

Virtual College and Career Prep Application to the Ohio **Department of Education and Workforce**

Table of Contents:

Application to the ODEW	Pg 2
Application to the Sponsor	Pg 13
Attachments with Application	Pg 64
Preliminary Agreement	Pg 204
Proposed School Information	Pg 207
Resumes of Operator	Pg 211
Organizational Chart of Operator	Pg 238
Sponsor's Experience with Online Schools	Pg 240
Responses to Questions	Pg 241
Sponsor Experience and Resumes	Pg 246
Standard Operating Procedures	Pg 326
Compilation Reports of Online Schools	Pg 404
Annual Reports of Online Schools	Pg 626
Operator's Experience with Online Schools	Pg 653
Education Plan	Pg 657
Academic Performance of Operator	Pg 735
Alignment with National Standards	Pg 742

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 Director of the Department of Education and Workforce. Sponsors rated “Exemplary” on its most recent sponsor evaluation can authorize a new internet- or computer-based community school that will primarily serve students enrolled in a dropout prevention and recovery program. 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:
 - (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: Debra Saffo Position: Board President

Organization: Virtual College & Career Prep Academy of Ohio

Signature: *Debra Saffo* Date: 13/01/25
Debra Saffo (Jan 13, 2025 15:02 EST)

TIMELINE FOR FORM SUBMISSION:

Applicants should note the timelines listed below:

January 15, 2025: 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, 2025: The applicant will receive a decision from the Department on the status of its application.

February 28, 2025: 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: Virtual College & Career Prep Academy of Ohio

Address: 1550 Old Henderson Rd Ste 110W Columbus, Ohio 43220

Primary Contact

Name: Mary Gifford Title: EVP, Business Development

Phone: 571-334-0204 Email: mgifford@pansophiclearning.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) the school proposes 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? 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

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	2025	6
149088	Fairborn Digital Academy	2021	2025	4
000938	Gateway Academy of Ohio	2022	2025	3
020755	Pathfinder Career Academy of Ohio	2023	2025	2
020726	ChallengeU Ohio Community School	2023	2025	2
021509	Career Prep Virtual High School	2024	2025	1
021443	President's Digital Academy	2024	2025	1

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: Accel Online Ohio, LLC Organization IRN: 019998
Address: 1550 Old Henderson Rd Ste 110W Columbus, Ohio 43220

Primary Contact

Name: Mary Gifford Title: EVP, Business Development
Phone: 571-334-0204 Email: mgifford@pansophiclearning.com

- 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. Accel Schools Ohio LLC
Accel Schools Akron FB LLC, Accel Schools Canton FB LLC, Accel Schools Cleveland FB
Accel Schools Columbus FB LLC, Accel Schools Tiffin LLC

OPERATOR’S EXPERIENCE OPERATING 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?
10
- 3) List all consecutive and nonconsecutive years of experience operator has managing community schools in Ohio.
2015-2025


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: Debra Saffo Position: Board President
Signature:  Date: 13/01/25
DocuSigned by: Debra Saffo (Jan 13, 2025 15:02 EST)


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: 1/14/2025
DocuSigned by: Dave Cash 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: Mary Gifford Position: EVP, Business Development
Signature:  Date: 13/01/25
DocuSigned by: Mary Gifford (Jan 13, 2025 13:24 MST)

APPLICATION AND ATTACHMENTS TO SPONSOR



E-SCHOOL APPLICATION

2025 – 2026
SCHOOL YEAR



E-SCHOOL APPLICATION

2025 – 2026

(Click on the section to be taken to that page. You can return to the Table of Contents by clicking on the CSS logo on any page)

► INSTRUCTIONS	5
► SECTION 1 – GENERAL INFORMATION	10
► SECTION 2 – DEVELOPMENT TEAM	11
▼ Attachment 2A – Development Team Resumes.	11
▼ Attachment 2B – Development Team Experience.	12
► SECTION 3 – GOVERNANCE	13
▼ Attachment 3A – Governing Authority Resumes.	13
▼ Attachment 3B – Governing Authority Experience.	14
▼ Attachment 3C – Governing Authority Structure (By-Laws).	15
▼ Attachment 3D – Governing Authority Monitoring.	16
► SECTION 4 – MANAGEMENT (MANAGEMENT ORGANIZATION)	18
▼ Attachment 4A – Management Agreement.	19
▼ Attachment 4B – Roles and Responsibilities.	19
▼ Attachment 4C – Organizational Chart.	20
▼ Attachment 4D – Communication Plan.	21
▼ Attachment 4E – Business and Growth Plan.	22
▼ Attachment 4F – Additional Contractors.	23
► SECTION 5 – MANAGEMENT (SELF-MANAGED)	24
▼ Attachment 5A – Daily Operations/Job Descriptions.	24
▼ Attachment 5B – Organizational Chart.	25
▼ Attachment 5C – Communication Plan.	25
▼ Attachment 5D – Business and Growth Plan.	26
▼ Attachment 5E – Additional Contractors.	27



E-SCHOOL APPLICATION

2025 – 2026

(Click on the section to be taken to that page. You can return to the Table of Contents by clicking on the CSS logo on any page)

► **SECTION 6 – CURRICULUM AND STAFFING** **28**

▼ Attachment 6A – Mission, Vision, and Philosophy.	28
▼ Attachment 6B – Curriculum Model.	29
▼ Attachment 6C – Instruction.	30
▼ Attachment 6D – Literacy Skills.	31
▼ Attachment 6E – Future Success.	32
▼ Attachment 6F – School Calendar.	33
▼ Attachment 6G – Daily Student Engagement.	33
▼ Attachment 6H – Anticipated Academic Challenges.	34
▼ Attachment 6I – Recruitment.	35
▼ Attachment 6J – Hiring Process.	36

► **SECTION 7 – DEMOGRAPHICS AND MARKET RESEARCH** **37**

▼ Attachment 7A – School Model.	37
▼ Attachment 7B – Community Support.	38
▼ Attachment 7C – Recruitment, Marketing Plans, and Student Enrollment.	38
▼ Attachment 7D – Experience with Student Demographics.	39

► **SECTION 8 – FINANCES** **41**

▼ Attachment 8A – Operational Budget.	41
▼ Attachment 8B – Five-Year Forecast.	41
▼ Attachment 8C – Contribution of Funds.	42
▼ Attachment 8D – Initial Funding of School Operations.	42
▼ Attachment 8E – Financial Stability.	43
▼ Attachment 8F – New School Bond.	43



E-SCHOOL APPLICATION

2025 – 2026

(Click on the section to be taken to that page. You can return to the Table of Contents by clicking on the CSS logo on any page)

► SECTION 9 – INTERNET OR COMPUTER-BASED SCHOOL EXPERIENCE	45
▼ Attachment 9A – Description of Experience.	45
▼ Attachment 9B – Operator Registration.	46
▼ Attachment 9C – Operator Assessment.	46
▼ Attachment 9D – Operator Terminations.	47
▼ Attachment 9E – Operator Academic Performance	48
▼ Attachment 9F – Operator Self-Evaluation.	48
► SECTION 10 – CONFLICT OF INTEREST	49
► SECTION 11 – CAPACITY TO EXECUTE	50



E-SCHOOL APPLICATION

2025 – 2026

INSTRUCTIONS

Please review these instructions, the enclosed timeline, and the attachment list before beginning this application. For more detailed instructions on completing this application, you may view the application webinar on the Charter School Specialists website or by clicking here: [APPLICATION WEBINAR](#)

The application consists of questions in twelve (12) sections, to allow for an evaluation of the capacity of the applicant to operate a charter school.

1. The first step is to complete the “Notice of Intent to Apply,” which can be found on the Charter School Specialists website or by clicking here: [NOTICE OF INTENT TO APPLY](#)
 - Upon receiving the Notice of Intent to Apply, the applicant will receive a ***school specific*** application, with unique links for uploading documents. Therefore, applications must not be duplicated.
 - If the proposed school is a replicator or virtual school, you will receive an application reflecting that.
2. Next, 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.

APPLICATION REQUIREMENTS:

- Please see the “Scoring Rubric” of each section, for specific criteria required for scoring on each question.
- 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.
- 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.





E-SCHOOL APPLICATION

2025 – 2026

- 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.*
- 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.
- Schools may now be in any school district and not only in challenged school districts. If the school is in a school district with a lower free and reduced lunch rate or draws a high percentage of students with a lower free and reduced lunch rate, it may reduce the amount of state funds received.

ATTACHMENT REQUIREMENTS:

- All attachments are required to be in **PDF format** and titled with the Attachment Number, unless otherwise indicated.
- For questions that request a narrative response, you can upload an existing document,  use the scrollable text box, or create a Google document using the provided link.
- For some of the questions, an attachment may be provided, or the text may be copied 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.
- To upload a PDF attachment, click on the blue upload icon. 



E-SCHOOL APPLICATION

2025 – 2026

APPLICATION SUBMISSION:

1. The completed application and all the attachments should be submitted in the Shared Google folder that has been provided to the Applicant, after receiving the Notice of Intent to Apply. **The final submission should include:**
 - The PDF application with all the applicable sections complete.
 - The application should be saved as the “[School Name] New Application” in the appropriate Google folder (i.e., ABC School New Application)
 - All required attachments saved according to the Attachment Number and Name in the appropriate Google folder (i.e., Attachment 2—Development Team Resumes)
 - Any optional attachments saved according to the Attachment Number and Name in the appropriate Google folder.
2. The checklist provided at the front of the application should be completed to reflect that all the required attachments have been included. Please note, this list is not exhaustive as there are additional optional attachments that may be included as well.

OUR COMMITMENT:

Charter School Specialists will be a high performing sponsor that employs a team of qualified customer service oriented professionals dedicated to increasing access to high performing schools by expanding educational opportunities, improving school performance and ultimately lifting student achievement.

At St. Aloysius, we believe that every child deserves to receive a good education, no matter what challenges they may be facing. As part of our mission, we strive to be a leader in furthering education for all children throughout our community and statewide. Part of the way we fulfill this mission is by being a proud Charter School Sponsor for the state of Ohio.



E-SCHOOL APPLICATION

2025 – 2026

TIMELINE

APPLICATION PROCESS:

- The deadline to submit this application is **September 10, 2024**.
 - All submitted applications and attachments will be reviewed and scored in accordance with the scoring rubric.

INTERVIEW PROCESS:

- After the evaluation of the applications, Charter School Specialists (CSS) will conduct an interview with each applicant that scored high enough on the initial round of evaluation.
 - Interviews will take place beginning October 21st.
 - All the personnel that will be responsible for executing the plan for the school that are listed in the application, will be required to attend the interview.
- During the interview CSS will discuss the application and may allow an applicant to supplement the application or attachments that did not receive a perfect score.
 - The deadline for the additional information is **November 1, 2024**.
- After November 1st, Charter School Specialists will then make recommendations of approval to the St. Aloysius' Board.
 - Only applicants 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.
- Notice of approval or denial will be sent to applicants by **November 27, 2024**.



E-SCHOOL APPLICATION

2025 – 2026

CHECKLIST OF ITEMS NEEDED

	Application has been completed and answers to all questions have been provided
	Resumes of all Development Team Members
	Resumes of all Governing Authority Members
	Management Agreement or Job Descriptions of all Daily Operations Personnel
	Organizational Chart
	School Calendar
	Daily Student Engagement
	Letters of Community Support or Surveys of Community Support
	Operational Budget
	Five-Year Forecast
	Contribution of Funds
	Experience in Internet or Computer-Based Schools



E-SCHOOL APPLICATION

2025 – 2026

SECTION 1- GENERAL INFORMATION

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

Primary Contact:

Phone:

Email:

Organization:

☐

N/A

Name of Proposed School:

Local School District:

Proposed School Year to Open:

Proposed Grades to be Served:

Proposed Address of the
Administrative Offices:

Proposed Location of Student
In-Person Testing Sites:

(List All Potential Testing Sites)

**If an in-person testing site 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 and Proposed Location of Student In-Person Testing Site rows.*

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

☐

Yes

☐

No



E-SCHOOL APPLICATION

2025 – 2026

SECTION 2: DEVELOPMENT TEAM

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

2A- DEVELOPMENT TEAM MEMBERS:

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 including email address, mailing address, and phone number
- The resumes of the members of the Development Team show that the members have a diverse set of skills
- The resumes of the members of the development team show that the members have expertise in at least 3 of the following areas: Business, Education, Finance, Technology, and Governance

Please list all the members of the Development Team, each member’s planned role in the development of the school, an email address for each member, and provide a resume for each member with current contact information including email address, phone number, and mailing address.

<u>NAMES:</u>	<u>ROLES:</u>	<u>EMAIL ADDRESSES:</u>



ATTACHMENT 2A: DEVELOPMENT TEAM RESUMES

Upload as a single PDF document titled: “Attachment 2A – Development Team Resumes”



E-SCHOOL APPLICATION

2025 – 2026

2B- DEVELOPMENT TEAM EXPERIENCE:

Scoring Rubric: To receive a “Meets” on this question, at least two (2) members of the Development Team have at least three (3) years of experience working with community schools or charter schools

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.

<u>NAMES:</u>	<u>YEARS OF EXPERIENCE:</u>	<u>ROLES:</u>



ATTACHMENT 2B: DEVELOPMENT TEAM EXPERIENCE

Upload as a single PDF document titled: “Attachment 2B – Development Team Experience”

DEVELOPMENT TEAM TRANSITION PLAN:

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

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

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.



E-SCHOOL APPLICATION

2025 – 2026

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.

3A- GOVERNING AUTHORITY MEMBERS:

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 including email address, mailing address, and phone number

Please list all the members of the Governing Authority, provide an email address for each member, and provide a resume for each member with current contact information, including email address, phone number, and mailing address .

<u>NAMES:</u>	<u>EMAIL ADDRESSES:</u>



ATTACHMENT 3A: GOVERNING AUTHORITY RESUMES

Upload as a single PDF document titled: "Attachment 3A - Governing Authority Resumes"



E-SCHOOL APPLICATION

2025 – 2026

3B- GOVERNING AUTHORITY MEMBERS EXPERIENCE:

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

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.

<u>NAMES:</u>	<u>YEARS OF EXPERIENCE:</u>	<u>ROLES:</u>



ATTACHMENT 3B: GOVERNING AUTHORITY EXPERIENCE

Upload as a single PDF document titled: “Attachment 3B - Governing Authority Experience”

GOVERNING AUTHORITY LEGAL COUNSEL INFORMATION:

Scoring Rubric: This question is not scored as part of the scoring rubric. However, the expectation is that the legal counsel listed has experience with Ohio law as it pertains to community schools.

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, the expectation is that the legal counsel listed has experience with Ohio law as it pertains to community schools.

Name of Legal Counsel:

Address:

Phone: Email:

Experience with Ohio Charter Schools:



E-SCHOOL APPLICATION

2025 – 2026

3C- GOVERNING AUTHORITY STRUCTURE:

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

- There will be a minimum of five (5) members
- How and When meetings are held
- The length of Governing Authority member terms
- Conditions for removal of a Governing Authority Member
- Information on Governing Authority member recruitment

Please describe the Governing Authority Structure, including how/when meetings will be held, 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 you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 3C: GOVERNING AUTHORITY STRUCTURE (BY-LAWS)

Upload as a single PDF document titled: “Attachment 3B - Governing Authority Structure”



E-SCHOOL APPLICATION

2025 – 2026

3D- GOVERNING AUTHORITY MONITORING:

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.

Please 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 you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 3D: GOVERNING AUTHORITY MONITORING

Upload as a single PDF document titled: “Attachment 3D – Governing Authority Monitoring”

GOVERNING AUTHORITY INVOLVEMENT:

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

Is any member of the Governing Authority 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.



E-SCHOOL APPLICATION

2025 – 2026

MANAGEMENT

MANAGEMENT STRUCTURE:

Schools are operated either by a management organization or self-managed by a school leader.

Please review the definitions below and determine which management structure the school will be following. Select the option that corresponds to the applicant's actual or intended management structure, even if the specific management style has not yet been contracted.

Once selected, please only answer the questions in the appropriate section.

MANAGEMENT ORGANIZATION

An organization that manages the daily operations of a community school pursuant to a contract between the management organization 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.

[Continue to 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.

[Continue to Section 5](#)



E-SCHOOL APPLICATION

2025 – 2026

SECTION 4- MANAGEMENT ORGANIZATION

Only answer the questions below if the school is operated or intends to be operated by a management organization. If a management organization currently operates schools and has a model it is replicating, please fill out the [Replicator Application](#).

ORGANIZATION TYPE:

Scoring Rubric: The following information is not scored on the scoring rubric.

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 ORGANIZATION INFORMATION:

Organization Name:

Contact Person:

Phone:

Email:

Management Organization EIN:

Management Organization IRN:



E-SCHOOL APPLICATION

2025 – 2026

4A- MANAGEMENT AGREEMENT:

Scoring Rubric: To receive a “Meets” on this question, a final or template management agreement must be submitted.

If a management agreement has not been finalized, provide a copy of the management agreement template as a PDF document titled, “Management Agreement Draft.”



ATTACHMENT 4A: MANAGEMENT AGREEMENT

Upload as a single PDF document titled: “Attachment 4A – Management Agreement”

4B- ROLES AND RESPONSIBILITIES:

Scoring Rubric: To receive a “Meets” on this question, provide a detailed description of the management organization's role with managed school(s), and a detailed description of the management organization's responsibility to the governing authority.

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

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 4B: ROLES AND RESPONSIBILITIES

Upload as a single PDF document titled: “Attachment 4B – Roles and Responsibilities”



E-SCHOOL APPLICATION

2025 – 2026

4C-ORGANIZATIONAL STRUCTURE:

Scoring Rubric: To receive a “Meets” on this question, the management organization’s organizational chart will be uploaded, and the organizational structure will identify specific individuals or roles who will be responsible for 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
- Sponsor Compliance
- Finance
- Education Management Information Systems
- Federal Programs

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 you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 4C: ORGANIZATIONAL CHART

Upload as a single PDF document titled: “Attachment 4C – Organizational Chart”



E-SCHOOL APPLICATION

2025 – 2026

4D- COMMUNICATION PLAN:

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.

Please describe management organization’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 you do not have an existing document to attach, please [click here to create one](#). Or use provided textbox.



ATTACHMENT 4D: COMMUNICATION PLAN

Upload as a single PDF document titled: “Attachment 4D – Communication Plan”



E-SCHOOL APPLICATION

2025 – 2026

4E- BUSINESS AND GROWTH PLAN:

Scoring Rubric: To receive a “Meets” on this question, a formal statement of attainable business goals has been provided along with the plans for reaching the business goals. The business goals should contain information on the academic, financial, and operational goals of the company. The answer must also include information on the number of schools the organization plans to open over the next five (5) years.

Please provide the following:

- 1) A formal statement of the management company’s business goals,
- 2) The reasons the business goals are attainable,
- 3) The plans for reaching the business goals which contains information on the academic, financial and operational position of the organization over multiple years,
- 4) A statement about how many schools the organization plans to open over the next five years.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 4E: BUSINESS AND GROWTH PLAN

Upload as a single PDF document titled: “Attachment 4E – Business and Growth Plan”



E-SCHOOL APPLICATION

2025 – 2026

4F- ADDITIONAL CONTRACTORS

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

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

<u>NAME:</u>	<u>CONTACT INFORMATION:</u>	<u>SERVICES TO BE PROVIDED:</u>



ATTACHMENT 4F: ADDITIONAL CONTRACTORS

Upload as a single PDF document titled: “Attachment 4F – Additional Contractors”



E-SCHOOL APPLICATION

2025 – 2026

SECTION 5- SELF-MANAGED

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

DAILY OPERATIONS:

School Leader/Principal:

Testing and Assessments:

Human Resources:

Training and Professional Development:

Building Maintenance and related services:

Marketing/Enrollment:

Purchasing:

Technology:

Sponsor Compliance:

Finance:

Education Management Information System:

Federal Programs:

5A- OPERATIONS RESUMES /JOB DESCRIPTIONS:

Scoring Rubric: To receive a “Meets” on this question, either the applicant has provided resumes for all persons listed above showing 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.

Please provide a copy of the resumes for all the individuals listed above showing relevant experience OR a job description showing each of the assigned areas of the relevant experience required in the job description.



ATTACHMENT 5A: OPERATIONS RESUMES / JOB DESCRIPTIONS

Upload as a single PDF document titled: “Attachment 5A – Operations Resumes” OR “Job Descriptions”



E-SCHOOL APPLICATION

2025 – 2026

5B- ORGANIZATIONAL CHART:

Scoring Rubric: To receive a “Meets” on this question, an Organizational Chart must be uploaded.

Please provide the overall organizational chart with information regarding the reporting expectation of each individual involved in the daily operations.



ATTACHMENT 5B: ORGANIZATIONAL CHART

Upload as a single PDF document titled: “Attachment 5B – Organizational Chart”

5C- COMMUNICATION PLAN:

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.

Please describe the school leader’s plan for communication 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 you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 5C: COMMUNICATION PLAN

Upload as a single PDF document titled: “Attachment 5C – Communication Plan”



E-SCHOOL APPLICATION

2025 – 2026

5D- BUSINESS AND GROWTH PLAN:

Scoring Rubric: To receive a “Meets” on this question, a formal statement of attainable business goals has been provided along with the plans for reaching the business goals. The business goals should contain information on the academic, financial and operational goals of the Governing Authority. The answer must also include information on the number of schools the Governing Authority plans to open over the next five (5) years.

Please provide the following:

- 1) A formal statement of the Governing Authority’s business goals,
- 2) The reasons the business goals are attainable,
- 3) The plans for reaching the business goals which contains information on the academic, financial, and operational position of the organization over multiple years,
- 4) A statement about how many schools the organization plans to open over the next five (5) years.

If you do not have an existing document to attach, please [click here to create one](#). Or use provided textbox.



ATTACHMENT 5D: BUSINESS & GROWTH PLAN

Upload as a single PDF document titled: “Attachment 5D – Business & Growth Plan”



E-SCHOOL APPLICATION

2025 – 2026

5E- ADDITIONAL CONTRACTORS

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

List below the names of all contractors, or potential contractors, that will provide daily support services to the school that are not listed in the self-management section.

<u>NAME:</u>	<u>CONTACT INFORMATION:</u>	<u>SERVICES TO BE PROVIDED:</u>



ATTACHMENT 5E: ADDITIONAL CONTRACTORS

Upload as a single PDF document titled: “Attachment 5E – Additional Contractors”



E-SCHOOL APPLICATION

2025 – 2026

SECTION 6- CURRICULUM & STAFFING

Scoring Rubric: The following information is not scored on the scoring rubric.

Describe your school and what you think will make it unique.

6A- MISSION, VISION, AND PHILOSOPHY:

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.

Please identify the school’s mission statement which includes intent and purpose. Please identify the school’s vision statement including anticipated operation, function, and success over time. Also, identify the school’s philosophy which describes the values and beliefs by which the school will operate.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 6A: MISSION, VISION, AND PHILOSOPHY

Upload as a single PDF document titled: “Attachment 6A – Mission, Vision, & Philosophy”



E-SCHOOL APPLICATION

2025 – 2026

EDUCATION PLAN

6B- CURRICULUM MODEL:

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

- Specific standards for all core content
- Specific standards for all non-core content (i.e., physical education, music, art, technology)
- Information on social-emotional learning as well as having information on the four learning domains

Please describe the curriculum model the school plans to use.

