that grade level and content area meetings occur on a regular basis. This collaboration needs to be consistent, structured and collegial.
- Include in the professional development plan a process that facilitates the entire staff in coalescing around the shared vision and mission of the school as well as a review of the charter. Include orientation for new staff or an orientation for new policies and procedures.
- Establish technology training opportunities for staff to facilitate technology that supports instruction.

Data Driven Decisions

- A strategic plan must be developed for the purpose of reviewing, monitoring, evaluating and revising resource allocations to benefit high levels of student achievement while ensuring teachers and students have needed instructional resources.
- Develop and implement a process to examine and analyze the effectiveness of current intervention programs including a Response to Intervention (RTI) model.
- Administrators require training or professional development in multiple data usage for the purposes of decision making.
- Develop electronic student portfolios which can be easily accessed by each staff member needing to use the data.
- Develop and implement an annual procedure to ensure that teacher qualifications meet state requirements as well as school and student needs.
- Develop and implement a process using multiple data sources to examine and analyze the effectiveness of current leadership practices.
- Develop and implement a procedure for matching resources to instructional needs.
- Develop and implement a procedure for matching resources to improvement needs.
- Develop and implement a systemic process for using data to analyze the school's strengths and weaknesses.
- Develop and implement a systemic process for using data to identify students at-risk of underperformance.
- Develop and implement a diagnostic assessment process for all incoming students.

III. OPERATIONAL ACCOUNTABILITY

A. FINANCE

A thorough financial review was done for ADA to overview the current systems and processes in use for accounts payable, payroll, and board reporting. Additionally, there was evaluation of staffing model and operational costs and a full review of the current audit available for fiscal year 2010. The audit for fiscal year 2011 is in process.

Overview of current systems and processes in place for accounts payable, payroll and board reports

Findings: In addition to meeting with ADA's treasurer, business and finance leader and special projects leader, the bank reconciliation expense worksheet, revenue worksheet and financial summary for November 30, 2011 and December 31, 2011 were reviewed. Board reports are being prepared and presented at monthly board meetings and were reviewed as well. These reports allowed a comparison of expenditures and revenues by category for each fund.

We were informed of the School's purchasing philosophy and the direction toward better fiscal control and oversight. The purchasing and payroll processes that are in place are being followed. In speaking with staff, the purchase order process and payroll is working as required. We discussed the purchasing process, invoice processing and the check processing. The timesheets for payroll are sent with three signatures. Staff hasn't had any complaints about payroll that were not easily addressed and there is no knowledge of unpaid invoices. Most invoices are paid within a week to 10 days of receipt and staff works closely with the treasurer, Mr. Adkins, who processes the checks for payment.

Even though, there is a process for placing orders, processing payments for accounts payable and payroll, there is no overall budgetary policy. There was mention of developing a return on investment budgetary policy but there was no starting point or a lead person to direct this process.

Recommendation: ADA should immediately implement a program based budgetary policy and/or a performance based budgetary policy. Either of these policies have a process that leads to involvement of all administrative staff and this gives fiscal direction. This change in process needs to be discussed now to ensure such is established before the beginning of the school year and a lead person is designated to drive the process. Because there is no organizational budgetary policy currently in place, spending seems to be at the will of the department head or leadership and

it will be very difficult to continue a fiscally sound organization without a budgetary policy.

Financial Knowledge & Expertise

Findings: ADA is preparing for a transition. Executive leadership changes can have a positive or devastating effect if not managed correctly. It has been announced that Mr. Lewis is retiring and that a business manager or contract manager position will take on many of the responsibilities. We were advised that Mr. Romano will be retiring as well. The CCIP Schoolwide Pooling process, as established in fiscal year 2011, appears to be understood only by Mr. Romano and the staff is not knowledgeable of the requirements or the process. The Treasurer for the school is a part time designee who is a full time employee of Akron Public Schools, so it appears that there is risk for significant loss of institutional knowledge. Further, while Mr. Adkins is bonded and insured, he is not a licensed school fiscal officer.

Recommendation: In order to position ADA for immediate benefit, the contract manager or business manager should be a licensed business manager who has experience in establishing budgetary policy and can begin implementation of such a process immediately. We would further recommend that the staff be trained on the Schoolwide Pooling process and they need to have access to the budgets through the USAS accounting system and ITC. Mr. Adkins advised that he has offered this information, but the School prefers to use Mr. Romano's spreadsheets. We believe there is benefit in simplified spreadsheets, but it is critical that there is more understanding and access at the School level to USAS and the ITC. Further, it is critical that ADA employs or contracts with a professional service provider who can provide the necessary licensed school treasurer expertise to work closely with the business manager or contract manager to promptly establish this policy and effectuate the necessary changes.

Evaluation of staffing model and operational costs **Student to Teacher Ratio**

Findings: In conversations between multiple CSS team members and ADA leadership and teaching staff, it was determined that there are significant inconsistencies with the staffing model and teacher to student ratio. The staffing ratios are varied with full-time and part-time people, but we did not receive any total FTE count of staffing. Mr. Romano referenced an 8:1 staffing, with a teaching staff of 28:1, and an estimated 20:1 was additionally mentioned. The staff is currently 51 full-time and 50 part-time. We did not receive written information confirming student to teacher ratios from Mr. Romano prior to the conclusion of this report.

Recommendation: We are unclear of a standard student to teacher ratio because of varied programing and uncertainty in students who regularly attend the buildings. We would need more information to determine staffing ratios. In the January

payment detail the number of students was 597.23. With the variation in model, location and student online vs. in class instruction to teacher ratios, it is difficult to do a revised staffing model without more detailed information. A consistent FTE student to teacher ratio should be used when realigning ADA staff and re-contracting for 2012-2013 school year. Considering the students enrolled in the locations being attended as well as the full FTE being earned by the school in total. Ensure teachers are Highly Qualified in their respective areas and hire or re-contract based on current and projected enrollment, but a true analysis needs to be done on the staff ratio with more information to gather.

Staff Re-contracting

Findings: With the variation of part-time vs. full-time teaching staff, there was a consistent statement of APS employees and expectations. Leadership and teachers both mentioned not enough time to do everything, ie: no planning time. It appears that there is an expectation that teachers and staff should continue with APS benefits, extras and time on task should be as they were received when they were employed by APS.

Recommendation: To further differentiate ADA from APS, immediately consider year round full-time contracts for ADA teachers and staff for the 2012-2013 school year. E-schools and credit recovery programs benefit by providing year round academic instruction. If this is determined as a recommendation that ADA wants to pursue, the decision should be made prior to re-contracting staff and a determination made of whether to alternate staff in the summer months. Summer enrollment oftentimes drops, so while ADA may not need all full-time employees all summer, the program can benefit from the school being year round. Full year contracts will increase planning time as well as additional instruction time, which is necessary for ADA school improvement team meetings, LPDC committees, and other academic planning and collaboration.

Review of current audits and corrective action plans

Findings: In reviewing the fiscal year 2010 audit, there were no findings for recovery or citations. The management letter referred to policies and an action plan was developed for those. We do not have a copy of this management letter. Additionally, we spoke with Richard Cunningham, the lead auditor, for the fiscal year 2011 audit. The audit is on target, but the issue on how to audit the Schoolwide Pooling is still in process.

Recommendation: We would recommend that the fiscal year 2011 be reviewed when it is in draft form to ensure there have not been any issues and to follow up on the recommendations regarding the Schoolwide Pooling. Additionally, we would

recommend verifying that the policies comment and the corrective action plan fully addressed the issues previously stated.

B. FEDERAL PROGRAMS

Summary of Findings. A summary of the Findings is located in Appendix B.

Recommendations. (Critical/priority recommendations are indicated in red.)

C. COMPLIANCE

Summary of Findings. A complete on-site assessment report including Findings is located in Appendix C.

Recommendations. (Critical/priority recommendations are indicated in red.)

i. Contract Compliance

Findings: CSS was informed that the previous ADA contract was out of date and not descriptive in defining ADA's programs and offerings. We were advised that the Contract is in the process of being modified and approved.

Recommendation: A thorough review of the contract and all attachments should be made by key academic and operational leadership to ensure that the educational model is fully described and that there are goals and measures documented in the contract which ADA board and leadership may use to measure its progress and successes against. This process should be completed with fidelity as it is critical to the School's ongoing success in effectively measuring performance and school improvement.

ii. Enrollment & Admissions Procedures

Enrollment and Retention

Findings: Marketing for enrollment and retention of students is not addressed in the School's current organizational structure. It is not assigned to anyone on the leadership staff. This is a common oversight in startup charter schools because of the lack of an overabundance of charter schools at the beginning of the charter school movement. . Today, there are more charter schools to choose from and consequently more competition for students. Even when a majority of the students are coming from the local district directly, numbers are often dropping with no distinct marketing and enrollment efforts.

Recommendation: Contract with a marketing agency that has experience with the education industry, charter schools specifically, if possible. Assign a liaison on staff to work with the marketing firm and executive team to develop a reasonable marketing and enrollment effort at the end of this year to ramp up for enrollment next year. School/Site/Educational Leaders should also be involved in this effort and the enrollment packet should include a question for how the parent/student was made aware of the School so that the Board can evaluate the performance of the marketing effort and adjust if necessary.

Racial Balance

Findings: The School was not aware of R.C. 3314.06 requirement to annually assess the racial balance of the School.

Recommendation: It is noted that charter school boards are to review the racial and ethnic balance of the school enrollment and marketing efforts annually. Establishment of a marketing plan and reporting to the board on progress and demographics should be done annually after the start of the school year.

Admissions

Findings: Review of the ADA enrollment packet was not the cutting edge technical e-school enrollment packet that we had expected to review. The enrollment packet is lengthy and must be filled out by hand and physically brought in to the 335 Main Street facility. The form is posted on the website, but it is in PDF form and it is not a writable document that could be filled out and submitted online to start the enrollment process.

Recommendation: ADA has potential to be the best blended e-school in the state, and one of the first impressions is its enrollment packet. ADA's enrollment packet/admissions forms should be revised to include the ability for parents and students to complete them electronically and submit them via electronic delivery to start the enrollment process without having to physically come in to the building. The form should be recreated as a fill-in word document that is reposted on the website so that it can be completed and emailed to the ADA Admissions Office to prompt a call back to start the enrollment process.

Parent Communications

Findings: Parent student handbooks are not consistent in providing detailed requirements relating to the admissions, enrollment, attendance and suspension, expulsion policies and procedures across all grades.

Recommendations: Revise the parent student handbooks for the K-8 and the 9-12 programs to include the AVID and the GPS program offerings. Provide consistency in the processes and guidelines so that parents and students are aware of

attendance, withdrawal, expulsions, suspensions and all other academic and operational expectations. Additionally, the handbooks should be annually revised and approved by the ADA board. Another positive recommendation would be to post these consistent and fully revised handbooks on the website page for parents and students to easily access and review.

Findings: Parent notices must be sent annually regarding parent involvement policy, statewide testing and compulsory attendance, parent right to know, parent notice on HQT status and fourth grade reading capability sent to 3rd grade parents. These notices were familiar to the ADA staff, but staff was not clear on the process of how and when these notices are distributed.

Recommendations: ADA should develop a procedure for disseminating these notices. A benefit of being an e-school is that ADA provides the students with a computer, which can be used as the vehicle for obtaining the information referenced in each of these parent notices. ADA should post notices to the website or send them electronically when appropriate. ADA should assign parent notices to a responsible staff member to oversee the process of annually drafting, distributing and tracking such notices for all programs and enrollment.

Cost for Student Computers

Findings: ADA provides desktop computers to its students and has a process for accepting denial forms if an enrollee does not take a computer. ADA has had difficulty with computer retrieval when the child withdraws from the program. Additionally, DSL has been provided in the past, but has been discontinued due to the lack of reimbursement and is no longer provided because of the extreme ongoing expense.

Recommendation: It is recommended that a formal process be developed and implemented by contracting with an external recovery agent to regain computers from withdrawn students.

Findings: We were advised that the School used to reimburse parents for internet service, but the cost became too great so the reimbursement process was stopped. Through interviews with teachers and staff, it was determined that an estimated high number of students do not have access to internet at home and have to complete their online work by coming into the facilities that are primarily used for remediation and direct instruction rather than the online course work.

Recommendation: That the School reconsider reimbursement for internet service. We were advised of R&R's work to reassess and recommend on new curriculum and technology for the School. It must be noted that when the School upgrades its curriculum offerings to a more advanced technology offering, including graphics, videos and interactivity, ADA may have to require a certain level of faster connectivity which could be cost prohibitive for students and parents. If this cost is built in to the budget, it is a more appealing package to the parent and student being

enrolled. If internet service is maintained by the School, retention may be positively impacted as well.

Orientation & Eschool Processes

Findings: Both the K-8 and the 9-12 programs offer an orientation process that is very beneficial for the student. The elementary program includes a 4 week orientation process requiring in building attendance Monday – Thursday. The 9-12 high school/credit recovery program requires in-seat attendance for the first 2 weeks to introduce the student to the electronic curriculum, assess and provide any intervention, and provides results in the student earning 1/2 credit during this orientation time.

Recommendation: It is recommended that the orientation processes are incorporated in detail into the handbooks for the associated program. It is further recommended that if possible, the orientation programs are consistent in the time frame, the scope, and the goals of the orientation process.

Findings: ADA does not have a formal lunch program, does not require body mass index (BMI) screening, and does not have a medication dispensing policy put in place because it is an e-school. ADA does, however, provide snacks to its students when they are in the building. Since the students are in the building, there may be an occasion that a student may need to use medication as well.

Recommendations: With a 94% free and reduced lunch population, it is recommended that the school check into additional funding for reimbursable snacks to assist in funding food provided to the students. It is further recommended that the board fund, and the school staff participate in, safety training to ensure they can handle a situation if a student chokes on a snack during the time they are on site at the facility.

Although the School was not required to submit for a waiver against doing the BMI screening, it did submit and receive a waiver for the BMI screening.

Lastly, we recommend that the board approve a medication dispensing policy to address how such a need will be handled if there is a situation that a student would need to use an inhaler, epi-pen or other medication while at the facility.

iii. RECORDS

Findings: The board follows the APS record retention policy , however, there doesn't appear to be standard ADA procedures for record retention and disposal that are being followed.

Recommendation: This is one critical example of the need to ADA policy and procedure development. Develop record retention procedures that support the

policy guidelines. Leadership should ensure that the operational procedures are developed with input from the responsible parties and that once the procedures are final, that all relevant employees receive copies of the requirements.

STUDENT RECORDS

Findings: All student records are maintained at the site that the student is enrolled. There is not consistent maintenance or oversight of the records. This can be very beneficial for security and oversight of the records if a secure process is implemented, but with all student records maintained on the 2nd floor of the 335 South Main Street location, there are security and convenience issues that the principals and teachers must address at this location.

Recommendation: Consistency is important and there is value in maintaining all records in one location. ADA should be consistent in the security of the records and in organization of the records. We recommend that ADA establishes a Sign In / Sign Out process for removal and review of records. We have provided a sample of a form to use in the Akron Digital Academy Compliance Binder. Additionally, the student records need to maintain the same order and form as all others. We recommend that ADA conduct a student record audit to ensure accurate and consistent records. The audit should include a review of (1) student enrollment forms including current address information and proof of residency, (2) medical information, and (3) transcripts and grades.

STAFF RECORDS

Findings: We were informed that Mr. Lewis oversees HR and he handles HR issues or forwards them to the HR service provider depending on the type of issue. ADA has many APS employees on staff, and therefore, much of the staff record information is assumed to be in order and up to date. Since there has recently been change over from APS employees to ADA employees, responsibilities are changing.

Recommendation: Assign HR functions to a qualified individual or service provider. If it is decided that the business manager or contract manager is to be the liaison for group health insurance issues, STRS/SERS, or other issues that the HR vendor provides, the position should be filled with a person possessing such qualifications. With respect to the personnel issues, develop and implement a process for consistency in the following areas: responsibility and handling of complaints; maintenance of licensure and certifications; background checks; resident educator training; and safety training requirements .

DATA & REPORTING

Findings: The School currently has 605 students enrolled. This is down from 871 at the beginning of the year, which shows a steady decline in enrollment. While a decline may be considered common due to the transient population attending the

programs, this is a significant decline in less than one year. The School maintains 3 employees to report data in EMIS, SOES, DASL and an independent student system. Internal verifying processes are conducted quarterly and monthly. There proves to be only 4 flags in the system, which is minimal flagging for an enrollment of this number. We were advised that next year, the School's independent student system will also upload to DASL in addition to SOES.

Recommendation: The data reporting area is critical to the School's success and it appears that the data and reporting is currently being accurately uploaded and maintained. Oversight of these critical functions should be maintained by the business manager or contract manager position. It is recommended that the student data is assigned to one person primarily with a secondary staff member who is cross trained in the same responsibilities of DASL, EMIS, SOES systems and reporting requirements. The secondary cross trained individual will be a backup and may share additional responsibilities as the School so determines.

iv. SAFETY

Findings: In our review of ADA's safety of its children in its various programs and locations, we found ADA to have several appropriate policies and procedures in place even with the challenges of the 335 Main Street location. The school has approved an anti-bullying policy and the school locations are conducting their safety drills and maintaining appropriate records. However, the School was not knowledgeable of required staff training and didn't have adequate documentation on training. The School was also unaware and unable to locate a safety plan or confirm that the School, or any of its locations, submitted a safety plan to the local law enforcement agencies as is required.

Recommendation: Assign the responsibility of "Safety" to the business manager, the new contract manager, HR oversight or another appropriate senior staff member in the organization. Allow that leader to establish a committee to address the following safety concerns:

1. Establish a sign in/sign out and visitor pass procedure. This is difficult when you are on several floors and have several entrances for various programs you are operating in different locations, but using a committee and ensuring procedures are written, posted and communicated will help ensure consistency throughout the programs. This is necessary to address security issues at the different facilities
2. Immediately schedule required staff training and keep a staff roster including, at a minimum, the following mandated safety trainings (a) safety & violence prevention training, (b) Heimlich maneuver, and (c) bloodborne pathogens or others as ADA may deem necessary or desired.
3. Follow up on the safety plan with Akron Police Department. If they do not have a previously submitted plan from ADA, use the committee to develop and submit

v. FACILITIES

Findings: Charter School Specialists team members visited your sites and spoke to teachers, staff, and students and evaluated your program sites. The sites varied on the layout and orderly appearance. All locations had a National Flag on display and they all had a workers compensation certificate posted in the break or lunch room. Depending on the day, the time and the location, some of the rooms or labs were attended by 6-8 students and others were attended by 1-2 students. ADA is an e-school and cannot formally require onsite attendance, so it is hard to establish how much physical space is necessary or even desired at a location during different times of the year, but the amount of square footage secured for the programs based on the days that we attended in January and February of 2012 seemed under-utilized.

Recommendation: Noting that the availability to implement this recommendation is primarily based on lease terms, ADA should consider doing a comprehensive site assessment taking into account the alternating two day attendance of the students and FTE of teachers and students in each program and facility and consider minimizing or consolidating ADA's locations and square footage under contract.

While the secondary locations on Easter Avenue and Goodyear Heights Boulevard have ample space for labs and student attendance, they are ill-attended comparatively speaking to the available seats. Marketing within these areas and coordination with the Akron Public Schools in these locations could assist in increasing enrollment. Also an addition of the marketing and enrollment responsibility can greatly assist these locations.

Additionally, the primary location of 335 South Main Street should be reevaluated. If possible, ADA should consider a stand-alone facility or a facility that has independent access and can restrict access by grade level or program. ADA's 335 South Main Street location should be reorganized based on the current enrollment by program and the floors and space that ADA has under lease if moving is not an option.

With students coming to the site for instruction only two days a week, ADA should minimize the time lost by taking elementary students to the basement bathroom. Consideration should be made to relocate the elementary students to a floor with a restroom, a waiting room for parents, and ample room for teaching and learning and should adjust additional programs and offices accordingly.

Policies and Procedures



STANDARD OPERATING PROCEDURE 2.4

PROCEDURE TITLE: Community School Probation Process

Department: Legal Department

Proposed by: General Counsel

Effective Date: 09/01/2013

PURPOSE

The purpose of the COMMUNITY SCHOOL PROBATION PROCESS is to ensure a complete understanding of how a school may be placed on and removed from probation status. The process provides for adequate notice, monitoring and communication with all stakeholders.

SCOPE

The COMMUNITY SCHOOL PROBATION PROCESS is managed by the Legal Department and is used to guide any applicable school through all phases of probation.

PROCEDURE

1. CSS staff members could identify the potential need for probation during an enrollment and financial review, on-site visit, during preparation of site visit reports, while attending a governing authority meeting, while conducting annual performance monitoring and/or at any other time while providing monitoring, oversight, and technical assistance to a school.
2. Conditions that may trigger intervention and probation include, but are not limited to:
 - a. Violation of rule and/or law
 - b. Violation of community school contract
 - c. Excessive decrease in enrollment
 - d. Financial instability
 - e. Organizational/Operational deficiencies
 - f. Failure to respond to reasonable requests from Sponsor.
 - g. Failure to adequately address issues in a corrective action plan



- h. Failure to make adequate academic progress or meet local report card measures
- 3. Documentation noting conditions that may trigger intervention and probation may include, but is not limited to, the following:
 - a. Enrollment and financial review documents
 - b. Communication from the Ohio Department of Education or other stakeholders (i.e. Auditor of State)
 - c. Site Visit Reports
 - d. Audit Reports
 - e. Board Meeting Reports
 - f. Complaints
 - g. Corrective Action Plans
 - h. Email correspondence with sponsor or CSS
- 4. If possible, a school will be placed on an intervention (see INTERVENTION PROCESS) prior to being placed on probation.
 - a. If a school is not complying with the terms of its intervention or corrective action plan, General Counsel shall consult the President and St. Aloysius to determine if the school should move to probation.
 - i. The Management Team may consider and collect data relevant to the timeliness of documentation submitted, severity of corrective conditions warranting intervention, history of school's compliance with intervention plan or corrective action plan requests and number of times a school has been placed on corrective action or required interventions.
- 5. If the deficiency is severe and the school should move directly to probation, CSS staff member suggesting probation reviews the documentation and data collected and discusses with the Department Manager if there is a deficiency that should be investigated and documented.
- 6. CSS staff member or department manager may conduct further investigation, including contacting school personnel, governing authority members, management company representatives and governing authority legal counsel.
 - a. The investigation may include verbal conversations, email correspondence and document collection.
- 7. After completion of the investigation, the department manager discusses the potential deficiency with the Chief Operating Officer to determine that probation is warranted.
- 8. Once probation is determined to be the correct course of action, the Legal Department will prepare a draft and send it to the General Counsel or designee for review and final approval from the President.



9. Upon President approval of the document, the following occurs:
 - a. General Counsel or designee finalizes the probation letter ('letter') with any necessary revisions and sends the letter to the Legal Project Manager.
 - b. The Legal Project Manager sends the letter electronically to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to the next governing authority meeting.
 - i. Legal Project Manager submits the probation notice via Epicenter to the Ohio Department of Education.
 - c. The School shall be provided five (5) business days after the upcoming governing authority meeting to respond to the probation letter.
 - i. If the deficiency noted in the probation letter is time sensitive and needs to be addressed prior to the next governing authority meeting, the General Counsel or designee shall set an appropriate date for response.
 - d. Legal Project Manager updates the corrective action plan/probation tracking spreadsheet with date sent, reason and due date for response.
 - i. Legal Project Manager shall also share this spreadsheet at Staff Meetings to update staff on probation status of each school.
 - e. The Legal Department monitors the due date.
 - i. If a response is not received by the due date:
 1. General Counsel or designee shall decide if the school shall be given more time to respond.
 2. If the school fails to respond, the Legal Department and President discuss the next course of action, which may include suspension or termination.
10. Upon receipt of the probation response from the governing authority, the following occurs:
 - a. The Legal Department will forward to the appropriate department manager for an initial sufficiency review.
 - i. The Department Manager will ensure all deficiencies have been addressed.
 1. If all deficiencies have not been addressed, the Department Manager will notify the Legal Department to send a request for additional information within five (5) business days to the governing authority. The Governing Authority will be given five (5) business days to provide additional information.
 - b. If the governing authority has adequately addressed all deficiencies:



- i. The Department Manager will notify the Legal Department to send a notice to the governing authority noting receipt/approval and monitoring protocol as necessary within ten (10) business days of receipt of the final plan.
 - c. If the governing authority has not adequately addressed all deficiencies:
 - i. The Legal Project Manager shall consult with the General Counsel to discuss next steps.
 - 1. The Legal Department can request additional information to be provided within five (5) business days.
 - 2. Upon receipt of additional information, repeat steps listed above.
 - 3. If additional information does not satisfy the original request, the General Counsel discusses with the Management Team to determine the consequences for not resolving the deficiency. The consequences may include, taking over operations of the school, suspension, or termination.
 - 4. Next steps will be communicated with the school within ten (10) business days.
11. Departments are responsible for adding a review of schools on probation and probation requirements to monthly department meeting agendas.
12. If a school is not released from probation by the end of the school year, the probation becomes void per the Ohio Revised Code.
- a. The President and Management Team shall then evaluate if the school needs to be placed on probation at the beginning of the following school year or other actions should be taken.

DOCUMENTATION / VERIFICATION

Location of documentation:

· S:/CORRECTIVE ACTION PLANS/

DOCUMENT HISTORY

Orig. Date Sept. 2013

Rev. Date March 2017

Rev. Date November 2018

Rev. Date August 2019



Rev. Date April 2020
Rev. Date April 2021
Rev. Date June 2022
Rev. Date June 2023

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL PROBATION PROCESS is as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President: David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMMUNITY SCHOOL PROBATION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 2.5

PROCEDURE TITLE: Community School Suspension Process

Department: Legal Department

Proposed by: General Counsel

Effective Date: 09/01/2013

PURPOSE

The COMMUNITY SCHOOL SUSPENSION PROCESS is designed to maintain the health, safety, and welfare of students by establishing procedures under which the governing authority of the school will be held accountable for their compliance with the terms of their contract and law. The purpose of the COMMUNITY SCHOOL SUSPENSION PROCESS is to ensure all necessary notifications and requirements are met by deadlines established by the sponsor and as required by rule and law. The process provides for adequate notice, monitoring and communication of all suspension notices.

SCOPE

The COMMUNITY SCHOOL SUSPENSION PROCESS is primarily managed by the Legal Department and is used to guide any applicable school and CSS staff through all phases of the suspension process including cessation of operations due to the suspension.

PROCEDURE

1. The COMMUNITY SCHOOL SUSPENSION PROCESS begins with review of statutory reasons as outlined in R.C. 3314.072 (Suspending operation of a noncomplying school).
 - a. CSS staff members could also identify the potential need for suspension during an enrollment and financial review, on-site visit, during preparation of site visit reports and/or while conducting annual performance monitoring.
 - i. Conditions that may trigger intervention and suspension include, but are not limited to:
 1. Violation of rule and/or law
 2. Violation of community school contract



3. Excessive decrease in enrollment
 4. Financial instability
 5. Organizational/Operational deficiencies
 6. Failure to respond to reasonable requests from sponsor
 7. Failure to adequately address deficiencies from the school being placed on probation
 8. Failure to make adequate academic progress or meet local report card measures
2. Documentation noting conditions that may trigger intervention and suspension may include, but is not limited to, the following:
 - a. Enrollment and financial review documents
 - b. Communication from the Ohio Department of Education or other stakeholders (i.e. Auditor of State)
 - c. Site Visit Reports
 - d. Audit Reports
 - e. Board Meeting Reports
 - f. Complaints
 - g. Corrective action plans
 - h. Email correspondence with sponsor or CSS
 - i. Probation notices
3. If possible, a school will be placed on an intervention(see INTERVENTION PROCESS) and probation (see COMMUNITY SCHOOL PROBATION PROCESS) prior to being placed on suspension.
 - a. If a school is not complying with the terms of its intervention plan and/or probation, General Counsel shall consult the President to determine if the school should move to suspension.
 - i. General Counsel and President may consider and collect data relevant to the timeliness of documentation submitted, severity of corrective deficiencies warranting intervention, history of school's compliance with intervention plan or corrective action plan/probation requests and number of times a school has been placed on corrective action/probation or required interventions.
4. If the deficiency is severe, CSS staff member suggesting suspension reviews data collected during the enrollment and financial reviews, on-site visits and while completing annual performance monitoring. If the CSS staff member notes a potential deficiency requiring suspension, he/she will discuss with department manager to determine if there is a deficiency that should be investigated and documented.



5. CSS staff member or department manager may conduct further investigation, including contact school personnel, governing authority members, management company representatives and governing authority legal counsel.
 - a. The investigation may include verbal conversations, email correspondence and document collection.
6. After completion of the investigation, department manager discusses potential deficiency with President to determine that suspension is warranted.
7. Once suspension is determined to be the correct course of action, the Legal Project Manager will prepare a draft and send to General Counsel for review and final approval from the President and St. Aloysius.
8. Upon President and St. Aloysius approval of the document, the following occurs:
 - a. General Counsel finalizes the intent to suspend letter ('letter') per R.C. 3314.072 with any necessary revisions and sends the letter to the Legal Project Manager.
 - b. The Legal Project Manager sends the letter electronically to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team.
 - c. The governing authority shall be provided five (5) business days to submit to the sponsor a proposal to remedy the conditions cited as reasons for the suspension.
 - d. The Legal Department, President and CSS Management Team shall review the proposed remedy within ten (10) business days after receipt.
 - e. If the sponsor approves of the remedy proposed, the governing authority and school will not be suspended and will be permitted to continue operating under conditions provided in a response.
 - i. The Legal Department shall draft the response and submit to the President for approval.
 - ii. The Legal Project Manager will provide the response to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to next governing authority meeting.
 - f. If the sponsor disapproves the remedy proposed by the governing authority, if the governing authority fails to submit a proposed remedy in the manner prescribed by the sponsor, or if the governing authority fails to implement the remedy as approved by the sponsor, the sponsor may suspend operation of the school per R.C. 3314.072.



9. The Legal Department shall provide an official notice of suspension to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to next governing authority meeting.
 - a. The Legal Project Manager will submit the suspension notice via Epicenter to the Ohio Department of Education.
10. Upon suspension of the school, the school shall cease all operations on the next business day.
11. The Legal Department shall implement the closure process which also applies to suspended schools (see SCHOOL CLOSURE PROCESS).
12. If the governing authority of the school fails to provide a proposal to remedy the conditions cited by the sponsor as reasons for the suspension, to the satisfaction of the sponsor, by the thirtieth day of September of the school year immediately following the school year in which the operation of school was suspended, the charter contract between the governing authority and the school shall become void and the school will be permanently closed.

DOCUMENTATION / VERIFICATION

Location of documentation:

- S:/CORRECTIVE ACTION PLANS/

Naming convention:

- Year + School + Issue Date
- Ex: CORRECTIVE ACTION PLANS/SY/SYABC School/PROBATION letter [Date]

Supporting documentation included with this process:

1. Initial communication to the school/board advising of the decision to place the school on probation.
2. Sample follow up communication regarding outstanding issues or missed deadlines
3. Letter releasing the board from probation.



DOCUMENT HISTORY

Orig. Date Sept. 2013
Rev. Date March 2017
Rev. Date November 2018
Rev. Date August 2019
Rev. Date June 2023

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL PROBATION PROCESS is as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President: David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMMUNITY SCHOOL PROBATION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 2.6

PROCEDURE TITLE: Community School Termination & Non-Renewal Process

Department: Legal Department

Proposed by: VP Sponsorship Operations

Effective Date: 01/30/2013

PURPOSE

The COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS ensures that all necessary notifications and closure requirements are met by the deadlines established by the sponsor, rule and law, and the Ohio Department of Education. In addition, the process monitors the performance of the applicant through the RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS. The process also ensures that, if a terminated or non-renewed school does not close but rather is awarded a contract by ODE or a different sponsor, all requirements of the non-renewing sponsor are documented, submitted and retained as required.

SCOPE

The COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS is used to guide all schools from the point of a non-renewal or termination decision through to closure and applies to all staff involved in the termination and non-renewal process.

PROCEDURE

1. The COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS may begin with the RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS, which includes evaluation of the application and a high stakes review of the academic, financial, and operational/organizational data over the term of the charter contract.
 - a. If the school does not meet the criteria for renewal as listed in its contract, the school will be non-renewed.
2. The process may also begin with an evaluation of concerns reviewed by the CSS Management Team.