If you do not have an existing document to attach, please [click here to create one](#). Or use provided textbox.



ATTACHMENT 6B: CURRICULUM MODEL

Upload as a single PDF document titled: “Attachment 6B – Curriculum Model”



E-SCHOOL APPLICATION

2025 – 2026

6C- INSTRUCTION:

Scoring Rubric: To receive a “Meets” on the questions under this section, the applicant has provided the following: detailed information about the instruction delivery methods, strategies, and techniques that will be used.

Explain in detail the primary evidence-based 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 the school to support success for all students.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 6C: INSTRUCTION

Upload as a single PDF document titled: “Attachment 6C – Instruction”



E-SCHOOL APPLICATION

2025 – 2026

6D- LITERACY SKILLS:

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

- Specific details about how the literacy skills will be developed
- The specific details are in alignment with Ohio literacy laws, rules, and guidelines

Please describe how the school will develop literacy skills across all ages, grades, and subjects, as well as building the capacity for effective literacy instruction.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 6D: LITERACY SKILLS

Upload as a single PDF document titled: “Attachment 6D – Literacy Skills”



E-SCHOOL APPLICATION

2025 – 2026

6E- FUTURE SUCCESS:

- Scoring Rubric:** To receive a “Meets” on the questions under this section, the applicant has provided the following:
- A description of its vision for student success
 - A description of what student success is
 - A detailed plan about how to achieve that student success, including information about how this will be measured and tracked
 - The applicant’s detailed plan is reasonable and student success under this plan appears to be attainable.

How does the school define future success for students and how will the school identify and support the student’s future success?

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 6E: FUTURE SUCCESS

Upload as a single PDF document titled: “Attachment 6E – Future Success”



E-SCHOOL APPLICATION

2025 – 2026

6F- SCHOOL CALENDAR:

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

- A proposed school calendar
- The school calendar is comprehensive and includes professional development days, assessment days, vacation days, and the number of hours school will be in session

Please provide a copy of the proposed school calendar.



ATTACHMENT 6F: SCHOOL CALENDAR

Upload as a single PDF document titled: “Attachment 6F – School Calendar”

6G- DAILY STUDENT ENGAGEMENT:

Scoring Rubric: To receive a “Meets” on this question, the applicant has provided a daily student engagement plan which describes a student’s typical day, all the online and offline learning and student engagement time, the teacher/staff planning time, and if the school has indicated additional services will be provided, these services should be included in the descriptions.

Please provide a copy of the student engagement plan.



ATTACHMENT 6G: STUDENT ENGAGEMENT PLAN

Upload as a single PDF document titled: “Attachment 6G – Student Engagement Plan”



E-SCHOOL APPLICATION

2025 – 2026

6H- ANTICIPATED ACADEMIC CHALLENGES:

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

- Sufficiently described at least two academic challenges that the school could face; and
- Provided a detailed plan on how to overcome those challenges. The plan must include the steps that will be taken, the timeline for those steps, and the measures used to evaluate the effectiveness of those steps.

Please describe the biggest academic challenges you anticipate in opening your school and how you plan to overcome them. *(Examples include recruiting and retaining qualified educators, working with community organizations, developing high quality instructional programs, and attracting new students.)*

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 6H: ANTICIPATED ACADEMIC CHALLENGES

Upload as a single PDF document titled: “Attachment 6H – Capacity to Institute Curriculum”



E-SCHOOL APPLICATION

2025 – 2026

STAFFING PLAN

6I- RECRUITMENT:

- Scoring Rubric:** To receive a “Meets” on the questions under this section, the applicant has provided:
- A plan for the recruitment of teachers;
 - The plan will have specific details as to the process of receiving applications, interviewing, and offering positions.

Please describe how you plan to recruit quality teachers.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 6I: RECRUITMENT

Upload as a single PDF document titled: “Attachment 6I – Recruitment”



E-SCHOOL APPLICATION

2025 – 2026

6J- HIRING PROCESS:

- Scoring Rubric:** To receive a “Meets” on the questions under this section, the applicant has provided:
- A plan that specifically describes the steps that will be taken to ensure that teachers and faculty that are offered positions have values that align with the school's core principles.

Please provide a plan for the school to hire faculty and staff with values that align to the school's core principles (mission/vision/philosophy).

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 6J: HIRING PROCESS

Upload as a single PDF document titled: “Attachment 6J – Hiring Process”



E-SCHOOL APPLICATION

2025 – 2026

SECTION 7- DEMOGRAPHICS AND MARKET RESEARCH

7A- SCHOOL MODEL:

Scoring Rubric: To receive a “Meets” on this question, a thorough explanation and analysis of each of the six criteria listed below has been provided.

Please provide the following:

- 1) An explanation with reasons that the applicant believes Ohio would benefit from an additional internet or computer-based school,
- 2) A description of how the school model is unique from the other online school models in Ohio,
- 3) Specific data that shows the need for the school's model,
- 4) The grade levels, ages, and specific demographics that this school is proposing to serve,
- 5) The expectations of student's academic performance,
- 6) The expectations of any non-academic school or student goals and how the school plans to hold itself accountable.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 7A: SCHOOL MODEL

Upload as a single PDF document titled: “Attachment 7A – School Model”



E-SCHOOL APPLICATION

2025 – 2026

7B- COMMUNITY SUPPORT:

Scoring Rubric: To receive a “Meets” on this question, support from the community must be evidenced by letters of support dated within one (1) year of the application or surveys. Providing a robust plan to establish community support may receive a “Partially Meets.”

Provide evidence of community support for the school. Examples of evidence of community support could be letters of support from the community showing support for the school or surveys of local residents indicating a need/desire for this type of community school. Any letters of support must be dated within one year of application date and specifically support this school in this location.



ATTACHMENT 7B: COMMUNITY SUPPORT

Upload as a single PDF document titled: “Attachment 7B – Community Support”

7C- RECRUITMENT, MARKETING PLANS, AND STUDENT ENROLLMENT:

Scoring Rubric: To receive a “Meets” on this question, the description should contain each of the four (4) 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.

Please provide the following: 1) A discussion of the school’s current recruitment and marketing plans, 2) A discussion of the plans to maintain student enrollment, 3) Discuss the plan to counter attrition at all grade levels, and 4) A discussion regarding future marketing strategies. (Examples of evidence of Recruitment and Marketing Plans are copies of promotional or recruitment materials including media plans, marketing plans, open house schedules, etc.)

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 7C: RECRUITMENT & MARKETING PLANS

Upload as a single PDF document titled: “Attachment 7C – Recruitment & Marketing Plans”



E-SCHOOL APPLICATION

2025 – 2026

7D- EXPERIENCE WITH STUDENT DEMOGRAPHICS OF THE PROPOSED COMMUNITY:

Scoring Rubric: To receive a “Meets” on this question, a formal statement is provided showing that there is adequate and relevant experience with student demographics that are similar to the demographics of the community for the proposed location.

Please describe and provide data evidencing experience with student demographics that align with the community of the proposed school location.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 7D: EXPERIENCE WITH STUDENT DEMOGRAPHICS

Upload as a single PDF document titled: “Attachment 7D – Experience with Student Demographics”



E-SCHOOL APPLICATION

2025 – 2026

ENROLLMENT PROJECTIONS:

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

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 be fully enrolled to open. These projections will be considered in conjunction with the Facilities, Financial, and Staffing (Ed Plan) portions of the application.

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1 st Grade					
2 nd Grade					
3 rd Grade					
4 th Grade					
5 th Grade					
6 th Grade					
7 th Grade					
8 th Grade					
9 th Grade					
10 th Grade					
11 th Grade					
12 th Grade					
Total # of Students					



E-SCHOOL APPLICATION

2025 – 2026

SECTION 8- FINANCES

FISCAL OFFICER INFORMATION:

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

Name of Fiscal Officer:

Address:

Phone: Email:

Number of Schools Representing:

Years of Experience with Ohio Charter Schools:

8A- OPERATIONAL BUDGET:

Scoring Rubric: To receive a “Meets” on this question, the budget should be provided, be on the Ohio Department of Education’s Annual Budget Template, be complete, align with the enrollment projections in Section 7, and realistically reflect enrollment, revenue, and expenditures of the school.

Using the [Ohio Department of Education and Workforce’s School Annual Budget Template](#), provide the school’s first year budget with monthly detail showing expected cash flow, assets and liabilities. The information in the budget should align with the enrollment projections listed in Section 7. Should the anticipated enrollment be lower in free and reduced lunch, please consider the impact of not receiving the maximum DPIA funds in making the projections. For additional guidance, see the [Community School Annual Budget Guidance](#).



ATTACHMENT 8A: OPERATIONAL BUDGET

Upload as a single PDF document titled: “Attachment 8A – Operational Budget”

8B- 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 and Workforce’s School Five-Year Forecast Template](#), be complete, and realistically reflect the anticipated enrollment, anticipated revenue, and anticipated expenditures of the school.



ATTACHMENT 8B: FIVE-YEAR FORECAST

Upload as a single PDF document titled: “Attachment 8B – Five-Year Forecast”



E-SCHOOL APPLICATION

2025 – 2026

8C- 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.

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.



ATTACHMENT 8C: CONTRIBUTION OF FUNDS

Upload as a single PDF document titled: “Attachment 8C – Contribution of Funds”

8D- INITIAL FUNDING OF SCHOOL OPERATIONS:

Scoring Rubric: To receive a “Meets” on this question, a description of a plan has been provided that demonstrates an ability to fund the school during the interim period until the foundation funding payments have begun.

In Ohio, new community schools do not receive foundation funding payments from the state until October. Foundation funding payments are the payments received from the state based upon student enrollment. Please describe the governing authority’s plan for funding the school’s operations until the first foundation funding payment is received in October.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 8D: INITIAL FUNDING

Upload as a single PDF document titled: “Attachment 8D – Initial Funding”



E-SCHOOL APPLICATION

2025 – 2026

8E- FINANCIAL STABILITY:

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.

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.

If you do not have an existing document to attach, please [click here to create one](#). Or use provided textbox.



ATTACHMENT 8E: FINANCIAL STABILITY

Upload as a single PDF document titled: “Attachment 8E – Financial Stability”




E-SCHOOL APPLICATION

2025 – 2026

8F- NEW SCHOOL BOND:

Scoring Rubric: To receive a “Meets” on this question, an accurate description of the plan to secure a bond or written guarantee has been provided.

In Ohio, no community school may open until a bond in the amount of \$50,000 has been posted with the auditor of state to cover the costs of closing audits. In lieu of a bond, the school’s operator may provide a written guarantee to the auditor of state to pay the costs of any closing audits up to the amount of \$50,000. Please describe the governing authority’s plan to secure the bond. If the school will be operated by a management organization, the applicant can describe the governing authority’s plan to secure a written guarantee of payment.

If you do not have an existing document to attach, please [click here to create one](#). Or use provided textbox. 



ATTACHMENT 8F: CLOSING BOND

Upload as a single PDF document titled: “Attachment 8F – Closing Bond”



E-SCHOOL APPLICATION

2025 – 2026

SECTION 9- INTERNET OR COMPUTER-BASED SCHOOL EXPERIENCE

(Only answer the questions below if the site for the school facility has been secured.)

YEARS OF EXPERIENCE:

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

Applicant/Operator Number of Years of Experience
Operating Community Schools:

Applicant/Operator Number of Years of Experience
Operating Community Schools in Ohio:

Applicant/Operator Number of Years of Experience
Operating Internet or Computer-Based Schools:

9A- DESCRIPTION OF EXPERIENCE:

Scoring Rubric: To receive a “Meets” on this question, a detailed description of the experience with operating community schools and/or internet or computer-based schools has been provided.

Please describe the Applicant/Operator’s experience with operating community schools and the Applicant/Operator’s experience operating internet or computer-based schools.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 9A: DESCRIPTION OF EXPERIENCE

Upload as a single PDF document titled: “Attachment 9A – Description of Experience”



E-SCHOOL APPLICATION

2025 – 2026

MANAGEMENT ORGANIZATION:

If the Applicant intends for the proposed school to use a Management Organization, complete the remaining questions below. If the Applicant does not intend for the proposed school to use a Management Organization, select N/A and skip to Section 10.

☐

Management Organization

☐

N/A

9B- OPERATOR REGISTRATION:

Scoring Rubric: To receive a “Meets” on this question, the operator will be registered with the Ohio Secretary of State and will have provided the Operator Registration as a PDF attachment.

Is the operator registered with the Ohio Secretary of State?

☐

Yes

☐

No

If Yes, please upload the operator’s registration with the Ohio Secretary of State.



ATTACHMENT 9B: OPERATOR REGISTRATION

Upload as a single PDF document titled: “Attachment 9B – Operator Registration”

9C- OPERATOR ASSESSMENT OF INTERNET OR COMPUTER-BASED SCHOOLS:

Scoring Rubric: To receive a “Meets” on this question, a thorough explanation of the operator’s affiliated schools are meeting the operating standards for online schools will be provided.

Please 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.



ATTACHMENT 9C: OPERATOR ASSESSMENT

Upload as a single PDF document titled: “Attachment 9C – Operator Assessment”



E-SCHOOL APPLICATION

2025 – 2026

9D- OPERATOR INTERNET OR COMPUTER-BASED SCHOOL TERMINATIONS:

Scoring Rubric: To receive a “Meets” on this question, the applicant will have described each instance in which an agreement has been terminated, the circumstances, actions, and timelines, or if no agreements were terminated, the applicant has described the circumstances, actions, and timelines it would take.

Please describe each instance where the operator terminated its agreement with any internet or computer-based schools including:

- a) The circumstances leading to the decision to terminate its agreement and,
- b) The specific actions taken by the operator and timeline for the action.

If the operator has not had to terminate an agreement with any internet or computer-based school, describe:

- a) The circumstances that would lead the operator to make the decision to terminate its agreement, and
- b) The specific actions and timeline for the actions.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 9D: OPERATOR TERMINATIONS

Upload as a single PDF document titled: “Attachment 9D – Operator Terminations”



E-SCHOOL APPLICATION

2025 – 2026

OPERATOR FTE DETERMINATIONS:

Scoring Rubric: To receive a “Meets” on this question, the operator will not have had any community schools with a full-time equivalency determination.

Has the operator had any community schools with a full-time equivalency (FTE) determination issued by a state education agency?

☐ Yes

☐ No

9E- OPERATOR ACADEMIC PERFORMANCE:

Scoring Rubric: To receive a “Meets” on this question, the applicant will have provided a list of all the schools inside and outside the state of Ohio, and the school’s weighted academic performance, based on the Ohio Department of Education and Workforce’s weighted scale, will be 2.50 or greater.

Provide a list of all schools managed by the operator, inside and outside of the state of Ohio, with the name of the school, state that the school is located in, the IRN of the school, and the academic performance of each school from the 2002 – 2003 school year until the current school year.



ATTACHMENT 9E: OPERATOR ACADEMIC PERFORMANCE

Upload as a single PDF document titled: “Attachment 9E – Operator Academic Performance”

9F- OPERATOR SELF-EVALUATION:

Scoring Rubric: To receive a “Meets” on this question, the applicant will upload a PDF of the self-assessment included in the Standards for Quality Online Programs, as well as the score received.

Please provide a narrative that explains how the school will meet requirements included in the [Standards for Quality Online Programs](#). The self-assessment should be conducted, and the scores provided as a PDF attachment.



ATTACHMENT 9F: OPERATOR SELF-EVALUATION

Upload as a single PDF document titled: “Attachment 9F – Operator Self-Evaluation”



E-SCHOOL APPLICATION

2025 – 2026

SECTION 10- CONFLICT OF INTEREST

CONFLICT OF INTEREST:

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

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) bankruptcy, 2) closed for financial reasons, 3) had a finding for recovery, 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

<u>SCHOOL OR ENTITY:</u>	<u>RELATIONSHIP:</u>



E-SCHOOL APPLICATION

2025 – 2026

SECTION 11- 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 of the areas that are included in this application. The Capacity to Execute the Plan section has a total of 12 points, with 4 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 4/5 Management, Section 7 Demographics and Market Research, and Section 9 Internet or Computer-Based School Experience.
- Overall Education Evaluation is based upon the responses to the questions, the attachments provided, and the input received for Section 6 Education Plan.
- Overall Financial Evaluation is based upon the responses to the questions, the attachments provided, and the input received for the following section: Section 8 Finances.

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

7D Operations Team Bios

Shannon McElwain, VP of Virtual School Operations

Shannon has served the charter school community for over 16 years. She served as a Teacher, Primary Grades Student Services Coordinator, Elementary Assistant Principal, Middle School Principal, and eventually Upper School Principal (Grades 6-12) in a long-standing and successful brick-and-mortar charter school in Pennsylvania. Interested in expanding her experiences, Shannon joined K12 Inc. (Stride) and served as the Director of Academics for an online school with over 10,000 students and 800 staff members. In this role, she supervised all grade band Principals and Directors of Special Education, the MTSS team, the Professional Development team, and the Principal of Guidance Counseling. She later led their national Instructional Coaching initiative, which served teachers in over 40 online schools across the United States. In her current role with ACCEL Schools, Shannon is the VP of Virtual School Operations, supporting multiple online schools with policy creation, process/workflow design, academic and operational oversight, and school launch support.

Megan Sandoval, Vice President

Megan received her BA in History from SUNY Geneseo and her master's degree in education from ASU West. After working as a middle teacher for several years, she served as Administrator, Principal, and Head of School for two online schools for a decade. She continued to expand her education skills. She moved into roles with K-12 Inc. (Stride) and ACCEL Schools as general manager, regional vice president, senior vice president, and vice president in education for the last 17 years. Her peers and clients highly regard her for her knowledge and experience regarding educational leadership, curriculum and instructional design, staff development, training and management, customer relations, budgeting and operations, and team building. She is passionate about education and is known for excellent communication and interpersonal skills.

Nichole Husa, Director of Online Learning Curriculum

Nichole is an administrator with 19 years of experience in education. Before serving ACCEL Schools as the Director of Online Learning Curriculum, she managed Personalized Learning, technology, and curriculum for a network of five charter schools in Detroit. She has experience with school turnarounds, specializing in developing teachers and leaders, designing tailored workshops, and developing tools that help teachers implement a differentiated and blended model into their classrooms. Nichole has grown teachers, guided their movement through a development continuum, and engaged all stakeholders in the school improvement process. In addition to Nichole's work with human capital, she has maintained technology systems and iterated educational design models. At ACCEL, Nichole supports designing and implementing all curricular tools, including online courses and supplemental digital resources.

Teren Jackson, Sr. Director of CTE, Virtual Schools

Teren has worked in the field of children's services and student support programming for 17 years in various roles. She served as an Engagement Administrator managing integrated support for students at a large cyber charter school in Georgia. She later took on the role of Program Director at an education management organization, where she led the creative design and implementation of national student

support services for 50+ online schools nationwide. Teren has also worked in the Career Readiness Education field for online schools, overseeing the growth and performance of a network of online career academies across the U.S. In that role, she led the local business and college partnership development strategy, implementing work-based learning across all programs. Teren is a certified National Dropout Specialist and has provided advocacy, training, and therapeutic support services to at-risk children and families in various school settings. In her current role, Teren leads the planning, development, and implementation of career readiness and comprehensive CTE programs for students in ACCEL schools.

Careen Lomago, Director of Special Education, Virtual Schools

Careen has worked in special education for 20 years in various roles, including as a learning support teacher in brick-and-mortar and online schools. She served as the Director of Special Education for a large cyber charter in Pennsylvania for several years. She joined K12 Inc. as the Northern Region Special Programs Manager, supporting special education programming at various virtual schools in Iowa, Michigan, Ohio, Illinois, and Indiana. Her responsibilities included overseeing all special education staff, programming, and compliance. In her current role, Careen supports school-level administrators in developing special education processes and procedures to ensure appropriate programming and compliance.

Stephen Narcisse, Director of Virtual School Finance

Stephen has almost 25 years of finance experience across various industries, including six years in virtual public education. Stephen leads the Virtual School Finance team, which focuses on budget preparation, financial planning, school analytics, decision support, financial reporting, and supporting new virtual school opportunities. He holds a BBA in Finance from James Madison University and an MBA from the Kogod School of Business at American University.

Susie Siever, Director of Virtual School Marketing

Susie has worked in the field of virtual public education for 17 years. With a strong focus on student, family, and board support, Susie has served in national and school-based roles to increase engagement and retention and promote academic success. Joining K12 Inc. in 2003, Susie filled roles such as Community Relations Manager, Director of Family Support, Head of School, Senior Director of School Services, and Senior Director of Board Relations. During this time, Susie worked closely with staff, leadership, and school boards of virtual schools. In her current role, Susie is responsible for the development and execution of multi-channel marketing and retention plans for ACCEL partner online schools.

DEBRA L. SAFFO

www.nikhargroup.com

d saffo @ n i k h a r g r o u p . c o m

572 East Broad Street #354

Pataskala, Ohio 43062

614-203-9733

AREAS OF EFFECTIVENESS:

Curriculum and Professional Development:

The NiKhar Group (2001-Present)

President

Provide a full range of academic and workforce curriculum services consisting of Academic Alignment and Monitoring, School Improvement, Educational Leadership Coaching, Workforce Staff, and Executive Leader Preparation.

Pearson (2014-Present)

edTPA Scorer

Stanford Center for Assessment, Learning, and Equity (SCALE) and Responsibilities include reviewing new teacher candidate authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates the ability to effectively teach all students.

Achieve3000 (2016-Present)

Curriculum Implementation Consultant

- Provide high-quality professional development, modeling, or consulting sessions for teachers, school administrators, and district personnel as they become familiar with components of the web-based learning solution.
- Collaborate with school and district leaders to develop implementation timelines and plans. Work closely with implementation coordinators to secure and schedule appointments. Communicate effectively with internal teams, such as implementation coordinators and RVP.
- Maintain accurate service records and complete all required documentation.

Central Ohio Technical College (2006-2012)

College Tech Prep Consortium, Assistant Director

Assist in providing leadership, management, and accountability for The Heart of Ohio Tech Prep Consortium. This consists of, but is not limited to, supervising staff, interpreting and enforcing policy, developing consortium strategic plan, providing professional development, and most importantly, promoting collaboration amongst all stakeholders.

Columbus City Schools (2001-2006)

High School Curriculum and Career Education

- School Reform Facilitator
- Literacy Across The Curriculum Coordinator
- Knowledgeworks Building Facilitator
- District Business and Technology Curriculum Coordinator
- Acceleration Academy Coordinator

Teaching:

- The Ohio State University Teacher Certification Community Education Courses:
 - Literacy Across the Curriculum (2004-2005)
 - Data-Driven Strategic Action Planning (2003-2004)
 - The Classroom Assessment Challenge (2004)
- Columbus City Schools Business and Technology Teacher (1984-2001)

Coaching/Facilitation:

- Ohio Teacher Evaluation System (OTES) Certified Evaluator (2017)
- School District Educational Legislation Coaching (2011-Present)
 - College Credit Plus Legislation
 - Third Grade Reading Guarantee Coaching
 - Every Student Succeed Act (ESSA)
- Knowledge Works “High Schools That Work” Building Facilitator (2004-2006)
- Dropout Prevention and Reentry Committee (2002-2004)
- Facilitated curriculum writing teams for Columbus City Schools, Career Education Programs (2001-2005)
- School Board Member-Millennium Community School (1999-2000)

CERTIFICATES OF ACHIEVEMENT:

- National Career Pathway Certification
- National Grantsmanship Certification
- Leadership Curriculum Module Training “*Literacy Across the Curriculum*” by Southern Regional Education Board

EDUCATION:

Bachelor of Science in Education

Bowling Green State University, Bowling Green, Ohio

The Ohio State University, Columbus, Ohio

*Areas of educational licensure include comprehensive business, vocational, and reading endorsement grades k-12

M.Ed. in Educational Business Administration

American College of Education, Indianapolis, IN

References Available Upon Request

GERALD WAYNE SAFFO, MTS, D. Min

86 Jefferson Ridge Drive

Pataskala, Ohio 43062

614-778-6266

gwsaffo61@hotmail.com

EDUCATION:

United Theological Seminary- Doctorate of Ministry:

Extensive research utilizing reflection-in-action approach to cross-cultural studies and urban ministry with a dissertation emphasis on intergenerational studies.

Trinity Lutheran Seminary- Master of Theological Studies:

Mastery of advanced knowledge in the discipline study of theology with a concentration in the area(s) of systematic theology, ethics and church history.

Bowling Green State University- Bachelor of Arts in Business Administration:

Achieved double major in Management Information Systems and Health Care Administration.

PROFESSIONAL EXPERIENCE:

Ohio Christian University:

Associate Professor of Old Testament Prophets: A study of the Old Testament books of the Bible with special attention given to the religious, social, political and apocalyptic messages of the prophets. This includes analyzing the prophetic messages according to form, content, doctrine and their applicability to contemporary issues.

Associate Professor of How to apply and understand the Bible: Introduction to various philosophers, theologians and critical thinkers approaches toward religious interpretations. Practice the principles of hermeneutics, Word Study, Exegesis to ascertain the historical and contextual meaning of various religious writings.

The Ohio State University Newark campus/ Central Ohio Technical College:

Adjunct professor of Understanding Ethics: This course explores the nature of ethics, ethical dilemmas and philosophy from ancient to modern times. Students explore the works of Paul Tillich, Thomas Aquinas, Karl Barth, Reinhold Niebuhr, Immanuel Kant and other noted thinkers.

Adjunct professor of Sociology: This course provides a theoretical perspective on culture, the structure and organization of society, systems of stratification and other current topics.

PASTORAL LEADERSHIP EXPERIENCE:

SENIOR PASTOR, 2003-PRESENT:

Currently serve as senior Pastor of The United Faith Community Church located in Reynoldsburg, Ohio. My focus for ministry is to convey the gospel in word and sacrament personally, in the community, globally and economically. Under God's supervision, my focus & thrust is to impart the gospel into the congregation with passion, compassion and encouragement by motivating the laity with Christ-Centered leadership. This is done through proclamation, teaching, listening, instilling principles of discipleship and evangelism efforts for all ages.

As the Senior Pastor, I guide the leaders of the church as they exercise their leadership gifts. This including providing appropriate Spiritual leadership oversight to the Ministerial staff, Deacons, Trustees, and the administrative team.

GUIDESTONE FINANCIAL RESOURCES BOARD of TRUSTEE:

Currently serve as trustee on the relief committee at GuideStone, the nation's largest faith-Based mutual fund company. Responsible for overseeing and administering relief funds for qualified recipients; manage multi-million-dollar annual budget.

STOWE MISSIONS BOARD MEMBER

Giving gospel hope and restoration to people facing hardships. A faith-based, non-profit organization that provide various services including, a community kitchen, tutoring, adult literacy and GED prep classes; school supply giveaway, Christmas toy giveaway, food pantry, pregnancy support; vision, dental, eye clinic, and healthcare family events.

MAN13 PROGRAM DIRECTOR:

Provide professional development for schools, youth service organizations and law enforcement in the areas of community relations, youth emancipation, at-risk trends and statistics, assessment and evaluation techniques.

POLICE CHAPLAIN:

Accompany police officers with notification of any suicide, death or serious injury. Visiting with sick or injured members of the department. Helping organize department response to community engagement. Offering prayers at special occasions such as recruit graduations, and award ceremonies.

FAITH BASED and MENTAL HEALTH COLLABORATIVE:

Developed partnership with the mental health profession and Church leadership to better forge understanding and collaborative efforts to benefit the community at-large. This include hosting at workshops for Continued Educational Units (CEU's) for license counseling and chaplaincy programs. Also providing a vehicle for laity and community to ask questions in a safe space.

RELATED ECUMENICAL BOARDS AND ASSOCIATIONS:

- Credentials of Ordination Calvary Tremont Missionary Baptist Church January 2002
- Reynoldsburg Ministerial alliance
- Columbus Area Metropolitan Church Counsel-Board Member
- Southern Baptist Convention

PUBLICATIONS:

Saffo, Gerald (2003) *Bridging the gap through intergenerational ministry* —A methodology for blending three different generations into a single synergy of worship. UTS

Alleyne, Regina (2008) *Angels Watching Over Me*. Article by Dr. Gerald W. Saffo, *Spiritual Memoirs*, Author House Publishing Company.

614-783-4643

marcia@blendedlearningpd.com

305 Island Road,

Kingston,

Tennessee,

37763,

United States of America

MARCIA KISH

- Blended Learning Specialist
- Personalized Learning Expert
- Instructional Coach
- Author of 12 Elements of Student Engagement and Ownership
- Author of [Blended LearningPD .com](https://blendedlearningpd.com) Blog
- Data-Driven Small Group Enthusiast

Dear Mr. Houston Tucker, Ms. Mary Gifford,

I am writing to express my interest as a new board member for the up-and-coming virtual, hybrid, or onsite learning environments. With a strong dedication to implementing instructional technology and empowering students and educators in the K-12+ sector, I am confident in my ability to contribute to your team and support your mission. My extensive experience in deploying blended and personalized learning, focusing on data-driven small-group instruction, positions me as a valuable asset to your organization.

Having worked as a professional development provider and instructional coach, I have honed my expertise in designing and delivering quality hands-on workshops to support the deployment of blended and personalized learning environments. My work spans public and private schools in rural, urban, and suburban areas in the United States, Canada, and South America. Over the last twelve years, I have worked extensively with online, hybrid, and onsite blended learning schools. I am also the author of the "12 Elements of Student Engagement and Ownership Infused in Blended Learning Field Guide" and the creator of the artificial intelligence adaptive learning platform dynaguide.org. Additionally, I have authored and designed blendedlearningpd.com, showcasing my commitment to advancing educational practices.

My focus on data-driven small group instruction has allowed me to effectively support educators in enhancing student engagement and achievement. I have a proven track record of assisting schools in leveraging technology to create impactful learning experiences. Through my experience, I have developed a deep understanding of the challenges and opportunities in deploying blended and personalized learning methodologies. I am eager to share my insights and strategies with your team.

I am enthusiastic about the opportunity to bring my unique blend of skills and expertise to the new schools and contribute to the continued success of your professional development initiatives. Thank you for considering my application. I look forward to contributing to your team.

Regards,
Marcia Kish



MARCIA KISH

Blended and Personalized Learning Specialist with a focus on Data-Driven Learning Environments

PROFILE

Marcia Kish is a professional development provider and an instructional coach. She has dedicated the majority of her career to helping implement instructional technology to empower students and educators in the K-12+ sector.

CAREER HIGHLIGHTS

2022. Author for 12 Elements of Student Engagement and Ownership Infused in Blended Learning Studios

2011-NOW. Keynote Speaker

2008 - NOW. National and International Educational Conference Speaker

CONTACT

📞 +614-783-4643

@ marcia@blendedlearningpd.com

📍 305 Island Road
Kingston, TN 37763

in [linkedin.com/marciakish](https://www.linkedin.com/in/marciakish)

f [facebook.com/marciaminnichkish](https://www.facebook.com/marciaminnichkish)

🐦 twitter.com/dsdPD

EXPERIENCE

2011-CURRENT. VICE PRESIDENT, CREATOR, AND DESIGNER OF BLENDED LEARNING PD

Currently, I support public and private schools in rural, urban, and suburban areas in the United States, Canada, and South America as an instructional coach to assist with deploying blended, personalized, and data-driven learning environments through professional development workshops, online courses, and more. I am also the author of the 12 Elements of Student Engagement and Ownership Infused in Blended Learning Field Guide and the designer of the artificial intelligence adaptive learning platform dynaguide.org. Additionally, I am the author and creator of blendedlearningpd.com.

2011 - 2012. MEDIA SPECIALIST FOR DELAWARE CITY SCHOOLS

Worked as a Media Specialist and Blended Learning Coach for Delaware City Schools in Delaware, Ohio

2010-2011. INSTRUCTIONAL COACH FOR CATAPULT LEARNING

Supported classroom teachers from South High School in Columbus, Ohio, to deploy data-driven small groups infused in a Blended Learning Environment.

2009-2010. DIRECTOR FOR LEARNING WITHOUT LIMITS

Helped create, design, and run a hybrid High School for TRECA Educational Services. We enrolled over 75 students for the new-age learning environment located in Columbus, Ohio.

2008-2010. PROFESSIONAL DEVELOPMENT PROVIDER FOR TRECA

Designed, delivered, and implemented quality hands-on virtual and onsite workshops for TRECA Educational Services in Marion, Ohio.

1998 -2008. EDUCATOR FOR WORTHINGTON CITY SCHOOLS

Worked as an In-class support teacher (98), a Technology Teacher for PreK-5th Grades(99-03), Second Grade Teacher (03-07) Title One Teacher (07-08).

EDUCATION

2003-2004. NATIONAL UNIVERSITY

Master's Degree in Instructional Technology for Pre-Kindergarten through High School levels.

1994-1998. UNIVERSITY OF DAYTON

Bachelor's Degree in Elementary Education for grades 1-8 in all subject areas with a minor focus in math.

1990-1994. PARKWAY LOCAL HIGH SCHOOL

High School Diploma with honors

PRO SKILLS

BLENDED LEARNING DEPLOYMENT

PERSONALIZED LEARNING

ONLINE AND VIRTUAL LEARNING

EDUCATION TECHNOLOGY

INSTRUCTIONAL COACHING

DEVELOPING STEPS FOR GOOD TEACHING STRATEGIES

ARTIFICIAL INTELLIGENCE

HYBRID LEARNING

PROFESSIONAL DEVELOPMENT

DATA-DRIVEN SMALL GROUPS

STEM LEARNING ENVIRONMENTS

STUDENT ENGAGEMENT AND OWNERSHIP

**Bylaws/Code of Regulations
of
Virtual Preparatory Academy of Ohio
Adopted [DATE ADOPTED]**

These Bylaws are subject to, and governed by, the Ohio Revised Code and through the articles of incorporation. In the event of a direct conflict between the provisions of these Bylaws and the mandatory provisions of the Ohio Revised Code or the provisions of the articles of incorporation, such provisions of the Ohio Revised Code or the articles of incorporation, as the case may be, will be controlling.

**Article I
General**

Section 1. NAME

The name of this Ohio nonprofit corporation shall be Virtual Preparatory Academy of Ohio (hereinafter the “Corporation” or “School”).

Section 2. OPERATION, OBJECTIVES, AND GUIDING PRINCIPLES

Subject to all of the terms and conditions set forth in these Bylaws, the Corporation is organized, and will be operated, exclusively for charitable, educational, and scientific purposes within the meaning of 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal tax code (the “Code”), as follows:

- a. To form, maintain and provide a school exclusively for educational, literary, scientific, and related teaching services of all kinds that qualifies as an exempt organization under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended, and to receive and maintain real or personal property, or both, and subject to the restrictions and limitations hereinafter set forth, to use and apply the whole or any part of the income therefrom and the principal thereof exclusively for the purposes set forth hereinabove.
- b. In addition, the Corporation may engage in other charitable and educational activities described in 501(c)(3) and 170(c)(2) of the Code.
- c. In carrying out its charitable, educational, and scientific purposes, the Corporation shall have all of the powers that may be conferred upon nonprofit corporations formed under the laws of the State of Ohio to carry out such purposes.

In carrying out its charitable, educational, and scientific purposes, the Corporation shall have authority to receive and maintain real and tangible or intangible personal property and shall use and apply all or any part of such property and/or the income therefore exclusively for charitable,

educational, and scientific purposes within the meaning of 501(c)(3) and 170(c)(2) of the Code.

Section 3. LOCATION

The Corporation's headquarters shall be located and maintained in Franklin County, Ohio, or at such other location within the State of Ohio as the Board of Directors may from time to time determine.

Section 4. PROPERTY

The Corporation may purchase, lease, rent, accept as gifts or contributions, or otherwise receive, acquire, and manage real and personal property in furtherance of its purposes.

Section 5. FISCAL YEAR

The fiscal year shall begin on July 1 and end on June 30 of each year.

Section 6. AUDIT

The fiscal records of the Corporation may be prepared each year by independent Certified Public Accountants and the report thereof made available to the Executive Director, the Board of Directors, and such other persons as may be necessary or appropriate. The level of the report shall be at least a review by the Certified Public Accountants, and the Board shall determine on an annual basis whether or not audited financial statements are appropriate. The Board shall comply with Ohio law for the purposes of fiscal oversight of the school.

Article II Membership

The Corporation has no members. The rights which would otherwise vest in the members vest in the Board of Directors (the "Board") of the Corporation. Actions which would otherwise require approval by a majority of all members or approval by members require only approval of a majority of all Directors.

Article III Directors

Section 1. NUMBER

The corporation shall have at least five directors but not more than ten, as set forth below, plus non-voting ex officio Directors, if any. Collectively they shall be known as the Board. Upon the action of the Board, these Bylaws may be amended to alter the size or composition of the Board of Directors, but at any time the Board should have at least five directorships.

Section 2. POWERS

Except when the law provides, the Articles or these Bylaws otherwise provided, all of the Corporation's authority shall be vested in and exercised by the board. To the extent permitted by law, any authority of the Directors may be delegated to such persons or committees as the Directors so acting may determine.

Section 3. DUTIES

It shall be the duty of the directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the articles of incorporation, or by these bylaws;
- b. Meet at such times and places as required by these bylaws;
- c. Register their postal addresses and email with the secretary of the corporation, and notices of meetings mailed or emailed to them at such addresses shall be valid notices thereof.

Section 4. ELECTIONS AND TERMS OF OFFICE

- a. The Interim Directors of the Corporation shall be named at a time to be determined by the Incorporator. The Interim Directors shall serve until a Board of Directors is elected.
- b. The Board may elect any person who, in its discretion, it believes will serve the interests of the Corporation faithfully and effectively and who meets the requirements set out in Ohio Revised Code Chapter 3314., in these by-laws, and in the Sponsor Contract.
- c. Two of the initial five directors elected shall hold office for a period of three years, two shall hold office for a period of two years, and one or two for a period of one year. Thereafter each director shall hold office for a period of up to three years and until his or her successor is elected and qualifies. Each director's term of office shall be specified at the time of election. The term of no more than 40% of the directors shall expire in the same year.
- d. Any Director may, by written notice to the Board of Directors, resign at any time.
- e. Any Director may be removed by a majority vote of all of the remaining members of the Board of Directors without cause at any time.
- f. Vacancies in Directorships. Any vacancy caused by the death, resignation, removal, disqualification, or otherwise of any director shall be filled by the board of directors as provided in this Article III, Section 4.

Section 5. EX OFFICIO DIRECTORS

The Chairperson of Board of Directors may appoint one or more *ex officio* members of the Board of Directors. *Ex officio* members of the Board of Directors shall be entitled to a notice to be present in person, to present matters for consideration and to take part in consideration of any business by the Board of Directors at any meeting of the Board of Directors, shall not be counted for purposes of a quorum and shall have no voting rights for purposes of authorizing any act or transaction of business by the Board of Directors. The term of an *ex officio* Director shall be for such time as the Board of Directors shall designate.

Section 6. COMPENSATION

The Board of Directors may provide by resolution for the compensation of its members in accordance with Ohio Revised Code §3314.02(E)(4). Board members may be reimbursed for expenses incurred in furtherance of the purposes of the Corporation as authorized and approved by a majority of the current Directors. Any payments to Directors shall be approved in advance in accordance with this Corporation's conflict of interest policy, as set forth in Article IX of these Bylaws and Chapter 3314. of the Ohio Revised Code.

Section 7. ANNUAL AND REGULAR MEETINGS

Annual Meetings of the Board of Directors shall be held each year during the first quarter of each fiscal year at a time and place, within the State of Ohio, designated by the Directors, Regular Meetings of the Board of Directors may be held at such other times and places as may be fixed by the Directors, however, the Board of Directors will meet at least quarterly upon the call of the Chair, or any two other Directors.

Section 8. SPECIAL MEETINGS

Special Meetings of the Board of Directors may be held at any time upon the written call of the Chair or at the written request of a majority of the Directors entitled to vote on matters presented to the Board of Directors.

Section 9. NOTICE OF MEETINGS

Except for Special Meetings, written notice of any Board of Directors Meeting shall be given to the Directors at least five (5) days prior to such meeting and shall set forth the reasons therefore. Notice of any Special Meeting may be made other than by written notice when circumstances dictate.

Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the articles of incorporation, these bylaws, or the law of this state, a waiver of notice

in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

The Board shall ensure compliance with Ohio Revised Code section 121.22(F), and shall follow the following guidelines as it related to the posting of meeting notices:

The Secretary of the Board of Directors shall cause and/or direct an administrator of the school post notice of a meeting in the following manners:

1. **Regular Meetings:** Notice of regular meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school no less than five (5) days prior to the date of the meeting; (ii) notice will be provided to any news media that requests notification no less than five (5) days prior to the date of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings no less than five (5) days prior to the date of the meeting.
2. **Special Meetings:** Notice of special meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school no less than 24 hours prior to the date of the meeting; (ii) notice will be provided to any news media that requests notification no less than 24 hours prior to the date of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings no less than 24 hours prior to the date of the meeting.
3. **Emergency Meeting:** Notice of emergency meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school immediately and prior to the start of the meeting; (ii) notice will be provided to any news media that requests notification immediately and prior to the start of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings immediately and prior to the start of the meeting.

Section 10. WAIVER OF NOTICE

Notice of any meeting of the Board may be waived in writing, either before or after the holding of such meeting, by any Board of Director, which writing shall be filed with or entered upon records of the meeting. The attendance of any Board of Director at any meeting of the Board without protesting, prior to or at the commencement of the meeting, the lack of proper notice, shall be deemed to be a waiver of notice of such meeting.

Section 11. ACTION WITHOUT A MEETING AUTHORIZED

The Board may authorize actions by means of a writing or writings signed by all of the Directors, without a meeting. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting if a written consent to such action is signed by all of the Board of Directors or all members of such committee, as the case may be, and such written consent is filed with the minutes of proceedings of the Board of Directors or

committee. Such a written consent may be signed by facsimile signatures which shall be construed as originals and may also be on separate but identical documents which shall be construed as one original. Provided however, if the Corporation is operating as a community school, all action must be taken at open and public meetings and action by written consent shall not be allowed.

Section 12. QUORUM FOR MEETINGS

Except as otherwise provided in these Bylaws, the minimum number of Directors necessary to constitute a quorum for the transaction of business at any meeting shall be a majority of the Directors entitled to vote who are then in office.

Section 13. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the articles of incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

Section 14. CONDUCT OF MEETINGS

The Chair shall employ such rules of order as the Chair deems appropriate in conducting meetings, except that each item placed for vote or other action shall be placed before the Board by motion of a member of the Board other than the Chair with a second by another member of the Board other than the Chair. Voting may be had by voice vote, roll call vote, or other manner deemed appropriate by the Chair under the circumstances and in conformity with the Board's chosen manual of parliamentary procedure. . In the event that the Chair and a vote of the Board does not specify the rules of order in conducting meetings, the meeting shall be conducted utilizing Robert's Rules of Order.

Section 15. MEETINGS HELD THROUGH COMMUNICATION EQUIPMENT

Meetings the Board may be held through communications equipment provided that all persons participating in such meeting can hear and otherwise communicate with each other. Such participation shall constitute presence at such a meeting. Provided however, once the Corporation becomes a community school, the Directors must be physically present at a meeting as defined by Ohio's Open Meetings Act to be counted as part of a quorum and to vote, unless this requirement is amended or modified by the state legislature or agency thereof.

Section 16. NONLIABILITY OF DIRECTORS

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

Section 17. RESIDENCY REQUIREMENTS

There shall be no residency requirements for Director membership, provided however, once the Corporation becomes a community school pursuant to Ohio Law, Directors shall strive to reside within 50 miles of the School's physical location as determined under Article I, Section 3 of these by-laws. A Director residing outside the 50 mile radius can still be appointed by majority vote.

Section 18. NO PROXY VOTING

A Director is not authorized to act by way of a proxy.

Article IV **Officers**

Section 1. DESIGNATION OF OFFICERS

The officers of the corporation shall be a chair, a vice chair, a secretary, and a treasurer. The corporation may also have one or more vice chairs, assistant secretaries, assistant treasurers, and other such officers with such titles as may be determined from time to time by the board of directors.

Section 2. QUALIFICATIONS AND AUTHORITY OF OFFICERS

The Officers of the Corporation may, but do not need to, be Directors of the Corporation. Officers of the Corporation shall have such authority as may be specified from time to time by the Directors.

Section 3. ELECTION AND TERM OF OFFICE

Officers shall be elected by the board of directors, at anytime, and each officer shall hold office for a period of one year, until he or she resigns, or is removed, or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the board of directors, at any

time. Any officer may resign at any time by giving written notice to the board of directors or to the chair or secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the board of directors relating to the employment of any officer of the corporation.

Section 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the board of directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

Section 6. DUTIES OF CHAIRPERSON

The Chairperson ("Chair"), subject to the control of the board of directors, shall supervise and control the affairs of the corporation and the activities of the officers. The Chair shall perform all duties incident to the office and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be required by law, by the articles of incorporation, or by these bylaws, or which may be prescribed from time to time by the board of directors. The Chair shall preside at all meetings of the Board of Directors and, if this corporation has members, at all meetings of the members. In the absence of the Chair and Vice Chair, the Secretary or Treasurer may preside.

Section 7. DUTIES OF VICE CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice Chair shall have other powers and perform such other duties as may be prescribed by law, by the articles of incorporation, or by these bylaws, or as may be prescribed by the board of directors.

Section 8. DUTIES OF SECRETARY

The secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings

of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law. Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these bylaws, to duly executed documents of the corporation.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the bylaws and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

Section 9. DUTIES OF TREASURER

The treasurer shall:

Oversee the Ohio licensed school fiscal officer in his/her charge and custody of, and his/her responsibility for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of directors.

Oversee the Ohio licensed school fiscal officer in his/her receiving, and giving receipt for, monies due and payable to the corporation from any source whatsoever.

Oversee the Ohio licensed school fiscal officer in his/her disbursements, or cause to be disbursed, the funds of the corporation as may be directed by the board of directors, taking proper vouchers for such disbursements.

Oversee the Ohio licensed school fiscal officer in his/her keeping and maintaining adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

Oversee the Ohio licensed school fiscal officer in his/her exhibits, at all reasonable times, the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Oversee the Ohio licensed school fiscal officer in his/her rendering to the Chair and directors, whenever requested, an account of any or all transactions and of the financial condition of the corporation.