3. Conditions that may trigger consideration of termination include but are not limited to: failure to meet student performance requirements stated in the contract; failure to meet generally accepted standards of fiscal management; violation of any provision of the contract or applicable state or federal law; other good cause.
4. Internal staff will collect data relative to the condition(s) listed in step 4 that triggered consideration of termination. This data includes data from the performance framework of the charter contract which may include the following: academic data from the local report card or nationally normed assessments related to student performance requirements stated in the contract, financial statements related to meeting generally accepted standards of fiscal management, and compliance data related to the provision of the contract or law the school has violated.
5. Additionally, internal staff will contact the school leader, management company representative (if applicable), governing authority counsel, governing authority president and any other personnel related to the issues reported.
6. Analysis of the data is conducted internally and presented to St. Aloysius by the President or other key staff for a final determination. The St. Aloysius Board reviews the findings and recommendations of CSS and makes a decision to non-renew or terminate the school.
7. Once a decision is made to non-renew or terminate, the notice of non-renewal or termination letter is sent from the Legal Department on behalf of St. Aloysius.
 - a. Notices of non-renewal will be sent, in writing, no later than January 15th of the year in which the contract will be terminated or non-renewed.
8. All schools are required to respond to the non-renewal or termination notice within fourteen (14) days and request an informal hearing if they intend to appeal the decision. The request must be made in writing.
 - a. If the School requests an informal hearing, CSS Management Team and President will conduct the hearing on behalf of St. Aloysius within fourteen (14) days of the request for the hearing.
 - i. Factors that the Management Team will consider include but are not limited to: instituting a turnaround model with an experienced operator, future education initiatives, other factors affecting the school's academic, operational/organizational and/or fiscal performance.
 - ii. Members of the Management Team shall use the Hearing Rubric which will be used to score the hearing and submitted supplemental information.
9. Once CSS has conducted the informal hearing, CSS will present all information discussed at the hearing to the St. Aloysius Board. The St. Aloysius Board shall



make a final determination to rescind the non-renewal or termination or continue with closure of the school.

10. CSS, on behalf of St. Aloysius, shall issue a written decision either affirming or rescinding the decision to not renew the contract. CSS appropriately notices the Governing Authority, school, and ODE within fourteen (14) days of the final decision and maintains records of the communications to comply with sponsor and statutory requirements.
 - a. All non-renewed schools shall continue to operate through the end of the school year in which they have been non-renewed.
 - b. All terminated schools shall cease operation on the date established in the original termination notice after all appeals have been exhausted.
11. The Legal Department designee will send correspondence to the Governing Authority, school leaders, and school Treasurer with its Closure Responsibility Table, Box Labeling Protocol, the Closure Checklist, the Closure Plan, the Ohio Department of Education Suspension and Closing Assurance form and a Sample Parent Letter and will monitor to ensure the Closure Plan is being followed and all documents are being received as outlined in the Closure Checklist.
12. The Legal Department will ensure the school's families were notified of the non-renewal no later than April 15.
13. At the end of the school year or date of termination, the Legal Department works with the school's designated contact person, as required by the charter, to submit all notices, records, financial information and requirements as detailed in the Closure Responsibility Table, the Closure Checklist, the Closure Plan and the Ohio Department of Education Suspension and Closing Assurance form, unless CSS is provided with notice that the school has retained different sponsorship.
14. The Legal Department calendars relevant follow up dates to obtain documents or fulfill requirements as dictated therein. Such critical dates are uploaded to the shared drive and are monitored by the Legal Department and/or the relevant subject matter expert.

DOCUMENTATION / VERIFICATION

All COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS documents will be saved with a naming convention and the date in the shared drive as follows:

S:\Sponsor Contract Renewals



DOCUMENT HISTORY

Orig. Date May 2012
Rev. Date March 2017
Rev. Date September 2018
Rev. Date September 2019
Rev. Date April 2020
Rev. Date June 2022
Rev. Date October 2022
Rev. Date June 2023

REVIEW AND APPROVAL

Reviewers of the COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS are as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President David L. Cash, Jr.

Date: 06/30/2023

With final approval as of the date that the President signs the COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS document. At that point, the COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS may be implemented.



STANDARD OPERATING PROCEDURE 3.1

PROCEDURE TITLE: Comprehensive Onsite Review Process

Department: ALL

Proposed by: VP Sponsorship Operations

Effective Date: 06/21/2013

PURPOSE

The COMPREHENSIVE ONSITE REVIEW PROCESS provides guidance for conducting onsite reviews (beyond the monthly enrollment and financial reviews) at least twice per year, once in the first half of the year and once in the second half of the year, while school is in session, which include an examination and collection of the school's data relevant to compliance with all applicable laws, rules, contractual obligations, and academic performance measures. Additionally, the COMPREHENSIVE ONSITE REVIEW PROCESS provides consistency for the review of school documentation and the report (beyond the monthly financial and enrollment report) provided to each school after each site visit.

The process includes five primary component processes: OPENING ASSURANCES PROCESS, ANNUAL COMPLIANCE ON-SITE REVIEW PROCESS, ONSITE ASSISTANCE REVIEW PROCESS, COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS and SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS. Each component process will follow the same review steps to ensure consistency across the different departments and CSS staff completing the process. Each component process will also provide the goal of the visits and prescribe strict adherence to a specific set of actions (i.e., procedures for data collection and their sources, types of data, observation and interview guidance and observation and interview instruments) for conducting on-site reviews.

SCOPE

The COMPREHENSIVE ONSITE REVIEW PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all employees who conduct or support on-site reviews.



PROCEDURE

The COMPREHENSIVE ONSITE REVIEW PROCESS commences prior to the start of the school year and is as follows:

1. All staff participating in on-site reviews will ensure that the processes below, as they are components of the overall on-site review process and monitoring responsibility of Charter School Specialists and St. Aloysius, are completed in accordance with the specific SOP written for each component, as well as in accordance with the steps noted below.
 - a. Opening Assurances Process (3.2)
 - b. Annual Compliance Onsite Review Process (3.3)
 - c. Special Education Monitoring and Onsite Review Process (3.4)
 - d. College and Career Readiness Monitoring and Onsite Review Process (3.12)
 - e. Onsite Assistance Review Process (3.14)
2. Prior to beginning the on-site reviews:
 - a. The responsible department reviews changes in all applicable laws, rules, contractual obligations, academic performance measures and stakeholder input necessary to update the data collection tools.
 - b. The responsible department shall review the on-site visit summary template from the previous year and prepare a draft incorporating all suggested changes and send to the Management Team for a final review.
 - c. The responsible departments will work together to prepare assignments and timelines prior to August 15 to ensure that on-site reviews are conducted at least twice per year, once in the first half of the year and once in the second half of the year, while school is in session.
 - d. The responsible departments will meet throughout the year to review the status of the site visit assignments and completion.
 - e. All team members assigned to conduct on-site reviews will follow the processes outlined in the standard operating procedure that guides their on-site reviews.
 - f. As team members schedule their onsite or virtual reviews, they will input the dates of visits into the CSS Site Visit Tracker spreadsheet and post all visits on the CSS shared calendar.
 - i. All Site Visits for the 1st half schools will be scheduled by September 30th. All Site Visits for the 2nd half schools will be scheduled by January 31.



- ii. As changes are made to onsite review dates, each team member will update the CSS Site Visit Tracker spreadsheet providing the new onsite review date.
- iii. Any team member making changes to site visit dates should make changes as “suggestions” or “tracked changes” in the spreadsheet.
- iv. Once a site visit has been completed, the team member that attended the site visit will indicate the date the site visit was completed on the spreadsheet. If the site visit consists of multiple visits, then the date the site visit was completed is the day of the last site visit for that half of the school year.
- v. The School Improvement Program Assistant will update the monthly At-A-Glance report with the new date, remove the suggestions and accept the track changes.

DOCUMENTATION / VERIFICATION

Documentation is saved according to the specific SOP.

DOCUMENT HISTORY

Orig. Date 2011
Rev. June 2012
Rev. June 2013
Rev. February 2015
Rev. March 2017
Rev. October 2018
Rev. August 2019
Rev. April 2021
Rev. August 2022
Rev. June 2023



REVIEW AND APPROVAL

Reviewer of the COMPREHENSIVE ONSITE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMPREHENSIVE ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.3

PROCEDURE TITLE: Annual Compliance Onsite Review Process

Department: Compliance Department

Proposed by: VP Director of Sponsorship

Effective Date: 09/01/2013

PURPOSE

The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS provides for consistency in review of school documentation necessary to maintain the school's compliance with all applicable laws, rules, and applicable contractual obligations. The goal of the annual compliance on-site review visits is to assist schools in achieving overall compliance in all areas.

SCOPE

The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all CSS staff conducting reviews.

PROCEDURE

The ANNUAL COMPLIANCE ON-SITE REVIEW PROCESS is conducted according to the following procedures:

1. The Compliance Department will finalize and distribute all applicable on-site review tools and provide training to CSS staff and schools prior to annual compliance on-site review.
2. The ANNUAL COMPLIANCE ON-SITE REVIEW shall consist of a virtual meeting to review compliance documentation in the Fall and an onsite file review in the Winter. CSS staff completing the review will coordinate with the school leadership to collect all the necessary compliance documents noted in the Fall/Winter Review spreadsheet. After completing a desk review of the compliance documentation, the CSS staff will follow-up with



questions or request additional documentation needed resulting from the desk review.

3. In the Winter, the assigned CSS staff will complete an on-site file review with the school. Upon arrival at the school, CSS staff will meet with the school administrator/principal and other relevant staff to review the procedures for data collection. Over the course of the ANNUAL COMPLIANCE ON-SITE REVIEW:
 - a. CSS staff will be reviewing the school's compliance and collecting data relative to all rules, laws and applicable contractual obligations as provided in the compliance spreadsheets, staff roster, and student files.
 - b. CSS staff will review the school's previous year's annual compliance on-site review documentation, which includes relevant policies and procedures, inspections, and other documentation required to show the school's overall compliance with all rules, laws and applicable contractual obligations and compare to the school's current documentation.
 - i. If the documentation has changed from the previous year, CSS staff will collect new documentation electronically.
 - c. CSS staff collects the staff roster and reviews the school staff's licensure, background checks and training per the completed staff roster provided by the school to ensure compliance with all rules, laws and applicable contractual obligations.
 - d. CSS staff reviews a sample of student files to ensure collection of documentation for students relative to all rules, laws and applicable contractual obligations.
4. During the on-site review, CSS staff may interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, treasurer, management company staff, board counsel, etc.).
 - a. When an interview is conducted, the following should be considered:
 - i. Reviewer should use compliance spreadsheets, staff roster and/or student records checklist to guide questions.
 - ii. Reviewer should consider requirements in all applicable rules, laws and applicable contractual obligations, policies, procedures, inspections, staff roster and student files during the interview.



- iii. As interviews are completed, CSS staff will complete the compliance spreadsheets indicating compliance or non-compliance.
 - 1. Any non-compliance items will be provided to the school leader/principal or other relevant staff for follow-up after the interview.
- b. Classroom observations are not generally conducted during annual compliance on-site reviews.
- c. If observations are conducted, the following should be considered:
 - i. A representative selection of classrooms should be observed;
 - ii. Reviewers should avoid interrupting the teacher(s) or creating any unnecessary disturbances during classroom instruction;
 - iii. Reviewer should use the CSS observation tool to note strengths and weaknesses relative to areas noted on the observation tool;
 - iv. When possible the teacher(s), Community School Leadership or Building Leadership Team, students, coaches, aides, or parents should be utilized as a resource for collecting information/data relative to the areas noted on the observation tool and/or documents collected during observation (if any);
 - v. Reviewer should refer to/compare observations to requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law.
- 5. CSS staff continues to collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff and/or stakeholders in order to assist the school in achieving the goal of overall compliance.
- 6. After all data has been collected, the Compliance Department will send a final annual compliance on-site review report (i.e., site visit report summary template) to the governing authority members, school leader/principal, governing authority legal counsel and management company representative (if applicable), and the CSS Office Manager to be included in the school's next board meeting documentation.
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), recommendations, and areas of strength.



- i. If an area needing improvement is identified, the written report will specify the steps or time frames for doing so and request relevant status updates from the school.
- ii. The Compliance Department and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
- iii. The Compliance Department will also review areas needing improvement and determine if technical assistance should be provided to the school.

DOCUMENTATION/VERIFICATION

All ANNUAL COMPLIANCE ONSITE REVIEW PROCESS documents will be saved as working copies and will be saved as distribution copies when available for proofing. Once the assigned staff member uploads to the distribution folder on the Shared drive, the Compliance Department will verify accuracy and consistency in formatting. The Compliance Department will resave the final versions to an annual compliance assessment process folder identifying the school name on each Excel and PDF file.

Location of documentation:

S:/SITE VISITS

DOCUMENT HISOTRY

Orig. Date May 2012
Rev. September 2012
Rev. September 2015
Rev. February 2016
Rev. March 2017
Rev. October 2018
Rev. August 2019
Rev. July 2022



REVIEW AND APPROVAL

Reviewer of the ANNUAL COMPLIANCE ONSITE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 07/27/2022

Approved By: President David L. Cash, Jr.

Date: 07/27/2022

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated



STANDARD OPERATING PROCEDURE 3.4

PROCEDURE TITLE: Special Education Monitoring and Onsite Review Process

Department: Compliance

Proposed by: Vice President, Special Ed. Services

Effective Date: 10/01/2013

PURPOSE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is a critical component of education in all of Ohio's community schools. Students with special needs, ranging from the mildest to the most severe disability, require individualized instruction and accommodations. CSS compliance and special education staff monitors the school's special education programs, services, data reporting and documentation, to assess the school's compliance with all applicable rules, laws and contractual obligations.

The intended purpose of the SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is to ensure that there is consistency in the process for review and monitoring of individual schools' contracts for special education programs and services. CSS' goal is to provide expertise and guidance to partner schools to ensure accuracy in data reporting and effective utilization of funding for all special education services. The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS works in conjunction with the COMPREHENSIVE ONSITE REVIEW PROCESS.

SCOPE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS applies to all CSS partner schools and CSS special education staff.

PROCEDURE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS consists of two primary processes; schools compliance with required policy and procedure will be evaluated as a part of the annual compliance review, specific technical assistance and in-depth reviews will be conducted by the Director of



Special Education Program Compliance on an as needed basis and is conducted according to the following procedures:

1. The CSS Director of Special Education Program Compliance in coordination with the Director of Compliance will finalize and distribute all applicable onsite review tools prior to compliance review visits.
2. Upon arrival at the school, CSS compliance staff will inform the administrator of the visit and meet with the intervention specialist to review the procedures for data collection.
 - a. CSS compliance staff will review the school's compliance with and collect data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan.
 - i. CSS compliance staff collects data relative to the school's calendar, special education student files, and policies and procedures related to: Free and Appropriate Public Education (FAPE), Multiple Tiers of Student Support, Section 504 of the American With Disabilities Act, and Student with Limited English Proficiency.
 - ii. CSS compliance staff reviews a sample of student files to ensure accurate documentation for students relative to all special education rules, laws and applicable contractual obligations.
3. During the on-site review, CSS compliance staff may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
 - a. When an interview is conducted, the following should be considered:
 - i. Reviewers should use the school's calendar, policies and procedures and student files to guide questions.
 - ii. Reviewers should consider requirements in all applicable special education rules, laws and contractual obligations, policies, procedures, and student files during the interview.
 - iii. If interviewing an intervention specialist in the classroom, interviews should be as least disruptive as possible and should not take away from instructional time.
4. CSS special education staff do not generally conduct classroom observations.



5. CSS Director of Special Education Program Compliance and compliance staff may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
6. CSS Director of Special Education Program Compliance shall provide PD opportunities for all schools as a part of specific technical assistance at least 3 times a year.
7. CSS Director of Special Education Program Compliance shall be available for all in-depth reviews of special education programs if compliance coordinators deem assistance is necessary as a result of any on-site review.
8. CSS Director of Special Education Program Compliance will prepare a summary report regarding the implementation of special education programming for each school by May 15. The summary report will be included in an annual compilation of reports to be sent to each school.
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), recommendations, and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. CSS special education staff and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. CSS special education staff will also review areas needing improvement and determine if technical assistance should be provided to the school.
9. In accordance with ODE timelines (currently October 31), CSS special education staff shall collect and review the Sponsor Special Education Annual Report for each school. The Special Projects Director will upload the reports to ODE.

DOCUMENTATION/VERIFICATION

Location of documentation:

- S:/Special Education/[Year]SPED Compliance

DOCUMENT HISTORY

Orig. Date October 2013

Rev. Date March 2017

Rev. Date February 2018



Rev. Date October 2018

Rev. Date April 2021

Rev. Date June 2022

Rev. Date June 2023

REVIEW AND APPROVAL

Reviewers of the SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS are as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.6

PROCEDURE TITLE: ODDEX School Calendar Review Process

Department: Compliance

Proposed by: Compliance Department

Effective Date: 07/01/2013

PURPOSE

The ODDEX SCHOOL CALENDAR REVIEW PROCESS provides for initial review and approval of school calendars, to verify that each school is scheduled to meet and/or exceed the minimum number of instructional hours per year, and to ensure that the school has an adequate daily schedule as required.

The PROCESS provides for a sponsor review and approval of each school's ODDEX calendar to ensure accuracy of the calendar being uploaded into the system by the school's EMIS/SOES designee.

SCOPE

The ODDEX SCHOOL CALENDAR REVIEW PROCESS applies to the Compliance Department that is responsible for ensuring calendar sufficiency and compliance for all CSS partner schools contracted with St. Aloysius.

PROCEDURE

The procedure includes, but is not limited to the following tasks and responsibilities:

1. The Compliance Department distributes to all schools a request for the calendar and bell schedule to be submitted for review and approval. The request is sent out in mid-April to all schools with reminders emailed to schools who have not submitted the documents by the required date.
2. Once received, the Compliance Department reviews the calendar and daily schedule to ensure that the school is in session for at least the minimum number of hours required by statute and that it matches the ODDEX calendar. The



Compliance Department will review by June 30th for DOPR schools and by July 30th for all K-12 schools.

- a. If the calendar and/or daily schedule are not accurate, an email with explanation is sent to the school requesting revised documents.
3. Additionally, the Compliance Department monitors calendars throughout the year and responds to inquiries as necessary.
4. If changes are needed, modifications are presented, reviewed and approved/disapproved by the Compliance Department, who maintains communication between ODE and the school.

DOCUMENTATION / VERIFICATION

ODDEX school calendar documentation is maintained by the Compliance Department and accessed on the S drive as follows:

Location of documentation:

S:/CALENDARS

Supporting documentation included with this process:

1. Email requests and reminder for profile and calendar submission
2. Sample follow up communication

DOCUMENT HISTORY

Orig. Date June 2013

Rev. October 2015

Rev. April 2017

Rev. November 2018

Rev. June 2023



REVIEW AND APPROVAL

Reviewer of the SOES PROFILE & SCHOOL CALENDAR REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President: David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ODDEX SCHOOL CALENDAR REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.9

PROCEDURE TITLE: Intervention Process

Department: ALL

Proposed by: General Counsel

Effective Date: 07/01/2013

PURPOSE

This INTERVENTION PROCESS provides guidance to all team members and the Management Team on how to communicate, evaluate and track corrective action plans regarding any deficiency in the school's governance, operations, fiscal management, educational model, or operations relative to any state or federal rule or law, and/or sponsor requirements. This includes deficiencies brought to the attention of CSS by stakeholders, such as the Ohio Department of Education or Auditor of State's Office, which may include audits; programmatic deficiencies, grant and data reporting; or other pertinent issues relative to the school's operations identified during the comprehensive onsite review process.

The INTERVENTION PROCESS relates to any deficiency requiring a request for a corrective action plan for a school.

SCOPE

This INTERVENTION PROCESS applies to all staff who participate in oversight or provide technical assistance to CSS partner schools sponsored by St. Aloysius.

PROCEDURE

The CSS INTERVENTION PROCESS is as follows:

1. Conditions that may trigger intervention and corrective action include, but are not limited to:
 - a. Violation of rule and/or law;
 - b. Violation of community school contract;
 - c. Excessive decrease in enrollment;



- d. Financial instability;
 - e. Failure to respond to reasonable requests from sponsor;
 - f. Performance deficiencies, such as failure to make adequate academic progress or meet the local report card measures;
 - g. Performance of the governing authority or its individual members that is detrimental to the overall success of the school;
 - h. Issues identified in the annual audit performed by the Auditor of State, or Independent Public Accountants (IPAs), that may impact the operation of the school.
2. CSS staff member(s) may identify a condition that triggers the potential need for an intervention during an enrollment and financial review, on-site visit, governing authority meetings, preparation of site visit reports and/or while conducting annual performance monitoring.
 3. CSS staff member(s) may also note a condition that may trigger intervention and the potential need for an intervention letter or corrective action plan during a review of the following documentation:
 - a. Enrollment and financial review documents
 - b. Communication from the Ohio Department of Education or other stakeholders (i.e. Auditor of State)
 - c. Site Visit Reports
 - d. Audit Reports
 - e. Governing Authority Meeting Reports
 - f. Complaints
 4. When the CSS staff member notes a potential deficiency, he/she will discuss with their department manager to determine if the deficiency should be investigated.
 5. Department managers or designated CSS staff members may conduct an investigation, which may include contacting school personnel, governing authority members, management company representatives, governing authority legal counsel, verbal conversations, email correspondence, and document collection.
 6. After completion of the investigation, the department manager discusses the deficiency with the Chief Operating Officer
 7. The Chief Operating Officer will review with the President.
 8. The President makes the determination if an intervention letter or request for a corrective action plan should be sent to the school.
 9. Intervention letters will be sent on CSS letterhead with signature of President.
 - a. Letters will note areas of concern and indicate failure to remedy these concerns could result in a corrective action plan.



- b. The designated CSS staff member who requested the letter to be sent will follow up with the school to get a status update within 10 business days after the letter is sent.
 - c. If all areas of concern are not adequately addressed, the school may be sent a request for a corrective action plan.
- 10. If a CAP is being sent, the President or designee shall contact the school and notify them that a CAP will be forthcoming.
- 11. The department manager/CSS staff member will complete the CAP Request Template and obtain the President's approval.
 - a. The CAP request template must include all Action Steps Required and a timeline to complete the required actions steps. If possible, the due date should be after the next scheduled board meeting.
- 12. The department manager/CSS staff member will send the approved CAP Request Template to the Legal Project Manager.
- 13. The Legal Project Manager will complete the CAP Cover Letter, review the template for formatting issues and send the final copy of the Cover Letter and the CAP Request Template to all governing authority members with copy to board counsel, school leader, management company representatives (if applicable), CSS President, CSS Management Team, and Office Manager.
 - a. The Office Manager will include the CAP request with the board materials sent to board liaisons and CSS sponsor representative prior to the next board meeting.
- 14. The Legal Project Manager will update the CAP Tracking Spreadsheet with the date sent, reason for CAP request and the due date of the response. The CAP Tracking Spreadsheet will be shared at all monthly CSS Staff Meetings.
- 15. The Legal Project Manager will monitor the CAP request due dates and communicate directly with the governing authority and/or its representative as needed.
- 16. Upon receipt of the proposed CAP from the school, the Legal Project Manager will forward it to the requesting department manager/CSS staff member to review and will include a date it should be reviewed by.
- 17. The department manager/CSS staff member will determine if the CAP submitted is:
 - a. Approved and the plan needs to be monitored,
 - b. Not approved and requires additional information.
- 18. The department manager/CSS staff member will complete the respective form letter and send it to the Legal Project Manager for distribution.
 - a. CAP Approval Letter with monitoring - If the CAP is approved and the plan needs to be monitored, it is the responsibility of the department manager to



discuss the plan at their monthly department meetings. The department manager will determine if the CAP will be monitored by their department or at monthly governing authority meetings and communicate this to the Legal Project Manager. The Legal Project Manager shall note this on the CAP Tracking Spreadsheet. All status updates must be provided to the Legal Project Manager so the tracking spreadsheet can be updated accordingly.

- b. CAP Denial or Request for Additional Information Letter - If the CAP is not approved or needs additional information, the Legal Project Manager will send the letter and update the CAP Tracking Spreadsheet accordingly. The CAP process will then resume at step 12 above.
19. The Legal Project Manager will regularly request status updates from either the CSS Staff member attending the board meetings, the department manager, the assigned staff member, or the school and will review the requested status updates to ensure that the Governing Authority is complying with the terms of the corrective action plan.
20. Departments must discuss any CAPs issued by their department and status updates at each department meeting.
21. The Legal Project Manager shall determine if the governing authority is adequately monitoring and implementing the CAP by regularly reviewing the requested status updates. Status updates may be provided from either the CSS Staff member attending the board meetings, the department manager, the assigned staff member, or the school.
22. If the Legal Project Manager determines the governing authority is not adequately monitoring and implementing the CAP, the department manager responsible for the CAP will be notified.
 - a. If additional information is needed regarding the monitoring, the department manager or designee may contact the CSS representative attending the board meetings, the board liaison, board counsel, or any other school personnel.
23. If the requirements of the CAP are not being met, the following may occur:
 - a. The matter may be referred to the General Counsel or designee for placement on probation (SOP 2.4 will be followed including final approval by St. Aloysius) or suspension (SOP 2.5 will be followed including final approval by St. Aloysius).
 - b. The matter may be referred to the General Counsel or designee for contract termination (SOP 2.6 will be followed including final approval by St. Aloysius).



24. Once it has been determined that the governing authority has met the terms of the CAP and the department manager has determined that it may be released from the CAP, the department manager shall notify the Legal Department Manager.
 - a. The Legal Project Manager shall draft and send the Release from CAP Letter and update the CAP Tracking Spreadsheet accordingly.

DOCUMENTATION/VERIFICATION

Location of documentation:

S:\Corrective Action Plans\SY

DOCUMENT HISTORY

Orig. Date 2011
Rev. Date May 2012
Rev. Date November 2012
Rev. Date December 2014
Rev. Date October 2015
Rev. Date March 2017
Rev. Date March 2018
Rev. Date October 2018
Rev. Date May 2019
Rev. Date April 2020
Rev. Date November 2020
Rev. Date April 2021
Rev. Date April 2022
Rev. Date June 2022
Rev. Date October 2022
Rev. Date June 2023



REVIEW AND APPROVAL

Reviewers of the INTERVENTION PROCESS are as follows:

Reviewed by: Management Team:

Date: 06/30/2023

Approved by: President David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date noted above. Processes are consistently reviewed and revised as necessary throughout the term. The INTERVENTION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.11

PROCEDURE TITLE: Technical Assistance Process

Department: ALL

Proposed by: VP Sponsorship Operations

Effective Date: 05/01/2013

PURPOSE

The TECHNICAL ASSISTANCE PROCESS provides consistency in the handling of requests for technical assistance, including proper documentation and verification of communication and/or actions taken. It provides for targeted and customized support by CSS professional staff or contractors with subject matter expertise relevant to the operations of partner schools to successfully fulfill their obligations under applicable rules, laws, and the terms of the community school contract and ensure timely assistance to schools in response to issues, problems and concerns.

SCOPE

The TECHNICAL ASSISTANCE PROCESS applies to all CSS staff or contractors responsible for providing technical assistance.

PROCEDURE

1. Technical assistance requests may be received through a telephone call, email, verbal or written communications from schools, governing authorities and school management company representatives.
2. Requests may be received by any CSS staff member or contractor.
3. The request should be responded to with a telephone call or email by the appropriate team member within a twenty-four (24) hour period unless extenuating circumstances apply.
4. If the request for technical assistance is related to health and safety, the request should be sent directly to the President and addressed immediately if deemed appropriate.
5. In general, the staff member or contractor receiving the request shall respond. For specific technical matters, the staff member or contractor may consult a subject matter expert for additional assistance prior to responding.



6. If the request is not appropriate for sponsorship technical assistance, CSS will work with the school to provide appropriate recommendations for how the school can receive technical support as may be requested.
7. Staff shall complete the Sponsor Evaluation Collection reporting document within the reporting timeframe for technical assistance provided.
8. The Legal Department shall prepare a summary of the technical assistance provided quarterly.
9. Management Team shall review the summary quarterly during scheduled team meetings in conjunction with the Resource Allocation Process and Sponsorship Improvement Process to determine which schools need additional assistance.

DOCUMENTATION / VERIFICATION

Location of documentation:

TEAMS

DOCUMENT HISTORY

Orig. Date May 2013
Rev. December 2014
Rev. March 2017
Rev. November 2018
Rev. April 2020
Rev. April 2021
Rev. August 2021
Rev. November 2021
Rev. June 2023

REVIEW AND APPROVAL

Reviewers of the TECHNICAL ASSISTANCE PROCESS are as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The TECHNICAL ASSISTANCE PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.12

PROCEDURE TITLE: College and Career Readiness Monitoring and Onsite Review Process

Department: School Improvement and Compliance

Proposed by: Director of College and Career Readiness

Effective Date: 03/28/2017

PURPOSE

The purpose of the COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS is to ensure that all CSS sponsored schools are providing each student with a high-quality college and career program consistent with rule, law and the community school contract. The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS is used to review and monitor each sponsored school's compliance with statute and contract in the areas including but not limited to Career Technical Education, Graduation (Requirements and Pathways), Career Advising Policy, and College Credit Plus. CSS will provide expertise and guidance to schools to ensure policies are approved and programs are in place for students to have the opportunity to acquire the necessary knowledge, skills, and abilities for future success. CSS will ensure schools effectively utilize funding received by the state for these services.

SCOPE

The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS applies to CSS staff who conduct college and career readiness monitoring and onsite reviews and all St. Aloysius sponsored schools that offer career technical education, graduation pathways, career advising and college credit plus.

PROCEDURE

1. The College and Career Readiness Monitoring and Onsite Review Process consists of two primary reviews; the compliance review by the compliance department, and the onsite assistance review of the CCR education plan by the



Director of College and Career Readiness or another member of the School Improvement Team.

2. CSS Compliance Department staff will include all questions regarding college and career requirements on the compliance spreadsheet and conduct the compliance review in accordance with SOP 3.3.
3. Upon arrival at the school, CSS Compliance Department staff will inform the administrator of the visit and meet with the school's Career Advisor to review the procedures for data collection.
4. CSS compliance staff will review the school's compliance with and collect data relative to all college and career readiness rules, laws and applicable contractual obligations as provided in student files and the school's education plan.
 - a. CSS Compliance Department staff collect data relative to the school's calendar, student files, and policies and procedures related to: Career Technical Education, Graduation (Requirements and Pathways), Career Advising Policy, and College Credit Plus.
 - b. CSS Compliance Department staff review a sample of student files to ensure accurate documentation for students relative to all high school graduation rules, laws and applicable contractual obligations.
5. The onsite assistance review of the CCR education plan will be conducted either by the Director of College and Career Readiness or another member of the School Improvement Team. The CCR onsite assistance review is intended to (1) ensure the school is implementing the education program described in the education plan in the charter agreement and (2) identify areas of support the Director of College and Career Readiness can provide in order to help make the school successful in their program implementation. The Director of College and Career Readiness may meet with school operator leadership and regional staff to collect information about a network of schools and determine a strategy for onsite reviews. During the on-site review, CSS college and career readiness director or school improvement staff may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
 - a. When conducting observations, the following should be considered:
 - i. A representative selection of classrooms should be observed;
 - ii. Reviewers should avoid interrupting the teacher(s) or creating any unnecessary disturbances during classroom instruction;
 - iii. Reviewer should use the observation tool to note strengths and weaknesses relative to areas noted on the observation tool;



- iv. When possible the teacher(s), Community School Leadership or Building Leadership Team, students, coaches, aides, or parents should be utilized as a resource for collecting information/data relative to the areas noted on the observation tool and/or documents collected during observation (if any);
 - v. Reviewer should refer to/compare observations to requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law.
 - b. When conducting interviews, the following should be considered:
 - i. Possible interviewees include school leadership, board members, teachers, students, parents, aides, or coaches;
 - ii. Reviewer should use review tool to guide questions during interview;
 - iii. In a classroom, interviews should be as least disruptive as possible and should not take away from instructional time;
 - iv. Reviewers should consider requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law to guide interview follow-up.
- 6. The CSS Director of College and Career Readiness will visit all schools that offer CCR (usually grades 9-12) and may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
- 7. After all data has been collected, the Director of College and Career Readiness will send a final college and career readiness on-site review report (i.e., site visit report summary template) to the governing authority members, school leader/principal, governing authority counsel and management company representative (if applicable).
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. Director of College and Career Readiness and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. Director of College and Career Readiness will also review areas needing improvement and determine if technical assistance should be provided to the school.



DOCUMENTATION/VERIFICATION

Location of documentation:

- S:/COLLEGE AND CAREER READINESS

Naming Convention:

- Year+School+Document+Date
- Ex: COLLEGE AND CAREER READINESS/2017-2018/ABC School/Review

Supporting documentation included with this process:

1. College and Career Readiness Compliance Review

DOCUMENT HISTORY

Orig. Date April 2017

Rev. November 2018

Rev. June 2023

REVIEW AND APPROVAL

Reviewers of the COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS are as follows:

Reviewed by: Management Team:

Date: 06/30/2023

Approved by: President David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.14

PROCEDURE TITLE: Onsite Assistance Review Process

Department: School Improvement

Proposed by: General Counsel

Effective Date: 05/15/2015

PURPOSE

The ONSITE ASSISTANCE REVIEW PROCESS, herein known as “OAR”, provides for consistency in review of charter faithfulness, education plan implementation (determined by classroom observations and discussion with the school leadership), school improvement plan, and sponsor recommendations necessary for a sponsored school to establish and maintain compliance with contract, rule and law. Additionally, the OAR will assess areas of technical assistance needed by the school and offer technical assistance and professional development as necessary. The process works in concert with the TECHNICAL ASSISTANCE PROCESS and the COMPREHENSIVE ONSITE REVIEW PROCESS.

SCOPE

The OAR is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all staff visiting schools and conducting OARs.

PROCEDURE

The procedure includes the following steps:

1. The School Improvement Department will select at least one (1) school improvement team member to conduct an OAR for each CSS partner school sponsored by St. Aloysius.
 - a. One (1) staff member will be assigned by the Vice President of School Improvement or designee to be the lead OAR school contact.
 - b. A second staff member may be assigned to accompany the lead team member if the school has had significant academic or operational challenges in the past.



2. The School Improvement Department will create an annual OAR schedule with school assignments.
- 3.
4. The School Improvement Department will provide a training to all CSS staff conducting OAR visits and provide shadowing opportunities for new team members.
5. The School Improvement Department will draft an email to send to schools and governing authorities regarding the OAR process.
6. At least two (2) weeks prior to the visit, the school improvement lead will contact the school via email to schedule a visit date for conducting the OAR. The OAR rubric will be included as an attachment to the email for school leader(s) and governing authority president review. School improvement department members that will be attending the OAR visit shall review, at a minimum, the following information prior to conducting the OAR at the school:
 - a. Any documentation related to 6.4 Accountability and the school's Ohio Improvement Plan (OIP) found in each school's designated folder on the CSS shared drive under School Improvement Team (SIT);
 - b. Review documentation related to 6.4b intervention reports located in each school's individual folder found on the CSS shared drive under School Improvement Team (SIT);
 - c. Review each school's contract attachments 6.3, 6.4 and 6.5 and any other information related to curriculum, instructional delivery methods, resources and materials, prevention/intervention plan, continuous improvement and professional growth, and the assessment plan found in Google under each school's folder;
 - d. The school's most recent local report card found on the Ohio Department of Education website;
 - e. The school's previous local report cards to document any trends that may require additional technical assistance.
7. One (1) day before the visit, the lead school contact shall send a reminder to the principal confirming the visit.
8. CSS staff will review the school's compliance with the school leader and collect data relative to all rules, laws and applicable contractual obligations as provided in the school's education plan.
9. During the on-site review, CSS staff may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, Building Leadership Team, etc.).
 - a. When conducting observations, the following should be considered:



- i. A representative selection of classrooms should be observed;
 - ii. Reviewers should avoid interrupting the teacher(s) or creating any unnecessary disturbances during classroom instruction;
 - iii. Reviewer should use the observation tool to note strengths and weaknesses relative to areas noted on the observation tool;
 - iv. When possible the teacher(s), Community School Leadership or Building Leadership Team, students, coaches, aides, or parents should be utilized as a resource for collecting information/data relative to the areas noted on the observation tool and/or documents collected during observation (if any);
 - v. Reviewers should refer to/compare observations to requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law.
 - b. When conducting interviews, the following should be considered:
 - i. Possible interviewees include school leadership, board members, teachers, students, parents, aides, or coaches;
 - ii. Reviewer should use review tool to guide questions during interview;
 - iii. In a classroom, interviews should be as least disruptive as possible and should not take away from instructional time;
 - iv. Reviewers should consider requirements in charter language, education plan, School Improvement Plan, policy, procedure, or rule/law to guide interview follow-up.
 - c. Dropout recovery schools will have an OAR rubric that focuses on college and career opportunities for students. The OAR process and overview will be overseen by the Director of College and Career Readiness in accordance with SOP 3.12. The visitation, interview, and observation process will follow the same procedures as the K-12 OAR process listed above. .
10. Preliminary OAR findings will be discussed by assigned staff members with the school leadership team at the time of the visit or after completion of the draft OAR report. The lead staff member is responsible for collecting all preliminary findings and creating a site visit report to share with the school principal and board. The lead staff member will complete the site visit report within thirty (30) days of the site visit and notify the School Improvement Program Assistant, however if there are multiple locations, the lead staff member will submit all of the site visit reports together to the School Improvement Program Assistant within thirty (30) days of the last completed site visit for all facilities. CSS staff may collect additional data not available at the time of the on-site review from the school leader/principal or



other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.

11. The School Improvement Department will have a standing meeting agenda item on the regularly scheduled department meeting to discuss areas of concern identified during recently completed OARS to identify recommendations for technical assistance.
12. After the SIT team reviews the OAR in a SIT meeting, the lead school contact will follow up with the school principal by phone, email, or in-person to address any questions or concerns identified in the OAR.
13. The Vice President of School Improvement will review the site visit reports before notifying the School Improvement Program Assistant they are ready for distribution.
14. The School Improvement Program Assistant will review the document for grammatical mistakes and formatting problems and make any necessary revisions.
15. The School Improvement Program Assistant will upload the final OAR reports to board members, the school leader, operator representatives, legal counsel, and other stakeholders that may be deemed appropriate prior to the next board meeting.
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. CSS staff conducting the visit and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. CSS staff will also review areas needing improvement and determine if technical assistance should be provided to the school.
 - b.
16. The School Improvement Program Assistant shall copy the Office Manager who will prepare and distribute the material to the CSS representative to review at the next board meeting. The CSS representative attending the next scheduled board meeting will review the OAR report cover page with the board members on behalf of the Sponsor.



17. A survey will be sent to the board and the school principal with each final OAR report to gather data to improve the OAR process and provide assistance in determining the professional development and technical assistance needs of the school.
18. Annually, the SIT will meet to conduct a needs assessment, make recommendations to improve the OAR process and report for the upcoming year the determined professional development needs of schools, set technical assistance priorities for CSS partnered schools and allocate resources.

DOCUMENTATION / VERIFICATION

All OAR documents will be saved as final with the ODE required naming convention, proofed and confirmed as accurate under the Shared Drive as follows:

Location of documentation:

S:\ONSITE ASSISTANCE REVIEW SYSCHOOL FOLDER

DOCUMENT HISTORY

Orig. Date May 2015

Rev. February 2016

Rev. March 2017

Rev. March 2018

Rev. November 2018

Rev. August 2019

Rev. October 2020

Rev. September 2022

Rev. June 2023

REVIEW AND APPROVAL

Reviewer of the ONSITE ASSISTANCE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ONSITE ASSISTANCE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.15

PROCEDURE TITLE: Enrollment and Attendance Monitoring Process

Department: Compliance Department

Proposed by: General Counsel

Effective Date: 03/15/2018

PURPOSE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS ensures that all enrollment and attendance data for St. Aloysius schools is being reported timely and accurately to the sponsor and the Ohio Department of Education. This also ensures that information is available for the Ohio Auditor of State, Ohio Department of Education or other stakeholders.

SCOPE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS applies to the Office Manager, Treasurer and all CSS staff attending governing authority meetings.

PROCEDURE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS begins at the start of each school year and is initiated and monitored by the Office Manager.

1. In August of each school year the Office Manager sends an email and spreadsheet to all school leaders, principals, superintendents, and management company personnel providing details about what information needs to be included in the school's enrollment and attendance report, a date to perform the enrollment and attendance count, a link to the training on HB 410 and a due date for submission of the count to CSS.
 - a. Count dates are selected randomly for the months of September, December, March and May at the beginning of each school year by the Office Manager to ensure samples are arbitrary.



- b. If a school is closed on the day of a required count, it may contact the Office Manager and change the date the count will be conducted.
2. The Office Manager prepares an internal spreadsheet which captures the following information for each school:
 - a. FTE (full-time enrollment) Count
 - b. Enrollment
 - c. Attendance
 - d. Attendance Rate
 - e. Lunch Count, if applicable
 - f. Sign-in and Sign-out Sheets, if applicable
 - g. If the School is required to develop the ESSA plan based on the report card GAP indicator related to chronic absenteeism this will be collected with the December submission.
3. All documents received from the schools are reviewed and the data is logged on the internal spreadsheet.
 - a. Reminders are sent to the responsible school personnel for submission of the student counts if the reports are not received by the due date.
4. The Fiscal Department pulls the FTE Count by month from the Community School Funding Report and logs it in the internal spreadsheet.
5. The Office Manager compares enrollment count, attendance count and FTE counts.
6. The Office Manager shall report attendance comparison results at the all-staff meeting following the count.
7. If an attendance rate is 25% or less for a DOPR (Drop-out Prevention and Recovery) school for two (2) reporting periods, the Office Manager shall notify the Vice President of School Improvement via email.
 - a. A question regarding how the school is implementing the ESSA plan related to chronic absenteeism will be added to the Attachment 6.4 questionnaire.
8. If an attendance rate is 89% or less for a traditional community school for two (2) reporting periods, the Office Manager shall notify the Vice President of School Improvement via email.
 - a. A question regarding how the school is implementing the ESSA plan related to chronic absenteeism will be added to the Attachment 6.4b questionnaire.
9. If the school does not submit required documentation for two (2) reporting periods, the Office Manager shall notify the Director of Compliance and the Vice President of School Improvement.



- a. The Director of Compliance or the Vice President of School Improvement, President and Management Team shall assign a CSS representative based on availability and proximity to visit the school within ten (10) business days unannounced to do a headcount.
 - b. At the visit, the CSS representative will collect documentation showing current days attendance and room assignments from the principal and then conduct a headcount of all students present at the school.
10. If the Office Manager is made aware of an attendance discrepancy in any other manner (e.g. Monitoring visits) the Office Manager shall notify the Director of Compliance and the Vice President of School Improvement via email.
 - a. The Director of Compliance or the Vice President of School Improvement shall assign a CSS representative based on availability and proximity to complete an unannounced visit to the school within ten (10) business days to do a headcount.
 - b. At the visit, the CSS representative will collect documentation showing current days attendance and room assignments from the principal and then conduct a headcount of all students present at the school.
11. After the unannounced visit has taken place, the CSS Representative shall notify the Office Manager of the results of the headcount via email.
12. If the discrepancy is confirmed (i.e. the attendance rate is below 25% for DOPR schools or 89% for traditional schools) after the unannounced visit, the Office Manager shall report this to the Management Team and President.
13. The school may be placed on a corrective action plan, probation or suspension as determined by the Management Team and the President (see Corrective Action Plan, Probation and Suspension Processes).

DOCUMENT/VERIFICATION

All ENROLLMENT AND ATTENDANCE MONITORING PROCESS documents will be saved in the shared drive.

DOCUMENT HISTORY

Orig Date Mar 2018
Rev. Date Nov 2018
Rev. Date Apr 2019
Rev. Date Aug 2019
Rev. Date Aug 2022
Rev. Date June 2023



REVIEW AND APPROVAL

Reviewers of the ENROLLMENT AND ATTENDANCE MONITORING PROCESS are as follows:

Reviewed by: Management Team:

Date: 06/30/2023

Approved by: President David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. ENROLLMENT AND ATTENDANCE MONITORING PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 4.2

PROCEDURE TITLE: Monthly Enrollment, Financial Review and Foundation Overpayment Process

Department: Fiscal Department

Proposed by: Chief Financial Officer

Effective Date: 07/01/2013

PURPOSE

The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS supports compliance with applicable law and the monthly financial monitoring requirement for all schools sponsored by St. Aloysius. The Fiscal Operations Department is responsible for ensuring collection and review of each sponsored school's monthly financial reports to increase the knowledge and awareness of the school's financial wherewithal and stability and to comply with statutory requirements. The Fiscal Operations Department is also responsible for providing written feedback following each month's reviews including, if applicable, proactive recommendations to improve the governing authority's financial and enrollment decision making. The FOUNDATION OVERPAYMENT PROCESS ensures schools develop and comply with repayment of overpayments in foundation funds issued by ODE (this is generally known as "clawback").

SCOPE

The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS and FOUNDATION OVERPAYMENT PROCESS applies primarily to the Fiscal Department and Office Manager. All CSS Staff attending governing authority meetings may be asked to share information from the fiscal reviews with the governing authorities of St. Aloysius sponsored schools.

MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCEDURE

1. The Treasurer updates the "FTE Report" spreadsheet (Fiscal Team – Documents/Monthly Fiscal Reviews/Fiscal Reviews/FTE Charts by month) with the current month's FTEs for each school.
2. The Treasurer provides annual written communication to all new schools identifying the requirement and process for submitting financials monthly to the



sponsor as required by law, including enrollment records in the form of current FTEs.

3. The Fiscal Operations Department monitors and confirms that schools make monthly submission of financial reports to the sponsor by the 15th of the following month using a dedicated email: financials@charterschoolspec.com.
4. When financial reports are received, the Treasurer saves the reports to the school's folder within the "Monthly Fiscal Reviews" folder within the Fiscal Team in Share Point. Additionally, the Treasurer documents the date the reports were received on the "Fiscal Review Workflow".
5. The Treasurer reviews the financials on a monthly basis using a summary checklist. The checklist contains predetermined financial items and data that have been identified as significant to gain insight into the financial condition of the school. The checklist includes, but is not limited to, a budget analysis (review of budget ledgers or detail general ledger) and check register analysis (transaction detail reports). Upon the Treasurer's determination of error or necessary revisions, The Treasurer contacts the school or the school's treasurer within five (5) business days to obtain necessary changes or request additional information.
6. Upon reviewing the current FTE of the school, a reduction in 10% or more FTEs will trigger communication with the school and treasurer to discuss ways to prevent overpayment and clawback.
7. Upon the Treasurer's determination of error or necessary revisions, the Treasurer contacts the school or the school's fiscal officer within five (5) business days to obtain necessary changes or request additional information.
8. The Treasurer conducts a monthly financial review, prior to the end of the month if the school has made the submission of the financial reports to the sponsor by the 15th of the month and there has not been a determination of an error or necessary revisions by the Treasurer. Once the review is complete, the Treasurer updates the "Fiscal Review Memo Template" and "Fiscal Review Template" to reflect the current data, saves both files as a PDF in the school's folder, and saves a copy of the "Fiscal Review Template" spreadsheet. Additionally, the Treasurer documents the date the fiscal review and memo are completed on the "Fiscal Review Workflow".
9. Within ten (10) days of the review, the Office Manager emails all school treasurers and governing authority presidents a written report signed by the Treasurer confirming receipt of the required financial and enrollment information and providing feedback regarding the review. The Office Manager documents the date the written reports are sent on the "Fiscal Review Workflow".
10. When a review indicates areas of financial concern, including but not limited to, enrollment, revenue and expense fluctuations, CSS makes proactive



recommendations to the governing authority regarding financial and enrollment decision-making.

11. The Office Manager provides a copy of the written report to the CSS sponsor representative scheduled to attend the next governing authority meeting of the school.
12. The Treasurer advises the President of concerns and reports as necessary regarding the fiscal status of sponsored schools.
13. The Treasurer also reports monthly at the all staff meeting regarding any schools experiencing financial or enrollment concerns.
14. Sponsor representatives attending governing authority and other appropriate school meetings address enrollment or financial issues as appropriate with the governing authority or management company.
15. The Fiscal Operations Department saves all financial and written reports on the shared drive.
16. Schools that fail to submit financial statements and enrollment records by the 15th of the month will have a notice sent to the fiscal officer on the 16th stating the submissions are late, and they are in violation of the sponsorship agreement and Ohio Revised Code.
17. Schools that fail to submit financial statements and enrollment records by the 22nd of the month will have a notice sent to the fiscal officer, Governing Authority and Operator, when applicable, stating that submissions are late and they are in violation of the sponsorship agreement and Ohio Revised Code and that a CAP will be initiated if not received by the end of the month.
18. Schools that submit financial statements and enrollment records late three times within the same school year will have a corrective action plan initiated.

FOUNDATION OVERPAYMENT PROCEDURE

1. Upon release by ODE, the Treasurer shall review the list of schools that received overpayment of foundation payments.
2. If a school has been identified as at risk of overpayment pursuant to step 4. of the process above, and action is not taken by the school or treasurer to prevent the overpayment, a corrective action plan may be requested.
3. If a school is on ODE's overpayment list for two or more consecutive years, additional intervention may be initiated, including: Corrective Action Plan, technical



assistance, other interventions as deemed appropriate by the Treasurer and General Counsel.

DOCUMENTATION / VERIFICATION

The monthly financials and related documentation is maintained by the Treasurer and accessed on Share Point in the Fiscal Team Folder as follows:

Location of documentation:

Charter School Specialists/Fiscal Team – Documents/Monthly Fiscal Reviews/Fiscal Reviews

DOCUMENT HISTORY

Orig. Date June 2013
Rev. November 2014
Rev. February 2016
Rev. March 2017
Rev. October 2018
Rev. March 2021
Rev. October 2021
Rev. July 2022
Rev. October 2022
Rev. June 2023

REVIEW AND APPROVAL

Reviewer of the MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS and FOUNDATION OVERPAYMENT PROCESS is as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President: David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS and FOUNDATION OVERPAYMENT PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.

- Fall Site Visit Report Example

Compliance Spreadsheet - Items to Collect

School Name: ChallengeU

Date: 12/4/23



Item No.	Required Pieces	Fulfilled	Comments
105. Aca. /Prev.	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
121. District Reading Improvement Plan	<input type="radio"/> Plan	✓	
	<input type="radio"/> Minutes from Board approval	✓	
401. Truancy	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
406. Suspension	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
	<input type="radio"/> Type of misconduct	✓	
		✓	
414. Grading/Suspend	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
417. 72 hours w/d	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
426. Admission	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
427. Out of district	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
		✓	
440. Residency	<input type="radio"/> Policy with voter registration omitted	✓	
	<input type="radio"/> Minutes	✓	
442. Change of Address	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
506. Hinkle	<input type="radio"/> Provided	✓	N/A – Does not apply to first year schools
517a Fiscal Off.	<input type="radio"/> Contract		
	<input type="radio"/> License	✓	
527. Treasurer Bond	<input type="radio"/> Provided		
604. New emp. AOS	<input type="radio"/> Provided		
611. LPDC	<input type="radio"/> Registration in OEDS	✓	
	<input type="radio"/> Meeting Schedule	✓	
621. BWC	<input type="radio"/> Provided		
654. Comp. Res.	<input type="radio"/> Provided	✓	
661. Legal Counsel	<input type="radio"/> Provided		
664. Public Notice	<input type="radio"/> Screenshot full year		
668. Public Records	<input type="radio"/> Provided	✓	
	<input type="radio"/> Minutes	✓	

Item No.	Required Pieces	Fulfilled	Comments
671. Emp. Application	<ul style="list-style-type: none"> Statement 		
705. Peanut Allergy	<ul style="list-style-type: none"> Policy 	✓	
	<ul style="list-style-type: none"> Minutes 	✓	
706. SVP Training	<ul style="list-style-type: none"> Copy of training Program 	✓	
	<ul style="list-style-type: none"> Proof of Staff Training 		
720. Tobacco Use	<ul style="list-style-type: none"> Policy 	✓	
	<ul style="list-style-type: none"> Minutes 	✓	
754. Missing Children	<ul style="list-style-type: none"> program materials 		
	<ul style="list-style-type: none"> Form filled out 	✓	
755. Safety Policy Review	<ul style="list-style-type: none"> Minutes for current school year 	✓	
	<ul style="list-style-type: none"> List of policies on meeting minutes 	✓	
761. Harassment	<ul style="list-style-type: none"> Policy 	✓	
	<ul style="list-style-type: none"> Minutes 	✓	
	<ul style="list-style-type: none"> Written Statement to Parents 		
	<ul style="list-style-type: none"> Proof of Staff training on board policy 		
	<ul style="list-style-type: none"> Handbook 		
901. PBIS	<ul style="list-style-type: none"> Policy (3rd incident in wording) 	✓	
902. Promotion Retention	<ul style="list-style-type: none"> Policy 	✓	
	<ul style="list-style-type: none"> Minutes 	✓	
903. Parental /Foster	<ul style="list-style-type: none"> Policy 	✓	
	<ul style="list-style-type: none"> Minutes 	✓	
Testing Plan	<ul style="list-style-type: none"> Plan 23-24 	✓	
	<ul style="list-style-type: none"> Fall Tests (Grade 3 ELA, HS end of course) 	✓	
	<ul style="list-style-type: none"> Spring Tests (ELA, Math, Science and SS) 	✓	
Staff Roster 23-24	<ul style="list-style-type: none"> Provided - Filled in completely 		Please update – template in google drive
FBI/BCI	<ul style="list-style-type: none"> On file for every employee 	✓	
ODE License	<ul style="list-style-type: none"> Provided for all applicable staff 	✓	
Spreadsheet Questions	<ul style="list-style-type: none"> All questions answered yes or no. 		
Cert. of Occupancy	<ul style="list-style-type: none"> Provided 	✓	
	<ul style="list-style-type: none"> Intended for education purposes 	✓	
Liability Insurance for 23-24	<ul style="list-style-type: none"> St. Aloysius named 	✓	
	<ul style="list-style-type: none"> CSS named 	✓	
	<ul style="list-style-type: none"> All parties named 	✓	
	<ul style="list-style-type: none"> Amount of coverage 	✓	
	<ul style="list-style-type: none"> X million dollar per occurrence 	✓	
	<ul style="list-style-type: none"> XX million dollars in the aggregate 	✓	
	<ul style="list-style-type: none"> Excess or umbrella policy 	✓	
	<ul style="list-style-type: none"> D & O liability 	✓	
Inspections for 23-24	<ul style="list-style-type: none"> Health – up to date 	N/A	Fire inspection from the fire department (not a fire alarm inspection)
	<ul style="list-style-type: none"> Fire- up to date 		
Food Service License	<ul style="list-style-type: none"> Provided 	N/A	

College/Career Readiness-Grades 9-12th only

111. Career advising policy	○ Policy	✓	
	○ Minutes – needs updated every 2 years	✓	
122. State seals	○ Guidelines that the school developed	✓	
128. College Credit Plus pathways	○ Evidence of required pathways in course offerings	✓	
156. Parent notification about consequences of not graduating	○ Copy of resolution	✓	
164. Credit denial during an expulsion	○ Copy of applicable board-approved school policy	✓	
	○ Board minutes	✓	
167. At risk policy	○ Copy of applicable board-approved school policy	✓	
	○ Board minutes	✓	

Compliance Spreadsheet - Items to Collect

School Name: **Gateway Online of Ohio Academy**

Date: **August 28, 2023**



Item No.	Required Pieces	Fulfilled	Comments
105. Aca. /Prev.	<input type="radio"/> Policy <input type="radio"/> Minutes	<input checked="" type="checkbox"/> <input type="checkbox"/>	New minutes every year
401. Truancy	<input type="radio"/> Policy <input type="radio"/> Minutes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
406. Suspension	<input type="radio"/> Policy <input type="radio"/> Minutes <input type="radio"/> Type of misconduct	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
414. Grading/Suspend	<input type="radio"/> Policy <input type="radio"/> Minutes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
417. 72 hours w/d	<input type="radio"/> Policy <input type="radio"/> Minutes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
426. Admission	<input type="radio"/> Policy <input type="radio"/> Minutes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
427. Out of district	<input type="radio"/> Policy <input type="radio"/> Minutes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
440. Residency	<input type="radio"/> Policy with voter registration omitted <input type="radio"/> Minutes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
442. Change of Address	<input type="radio"/> Policy <input type="radio"/> Minutes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
506. Hinkle	<input type="radio"/> Provided	<input checked="" type="checkbox"/>	CSS will receive in November
517a Fiscal Off.	<input type="radio"/> Contract <input type="radio"/> License	<input type="checkbox"/> <input type="checkbox"/>	
527. Treasurer Bond	<input type="radio"/> Provided	<input type="checkbox"/>	
604. New emp. AOS	<input type="radio"/> Provided	<input type="checkbox"/>	
611. LPDC	<input type="radio"/> Registration in OEDS <input type="radio"/> Meeting Schedule	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
621. BWC	<input type="radio"/> Provided	<input type="checkbox"/>	
654. Comp. Res.	<input type="radio"/> Provided	<input checked="" type="checkbox"/>	
661. Legal Counsel	<input type="radio"/> Provided	<input checked="" type="checkbox"/>	
664. Public Notice	<input type="radio"/> Screenshot full year	<input type="checkbox"/>	
668. Public Records	<input type="radio"/> Provided <input type="radio"/> Minutes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
671. Emp. Application	<input type="radio"/> Statement	<input checked="" type="checkbox"/>	
705. Peanut Allergy	<input type="radio"/> Policy <input type="radio"/> Minutes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	

Item No.	Required Pieces	Fulfilled	Comments
706. SVP Training	<ul style="list-style-type: none"> ○ Copy of training Program ○ Proof of Staff Training 		
720. Tobacco Use	<ul style="list-style-type: none"> ○ Policy ○ Minutes 	✓	
		✓	
754. Missing Children	<ul style="list-style-type: none"> ○ program materials ○ Form filled out by leader 	✓	
755. Safety Policy Review	<ul style="list-style-type: none"> ○ Minutes for current school year ○ List of policies on meeting minutes 		
761. Harassment	<ul style="list-style-type: none"> ○ Policy ○ Minutes ○ Written Statement to Parents ○ Proof of Staff training on board policy ○ Handbook 	✓	
		✓	
		✓	
901. PBIS	<ul style="list-style-type: none"> ○ Policy (3rd incident in wording) 	✓	
902. Promotion Retention	<ul style="list-style-type: none"> ○ Policy ○ Minutes 	✓	
		✓	
903. Parental /Foster	<ul style="list-style-type: none"> ○ Policy ○ Minutes 	✓	
		✓	
Testing Plan	<ul style="list-style-type: none"> ○ Plan 23-24 ○ Fall Tests (Grade 3 ELA, HS end of course) ○ Spring Tests (ELA, Math, Science and SS) 	✓	
		✓	
		✓	
Staff Roster 23-24	<ul style="list-style-type: none"> ○ Provided - Filled in completely 		
FBI/BCI	<ul style="list-style-type: none"> ○ On file for every employee 	✓	
ODE License	<ul style="list-style-type: none"> ○ Provided for all applicable staff 	✓	
Spreadsheet Questions	<ul style="list-style-type: none"> ○ All questions answered yes or no. 	✓	
Cert. of Occupancy	<ul style="list-style-type: none"> ○ Provided ○ Intended for education purposes 	✓	
		✓	
Liability Insurance for 23-24	<ul style="list-style-type: none"> ○ St. Aloysius named ○ CSS named ○ All parties named ○ Amount of coverage ○ X million dollar per occurrence ○ XX million dollars in the aggregate ○ Excess or umbrella policy ○ D & O liability 	✓	
		✓	
		✓	
		✓	
		✓	
		✓	
		✓	
		✓	
Inspections for 23-24	<ul style="list-style-type: none"> ○ Health – up to date ○ Fire- up to date 	✓	
		✓	
Food Service License	<ul style="list-style-type: none"> ○ Provided 	✓	
Fire drill log	<ul style="list-style-type: none"> ○ Screenshot from platform 		First drill held in the first 10 days

College/Career Readiness-Grades 9-12th only

111. Career advising policy	<ul style="list-style-type: none"> ○ Policy ○ Minutes – needs updated every 2 years 	✓	
		✓	

122. State seals	○ Guidelines that the school developed	✓	
123. Substitute computer coding for foreign language credits	○ Evidence that the school allows students to substitute coding for foreign language coursework.		
128. College Credit Plus pathways	○ Evidence of required pathways in course offerings	✓	
156. Parent notification about consequences of not graduating	○ Copy of resolution	✓	
164. Credit denial during an expulsion	○ Copy of applicable board-approved school policy	✓	
	○ Board minutes	✓	
167. At risk policy	○ Copy of applicable board-approved school policy	✓	
	○ Board minutes	✓	

Compliance Spreadsheet - Items to Collect

School Name: Pathfinder

Date: 11/28/23



Item No.	Required Pieces	Fulfilled	Comments
105. Aca. /Prev.	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
121. District Reading Improvement Plan	<input type="radio"/> Plan	✓	N/A
	<input type="radio"/> Minutes from Board approval	✓	
401. Truancy	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
406. Suspension	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
	<input type="radio"/> Type of misconduct	✓	
414. Grading/Suspend	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
417. 72 hours w/d	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
426. Admission	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
427. Out of district	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
438. K-1 st Admission	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
440. Residency	<input type="radio"/> Policy with voter registration omitted	✓	
	<input type="radio"/> Minutes	✓	
442. Change of Address	<input type="radio"/> Policy	✓	
	<input type="radio"/> Minutes	✓	
506. Hinkle	<input type="radio"/> Provided	✓	
517a Fiscal Off.	<input type="radio"/> Contract	✓	
	<input type="radio"/> License	✓	
527. Treasurer Bond	<input type="radio"/> Provided	✓	
604. New emp. AOS	<input type="radio"/> Provided		
611. LPDC	<input type="radio"/> Registration in OEDS	✓	
	<input type="radio"/> Meeting Schedule	✓	
621. BWC	<input type="radio"/> Provided	✓	
654. Comp. Res.	<input type="radio"/> Provided	✓	
661. Legal Counsel	<input type="radio"/> Provided	✓	
664. Public Notice	<input type="radio"/> Screenshot full year	✓	
668. Public Records	<input type="radio"/> Provided	✓	
	<input type="radio"/> Minutes	✓	

Item No.	Required Pieces	Fulfilled	Comments
671. Emp. Application	<ul style="list-style-type: none"> Statement 	✓	
705. Peanut Allergy	<ul style="list-style-type: none"> Policy 	✓	
	<ul style="list-style-type: none"> Minutes 	✓	
706. SVP Training	<ul style="list-style-type: none"> Copy of training Program 	✓	
	<ul style="list-style-type: none"> Proof of Staff Training 		
720. Tobacco Use	<ul style="list-style-type: none"> Policy 	✓	
	<ul style="list-style-type: none"> Minutes 	✓	
754. Missing Children	<ul style="list-style-type: none"> program materials 	✓	
	<ul style="list-style-type: none"> Form filled out by leader 	✓	
755. Safety Policy Review	<ul style="list-style-type: none"> Minutes for current school year 	✓	
	<ul style="list-style-type: none"> List of policies on meeting minutes 	✓	
761. Harassment	<ul style="list-style-type: none"> Policy 	✓	
	<ul style="list-style-type: none"> Minutes 	✓	
	<ul style="list-style-type: none"> Written Statement to Parents 		
	<ul style="list-style-type: none"> Proof of Staff training on board policy 		
	<ul style="list-style-type: none"> Handbook 		
		✓	
901. PBIS	<ul style="list-style-type: none"> Policy (3rd incident in wording) 	✓	
902. Promotion Retention	<ul style="list-style-type: none"> Policy 	✓	
	<ul style="list-style-type: none"> Minutes 	✓	
903. Parental /Foster	<ul style="list-style-type: none"> Policy 	✓	
	<ul style="list-style-type: none"> Minutes 	✓	
Testing Plan	<ul style="list-style-type: none"> Plan 23-24 	✓	
	<ul style="list-style-type: none"> Fall Tests (Grade 3 ELA, HS end of course) 	✓	
	<ul style="list-style-type: none"> Spring Tests (ELA, Math, Science and SS) 	✓	
Staff Roster 23-24	<ul style="list-style-type: none"> Provided - Filled in completely 		
FBI/BCI	<ul style="list-style-type: none"> On file for every employee 	✓	
ODE License	<ul style="list-style-type: none"> Provided for all applicable staff 	✓	
Spreadsheet Questions	<ul style="list-style-type: none"> All questions answered yes or no. 		
Cert. of Occupancy	<ul style="list-style-type: none"> Provided 	✓	
	<ul style="list-style-type: none"> Intended for education purposes 	✓	
Liability Insurance for 23-24	<ul style="list-style-type: none"> St. Aloysius named 	✓	
	<ul style="list-style-type: none"> CSS named 	✓	
	<ul style="list-style-type: none"> All parties named 	✓	
	<ul style="list-style-type: none"> Amount of coverage 	✓	
	<ul style="list-style-type: none"> X million dollar per occurrence 	✓	
	<ul style="list-style-type: none"> XX million dollars in the aggregate 	✓	
	<ul style="list-style-type: none"> Excess or umbrella policy 	✓	
	<ul style="list-style-type: none"> D & O liability 	✓	
Inspections for 23-24	<ul style="list-style-type: none"> Health – up to date 	✓	
	<ul style="list-style-type: none"> Fire- up to date 	✓	
Food Service License	<ul style="list-style-type: none"> Provided 	✓	
Fire-drill log	<ul style="list-style-type: none"> Screenshot from platform 	NA	First drill held in the first 10 days

College/Career Readiness-Grades 9-12th only

111. Career advising policy	○ Policy	✓	
	○ Minutes – needs updated every 2 years	✓	
122. State seals	○ Guidelines that the school developed	✓	
128. College Credit Plus pathways	○ Evidence of required pathways in course offerings	✓	
156. Parent notification about consequences of not graduating	○ Copy of resolution	✓	
164. Credit denial during an expulsion	○ Copy of applicable board-approved school policy	✓	
	○ Board minutes	✓	
167. At risk policy	○ Copy of applicable board-approved school policy	✓	
	○ Board minutes	✓	

- Spring Site Visit Report Example



2022-2023 Annual Compliance Summary Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2022-2023 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, **Special Education Reviews**, the **College and Career Readiness Review** (as a part of the Fall/Winter Review), the **Spring File Review**, the **Spring Compliance Survey**, and **E-School Review** (if applicable), Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Bekah Dawson at bdawson@charterschoolspec.com with any questions/comments/concerns.