Oversee the Ohio licensed school fiscal officer in his/her preparation, or cause to be

prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, Oversee the Ohio licensed school fiscal officer in his/her performance of duties incident to the school financials and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

Section 10. DELEGATION OF AUTHORITY

Subject to the provisions of this section, any Officer may delegate their powers or authority to take any action on behalf of the Corporation to any other Officer or Director of the Corporation. The Board may, by resolution, specifically limit the ability of an Officer to delegate his or her functions

Article V Committees

Section 1. EXECUTIVE COMMITTEE

The board of directors may, by a majority vote of its members, designate an Executive Committee consisting of not less than three but no more than five board members and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and, except as may otherwise be provided, by provisions of law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the executive committee authority so delegated, increase or decrease but not below two (2), the number of the executive committee, and fill vacancies on the Executive Committee from the member of the board. The executive committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Section 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the board of directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

Section 3. COMMITTEE COMPOSITON

No committee established under these bylaws shall have as members a number that equals to, or exceeds, the number for a quorum as required by Art. III, Sec. 12 of these bylaws.

Section 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these bylaws concerning meetings of the board of directors, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the board of directors or by the committee. The board of directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

Article VI **Indemnification and Insurance**

Section 1. GENERAL INDEMNIFICATION

The Corporation: (a) shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether, civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he or she is or was a Director or volunteer of the Corporation, or while a Director or volunteer of the Corporation is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent, or volunteer of any other corporation domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise; and (b) may indemnify or agree to indemnify any person who is or was a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative (other than any action by or in the right of the Corporation) by reasons of the fact that he or she is or was an officer, employee, or agent of the Corporation, or while an officer, employee, or agent of the Corporation is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, against expense (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order settlement or conviction, upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, the person had reasonable cause to believe that the conduct was unlawful.

Section 2. SUITS BY THE CORPORATION

The Corporation may indemnify or agree to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that the person is or was a Director, officer, employee, agent or volunteer of the Corporation, or is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise against expenses (including attorney's fees) actually and reasonably incurred by the person in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation.

No such indemnification shall be made in respect of: (a) any claim, issue or matter as to which such person is adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation unless and only to the extent that the court of common pleas, or the court in which such action or suit was brought, determined upon application that, despite the adjudication of liability, but in view of all the circumstances of the case, such person is fairly and reasonable entitled to indemnity for such expense as the court of common pleas or such other court shall deem proper; or (b) any action or suit in which the only liability asserted against a Director is pursuant to Section 1702.55 of the Ohio Revised Code.

Section 3. INDEMNIFICATION FOR EXPENSES

To the extent that a Director, officer, employee, agent or volunteer has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Section 6.1 and 6.2, including any action or suit brought against a Director pursuant to Section 1702.55 of the Ohio Revised Code, or in defense of any claim, issue or matter therein, he or she shall be indemnified against expenses (including attorney's fees) actually and reasonably incurred by the individual in connection with the action, suit or proceeding.

Section 4. DETERMINATION REQUIRED

Any indemnification under Section 6.1 and 6.2 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that the indemnification of the Director, officer, employee, agent or volunteer is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Section 6.1 and 6.2. Such determination shall be made by any one of the following: (a) the Board of Directors by a majority vote of a quorum consisting of Directors, who were not and are not parties to, or threatened with, such action, suit or proceeding; (b) if such a quorum is not obtained or if a majority of a quorum of disinterested Directors so directs, in a written opinion by independent legal counsel other than an attorney, or a firm having associated with it an attorney, who has been retained by or who has performed services for the Corporation or any person to be indemnified within the past five years; (c) the Members; or (d) the court of common pleas or the court in which the action, suit or proceeding was brought. If any action by or in the right of the Corporation is involved, any

determination made by the disinterested Directors or by the independent legal counsel under this Section 6.4 shall be communicated promptly to the person who threatened or brought the action or suit by or in the right of the Corporation under Section 6.2, and such person shall have the right, within ten days after receipt of such notification, to petition the court of common pleas or the court in which action or suit was brought to review the reasonableness of such determination.

Section 5. ADVANCES FOR EXPENSES

(a) Expenses (including attorney's fees) incurred by a Director or a volunteer in defending any civil or criminal action, suit or proceeding referred to in Section 6.1 and 6.2 of this Article VI, except where the only liability asserted against a Director is pursuant to Section 1702.55 of the Ohio Revised Code, shall be paid by the Corporation as they are incurred, in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of the Director or volunteer in which he or she agrees to: (i) repay such amount if it is proved by clear and convincing evidence in a court of competent jurisdiction that his or her action or failure to act involved in act or omission undertaken with deliberate intent to cause injury to the Corporation or undertaken with reckless disregard for the best interest of the Corporation; and (ii) reasonably cooperate with the Corporation concerning the action, suit or proceeding.

(b) Expenses (including attorney's fees) incurred by a Director, officer, employee, agent or volunteer in defending any action, suit or proceeding referred to in Section 6.1 and 6.2 of this Article VI, including any action or suit brought against a Director pursuant to Section 1702.55 of the Ohio Revised Code, may be paid by the Corporation as they are incurred in advance of the final disposition of the action, suit or proceeding as authorized by the Director in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, agent or volunteer to repay such amount if it is ultimately determined that he or she is not entitled to be indemnified by the Corporation.

Section 6. NOT EXCLUSIVE

The indemnification authorized by this Article VI shall not be deemed exclusive of, and shall be in addition to, any other rights granted to those seeking indemnification under the Articles, common law, the Nonprofit Corporation Law of the State of Ohio, these Bylaws or any agreement, vote of Members or disinterested Directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee, agent or volunteer and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 7. INSURANCE

The Corporation may purchase and maintain insurance or furnish similar protection, including but not limited to trust funds, letters of credit or self-insurance, on behalf or for any person who is or was a Director, officer, employee, agent or volunteer of the

Corporation, or is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provision of this Article VI. Insurance may be purchased from or maintained with a person in which the Corporation has financial interest.

Section 8. SECTIONS 1 AND 2

The authority of the Corporation to indemnify persons pursuant to Sections 1 and 2 of this Article VI does not limit the payment of expenses as they are incurred, indemnification, insurance or other protection that may be provided pursuant to another Section of Article VI. Sections 1 and 2 of this Article VI do not create any obligation to repay or return payments made by the Corporation under other Sections of this Article VI.

Section 9. DEFINITION OF “THE CORPORATION” AND “VOLUNTEER”

As used in this Article VI, references to “the Corporation” include all constituent corporations in a consolidation or merger, and the new or surviving corporation, so that any person who is or was a trustee, director, officer, employee, agent or volunteer of such a constituent corporation, or is or was serving at the request of such constituent corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, shall stand in the same position under the provision of this Article VI with respect to the new or surviving corporation in the same capacity. As used in this Article VI, references to a “volunteer” include any person defined as a “volunteer” with respect to the Corporation under Section 1702.01 of the Ohio Revised Code.

Article VII

Corporate Records, Reports, and Seal

Section 1. MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office:

- a. Minutes of all meetings of directors, committees of the board, and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- b. Adequate and correct books and records of account, including accounts of

its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;

- c. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- d. A copy of the corporation's articles of incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

Section 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, and shall have such other rights to inspect the books, records, and properties of this corporation as may be required under the articles of incorporation.

Section 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this article may be made in person or by agent or attorney and the right to inspect shall include the right to copy and make extracts.

Section 5. PERIODIC REPORT

The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

Article VIII

IRC 501(c)(3) Tax Exemption Provision

Section 1. LIMITATIONS ON ACTIVITIES

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 2. PROHIBITATION AGAINST PRIVATE INURNMENT

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

Section 3. DISTRIBUTION OF ASSETS

Upon the dissolution of this corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed by the Court of Common Pleas of the county in which the principal office of the Corporation is then located, exclusively for such purposes, or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Section 4. PRIVATE FOUNDATION REQUIREMENTS AND RESTRICTIONS

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

Article IX

Conflict of Interest Policy and Compensation Approval Procedures

Section 1. PURPOSE

The purpose of the conflict of interest policy is to protect the interests of the School, an Ohio non-profit corporation and tax-exempt organization (the "Organization"), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable

organizations.

Section 2. DEFINITIONS

A) Interested Person. Any director, principal officer, or member of a committee with Corporate Board or Governing Board (collectively the “Board”) delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

B) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
2. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3 (B), a person who has a financial interest may have a conflict of interest only if the appropriate Board or committee decides that a conflict of interest exists.

Section 3. PROCEDURES

A) Duty to Disclose.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board delegated powers considering the proposed transaction or arrangement. Each Board member shall annually provide to the Board and to the Sponsor signed disclosure and conflict-of-interest statements.

B) Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

C) Procedures for Addressing the Conflict of Interest.

1. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the Board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

D) Violations of the Conflicts of Interest Policy.

1. If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. RECORDS OF PROCEEDINGS

The minutes of the Board and all committees with board delegated powers shall contain:

- A) The names of the persons who disclosed or otherwise were found to have a financial a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, the action taken to determine whether a conflict of interest was present, and the Board's or committees' decision as to whether a conflict of interest in fact existed.

B) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 5. COMPENSATION

Any compensation received by Board members will be in compliance with State and Federal laws and/or regulations, and only after a vote of the board.

Section 6. ANNUAL STATEMENTS

Each director, principal officer and member of a committee with Board delegated powers shall sign a statement which affirms such person:

- A) Has received a copy of this Conflict of Interest Policy;
- B) Has read and understands the policy;
- C) Has agreed to comply with the policy; and
- D) Understands the Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. PERIODIC REVIEWS

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- A) Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- B) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organizations written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 8. USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Article X

Compensation Policy

Section 1. PURPOSE

The Compensation Policy (the “Compensation Policy”) of the School, an Ohio non-profit corporation and tax exempt organization, has established this policy to ensure compliance with the Internal Revenue Service guidelines for approval of senior management compensation. The corporate board of directors of the School shall follow the following review and approval guidelines.

Section 2. INDIVIDUALS SUBJECT TO THIS POLICY (“COVERED INDIVIDUAL”)

1. Chief Employed Executives: The individual or individuals who have the ultimate responsibility for implementing the decisions of the School’s corporate board or for supervising the management, administration, or operations of the School, including the School’s top management official and top financial official. If this ultimate responsibility resides with two or more individuals (i.e. co-presidents or co-treasurers) who may exercise such responsibility in concert or individually, then each individual shall be included.
2. Officers: The individual or individuals elected or appointed to manage School’s daily operations, such as president, vice-president, secretary or treasurer. The officers of an organization are determined by references to its organizing document, by-laws, and include, at a minimum, those officers required by applicable state law.
3. Key Employees: Individuals who are not a Chief Employed Executive or an Officer of the School, but who meet all of the following tests, applied in the following order:
 - a. \$150,000 Test: The individual receives reportable compensation¹ from School and all related organizations² in excess of \$150,000 for the calendar year ending with or within the School’s tax year.

¹ Compensation that is reported on Form W-2, Box 5, or in Box 1 if the employee’s compensation is not reported in Box 5, or Form 1099-MISC, Box 7, filed for the calendar year ending with or within the organization’s tax year.

² An organization that stands in one or more of the following relationships to the filing organization: (1) Parent – an organization that controls the filing organization; (2) Subsidiary – an organization controlled by the filing the filing organization; (3) Supporting/Supported – an organization that is (or claims to be) at any time during the organization’s tax year (i) a supporting organization of the filing organization within the meaning of Section 509(a)(3), if the filing organization is a supported organization within the meaning of Section 509(f)(3), or (ii) a supported organization, if the filing organization is a supporting organization.

- b. Responsibility Test: At any time during the calendar year ending with or within the School's tax year:
 - i. has responsibilities, power or influence over the School as a whole that is similar to those officers, directors, or trustees;
 - ii. manages a discrete segment or activity of School that represents 10% or more of the activities, assets, income, or expenses of the organization, as compared to the organization as a whole; or
 - iii. has or shares authority to control or determine 10% or more of School's capital expenditures, operating budget, or compensation for employees.
- c. Top 20 Test: In addition to meeting the \$150,000 Test and the Responsibility Test, the individual is one of the top 20 most highly compensated employees (including all income from School and related organizations) for the calendar year ending with or within the School's calendar year.
- 4. Highest Compensated Employees: One of the five highest compensated employees of School whose reportable compensation (including all income from School and related organizations) is greater than \$100,000 for the calendar year ending with or within School's calendar year who are not also current officers, directors, or key employees of the School.

Section 3. PROCEDURE FOR APPROVING COMPENSATION

In reviewing and approving the compensation of any Covered Individuals the School corporate board of directors, or a delegated committee of the corporate board (the "Approval Body") will utilize the following process:

- 1. Impartial Decision Makers: The compensation arrangement must be approved in advance (before any payment is made) by the Approval Body of the School composed entirely of individuals who do not have conflict of interest with respect to the compensation arrangement (i.e. neither the executive whose compensation is being determined nor any of his/her family members may be present during the discussion/debate or participate in the vote).
- 2. Comparability Data: When the Approval Body is considering compensation to Covered Individuals, it must rely on comparability data that demonstrates the fair market value of the compensation in question (i.e. when creating compensation packages, the Approval Body must secure data that documents compensation levels for similarly qualified individuals in like positions at like organizations). This data may include the following:
 - a. expert compensation studies by independent firms;
 - b. written job offers for positions at similar organizations;
 - c. documented telephone calls about similar positions at both non-profit and for-profit organizations.

3. Concurrent Documentation: The Approval Body must document how it reached decisions, including the data on which it relied. To qualify as Concurrent Documentation, written or electronic records of the Approval Body (i.e. meeting minutes) must note:
 - a. the terms of the compensation and the date it was approved;
 - b. the members of the Approval Body who were present during the debate on the compensation that was approved and those who voted on it;
 - c. the comparability data obtained and relied upon and how the data was obtained; and
 - d. any action taken with respect to the consideration by anyone who is otherwise a member of the Approval Body, but who had a conflict of interest with respect to the decision on the compensation.

Section 4. RECORDS

The School shall retain all records relating to compensation in accordance with the School's Record Retention and Destruction Policy.

Article XI

Code of Ethics Policy

The Board shall adopt such policies to assure ethical conduct in accordance with applicable laws.

The following are examples of the major policies and procedures that support and reflect our Code:

1. The School shall have a detailed Conflict of Interest Policy to protect its interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director or may result in a possible excess benefit transaction. If any conflict is found, the officer or director must abstain from voting on the particular proposal and the abstaining officer or director is not counted toward a quorum for a vote.
2. There is no salary compensation of the officers and Directors of the School except as provided within these Bylaws.
3. Each Director must annually complete and sign a disclosure statement.

Article XII

Nondiscrimination Policy

The School, an Ohio non-profit corporation admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or

made available to students at the School. the School does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other School administered programs.

The School will ensure that this policy is placed in all literature of the School, including, but not limited to, public notices, student handouts, promotional materials, etc.

The School will maintain records to support this policy as required by Internal Revenue Procedure 75-50.

Article XIII

DOCUMENT RETENTION AND DESTRUCTION POLICY

The Board shall adopt a Document Retention and Destruction Policy in accordance with applicable laws.

Article XIV

NON-PROFIT FUNDRAISING POLICY

Purpose

The Non-Profit Fundraising Policy (the “Fundraising Policy”) of the School, an Ohio non-profit corporation and tax exempt organization, has established this policy to ensure the directors and officers honor the intentions of donors and ensure that their intentions are honestly fulfilled. As a part of the annual audit, the independent auditors will review any grant and contribution related correspondence and review financial transactions to ensure that any restrictions imposed were met.

Donor Privacy

All information concerning donors or prospective donors, including their names, addresses, telephone numbers, amount of their gifts and other information shall be kept strictly confidential by the School’s directors, officers and staff unless permission is obtained from the donor to release such information.

Gifts and donations may be restricted by a donor for use in any specific service area and/or for any stated the School purpose or program, and these requests must be honored.

Solicitations shall be free from undue influence or excessive pressure and shall be respectful of the needs and interests of the donor or prospective donor.

All fundraising solicitations shall include the following:

1. The School does not share, sell, trade or rent donor lists.
2. Include an option for the donor's gift to remain anonymous.

Acceptance of Gifts

Whereas the School actively solicits gifts and grants to further the goals of the organization, there is the potential for controversy if certain gifts are accepted that could damage the ability for the School to accomplish its goals. The following procedures are adopted as policy:

1. All decisions to solicit and/or accept potentially controversial gifts are to be made by the corporate board of directors, preferable prior to soliciting such gifts.
2. It is recognized that the School cannot generally ascertain whether the value of the gift was generated using commonly accepted ethical and moral standards. Furthermore, the School asserts that its primary responsibility is to use any gifts to further the organizations mission, goals and objectives.

When considering, soliciting and/or accepting gifts that might be potentially controversial, the corporate board of directors shall consider the following:

1. Will accepting the gift compromise any core values of the organization?
2. Will accepting the gift further the mission, goals and/or objectives of the organization and the donor?
3. Will there be a perceived conflict of interest for the organization?
4. Is there clear charitable intent and a commitment to serve the community? It is understood that it is usually appropriate for there to be tax incentives, community acceptance and publicity value for donors.
5. Will acceptance of the gift be inconsistent with other fundraising activities and/or gifts?
6. Will the reputation of the donor have a negative effect upon the reputation of the receiving organization?

7. If controversy develops, will it likely be significant enough to undermine the stability of the organization? If so, will there be a sufficient reservoir of community image and goodwill to allow the organization to continue to thrive?
8. Will the nature of the in-kind contribution create problems, such as in advertising or sponsorship?
9. Will the gift encourage or discourage others to give?
10. What will be the net effect on the bottom line?

Outside Parties Fundraising on Behalf of The School

Outside organizations raising money without charge on behalf of the School must be reviewed and approved by the corporate board of directors.

Records

The School shall retain for a period of at least seven (7) years, all records relating to any gift or donation received in accordance with the School's Record Retention and Destruction Policy.

Article XVI

PUBLIC RECORDS POLICY

The Board shall adopt a Public Records Policy in accordance with applicable laws.

Article XVII

WHISTLEBLOWER POLICY

Section 1. Purpose

The Code of Ethics (the "Code") of the School, an Ohio non-profit corporation and tax exempt organization, requires the directors, officers and staff members to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As staff members and representatives of the School, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations. It also is our responsibility to report violations of the Code in accordance with this Whistleblower Policy. No director, officer or staff member who in good faith reports a violation of the Code shall suffer harassment, retaliation or adverse employment consequence. The School has adopted this Whistleblower Policy to address the submission by directors, officers and staff members of complaints, concerns and suspected violations with respect to one or more of the following matters:

1. Questionable accounting, internal accounting controls and auditing matters.
2. Compliance with legal and regulatory requirements.
3. A violation or suspected violation of the School's Code of Ethics.
4. A retaliatory act against a director, officer or staff member who reports a suspected violation of any of the above matters.

Section 2. Reporting Responsibility

It is the responsibility of all directors, officers and staff members to comply with the Code and to report violations or suspected violations in accordance with this Whistleblower Policy. Under this policy, it is a disciplinary issue for a staff member to know of ethical misconduct and stay silent.

Section 3. No Retaliation

No director, officer or staff member who in good faith reports a violation of the Code shall suffer harassment, retaliation or adverse employment consequence. A staff member who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable staff members and others to raise serious concerns within the School prior to seeking resolution outside the organization.

Section 4. Reporting Violations

The Code of Ethics addresses the School's open door policy and suggests that staff members share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, a staff member's supervisor is in the best position to address an area of concern. However, if you are not comfortable speaking with your supervisor or you are not satisfied with your supervisor's response, you are encouraged to speak with the Executive Director or anyone in management whom you are comfortable in approaching. Supervisors and managers are required to report suspected violations of the Code of Conduct to the Compliance Officer, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud, or when you are not satisfied or uncomfortable with following the School's open door policy, individuals should contact the Compliance Officer directly.

Section 5. Compliance Officer

The Board is responsible for investigating and resolving all reported complaints and allegations concerning violations of the Code of Ethics. The School's Compliance Officer is the Superintendent, or his/her designee. If a director, officer or staff member thinks it is

inappropriate to report a complaint, concern or suspected violation to the Compliance Officer, the complainant should report such matters to the Chair of the Board of Directors.

Section 6. Accounting and Auditing Matters

In the event that a reported concern of complaint involves corporate accounting practices, internal controls or auditing matters, the Compliance Officer shall immediately notify the Board and work with the Board until the matter is resolved. The Board or committee shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing matters.

Section 7. Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly false will be viewed as a serious disciplinary offense.

Section 8. Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Section 9. Handling of Reported Violations

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Section 10. Acknowledgement and Distribution of Policy

As it is the intent of the School to strive for high ethical conduct from all directors, officers and staff. The Board of Directors is particularly sensitive to individuals who hold management and governance positions of trust and confidence in fulfilling the mission and goals of the School. These sensitive positions include all officers, members of the Board of Directors, the Executive Director and key senior staff members designated by the Executive Director. Therefore, each of the above staff will receive a copy of this Policy, and any subsequent updates, and will be requested to acknowledge and sign this Code by

July 1st of each year. This acknowledgement will be kept on file in the personnel files of each staff member and in the board files for each board member.

Section 11. Records

The Compliance Officer shall retain for a period of at least seven (7) years, all records relating to any complaint, concern or suspected violation reported to him/her in accordance with this Whistleblower Policy.

Article XVIII

Employee Dismissal and Grievance Procedures

All employees of the School are and shall be at-will employees that may be terminated or whose contracts may be non-renewed for any reason, provided that the decision is not in violation of any applicable law.

The Board of Directors shall ensure that policies are in place regarding employee dismissal and grievance procedures, if needed, and shall assure the same policies are in place at any company with which the Board contracts for the management of a community school.

Article XIX

Amendment of Bylaws

Subject to the power of the members, if any, of this corporation to adopt, amend, or repeal the bylaws of this corporation and except as may otherwise be specified under provisions of law, these bylaws, or any of the articles of incorporation, may be altered, amended, or repealed and new bylaws adopted by approval of the board of directors.

Article XIX

Construction and Terms

If there is any conflict between the provisions of these bylaws and the article of incorporation of this corporation, the provisions of the articles of incorporation shall govern.

Should any of the provisions or portions of these bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these bylaws shall be unaffected by such holding.

All references in these bylaws to the article of incorporation shall be to the articles of incorporation, articles of organization, certification of incorporation, organizational charter, corporate, charter, or other founding document of this corporation filed with an office of this state and used to establish the legal existence of this corporation.

All references in these bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986, as amended from time to time, or to corresponding provisions of any future federal tax code.

[End of Document]

DRAFT

Attachment 3D – Governing Authority Monitoring

Additional members are recruited and vetted through board member connections, The Callender Law Group, and other connections in the charter school community. A school leader will not be hired until the charter is granted. The governing board views its relationship with the management entity as a partnership with very clear roles. The board holds the charter, and the leadership and management entity are responsible for all aspects of the school's operations.

It is the Board's responsibility to ensure that the organization effectively achieves its mission and efficiently uses its resources. This annual discussion begins with an evaluation of the board's success. By evaluating its performance in fulfilling its responsibilities, the Board can recognize its achievements and reach a consensus on which areas need to be improved. Continuous development of an effective governing board is essential to maintaining an effective charter school. The Board has not received formal training but has met with our legal counsel to discuss our professional development. Within 60 days, we will receive training in the Sunshine Laws and Robert's Rules of Order. Future training will include community relations, school business issues, budget development, charter school law, policy development, and accountability requirements.