School Name:	AchievePoint Career Academy		
Review Purpose:	On-Site Assistance: 1/11/23	Special Education: 10/26/22, 2/13/23	Spring Survey: 5/9/23
	Fall/Winter Review: 10/26/22	College and Career: 10/26/22	Spring File Review: 2/13/23
Stakeholder Group	<input checked="" type="checkbox"/> School Leader	<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative
Data Collected From:	<input checked="" type="checkbox"/> Teacher/Staff Member	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected: Item #'s listed here correspond to the attached 2022-2023 Annual Compliance Summary Item Reference Document.	Item Number 101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 150, 156, 157, 158, 159, 160, 161, 163, 164, 165, 166, 167, 168, 171, 172, 173, 174, 175, 176, 177, 178, 179, 181, 182, 183, 184, 185, 186, 187, 196, 197, 198, 199, 201, 203, 207, 208, 209, 210, 216, 217, 218, 219, 220, 221, 222, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 501, 502, 503, 504, 505, 506, 507, 508, 509, 511, 513, 514, 515, 516, 517, 519, 520, 521, 522, 523, 524, 525, 526, 527, 530, 601, 602, 603, 604, 605, 606, 607, 608, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 642, 643, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 763, 764, 765, 766, 767, 776, 777, 778, 779, 780, 782, 783, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 901, 902, 903, 904, 951, 952, 953, 954, 955, 956, 957, 958, 959, 970, 971, 973		
NOTE: In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.			
Summary of Findings: Area of Strength/ Areas of Improvement/ Recommendations/ Steps/Timeframes to Address Area of Improvement	All items above, were compliant or N/A. To review Areas of Strength, Areas of Improvements, and Recommendations , please refer to the individual report provided throughout the school year.		

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
101	ORC 3314.03(11)(a)	The sponsor confirms annually that the school provides at least 920 hours of learning opportunities to at least 25 students.
102	ORC 3313.842	The school does not charge students participating in the joint education program tuition or fees.
103	ORC 3333.83, 3333.85	The school awards equivalent credit for any student completing courses from the distance learning clearinghouse and complies with other requirements in using such courses.
104	ORC 3313.6015	The school adopted a resolution describing how it will address college and career readiness and financial literacy in its curriculum for grades 7 or 8 and submitted a copy of the resolution to the Department.
105	ORC 3313.6012	The school has adopted a policy, updated annually, governing academic prevention and intervention services covering requirements of law, which include, but are not limited to, measuring student progress, identifying students not attaining proficiency thresholds, collecting and using student performance data, and provision of prevention/intervention services.
106	ORC 3314.23	Internet- and computer-based community schools must comply with standards developed by the International Association for K-12 Online Learning.
108	ORC 3301.079	The school's contract provides all required information regarding the blended learning model offered.
109	ORC 3302.41	The school timely notified the Department of its use of a blended learning model or that it ceased operating using a blended model by July 1 of the school year for which the changes is effective.
110	ORC 3313.482	A school that is not computer- or internet-based may adopt a plan that requires students to access and complete classroom lessons posted on the school's web portal or website to make up hours if the school closes for purposes identified in ORC 3313.482.
111	ORC 3313.6020	The school adopts a policy on career advising that incorporates the elements described in ORC 3313.6020(B).
112	ORC 3313.6020	The school identifies students who are at risk of dropping out of school and takes all actions described in ORC 3313.6020(C) respecting the plan and parental involvement.
113	ORC 3302.04, 3302.041	The school complies with the requirements and timelines associated with the Ohio Improvement Process created through the Department's NCLB waiver (or its successor).
114	ORC 3302.13	The school timely submits a reading achievement improvement plan that was approved by the Department.
115	ORC 3314.21	The school does not exceed the teacher/student ratio of 1:125. Teachers employed by internet- or computer-based schools must conduct visits with their students in person throughout the year. The contract with the sponsor must specify the installation of appropriate filtering devices or software on all students' computers. The school will set up a central base.
116	ORC 3313.608, section 18 of H.B. 164	The school promotes students to fourth grade when all criteria outlined in ORC 3313.608 and section 18 of H.B. 164 are met.
117	ORC 3313.608	The school continues any required intervention services for students not promoted to fourth grade, consistent with the requirements of 3313.608.
118	ORC 3313.608	The school sees that students on reading monitoring improvement plans are taught by teachers with the appropriate license, endorsements and/or qualifications.
119	ORC 3313.6112	The school shall attach or affix the OhioMeansJobs Readiness Seal to the diploma and transcript of a student who meets the requirements prescribed in law.
120	ORC 3301.0729	The school follows all requirements regarding student time spent on assessments, consistent with ORC 3301.0729.
121	ORC 3301.0715(G)	Schools in which less than eighty per cent of its students score at the proficient level or higher on the third-grade English language arts assessment prescribed under section 3301.0710 of the Revised Code shall establish a reading improvement plan supported by reading specialists. Prior to implementation, the plan shall be approved by the governing authority.
122	ORC 3313.6114	Requires districts, community schools, STEM schools, and chartered nonpublic schools to offer and develop guidelines for at least one of the following additional state seals: (1) a community service seal, (2) a fine and performing arts seal, and (3) a student engagement seal.
123	ORC 3313.603	If a school district or chartered nonpublic school requires a foreign language as an additional graduation requirement under 3313.603(E), a student may apply computer coding credit to satisfy foreign language credit requirements.
126	ORC 3365.04	The school follows all requirements regarding providing information about the College Credit Plus program each year, consistent with ORC 3365.04.
127	ORC 3365.15	Schools participating in the College Credit Plus program submit required data to the chancellor of Higher Education.
128	ORC 3365.13	The school follows procedures to develop, provide notice of, and offer model College Credit Plus pathways, consistent with ORC 3365.13.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
129	ORC 3365.09	The school follows requirements and procedures consistent with ORC 3365.09 when seeking reimbursement from a student for the cost of any failed college course.
130	ORC 3365.032	The school follows notice requirements regarding expelled students who participated in the College Credit Plus program, consistent with ORC 3365.032.
131	ORC 3365.03	The school follows the criteria set forth in 3365.03 for enrollment of students in College Credit Plus.
132	ORC 3365.12	The school awards course credit consistent with ORC 3365.12 and includes the information in the student's record.
133	ORC 3365.11	The school ensures that College Credit Plus teachers have satisfied all credentialing requirements, consistent with ORC 3365.11.
134	ORC 3365.06	The school gives students options for enrolling in college courses for only college credit or for both college and high school credit.
135	ORC 3365.033	The school allows students in grades 7 and 8 to participate in the College Credit Plus program according to the same standards as students in grades 9-12.
136	ORC 3365.031	The school complies with enrollment and participation requirements, consistent with ORC 3365.031.
137	ORC 3365.04, 3365.05, 3365.034	Each public and participating nonpublic secondary school will comply with ORC 3365.04 with respect to the College Credit Plus program (summer program).
138	ORC 3365	OAC 3333-1-65.2: Secondary schools that offer qualifying courses on-site comply with classroom requirements and requirements for calculating college credit hours and full-time enrollment hours.
139	ORC 3365.10	The school has an approved waiver from the requirements of the College Credit Plus program.
146	ORC 3301.52	The school complies with all requirements for the school child program described in OAC 3301-32.
147	ORC 3301.52-3301.59, 3323.022	The school is in compliance with the requirements for preschool programs consistent with ORC 3301.52-59 and 3323.022.
148	ORC 3301.57	The school corrects any issues deemed to be out of compliance by the Department during annual inspections of preschool programs or licensed school child programs.
149	ORC 3301.55	The school's facilities used for preschool comply with the requirements in ORC 3301.55.
150	ORC 3301.50	The school's preschool program is in compliance with standards for preschool programs, in accordance with ORC 3301.50.
156	ORC 3313.6014	The school, by resolution, adopts a procedure for notifying parents about the consequences for a student not graduating from high school regarding eligibility to enroll in most Ohio state universities.
157	ORC 3313.614, H.B. 67	The school issues high school diplomas to students successfully completing the high school curriculum and any required graduation tests.
158	ORC 3313.611(B)	The school issues a diploma of adult education consistent with standards in ORC 3313.611.
159	ORC 3313.61	The school awards honors diplomas or diplomas consistent with the requirements of ORC 3313.61.
160	ORC 3313.603	The school's minimum curriculum requirements for graduation are consistent with those described in ORC 3313.603.
161	ORC 3301.0712	The school complies with Ohio law and offers the college and work readiness assessments as stated in ORC 3301.0712.
163	ORC 5107.30	The school complies with requirements for enrolled students participating in the Learning, Earning and Parenting (LEAP) program through ODJFS.
164	ORC 3313.613	The school adopts a policy that denies high school credit for students that take College Credit Plus courses during an expulsion.
165	ORC 3313.89	The school provides information regarding online education and career planning tools and "OhioMeansJobs web site" by April 1 each year.
166	ORC 3313.618	The school offers the graduation pathways described in ORC 3313.618 and awards diplomas to eligible students.
167	ORC 3313.617	The school adopts a policy that meets the requirements of ORC 3313.617 regarding students who are at risk of not qualifying for a high school diploma.
168	ORC 3313.6025	The school uses the model curriculum provided by the State Board to provide instruction on proper interactions with peace officers in one or more high school courses required for graduation.
171	ORC 3323.012, 3323.04, 3323.05, 3323.051	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, regarding procedural safeguards for students with disabilities, and provides services to students with disabilities in a manner consistent with its approved policies.
172	ORC 3323.012, 3323.04	The school has written policies and procedures, consistent with law and rule, to ensure an IEP is developed and implemented for each child with a disability.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
173	ORC 3323.012, 3323.03	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that a referral process is employed to determine whether or not a child is a child with a disability.
174	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures to ensure confidentiality of any personally identifiable information, which are approved by the Department's Office for Exceptional Children, and maintains its records and information about students with disabilities in a manner consistent with its approved policies.
175	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures regarding the identification and evaluation of children with disabilities according to the child find procedures in OAC 3391-51-03, which are approved by the Department's Office for Exceptional Children, and identifies and evaluates students with disabilities in a manner consistent with its approved policies.
176	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures for ensuring a free and appropriate public education is provided, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
177	ORC 3323.012, 3323.02, 3323.04, 3323.07, 3323.11	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that children with disabilities are being educated in the least restrictive environment and ensures students are placed in classes in a manner consistent with its approved policies.
178	ORC 3323.012, 3323.01, 3301.07, 3323.02, 3323.07	The school has written policies and procedures for ensuring compliance with IDEA, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
179	ORC 3323.012, 3323.19	For any student who is identified with disabilities and who has not had an eye exam within the previous nine months, the school required students to undergo an eye exam within three months of the disability diagnosis and report to the Department as required.
181	ORC 3323.012, 3323.12	If the school had a student who could not attend due to the student's disabilities, the school provided home instruction.
182	ORC 3323.012, 3323.08	The school submitted a plan to the Department for providing education to students with disabilities.
183	ORC 3323.012, 3323.052	The school provides parents with information about the Jon Peterson Special Needs Scholarship program and the Autism Scholarship program as appropriate and specified in ORC 3323.052
184	ORC 3323.012, 3323.031	The school annually assesses the reading and writing skills of each student with a visual impairment in a medium deemed appropriate by the student's IEP.
185	ORC 3323.012, 3323.014	The school takes all required steps regarding strategies to meet transition objectives when transition services are not provided by another entity.
186	ORC 3314.28	The school submits its plan to the sponsor for providing special education and related services to students with disabilities.
187	ORC 3314.061	A governing authority may establish a community school under this chapter that is limited to providing simultaneously special education and related services to a specified number of students identified as autistic and regular educational programs to a specified number of students who are not disabled.
196	ORC 3313.605	The school establishes a community service advisory committee with the required membership and adopts a community service plan that was filed with the Department.
197	ORC 3313.6013	The school does not charge students a fee or tuition for participating in any advanced standing course, with exceptions as noted in ORC 3313.6013.
198	ORC 3314.38, 3317.23, 3317.231, 3317.24, 3345.86	The school complies with all requirements of ORC 3314.38 for enrolling eligible adults in a dropout prevention and recovery program that is designed to allow enrollees to earn a high school diploma.
199	ORC 3314.087	The school correctly reports students simultaneously enrolled in the school and a career-technical program not offered by the school.
201	ORC 3313.539	The school operates a state-approved interscholastic athletic program using licensed coaches and certificated referees and annually provides concussion information to parents.
203	ORC 3326	The school complies with all requirements in accordance with receiving a STEM or STEAM designation.
207	ORC 3319.078	The school district, community school, and STEM school to establishes a structured literacy certification process for teachers in grades K-3 that aligns with the statutory requirements of the dyslexia guidebook.
208	ORC 3323.251	The school complies with all applicable screening requirements of ORC 3323.251.
209	ORC 3319.077(C) and (D)	The school complies with all professional development requirements of ORC3319.077(C) and (D)
210	ORC 3313.5315	The school allows any students from a province outside of the United States to participate in interscholastic athletics on the same basis as students who are residents of Ohio.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
216	ORC 3301.0710, 3301.0711, 3301.0712, 3301.0728, 3301.947	The school complies with Ohio statutory guidelines in administering state assessments at all required levels.
217	ORC 3301.0711, 3313.608	The school provides intervention services as required by ORC 3301.0711(D).
218	ORC 3314.26, 3314.262	The school withdraws any student who failed to participate in the annual spring administration of any required assessment for two consecutive school years while enrolled at that school without excuse beginning with the 2020-2021 school year.
219	ORC 3314.25	The school provides students with a location within 50 miles of student's residence at which to complete the statewide achievement and diagnostic assessments.
220	ORC 3301.0715	The school administers state diagnostic tests to students in required categories and to all students in the appropriate grade level at least once annually, providing the information to parents and the Department.
221	ORC 3301.0710(A)	Requires schools to teach and test social studies in at least fourth and sixth grades using a test selected by the school. Prohibits the reporting of the test results to the Department.
222	3320.01; ORC 3320.03	The school does not prohibit a student from engaging in religious expression in the completion of assignments and does not penalize or reward a student based on the religious content of a student's work.
301	ORC 3314.22(C)	Site-based school's provision of a computer: the school provides a computer to students in the same manner as an e-school, consistent with ORC 3314.22
302	ORC 3314.22	The school provides a computer to students unless waiver conditions are met.
304	ORC 3312.10, 3301.075	The school participates, as required by its ITC, in governance, financial support, professional development, and submission of data.
305	ORC 3301.075,	The school and other user entities follow the appropriate procedures outlined in OAC 3301-3-03 to establish an ITC.
306	ORC 2151.357	The school follows ORC 2151.357 pertaining to maintenance and release of sealed student records.
307	ORC 1347	The school has adopted policies rules and developed procedures that provide for the correct operation of personal information systems as detailed in ORC 1347.
308	ORC 3314.17; 3301.0714	The school follows all guidelines and timely submitted complete and accurate EMIS data using a software package certified by the Department. Each fiscal officer appointed under ORC 3314.011 is responsible for annually reporting the community school's data under ORC 3301.0714.
309	ORC 3314.017	A school primarily serving students enrolled in a dropout prevention and recovery program complies with all testing and reporting requirements as prescribed by the state board of education and submits to the Department all data required to calculate the report card.
310	ORC 3314.038	A school enrolling students who reside in a residential center annually reports the information to the Department and the Auditor of State.
311	ORC 3310.42	The school complies with requests from the Department for the SSID of a student applying for the Autism Scholarship Program.
312	ORC 3310.11	The school complies with requests from the Department for the SSID of a student applying for the Educational Choice Scholarship Program.
313	ORC 3310.63	The school complies with requests from the Department for the SSID of a student applying for the Jon Peterson Special Needs Scholarship Program.
314	ORC 3313.978	The school complies with requests from the Department for the SSID of a student applying for the Cleveland Scholarship Program.
315	ORC 3301.948	The community school does not provide student names and addresses to a multi-state consortium.
316	ORC 3319.321	The school only releases directory information regarding students in the circumstances described in law.
317	ORC 3314.27	The school maintains student participation records accurately and completely in a form easily provided to the Department upon the request of the Department or the Auditor of State.
401-A	ORC 3314.261	The internet- or computer-based school's attendance policy specifies the conditions for which a student is considered to be in attendance or not in attendance. Such schools shall develop and adopt a policy regarding failure of students to participate in instructional activities and the consequences students will face if this occurs. Lists what an internet- or computer-based school must do if a student disenrolls.
401-B	ORC 3321.19, 3321.191	The school provides parents with the proper notice of truancy, utilizes an intervention strategy and/or files a complaint in juvenile court when appropriate for students who are truant. The board is to adopt policy regarding habitual truancy and intervention strategies.
402	ORC 3321.18	The attendance officer institutes proceedings for violations of compulsory education laws.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
403	ORC 3321.13	When students withdraw from the school, the school identified the reason for withdrawal and notified the appropriate parties.
404	ORC 3321.041	A classroom teacher must accompany any students absent from school for an extracurricular or enrichment activity longer than four consecutive days.
405	ORC 3313.66, 3313.668	The school complied with all requirements regarding the length of a suspension, expulsions or removal and provided students with the required due process concerning such actions.
406	ORC 3313.66, 3313.661	The school adopted a policy regarding suspension, expulsion, removal, and permanent exclusion of students fulfilling the requirements in ORC 3313.66 and 3313.661.
407	ORC 3313.662	The school may issue to the governing board a request that a pupil that meets the requirements outlined in ORC 3313.662 be permanently excluded from public school attendance.
408	ORC 3321.141	Within 2 hours of the beginning of each school day, the school makes at least one attempt to contact the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school.
409	ORC 3313.668	All suspensions and expulsions for students in grades pre-kindergarten through three are either for offenses described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code, as required by division (B)(1)(a) of section 3313.668 of the Revised Code or are necessary for the immediate health and safety of the student, the student's fellow classmates, classroom staff and teachers, or other school employees as required by division (B)(1)(b) of section 3313.668 of the Revised Code.
410	ORC 3321.191(C)(1)	In the event that a child of compulsory school age is absent with or without legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in a school year, the attendance officer of that school shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within seven days after the date after the absence that triggered the notice requirement.
411	ORC 3321.191(C)(2), 2151.011, 3321.19(E)	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the principal or chief administrator of the school or the superintendent of the school district shall assign the student to an absence intervention team as outlined in ORC 3321.191(C)(2).
412	ORC 3321.19(D), 2151.011, 3321.16, 3321.191	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the attendance officer shall file a complaint in the juvenile court of the county in which the child has a residence or legal settlement or in which the child is supposed to attend school jointly against the child and the parent, guardian, or other person having care of the child, in accordance with the timelines and conditions set forth in ORC 3321.16.
413	ORC 3321.191(E)	Each school district shall report to the Department of Education, in a format and manner determined by the Department, any of the occurrences defined in 3321.191(E).
414	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
415	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
416	ORC 3313.66	If at the time an out-of-school suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the superintendent shall not apply any remaining part of the period of the suspension to the following school year. The superintendent may instead require the pupil to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension.
417	ORC 3314.03(A)(6)(b)	The school's governing authority adopts an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.
418	ORC Chapter 3331	The school issues age and schooling certificates under the conditions specified in ORC Chapter 3331.
426	ORC 3314.06	The school has admission procedures that specify the items outlined in ORC 3314.06.
427	ORC 3314.03(A)(19), 3314.06, 3314.061	The school's admission policy for students residing outside the district of residence is followed.
428	ORC 3301.0723	The school, when enrolling a student, confirms whether the child has already been assigned an SSID before requesting or assigning a data verification code.
429	ORC 3314.08, 3317.02, 5753.11	The school provides complete and accurate reporting of student enrollment data used to calculate payments and reviews the school's borrowing and expenditures for consistency with legal requirements.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
430	ORC 3314.20	For internet- or computer-based community schools, the school's enrollment limit for each school year is the prescribed annual rate of growth, as calculated by the Department.
431	ORC 3314.041	The school provides the parent, at the time a student is enrolled, with a statement about the requirement for enrolled students to take proficiency tests and other examinations prescribed by law.
432	ORC 3314.03(A)(7)	The school's contract includes the ways it will achieve racial and ethnic balance reflective of the community it serves.
433	ORC 3313.672	At the time of initial entry to the school, the school's admissions office collects the documentation required by ORC 3313.672 from new students.
434	ORC 3313.662	The school did not knowingly admit any student permanently excluded from school attendance by the Superintendent of Public Instruction.
435	ORC 3313.648	The school did not offer a monetary payment or other in-kind gift to any student or student's family as an incentive for the student to enroll in the school.
436	ORC 3313.6411	The school provides parents or guardians with a copy of the most recent report card during the admissions process.
437	ORC 3314.271	The school complies with all requirements of ORC 3314.271 regarding student orientation and parent involvement.
438	ORC 3321.01, ORC 3324.10	The school adopts and follows an admission policy for kindergarten and first grade, consistent with ORC 3321.01.
439	ORC 3314.11(A)	The governing authority of each community school monthly reviews the residency records of students enrolled in that community school and annually verifies to the Department per the requirements of ORC 3314.11.
440	ORC 3314.11(B)	The governing authority of a community school shall adopt a policy that prescribes the number of documents listed in ORC 3314.11 (E) required to verify a student's residency and prescribes the information required to verify a student's residency.
441	ORC 3314.11(D)	If a community school's determination of the school district a student is entitled to attend differs from a district's determination, the community school shall provide the school district with documentation of the student's residency and shall make a good faith effort to accurately identify the correct residence of the student.
442	ORC 3314.03(A)(32)	A provision requiring the governing authority to adopt an enrollment and attendance policy that requires a student's parent to notify the community school in which the student is enrolled when there is a change in the location of the parent's or student's primary residence.
443	ORC 3321.01(G)	Each district shall report to the department, in the manner prescribed by the department, the information described in ORC 3321.01(G)(2)(a) to (d) .
501	ORC 3314.051	A school that acquires property from a traditional public district follows notice and pricing requirements per ORC 3314.051 when disposing of the property.
502		Schools that receive funding under Title I must maintain the required level of expenditures on an annual basis as outlined in federal regulation.
503	ORC 3314.042, 3314.032	The school reports all financial information in an easily understood format and by the reporting categories and subgroups required by the Department.
504	ORC 3314.03(A)(15)	The school provides a financial plan detailing an estimated budget and the per pupil expenditures for each year of the contract.
505	ORC 117.43	The schools have maintained financial records in accordance with the uniform school accounting system (USAS).
506	ORC 117.38	The schools filed annual financial reports with the Auditor of State that are prepared using generally accepted accounting principles.
507	ORC 3314.50	The school posts a bond, guarantee or cash deposit in an amount of \$50,000 with the Auditor of State to be used, in the event the school closes, to pay the auditor of state any moneys owed or that become owed by the school for the costs of audits conducted by the auditor of state or a public accountant under Chapter 117. of the Revised Code.
508	ORC 3317.25	The school spends economically disadvantaged funds in accordance with the allowances under ORC 3317.25, including the requirement to coordinate with a community partner in planning how to use the funds. At the end of each fiscal year, each city, local, exempted village, or joint vocational school district, community school, and STEM school shall submit a report to the Ohio Department of Education describing the initiative or initiatives on which the district's or school's economically disadvantaged funds were spent during that fiscal year.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
509	ORC 3314.03(A)(11)(b)	The school has liability insurance sufficient to cover any risks to the school.
511	ORC 2915.092	The school does not conduct illegal raffles.
513	ORC 3314.51	If the Auditor of State or a public accountant, under section 117.41 of the Revised Code, declares a community school to be unauditale, the governing authority of the school shall suspend the fiscal officer until the Auditor of State or a public accountant has completed an audit of the school, except that if the school has an operator and the operator employs the fiscal officer, the operator shall suspend the fiscal officer for that period. Suspension of the fiscal officer may be with or without pay, as determined by the entity imposing the suspension based on the circumstances that prompted the auditor of state's declaration.
515	ORC 3314.074	If a community school permanently closes, the assets of the school will be distributed. Any remaining funds shall be paid to the Ohio Department of Education for deposit into the general revenue fund-
516	ORC 3314.023, ORC 3314.44	If a community school closes or is permanently closed, the designated fiscal officer shall deliver all financial and enrollment records to the school's sponsor within 30 days of the school's closure.
517-A	ORC 3314.011	The school's fiscal officer is hired consistent with the requirements of ORC 3314.011.
517-B	ORC 3314.011	The governing authority of a community school adopted a resolution waiving the requirement that the governing authority is the party responsible to employ or contract with the designated fiscal officer and the school's sponsor approves the resolution. A new resolution is required for each year the authority wishes to waive this requirement and the sponsor approves each resolution.
519	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.
520	ORC 3314.024	The school receives a detailed financial accounting from its management company if the management company receives more than 20 percent of the annual gross revenues of a community school, consistent with the requirements of ORC 3314.024. A management company that receives more than 20 percent of the annual gross revenues of a community school shall provide a detailed accounting, including the nature and costs of goods and services it provides to the community school.
521	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.
522	ORC 3314.52(A-B)	Not later than three months after the effective date of this section, the governing authority of a community school that holds a credit card account on the effective date of this section shall adopt a written policy for the use of credit card accounts. Otherwise, a governing authority shall adopt a written policy before first holding a credit card account. The name of the community school shall appear on cards and checks.
523	ORC 3314.52(C)(D)	If the designated fiscal officer of the community school does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under 3314.52(D).
524	ORC 3314.52(C)(D)	If the community school's fiscal officer does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under ORC 3314.52(D). The compliance officer, if applicable, and the governing authority at least quarterly shall review the number of cards and accounts issued, the number of active cards and accounts issued, the cards' and accounts' expiration dates, and the cards' and accounts' credit limits.
525	ORC 3314.52(C)	If a chief administrator acting as compliance officer has authority to use a credit card account, the governing authority monthly shall review the credit card account transaction detail and shall sign an attestation stating the governing authority reviewed the credit card account transaction detail.
526	ORC 3314.52(G)	The fiscal officer or the fiscal officer's designee annually shall file a report with the governing authority detailing all rewards received based on the use of the political subdivision's credit card account.
527	ORC 3.061, 3314.011	A school's governing authority may adopt a policy, by ordinance or resolution, to allow for the use of an employee dishonesty and faithful performance of duty policy, rather than a surety bond, to cover losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law for, officers, employees, or appointees that would otherwise be required to give an individual surety bond to qualify for the office or employment before entering upon the discharge of duties imposed by the office or employment.
530	ORC 3313.848	A school that has a service agreement with an educational service center (ESC) may elect to have the ESC retain unexpended and unobligated funds at the end of a fiscal year for the purpose of applying them toward any payment the school will ESC under a service agreement for the next fiscal year. The school may expend its retained funds only for services specifically set forth under a service agreement.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
601	ORC 3309.013, 9.90, 9.91	A community school and/or its management company may employ and make appropriate withholdings for teachers and non-teaching employees to carry out its mission and fulfill its contract.
602	ORC 3314.401	The school maintained reports of its investigations into the conditions described in ORC 3314.40(B) in the employee's personnel file.
603	ORC 3314.101	The school will suspend a person from all duties that require the care, custody or control of a child during the pendency of the criminal action against the person.
604	ORC 117.103	The school is in compliance with audit requirements and new employees are provided the means of reporting fraud.
605	ORC 2744	The school provides for the defense of an employee in specific situations outlined in ORC 2744.
606	ORC 2313.19	The school demonstrates that an employee is not penalized for being called to jury duty.
607	ORC 3323.11	The school shall employ, as necessary, the personnel to meet the needs of the students with disabilities enrolled in the school. Personnel shall possess appropriate qualifications and certificates or licenses as prescribed in the rules of the state board of education.
608	ORC 9.91	The school allows employees to designate the licensed agent, broker, or company through whom the placement or purchase of a tax-sheltered annuity is arranged, consistent with ORC 9.91.
610	ORC 3319.223	The school's resident educator program complies with the requirement in OAC 3301-24-04.
611	ORC 3319.22	The school has a local professional development committee to determine coursework and other professional development needed by licensed educators to satisfy the renewal of such licenses.
612	ORC 3319.22-3319.24, ORC 3319.26-3319.28, ORC 3319.30	All school teachers, aides and providers are appropriately licensed.
613	ORC 4141	The school maintains true and accurate employment and payroll records.
614	ORC 4113.52	The school did not take any disciplinary or retaliatory action against an employee for reporting a violation of any criminal offense that is likely to cause an imminent risk of physical harm to persons or a hazard to public health or safety, a felony or an improper solicitation for contribution.
615	ORC 4112	The school did not discriminate against employees, prospective employees, vendors or prospective vendors on the basis of race, color, religion, sex, military status, national origin, disability, age, or ancestry. The school did not request, make or keep records of, use on an application form, print or publish, announce a policy using a quota system, or utilize in recruitment or hiring any information concerning the race, color, religion, sex, military status, national origin, disability, age, or ancestry of an employee or prospective employee, except as certified in advance as a bona fide occupational qualification by the Ohio Civil Rights Commission.
616	ORC 3319.303	All coaches, as defined in ORC 3319.303, employed by the school have been issued a pupil-activity permit by the State Board of Education.
618	ORC 3314.03(A)(12)	The contract with the sponsor must provide for arrangements for health and other benefits for school employees.
619	ORC 3319.27	The school provides resources necessary for individuals with an alternative principal license to fulfill licensure requirements.
620	ORC 4167	The school is in compliance with Ohio employment risk reduction laws, standards, rules, and orders applicable to public employers, or has been granted a variance from the standard or provision by the Bureau of Workers' Compensation.
621	ORC 4123, 4123.35	The school is current in their workers' compensation premiums and have a current certificate indicating compliance.
622	ORC 3314.41	The school requires a criminal records check for any person who is an employee of a private company that provides the school with essential services as defined in ORC 3314.41(A)(2) and meets the requirements of ORC 3314.41(B).
623	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
624	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
625	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
626	ORC 3319.291, 3319.31, 3319.311, 3319.39	The school has a current criminal background check on file for each of its licensed employees.
627	ORC 3301.541	The school conducts a criminal records check for all employees working in the preschool.
628	ORC 3314.10	The school acknowledges the rights of any school employees to organize and collectively bargain and monitors employment practices accordingly.
629	ORC 3314.03(A)(17)	For conversion schools, duties or responsibilities are delegated to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees.
630	ORC 4117.10	The school's governing authority receives a copy of the collective bargaining agreement within 14 days of the parties finalizing it.
631	ORC 4117.08	The school agrees to bargain on wages, hours, terms and other conditions of employment, and the rating of candidates for positions.
632	ORC 4117.04	The school bargains collectively with the exclusive employee organization certified by the State Employment Relations for a period of at least 12 months from certification.
633	ORC 3314.102	The school operates accordingly when the state employment board approves a request to void a collective bargaining agreement in place at the school.
634	ORC 2921.44	The school treasurer/fiscal officer has never been convicted of dereliction of duty or the conviction occurred more than four years ago and the individual has fulfilled any repayment or restitution requirements.
635	ORC 3301.53	The school's preschool program director or administrator holds a valid educator license, along with required coursework per ORC 3301.53.
636	ORC 3314.40	The school submits to the superintendent of public instruction information about any employee who is subject to a condition described in ORC 3314.40(B).
637	ORC 3319.39, 3319.391, 3327.10, 4511.76	The school's employment of bus drivers follows all requirements of OAC 3301-83-23 regarding criminal convictions.
638	ORC 4511.76	All bus drivers are in compliance with all training and certificate requirements.
639	ORC 3327.10, 4511.76	All pupil transportation employees or contractors meet the requirements in OAC 3301-83-06, (e.g., criminal background checks, licensing, training).
640	ORC 3327.01, 3327.10, 4511.01	School bus drivers meet all physical requirements.
642	ORC 3301.531	The school tests potential employees for tuberculosis as required in ORC 3301.531.
643	ORC 3319.361 (B)	The school assigns a mentor to individuals holding a supplemental teaching license.
651	ORC 3314.034	When changing sponsors the school contracts with a new sponsor rated effective or higher, unless otherwise approved by the Department or through an appeal to the State Board of Education.
652	ORC 3314.05	The contract for the sponsor specifies multiple facilities to be used by the school; statutory limitations on use of multiple facilities; and exceptions to being established in more than one school district.
653	ORC 3314.03(C)	The school paid the sponsor no more than 3 percent of the total amount received from the state for operations.
654	ORC 3314.02(E)(5)	The governing authority of a startup or conversion community school may provide by resolution for the compensation for its members.
655	ORC 3314.035	The school shall post on the school's website the names of the school's governing authority and provides, upon request, the name and address of each member of the governing authority to the sponsor of the school and the Ohio Department of Education.
656	ORC 3314.032	The school's contract with its operator contains criteria for termination as well as other stipulations, consistent with ORC 3314.032.
657	ORC 3314.03(A)(9)	The school's information about its facility, description of the facility, costs of leasing the facility, annual mortgage principal and interests, landlord information and relationship to the school's operator, if relevant, is described in the contract's addendum, accurately and completely.
658	ORC 2921.42	The school's governing authority members have no interest in a public contract in which the member, any of the member's family or business associates also has an interest during the time the member holds his/her position and within one year of leaving the position, with certain narrow and specific exceptions.
659	ORC 3313.131	No member of the governing authority is also a member of a district school board.
660	ORC 1702	The school was established as either a nonprofit corporation or a public benefit corporation, depending upon the date of its creation, and maintains that standing in compliance with requirements of law.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
661	ORC 3314.036	The school employs an attorney, independent from the school's sponsor or the operator, for any services related to the negotiation of the community school's contract with the sponsor or the school's contract with the operator.
662	ORC 3314.03(B)	The school provides the sponsor with a comprehensive plan describing the governance, management, administration, instructional program, educational philosophy and financial controls of the school.
663	ORC 3314.03(A)(18)	The school and sponsor agree upon procedures for resolving potential disputes between the two parties.
664	ORC 121.22	The school's meetings of its governing authority are public meetings, provide public advance notice and follow all laws with respect to proper public meeting protocol.
665	ORC 4117.14	Before terminating, modifying or renegotiating its collective bargaining agreement, the school follows all procedures required in ORC 4117.14.
666	ORC 102	The school's governing authority, administrative officers and employees comply with the requirements outlined in Chapter 102 regarding ethics obligations of public officials and public employees.
667	ORC 3314.037	The school's governing authority members, fiscal officer, administrators and supervisory staff are annually trained on the public records and open meetings laws.
668	ORC 149.43	The school fills public records requests timely.
669	ORC 3321.14, 3321.17	The school employs an attendance officer.
670	ORC 4111.17	The school does not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin, or ancestry.
671	ORC 3319.393(A)	Each of the school's applications for employment includes the statement defined in ORC 3319.393(A) in boldface type.
672	ORC 3319.393(B)	The school consults the "educator profile" database prior to making any hiring decisions.
701	ORC 3313.718	The school allows its students to possess and use epinephrine auto injectors provided certain conditions are met.
702	ORC 3313.71	The school provided and required tests and examinations for tuberculosis for pupils in certain grades and of school employees as may be required by the director of health.
703	ORC 3313.673	The school screened pupils enrolled in either kindergarten or first grade prior to Nov. 1 for hearing, vision, speech and communications, or medical problems and developmental disorders.
704	ORC 3313.67, 3313.671	The school maintains immunization records for students, reports a summary of those records to the Director of Health.
705	ORC 3313.719	The school adopts a policy to protect students with peanut or other food allergies.
706	ORC 2151.421, 3319.073	The school shall adopt or adapt the curriculum developed by the department of education for, or shall develop in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.
707	ORC 3313.716	The school allows its students to use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms.
708	ORC 3313.7112	The school ensured that each student enrolled who has diabetes received appropriate and needed care.
709	ORC 3313.68, 3313.69, 3313.50	The school provided a system of medical or dental inspection which shall include tests to determine the existence of hearing and visual defects in enrolled students.
710	ORC 5164.02	The school has a current valid Medicaid provider agreement and is in compliance with all requirements for being a Medicaid School Program (MSP) provider.
711	ORC 3313.6023, 3314.16, 3701.85	The school's staff successfully completed training offered or approved by a nationally recognized organization and maintained the defibrillator per manufacturer's guidelines.
712	ORC 3314.15, 3313.674	A community school may screen students for body mass index and weight status category. If a governing authority elects to require the screenings, it will comply with ORC section 3313.674.
713	ORC 3314.144; ORC 3313.7113	With governing board approval, the school may procure inhalers and must maintain records of use and procurement, per ORC 3314.144.
714	ORC 3314.143; 3313.7110	With governing board approval, the school may procure epinephrine autoinjectors and must maintain records of use and procurement, per ORC 3314.143.
715	ORC 3313.5310	The school must provide information and training regarding sudden cardiac arrest consistent with ORC 3313.5310.
716	ORC 3313.721	The school may contract with a health center for the purposes of providing health care services.
717	3313.6021	The school shall provide instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED).