To accomplish the vision and mission of the school, the Board will continue to develop in the following areas: Nominations and recruitment -- be proactive in identifying the right individuals to meet the needs of the charter school, helping them understand their roles and responsibilities, and convincing them to become part of the board; Orientation -- take steps to give new board directors the information they need to carry out their roles and responsibilities effectively; Training -- engage in regular, ongoing efforts to build new skills and knowledge among the existing board directors to enhance performance; Evaluation -- annually evaluate individual board director performance as well as the effectiveness of the board as a whole; Recognition -- recognize the work and accomplishments of board directors to the work of the board and to the charter school.

All Board members will complete a Conflict-of-Interest Form. There are no conflicts of interest with the management company, authorizer, contractors, or vendors. We will continue to develop our Board conflict of interest policy to ensure transparency.

The members of the Governing Authority will have a vision and enthusiasm for building an excellent school. They will be well-positioned to provide the necessary oversight and support for successfully implementing the community school's mission. As part of the recruitment process, the school will be looking for members who will:

1. Believe in and be active advocates and ambassadors for the school's mission and vision.
2. Work with fellow Governing Authority members to fulfill the obligations of membership.
3. Contribute to the effective operation of the Governing Authority.
4. Regularly attend and participate in school meetings. Prepare for these meetings by reviewing materials prior to them.
5. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
6. Participate in the performance review of the Principal.

7. Participate in the school's activities by attending programs and fundraising events.
8. As appropriate, use personal and professional contacts and expertise for the benefit of the school.

The board has sought board members with diverse backgrounds in several critical areas to maintain a high-functioning governing board. We have sought individuals with experience in education, higher education, finance, fundraising, organizational development, charter school governance, marketing, and community outreach. We also sought diversity in race and ethnicity, gender, and age. The Board meets monthly, and as the school's expansion unfolds during the next few years, the Board will remain committed to the training and support, which has ensured a high level of functionality since our inception.

As the school's public agent, the Board is legally and ethically responsible for ensuring its academic achievement, organizational viability, and adherence to the terms of its charter. The Board asserts much of its leadership through its policy-setting responsibilities. Board-level policies allow the school to operate effectively and efficiently in pursuit of its mission by establishing clear frameworks for implementing its work. As a new school, we will work closely with our legal counsel to develop policies and procedures aligned with state requirements. All powers of the Board lie in its collective action.

The main responsibilities of the Board are:

- Stay true to the school's Vision and Mission
- Select the Administrator
- Provide Proper Financial Oversight
- Ensure Adequate Resources
- Ensure Legal and Ethical Integrity and Maintain Accountability
- Ensure Effective Organizational Planning
- Recruit and Orient New Board Members and Assess Board Performance
- Enhance the School's Public Standing
- Determine, Monitor, and Strengthen the School's Programs and Services
- Support the Principal/Head of School and Assess His or Her Performance

The Academy will meet at the school once a month. Times and dates have yet to be established. The Board will determine and publish a regular schedule through the guidance of the Callender Group.

The management organization will report to and be held accountable by the school's Governing Authority. As described below, the Governing Authority will evaluate the performance of the management organization on an annual basis and make changes when deemed necessary. The Governing Authority will work with the management organization to ensure that the school's mission, vision, and philosophy are represented in its daily operations. By extension, the management organization will be accountable to the Sponsor for the academic success of the school, as well as take responsibility for compliance with any Sponsor requirements.

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT ("Agreement") entered into on _____, 2024, (the "Effective Date") is between Accel Online Ohio LLC, a Delaware limited liability company (the "Manager"), and Virtual Preparatory Academy of Ohio, an Ohio non-profit corporation (the "Board"). Manager and Board separately may be referred to as a "Party" and together the "Parties".

WITNESSETH

Whereas, the Board is organized under the laws of the state of Ohio (the "State") and the has entered into a Sponsorship Agreement with St. Aloysius (the "Sponsor") pursuant to which the Board is authorized to operate Virtual Preparatory Academy of Ohio, a statewide virtual public community school under State law;

WHEREAS, the Manager provides the virtual school program with complete curriculum (together with any future improvements, alterations or refinements thereto), and services, including educational, managerial, operational, financial, technology (the "Model") and other consulting services, as requested, to schools. The Model provides a learning experience that combines the best of online instruction with its capacity for individualized self-paced learning. The Model features innovative, interactive curriculum and teacher-led instruction through both synchronous classes and asynchronous interaction with enrolled students;

WHEREAS, the Board desires the Manager to provide the Model necessary to operate the School in accordance with federal, State and local laws, and the Board's policies; and

WHEREAS, the Manager desires to provide the services referenced above.

NOW, THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the Parties agree:

1. Term. This Agreement shall have a term of five (5) years, commencing on July 1, 2025, and expiring on June 30, 2030 (the "Initial Term"), unless terminated before the expiration date as provided for herein. Thereafter, this Agreement shall automatically renew for two successive ten (10) year terms (each a "Renewal Term") unless one Party notifies the other Party not less than eighteen (18) months prior to the expiration of the then-current term of its intention not to renew this Agreement. The Initial Term and any Renewal Term are collectively, the "Term". Non-renewal of this Agreement may be for any reason or no reason.

2. Sponsorship Agreement. The Board shall obtain and maintain the governance and organizational structure necessary to operate the School in accordance with applicable law and the Sponsorship Agreement. To assist the Board in carrying out the terms of the Sponsorship Agreement, the Board contracts with the Manager to provide the Model and certain functions, equipment, technology, supplies, services and labor necessary to operate the School. In providing products and services required by this Agreement, the Manager must observe and comply with all applicable federal, State and local laws. The Manager shall be accountable to the

Board for the administration, operation and performance of the School in accordance with the Sponsorship Agreement and as set forth herein. The Board shall select, with input from Manager upon request, a third party to serve as the designated fiscal officer and shall hire and pay same. The Board shall not amend the Sponsorship Agreement during the Term in any manner that materially affects the responsibilities and obligations of the Manager and the Board without the Manager's prior written approval. The foregoing notwithstanding, the Board may amend the Sponsorship Agreement to reflect changes required by applicable law provided that if any such change results in additional cost to the Manager, the Parties may renegotiate terms of this Agreement to account for such changes and if the Parties cannot reach mutually agreeable terms, the Manager shall have the right to terminate this Agreement.

3. Educational Products and Services. The Board contracts with the Manager to provide the functions outlined below related to operating the School, to the extent permitted by law:

(a) Academic Program Including Curriculum and Assessment.

(i) The Manager shall provide the Model to the Board for use at the School, ensure that the Model is aligned with applicable law, and continuously monitor and assess the implementation of the Model at the School.

(ii) Pursuant to Sections 13 and 14 below, Manager will grant access to its learning ecosystem, called the Accel Management Platform ("AMP"), which provides an integrated system for education and school operation. It includes integration of rigorous and research-based online courses and functions as a powerful learning management system; a comprehensive student information system and reporting system; a live Webinar tool; a balanced student assessment system; and instructional data integration and presentation tools. AMP is a single sign-on experience that hosts synchronous and asynchronous lessons allowing for student-centered learning. AMP is capable of providing real-time progress monitoring, and can allow teachers instantaneous access to standards-aligned and performance-based data about each student. Using AMP, teachers can better identify students who need small group or one-on-one instructional support.

(iii) The Model includes all subjects and grades Manager generally offers to its managed programs customers; and additional curriculum or educational programs Manager recommends to achieve the goals of the School. Curriculum consists of a robust offering of classes in core subjects, advanced placement, electives, and career technology courses, along with an array of supplemental courses for specific student needs. The Model, centered on data, enables teachers to custom-tailor academic programs to students' unique skills and interests, and provides students, parents, teachers, and administrators with a single sign-on, consistent user experience.

(iv) **English Language Learners (ELL).** The School will meet the needs of ELL as required by State and federal law.

(v) **Students with Special Needs.** In serving students with disabilities, the School will comply with all applicable State and federal laws including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities Education Act ("IDEA").

The School will have a continuum of special education services and range of placements available to ensure it is providing a free appropriate public education (FAPE) in the least restrictive environment (LRE). Itinerant, supplementary or full-time special education support will be provided in accordance with the student's IEP.

(vi) **Gifted Students.** Teachers will work closely with the parent/guardian and the School curriculum team to ensure a steady flow of enrichment activities for students working above grade level. Students will further benefit from the advantages of virtual gifted education as they will be able to work significantly above grade level without the restraints of traditional school classroom pacing. AP courses are available in Mathematics, Language Arts, Spanish, Science, and History/Government.

(vii) The Manager shall provide the Ohio Department of Education and Workforce("ODEW") with such reporting as is necessary to participate in its school accountability system. From time to time, the Manager shall redefine, modify and/or replace the Model and/or testing procedures as it deems necessary but with prior notification and consent of the Board.

(b) **Student Services.** Manager provides staffing of a Student Services team that endeavors to empower students to overcome academic, social, emotional, mental health or other challenges to facilitate students' success in school and in their community. This approach is designed to be holistic including, where appropriate, early intervention, social development, support services, and linking families to School and community resources. Student Services team members and teachers endeavor to work together with students' families to provide students with wrap around support needed to promote student motivation and timely graduation.

(c) **Assistive Technology (AT).** If the case conference committee determines that a student needs any assistive technology devices or services, the School will provide the requisite AT including any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized. Students in need will have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other AT as specified in the students' IEP.

(d) **Academic Progress Reporting.** The Manager shall report academic progress annually to the Board, consistent with State requirements, and provide regular updates at Board meetings if so requested by the Board. The Manager shall timely comply with all requirements of local, State and federal laws relating to public schools, and all audits and requests by the State relating to the demonstration of these

requirements must be successfully completed. The Board shall give reasonable allowance under the circumstances for appropriate time for documentation, reporting, analysis, and rectification of any non-compliance and complaints.

(e) Records Management.

(i) Manager will maintain student, business and other records pertaining to the operation of the School, together with all additional records prepared by or in the possession of Manager, as is required and in the manner provided by applicable laws and regulations, and retain such records on behalf of the School until this Agreement expires or is terminated. After expiration or termination of this Agreement, Manager will deliver the records to the Board which shall thereafter be solely responsible for the retention and maintenance of the records. The aforementioned records are and shall be at all times the property of the School, provided, for the avoidance of doubt, that records of the Manager and its Affiliates pertaining to their existence and operation (including, without limitation, records maintained by Manager and its Affiliates in respect of its employees) are the sole and exclusive property of the Manager and its Affiliates. Manager and the Board will maintain the proper confidentiality of such records as required by laws and regulations. "Affiliate" means any entity that, directly or indirectly through one or more intermediaries, controls, is controlled by, or is under common control with, the Manager whether through ownership of voting securities, by contract interest or otherwise.

(ii) The Board recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 ("FERPA") and the State open records act, that Manager has a legitimate educational interest in the disclosure to Manager by the Board (or its designees) of a student's educational records and that such records shall be disclosed to Manager so Manager may provide the products and services described in this Agreement. The Board recognizes and agrees that Manager and its Affiliates are "school officials" and have a "legitimate educational interest" as permitted by FERPA, and the Board will take all steps necessary to ensure Manager has access to records necessary to permit the provision of the products and services hereunder. Manager shall help facilitate, to the extent requested by the Board, the availability of all School records, whether physically or electronically, upon reasonable request.

(iii) Manager shall provide such other information, including written reports, as reasonably requested by the Board.

(f) Administrative Facility and Facility Management.

(i) (i)The Manager will provide a facility for the School located at [] or such other facility as shall be selected by the Manager and approved by the Board in writing ("Administrative Facility").

During the Term, the Administrative Facility shall be used only for administrative purposes.

(ii) The Manager shall be responsible for providing such maintenance and custodial services for the Administrative Facility as it deems necessary or appropriate.

(iii) Upon the recommendation of the Manager and subject to prior written approval by the Board, which approval shall not be unreasonably withheld, the Manager may increase or decrease the size of the Administrative Facility or move the Administrative Facility to another location by leasing or purchasing a suitable facility for the School.

(iv) In the event the Administrative Facility or any portion thereof is determined to be or becomes unsafe or otherwise unsuitable for the School's intended use to the extent that use thereof must cease immediately, the Manager may relocate some or all of the Administrative Facility needs to another suitable location on a temporary or permanent basis without first obtaining the School's approval under (iii) above. The Manager shall notify the Board and the Sponsor immediately in the event of any such relocation and shall, in a timely fashion, provide the Board and the Sponsor with reasonable proof that the alternate location is a suitable facility for the School's intended use.

(v) The Manager shall report to the Board on any material changes to the Administrative Facility location.

(vi) The School will make available to the Manager, at no cost or fee, all space at the Administrative Facility necessary and reasonable to perform the services described in this Agreement that are not otherwise provided online or remotely from the Manager's usual place of business. Manager may provide other services elsewhere, unless prohibited by the Sponsorship Agreement, or applicable laws or regulations.

(g) Equipment, Technology, and Operational Support Services.

(i) The Manager is solely responsible for designing, selecting, coordinating the purchase of, implementing, and managing technology used by the School, irrespective of the source of funding. Unless provided otherwise herein, all personal property shall be owned and purchased by and for the Manager's own account and not on behalf of the Board.

(ii) The Manager shall purchase or lease all equipment used in operating the School, and shall maintain the equipment in proper working order. The Manager may sell, scrap or dispose of its personal property after determining in its sole discretion that the property is obsolete, unneeded, excessive, broken, or inoperable.

(iii) The Manager shall determine the suitability of technology for use in the School.

(iv) The Manager shall monitor production services, i.e., the learning management and content management systems.

(v) The Manager shall monitor and analyze data to fix production issues as they arise.

(vi) The Manager shall generate reports on student academic performance, attendance and progress.

(vii) The Manager shall develop, design, publish and maintain the School's website.

(viii) The Manager shall determine hardware configurations (including software and operating systems) for the School's technology needs.

(ix) Manager shall provide a computer for each student who submits a request for a computer, and for whom there is documentation of eligibility for free and reduced-price meals..

(x) The Manager shall provide support for School administration in troubleshooting system errors.

(xi) The Manager shall train staff and teachers in the use of any technology used in operating the School, including procedures, forms, and systems.

(xii) The Manager shall ensure compliance with State and federal laws applicable to children and technology, including the Children's Internet Protection Act.

(xiii) The Manager shall provide other technology support services requested and mutually agreed upon by the Board and Manager.

(h) Management and Management Consulting. It is the responsibility of the Manager to perform as follows:

(i) Perform day-to-day management of the School in accordance with the applicable laws and the Sponsorship Agreement.

(ii) Provide the Model and academic program development as described in this Agreement and the Sponsorship Agreement.

(iii) Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations of the School or as required by the Sponsorship Agreement.

(iv) Advise the Board regarding the School's special education and special needs students, programs, processes and reimbursements through the Manager's special education department.

(v) Provide student data information management services, student assessment, and assessment analysis required by law or otherwise deemed necessary or useful by the Manager and provide the same to the Sponsor to the extent required by the Sponsorship Agreement.

(vi) From time to time and as deemed necessary by the Manager, draft school operations manuals, forms (including applications, enrollment and similar forms), and management procedures.

(i) Marketing, Public Relations and Student Recruitment. Manager's experienced marketing team will work closely with the Board and School leadership to develop a diverse statewide marketing plan that reflects the mission and unique offering of the School. Manager will coordinate and assist with any and all advertising, branding, media and public relations efforts which may include website creation and maintenance, search engine marketing, social media and display marketing, television and radio advertisements, direct mail, promotional events, email campaigns, parent and community outreach programs, and local community relationship building. All public relations will be subject to the budget unless otherwise approved by the Board, and mutual approval of both Parties, which approval may not be unreasonably withheld.

(j) Student Enrollment Center Support and Admissions. Manager shall recruit and select students in accordance with the procedures in the Sponsorship Agreement and in compliance with all applicable federal, State and local laws. The Manager shall recruit and enroll students subject to its recruitment and admission policies which include responding to inquiries that are received as a result of marketing tactics. Manager's enrollment center representative will make follow-up calls to potential students and their family to provide personal education consultations. During the conversations, the representative will answer the student and family's questions, provide a detailed overview of the Program and ensure the School will meet the student and family's educational and personal needs. Manager's enrollment center team will also assist families through the enrollment process including initial application, compliancy documentation collection, course placement, approval and required orientation per State law. As part of the School orientation and onboarding process, students and parents will receive a copy of the School's school handbook which will provide information on school policies, expectations, grading and promotion, acceptable use of technology, and how to get assistance from their teacher and various School departments. The student handbook will also be available in the School's learning system provided by Manager for viewing at any time.

(k) Rules and Procedures. The Manager shall adopt, implement and enforce reasonable rules, regulations and procedures applicable to the School. The Board shall adopt and implement reasonable rules, regulations, and procedures for the School's internal governance. Neither Party may unilaterally adopt or impose any rule, regulation or procedure, and/or amend or supplement the Sponsorship Agreement or this Agreement without the prior written approval of the other Party, which approval may be withheld by the other Party in its sole discretion.

(l) Authority. The Board grants Manager the authority and power necessary to undertake its responsibilities described in this Agreement.

(m) Subcontractors. The Manager reserves the right to subcontract services to be provided hereunder without the Board's approval. The Manager shall be solely responsible for all costs, expenses and fees associated with all of Manager's subcontractors.

4. Purchases with School Funds. When Manager purchases furniture, computers, software, equipment, or other personal property for use in the operation of the School with state funds that were paid to Manager by the Board as payment for the personal property, such property is property of the Board and is not property of the Manager. When Manager purchases furniture, computers, software, equipment, or other personal property for use in the operation of the School with Manager's funds after determining Continuing Fees are insufficient to pay for such expenses, such property is property of the Manager and not property of the Board.

5. Insurance Responsibilities.

(a) The Manager's Responsibility. The Manager shall procure at its expense insurance required to be maintained by the School under the Sponsorship Agreement (except for directors and officers/school leaders insurance which shall be procured and maintained by the Board at its expense) including employment practices liability and errors and omission, in the amount of \$1 million for the benefit of the Board. The types and limits of the School's insurance policies shall at all times be as follows unless different types and/or higher requirements are set forth in the Sponsorship Agreement: commercial general liability in the amounts of \$1 million per occurrence and \$2 million in the aggregate; excess or umbrella extending coverage as broad as primary commercial general liability coverage in the amount of \$3 million; automobile in the amount of \$1 million; and employers liability in the amount of \$1 million. The School's policies shall name the Sponsor, Board and other parties as additional insureds if required in the Sponsorship Agreement

A certificate of insurance evidencing such coverage shall be provided upon reasonable request. All insurance policies shall (a) be issued by companies in good standing and authorized to do business in the State and having an AM Best rating of A or better; (b) be written in standard form; and (c) provide that the policies may not be canceled except after thirty (30) days' written notice, and each Party shall provide such notice to the other Party.

(b) Workers' Compensation Insurance. Each Party will obtain and maintain workers' compensation insurance for its respective employees as required by applicable law.

(c) Cooperation. Upon a Party's request, the other Party shall deliver to the requesting Party a copy of such policies and other written confirmation acceptable to the requesting Party, together with evidence that the insurance premiums have been paid. Each Party will comply with any information or reporting requirements applicable to or required by the other Party's insurer(s), to the extent reasonably practicable.

6. Budget, Financial Reporting and Audit Support.

(a) Projected Budget. Prior to the June 1 immediately preceding the next school year, the Manager, in collaboration with the School's fiscal officer, shall prepare and provide the Board with an annual projected budget for the School illustrating the anticipated revenue and expenses incurred by the School.

(b) Budget Detail. The projected budget shall contain details as required for public auditing purposes.

(c) Approval. The projected budget shall be submitted to the Board for written approval, which approval shall not be unreasonably withheld or delayed and in all cases shall be approved no later than June 30th immediately preceding the next school year. The approved budget is the "Budget". The Budget may be amended from time to time at the recommendation of the fiscal officer and with the Board's written approval, which approval shall not be unreasonably withheld or denied.

(d) State Audit. The Board will seek, hire and pay an independent audit firm, approved by the State Board of Accountancy (SBOA), to conduct the annual school audit of financial and administrative operations. Manager will support the Board by ensuring that all School financial processes and reporting are compliant including, but not limited to, providing the Board with a list of School expenses with sufficient detail to meet SBOA auditing requirements. The Board is responsible for ensuring the School expenses provided by the Manager are included in the proper format for inclusion in the overall school audit.

7. Fees.

(a) Continuing Fee. The Board shall pay a monthly educational products, services, management, consulting and operation fee (the "Continuing Fee") to the Manager in the amount of ninety-five percent (95%) of the Qualified Gross Revenues. As used in this Agreement, "Qualified Gross Revenues" shall mean the revenue per student (as "student" is determined by ODEW) per month received by the School from the State. Qualified Gross Revenues do not include student fees, charitable contributions, PTA/PTO income, and other miscellaneous revenue, which shall be retained by the School or PTA/PTO.

The Board shall pay the Continuing Fee via electronic funds transfer within five (5) business days of receipt of qualifying funds. The Continuing Fee shall be subject to an annual reconciliation based upon actual enrollment and actual revenue received (including the final month of the Term, even though the payment may be made beyond expiration or termination of the Term). If the Board receives written notice of a review of the enrollment being completed by the State, the Board shall provide Manager with a copy of the written notice upon receipt of same. If the review results in a finding that additional funding is owed to the Board, the Board shall make payment to Manager of ninety-five percent (95%) of the amount received or such other amount due to Manager within five (5) business days after receiving an invoice from Manager for such amount. If the review results in a finding that the Board owes money to the State, the Board will work with the Manager to initiate an appeal of the State's determination in accordance with the applicable laws. Manager shall select legal counsel and a strategy for the appeal and pay any and all expenses and costs related to the appeal including attorneys' fees. The Board shall cooperate with Manager and selected legal counsel's efforts to appeal. Should the review result in the Board owing money to the State, Manager agrees to contribute the amount overpaid to Manager.

(b) Payment of Costs. Except as otherwise provided in this Agreement, the Manager shall pay all costs incurred in providing the Model at the School. Such costs include, but are not limited to:

- compensation of all personnel employed by Manager;
- curriculum, materials and textbooks;
- technology and other equipment such as computers, monitors and computer peripherals (excluding Board-titled equipment);
- supplies;
- maintenance; and
- capital improvements required in providing the Model.

(c) Grants and Other Financial Assistance. From time to time and with the prior approval of the Board, whenever possible, the Manager may apply for grants, discount programs, and other financial assistance in the Board or School's name to obtain additional funding, improvements, School assets, services, and programs for the School, or provide additional goods, services, and programs to the students. Such grants or other assistance may be on an advance funding or reimbursement basis. The Board shall not unreasonably withhold or delay approval of any application, and shall be deemed to have approved any application submitted by the Manager to the Board unless the Board gives specific written objections to the Manager within ten (10) business days after the Board's receipt of notice of such application.

Within five (5) business days following the Board's receipt of reimbursement funds from the applicable funding source, the entire amount of such funds shall be paid to the Manager via electronic funds transfer. In the case of advance funded grants or other financial assistance, the Board shall pay the Manager for the additional goods, services, and programs within five (5) business days following presentation of an invoice to the extent such additional goods, services, and programs have been

provided or acquired. The Board shall cooperate with the Manager to establish any necessary accounts, authorizations and procedures so that the Board can automatically transfer the applicable funding to the Manager.