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
718	ORC3313.7115, ORC 4729.01	With governing board approval, the school may procure injectable or nasally administered glucagon and must adopt a policy regarding its use and must maintain records of use and procurement, per ORC 3313.7115.
719	ORC 3313 .712	The school shall annually provide to the parent of every student an emergency medical authorization form and manage the forms as required by ORC 3313.712.
720	ORC 3313.751, ORC 3794	The governing authority shall adopt a policy providing for the enforcement of ORC 3313.751 (B) regarding the prohibition against the possession or use of tobacco.
751	ORC 921.18, 921.06	The school has complied with the rules governing the use of pesticides on school grounds, maintains records of its use of pesticides, and notifies parents and students of pesticide use.
752	ORC 3742	The school does not apply lead-based paint and complies with all orders and requirements for inspection, maintenance and prevention of lead-based poisoning.
753	ORC 3319.41	The school did not employ or engage any teacher, principal, administrator, nonlicensed school employee or bus driver that inflicted corporal punishment as a means of discipline upon a pupil attending the school.
754	ORC 3313.96	The school developed informational programs for students, parents and community members relative to missing children issues and matters.
755	ORC 3313.86	The school has reviewed policies and procedures to ensure safety of students, employees and other persons using a school building from any known hazards in the building or on building grounds that pose an immediate risk to health or safety.
756	ORC 3313.643	The school requires teachers and students to wear industrial quality eye protective devices when participating or observing in any of the activities described in ORC 3313.643.
757	ORC 3781.106	The school complies with OAC 4101:1-10-01 when installing devices to block doorways during emergencies and has trained staff on the use of such devices.
758	ORC 3734.62	The school does not use any mercury or mercury-added measurement devices in the classroom that were purchased after April 4, 2007.
759	ORC 5502.262	The school timely (as defined in ORC 5502.262) submitted an emergency management plan as required by the Director of Public Safety.
760	ORC 3313.667	The school uses any state or federal funds appropriated for bullying prevention to provide training, workshops, or courses on the harassment, intimidation, or bullying policies.
761	ORC 3313.666	The school adopted the required policy prohibiting harassment, intimidation and bullying.
763	ORC 3313.6024	The school reports to the Department, in the manner required by the Department, the types of prevention-focused programs, services, and supports used to assist students in developing healthy behaviors and increase awareness of risky behaviors.
764	ORC 3313.669	Requires each school district, community school, and STEM school to establish a threat assessment team for each school serving grades 6-12. Each team member must complete an approved training program upon appointment and every 3 years after, proof of which must be included in the district's or school's emergency management plan.
765	ORC 3313.6610	Requires each school district, community school, and STEM school to register with the SaferOH tip line (or a similar program) and annually submit data to the Department of Education and to the Department of Public Safety as described in ORC 3313.6610(B).
766	ORC 3737.73	The school trains its employees and holds required fire, tornado, and safety drills to provide pupils with instruction in the procedures to follow. It corrects any violations found by the police chief or other similar chief law enforcement officer and reports violation corrections as required.
767	ORC 2923.122, 5502.703	Schools are allowed to have armed personnel on school grounds if (1) the individuals complete approved training and undergo annual background checks and (2) the school notifies the public that it allows armed personnel. Schools using armed personnel must also provide a list of the armed individuals to the Ohio School Safety and Crisis Center.
776	ORC 3313.814, 3313.816, 3313.817	The school adopts and enforces nutrition standards governing types of food and beverages that may be sold on school premises.
777	ORC 3313.816	The school does not permit the sale of an a la carte beverage during the regular and extended school day other than those detailed in ORC 3313.816.
778	ORC 3313.815	At least one employee must be present while students are being served food who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver.
779	ORC 3313.813, 3317.024	The school timely reports the number of free lunches served each month.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
780	ORC 3313.817	Schools that receive the Department's computer software for assessing the nutritional value of foods follow prescribed guidelines.
782	ORC 3314.18	The school provides breakfast and/or lunch during the summer if it offers summer intervention services.
783	ORC 3313.818	The school offers breakfast to all students either before or during the school day if it meets the conditions prescribed in ORC 3313.818.
801	ORC 3327.01, 3301.07, 4511.76	The school does not charge students fees for routine pupil transportation or nonroutine transportation that occurs during the school day.
802	ORC 3314.092	The school consults with the school district(s) providing transportation for its students before it makes changes to its calendar or hours of operation.
803	ORC 3327.10, 3301.07, 4511.76	The school complies with all laws and rules governing student transportation, including proper use of funds.
804	ORC 3327.10, 3301.07, 4511.76	The school adopts a policy for handling emergencies on school buses and trains drivers, employees and students accordingly.
805	ORC 3327.10, 3301.07, 4511.76	The school's buses have a valid safety inspection and all drivers complete and document a daily pre-trip inspection.
806	ORC 3301.07, 3327.01, 4511.76	The school adopts a policy that requires compliance with various bus usage requirements listed in OAC 3301-83-20.
807	ORC 3301.07, 4511.76	The school's buses have a current inspection sticker from the Ohio Department of Public Safety and any accidents are reported to the Ohio State Highway patrol as required.
808	ORC 3327.01, 3301.07, 4511.76	The school only transports eligible riders.
809	ORC 3301.07, 4511.76	The school timely filed its annual report regarding pupil transportation and timely reported any adjustments.
810	ORC 3301.07, 3327.16, 4511.76	The superintendent may establish a volunteer bus rider assistance program.
811	ORC 3301.07, 3327.15, 4511.76	The school follows requirements for trip permits for any non-routine use of a school bus and for approved out-of-state trips.
812	ORC 3327.08, 3327.09, 3301.07, 4511.76	Boards of education may purchase on individual contract school buses and other equipment used in transporting children to and from school and to other functions as authorized by the boards, or the boards, at their discretion, may purchase the buses and equipment through any system of centralized purchasing established by the state Department of Education for that purpose, provided that state subsidy payments shall be based on the amount of the lowest price available to the boards by either method of purchase.
813	ORC 3301.07, 3327.01, 4511.76	The school maintains the records required by OAC 3301-83-14.
814	ORC 3301.07, 3327.01, 4511.76	The school maintains the pupil transportation management policies described in OAC 3301-83-08.
815	ORC 3301.07, 3327.01, 4511.76	The school consulted with transportation personnel and provided transportation in a manner consistent with all of the students' respective IEPs.
816	ORC 3327.01, 3327.12, 4511.76, 4511.62, 3301.07	The schools setting of bus stops and time schedules is timely and consistent with safety regulations described in OAC 3301-83-13.
817	ORC 3365.08	The school follows processes and requirements of ORC 3365.08 regarding student financial aid ineligibility and transportation reimbursement.
818	ORC 3327.09, 3301.07, 4511.76	The school follows all requirements of OAC 3301-83-19 regarding authorized vehicles for transportation of pupils to and from school and school-related events.
819	ORC 3327.016	The school establishes the school's start and end times for the upcoming school year and notifies the district that is transporting the school's students by April 1 prior to that school year.
820	ORC 3327.02	A school responsible for transporting its own students may declare a student's transportation impractical upon passage of a resolution by the board, notification to the parents and reimbursing the parents for transportation.
901	ORC 3301.07, 3314.03, 3319.46, 3326.11, 3328.24	The school has developed written policies and procedures on positive behavior intervention and supports that comply with the requirements in OAC and ORC.
902	ORC 3313.609	The school adopted a grade promotion and retention policy that prohibits the promotion of a student to the next grade level if the student has been truant for more than 10 percent of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level.
903	ORC 3313.472	The school has adopted a policy on parental involvement in the school and that policy includes foster caregivers.
904	ORC 3301.07, 3319.46	A school district shall establish a procedure to monitor the implementation of the state board of education's policy and the district's policy on restraint and seclusion and shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the Department.
951	ORC 3302.16, 3302.17, 3302.18	The school is in compliance with all requirements for establishing a community learning center.
952	ORC 3314.02(B)	Any person or group of individuals may initially propose under this division the conversion of all or a portion of a public school or ESC to a community school. The proposal shall be made to the board of education of the city, local, exempted village or joint vocational school district in which the public school is proposed to be converted.
953	ORC 3314.24	No internet or computer based community school may enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for instructional services.
954	ORC 109.65	The school understands its obligation to notify the missing children clearinghouse and law enforcement.
955	ORC 3314.352	A community school that is permanently closed may be reopened under another name if following the requirements of statute.
956	ORC 3311.742	The partnering community school (located within the territory of a municipal school district and that either is sponsored by the district or is a party to an agreement with the district whereby the district and the community school endorse each other's programs) timely established and implemented the student advisory committee in a manner consistent with law.
957	ORC 3313.80	The school displays a U.S. flag, not less than five feet in length, when school is in session.
958	ORC 3313.801	If a copy of the official motto of the USA or Ohio is donated to the school, the school accepts the donation and displays the motto as prescribed in ORC 3313.801.
959	ORC 3313.602(D)	The school shall devote time on or about Veteran's Day to observe the meaning and significance of that day.
970	ORC 3320.01; ORC 3320.02(A)	A student enrolled in a public school may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours.
971	ORC 3320.01; ORC 3320.02(B)	The school gives the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.
973	ORC 3313.6026	The school enters into a data sharing agreement with the Chancellor of Higher Education for the purposes of operating the Free Applications for Federal Student Aid (FAFSA) data system. Each school shall provide principals and school counselors with access to the data system to assist with efforts to support and encourage students to complete the free application for federal student aid form.



2022-2023 Annual Compliance Summary Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2022-2023 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, **Special Education Reviews**, the **College and Career Readiness Review** (as a part of the Fall/Winter Review), the **Spring File Review**, the **Spring Compliance Survey**, and **E-School Review** (if applicable), Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Bekah Dawson at bdawson@charterschoolspec.com with any questions/comments/concerns.

School Name:	Fairborn Digital Academy		
Review Purpose:	On-Site Assistance: 3/20/23	Special Education: 12/14/22, 4/17/23	Spring Survey: 4/27/23
	Fall/Winter Review: 11/4/22	College and Career: 11/4/22	Spring File Review: 4/17/23
Stakeholder Group	<input checked="" type="checkbox"/> School Leader	<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative
Data Collected From:	<input checked="" type="checkbox"/> Teacher/Staff Member	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected: Item #'s listed here correspond to the attached 2022-2023 Annual Compliance Summary Item Reference Document.	Item Number 101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 150, 156, 157, 158, 159, 160, 161, 163, 164, 165, 166, 167, 168, 171, 172, 173, 174, 175, 176, 177, 178, 179, 181, 182, 183, 184, 185, 186, 187, 196, 197, 198, 199, 201, 203, 207, 208, 209, 210, 216, 217, 218, 219, 220, 221, 222, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 501, 502, 503, 504, 505, 506, 507, 508, 509, 511, 513, 514, 515, 516, 517, 519, 520, 521, 522, 523, 524, 525, 526, 527, 530, 601, 602, 603, 604, 605, 606, 607, 608, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 642, 643, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 763, 764, 765, 766, 767, 776, 777, 778, 779, 780, 782, 783, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 901, 902, 903, 904, 951, 952, 953, 954, 955, 956, 957, 958, 959, 970, 971, 973		
NOTE: In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.			
Summary of Findings: Area of Strength/ Areas of Improvement/ Recommendations/ Steps/Timeframes to Address Area of Improvement	All items above, were compliant or N/A. To review Areas of Strength, Areas of Improvements, and Recommendations , please refer to the individual report provided throughout the school year.		

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
101	ORC 3314.03(11)(a)	The sponsor confirms annually that the school provides at least 920 hours of learning opportunities to at least 25 students.
102	ORC 3313.842	The school does not charge students participating in the joint education program tuition or fees.
103	ORC 3333.83, 3333.85	The school awards equivalent credit for any student completing courses from the distance learning clearinghouse and complies with other requirements in using such courses.
104	ORC 3313.6015	The school adopted a resolution describing how it will address college and career readiness and financial literacy in its curriculum for grades 7 or 8 and submitted a copy of the resolution to the Department.
105	ORC 3313.6012	The school has adopted a policy, updated annually, governing academic prevention and intervention services covering requirements of law, which include, but are not limited to, measuring student progress, identifying students not attaining proficiency thresholds, collecting and using student performance data, and provision of prevention/intervention services.
106	ORC 3314.23	Internet- and computer-based community schools must comply with standards developed by the International Association for K-12 Online Learning.
108	ORC 3301.079	The school's contract provides all required information regarding the blended learning model offered.
109	ORC 3302.41	The school timely notified the Department of its use of a blended learning model or that it ceased operating using a blended model by July 1 of the school year for which the changes is effective.
110	ORC 3313.482	A school that is not computer- or internet-based may adopt a plan that requires students to access and complete classroom lessons posted on the school's web portal or website to make up hours if the school closes for purposes identified in ORC 3313.482.
111	ORC 3313.6020	The school adopts a policy on career advising that incorporates the elements described in ORC 3313.6020(B).
112	ORC 3313.6020	The school identifies students who are at risk of dropping out of school and takes all actions described in ORC 3313.6020(C) respecting the plan and parental involvement.
113	ORC 3302.04, 3302.041	The school complies with the requirements and timelines associated with the Ohio Improvement Process created through the Department's NCLB waiver (or its successor).
114	ORC 3302.13	The school timely submits a reading achievement improvement plan that was approved by the Department.
115	ORC 3314.21	The school does not exceed the teacher/student ratio of 1:125. Teachers employed by internet- or computer-based schools must conduct visits with their students in person throughout the year. The contract with the sponsor must specify the installation of appropriate filtering devices or software on all students' computers. The school will set up a central base.
116	ORC 3313.608, section 18 of H.B. 164	The school promotes students to fourth grade when all criteria outlined in ORC 3313.608 and section 18 of H.B. 164 are met.
117	ORC 3313.608	The school continues any required intervention services for students not promoted to fourth grade, consistent with the requirements of 3313.608.
118	ORC 3313.608	The school sees that students on reading monitoring improvement plans are taught by teachers with the appropriate license, endorsements and/or qualifications.
119	ORC 3313.6112	The school shall attach or affix the OhioMeansJobs Readiness Seal to the diploma and transcript of a student who meets the requirements prescribed in law.
120	ORC 3301.0729	The school follows all requirements regarding student time spent on assessments, consistent with ORC 3301.0729.
121	ORC 3301.0715(G)	Schools in which less than eighty per cent of its students score at the proficient level or higher on the third-grade English language arts assessment prescribed under section 3301.0710 of the Revised Code shall establish a reading improvement plan supported by reading specialists. Prior to implementation, the plan shall be approved by the governing authority.
122	ORC 3313.6114	Requires districts, community schools, STEM schools, and chartered nonpublic schools to offer and develop guidelines for at least one of the following additional state seals: (1) a community service seal, (2) a fine and performing arts seal, and (3) a student engagement seal.
123	ORC 3313.603	If a school district or chartered nonpublic school requires a foreign language as an additional graduation requirement under 3313.603(E), a student may apply computer coding credit to satisfy foreign language credit requirements.
126	ORC 3365.04	The school follows all requirements regarding providing information about the College Credit Plus program each year, consistent with ORC 3365.04.
127	ORC 3365.15	Schools participating in the College Credit Plus program submit required data to the chancellor of Higher Education.
128	ORC 3365.13	The school follows procedures to develop, provide notice of, and offer model College Credit Plus pathways, consistent with ORC 3365.13.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
129	ORC 3365.09	The school follows requirements and procedures consistent with ORC 3365.09 when seeking reimbursement from a student for the cost of any failed college course.
130	ORC 3365.032	The school follows notice requirements regarding expelled students who participated in the College Credit Plus program, consistent with ORC 3365.032.
131	ORC 3365.03	The school follows the criteria set forth in 3365.03 for enrollment of students in College Credit Plus.
132	ORC 3365.12	The school awards course credit consistent with ORC 3365.12 and includes the information in the student's record.
133	ORC 3365.11	The school ensures that College Credit Plus teachers have satisfied all credentialing requirements, consistent with ORC 3365.11.
134	ORC 3365.06	The school gives students options for enrolling in college courses for only college credit or for both college and high school credit.
135	ORC 3365.033	The school allows students in grades 7 and 8 to participate in the College Credit Plus program according to the same standards as students in grades 9-12.
136	ORC 3365.031	The school complies with enrollment and participation requirements, consistent with ORC 3365.031.
137	ORC 3365.04, 3365.05, 3365.034	Each public and participating nonpublic secondary school will comply with ORC 3365.04 with respect to the College Credit Plus program (summer program).
138	ORC 3365	OAC 3333-1-65.2: Secondary schools that offer qualifying courses on-site comply with classroom requirements and requirements for calculating college credit hours and full-time enrollment hours.
139	ORC 3365.10	The school has an approved waiver from the requirements of the College Credit Plus program.
146	ORC 3301.52	The school complies with all requirements for the school child program described in OAC 3301-32.
147	ORC 3301.52-3301.59, 3323.022	The school is in compliance with the requirements for preschool programs consistent with ORC 3301.52-59 and 3323.022.
148	ORC 3301.57	The school corrects any issues deemed to be out of compliance by the Department during annual inspections of preschool programs or licensed school child programs.
149	ORC 3301.55	The school's facilities used for preschool comply with the requirements in ORC 3301.55.
150	ORC 3301.50	The school's preschool program is in compliance with standards for preschool programs, in accordance with ORC 3301.50.
156	ORC 3313.6014	The school, by resolution, adopts a procedure for notifying parents about the consequences for a student not graduating from high school regarding eligibility to enroll in most Ohio state universities.
157	ORC 3313.614, H.B. 67	The school issues high school diplomas to students successfully completing the high school curriculum and any required graduation tests.
158	ORC 3313.611(B)	The school issues a diploma of adult education consistent with standards in ORC 3313.611.
159	ORC 3313.61	The school awards honors diplomas or diplomas consistent with the requirements of ORC 3313.61.
160	ORC 3313.603	The school's minimum curriculum requirements for graduation are consistent with those described in ORC 3313.603.
161	ORC 3301.0712	The school complies with Ohio law and offers the college and work readiness assessments as stated in ORC 3301.0712.
163	ORC 5107.30	The school complies with requirements for enrolled students participating in the Learning, Earning and Parenting (LEAP) program through ODJFS.
164	ORC 3313.613	The school adopts a policy that denies high school credit for students that take College Credit Plus courses during an expulsion.
165	ORC 3313.89	The school provides information regarding online education and career planning tools and "OhioMeansJobs web site" by April 1 each year.
166	ORC 3313.618	The school offers the graduation pathways described in ORC 3313.618 and awards diplomas to eligible students.
167	ORC 3313.617	The school adopts a policy that meets the requirements of ORC 3313.617 regarding students who are at risk of not qualifying for a high school diploma.
168	ORC 3313.6025	The school uses the model curriculum provided by the State Board to provide instruction on proper interactions with peace officers in one or more high school courses required for graduation.
171	ORC 3323.012, 3323.04, 3323.05, 3323.051	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, regarding procedural safeguards for students with disabilities, and provides services to students with disabilities in a manner consistent with its approved policies.
172	ORC 3323.012, 3323.04	The school has written policies and procedures, consistent with law and rule, to ensure an IEP is developed and implemented for each child with a disability.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
173	ORC 3323.012, 3323.03	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that a referral process is employed to determine whether or not a child is a child with a disability.
174	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures to ensure confidentiality of any personally identifiable information, which are approved by the Department's Office for Exceptional Children, and maintains its records and information about students with disabilities in a manner consistent with its approved policies.
175	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures regarding the identification and evaluation of children with disabilities according to the child find procedures in OAC 3391-51-03, which are approved by the Department's Office for Exceptional Children, and identifies and evaluates students with disabilities in a manner consistent with its approved policies.
176	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures for ensuring a free and appropriate public education is provided, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
177	ORC 3323.012, 3323.02, 3323.04, 3323.07, 3323.11	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that children with disabilities are being educated in the least restrictive environment and ensures students are placed in classes in a manner consistent with its approved policies.
178	ORC 3323.012, 3323.01, 3301.07, 3323.02, 3323.07	The school has written policies and procedures for ensuring compliance with IDEA, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
179	ORC 3323.012, 3323.19	For any student who is identified with disabilities and who has not had an eye exam within the previous nine months, the school required students to undergo an eye exam within three months of the disability diagnosis and report to the Department as required.
181	ORC 3323.012, 3323.12	If the school had a student who could not attend due to the student's disabilities, the school provided home instruction.
182	ORC 3323.012, 3323.08	The school submitted a plan to the Department for providing education to students with disabilities.
183	ORC 3323.012, 3323.052	The school provides parents with information about the Jon Peterson Special Needs Scholarship program and the Autism Scholarship program as appropriate and specified in ORC 3323.052
184	ORC 3323.012, 3323.031	The school annually assesses the reading and writing skills of each student with a visual impairment in a medium deemed appropriate by the student's IEP.
185	ORC 3323.012, 3323.014	The school takes all required steps regarding strategies to meet transition objectives when transition services are not provided by another entity.
186	ORC 3314.28	The school submits its plan to the sponsor for providing special education and related services to students with disabilities.
187	ORC 3314.061	A governing authority may establish a community school under this chapter that is limited to providing simultaneously special education and related services to a specified number of students identified as autistic and regular educational programs to a specified number of students who are not disabled.
196	ORC 3313.605	The school establishes a community service advisory committee with the required membership and adopts a community service plan that was filed with the Department.
197	ORC 3313.6013	The school does not charge students a fee or tuition for participating in any advanced standing course, with exceptions as noted in ORC 3313.6013.
198	ORC 3314.38, 3317.23, 3317.231, 3317.24, 3345.86	The school complies with all requirements of ORC 3314.38 for enrolling eligible adults in a dropout prevention and recovery program that is designed to allow enrollees to earn a high school diploma.
199	ORC 3314.087	The school correctly reports students simultaneously enrolled in the school and a career-technical program not offered by the school.
201	ORC 3313.539	The school operates a state-approved interscholastic athletic program using licensed coaches and certificated referees and annually provides concussion information to parents.
203	ORC 3326	The school complies with all requirements in accordance with receiving a STEM or STEAM designation.
207	ORC 3319.078	The school district, community school, and STEM school to establishes a structured literacy certification process for teachers in grades K-3 that aligns with the statutory requirements of the dyslexia guidebook.
208	ORC 3323.251	The school complies with all applicable screening requirements of ORC 3323.251.
209	ORC 3319.077(C) and (D)	The school complies with all professional development requirements of ORC3319.077(C) and (D)
210	ORC 3313.5315	The school allows any students from a province outside of the United States to participate in interscholastic athletics on the same basis as students who are residents of Ohio.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
216	ORC 3301.0710, 3301.0711, 3301.0712, 3301.0728, 3301.947	The school complies with Ohio statutory guidelines in administering state assessments at all required levels.
217	ORC 3301.0711, 3313.608	The school provides intervention services as required by ORC 3301.0711(D).
218	ORC 3314.26, 3314.262	The school withdraws any student who failed to participate in the annual spring administration of any required assessment for two consecutive school years while enrolled at that school without excuse beginning with the 2020-2021 school year.
219	ORC 3314.25	The school provides students with a location within 50 miles of student's residence at which to complete the statewide achievement and diagnostic assessments.
220	ORC 3301.0715	The school administers state diagnostic tests to students in required categories and to all students in the appropriate grade level at least once annually, providing the information to parents and the Department.
221	ORC 3301.0710(A)	Requires schools to teach and test social studies in at least fourth and sixth grades using a test selected by the school. Prohibits the reporting of the test results to the Department.
222	3320.01; ORC 3320.03	The school does not prohibit a student from engaging in religious expression in the completion of assignments and does not penalize or reward a student based on the religious content of a student's work.
301	ORC 3314.22(C)	Site-based school's provision of a computer: the school provides a computer to students in the same manner as an e-school, consistent with ORC 3314.22
302	ORC 3314.22	The school provides a computer to students unless waiver conditions are met.
304	ORC 3312.10, 3301.075	The school participates, as required by its ITC, in governance, financial support, professional development, and submission of data.
305	ORC 3301.075,	The school and other user entities follow the appropriate procedures outlined in OAC 3301-3-03 to establish an ITC.
306	ORC 2151.357	The school follows ORC 2151.357 pertaining to maintenance and release of sealed student records.
307	ORC 1347	The school has adopted policies rules and developed procedures that provide for the correct operation of personal information systems as detailed in ORC 1347.
308	ORC 3314.17; 3301.0714	The school follows all guidelines and timely submitted complete and accurate EMIS data using a software package certified by the Department. Each fiscal officer appointed under ORC 3314.011 is responsible for annually reporting the community school's data under ORC 3301.0714.
309	ORC 3314.017	A school primarily serving students enrolled in a dropout prevention and recovery program complies with all testing and reporting requirements as prescribed by the state board of education and submits to the Department all data required to calculate the report card.
310	ORC 3314.038	A school enrolling students who reside in a residential center annually reports the information to the Department and the Auditor of State.
311	ORC 3310.42	The school complies with requests from the Department for the SSID of a student applying for the Autism Scholarship Program.
312	ORC 3310.11	The school complies with requests from the Department for the SSID of a student applying for the Educational Choice Scholarship Program.
313	ORC 3310.63	The school complies with requests from the Department for the SSID of a student applying for the Jon Peterson Special Needs Scholarship Program.
314	ORC 3313.978	The school complies with requests from the Department for the SSID of a student applying for the Cleveland Scholarship Program.
315	ORC 3301.948	The community school does not provide student names and addresses to a multi-state consortium.
316	ORC 3319.321	The school only releases directory information regarding students in the circumstances described in law.
317	ORC 3314.27	The school maintains student participation records accurately and completely in a form easily provided to the Department upon the request of the Department or the Auditor of State.
401-A	ORC 3314.261	The internet- or computer-based school's attendance policy specifies the conditions for which a student is considered to be in attendance or not in attendance. Such schools shall develop and adopt a policy regarding failure of students to participate in instructional activities and the consequences students will face if this occurs. Lists what an internet- or computer-based school must do if a student disenrolls.
401-B	ORC 3321.19, 3321.191	The school provides parents with the proper notice of truancy, utilizes an intervention strategy and/or files a complaint in juvenile court when appropriate for students who are truant. The board is to adopt policy regarding habitual truancy and intervention strategies.
402	ORC 3321.18	The attendance officer institutes proceedings for violations of compulsory education laws.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
403	ORC 3321.13	When students withdraw from the school, the school identified the reason for withdrawal and notified the appropriate parties.
404	ORC 3321.041	A classroom teacher must accompany any students absent from school for an extracurricular or enrichment activity longer than four consecutive days.
405	ORC 3313.66, 3313.668	The school complied with all requirements regarding the length of a suspension, expulsions or removal and provided students with the required due process concerning such actions.
406	ORC 3313.66, 3313.661	The school adopted a policy regarding suspension, expulsion, removal, and permanent exclusion of students fulfilling the requirements in ORC 3313.66 and 3313.661.
407	ORC 3313.662	The school may issue to the governing board a request that a pupil that meets the requirements outlined in ORC 3313.662 be permanently excluded from public school attendance.
408	ORC 3321.141	Within 2 hours of the beginning of each school day, the school makes at least one attempt to contact the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school.
409	ORC 3313.668	All suspensions and expulsions for students in grades pre-kindergarten through three are either for offenses described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code, as required by division (B)(1)(a) of section 3313.668 of the Revised Code or are necessary for the immediate health and safety of the student, the student's fellow classmates, classroom staff and teachers, or other school employees as required by division (B)(1)(b) of section 3313.668 of the Revised Code.
410	ORC 3321.191(C)(1)	In the event that a child of compulsory school age is absent with or without legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in a school year, the attendance officer of that school shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within seven days after the date after the absence that triggered the notice requirement.
411	ORC 3321.191(C)(2), 2151.011, 3321.19(E)	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the principal or chief administrator of the school or the superintendent of the school district shall assign the student to an absence intervention team as outlined in ORC 3321.191(C)(2).
412	ORC 3321.19(D), 2151.011, 3321.16, 3321.191	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the attendance officer shall file a complaint in the juvenile court of the county in which the child has a residence or legal settlement or in which the child is supposed to attend school jointly against the child and the parent, guardian, or other person having care of the child, in accordance with the timelines and conditions set forth in ORC 3321.16.
413	ORC 3321.191(E)	Each school district shall report to the Department of Education, in a format and manner determined by the Department, any of the occurrences defined in 3321.191(E).
414	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
415	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
416	ORC 3313.66	If at the time an out-of-school suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the superintendent shall not apply any remaining part of the period of the suspension to the following school year. The superintendent may instead require the pupil to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension.
417	ORC 3314.03(A)(6)(b)	The school's governing authority adopts an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.
418	ORC Chapter 3331	The school issues age and schooling certificates under the conditions specified in ORC Chapter 3331.
426	ORC 3314.06	The school has admission procedures that specify the items outlined in ORC 3314.06.
427	ORC 3314.03(A)(19), 3314.06, 3314.061	The school's admission policy for students residing outside the district of residence is followed.
428	ORC 3301.0723	The school, when enrolling a student, confirms whether the child has already been assigned an SSID before requesting or assigning a data verification code.
429	ORC 3314.08, 3317.02, 5753.11	The school provides complete and accurate reporting of student enrollment data used to calculate payments and reviews the school's borrowing and expenditures for consistency with legal requirements.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
430	ORC 3314.20	For internet- or computer-based community schools, the school's enrollment limit for each school year is the prescribed annual rate of growth, as calculated by the Department.
431	ORC 3314.041	The school provides the parent, at the time a student is enrolled, with a statement about the requirement for enrolled students to take proficiency tests and other examinations prescribed by law.
432	ORC 3314.03(A)(7)	The school's contract includes the ways it will achieve racial and ethnic balance reflective of the community it serves.
433	ORC 3313.672	At the time of initial entry to the school, the school's admissions office collects the documentation required by ORC 3313.672 from new students.
434	ORC 3313.662	The school did not knowingly admit any student permanently excluded from school attendance by the Superintendent of Public Instruction.
435	ORC 3313.648	The school did not offer a monetary payment or other in-kind gift to any student or student's family as an incentive for the student to enroll in the school.
436	ORC 3313.6411	The school provides parents or guardians with a copy of the most recent report card during the admissions process.
437	ORC 3314.271	The school complies with all requirements of ORC 3314.271 regarding student orientation and parent involvement.
438	ORC 3321.01, ORC 3324.10	The school adopts and follows an admission policy for kindergarten and first grade, consistent with ORC 3321.01.
439	ORC 3314.11(A)	The governing authority of each community school monthly reviews the residency records of students enrolled in that community school and annually verifies to the Department per the requirements of ORC 3314.11.
440	ORC 3314.11(B)	The governing authority of a community school shall adopt a policy that prescribes the number of documents listed in ORC 3314.11 (E) required to verify a student's residency and prescribes the information required to verify a student's residency.
441	ORC 3314.11(D)	If a community school's determination of the school district a student is entitled to attend differs from a district's determination, the community school shall provide the school district with documentation of the student's residency and shall make a good faith effort to accurately identify the correct residence of the student.
442	ORC 3314.03(A)(32)	A provision requiring the governing authority to adopt an enrollment and attendance policy that requires a student's parent to notify the community school in which the student is enrolled when there is a change in the location of the parent's or student's primary residence.
443	ORC 3321.01(G)	Each district shall report to the department, in the manner prescribed by the department, the information described in ORC 3321.01(G)(2)(a) to (d) .
501	ORC 3314.051	A school that acquires property from a traditional public district follows notice and pricing requirements per ORC 3314.051 when disposing of the property.
502		Schools that receive funding under Title I must maintain the required level of expenditures on an annual basis as outlined in federal regulation.
503	ORC 3314.042, 3314.032	The school reports all financial information in an easily understood format and by the reporting categories and subgroups required by the Department.
504	ORC 3314.03(A)(15)	The school provides a financial plan detailing an estimated budget and the per pupil expenditures for each year of the contract.
505	ORC 117.43	The schools have maintained financial records in accordance with the uniform school accounting system (USAS).
506	ORC 117.38	The schools filed annual financial reports with the Auditor of State that are prepared using generally accepted accounting principles.
507	ORC 3314.50	The school posts a bond, guarantee or cash deposit in an amount of \$50,000 with the Auditor of State to be used, in the event the school closes, to pay the auditor of state any moneys owed or that become owed by the school for the costs of audits conducted by the auditor of state or a public accountant under Chapter 117. of the Revised Code.
508	ORC 3317.25	The school spends economically disadvantaged funds in accordance with the allowances under ORC 3317.25, including the requirement to coordinate with a community partner in planning how to use the funds. At the end of each fiscal year, each city, local, exempted village, or joint vocational school district, community school, and STEM school shall submit a report to the Ohio Department of Education describing the initiative or initiatives on which the district's or school's economically disadvantaged funds were spent during that fiscal year.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
509	ORC 3314.03(A)(11)(b)	The school has liability insurance sufficient to cover any risks to the school.
511	ORC 2915.092	The school does not conduct illegal raffles.
513	ORC 3314.51	If the Auditor of State or a public accountant, under section 117.41 of the Revised Code, declares a community school to be unauditale, the governing authority of the school shall suspend the fiscal officer until the Auditor of State or a public accountant has completed an audit of the school, except that if the school has an operator and the operator employs the fiscal officer, the operator shall suspend the fiscal officer for that period. Suspension of the fiscal officer may be with or without pay, as determined by the entity imposing the suspension based on the circumstances that prompted the auditor of state's declaration.
515	ORC 3314.074	If a community school permanently closes, the assets of the school will be distributed. Any remaining funds shall be paid to the Ohio Department of Education for deposit into the general revenue fund-
516	ORC 3314.023, ORC 3314.44	If a community school closes or is permanently closed, the designated fiscal officer shall deliver all financial and enrollment records to the school's sponsor within 30 days of the school's closure.
517-A	ORC 3314.011	The school's fiscal officer is hired consistent with the requirements of ORC 3314.011.
517-B	ORC 3314.011	The governing authority of a community school adopted a resolution waiving the requirement that the governing authority is the party responsible to employ or contract with the designated fiscal officer and the school's sponsor approves the resolution. A new resolution is required for each year the authority wishes to waive this requirement and the sponsor approves each resolution.
519	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.
520	ORC 3314.024	The school receives a detailed financial accounting from its management company if the management company receives more than 20 percent of the annual gross revenues of a community school, consistent with the requirements of ORC 3314.024. A management company that receives more than 20 percent of the annual gross revenues of a community school shall provide a detailed accounting, including the nature and costs of goods and services it provides to the community school.
521	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.
522	ORC 3314.52(A-B)	Not later than three months after the effective date of this section, the governing authority of a community school that holds a credit card account on the effective date of this section shall adopt a written policy for the use of credit card accounts. Otherwise, a governing authority shall adopt a written policy before first holding a credit card account. The name of the community school shall appear on cards and checks.
523	ORC 3314.52(C)(D)	If the designated fiscal officer of the community school does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under 3314.52(D).
524	ORC 3314.52(C)(D)	If the community school's fiscal officer does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under ORC 3314.52(D). The compliance officer, if applicable, and the governing authority at least quarterly shall review the number of cards and accounts issued, the number of active cards and accounts issued, the cards' and accounts' expiration dates, and the cards' and accounts' credit limits.
525	ORC 3314.52(C)	If a chief administrator acting as compliance officer has authority to use a credit card account, the governing authority monthly shall review the credit card account transaction detail and shall sign an attestation stating the governing authority reviewed the credit card account transaction detail.
526	ORC 3314.52(G)	The fiscal officer or the fiscal officer's designee annually shall file a report with the governing authority detailing all rewards received based on the use of the political subdivision's credit card account.
527	ORC 3.061, 3314.011	A school's governing authority may adopt a policy, by ordinance or resolution, to allow for the use of an employee dishonesty and faithful performance of duty policy, rather than a surety bond, to cover losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law for, officers, employees, or appointees that would otherwise be required to give an individual surety bond to qualify for the office or employment before entering upon the discharge of duties imposed by the office or employment.
530	ORC 3313.848	A school that has a service agreement with an educational service center (ESC) may elect to have the ESC retain unexpended and unobligated funds at the end of a fiscal year for the purpose of applying them toward any payment the school will ESC under a service agreement for the next fiscal year. The school may expend its retained funds only for services specifically set forth under a service agreement.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
601	ORC 3309.013, 9.90, 9.91	A community school and/or its management company may employ and make appropriate withholdings for teachers and non-teaching employees to carry out its mission and fulfill its contract.
602	ORC 3314.401	The school maintained reports of its investigations into the conditions described in ORC 3314.40(B) in the employee's personnel file.
603	ORC 3314.101	The school will suspend a person from all duties that require the care, custody or control of a child during the pendency of the criminal action against the person.
604	ORC 117.103	The school is in compliance with audit requirements and new employees are provided the means of reporting fraud.
605	ORC 2744	The school provides for the defense of an employee in specific situations outlined in ORC 2744.
606	ORC 2313.19	The school demonstrates that an employee is not penalized for being called to jury duty.
607	ORC 3323.11	The school shall employ, as necessary, the personnel to meet the needs of the students with disabilities enrolled in the school. Personnel shall possess appropriate qualifications and certificates or licenses as prescribed in the rules of the state board of education.
608	ORC 9.91	The school allows employees to designate the licensed agent, broker, or company through whom the placement or purchase of a tax-sheltered annuity is arranged, consistent with ORC 9.91.
610	ORC 3319.223	The school's resident educator program complies with the requirement in OAC 3301-24-04.
611	ORC 3319.22	The school has a local professional development committee to determine coursework and other professional development needed by licensed educators to satisfy the renewal of such licenses.
612	ORC 3319.22-3319.24, ORC 3319.26-3319.28, ORC 3319.30	All school teachers, aides and providers are appropriately licensed.
613	ORC 4141	The school maintains true and accurate employment and payroll records.
614	ORC 4113.52	The school did not take any disciplinary or retaliatory action against an employee for reporting a violation of any criminal offense that is likely to cause an imminent risk of physical harm to persons or a hazard to public health or safety, a felony or an improper solicitation for contribution.
615	ORC 4112	The school did not discriminate against employees, prospective employees, vendors or prospective vendors on the basis of race, color, religion, sex, military status, national origin, disability, age, or ancestry. The school did not request, make or keep records of, use on an application form, print or publish, announce a policy using a quota system, or utilize in recruitment or hiring any information concerning the race, color, religion, sex, military status, national origin, disability, age, or ancestry of an employee or prospective employee, except as certified in advance as a bona fide occupational qualification by the Ohio Civil Rights Commission.
616	ORC 3319.303	All coaches, as defined in ORC 3319.303, employed by the school have been issued a pupil-activity permit by the State Board of Education.
618	ORC 3314.03(A)(12)	The contract with the sponsor must provide for arrangements for health and other benefits for school employees.
619	ORC 3319.27	The school provides resources necessary for individuals with an alternative principal license to fulfill licensure requirements.
620	ORC 4167	The school is in compliance with Ohio employment risk reduction laws, standards, rules, and orders applicable to public employers, or has been granted a variance from the standard or provision by the Bureau of Workers' Compensation.
621	ORC 4123, 4123.35	The school is current in their workers' compensation premiums and have a current certificate indicating compliance.
622	ORC 3314.41	The school requires a criminal records check for any person who is an employee of a private company that provides the school with essential services as defined in ORC 3314.41(A)(2) and meets the requirements of ORC 3314.41(B).
623	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
624	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
625	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
626	ORC 3319.291, 3319.31, 3319.311, 3319.39	The school has a current criminal background check on file for each of its licensed employees.
627	ORC 3301.541	The school conducts a criminal records check for all employees working in the preschool.
628	ORC 3314.10	The school acknowledges the rights of any school employees to organize and collectively bargain and monitors employment practices accordingly.
629	ORC 3314.03(A)(17)	For conversion schools, duties or responsibilities are delegated to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees.
630	ORC 4117.10	The school's governing authority receives a copy of the collective bargaining agreement within 14 days of the parties finalizing it.
631	ORC 4117.08	The school agrees to bargain on wages, hours, terms and other conditions of employment, and the rating of candidates for positions.
632	ORC 4117.04	The school bargains collectively with the exclusive employee organization certified by the State Employment Relations for a period of at least 12 months from certification.
633	ORC 3314.102	The school operates accordingly when the state employment board approves a request to void a collective bargaining agreement in place at the school.
634	ORC 2921.44	The school treasurer/fiscal officer has never been convicted of dereliction of duty or the conviction occurred more than four years ago and the individual has fulfilled any repayment or restitution requirements.
635	ORC 3301.53	The school's preschool program director or administrator holds a valid educator license, along with required coursework per ORC 3301.53.
636	ORC 3314.40	The school submits to the superintendent of public instruction information about any employee who is subject to a condition described in ORC 3314.40(B).
637	ORC 3319.39, 3319.391, 3327.10, 4511.76	The school's employment of bus drivers follows all requirements of OAC 3301-83-23 regarding criminal convictions.
638	ORC 4511.76	All bus drivers are in compliance with all training and certificate requirements.
639	ORC 3327.10, 4511.76	All pupil transportation employees or contractors meet the requirements in OAC 3301-83-06, (e.g., criminal background checks, licensing, training).
640	ORC 3327.01, 3327.10, 4511.01	School bus drivers meet all physical requirements.
642	ORC 3301.531	The school tests potential employees for tuberculosis as required in ORC 3301.531.
643	ORC 3319.361 (B)	The school assigns a mentor to individuals holding a supplemental teaching license.
651	ORC 3314.034	When changing sponsors the school contracts with a new sponsor rated effective or higher, unless otherwise approved by the Department or through an appeal to the State Board of Education.
652	ORC 3314.05	The contract for the sponsor specifies multiple facilities to be used by the school; statutory limitations on use of multiple facilities; and exceptions to being established in more than one school district.
653	ORC 3314.03(C)	The school paid the sponsor no more than 3 percent of the total amount received from the state for operations.
654	ORC 3314.02(E)(5)	The governing authority of a startup or conversion community school may provide by resolution for the compensation for its members.
655	ORC 3314.035	The school shall post on the school's website the names of the school's governing authority and provides, upon request, the name and address of each member of the governing authority to the sponsor of the school and the Ohio Department of Education.
656	ORC 3314.032	The school's contract with its operator contains criteria for termination as well as other stipulations, consistent with ORC 3314.032.
657	ORC 3314.03(A)(9)	The school's information about its facility, description of the facility, costs of leasing the facility, annual mortgage principal and interests, landlord information and relationship to the school's operator, if relevant, is described in the contract's addendum, accurately and completely.
658	ORC 2921.42	The school's governing authority members have no interest in a public contract in which the member, any of the member's family or business associates also has an interest during the time the member holds his/her position and within one year of leaving the position, with certain narrow and specific exceptions.
659	ORC 3313.131	No member of the governing authority is also a member of a district school board.
660	ORC 1702	The school was established as either a nonprofit corporation or a public benefit corporation, depending upon the date of its creation, and maintains that standing in compliance with requirements of law.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
661	ORC 3314.036	The school employs an attorney, independent from the school's sponsor or the operator, for any services related to the negotiation of the community school's contract with the sponsor or the school's contract with the operator.
662	ORC 3314.03(B)	The school provides the sponsor with a comprehensive plan describing the governance, management, administration, instructional program, educational philosophy and financial controls of the school.
663	ORC 3314.03(A)(18)	The school and sponsor agree upon procedures for resolving potential disputes between the two parties.
664	ORC 121.22	The school's meetings of its governing authority are public meetings, provide public advance notice and follow all laws with respect to proper public meeting protocol.
665	ORC 4117.14	Before terminating, modifying or renegotiating its collective bargaining agreement, the school follows all procedures required in ORC 4117.14.
666	ORC 102	The school's governing authority, administrative officers and employees comply with the requirements outlined in Chapter 102 regarding ethics obligations of public officials and public employees.
667	ORC 3314.037	The school's governing authority members, fiscal officer, administrators and supervisory staff are annually trained on the public records and open meetings laws.
668	ORC 149.43	The school fills public records requests timely.
669	ORC 3321.14, 3321.17	The school employs an attendance officer.
670	ORC 4111.17	The school does not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin, or ancestry.
671	ORC 3319.393(A)	Each of the school's applications for employment includes the statement defined in ORC 3319.393(A) in boldface type.
672	ORC 3319.393(B)	The school consults the "educator profile" database prior to making any hiring decisions.
701	ORC 3313.718	The school allows its students to possess and use epinephrine auto injectors provided certain conditions are met.
702	ORC 3313.71	The school provided and required tests and examinations for tuberculosis for pupils in certain grades and of school employees as may be required by the director of health.
703	ORC 3313.673	The school screened pupils enrolled in either kindergarten or first grade prior to Nov. 1 for hearing, vision, speech and communications, or medical problems and developmental disorders.
704	ORC 3313.67, 3313.671	The school maintains immunization records for students, reports a summary of those records to the Director of Health.
705	ORC 3313.719	The school adopts a policy to protect students with peanut or other food allergies.
706	ORC 2151.421, 3319.073	The school shall adopt or adapt the curriculum developed by the department of education for, or shall develop in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.
707	ORC 3313.716	The school allows its students to use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms.
708	ORC 3313.7112	The school ensured that each student enrolled who has diabetes received appropriate and needed care.
709	ORC 3313.68, 3313.69, 3313.50	The school provided a system of medical or dental inspection which shall include tests to determine the existence of hearing and visual defects in enrolled students.
710	ORC 5164.02	The school has a current valid Medicaid provider agreement and is in compliance with all requirements for being a Medicaid School Program (MSP) provider.
711	ORC 3313.6023, 3314.16, 3701.85	The school's staff successfully completed training offered or approved by a nationally recognized organization and maintained the defibrillator per manufacturer's guidelines.
712	ORC 3314.15, 3313.674	A community school may screen students for body mass index and weight status category. If a governing authority elects to require the screenings, it will comply with ORC section 3313.674.
713	ORC 3314.144; ORC 3313.7113	With governing board approval, the school may procure inhalers and must maintain records of use and procurement, per ORC 3314.144.
714	ORC 3314.143; 3313.7110	With governing board approval, the school may procure epinephrine autoinjectors and must maintain records of use and procurement, per ORC 3314.143.
715	ORC 3313.5310	The school must provide information and training regarding sudden cardiac arrest consistent with ORC 3313.5310.
716	ORC 3313.721	The school may contract with a health center for the purposes of providing health care services.
717	3313.6021	The school shall provide instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED).

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
718	ORC3313.7115, ORC 4729.01	With governing board approval, the school may procure injectable or nasally administered glucagon and must adopt a policy regarding its use and must maintain records of use and procurement, per ORC 3313.7115.
719	ORC 3313 .712	The school shall annually provide to the parent of every student an emergency medical authorization form and manage the forms as required by ORC 3313.712.
720	ORC 3313.751, ORC 3794	The governing authority shall adopt a policy providing for the enforcement of ORC 3313.751 (B) regarding the prohibition against the possession or use of tobacco.
751	ORC 921.18, 921.06	The school has complied with the rules governing the use of pesticides on school grounds, maintains records of its use of pesticides, and notifies parents and students of pesticide use.
752	ORC 3742	The school does not apply lead-based paint and complies with all orders and requirements for inspection, maintenance and prevention of lead-based poisoning.
753	ORC 3319.41	The school did not employ or engage any teacher, principal, administrator, nonlicensed school employee or bus driver that inflicted corporal punishment as a means of discipline upon a pupil attending the school.
754	ORC 3313.96	The school developed informational programs for students, parents and community members relative to missing children issues and matters.
755	ORC 3313.86	The school has reviewed policies and procedures to ensure safety of students, employees and other persons using a school building from any known hazards in the building or on building grounds that pose an immediate risk to health or safety.
756	ORC 3313.643	The school requires teachers and students to wear industrial quality eye protective devices when participating or observing in any of the activities described in ORC 3313.643.
757	ORC 3781.106	The school complies with OAC 4101:1-10-01 when installing devices to block doorways during emergencies and has trained staff on the use of such devices.
758	ORC 3734.62	The school does not use any mercury or mercury-added measurement devices in the classroom that were purchased after April 4, 2007.
759	ORC 5502.262	The school timely (as defined in ORC 5502.262) submitted an emergency management plan as required by the Director of Public Safety.
760	ORC 3313.667	The school uses any state or federal funds appropriated for bullying prevention to provide training, workshops, or courses on the harassment, intimidation, or bullying policies.
761	ORC 3313.666	The school adopted the required policy prohibiting harassment, intimidation and bullying.
763	ORC 3313.6024	The school reports to the Department, in the manner required by the Department, the types of prevention-focused programs, services, and supports used to assist students in developing healthy behaviors and increase awareness of risky behaviors.
764	ORC 3313.669	Requires each school district, community school, and STEM school to establish a threat assessment team for each school serving grades 6-12. Each team member must complete an approved training program upon appointment and every 3 years after, proof of which must be included in the district's or school's emergency management plan.
765	ORC 3313.6610	Requires each school district, community school, and STEM school to register with the SaferOH tip line (or a similar program) and annually submit data to the Department of Education and to the Department of Public Safety as described in ORC 3313.6610(B).
766	ORC 3737.73	The school trains its employees and holds required fire, tornado, and safety drills to provide pupils with instruction in the procedures to follow. It corrects any violations found by the police chief or other similar chief law enforcement officer and reports violation corrections as required.
767	ORC 2923.122, 5502.703	Schools are allowed to have armed personnel on school grounds if (1) the individuals complete approved training and undergo annual background checks and (2) the school notifies the public that it allows armed personnel. Schools using armed personnel must also provide a list of the armed individuals to the Ohio School Safety and Crisis Center.
776	ORC 3313.814, 3313.816, 3313.817	The school adopts and enforces nutrition standards governing types of food and beverages that may be sold on school premises.
777	ORC 3313.816	The school does not permit the sale of an a la carte beverage during the regular and extended school day other than those detailed in ORC 3313.816.
778	ORC 3313.815	At least one employee must be present while students are being served food who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver.
779	ORC 3313.813, 3317.024	The school timely reports the number of free lunches served each month.

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
780	ORC 3313.817	Schools that receive the Department's computer software for assessing the nutritional value of foods follow prescribed guidelines.
782	ORC 3314.18	The school provides breakfast and/or lunch during the summer if it offers summer intervention services.
783	ORC 3313.818	The school offers breakfast to all students either before or during the school day if it meets the conditions prescribed in ORC 3313.818.
801	ORC 3327.01, 3301.07, 4511.76	The school does not charge students fees for routine pupil transportation or nonroutine transportation that occurs during the school day.
802	ORC 3314.092	The school consults with the school district(s) providing transportation for its students before it makes changes to its calendar or hours of operation.
803	ORC 3327.10, 3301.07, 4511.76	The school complies with all laws and rules governing student transportation, including proper use of funds.
804	ORC 3327.10, 3301.07, 4511.76	The school adopts a policy for handling emergencies on school buses and trains drivers, employees and students accordingly.
805	ORC 3327.10, 3301.07, 4511.76	The school's buses have a valid safety inspection and all drivers complete and document a daily pre-trip inspection.
806	ORC 3301.07, 3327.01, 4511.76	The school adopts a policy that requires compliance with various bus usage requirements listed in OAC 3301-83-20.
807	ORC 3301.07, 4511.76	The school's buses have a current inspection sticker from the Ohio Department of Public Safety and any accidents are reported to the Ohio State Highway patrol as required.
808	ORC 3327.01, 3301.07, 4511.76	The school only transports eligible riders.
809	ORC 3301.07, 4511.76	The school timely filed its annual report regarding pupil transportation and timely reported any adjustments.
810	ORC 3301.07, 3327.16, 4511.76	The superintendent may establish a volunteer bus rider assistance program.
811	ORC 3301.07, 3327.15, 4511.76	The school follows requirements for trip permits for any non-routine use of a school bus and for approved out-of-state trips.
812	ORC 3327.08, 3327.09, 3301.07, 4511.76	Boards of education may purchase on individual contract school buses and other equipment used in transporting children to and from school and to other functions as authorized by the boards, or the boards, at their discretion, may purchase the buses and equipment through any system of centralized purchasing established by the state Department of Education for that purpose, provided that state subsidy payments shall be based on the amount of the lowest price available to the boards by either method of purchase.
813	ORC 3301.07, 3327.01, 4511.76	The school maintains the records required by OAC 3301-83-14.
814	ORC 3301.07, 3327.01, 4511.76	The school maintains the pupil transportation management policies described in OAC 3301-83-08.
815	ORC 3301.07, 3327.01, 4511.76	The school consulted with transportation personnel and provided transportation in a manner consistent with all of the students' respective IEPs.
816	ORC 3327.01, 3327.12, 4511.76, 4511.62, 3301.07	The schools setting of bus stops and time schedules is timely and consistent with safety regulations described in OAC 3301-83-13.
817	ORC 3365.08	The school follows processes and requirements of ORC 3365.08 regarding student financial aid ineligibility and transportation reimbursement.
818	ORC 3327.09, 3301.07, 4511.76	The school follows all requirements of OAC 3301-83-19 regarding authorized vehicles for transportation of pupils to and from school and school-related events.
819	ORC 3327.016	The school establishes the school's start and end times for the upcoming school year and notifies the district that is transporting the school's students by April 1 prior to that school year.
820	ORC 3327.02	A school responsible for transporting its own students may declare a student's transportation impractical upon passage of a resolution by the board, notification to the parents and reimbursing the parents for transportation.
901	ORC 3301.07, 3314.03, 3319.46, 3326.11, 3328.24	The school has developed written policies and procedures on positive behavior intervention and supports that comply with the requirements in OAC and ORC.
902	ORC 3313.609	The school adopted a grade promotion and retention policy that prohibits the promotion of a student to the next grade level if the student has been truant for more than 10 percent of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's

2022-2023 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level.
903	ORC 3313.472	The school has adopted a policy on parental involvement in the school and that policy includes foster caregivers.
904	ORC 3301.07, 3319.46	A school district shall establish a procedure to monitor the implementation of the state board of education's policy and the district's policy on restraint and seclusion and shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the Department.
951	ORC 3302.16, 3302.17, 3302.18	The school is in compliance with all requirements for establishing a community learning center.
952	ORC 3314.02(B)	Any person or group of individuals may initially propose under this division the conversion of all or a portion of a public school or ESC to a community school. The proposal shall be made to the board of education of the city, local, exempted village or joint vocational school district in which the public school is proposed to be converted.
953	ORC 3314.24	No internet or computer based community school may enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for instructional services.
954	ORC 109.65	The school understands its obligation to notify the missing children clearinghouse and law enforcement.
955	ORC 3314.352	A community school that is permanently closed may be reopened under another name if following the requirements of statute.
956	ORC 3311.742	The partnering community school (located within the territory of a municipal school district and that either is sponsored by the district or is a party to an agreement with the district whereby the district and the community school endorse each other's programs) timely established and implemented the student advisory committee in a manner consistent with law.
957	ORC 3313.80	The school displays a U.S. flag, not less than five feet in length, when school is in session.
958	ORC 3313.801	If a copy of the official motto of the USA or Ohio is donated to the school, the school accepts the donation and displays the motto as prescribed in ORC 3313.801.
959	ORC 3313.602(D)	The school shall devote time on or about Veteran's Day to observe the meaning and significance of that day.
970	ORC 3320.01; ORC 3320.02(A)	A student enrolled in a public school may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours.
971	ORC 3320.01; ORC 3320.02(B)	The school gives the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.
973	ORC 3313.6026	The school enters into a data sharing agreement with the Chancellor of Higher Education for the purposes of operating the Free Applications for Federal Student Aid (FAFSA) data system. Each school shall provide principals and school counselors with access to the data system to assist with efforts to support and encourage students to complete the free application for federal student aid form.

- Annual Reports from Sponsored Internet-
or Computer-Based Schools

AchievePoint Career Academy - Cincinnati

Contract Term: 6/30/2018 - 6/30/2025

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- ☒ Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- ☐ Your school does not currently meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

<u>Comparison Schools Academic Performance: 2022-2023 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
AchievePoint Career Academy - Cincinnati	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards	Exceeds Standards
Cliff Park High School	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Dayton Business Technology High School	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards
Dohn Community School	Meets Standards	Exceeds Standards	Does Not Meet Standards	Not Rated	Exceeds Standards
Gem City Career Prep High School	Meets Standards	Meets Standards	Not Rated	Exceeds Standards	Does Not Meet Standards
Queen City Career Prep High School	Meets Standards	Exceeds Standards	Not Rated	Meets Standards	Meets Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past five years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: *Overall Grade*, *Achievement (formerly High School Test Passage Rate)*, *Progress*, *Gap Closing*, *Combined Graduation Rate*, and *Four, Five, Six, Seven, and Eight-Year Graduation Rates*. Schools are also rated on *Identified Paths for Future Success* which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2022-2023, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#):

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019-2020 and 2020-2021.

Academic Performance Data

Performance Area	Scores (Points)						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Average Total Points	Total Points Available
Overall Grade (Weighted)	Does Not Meet Standards (0)	NR	NR	Meets Standards (3)	Exceeds Standards (8)	3.7	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	0	NR	NR	12	12	8	4
Achievement (formerly Test Passage Rate)	NR	NR	NR	Does Not Meet Standards (0)	Meets Standards (3)	1.5	4
Progress	Does Not Meet Standards (0)	NR	NR	Exceeds Standards (4)	Exceeds Standards (4)	2.7	4
Gap Closing	NR	NR	NR	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 4 Year (Weighted)	NR	NR	NR	Meets Standards (6)	Exceeds Standards (8)	7	4
Graduation Rate - 5 Year	NR	NR	NR	Meets Standards (3)	Meets Standards (3)	3	4
Graduation Rate - 6 Year	NR	NR	NR	Meets Standards (3)	Meets Standards (3)	3	4
Graduation Rate - 7 Year	NR	NR	NR	Meets Standards (3)	Meets Standards (3)	3	4
Graduation Rate - 8 Year	NR	NR	NR	Meets Standards (3)	Meets Standards (3)	3	4
Combined Graduation Rate	NR	NR	NR	Meets Standards (3)	Meets Standards (3)	3	4
Identified Paths to Future Success	NR	NR	NR	3	4	3.5	---
Additional Factor: Growth by Indicator	NR	NR	NR	NR	2	2	---
Additional Factor: Improved Subgroup Performance	NR	NR	NR	NR	10	10	---
Additional Factor: Improved Performance over Comparison Schools	NR	NR	NR	NR	NR	---	---

Total Points	57.4/44
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and operational performance of the school shows how well the governing authority and school adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the Board Meeting section.