Federal title programs and other federal, State and local government grant funding that compensates the Board for the education of School students, including any grants under the American Recovery and Reinvestment Act of 2009 (collectively, "Supplemental Revenues"), shall be paid to the Manager in full within five (5) business days of receipt by the Board, which the Manager will use in compliance with the grant of such funds.

The Board shall cooperate with the Manager to establish accounts and procedures for grant funding.

(d) Board Funds. After the payment of the Continuing Fee, the Board shall retain all remaining funds in a bank account that the Board controls (the "Board Bank Account"), which shall be maintained by the Board. From the Board Bank Account, the Board shall pay the following and any other fees and expenses it decides to incur including, without limitation:

- Sponsor fee if it wasn't already withheld by the sponsor;
- its operational expenses;
- its taxes, if any;
- its legal, insurance, accounting, auditing, and other professional fees;
- the cost of any annual audit by the Auditor of the State, or any special or independent audits; and
- the purchase price of equipment deemed necessary or appropriate by the Board for Board operations that are separate from the day-to-day operation of the School.

Any property purchased with funds from the Board Bank Account other than what is paid as the Continuing Fee shall be titled in the name of Board.

If there are insufficient funds in the Board Bank Account to pay the aforementioned fees and expenses, Manager shall pay such portion of the Board's fees and expenses out of its own funds. At the end of each school year, to the extent that the Board Bank Account contains funds, the Board shall reimburse Manager for the amount that Manager paid on behalf of the Board until such time as amount Manager paid is reimbursed.

8. Personnel and Training.

(a) Personnel Responsibilities. The Manager shall employ all personnel necessary to implement the Model. The Manager shall determine staffing levels and salaries, and select, evaluate, assign, discipline, transfer, and terminate personnel, consistent with the Sponsorship Agreement and State and federal law.

(b) School Administrator. The Manager shall select, employ, and supervise the Head of School ("HOS") and hold him or her accountable for the success of the School. The School may, at its discretion, appoint a Director from the Board or a Board committee to work with the Manager in the hiring process for the selection of the HOS, including being present during interviews. The Manager has final approval and authority to make a determination as to the appropriate HOS.

(c) Teachers. Subject to the terms of the Sponsorship Agreement, Manager shall determine grade levels to be offered at the School and shall determine the necessary level of teaching staff for operation of the School. The Manager shall select, employ, and supervise teachers and all such teachers shall report to the HOS. All teachers shall be licensed in accordance with State and federal law. The curriculum taught by such teachers shall be the curriculum developed pursuant to Section 3(b) hereof. The Manager may employ teachers on a full- or part-time basis, at its sole discretion.

(d) Support Staff. Prior to the commencement of the first school year under this Agreement, and from time to time thereafter, the Manager shall determine the number and functions of support staff, qualified in the areas required, as are required for operation of the School and by State law. The Manager may employ staff on a full- or part-time basis, at its sole discretion.

(e) Professional Development and Training. The Manager shall establish and maintain an upfront and continuous teacher development program to define teacher qualifications and performance requirements as the Manager deems appropriate to promote effective delivery of both synchronous and asynchronous instruction, use of student engagement tools, knowledge of State and federal compliance standards, and other student supports. The Manager shall implement a professional development program to improve the effectiveness of each teacher's ability to facilitate students' learning, in general. The Manager shall provide training for personnel with respect to Manager's methods, curriculum, program, and technology as reasonably necessary to deliver the Model.

(f) Salary and Benefits. For the Manager's employees, the Manager assumes full responsibility and liability for benefits, salaries, worker's compensation, unemployment compensation, and liability insurance.

(g) Additional Programs. The Board and the Manager may mutually decide to provide programs in addition to the Model.

9. Termination by the Board. The Board may, at its option, terminate this Agreement prior to its expiration upon the occurrence of any of the following events:

(a) The Sponsorship Agreement is not renewed by the Sponsor, and no similar contract is obtained with the Sponsor or any other authorizer, and such termination shall be effective on the termination date of the Sponsorship Agreement.

(b) The Manager materially fails to comply with a specific and material requirement of this Agreement and does not cure the failure within thirty (30) days of receiving written notice of the failure from the Board. However, if the Manager determines that the failure cannot be reasonably cured within thirty (30) days, and the Manager promptly undertakes and continues efforts to cure the failure within a reasonable time, the failure shall not be grounds for termination. Notwithstanding the foregoing, if the Manager's failure to comply with a specific and material requirement of this Agreement creates an imminent danger to the life of students, parents, or others, the failure must be cured immediately upon written notice from the Board; or

(c) Termination shall be effective immediately upon notice if the Manager files for bankruptcy, has a bankruptcy suit filed against it that is not dismissed within ninety (90) days, is insolvent, ceases its operations, fails to pay its debts when they become due, or has a receiver appointed for the benefit of its creditors.

Termination by Board will not relieve the Board of any obligations to pay Manager amounts accrued, pending or outstanding as of the date of termination or liability for financial damages suffered by Manager as a consequence of the Board's breach (or of Manager's termination as a result thereof) of this Agreement.

10. Termination by the Manager. The Manager may, at its option, terminate this Agreement upon the occurrence of any of the following events:

(a) The Board fails to make any payment of money due to the Manager within five (5) business days of written notice from Manager to Board that such payment is overdue, excluding overdue payments resulting from a payment dispute or delay between the Board and any funding entity, and such termination shall be effective at the end of the then-current school year;

(b) The Manager suffers operating deficits related to the operation of the School for the school year, provided that any notice of termination delivered by the Manager to the Board after the School opens for the school year shall not be effective until the end of that school year;

(c) The Board is in material default under any other condition, term or provisions of this Agreement (except late payment which is addressed above) or in violation of applicable law or the Sponsorship Agreement, and the default or violation remains uncured for thirty (30) days after the Board receives written notice from the Manager, government or quasi-government authority, or Sponsor, as applicable, of the default or violation, and such termination shall be effective at the end of the then-current school year. However, if the default or violation cannot be reasonably cured within thirty (30) days, and the Board promptly undertakes or continues efforts to cure the material default within a reasonable time, the failure shall not be grounds for termination. Notwithstanding the foregoing, if the Board's default or violation creates an imminent danger to the health, welfare or safety of students, parents or others, the failure must be cured immediately upon notice from the Manager, and Manager may terminate the Agreement effective immediately if not so cured; or

(d) Any adverse and material change in local, State or federal funding for the School's students; provided that any notice of termination delivered to the Board based upon an adverse and material change in funding shall be effective when the funding change goes into effect or such later date as designated by the Manager.

(e) Manager may terminate this Agreement effective immediately upon written notice to the Board in the event that the School or Board adopts or amends a policy, and the effect of such amendment or policy would reasonably be determined by Manager to materially increase the financial risk to Manager arising from its performance of its obligations hereunder, thus rendering Manager's performance economically unviable. In the event the School or Board adopts such an adverse policy in the middle of the school year, Manager agrees to use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder.

(f) Manager may terminate this Agreement effective immediately upon written notice to the Board in the event that the Board or School undergoes adverse change that makes the Board or School financially unviable.

11. Change in Applicable Law or Termination of Sponsorship Agreement.

(a) **Notice.** If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion enacted or issued after the date hereof could reasonably be expected to have an adverse effect on the ability of either Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party, may request renegotiation of this Agreement. That notice may be given at any time following enactment of such change in applicable law, whether or not such change is effective on the date of such enactment or on a later date.

(b) **Renegotiation.** Renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within thirty (30) days after notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

(c) **Termination.** Manager may terminate this Agreement effective immediately upon written notice to Board in the event Manager undergoes or is required to undergo a change that makes Manager, as determined in its sole judgment, financially unviable.

(d) **Termination by Operation of Law or Loss of School Approval.** This Agreement will terminate (i) by operation of law if the School is no longer certified to be operational pursuant to applicable State law or (ii) upon the termination or final determination by the State Board of Education or highest court in the State the School is no longer approved.

(e) **Termination of Sponsorship Agreement.** This Agreement will terminate upon the Board ceasing to be a party to a valid and binding sponsorship agreement,

provided, however, that this Agreement will continue to remain in effect until the date of termination or expiration of a Term (as applicable) if (i) the Board has entered into a subsequent sponsorship agreement, and (ii) this Agreement has not been terminated pursuant to another provision of this Agreement. Termination pursuant to this paragraph will not relieve the Board of any obligations to pay Manager amounts accrued, pending or outstanding as of the date of termination.

12. Duties Upon Expiration or Termination.

(a) On the later of (a) five (5) business days after any termination or expiration of this Agreement by either Party for any reason, and (b) the effective date of termination as established in this Agreement, the Board shall (i) assemble in a safe place all operational, systems and other administrative manuals and material, and copies thereof, and (ii) the Board's superintendent shall certify to Manager in writing that the School has ceased use of any proprietary materials relating to the Educational Services and has deleted the materials from all databases and storage media maintained by the School. At Manager's direction, the Board will promptly permit representatives of Manager or its Affiliate to pick up all such materials at the Board. Within twenty (20) business days after expiration or undisputed termination of this Agreement, Manager shall provide the Board all of the School's records and all School-titled equipment and material (if any). Notwithstanding the foregoing, if the School closes for any reason, the Manager shall instead transmit the educational records of each student to said student's school district of residence. Manager's marketing obligations shall cease upon expiration or delivery of notice of termination of this Agreement.

(b) The following provisions shall survive termination or expiration of this Agreement: Fees (to the extent they relate to amounts accrued for periods through the expiration or termination of this Agreement); Duties Upon Expiration or Termination; Proprietary Information and Materials; Ownership; License; Confidentiality and Non-Disclosure, Non-Solicitation; Injunctive Relief/Dispute Resolution; Notices; Severability; Waiver and Delay; Governing Law and Jurisdiction; Indemnification; Limitations on Liability; Waiver of Jury Trial; Amendment and Cumulative Effect; Assertion of Claims; Counterparts; Construction; and any provision that, based on its nature, should survive.

(c) Each Party shall have all rights and obligations arising out of any breach of this Agreement prior to such expiration or termination.

13. Proprietary Information and Materials; Ownership. The Board acknowledges and agrees that Manager owns or has a license to use the intellectual property rights and interests in AMP, the curriculum, learning systems, assessment systems and pedantic methods licensed to or utilized by the School during the Term ("Protected Materials"). The Board acknowledges and agrees that, as between the School and Manager, Manager (and its applicable Affiliates) owns and shall maintain all intellectual property rights, title and interest, including any goodwill, in and to Manager and its Affiliate's trademarks, service marks, trade dress and trade names including the School name(s), School logo(s) and related marks and trade dress and to the name "ACCEL™" (collectively,

“Proprietary Marks”). The Board acknowledges and agrees that it has no intellectual property interest or claims in the Protected Materials or Proprietary Marks, and has no right to use the Protected Materials or Proprietary Marks, or any customizations and derivative works thereof unless expressly agreed to in writing by Manager. In accordance with all laws and regulations, Manager shall have the right to install signs on the School facilities, including under the name of the School, describing the services provided by Manager or its assignees, including “Managed by ACCEL Schools” or “Educational Services Provided by ACCEL Schools.” Upon any expiration or termination of this Agreement, those signs shall be promptly removed.

14. License. Manager developed and owns, or has a license to use, proprietary rights to Protected Materials. The Manager hereby grants the School a limited, non-exclusive, non-assignable, revocable license to access and use the Protected Materials in connection with operating the School during the Term. When this Agreement is terminated or expires, the license granted herein shall automatically terminate and the School shall immediately cease using the Protected Materials. The School may not use the Protected Materials for any purpose other than strictly within the scope of the license granted in this Agreement without the prior written consent of the Manager.

15. Relationship of the Parties.

(a) Independent Contractors. The Parties acknowledge that their relationship is that of each Party being independent contractors. No employee, consultant or compensated individual of either Party shall be deemed an employee, consultant, or compensated individual of the other Party. Nothing contained herein shall be construed to create a partnership or joint venture between the Parties.

(b) Board Meetings. Manager shall use commercially reasonable efforts to attend Board meetings in person and, if unable to attend in person, may attend them telephonically. The Board shall use reasonable efforts to schedule any regular, special or emergency Board meeting so that Manager has the opportunity to attend the same. The Board shall provide Manager with notice of any regular, special or emergency meeting of the Board when it provides members of the Board with notice of the meetings.

(c) No Related Parties or Common Control. Manager will not have any role or relationship with the Board that, in effect, substantially limits the Board's ability to exercise its rights, including cancellation rights, under this Agreement. Any director, officer or employee of Manager shall be prohibited from serving for the Board. None of the voting power of the Board will be vested in Manager or its directors, members, managers, officers, shareholders and employees, and none of the voting power of the Board or shareholders of Manager will be vested in the Board or its directors, members, managers, officers, shareholders (if any) and employees. Furthermore, the Board and Manager will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986, as amended (or its successor) (the “Internal Revenue Code”), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code.

(d) **Other Schools.** The Parties acknowledge that this arrangement is not exclusive. Manager will have the right to render similar services to other persons or entities including other public or private schools or institutions.

(e) **Exclusivity.** During the Term, Manager and its Affiliates shall be the sole providers of the services set forth herein for the School unless otherwise waived in writing by an authorized officer of Manager.

16. Confidentiality and Non-Disclosure. Without the prior written consent of the other Party, neither Party will at any time: (a) use for its own benefit or purposes or for the benefit or purposes of any other person, corporation or business organization, entity or enterprise; or (b) disclose in any manner to any person, corporation or business organization, entity or enterprise any trade secret, proprietary information, data, know-how or knowledge (including but not limited to curricula information, financial information, marketing information, cost information, vendor information, research, marketing plans, educational concepts and employee information), whether transferred in writing or other tangible form, or transferred orally, visually, electronically or by any other means, belonging to, or relating to the affairs of a Party or any Affiliates (the "Disclosing Party") or received through association with the Disclosing Party (collectively, "Confidential Information"), whether the Confidential Information was received before or after this Agreement. Confidential Information does not include information a Party receives (the "Receiving Party") and can show that it: (i) was known to the Receiving Party prior to its association with the Disclosing Party; (ii) had become available to the public other than by a breach of this Agreement by the Receiving Party; or (iii) was disclosed to the Receiving Party by a third person or entity that was not prohibited by a contractual, fiduciary or other legal obligation to the Disclosing Party from disclosing the Confidential Information.

The Receiving Party will use at least the same degree of care to prevent unauthorized use and disclosure of Confidential Information as that Party uses with respect to its own confidential information (but in no event less than a reasonable degree of care); use Confidential Information only in performance of its obligations under this Agreement; and not disclose or grant access to such Confidential Information to any third party except on a need-to-know basis and based on a confidentiality agreement with terms at least as strict as those contained in this Agreement. This Agreement does not prohibit the Receiving Party from disclosing Confidential Information it is legally compelled to disclose by oral questions, interrogatories, requests for information or documents, subpoenas, investigative demands, judicial orders or similar process. However, if the Receiving Party is legally compelled to disclose any Confidential Information, the Receiving Party covenants to use its best efforts to provide the Disclosing Party with prompt written notice (not more than forty-eight (48) hours after learning it will be compelled to disclose) so that the Disclosing Party may seek a protective order or other appropriate remedy and/or waive compliance with the provisions of this Agreement. In the event a protective order or other remedy is not obtained, or the Disclosing Party waives compliance with the provisions of this Agreement, the Receiving Party covenants to furnish only that portion of the Confidential Information that the Receiving Party is legally required to disclose, and to exercise its best efforts to obtain reliable assurance that the Confidential Information will be treated confidentially.

17. Non-Solicitation. During the Term and one (1) year thereafter, each Party agrees not to directly or indirectly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any current or former consultant or employee of the other Party or its Affiliate if that consultant or employee or former consultant or employee had been assigned to or worked under this Agreement.

(a) Remedies. In the event of such unpermitted use or engagement by a Party of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek:

(i) receipt of a sum equivalent to one hundred percent (100%) of that consultant, employee, former consultant or former employee's compensation during their first year with the new employer; or

(ii) any legal or equitable relief against such actions, including, but not be limited to, the remedies set forth in Section 18(a).

(b) Not Considered Solicitation. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of a consultant, employee, former consultant or former employee of the other Party or Affiliates. However, such Party shall continue to be precluded from engaging or otherwise using a Party's and Affiliates' employee or former employee as provided for in this Section 17.

The one (1) year period of time in this Section will be extended by the amount of time that a Party engages in any activity in violation of this Agreement and while the aggrieved Party seeks enforcement of this Agreement. The School acknowledges and agrees that no past uncollected fees shall be issued by Manager to cover any penalty, damages or other relief owed by the School upon a violation of this provision.

18. Injunctive Relief and Dispute Resolution.

(a) Injunctive Relief. The Board acknowledges that the covenants set forth in Sections "License", "Proprietary Rights", "Confidentiality and Non-Disclosure" and "Non-Solicitation" above are reasonable in scope and content and necessary to protect the Parties and their business interests. Each Party understands and agrees that the breach or threatened breach of Sections "License", "Proprietary Rights", "Confidentiality and Non-Disclosure" or "Non-Solicitation" of this Agreement would give rise to the other Party suffering irreparable harm which harm would be inadequately compensable in money damages. Accordingly, in addition to any other remedies available to it, the aggrieved Party shall be entitled to a restraining order and/or an injunction prohibiting the breach or threatened breach of any provision, requirement or covenant of this Agreement, without the requirement of posting a bond, in addition to and not in limitation of any other remedies which may be available in law or equity.

(b) Dispute Resolution Procedure. The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement

amicably in the ordinary course of business. If a dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the Board's president and Manager's Chief Operating Officer or equivalent who shall have ten (10) business days to seek resolution of the matter. The dispute resolution procedures described herein will be deemed complete upon the earlier to occur of the following:

(i) the Parties mutually agree in writing to discontinue the dispute resolution procedures herein; and

(ii) the relevant dispute is not resolved within the time periods provided herein.

(c) Arbitration. Subject to the provisions of Sections 18(a) and 18(d), any dispute arising out of or relating to this Agreement, including but not limited to the breach, termination or validity hereof, shall be settled by binding, confidential arbitration in accordance with the rules of JAMS with an arbitration panel consisting of a single arbitrator. The need for and scope of formal discovery will be determined by agreement of the Parties or, if the Parties are unable to agree, the arbitrator. The arbitrator will render an opinion/award within thirty (30) days from the date of the hearing, and the opinion/award shall be written and include findings of fact and conclusions of law. The arbitrator is not empowered to award any damages or losses described in the "Limitations of Liability" Section and each Party expressly waives and foregoes any right to the damages or losses.

(d) Exceptions. Notwithstanding anything else in this Agreement, claims for monies due and claims for injunctive relief as provided for in Section 18(a) above, and/or claims for grant or financial assistance reimbursement due may at either Party's option be brought separately and immediately in a court of competent jurisdiction or pursued through arbitration as set forth above.

(e) Fees and Expenses. In the event of arbitration or litigation relating to the subject matter of this Agreement, the prevailing party shall be entitled to receive from the other party its reasonable attorneys' fees and costs up to the amount of \$250,000.

(f) Early Termination Fee. Notwithstanding any provisions in this Agreement to the contrary, if a judge or arbitrator determines the Board terminated this Agreement absent uncured breach by Manager, for each remaining year and portion thereof of the Term Board shall pay to Manager a fee in the amount of twenty-five percent (25%) of the average billed amount of Continuing Fee during the one year prior to Board providing Manager with notice of termination.

19. Notices. Either Party may change the address to which notice to it, or copies thereof, shall be addressed by giving notice thereof to the other Party hereto in conformity with the following. Any notice permitted or required by this Agreement shall be in writing sent via any of the following methods and shall be deemed to have been duly given or made the third day after mailing, if sent by registered or certified mail, postage prepaid, return receipt requested; upon delivery, if sent by hand delivery with written confirmation; and upon

delivery, if sent by nationally recognized overnight carrier, with a record of delivery, to the other Party when addressed as follows:

If to Manager, to: Accel Online Ohio LLC
Attn: Chief Operating Officer
1750 Tysons Boulevard, Suite 1300
McLean, VA 22102

With a copy to: Accel Schools LLC
Attn: General Counsel
1750 Tysons Boulevard, Suite 1300
McLean, VA 22102

And legal@pansophiclearning.com

If to Board, to: Board President
Virtual Preparatory Academy of Ohio (use address of
Academic Facility after location is determined)

With a copy to: The Callender Law Group
100 East Broad Street, Suite 1700
Columbus, Ohio 43215

20. Severability. If any term, condition or provision of this Agreement is invalid, illegal or incapable of being enforced by any rule of law or public policy, all other terms, conditions and provisions of this Agreement shall nevertheless remain in full force and effect so long as the economic or legal substance of the transactions contemplated hereby is not affected in any manner adverse to either Party. Upon such determination that any term, condition or provision is invalid, illegal or incapable of being enforced, the Parties shall negotiate in good faith to modify this Agreement so as to effect the original intent of the Parties as closely as possible in an acceptable manner to the extent that the transactions contemplated hereby are fulfilled to the extent possible.

21. Waiver and Delay. Except to the extent that a Party hereto may have otherwise agreed in writing, no waiver by that Party of any condition of this Agreement or breach by the other Party of any condition of this Agreement or breach by the other Party of any of its obligations or representations hereunder or thereunder shall be deemed to be a waiver of any other condition or subsequent or prior breach of the same or any other obligation or representation by the other Party, nor shall any forbearance by a Party to seek a remedy for any noncompliance or breach by the other Party be deemed to be a waiver by the first Party of its rights and remedies with respect to such noncompliance or breach.

22. Governing Law and Jurisdiction. This Agreement shall be governed by and construed in accordance with the laws of the State without regard to conflict of law principles. Jurisdiction and venue are proper in the county in which the Administrative Facility is situated.

23. Assignment. Neither Party may assign this Agreement without the prior written consent of the other Party (which consent shall not be unreasonably withheld). Notwithstanding the foregoing, Manager may, without prior written consent from or notice to the School, assign this Agreement to its Affiliates or in connection with a merger, acquisition, asset sale or corporate reorganization, and may without the consent of the Board delegate the performance of but not responsibility for any duties and obligations of Manager hereunder to any affiliate, independent contractors, experts or professional advisors.

24. Independent Activity. The Parties understand that Manager's business is to operate and manage schools in multiple states. As such, the Parties agree that Manager and its Affiliates may operate and manage other, including charter, schools in multiple states including the State.

25. Representations and Warranties.

(a) Mutual Representations and Warranties. Each Party hereby represents and warrants to the other Party as follows:

(i) The Party is duly organized, validly existing, and in good standing under the laws of the state of Delaware (as to Manager) and the State (as to Board). It has the authority to carry on its business as now being conducted and has the authority to execute, deliver, and perform this Agreement.

(ii) The Party has taken all actions necessary to authorize the execution, delivery, and performance of this Agreement. This Agreement is a valid and binding obligation of the Party enforceable against it in accordance with its terms, except as may be limited by federal and State laws affecting the rights of creditors generally, and except as may be limited by legal or equitable remedies.

(iii) The Party has made, obtained, and performed all registrations, filings, approvals, authorizations, consents, licenses, or examinations required by any government or governmental authority, domestic or foreign, in order to execute, deliver and perform its obligations under this Agreement.

(iv) There are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined would have a material adverse effect on its ability to perform its obligations under this Agreement.

(b) Board's Representations and Warranties. Board further represents and warrants to Manager that:

(i) The Board has authority under applicable laws and regulations to contract with a private entity to perform the services under this Agreement and to incur the obligations provided for herein;

(ii) The Board will adopt any and all further resolutions or expenditure approvals required for the execution of this Agreement, provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the Board and it has sufficient funds in the approved Budget to pay for such expenditures; and

(iii) The Board shall not, after the Effective Date, incur any indebtedness outside the ordinary course of business or enter into any factoring or other debt arrangement without the prior written consent of the Manager.

(c) THE FOREGOING WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. MANAGER AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE GRADES OR TEST RESULTS TO BE OBTAINED BY THE STUDENTS. WITHOUT LIMITING THE FOREGOING, MANAGER AND ITS AFFILIATES MAKE NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESIBILITY OF ANY WEBSITE (NOT AN ADA REFERENCE), SYSTEM OR PROGRAM, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS, REGARDLESS OF THE REASON.

26. Indemnification of the Parties.

(a) Indemnification of Manager. To the extent permitted by State law, the Board will indemnify, defend and save and hold Manager and its Affiliates and all of their respective employees, officers, directors, subcontractors and agents (collectively, “Representatives”) harmless against any and all third-party penalties, claims, demands, suits or other forms of liability (any of which are a “Claim”) (including reasonable attorney’s fees and costs) that may arise out of, or by reason of, any wrongdoing, misconduct or negligence by the Board or its Representatives; noncompliance by any of them with any agreements, covenants, or undertakings of the Board contained in or made pursuant to this Agreement; any misrepresentations of the Board contained in or made pursuant to this Agreement; any action or omission by the Board or its Representatives that results in injury, death or loss to person or property; and any violation by them of applicable law. In addition, the Board will reimburse Manager, its Affiliates and their Representatives for any and all reasonable legal expenses and costs associated with the defense of any third-party Claim. Further, the Parties acknowledge and agree that Manager and its Affiliates shall have no liability or responsibility for activities of the Board that occurred prior to the Start Date, including, but not limited to, management of the School or Board by any third-parties. This indemnification obligation shall survive the termination or expiration of this Agreement.

(b) Indemnification of Board. Manager will indemnify, defend and save and hold the Board and its Representatives harmless against any and all third-party Claim (including reasonable attorney’s fees and costs) that may arise out of, or by reason of, any wrongdoing, misconduct, or negligence of Manager, its agents, employees or assigns or

noncompliance by Manager with any agreements, covenants, or undertakings of Manager contained in or made pursuant to this Agreement, and any misrepresentation of Manager contained in or made pursuant to this Agreement. In addition, Manager will reimburse the Board for any and all reasonable legal expenses and costs associated with the defense of any third-party Claim. This indemnification obligation shall survive the termination or expiration of this Agreement.

(c) Defense. A Party seeking indemnification under this Section 26 (the "Indemnitee") shall give notice to the indemnifying Party (the "Indemnitor") of a Claim or other circumstances likely to give rise to a request for indemnification, promptly after the Indemnitee becomes aware of the same. The Indemnitor, with Indemnitee's consent which shall not be unreasonably withheld, conditioned or delayed, shall be afforded the opportunity to undertake the defense of and to settle by compromise or otherwise any Claim for which indemnification is available under this Section 26. The Indemnitor's selection of legal counsel is subject to the Indemnitee's approval which approval shall not be unreasonably withheld, conditioned or delayed. If an Indemnitor so assumes the defense of any Claim, the Indemnitee may participate in such defense with legal counsel of the Indemnitee's selection and expense. Indemnitor may not settle any Claim against Indemnitee or otherwise consent to any final order or judgment regarding same if such settlement, final order or judgment includes an admission of wrongdoing in Indemnitee's or its Affiliate's name unless Indemnitee or its Affiliate, as applicable, consents in writing. If the Indemnitor, upon the expiration of the fifteen (15) days after receipt of notice of a Claim by the Indemnitee under this Section 26, has not assumed the expense of the defense thereof, the Indemnitee may thereupon undertake the defense thereof on behalf of, and at the risk and expense of, the Indemnitor, with all reasonable costs and expenses of such defense to be paid by the Indemnitor.

27. Limitations on Liability.

a. **Immunities and Statutory Limitations.** The Board will assert all immunities and statutory limitations of liability in connection with any third-party Claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of Manager. Notwithstanding this Section 27, to the fullest extent permitted by law, the Board will waive the defense of governmental immunity in any dispute between the Parties.

b. **MAXIMUM OBLIGATION.** EXCEPT AS TO THE PARTIES' INDEMNIFICATION OBLIGATIONS AND BOARD'S PAYMENT OBLIGATIONS PURSUANT TO SECTION 7, TO THE EXTENT PERMITTED BY LAW EACH PARTY'S MAXIMUM LIABILITY AND OBLIGATION TO THE OTHER PARTY AND THE EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF DAMAGES UP TO THE AMOUNT OF FEES PAID AND DUE TO MANAGER UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE DATE A CLAIM IS MADE. FOR THE ACOIDANCE

OF DOUBT, THE FOREGOING LIMITATION SHALL NOT LIMIT THE BOARD'S OBLIGATION TO PAY MANAGER AMOUNTS DUE FOR PRODUCTS PROVIDED AND SERVICES RENDERED.

c. **REASONABLENESS.** NEITHER OCCASIONAL SHORT TERM INTERRUPTIONS OF SERVICE OR PRODUCTS WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND MANAGER'S OR ITS AFFILIATES' REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST MANAGER OR ITS AFFILIATES, NOR SHALL ANY SUCH OCCASION RENDER MANAGER IN BREACH OF THIS AGREEMENT.

28. Force Majeure. In the event that either Party shall be delayed, hindered, or prevented from performing any act required under this Agreement by reason of fire or other casualty, acts of God, strike, lockout, labor dispute, inability to procure services or materials, failure of power, riots, terrorism, insurrection, war, pandemic or other reason of a like nature not the fault of the delayed Party, its performance shall be excused for the period of the delay and the time for performance shall be extended for a period equivalent to the period of the delay. This Section shall not excuse the Board from prompt payment of any amounts required by the terms of this Agreement. As soon as practicable, the Party experiencing a force majeure event shall: (a) notify the other Party about the event, and (b) resume performance of its obligations under this Agreement upon conclusion of the event.

29. Amendment and Cumulative Effect. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by both the authorized officer of the Board and an authorized officer of Manager. The rights and remedies of the Parties hereto are cumulative and not exclusive of the rights and remedies that they otherwise might have now or hereafter, at law, in equity, by statute or otherwise.

30. Waiver of Jury Trial. The Parties each waive any right to trial by jury in any litigation involving this Agreement, including breach, interpretation or performance thereof.

31. Assertion of Claims. No Party shall bring any claim relating to this Agreement beyond one year after the date on which the Party became aware, or should reasonably have become aware, of the facts giving rise to any alleged liability of the other Party and, in any event, no later than two (2) years after (a) the last day of the Term, or (b) the earlier termination of this Agreement for any reason. The provisions of the preceding sentence shall not apply to claims for payment of amounts due under the "Fees" Section of this Agreement.

32. Counterparts. This Agreement may be executed in several counterparts, with each counterpart deemed to be an original document and with all counterparts deemed to be one and the same instrument. Each Party may rely on facsimile signature pages as if such facsimile pages were originals.

33. Construction. The Parties acknowledge and agree that this Agreement is the result of extensive negotiations between the Parties and their respective counsel, and that this Agreement shall not be construed against either Party by virtue of its role or its counsel's role in the drafting hereof. Paragraph captions or headings of various articles, sections and other subdivisions are used herein for convenience of reference only and are not intended to be used, nor shall they be used, in interpreting this instrument or modifying, defining or limiting any of the terms or provisions hereof.

34. Integration, Entire Agreement, and Third-Party Beneficiaries. This Agreement (together with any exhibits, schedules or documents referred to herein) sets forth all of the promises, covenants, agreements, conditions and undertakings of the Parties with respect to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings, negotiations, inducements or conditions, express or implied, oral or written, if any, between the Parties with respect to the subject matter hereof. Except as limited by Section 23 (Assignment), this Agreement shall be binding upon and is for the exclusive benefit of the Parties, Affiliates, successors and permitted assigns, and not for the benefit of any third party, nor shall it be deemed to confer or have conferred any rights, express or implied, upon any other third party including a relationship in the nature of a third party beneficiary or fiduciary.

IN WITNESS WHEREOF, the Parties hereto have set their hands by and through their duly authorized officers as of the date first above written.

By and on behalf of
Virtual Preparatory Academy of Ohio

By and on behalf of
Accel Online Ohio LLC

By: _____

By: _____

Print Name: _____

Print Name: _____

Its: _____

Its: _____

Management Organization and Responsibilities

Accel Schools will be responsible for managing the daily operations of the school as well as providing the school's innovative learning curriculum. The management organization will lead all aspects of the school's curriculum, operational model, staffing structure, professional development, and all other efforts to ensure that the school is highly effective in educating its student population. Accel Schools, as the school's management organization, will report to the school's Governing Authority.

The management organization will be responsible for oversight of the school's educational programs, supervision of the school's Principal and staff, and administration of the school's business affairs including the following services:

1. Work with the Sponsor and other agencies as necessary to obtain and maintain the authorization for the school, including maintaining compliance with reporting requirements and any other general inquiries received from these agencies;
2. Provide marketing for student recruitment and enrollment;
3. Provide back office support services in the areas of:
 - i. Finance and Accounting
 1. Payroll and Payment Administration
 2. Accounting
 3. Financial Analysis (cost comparison, trends analysis)
 4. Financial Management (budgeting, tools and tracking, reporting templates)
 5. Grant Application Support
 6. Development and execution of fundraising opportunities
 7. Identification, negotiation, and recommendation of working capital financing arrangements
 8. Budget projections, summary actual, and summary budget
 9. Balance sheets
 10. Monthly statement of actual and projected cash flow of funds received by Company and disbursed by Provider
 - ii. Staff Recruitment
 1. Manage talent pipeline for all staff. Duties include:
 - a. Cultivate talent through job postings, attendance at career fairs, webinars, and advertisements
 - b. Design and manage the selection process
 - c. Conduct reference checks
 - iii. Human Resources
 1. Support employee life cycle. Duties include:
 - a. On-board and process all new employees

- b. Off-board and exit all departing employees
 - 2. Administer all employee benefits. Duties include:
 - a. Research, identify, and recommend benefits packages for employees providing services to the schools
 - b. Enroll/Dis-enroll all new employees
 - c. Serve as primary point of contact between employees and benefit providers
 - 3. Provide support/consultation for all personnel issues
 - 4. Maintain all personnel records
 - 5. Develop, manage, and maintain human resources information System
 - 6. Develop and maintain all personnel policies and procedures
- iv. Instructional Leadership
 - 1. Provide professional development, training, support, and tools to school leadership staff
 - 2. Create tools and resources to support classroom teachers
 - 3. Operate teacher summer training program
- v. Curriculum Development and Individualization
 - 1. Provide guidance relating to the curriculum
 - 2. Identify instructional learning programs to support individualized student learning
 - 3. Serve as the primary point of contact between learning program providers and school
 - 4. Create scope and sequence maps for all taught subjects in all grades
 - 5. Identify and select the assessment suite
 - 6. Develop and maintain a student performance database
 - 7. Identify and implement a tutoring curriculum
- vi. Data
 - 1. Aggregate and analyze student data
 - 2. Provide data reports for authorizers and funders
 - 3. Develop, manage, and maintain a student information system
- vii. Operational Systems
 - 1. Design and develop school operations systems. Systems may include, but are not limited to:
 - a. Lottery and enrollment system
 - b. Compliance system

- c. Lunch administration system
- d. IEP management system
- e. Attendance tracking system
- f. Performance management system
- g. Information technology
- h. Equipment procurement

viii. Insurance

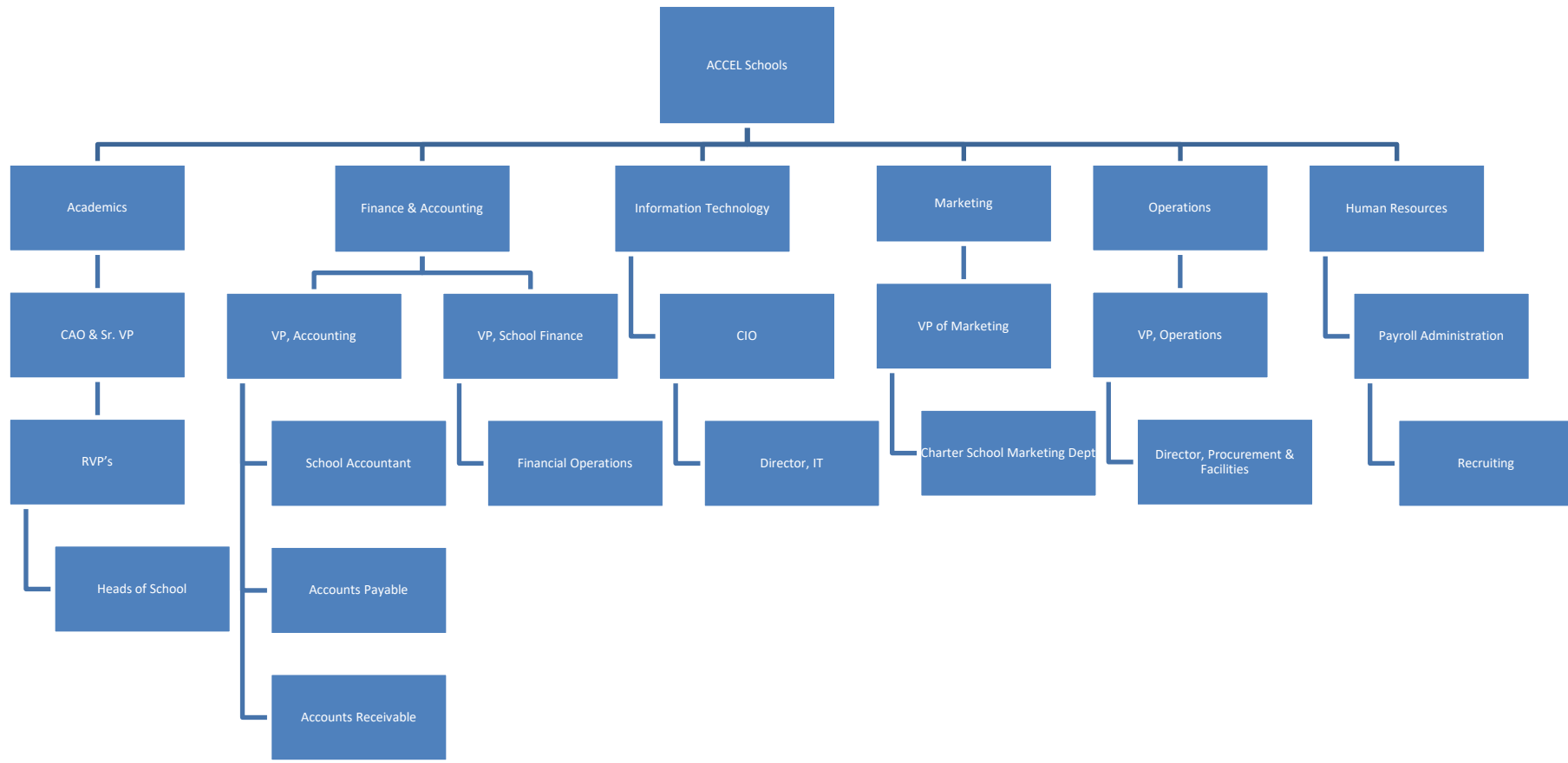
- 1. Identify and recommend casualty, liability, officers and directors and other insurance for the School
- 2. Oversee premium payment and claims management on school's behalf

4. Develop and recommend school policies.

5. Legal and Compliance

- i. Comply with local, state, and federal constitutional, statutory, and judicial matters
- ii. Maintain school records in compliance with state and federal law
- iii. Comply with Sponsor requirements and maintain school records system
- iv. Manage pupil accounting according to state procedures
- v. Maintain proper system of pupil records

ACCEL SCHOOLS ORGANIZATION CHART – OHIO CONTACTS



4D Communication Plan

On behalf of the Governing Authority, the management organization shall comply with all reporting requirements set forth by Ohio law and any additional academic reporting requirements as may be outlined in the Sponsor's contract.

Annual Report

The management organization, on behalf of the Governing Authority, shall annually report to the Sponsor and the parents of all students enrolled in the school, or any other statutorily required parties, the school's financial status, and the annual report of its activities and progress in meeting the goals and standards as outlined in this petition and required by the Sponsor's contract, local report card rating, adequate yearly progress rating, value-added rating, and school improvement status of the most current school year as issued by ODE.

Reports by Management Organization

The management organization shall report academic progress annually to the Governing Authority, consistent with the provisions of the management agreement, and provide regular updates at Governing Authority meetings if requested by the Governing Authority. The management organization will have a representative available for all meetings of the Governing Authority. In addition, the management organization will be responsible for any additional reporting and compliance requirements outlined by the Sponsor. The management organization will maintain an open line of communication with the Sponsor, ensuring timely communications are made regarding issues requiring the Sponsor's attention.

6B- CURRICULUM MODEL

Curriculum Learning Standards

We will use Ohio's Learning Standards in all core and non-core content areas and offer additional classically aligned elective choices. The alignment of the school's curriculum model to the Ohio Learning Standards (OLS) is embedded in the ODE Model Curriculum for ELA, Mathematics, Social Studies, Science, and Fine Arts, and Ohio Association of Health, Physical Education, Recreation, and Dance (OHPERD) standards for PE. The school intends to support the Model Curriculum by creating pacing guides for each area and/or utilizing pacing guides provided by the curricular resources. To create these pacing guides, we will/conduct a comprehensive review of all Ohio Learning Standards, unpack each standard (including content and vocabulary), include guiding questions for modeling and checking for understanding, identify mastery for each standard, and consider time for re-teaching if mastery is not met. The pacing guides will continually be reviewed and adjusted based on student achievement. The principal will constantly work to review the updated Model Curriculum documents, pacing guides, and curricular resources to ensure alignment with the OLS.

Virtual Preparatory Academy of Ohio curriculum standards will align with Ohio state standards while emphasizing the aspects of a preparatory education. These learning objectives will ensure a robust and comprehensive classical education program that equips students to thrive in today's evolving world. By utilizing the ODE standards-based model curriculum, pacing guides, academic framework, and curricular resources, our teachers can provide high-quality instruction that will allow our mission to thrive.

Non-core standards will complement and enhance the core curriculum while ensuring a holistic educational experience. Cross-disciplinary collaboration will encourage students to apply concepts from a preparatory model to solve challenges in non-core areas. Students can critically analyze information and make informed decisions, whether it is physical education, art, or technology.

- Physical Education
 - Integration of Technology: Utilize digital platforms and wearables to monitor physical activity, track fitness progress, and analyze data for personalized fitness plans.
 - Health and Wellness Education: Emphasize the importance of physical activity in maintaining overall health, with lessons on nutrition, mental health, and the science behind exercise.
- Music
 - Digital Composition: Use software to compose, record, and edit music, incorporating elements of sound engineering and audio technology.
 - Music Theory and Technology: Teach music theory alongside digital tools for music production.
- Art
 - Digital Art and Design: Focus on graphic design, 3D modeling, and digital illustration, using software tools that align with STEM fields.
 - Art and Technology: Explore the intersection of art and technology through animation, virtual reality, and digital media projects.

Virtual Preparatory Academy of Ohio will create a learning environment that delivers and supports the CASEL 5 core competencies for Social-Emotional Learning (SEL): self-awareness, self-management, social

awareness, relationship skills, and responsible decision-making. SEL will be delivered through a systematic approach that infuses the core competencies into every part of the student's online school experience, as well as when they are at home and in their community. The advisory period will be used to deepen peer discussion and learning opportunities around these key competencies.

As part of the AMP package, staff and students will have access to resources to implement a robust SEL program. Naviance (life skills curriculum) and AMP career development courses will be used for this purpose.

Curriculum Model

Key Facets of the Instructional Model

The model is an innovative, online educational approach that includes working virtually, learning critical college and career skills, and collaborating in teams. The school will leverage the best technological resources and capitalize on partnerships with industries, institutions, and community organizations to create a clear path to academic success and college and career readiness.

We believe a robust and personalized education is critical to each student we serve. For Ohio to prosper, it must begin with the individual with a solid educational foundation from which to pursue their goals, dreams, and passions. VPA of Ohio will provide that foundation through a continuum of academic and career readiness experiences tailored to each unique student. The critical elements of the foundation that VPA will provide are outlined below:

- **Integrated career awareness, exploration, and preparation programs** across all grade levels in a statewide virtual school model.
- **Personalized learning paths** allow each student the flexibility to pursue their interests in post-secondary learning, working, or serving.
- **A rigorous academic program** with a wide array of course offerings for all abilities, fully aligned to state standards.
- **Differentiated Instruction** with the ability to personalize assignments and content. VPA teachers will be trained to effectively use student data to inform small group and one-on-one instruction and customize course content for individual students.
- **Progress Monitoring** using one-on-one engagement between students and teachers, short cycle assessments, course performance, iReady tests, and a diverse toolbox of teacher and student resources. iReady effectively tracks student progress in mastering recently taught standards, planning ongoing instruction, and reteaching to accelerate student growth.
- **Whole Student Supports** will empower students to overcome academic, social, emotional, and mental health challenges to ensure their success in school and their community.
- **Student Engagement** is monitored using multiple data sources and analyzed to understand how students are spending their time in the system and offline. With this data, teachers can help students get back on track if they are struggling or need to be challenged.

A vital aspect embedded into the VPA of Ohio model is ensuring the ability to meet the needs of all learners. The school's extensive access to data within the ACCEL Management Platform (AMP) is a key component in accomplishing this. Teachers have constant access to student results, allowing them to immediately identify students needing intervention, including English Learners, students with

exceptionalities, gifted and talented students, and those at risk of dropping out of school. Real-time attendance and academic data, collected and reviewed daily, allow for instant course correction and intervention to ensure that all students receive targeted, individualized instruction at the level they need.

Full-time virtual school programs depend on the integrated curriculum and data systems that enable the educational program to be delivered. VPA of Ohio will use ACCEL's unique virtual school ecosystem and talented Ohio teachers trained in national online learning best practices to deliver the educational program. To stay agile and meet state-specific needs, ACCEL focuses on integrating the systems and data all in one spot to create a 360-degree view of each student while establishing seamless availability of all content and functionality. This data-driven investment puts instructional data at the fingertips of VPA of Ohio teachers.