Additional Points

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the school meets any mission specific goal for any subgroup as provided in the school improvement plan. Each year the schools submit a school improvement plan to the Sponsor. The school and governing authority will provide evidence starting in 2021-2022 that these mission specific goals were met for subgroups.

Organizational and Operational Data

Performance Area	Scores (Points)						
Current Contract Term: 6/30/2018-6/30/2025	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Average Total Points	Total Points Available
Timely submission of required documentation.	2	NR	2	2	2	2	2
Compliance Onsite Visits including Spring Survey	2	NR	2	2	2	2	2
Corrective Action Plans	2	NR	2	2	2	2	2
Probation	2	NR	2	2	2	2	2
Board Meetings	2	NR	2	2	2	2	2
Additional Factor: Academic Coach	NR	NR	NR	NR	1	1	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	NR	NR	1	NR	1	---

Total Points

12/10

FINANCIAL PERFORMANCE

The school's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts and annual audits. These items provide the information needed to determine if the school receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the school can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the Current Ratio section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the school must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	6/30/19	6/30/20	6/30/21	6/30/22	6/30/23	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75	4	NR	4	4	4	4	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	2	NR	2	2	2	2	2
Current Ratio	1	NR	2	2	2	1.8	2
Days of Operating Cash on Hand	NR	NR	NR	2	NR	2	2
Five Year Forecast	2	NR	2	2	2	2	2
Audit Reports, Findings for Recovery (FFR)	2	NR	2	2	2	2	2
Additional Factor: EMO/CMO Start-Up Support	1	1	1	1	1	1	---

Total Points	14.8/12
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TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	57.4/44	12/10	14.8/12

Overall Percentage	Score (Points)	Renewal Year
	84.2/66 = >100%	2024-2025

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- Students were engaged in their learning either working independently using the online curriculum on laptops or working in small groups being led by the teachers. The student data system allows AchievePoint to meet students where they are to provide an academic environment that promotes success.

Organizational and Operational

- The district continues to be a pleasure to partner with and is responsive to all requests. Student cumulative records contained all required documents when reviewed.

Financial

- The school had increased enrollment for FY23 and numerous indicators of strong financial health.

Areas of Improvement

Academic

- CSS recommends creating a goal around career readiness. A defined goal may help galvanize the focus in a way that reflects Graduation Alliance's approach and philosophy for career preparation.

Organizational and Operational

- No improvements were recommended.

Financial

- No improvements were recommended.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner, Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 81 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2022-2023 school year, the school scored a total of greater than 100%, which was comprised of a score of greater than 100% on the organizational/operational data and financial data combined and a score of greater than 100% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should maintain the overall score of at least 75%.

ChallengeU Ohio Community School

Contract Term: 7/1/2023 - 6/30/2029

Annual Report of the Academic, Financial and Organizational/Operational Performance

For schools sponsored by St. Aloysius, this report will provide the results of the community school's performance against the Performance Framework included in your community school contract with Attachment 6.4 and assess the school's current eligibility for renewal. The information in future reports will show multiple years of data and provide the school with annually updated information against renewal qualifications so a school can see how they would score if up for renewal. Your school was a new start-up in the 2023-2024 school year. A full report providing data will be provided after completion of the 2023-2024 school year.

Being evaluated for renewal with St. Aloysius consists of two steps. The first step to renewal is evaluating the school's eligibility for renewal per the Contract Performance Measures in Article XI of the school's community school contract. These performance measures require your school to receive a rating of Meets Standards or better in any local report card measurement or outperform 3 out of 5 comparison schools as listed in the community school contract.

The second step is for the school to score at least a 75% on the performance framework measures. The performance framework is part of Attachment 6.4 of the charter and consists of three parts: Academic Performance, Organizational and Operational Performance, and Financial Performance.

After the first year of sponsorship is complete with St. Aloysius, the school will be provided areas of strength and areas for improvement. The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school should be eligible for renewal in future years.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight, and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures both student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy, and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 81 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance against the performance framework throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. This high-stakes review will determine if the school is eligible for renewal. To be eligible for renewal, schools must earn 75% of available points.

The 2023-2024 school year was the first year for your school. Based on national standards, it typically takes a school a minimum of five (5) years to begin performing well. The school should strive to attain an overall average of at least 75% by its fifth year of operation.

Fairborn Digital Academy

Contract Term: 7/1/2021 - 6/30/2026

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- ☒ Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- ☐ Your school does not meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

<u>Comparison Schools Academic Performance: 2022-2023 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards
Greater Ohio Virtual School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
Liberty High School	Meets Standards	Meets Standards	Exceeds Standards	Does Not Meet Standards	Meets Standards
Mahoning Unlimited Classroom	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards
Townsend North Community School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Meets Standards
TRECA Digital Academy	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past five years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: *Overall Grade*, *Achievement (formerly High School Test Passage Rate)*, *Progress*, *Gap Closing*, *Combined Graduation Rate*, and *Four, Five, Six, Seven, and Eight-Year Graduation Rates*. Schools are also rated on *Identified Paths for Future Success* which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2022-2023, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#):

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019-2020 and 2020-2021.

Academic Performance Data

Performance Area	Scores (Points)			
	2021-2022	2022-2023	Average Total Points	Total Points Available
Overall Grade (Weighted)	Exceeds Standards (8)	Exceeds Standards (8)	8	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	8	0	4	4
Achievement (formerly Test Passage Rate)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Progress	Meets Standards (3)	Meets Standards (3)	3	4
Gap Closing	Meets Standards (3)	Exceeds Standards (4)	3.5	4
Graduation Rate - 4 Year (Weighted)	Meets Standards (6)	Exceeds Standards (8)	7	4
Graduation Rate - 5 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 7 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Combined Graduation Rate	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Identified Paths to Future Success	3	NR	3	---
Additional Factor: Growth by Indicator	NR	2	2	---
Additional Factor: Improved Subgroup Performance	NR	1	1	---
Additional Factor: Improved Performance over Comparison Schools	NR	0	0	---

Total Points	55.5/44
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and operational performance of the school shows how well the governing authority and school adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the Board Meeting section.

Additional Points

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the school meets any mission specific goal for any subgroup as provided in the school improvement plan. Each year the schools submit a school improvement plan to the Sponsor. The school and governing authority will provide evidence starting in 2021-2022 that these mission specific goals were met for subgroups.

Organizational and Operational Data

Performance Area	Scores (Points)			
Current Contract Term: 7/1/2021-6/30/2026	2021-2022	2022-2023	Average Total Points	Total Points Available
Timely submission of required documentation.	2	2	2	2
Compliance Onsite Visits including Spring Survey	2	2	2	2
Corrective Action Plans	1	1	1	2
Probation	2	2	2	2
Board Meetings	2	2	2	2
Additional Factor: Academic Coach	NR	0	0	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	0	0	---

Total Points	9/10
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FINANCIAL PERFORMANCE

The school's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts and annual audits. These items provide the information needed to determine if the school receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the school can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the Current Ratio section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the school must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/2022</u>	<u>6/30/2023</u>	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75	0	4	2	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	0	0	0	2
Current Ratio	2	2	2	2
Days of Operating Cash on Hand	2	2	2	2
Five Year Forecast	2	2	2	2
Audit Reports, Findings for Recovery (FFR)	2	NR	2	2
Additional Factor: EMO/CMO Start-Up Support	0	0	0	---

Total Points	10/12
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TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	55.5/44	9/10	10/12

Overall Percentage	Score (Points)	Renewal Year
	74.5/66 = >100%	2025-2026

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- The school demonstrates a strength in developing relationships in an online setting. The school prioritizes communication with students and teachers and coaches develop personalized relationships with students both in the building and online. There are many tiers of support for students in regard to wrap around services.

Organizational and Operational

- District student cumulative files are well organized, enabling specific records to be easily located during review. Kudos to the staff members responsible for managing student data! The district team is pleasant and an engaged partner in the compliance process.

Financial

- The school has maintained significant cash reserves and no liabilities.

Areas of Improvement

Academic

- While individualized instruction and support is provided for all students it is recommended that the school work to develop written documentation regarding interventions and support for students in accordance with their MTSS policy.

Organizational and Operational

- No improvements were recommended.

Financial

- The school should strive to increase its enrollment in FY24.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner, Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 81 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2022-2023 school year, the school scored a total of greater than 100%, which was comprised of a score of 86% on the organizational/operational data and financial data combined and a score of greater than 100% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should maintain the overall score of at least 75%.

Gateway Online Academy of Ohio

Contract Term: 7/1/2022 - 6/30/2028

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- ☐ Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- ☒ Your school does not currently meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

<u>Comparison Schools Academic Performance: 2022-2023 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
Gateway Online Academy of Ohio	Meets Standards	Not Rated	Meets Standards	Meets Standards	Does Not Meet Standards
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards
Findlay Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Greater Ohio Virtual School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
Ohio Digital Learning School	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards	Meets Standards
TRECA Digital Academy	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past five years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: *Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate, and Four, Five, Six, Seven, and Eight-Year Graduation Rates*. Schools are also rated on *Identified Paths for Future Success* which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2022-2023, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#):

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019-2020 and 2020-2021.

Academic Performance Data

Performance Area	Scores (Points)		
	2022-2023	Average Total Points	Total Points Available
Overall Grade (Weighted)	Meets Standards (3)	3	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	0	0	4
Achievement (formerly Test Passage Rate)	Meets Standards (3)	3	4
Progress	Meets Standards (3)	3	4
Gap Closing	Does Not Meet Standards (0)	0	4
Graduation Rate - 4 Year (Weighted)	NR	---	---
Graduation Rate - 5 Year	NR	---	---
Graduation Rate - 6 Year	NR	---	---
Graduation Rate - 7 Year	NR	---	---
Graduation Rate - 8 Year	NR	---	---
Combined Graduation Rate	NR	---	---
Identified Paths to Future Success	3	3	---
Additional Factor: Growth by Indicator	NR	---	---
Additional Factor: Improved Subgroup Performance	NR	---	---
Additional Factor: Improved Performance over Comparison Schools	NR	---	---

Total Points	12/20
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and operational performance of the school shows how well the governing authority and school adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the Board Meeting section.

Additional Points

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the school meets any mission specific goal for any subgroup as provided in the school improvement plan. Each year the schools submit a school improvement plan to the Sponsor. The school and governing authority will provide evidence starting in 2021-2022 that these mission specific goals were met for subgroups.

Organizational and Operational Data

Performance Area	Scores (Points)		
Current Contract Term: 7/1/2022-6/30/2028	2022-2023	Average Total Points	Total Points Available
Timely submission of required documentation.	2	2	2
Compliance Onsite Visits including Spring Survey	2	2	2
Corrective Action Plans	2	2	2
Probation	2	2	2
Board Meetings	2	2	2
Additional Factor: Academic Coach	NR	---	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	---	---

Total Points	10/10
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FINANCIAL PERFORMANCE

The school's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts and annual audits. These items provide the information needed to determine if the school receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the school can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the Current Ratio section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the school must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/2023</u>	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75	0	0	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	2	2	2
Current Ratio	0	0	2
Days of Operating Cash on Hand	1	1	2
Five Year Forecast	2	2	2
Audit Reports, Findings for Recovery (FFR)	NR	---	---
Additional Factor: EMO/CMO Start-Up Support	1	1	---

Total Points	6/10
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TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	12/20	10/10	6/10

Overall Percentage	Score (Points)	Renewal Year
	28/40 = 70%	2027-2028

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- The school's greatest areas of strength are the wrap-around services and support provided for students. This flexible environment allows students to build relationships with the staff. The staff in turn attempt to eliminate obstacles that prevent student learning.

Organizational and Operational

- The principal did a remarkable job of attending to compliance, while overseeing exponential growth of this first-year school. He staffy's student recordkeeping was perfect and Accel was supportive and helpful with staff information. Gateway has established solid footing for compliance going forward.

Financial

- FY23 was the first year of operation and the school has a growing enrollment and a supportive management company.

Areas of Improvement

Academic

- As a new school it is understood that it takes time to get adequate programs up and running. The CTE pathways are not fully developed at Gateway yet. They have plans to grow these programs and expand their offerings in future years.

Organizational and Operational

- No improvements were recommended.

Financial

- The school should strive to reverse its negative cash flow in FY24.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner, Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 81 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2022-2023 school year, the school scored a total of 70%, which was comprised of a score of 80% on the organizational/operational data and financial data combined and a score of 60% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should strive to increase its overall score to at least a 75%.

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2023-2024

CHARTER RENEWAL APPLICATION AND DECISION



THE 2023-2024 CHARTER RENEWAL PROCESS

The 2023-2024 charter renewal process was developed to evaluate schools with charter agreements ending on June 30, 2024. The charter renewal process, as outlined in the sponsor evaluation, consists of two parts: the **High Stakes Review** and the **Renewal Application**. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between this Renewal Application and the High Stakes Review. The Renewal Application evaluates the Contract Performance Measures as outlined in section 11.7 of the school's charter contract. This evaluation is worth 30% and the High Stakes Review is worth 70% of the overall score. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal. All data collected during this process comes from the most recent local report card which was issued in September of 2023 and previous local report card data. Each school is assessed on multiple years of student achievement, multiple measures of student achievement, financial audits, performance on site visit and compliance reports and if applicable status of corrective action plans or other interventions.

The timeline for this application and renewal process is as follows:

August 28, 2023 to September 22, 2023	Charter School Specialists assembles applications, renewal rubrics and high stakes review data for renewal schools.
October 3, 2023	St. Aloysius approves applications, renewal rubrics, high stakes review data and Charter School Specialists' renewal recommendations.
October 5, 2023	Charter School Specialists releases applications, renewal rubrics and results of charter renewal process to schools.
November 15, 2023	Deadline for schools to approve all renewal applications and accept sponsorship renewal offers.
November 30, 2023	Notification to schools of contract process including: (a) Contract Template; (b) Contract Attachment Submission Timeline.

GREATER OHIO VIRTUAL SCHOOL SCHOOL OVERVIEW

School Address: 1879 Deerfield Road
Lebanon, OH 45036
Satellite Locations (if applicable): GOVS
Student Center
Board President: Mike Sander
Board Counsel: Gary T. Stedronsky
Operator (if applicable): N/A
School Leader: Shawn Lenney
Fiscal Officer: Cary Furniss
Year Opened: 2005
Grades Served: 7-12
Enrollment from 2023-2024: 381.03

MISSION

Greater Ohio Virtual School's mission is to provide students with a highly personalized and continuous connection to learning through an online based education. The school deems that this quality instructional alternative will serve individual needs and prepare the student to transition into their next phase of life, be it entering the work force, military, or continuing their education.

APPLICATION SCORING

The application gives each school an opportunity to show improvement in local report card measures and how the school is performing in comparison to local traditional public schools and community schools. The sponsor reviews this information and analyzes various measures to determine the effectiveness of these metrics in assessing the school's improvement. When the metrics are determined to be less effective in providing an overall assessment of the school's performance, they may be excluded from a school's score.

Each school is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal eligibility threshold that all schools must meet regardless of the type of school or maturity level. These metrics are assigned a score per the rubric included with this application. Based on the information below, GOVS was awarded a score of 8 out of 8 points as evidenced in the renewal school rubric.

Greater Ohio Virtual School - 2022-2023 Report Card Ratings				
Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards

COMPARISON SCHOOL REPORT CARD DATA

Comparison schools are included in the School's contract and used as an accepted means of measuring performance against schools as similar as possible in demographic characteristics (percentages of families with low income; racial/ethnic minority; students with disabilities; and English learners) as well as in close proximity to the School, if possible. When determining eligibility for renewal, while some schools may not perform as well as hoped against State tests, it is important to note how they perform against similar schools from similar neighborhoods..

For the 2022-2023 school year, schools are compared to each other based on the overall local report card score. The chart below demonstrates how Greater Ohio Virtual School compared to the schools provided in its charter contract. Based on this comparison, GOVS was awarded a score of 4 out of 8 points as evidenced on the renewal school rubric.

<u>Comparison Schools Academic Performance: 2022-2023 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
Greater Ohio Virtual School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
Auglaize County Educational Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards
Findlay Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Ohio Digital Learning School	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards	Meets Standards
Quaker Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards

IMPROVEMENT SCORE

For the current application cycle, the schools are provided an opportunity to show improvement by comparing the total number of stars earned across all report card components on the 2021-2022 and 2022-2023 report cards. Based on this comparison, GOVS was awarded a score of 8 out of 8 points as evidenced on the renewal school rubric.

OVERALL APPLICATION SCORE

Overall Application Score	Accountability Score	Comparison School Score	Improvement Score	Final
	8	4	8	20

HIGH STAKES REVIEW DATA

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Performance, and Financial Performance tables used for the High Stakes Review align to the indicators specified in the Performance Framework and are also used for the D.07 Annual Reports. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past four years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- **Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.**
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card.
- TBD - To Be Determined. The School may submit additional information to clarify scoring.

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: *Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate, and Four, Five, Six, Seven, and Eight-Year Graduation Rates*. Schools are also rated on *Identified Paths for Future Success* which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2022-2023, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#):

Academic Performance Data

Performance Area	Scores (Points)				
	2020-2021	2021-2022	2022-2023	Average Total Points	Total Points Available
Overall Grade (Weighted)	NR	Meets Standards (3)	Exceeds Standards (8)	5.5	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	NR	0	Exceeds Standards (12)	6	4
Achievement (formerly Test Passage Rate)	NR	Meets Standards (3)	Meets Standards (3)	3	4
Progress	NR	Meets Standards (3)	Exceeds Standards (4)	3.5	4
Gap Closing	NR	Meets Standards (3)	Exceeds Standards (4)	3.5	4
Graduation Rate - 4 Year (Weighted)	NR	Exceeds Standards (8)	Exceeds Standards (8)	8	4
Graduation Rate - 5 Year	NR	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	NR	Meets Standards (3)	Exceeds Standards (4)	3.5	4
Graduation Rate - 7 Year	NR	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	NR	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Combined Graduation Rate	NR	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Identified Paths to Future Success	NR	3	NR	3	---
Additional Factor: Growth by Indicator	NR	NR	5	5	---
Additional Factor: Improved Subgroup Performance	NR	NR	0	0	---
Additional Factor: Improved Performance over Comparison Schools	NR	0	1	0.5	---

*Weighting is not considered in the total points available.

* Due to the COVID-19 pandemic, the 2020-2021 report card assigned no letter grades for any report card component or an overall letter grade.

Total Points	57.5/44
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and Operational Performance shows how well the governing authority and School adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant by June 30th of each school year (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the *Board Meeting* section.

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the School meets any mission specific goal for any subgroup as provided in the school improvement plan. The School and governing authority will provide evidence starting in 2022-2023 that these mission-specific goals were met for subgroups. For a comprehensive explanation of scoring and weighting for this section, see the Performance Framework [here](#).

Organizational and Operational Data

Performance Area	Scores (Points)				
Current Contract Term: 7/1/2020-6/30/2024	2020-2021	2021-2022	2022-2023	Average Total Points	Total Points Available
Timely submission of required documentation.	2	2	2	2	2
Compliance Onsite Visits including Spring Survey	2	2	2	2	2
Corrective Action Plans	2	2	1	1.7	2
Probation	2	2	2	2	2
Board Meetings	2	2	2	2	2
Additional Factor: Academic Coach	NR	NR	1	1	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	NR	NR	---	---

Total Points	10.7/10
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FINANCIAL PERFORMANCE

The School's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts, and annual audits. These items provide the information needed to determine if the School receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the School can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the *Current Ratio* section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the School must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/2021</u>	<u>6/30/2022</u>	<u>6/30/2023</u>	<u>Average Total Points</u>	<u>Total Points Available</u>
Net Income (Change in Net Position) Net of GASB 68, 75	0	4	4	2.7	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	2	2	2	2	2
Current Ratio	0	2	2	1.3	2
Days of Operating Cash on Hand	2	2	2	2	2
Five Year Forecast	2	1	2	1.7	2
Audit Reports, Findings for Recovery (FFR)	2	2	2	2	2
Additional Factor: EMO/CMO Start-Up Support	0	0	0	---	---

Total Points	11.7/12
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CONCLUSION

Results of the Renewal Process for Greater Ohio Virtual School

St. Aloysius and Charter School Specialists have evaluated the completed renewal application and high stakes review for Greater Ohio Virtual School. The high stakes review included an assessment of academic, compliance and operations and financial data. Academic data included a side by side look at comparison school report card data and analysis of both the 2022-2023 local report card data and historical academic data. Compliance and Operations data comprising 2022-2023 and historical information on the school's timely submission of required documentation, onsite visits including the spring survey, corrective action plans, probation and the number of board meetings held per school year was factored into the renewal results. Financial data, which included a review of 2022-2023 and historical information pertaining to the school's net income, average FTE change from October to June per school year, current ratio, days of operating cash on hand, five year forecast, and audit reports (findings for recovery), was also taken into account.

Areas of Strength and Improvement for the 2022-2023 School Year

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. Below are areas of strength and improvements for the 2022-2023 school year from the School Improvement, Compliance, and Fiscal teams for Greater Ohio Virtual School.

Areas of Strength

Academic

- The wrap around services and support available to students is a key strength of the Greater Ohio Virtual School. Individualized support and instruction is at the heart of what they provide. Guidance services, Intervention Specialists, social workers, academic coaches, and more are on site working to provide students with the tools they need to succeed.

Organizational and Operational

- Mr. Lenney is organized, detail oriented, and enthusiastic regarding the Compliance process. He is professional and diligent with a good understanding of Compliance items. He works hard to comply with all regulations, standards, and laws affecting the schools' operations.

Financial

- The school has maintained significant cash reserves.

Areas of Improvement

Academic

- The school should consider ways to further embed literacy instruction within all areas of the curriculum. Workforce literacy would be a key area to focus on.

Financial

- Continue annual evaluation of cost and benefits of modified cash versus GAAP presentation of financial statements.

Summary

For the 2022-2023 school year, Greater Ohio Virtual School received a rating of *Meets Standards* in at least one (1) applicable grade card component. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal. For the 2022-2023 school year, the school scored a total of greater than 100% which was comprised of a score of greater than 100% on the organizational/operational data and financial data combined and a score of greater than 100% on the academic section.

Each year, our schools are faced with unique challenges in achieving the prescribed metrics. The COVID-19 pandemic exacerbated these challenges. According to the Department of Education and Workforce, urban areas still lag behind in local report card scores as they struggle to recover from this pandemic. A summary of the report card results and existing challenges can be found on the Department's website here: [2022-2023 State Report Card | School and District Results](#). To that end, the sponsorship mission of St. Aloysius and Charter School Specialists is to provide access to a high-quality education for all students in Ohio, especially during a time when our students struggle to make up for lost ground following the pandemic. Our team is dedicated to increasing access to high-performing schools by expanding educational opportunities, improving school performance and ultimately lifting student achievement. As students and schools continue to struggle in the aftermath of the pandemic, we believe that closing schools who are improving in the areas of progress or gap closing, are in the midst of implementing a turn-a-round model within the school, or that are outperforming other local traditional public schools or community schools is contrary to this vision and mission. Should a school meet one or more of these criteria, we believe additional considerations for renewal are necessary and justified.

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial	Application Score
	57.5/44	10.7/10	11.7/12	20/24

Overall Renewal Score	Score (Points)	Renewal Year
	100.9/90 = 112%	2023-2024

Based on the overall score received, we are pleased to offer Greater Ohio Virtual School a renewal term of ten (10) years ending on June 30, 2034.

AFFIRMATION

I hereby certify that all information provided in this application and high stakes review process is true and correct and accurately reflects the school's performance. I acknowledge that this application has been reviewed and approved by a majority of the Greater Ohio Virtual School Governing Authority. Additionally, I certify that I am legally authorized to sign this and submit this information to the Charter School Specialists and St. Aloysius on behalf of the Governing Authority of Greater Ohio Virtual School.

Furthermore, I certify that I am legally authorized to accept the offer of ten (10) years for the Governing Authority of Greater Ohio Virtual School and will work diligently with Charter School Specialists to execute a new contract to begin on July 1, 2024.

Governing Authority of Greater Ohio Virtual School

Signed: _____

Print Name: _____

Title: _____

Date: _____

Pathfinder Career Academy of Ohio

Contract Term: 7/1/2023 - 6/30/2029

Annual Report of the Academic, Financial and Organizational/Operational Performance

For schools sponsored by St. Aloysius, this report will provide the results of the community school's performance against the Performance Framework included in your community school contract with Attachment 6.4 and assess the school's current eligibility for renewal. The information in future reports will show multiple years of data and provide the school with annually updated information against renewal qualifications so a school can see how they would score if up for renewal. Your school was a new start-up in the 2023-2024 school year. A full report providing data will be provided after completion of the 2023-2024 school year.

Being evaluated for renewal with St. Aloysius consists of two steps. The first step to renewal is evaluating the school's eligibility for renewal per the Contract Performance Measures in Article XI of the school's community school contract. These performance measures require your school to receive a rating of 2 Stars or better in any local report card measurement or outperform 3 out of 5 comparison schools as listed in the community school contract.

The second step is for the school to score at least a 75% on the performance framework measures. The performance framework is part of Attachment 6.4 of the charter and consists of three parts: Academic Performance, Organizational and Operational Performance, and Financial Performance.

After the first year of sponsorship is complete with St. Aloysius, the school will be provided areas of strength and areas for improvement. The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school should be eligible for renewal in future years.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight, and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures both student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy, and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 81 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance against the performance framework throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. This high-stakes review will determine if the school is eligible for renewal. To be eligible for renewal, schools must earn 75% of available points.

The 2023-2024 school year was the first year for your school. Based on national standards, it typically takes a school a minimum of five (5) years to begin performing well. The school should strive to attain an overall average of at least 75% by its fifth year of operation.

- Operator's Experience
 - Responses to Questions
 - Alignment to National Standards for Online Learning

- Responses to Questions

AchievePoint Virtual Academy Operator's Experience with Online Schools

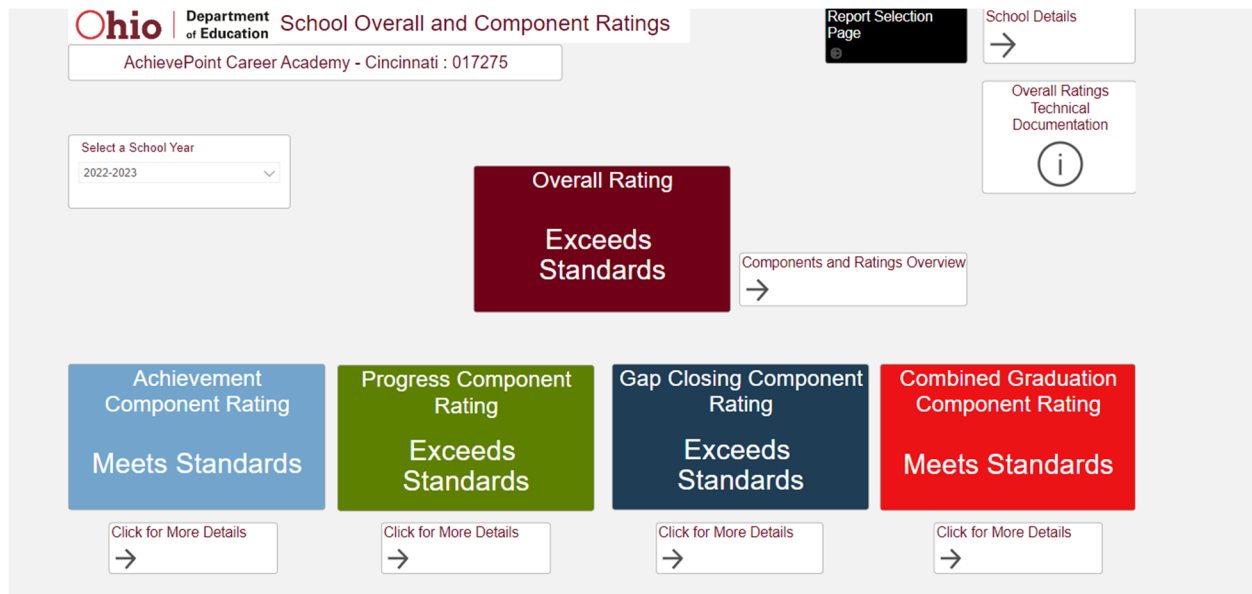
1. Describe the operator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state of Ohio.

Since 2009, Graduation Alliance, the operator, has experience providing supports to online, internet-based dropout recovery programs in partnership with 290 public schools across 14 states, including Ohio in partnership with the Educational Service Center (ESC) of Northeast Ohio, Montgomery County ESC, and ESC of Central Ohio, and two blended academies, Advance Academy NC in Vance, North Carolina, and Utica Alternative Learning Center, MI in Utica, Michigan. Because of these partnerships, Graduation Alliance brings to this new vocationally focused e-school much diverse expertise operating programs in both exclusively online, computer-based dropout recovery programs and blended, brick-and-mortar and online programs.

Since 2018, Graduation Alliance has had the experience of fully operating one school, AchievePoint Career Academy-Cincinnati, which is a blended model of charter school.

- **Experienced Governance Team** - AchievePoint Career Academy-Cincinnati has an experienced governance team and Graduation Alliance, as the education management organization, has already successfully executed plans for AchievePoint Career Academy since 2018.
- **Management Team with Demonstrated Success at AchievePoint Career Academy-Cincinnati and Nationally** - Graduation Alliance has 16 years of experience operating fully internet-based programs, conducting robust demographic research. An external evaluation of Graduation Alliance's dropout prevention and recovery services by Mission Measurement, using program data from October 2017 through February 2020, that Graduation Alliance's Dropout Recovery programs have significantly outperformed the national benchmark for dropout recovery programs established by the Impact Genome Project on both efficacy and cost per outcome, providing 27% more outcomes for 33% less cost.
- **AchievePoint Has Met or Exceeded Standards in All Areas measured by Ohio for Dropout Prevention and Recovery Schools** - Our experience, expertise and overall education and staffing plan has resulted in exceeded expectations for student performance in Ohio at the AchievePoint Career Academy-Cincinnati based on their Ohio grade card, particularly for SY 2021-22 and 2022-23, with sustained improvements every year.

AchievePoint's 22/23 Ohio Department of Education School Report Card is below. Ohio Department of Education Report Cards may also be accessed here:
<https://reportcard.education.ohio.gov/>.



- **Financially Responsible as Shown by the Financial Audits** - Additionally, AchievePoint Career Academy’s additional contractors have provided superlative services, and our financial audits show that we are operating AchievePoint in a financially responsible manner.
- **Demonstrated Ability to Scale** - Graduation Alliance is well-positioned to expand the capacity of our Cincinnati Academy to a statewide, internet-based school that can serve more at-risk students in Ohio and provide robust human supports at scale to help students succeed in obtaining their high school diplomas and transitioning both into postsecondary training and career opportunities directly after high school graduation.

Graduation Alliance works in compliance with state law in all of the states where it operates programs.

2. Describe the operator’s assessment of the degree to which each of the operator’s affiliated internet- or computer-based schools is meeting the operating standards for online schools.

In examination with the NSQs Quality Online Program standards, Graduation Alliance’s assessment of the degree to which each AchievePoint Virtual Academy operationalizes the standards for online schools [follows question 5](#).

3. Has the operator ever terminated its agreement with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet- or computer-based school. Describe specific actions taken by the operator and timeline for each action. If the operator has not had to terminate agreement with an internet- or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet- or computer-based school and specific actions the operator would take, including timeline for each action.

No, the operator has never terminated its agreement with an internet- or computer-based school.

There are two conditions under which the operator could foresee terminating an agreement with an internet- or computer-based school.

First, poor efficacy and/or student outcomes could lead the operator to terminate the agreement.

- In this circumstance, the operator would make the decision in consultation with the school's governing authority and board.
- If closure of the school was the best option, the operator would work in conjunction with the governing authority to, at a minimum, complete the school year and assist students in finding a new school.
- Within 30 days of the decision to close the school, this decision would be communicated to St. Aloysius and Charter School Specialists, the Ohio Department of Education & Workforce, school staff, students, and parents.
- Within 60 days of the decision to close the school, alternative, appropriate schools would be contacted in order to alert them of the decision and to determine how many students could be transferred to alternative seats. The operator would also contact students and families to provide them with a list of alternative and appropriate options available.
- On a weekly basis, the Executive Director would communicate progress to the CEO of Graduation Alliance about the process of finding alternative solutions for AchievePoint Virtual students.

The second condition under which the operator could foresee terminating an agreement with an internet- or computer-based school would be that the operator was directed to terminate the agreement by St. Aloysius and Charter School Specialists or the Ohio Department of Education & Workforce. In this instance, Graduation Alliance would follow the policies and procedures provided by St. Aloysius for closing the school, again making every effort to complete the school year and assist students in finding a new school.

4. Please detail the previous experience of key personnel employed by the operator related to operation of online or blended learning models;

The key personnel employed by the operator related to the operation of AchievePoint Career Academy-Cincinnati, a blended learning model, will be responsible for the operation of AchievePoint Virtual Academy.

The key personnel from Graduation Alliance will be:

Courtney Tenbosch, VP Campus Operations, AchievePoint Career Academy, and Executive Director of Schools AchievePoint Virtual Academy

Courtney Tenbosch has more than 18 years of experience in educational leadership. She is passionate about serving at-risk students and has a knack for operations, compliance, and school performance. Prior to joining AchievePoint in 2018, Courtney worked for several career colleges, holding multiple roles. She has been a registrar, director of education, and campus director, leading high-performing schools ranging from 150 to 2,000 students.

Chad Craycraft, Executive Vice President & General Counsel

Chad Craycraft is Executive Vice President and General Counsel for Graduation Alliance. Chad has served at Graduation Alliance for over five years. Prior to working at Graduation Alliance, Chad had more than 12 years of experience working as counsel for companies in the education technology sector.

Chad received his JD from the University of Texas School of Law.

Deborah O'Brien, Principal

Deborah O'Brien is the principal for Graduation Alliance. Starting as a kindergarten teacher in Washington. She received her bachelor's degree in elementary education from Central Washington University in June 1991. In August, 1995 she completed a master's in educational administration at Eastern Washington University. She is certificated by the state of Washington as a K-12 School Principal.

Deborah taught in public schools in Washington state for eleven years. Her administration career has included principalships in middle school, grade school and most recently high school in Washington state. For the past five years, she has served as the school principal for Graduation Alliance and oversees the teachers and mentors who work with students who cannot or will not return to traditional school settings.

Jeffrey Kissinger, PhD, Chief Academic Officer

Jeff Kissinger's professional life has been immersed in education, mentoring, online administration and curriculum development. In addition, he has continued to teach online for the past 15 years in the areas of teacher preparation and instructional design. Once a special education adaptive technology specialist and high school teacher, Jeff received a master's in curriculum and instruction as well as a masters in special education from The University of Florida. After teaching in K12, he went on to lead instructional design teams in the industry and education. Fascinated by the learning affordances of situated cognition and mobile technologies, Jeff completed his dissertation research on the learning experiences of students within a mobile learning model.

Passionate about access-enabling missions, methods, and learning technologies, Jeff has worked and consulted nationally and abroad in the areas of instructional design, educator development and mentoring, online/blended learning, and mobile learning. Most recently, Jeff comes from Rollins College in Winter Park Florida where he mentored faculty and launched their first online program in instructional design. He also designed and launched a university-wide faculty development and mentoring program at The University of The West Indies.

Joanna Camburn, Chief Marketing Officer

Joanna Alcala is a marketing, creative and communications strategist with more than 20 years experience creating, producing and managing multi-channel integrated brand, design, technology and social media solutions. She loves engaging content, results driven marketing and effective problem solving to make amazing things happen.

Prior to joining Graduation Alliance, Joanna had spent a majority of her professional career marketing higher education degree programs at both EmbanetCompass (Pearson Embanet) and the Rollins College Crummer Graduate School of Business. In addition to marketing, Joanna has managed full service creative departments to include technology, UX, design and content teams. She has a passion for seeing students thrive and connecting customers to solutions.

Joanna earned her degree in advertising and public relations from the University of Central Florida.

Andy Cusimano, Chief Financial Officer

The Chief Financial Officer (CFO) of Graduation Alliance, Andy Cusimano, will be responsible for managing the business aspects of the school. Mr. Cusimano has been serving as CFO since 2017, which currently operates hundreds of educational partnership programs across the country, supporting in excess of 10,000 students annually. Additionally he was responsible for opening and overseeing financial management of two charter schools in Ohio. Prior to his role as CFO, Mr. Cusimano served as Graduation Alliance's COO as well as VP of Customer Service. Prior to joining Graduation Alliance in 2010, he spent two decades understanding, delivering and consistently improving customer experiences in a variety of service industries. As a marketer, project manager and systems creator, Mr. Cusimano's expertise has been an integral part of the success of companies that have appeared on Inc. Magazine's fastest growing company rankings and have been honored with PSMJ's Circle of Excellence award for best managed companies.

Mr. Cusimano received his M.B.A. from the University of Utah and a Bachelor of Civil and Environmental Engineering from Vanderbilt University.

Elton Garmon,

Elton has been with AchievePoint since 2018 in the role of Enrollment Advisor. Elton has over 15 years of working with inner city youth.

Prior to Achieve Point, as a native of Memphis, TN, Elton began his career working in Procurement. While working at one of Tennessee's most prestigious medical institutions, he developed his love for the youth by acting as Site Director for Major League Baseball's "RBI" program in Memphis.

Lauren Neri, Education and Career Coordinator

Lauren Neri has been with AchievePoint since the beginning when the school opened in August of 2018. She received her degree in secondary education earlier that year from the University of Dayton. When she first began working here, she was on campus as the school's English teacher. Lauren now works as the Education and Career Coordinator and the online English teacher.

The Governing Authority Members are:

Becky M. Scheiman, Member Management Committee, Nicola, Gudbranson & Cooper

Becky Scheiman works primarily in the areas of general corporate law, business representation, mergers and acquisitions, real estate law, and, drawing on her masters of law degree in taxation, tax law. Becky also works in the firm's corporate and estate planning practice groups as well as the charter school practice area.

Arthur L. Clements, III, Member, Nicola, Gudbranson & Cooper

Tim Clements serves as outside general counsel to new and established businesses, non-profit organizations, and charter schools in all of their business, employment, compliance, and litigation affairs. Tim also works closely with clients to develop and meet estate planning goals through the use of wills, trusts, powers of attorney, and other estate planning tools.

Scott Ellsworth, Board President of AchievePoint Virtual Academy

Scott Ellsworth is the Principal and Owner of Scott Ellsworth Consulting. In this role he works with employers, community colleges, community-based organizations, and other workforce organizations to more fully engage employers in developing effective programs. In addition, he provides interim leadership and services to small and medium sized businesses whose owners are ready to transition to the next challenge in their lives.

Scott is the former Director of Business Leaders United for Workforce Partnerships (BLU). BLU is Washington DC based advocacy and education organization that strives to bring employers into the workforce and skills gap discussion. BLU has had significant impact on the workforce landscape and in 2014 Scott left his successful career in manufacturing to focus on closing the skills gap and making sure the US workforce system is more effective today and into the future.

Prior to BLU, for 12 years Scott was GM and Vice President of US operations for Tipco Punch, Inc, a Hamilton Ohio company. Tipco is a multinational manufacturer and distributor of tooling components and special small lot, close tolerance machined parts.

Scott holds a BS in Industrial Engineering from the University of Louisville and has over 25 years of experience at a variety of manufacturing firms both large and small. His career began as an Advance Manufacturing Engineer at GE Appliances and progressed to include management positions at a variety of companies including Danaher Tool Group, Elliott Turbomachinery, Siemens Energy and Automation, and Danly IEM. Having spent his entire career in manufacturing companies first as an engineer, then working through the supervisory ranks to his role at Tipco, Scott has a keen interest in keeping American manufacturing strong.

As a founding member and Chairman of the Southwest Ohio Manufacturers Consortium, Scott has been heavily involved in working with local manufacturers to develop a program to improve the quality of entry level employees in Southwest Ohio. This partnership between local Southwest Ohio Manufacturers and Butler Tech was successful in providing a pool of qualified workers to member companies. This work earned Tipco a 2009 Investing in People Award from the Workforce One Investment Board of Southwest Ohio. In addition, Scott is the past chairman of the Partners for a Competitive Workforce's Advanced Manufacturing Career Pathway team.

Over the years, Scott has shown leadership in and been very involved with the community through work, church, and the chamber of commerce. As a past interim president, board chairman and 10-year board member of the Greater Hamilton Chamber of Commerce and the Hamilton Economic Development Corporation (and current interim President/CEO), he has a strong understanding of the needs of business.

Harold Brown, Board Member, AchievePoint Virtual Academy

Harold Brown currently serves as Chief Diversity and Inclusion Officer for the Cincinnati Symphony Orchestra. Brown's position is one of very few of its kind at a major American orchestra. Harold guides the CSO's action plan to tackle issues of diversity, equity, and inclusion across the orchestra's entire operation.

Prior to joining the Cincinnati Symphony Orchestra, Brown was Vice President for Strategy and Policy at Interact for Health. In his role, Harold guided implementation of Interact's strategic plan and supporting policy work, which focused its efforts on reducing tobacco use, addressing the opioid epidemic, and improving children's access to healthcare through school-based health centers.

Harold has also served as Vice President of Community Strategies at the Greater Cincinnati Foundation (GCF). In that role, Harold provided executive leadership and vision for GCF's comprehensive array of grantmaking programs, including developing an in-depth strategy to advance its community leadership work. In addition, he partnered with GCF donors to help fulfill their philanthropic goals by ensuring they are aware of our region's greatest needs and opportunities.

For 16+ years prior to joining GCF, Harold served in a variety of leadership roles at KnowledgeWorks. In his most recent role of Senior Officer for the Advancement of Underserved Learners, Harold explored and developed opportunities for KnowledgeWorks to invest and partner in initiatives designed to dramatically improve educational outcomes for disadvantaged youth. His most recent initiative was a statewide effort to dismantle the so-called "school-to-prison pipeline" and support quality educational options ("alternative education") for youth who have not succeeded in traditional schools or who may be reentering their communities following incarceration.

An Oxford, Ohio native and graduate of Harvard University, Harold began his career as a Senior Researcher at WGBH Boston and also directed Multicultural Enrollment Services at Miami University. Harold serves on a number of local boards, including the Mt. St. Joseph University Board of Trustees, Philanthropy Ohio Board of Trustees, GreenLight Cincinnati Advisory Board, and the St. Xavier High School Mission Promotion Committee.

Christy Earls, Board Member, AchievePoint Virtual Academy

Christy Earls is currently the Senior Human Resources Business Partner for Amstan Logistics, a division of American Standard. She has worked directly with post-secondary education for 10 years in various student services roles prior to her current role. She brings workforce development knowledge as well as the desire for changing lives through education.

Christy is passionate about creating opportunities for non-traditional students and providing hope, direction and enthusiasm about career and workforce development.

She earned her BA in Public Relations. In addition to being a board member, she is also a committee member of Supply Chain OKI, Greater Cincinnati Regional Chamber of Commerce and Tri-State Logistics Counsel. She also partners with Ohio Means Jobs and the Veterans Alliance to promote workforce development in the tri-state area.

Massa Financial Solutions, LLC

Massa Financial Solutions, LLC was formed in September 2010 by C. David Massa and exists to serve the financial needs of charter school operators in the State of Ohio. Massa Financial Solutions also strives to enhance the quality of financial systems used to operate these schools, as well as, improve financial literacy among Governing Authorities and School Operators alike. Since its inception in 2010 Massa Financial Solutions, LLC has served more than 150 community schools, completed more than 625 audits, 8,500 sets of financial statements and managed over \$1 billion in State and Federal funds across the Schools served. Massa Financial Solutions (Dave Massa) is the current school treasurer for over 105 community schools in Ohio. Currently, Massa Financial Solutions is engaged as the Fiscal Officer for over 105 community schools across the State of Ohio.

5. Has the operator managed a school that received a full-time equivalency determination issued by the state education agency? If so, please list the school(s) and year(s).

Graduation Alliance manages AchievePoint Career Academy-Cincinnati and is familiar with the FTE review process and reporting. The school had an official FTE review in June of 2019 and has another review scheduled for June 2024. As a blended school, AchievePoint Career Academy-Cincinnati also works with DEW annually to true up FTEs and complete Guiding Questions. The operator, Graduation Alliance, has not managed a school that has received a full-time equivalency determination issued by the state agency.

- Alignment to National Standards for Online Learning

ALIGNMENT TO NATIONAL STANDARDS FOR ONLINE LEARNING

Standard A - Mission Statement

The mission of AchievePoint Virtual Academy is to advance student lives by preparing them for today's career opportunities. AchievePoint Virtual Academy prepares students with the education, professional skills, and career exploration they need to begin a career in the communities where they live. The success of the school is tied directly to the success of its students.

A	Mission Statement—A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communication between—and buy-in from—stakeholders is a critical component of the mission statement.	Rating
A1	The mission statement gives the purpose of the program or organization, is clear and concise in articulating who the program or organization is, what it does, and whom it serves.	5
A2	The mission statement indicates that learning is the focus of the program or organization.	5
A3	The mission statement demonstrates a commitment to measurable quality and accountability to stakeholders.	5
A4	The mission statement is made available to the public	5
A5	The mission statement is reviewed periodically by program leadership.	5

EVIDENCE: AchievePoint Virtual Academy's mission statement will be publicly available on its website, posted in student and parent handbooks, and communicated during orientation and welcome communication. The mission clearly defines the population served and is hyper-focused on learning outcomes as evidenced by tracking of the monthly Credit Earned Rate, state report card, and One Plan.

Its focus is on measurable outcomes that matter for a specific population of underserved and historically marginalized individuals.

Members of Graduation Alliance's (the EMO's) leadership team and AchievePoint Virtual Academy's leadership team review the mission statement quarterly, with a formal review process every three years.

Standard B - Governance

B	Governance—A quality program will have a clear governance structure with transparent roles and responsibilities designed to ensure long-term success and sustainability.	Rating
B1	Governance members are knowledgeable about K-12 online learning.	4
B2	Governance members ensure the program or organization is adequately resourced through securing and/or approving resource allocations in a manner that aligns with the mission, vision, and strategic goals of the program or organization.	5
B3	Programmatic or organizational bylaws clearly define the unique roles of the governance and leadership teams. Each of these groups works within the established guidelines.	5
B4	Governance members collaborate with the leadership team who implements the policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies.	5
B5	The program bylaws articulate the organization to which it belongs, the roles and responsibilities of its board and leadership, and comply with all state and federal regulations.	5

EVIDENCE: The AchievePoint Virtual Academy's Board of Directors and membership leverages AchievePoint Career Academy-Cincinnati's Board Membership and structures. AchievePoint Career Academy-Cincinnati's board members have successfully governed the AchievePoint Career Academy-Cincinnati since 2018. Composed of at-risk students enrolled in a blended learning environment, the governing Board has worked fluidly with the leadership team to grow student outcomes year over year.

In fact, the AchievePoint Career Academy-Cincinnati ranked the highest in the state based on the alternative accountability model, and exceeded expectations based on the Ohio Department of Education rating scale.

The governing Board's roles will be posted publicly on the school's website and regular, ongoing professional development will be provided to the Board.

The AchievePoint Virtual Academy will hold Board meetings six times per year and the Board is available on an ad-hoc basis to provide governance and support to the leadership team. One of the Board's pivotal roles is to approve the proposed annual fiscal budget and ensure the effective operation of the school.

Standard C - Leadership

C	Leadership—The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements.	Rating
C1	The leadership team establishes annual program or organizational goals, implements action plans designed to meet or exceed goals, and communicate progress on goals to stakeholders.	5
C2	The leadership team maintains a disciplined knowledge of its trends in its educational and business environment in order to form budget projections.	5
C3	The leadership team provides a productive collaborative environment for learning and work.	5
C4	The leadership team verifies that measures are in place to ensure the quality, integrity, and validity of information.	5
C5	The leadership team develops and implements program or organizational policies and procedures that are reviewed and updated regularly.	5

EVIDENCE: The leadership team at AchievePoint Virtual Academy and the leadership team at Graduation Alliance, the EMO, are comprised of experts in the field of online learning and business management.

The leadership teams are responsible for key performance indicators (KPIs) and communicate these to both internal and external stakeholders through state report cards and through board meetings. Further, the continuous improvement cycle is infused in daily work and tied to the annual Comprehensive Needs Assessment across all school stakeholders, including community members.

Standard D - Planning

D	Planning—A quality program engages in regular strategic planning in order to reflect upon and improve organizational effectiveness.	Rating
Strategic Plan		
D1	A strategic plan is developed and updated regularly to address long-term actions.	5
D2	The strategic plan addresses the requirements for resources that effectively and efficiently serve their learners and faculty, including curriculum, technology, academic support, professional development, and fiscal viability.	5
Organizational Goals		
D3	Organizational goals are aligned to the approved strategic plan and updated annually.	5
D4	Organizational goals are shared and supported throughout the organization.	5

EVIDENCE: The AchievePoint Virtual Academy Strategic Plan will be developed and shared with its Board of Directors. Organizational goals are updated annually and based on the past year's accomplishments with a focus on goals related to student performance data and success (graduates being key).

These goals and progress toward them will be shared throughout the organization through the School Messenger Notification System, phone calls, texts, GradChat, emails, and online school meetings.

Standard E - Organizational Staff

E	Organizational Staff—A quality online program has appropriate levels of qualified, well-trained, and supported staff who have the resources needed to achieve personal and organizational goals.	Rating
E1	Sufficient qualified, professional, administrative, and support staff are provided to achieve the organization's mission and annual goals.	5
E2	Sufficient organizational staff are provided to oversee the instructional learning environment.	5
E3	Ongoing training and support are provided to the staff to carry out the mission, vision, and goals of the program.	4

E4	Clearly defined individual and team roles and responsibilities are evident to help create a collegial team that provides effective delivery of quality education.	5
E5	Evaluations of staff and faculty occur on a regularly scheduled basis.	4

EVIDENCE: AchievePoint Virtual Academy teachers are paired with Assistant Principal mentors to ensure training and support are available both formally and informally as needed and evaluations of teaching staff occur monthly. Feedback, individual goals, and professional development support are readily available to staff.

Graduation Alliance is known for its support network for Teachers, Academic Coaches, and Local Advocates. Because we have clearly defined the roles of each support team member, we have been able to create a collaborative environment where everyone knows their job and how to coordinate with the other members of the support team. All teachers hold the appropriate state credentials for the role they serve.

Standard F - Financial and Material Resources

F	Financial and Material Resources—A quality online program plans for and expends financial and material resources using sound business practices to accomplish the organization's mission and vision.	Rating
F1	Resources are managed in a responsible manner according to local, state, and/or federal budget regulations and accounting principles.	5
F2	Resources are adequate and allocated to help ensure sustainability over time, according to the organization's strategic plan, mission, and vision.	5

EVIDENCE: The financial reports for AchievePoint Virtual Academy will be vetted and reviewed annually by an Ohio state education treasurer who is knowledgeable about the school's purpose and resources based on their work with AchievePoint Career Academy-Cincinnati.

Standard G - Equity and Access

G	Equity and Access—A quality online program's policies and practices support students' abilities to access the program. Accommodations are available to meet a variety of student needs.	Rating
G1	Policies clearly state learner eligibility requirements for the program and are communicated to stakeholders.	5

G2	Program faculty and staff work with students and families to personalize programs and adhere to accommodations as dictated by local policies and laws.	5
G3	All learners are ensured equitable access to the program.	5

EVIDENCE: AchievePoint Virtual Academy will publish state-required policies and develop a Student Handbook. This Handbook and these policies clearly state eligibility requirements. The Handbook also clearly describes policies and practices from an academic and student support perspective to provide accommodations for students with disabilities. Any student in need of technology or internet hindering their educational access are provided to these resources at no charge.

Standard H - Integrity and Accountability

H	Integrity and Accountability—In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress toward attainment of goals, alignment with policies and standards, and achievement of student learning outcomes to all stakeholders.	Rating
H1	Accurate information is disclosed to prospective and current stakeholders.	5
H2	The program meets or exceeds industry standards related to course rigor and diploma-completion requirements.	5

EVIDENCE: AchievePoint Virtual Academy's EMO Graduation Alliance develops and provides the curriculum. Graduation Alliance has submitted its curriculum for review and evaluation to Quality Matters, a national third-party evaluator of iNACOL and QM standards, and to the American Council on Education. Both entities have commended Graduation Alliance for the rigor and breadth of its courses. Additionally, Graduation Alliance works to provide career pathways, early college pathways, and industry certification opportunities as part of the diploma completion opportunities available for students.

AchievePoint Virtual Academy is based on a program that has been recognized by Cognia as a school of distinction and its curriculum has been described by Quality Matters as having an "Outstanding impact by a K12 Organization" in the category of Making A Difference for Students Award. Additionally the rigor of the program has been evaluated through AchievePoint Career Academy-Cincinnati, which has met or exceeded all expectations for dropout prevention or recovery schools in the 2022-23- school year. The report card is published on DEW's website.

Standard I - Curriculum and Course Design

I	Curriculum and Course Design—A quality online program will adopt and implement instructional design methods that enable effective online instruction for both institutionally developed courses as well as licensed content from other sources.	Rating
I1	The program has clearly stated educational goals.	5
I2	The program clearly organizes course offerings in a way that stakeholders can easily navigate.	5
I3	Courses included in the program integrate quality instructional materials to enable and enrich student learning.	5
I4	Courses offered through the program utilize regularly evaluated technology that supports the learning goals and enhances the learning experience.	5
I5	Courses included in the program contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities.	5
I6	Courses included in the program provide opportunities for interaction that support active learning.	4
I7	Courses included in the program provide a variety of activities that include options for in-depth learning through authentic, problem-solving and experience.	4
I8	Courses offered through the program meet content copyright law and fair use guidelines.	5
I9	Courses offered through the program are designed using research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants.	5
I10	Courses offered through the program include opportunities for both asynchronous and synchronous learning.	4

EVIDENCE: Graduation Alliance, AchievePoint Virtual's EMO, submits its course design template to nationally recognized third-party evaluator Quality Matters for review every five years, per Quality Matters standards and requirements.

Parents, staff, and students have identified the variety of presentation and assessment style a strength of Graduation Alliance courseware and the Graduation Alliance adherence to the

Quality Matters template ensures attention to design considerations for different learning styles, special needs, and time and place limitation of students.

Graduation Alliance maintains active subscriber status to the latest edition on the Quality Matters k12 Online and Blended Learning rubric, and research to maintain the latest evidence and best practices in these modalities.

Quality Matters external evaluators reviewed and evaluated Graduation Alliance's approach to instructional design and individual courses for accuracy, completeness, freedom from bias, and quality of content delivery. All courses scored between 98-100% of points possible.

In 2021, Quality Matters recognized Graduation Alliance in the "Outstanding Impact by a K-12 Organization" category of the Making A Difference For Students Award. Being a recipient of both Quality Matters Certification and this award affirms Graduation Alliance's commitment to serving learners who have not seen success through traditional learning and instruction.

Course syllabi outlining specific course goals are readily available to students and families through the student portal. Teachers utilize multiple modes of communication techniques through phone, text, messaging, video conferencing, synchronous, and asynchronous instruction. WCAG 2.0 AA/Section 508 are a focus and continuously monitored through regular internal audits and through VPAT attainment in 2023.

Additionally, the curriculum is designed based on Universal Design for Learning (UDL) principles, making access a focus for all learning styles.

Standard J - Instruction

J	Instruction—A quality online program takes a comprehensive and integrated approach to ensuring excellent teaching for its students.	Rating
J1	The program adopts clear expectations for curriculum design and teaching practices that align with its stated vision, mission, principles, or values.	5
J2	Instruction is guided by evidence-based practices.	5
J3	Teachers incorporate a process of continual self-assessment, using learning analytics to inform changes in pedagogy and instructional practices.	5
J4	Instruction is inherently inclusive for all learners.	5
J5	The program implements strategies to ensure the academic integrity of course assignments and assessments in order to increase student accountability.	5

EVIDENCE: AchievePoint Virtual Academy uses teachers who are committed to making learning work for an at-risk population. That motivation, in combination with the data-informed

personalized training and feedback of expert Assistant Principals builds a community of practice and translates into an instructional model in which students, in our most recent survey, identify teachers as seminal supports and the practices of teachers around outreach, supplemental instruction, and personalized feedback as critical to their success.

In conjunction with the defined syllabus, assignment calendar, course schedule and pacing guide, and certified teacher support, students are provided an academic coach, a local advocate, as well as access to core subject tutors. These wraparound supports provide personalized support for all students and their unique learning needs. The academy implements a clearly defined academic honesty policy which students are provided a copy to in the student handbook as well as an introductory course called, "I Will Graduate."

Standard K - Assessment and Learner Experience

K	Assessment and Learner Experience—A quality online learning program values positive learner outcomes and takes a comprehensive, integrated approach to measuring and monitoring progress toward defined learning goals.	Rating
K1	The program uses multiple methods to assess the degree to which stated learning goals are met.	5
K2	Formative assessments are included that provide data for targeted remediation or intervention when needed.	5
K3	Assessments are aligned to learning objectives.	5
K4	The program provides standards for timely, effective feedback as an integral role of assessment.	5

EVIDENCE: AchievePoint Virtual Academy uses courses designed by the EMO Graduation Alliance course design for assessment was reviewed by Quality Matters and was accepted without amendment for alignment to the QM k12 rubric. The curriculum is built on UDL principles which provides students a multimodality approach to learning.

AchievePoint Virtual Academy provides a student dashboard with overall performance data and the ability for students to click to see specific feedback on individual assignments; students also receive weekly progress reports and monthly evaluations as well as ad-hoc interventions from the support team as needed. Teacher feedback is provided promptly allowing students to receive meaningful feedback that allows students to be successful.

Standard L - Faculty and Staff Support

L	Faculty and Staff Support—A quality online program supports faculty and staff by providing mentoring, technical assistance, and timely professional development.	Rating
L1	The program provides and encourages participation in induction and mentoring programs.	5
L2	Teachers are provided with regular feedback regarding their performance and student achievement/progress.	5
L3	The program provides a wide variety of professional development opportunities to faculty and staff, which are aligned to the National Standards for Quality Online Teaching.	4
L4	The program provides professional development opportunities to guidance staff focused on student needs unique to online learning and the network of services available to support online learners.	4
L5	The program provides teachers and staff with timely and effective technical support.	5

EVIDENCE: All of AchievePoint Virtual Academy's staff receive a robust program of professional development. Examples include SafeSchools (Vector) online training in areas ranging from CPR to harassment, intimidation, and bullying. All Resident Educators are assigned a Resident Educator Mentor and training and development is provided by organizations like Education Service Centers and the school's sponsor.

AchievePoint Virtual Academy's EMO Graduation Alliance uses an Assistant Principal mentor model to ensure teachers receive monthly feedback (at minimum) regarding teacher performance. Team members participate in Quality Matters training, SafeSchools training, and internal training. The Help Desk utilizes a ticket system to ensure timely, effective technical support.

Standard M - Learner and Parent/Guardian Support

M	Learner and Parent/Guardian Support—A quality online program provides learner and parent/guardian support services to address the various needs of learners at different levels within the organization. The levels of support are appropriate and adequate for learner success.	Rating
M1	Learners are provided with an orientation to online learning technologies and successful online learning practices.	5
M2	The program provides academic services and academic advising to address learners' academic and developmental needs.	5
M3	The program provides accessibility support services that comply with special education policies and procedures.	5
M4	The program provides access to the learning management system(s), as well as all appropriate learning and assessment content.	5
M5	The program establishes standards for teacher communications with learners and parents/guardians.	5
M6	The program establishes standards for timely, effective technical support for learners.	5
M7	The program has guidance services and academic advising to support learners and parents/guardians to ensure the success of the online program from the decision-making process through the renewal process or graduation for all educational goals to be met.	5

EVIDENCE: AchievePoint Virtual Academy administers the STAR assessment to incoming students to gain insight about literacy and numeracy levels in order to offer remedial supports when necessary quickly.

AchievePoint Virtual Academy's EMO Graduation Alliance provides four phases of Strong Start orientation for students (and parents/guardians of students under the age of 18), including online meetings with enrollment counselors, local advocates, and academic coaches to discuss school rules, behavioral expectations, academic integrity, and an orientation course called "I Will Graduate" for all students. Students are provided a support team, including an enrollment counselor, an academic coach, teachers, and a local advocate who assists in mitigating social emotional challenges.

Learners and parents are also supported by an academic services team and a technical support team that is staffed using extended hours and is available by phone, chat, or email. All students receive a laptop and internet hotspot to ensure access to learning and assessment content and instruction.

Standard N - Program Evaluation

N	Program Evaluation—A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results.	Rating
N1	Ongoing internal evaluations are conducted to regularly collect and analyze data based on national, state, and/or program metrics.	5
N2	Ongoing internal evaluations are conducted using valid and reliable measures to evaluate learner success and to drive instructional and management decision-making.	5
N3	Ongoing internal evaluations are conducted to determine program success and plan for continuous improvement by measuring learner achievement and satisfaction based on valid and reliable assessment techniques.	5
N4	Regular internal evaluation of state or nationalized test results designed to measure achievement of all learners are conducted to inform the program's impact on student outcomes.	5
N5	Faculty are evaluated on an ongoing basis to assure instructional quality, using clear, consistent policies, measures, and procedures.	5
N6	A process for reviewing and evaluating courses is implemented to ensure quality, consistency with curriculum, currency, and advancement of student learning outcomes.	5
N7	Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of internal evaluation processes and results.	4
N8	Period external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of progress toward the program's goals, mission, and strategic plan.	4

N9	Findings from external evaluations conducted by highly qualified parties with a demonstrated ability to deliver objective and comprehensive evaluations supported by current research are used to develop and implement an improvement plan.	4
N10	Evaluation results are communicated to program stakeholders.	4

EVIDENCE: AchievePoint Virtual Academy's EMO, Graduation Alliance is a data-driven organization with a full-time data analytics team that conducts standard ongoing internal evaluations of student achievement statistics and shares these evaluations with stakeholders.

AchievePoint Virtual Academy will use STAR assessments twice a year to track progress.

Additionally, Graduation Alliance conducts a number of internal and external reviews of course quality and program quality, including periodic accreditation reviews by Cognia, reviews by Quality Matters and American Council on Education, and a number of third-party data validation or programmatic best practice alignment studies.

Graduation Alliance also periodically solicits external evaluations by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of internal evaluation processes and results, including an external evaluation by Mission Measurement.

Using Dropout Recovery's online program data from October 2017 through February 2020, Mission Measurement reviewed existing Graduation Alliance program information against the national benchmark for program efficacy and cost efficacy. They concluded that **Graduation Alliance's Dropout Recovery programs have significantly outperformed the national benchmark for Dropout Recovery programs established by the Impact Genome Project on both efficacy and cost per outcome, providing 27% more outcomes for 33% less cost.**

Graduation Alliance communicates evaluation results to program stakeholders at townhall and individual meetings.

- Academic Performance of Operator's
Affiliated Schools – In State

ACADEMIC PERFORMANCE RECORD OF OPERATOR’S AFFILIATED SCHOOLS – IN STATE

Academic Performance:

Name of School	IRN	Type of School	First Year Managed	Most Recent Year Managed	Total Years Managed
Achievepoint Career Academy – Cincinnati	017275	Site-based Blended Learning	2009	2023	14

- Academic Performance of Operator's
Affiliated Schools – Out of State

ACADEMIC PERFORMANCE RECORD OF OPERATOR'S AFFILIATED SCHOOLS – OUT OF STATE

The Operator has not managed the operations of any school outside the state of Ohio.