Core Curriculum

For core content, courses are curated primarily from five curriculum providers: AMP for Education, Accelerate Education, StrongMind, eDynamic Learning, and FlexPoint. Descriptions for each vendor that show an integration of the mission and vision of VPA of Ohio, as well as their validity and reliability as providers, are found below:

- **AMP for Education** aligned courses are created to national and state standards. These courses include a wide range of diverse activities, both online and offline, providing a rigorous learning experience for students. Courses are customizable by teachers to benefit learners of various needs. These courses are designed to delight and inspire young learners as they cement new concepts. K-5 provides select core courses, such as K-5 English Language Arts, K Science and K-2 Social Studies. Content includes teacher resources, lesson guides, interactive training for students and teachers, interactive lessons, audio support for pre and emerging readers, interactive videos, workbooks, hands-on experiments, projects, discussion questions, and various media types that check for student understanding.
- **Accelerate Education (AED)** is the course provider for grades K-5 and credit recovery courses. The company was founded in 2011 and is an accredited, leading vendor providing standards-based core curriculum courses in original credit, credit recovery, and independent study formats for all grade levels. AED courses meet the needs of at-risk and high-achieving students who need personalized education that is not provided in a traditional classroom setting. They also offer the opportunity for remediation and intervention through the IDEAL learning library, giving the ability to assign specific courses to students as needed and allowing students to navigate goals at their own pace fully. In this way, AED's curriculum provides individualized learning paths for all students to offer a unique experience for academic success.
- **StrongMind (SM)** is the primary course provider for grades 6-12. The company has served students since 2001, offering an award-winning, rigorous, and customizable digital curriculum with general courses and electives in 6th-12th grade. All courses integrate simulations, games, and interactive content to ensure creativity and critical thinking. Embedded Project-Based Learning activities promote communication and collaboration. SM's courses incorporate simulations and other interactive content to help students think creatively and critically. Communication and collaboration highlight engaging content using discussion boards and

project-based lessons. Teachers can assign projects to groups, or students can complete them individually and reflect later. SM's backward-designed curriculum was published in 2017. A study that compared a traditional curriculum design model to a backward design suggests teachers using a backward-designed curriculum outperform teachers using a traditional curriculum (Kelting-Gibson, 2005). Lessons using backward design scored higher on critical components, including knowledge of content and pedagogy, selection of instructional goals, the design of coherent instructions, and assessment of student learning. The first client using the new format witnessed immediate growth. 8th-grade students' exams in Math increased from 74% to 79% and in English from 64% to 72% as compared to scores using the previous provider.

- ***eDynamic Learning (eDL)*** is the course provider for elective and CTE courses. The teacher-founded and award-winning company uses teachers and subject matter experts to develop coursework that leads to industry-related certifications. With nearly 200 courses, they are the largest publisher of CTE and elective courses in North America. All eDL courses employ backward design methodology to support best practices on the learning of today's students. Each lesson is chunked into small portions and resources include diagrams, videos, slideshows, and other interactive elements to increase engagement. Teachers can provide more personalization for students by customizing any course, unit, or lesson to incorporate additional components such as videos, documents, links, and other media elements.
- ***FlexPoint*** is the course provider for some core, electives, and Advanced Placement courses. Founded in 1997, FlexPoint provides robust, award-winning curriculum designed to meet the unique needs of students and can be inclusive of cultural diversity, representing all races, cultures, ethnicities, abilities, and genders. All FlexPoint courses align with the Aurora Institute (formerly International Association of Online Learning) standards. FlexPoint course design includes several modern pedagogical philosophies, critical thinking, and real-world application skills. As part of the scope and sequencing work, cognitive complexity for each learning target is identified using Webb's Depth of Knowledge (DoK) Guide and carried into learning activities and assessments. Through the curriculum design process, student focus groups of diverse populations are frequently engaged for input on course content, images, and design elements. All courses undergo more than 450 hours of rigorous review and testing, both during development and after completion, ensuring accuracy and adherence to state and national standards.

VPA of Ohio ensures that course content and resources are current, reviewed, and revised when necessary. StrongMind, for example, uses research-based approaches, such as surveys, white papers, and stakeholder reviews, to continuously evolve and meet the changing needs of educators and students. Courses are regularly updated and versioned to reflect the most current information.

VPA of Ohio partners with best-in-class course providers to deliver engaging and accessible asynchronous course content 100% aligned for K-12 core courses. We have a robust catalog of around 400 courses (230 unique titles) and are growing for grades K-12, including honors, credit recovery, electives, and advanced placement courses. ACCEL has thousands of pages of curriculum alignment documents obtained by the providers outlined above, and we use these during our curriculum curation process to verify alignment accuracy and supplement as needed.

Curriculum team members review all core alignments and place them into teacher-facing mapping documents that support teachers with pace, sequence, standards alignment, and/or lesson objectives. The curriculum team identifies standard gaps in each core course. When gaps are identified, they are filled with content from our supplemental curriculum providers to ensure 100% alignment.

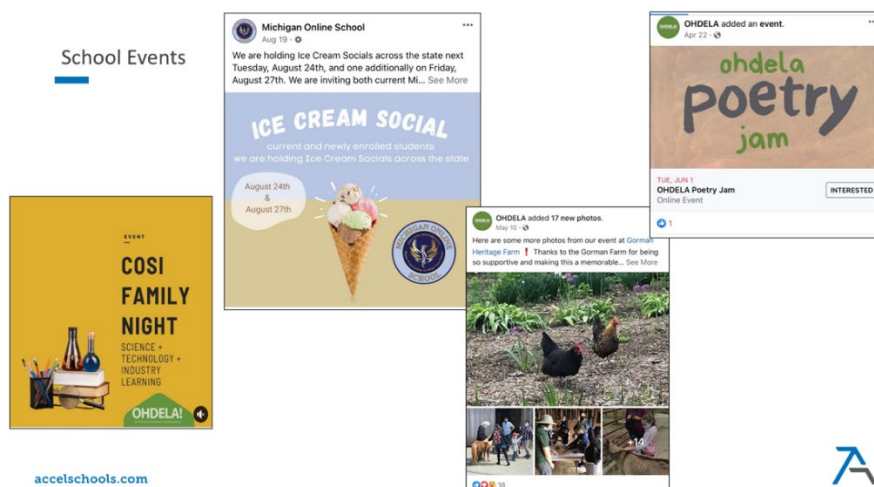
Supplemental Curriculum

VPA of Ohio offers a large cache of supplemental curricular resources for teachers and students to address a wide range of learners. They have been strategically selected to support the curriculum and are integrated within AMP through a Single Sign-on (SSO) experience. The variety of supplemental resources includes BrainPOP, IXL, Khan Academy, or NewsELA. Standard-aligned supplemental materials are available to support teachers with providing personalized instruction based on student performance data.

Extracurricular Offerings

Clubs & Activities. VPA of Ohio staff supports the creation of school clubs to strengthen and enhance student engagement, interaction, and the pursuit of shared interests. Examples include an art club, chess club, yearbook, and gaming club. The school will apply for a chapter of the National Honor Society and Junior National Honor Society to recognize exceptional student scholars. VPA of Ohio will host a traditional in-person graduation ceremony to celebrate the accomplishment of completing high school. Events will be held in each state quadrant and may include school community social events, like ice cream socials and sporting events. All families will be encouraged to attend these voluntary events that emphasize the school community.

Field Trips. Extra or co-curricular activities will be provided by teachers in partnership with parents every school year, with increasing frequency after the first year of operation. As the school grows in enrollment and staff, the frequency of field trips will increase with a goal of one per month in each of the largest population hubs around the state. VPA of Ohio will offer field trips to museums, monuments, parks, the zoo, and IMAX movie trips. For high school students, visits to in-state colleges and universities will occur. To explore and prepare for post-secondary learning, teachers may collaborate with a local business to explore career options, such as local businesses or career-related sites and numerous nature areas.



Sample high school course

StrongMind - English 9 General © 2021 Pansophic Learning Ltd. and its a						
Pacing	Semester	Unit	Unit Name	Lesson	Title	Ohio ID
Week 1	A	1	Hit the Ground Running	1	In the Beginning	OH.ELA-Literacy.RI.9-10.2a OH.ELA-Literacy.RI.9-10.5 OH.ELA-Literacy.RI.9-10.8 OH.ELA-Literacy.L.9-10.6
Week 1	A	1	Hit the Ground Running	2	The Value of Information	OH.ELA-Literacy.RL.9-10.2b OH.ELA-Literacy.RI.9-10.2b OH.ELA-Literacy.SL.9-10.1a OH.ELA-Literacy.SL.9-10.1b OH.ELA-Literacy.SL.9-10.1c OH.ELA-Literacy.SL.9-10.1d OH.ELA-Literacy.SL.9-10.6 OH.ELA-Literacy.L.9-10.4b OH.ELA-Literacy.L.9-10.6
Week 2	A	1	Hit the Ground Running	3	Sound Structures	OH.ELA-Literacy.RI.9-10.3 OH.ELA-Literacy.RI.9-10.9 OH.ELA-Literacy.W.9-10.10 OH.ELA-Literacy.L.9-10.6

Asynchronous Course Content

- We partner with best-in-class course providers to deliver engaging and accessible asynchronous course content. Our partners employ research-based techniques and best practices:
 - StrongMind
 - StrongMind is our 9-12 core provider, as well as select electives
 - Instructional design white paper: <https://www.strongmind.com/backward-design-whitepaper/>
 - Accelerate Education
 - Accelerate is our Credit Recovery provider, as well as select courses
 - National Standards of Quality documentation: https://s3-us-west-2.amazonaws.com/static.accelerate.education/National_Standards_Online_Courses_Alignments.pdf
 - eDynamic Learning
 - eDynamic is our CTE and electives provider
 - Research: eDynamic courses are designed by teachers and industry subject matter experts. The learning curriculum utilizes concepts that pertain specifically to the Gen Z generation. The three focused learning theories include, behaviorists, constructivism, and cognitivism. Each course incorporates Bloom's Taxonomy to promote higher-order thinking skills within their lessons, activities, and assessments.
 - Florida Virtual (FLVS)
 - Florida Virtual provides select courses

- FLVS courses are created to national standards, and include a wide-range of diverse activities, providing an engaging and rigorous learning experience for different learning styles. With interactive games and quizzes, engaging video and audio clips, and practical written lessons and assessments, FLVS courses are thoughtfully designed to help students understand new concepts and master new skills.

Assessments

- Our assessment strategy is designed to provide a balanced system of metrics to gauge and improve student achievement. Our assessments employ research-based practices:
 - Renaissance Star Reading & Star Math Assessment
 - Given in 2 administrations: 1 pretest, 1 posttest per ODE guidelines
 - Administered to grades 9 and higher
 - Students who enroll after the fall testing window will test immediately upon entry into the program.
 - Growth is measured for students who are enrolled for at least 13 weeks. Students test again after 13 weeks of instruction.
 - iReady:
 - The iReady Diagnostic is administered three times a year in ELA and Math to grades 9-12.
 - Ohio Linking Study: <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-diagnostic-assessments-linking-study-overview-ohio-2020.pdf>
 - Short-Cycle Assessments:
 - Short-cycle assessments are standards-based and align to our curriculum and pacing. SCAs are administered every 2-4 weeks, with a pretest, teaching and intervention, and posttest cycle.
 - Research: The Short Cycle Assessment process is a structure that uses data to determine student mastery, and to provide intervention on gaps in learning, by setting up assessments and teacher teams using short term cycle tests of student data. Developed from a review of state assessments, teachers provide a pre-assessment before teaching the standard, followed in 2 to 4 weeks with a post-assessment to measure the student learning of that standard. These short cycles are meant to last 2 to 4 weeks and are guided by the teacher and building teams to identify instructional strategies needed to intervene and provide further instruction for each individual student based on the data from each assessment.
 - Robert Dufour's PLC model provides a framework for using data to improve teaching and learning. The Short Cycle Assessments provide systematic, regular data that can be analyzed from a teacher level to improve instruction, to a district level to help identify gaps in curriculum DuFour, R. (2015). How PLCs do data right. *Educational Leadership*. 73(3), 26.
 - Marzano, (2003), Using Data; Two Wrongs and a Right. *Educational Leadership*, 60(5), 1-2
 - Carr, Chad R., "Columbus Preparatory Academy: A Case Study" (2017). *Morehead State Theses and Dissertations*. 117. https://scholarworks.moreheadstate.edu/msu_theses_dissertations/117.

Short Cycle Assessment Name	Standards Assessed	Standard Concept	Module/ Unit	Week Found in AMP Curriculum
SY21 SCA 9th Grade ELA Determine theme of a text and its development; summary of the text	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	1A, 2A, 6A, 1B, 6B	1, 2, 3, 4, 6, 16, 18, 19, 21, 34, 36
SY21 SCA 9th Grade ELA Meaning and impact of words and phrases used in the text	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone	4A, 6A, 1B, 3B, 5B, 6B	10, 12, 17, 18, 21, 27, 31, 33, 35, 36
SY21 SCA 9th Grade ELA Cite text evidence to support what the text says; draw inferences	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	3A, 4A, 6A, 1A	7, 8, 9, 11, 17, 18, 21
SY21 SCA 9th Grade ELA Analyze representation of a subject or scene in two different artistic mediums	RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	5A, 6A, 6B	13, 15, 18, 36
SY21 SCA 9th Grade ELA How an author transforms source material in a specific work	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work	6A, 2B, 6B	18, 23, 24, 36
SY21 SCA 9th Grade ELA Point of view reflected in a work of literature from outside the United States	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	4A, 6A, 2B, 6B	11, 12, 17, 18, 24, 36
SY21 SCA 9th Grade ELA Analyze how complex characters develop over the course of a text	RL.9-10.3	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	2A, 4A, 6A, 1B, 2B, 6B	5, 6, 10, 18, 19, 21, 23, 24, 34, 36

- Course Assessments:
 - Accelerate Education
 - Credit Recovery: This program is designed to serve students seeking to recapture credit for courses previously taken. The credit recovery program allows students to follow an individualized path based on assessments and progress at their own pace. These individualized, self-paced, standards-based courses are intended to keep students on track for graduation.
 - StrongMind
 - Checkpoints are short quizzes that are used to assess mastery of lesson objectives aligned to Ohio state standards.
 - Unit Exams are assessments used at the end of each unit. It is an exam that will assess mastery of unit objectives aligned to Ohio state standards.
 - Course Exams are the last lesson of the course and consist of questions that test students on the concepts and information learned in the course and are aligned to Ohio state standards.
 - Research: StrongMind engages in meaningful research to better understand factors associated with student engagement and academic success. The StrongMind team leading these research efforts includes researchers with doctoral degrees in education measurement, data scientists who have published in the field of machine learning, and established thought leaders in user-experience research for courses. Findings from investigations assist to make impactful, data-driven decisions to guide the development of products and interactive tools that deliver effective educational experiences and improved academic outcomes.

- eDynamic
 - Formative/Summative Assessments: Courses include formative and summative assessments for students. Students have opportunities to “test their knowledge” before quizzes and check their understanding of content to guide them toward success. Courses contain auto-graded unit quizzes, midterm exams, and final exams.
 - Research: Edynamic courses are designed by teachers and industry subject matter experts. The learning curriculum utilizes concepts that pertain specifically to the Gen Z generation. The three focused learning theories include, behaviorists, constructivism, and cognitivism. Each course incorporates Bloom’s Taxonomy to promote higher-order thinking skills within their lessons, activities, and assessments.

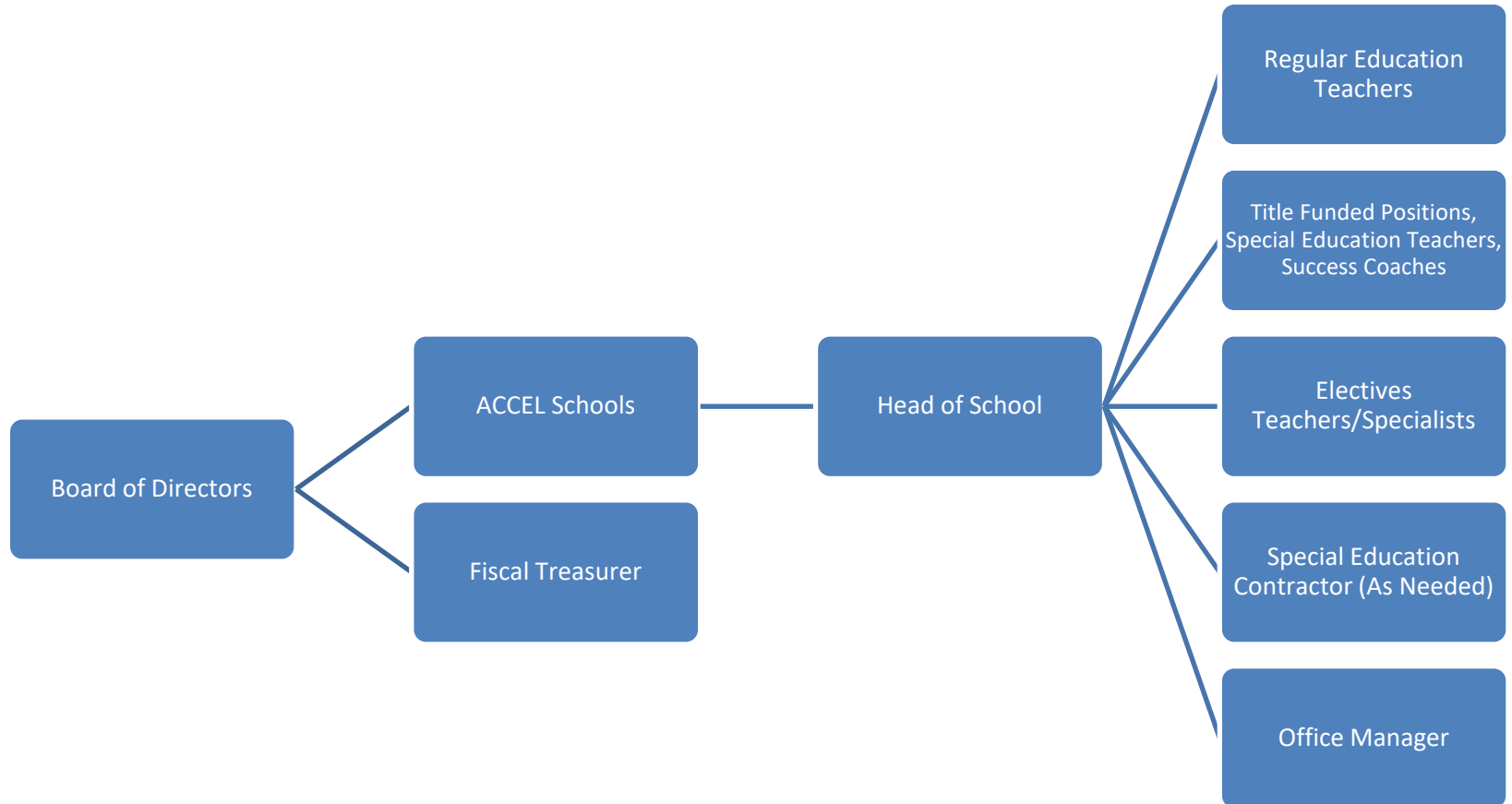
Differentiation Strategies

- We build differentiated intervention opportunities into our courses for teachers to leverage in small group and 1:1 instruction:
- Teachers have access to multiple points of data to triangulate where students’ needs or gaps in unfinished learning are evident. Data sources include:
 - iReady assessment, lessons passed and quiz passage percentage
 - Short Cycle assessment data
 - Quiz data from supplemental resources such as BrainPOP, IXL, Khan Academy, or NewELA
 - Quizzes or Unit tests from Curriculum resources
- eDynamic
 - Teachers are able to create small groups and change visibility of course content.
 - Students who are identified as having an IEP or a 504 are quickly identified within the course with a special icon next to their name allowing teachers the ability to adjust and accommodate appropriately.
 - Assessments within each course are able to be modified in a variety of ways to meet the needs of all students.
 - Retries or attempts
 - Time allowed for quiz
 - Number of questions
 - Calculator tool available
 - Printing of assessment
 - Electronic highlighted notes
 - Adding questions to assessment
 - Randomizing question order
- StrongMind
 - Visual cues are placed throughout each lesson to help scaffold and organize learning.
 - Students may choose to listen to text being read aloud by selecting the “listen” button.
 - Teachers are able to adjust the scope and sequence of a course, add and delete assignments.

Sample intervention module for high school

9th ELA					
Standard/Topic Screencasts	I-Ready Finding Intervention Skills in I-Ready	IXL IXL Skills Tutorial	BrainPop BrainPOP Search Tutorial	Khan Academy How to Search in Khan Academy	Newsela Newsela Lexia/Search Tutorial
Comprehension: Literature					
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2 Years Below Grade Level: Summarizing Literary Text	2 Years Below Grade Level: Determine the themes of short stories (QGS)	Grade Band Activities: BrainPop Jr. Jackie Robinson Ruby Bridges Computer Programming BrainPop Theme Reading a Newspaper Reading Skills	2 Years Below Grade Level: Living Tongues: reading poetry, Languages 7 Mysteries of the Past: reading realistic fiction, A View from the Walnut Tree 7	Lexia Level 2 years below: 1015-1109
		1 Year Below Grade Level: Match the quotations with their themes (STM) Determine the themes of short stories (QJH)		1 Year Below Grade Level: Crossing the Line: reading realistic fiction, Whatever It Takes 8 Obscuring the truth: reading realistic fiction, The Open Window 8 Futury Business: reading drama, A Midsummer Night's Dream 8	Lexia Level 1 years below: 1105-1180
	1 Year Below Grade Level: Analyzing the Development of Theme in Literature	On grade level: Match the quotations with their themes (SLJ) Analyze short stories: set 1 (2SP) Analyze short stories: set 2 (3HHN) 1 Year Above Grade Level: Analyze rhetorical strategies in historical texts: set 1 (MAB)		On and grade level: Social Psychology: reading creative fiction, The Fighting 9 The Apocalypse: reading post-apocalyptic fiction, The Scarlet Plague 9 The Apocalypse: reading science fiction, The Sheep Assesment Tale 9	On grade level: 1185-1260 Lexia Level 1 year above: 1185-1260

VIRTUAL ACADEMY ORGANIZATION CHART



Educational Methodology

Program Delivery

Through effective use of technology, teachers, parent/guardians, and students will be able to interact through webinars, online chat and LMS email, enabling teachers to custom-tailor academic programs to students' unique skills and interests – all aimed at optimizing students' learning experience. The innovative advantages of AMP are outlined below:

- Single sign-on experience includes curriculum and web-based resources inside each course.
- Synchronous and asynchronous lessons support student-centered learning.
- Real-time progress monitoring provides instantaneous access to standards-aligned and performance-based data on each student so teachers can target students in need and individualize support with small group or one-on-one instructional support.
- Teachers can customize homepages, modules, and grade books, individualize assignments and learning pathways, create and monitor discussion boards, schedule, and host live sessions, provide feedback, and email students.
- Teachers can monitor student engagement by accessing course analytics that display trends in student log-in, missing work, grades, and course interaction.
- Guardians can support engagement with an observer account to contact staff and view all progress - without the ability to take any action on behalf of the student.

Students learn with a unique virtual learning space through AMP, including a convenient single sign that provides access to all the tools they need to facilitate their learning. This includes access to the curriculum, teacher support, progress monitoring, internal email communication, and content instruction. The offering is unique in that every aspect of the student's academic development is sourced from one single sign-on portal tailored to the student's learning plan.

AMP includes Canvas as the Learning Management System. Additionally, many specially curated web-based resources have been collected to enhance the curriculum beyond the typical vendor. Students can interact with each other using the chat functionality under teacher supervision. During synchronous instruction, students receive one-on-one interventions, group projects, collaborative workspaces, discussion areas, web conferences, and message boards.

AMP Technology Family



Courses at VPA of Ohio will offer content with age-appropriate educational materials from ACCEL's own proprietary content combined with carefully curated and nationally recognized publishers. This model includes resources from a variety of sources, including print, electronic media, and real-world experiences. Student learning will include online instruction and activities, instructional staff/student discussion boards, group instruction via electronic classrooms, and opportunities for collaborative projects. Courses are structured around objectives, content, and assessments, VPA of Ohio's courses are designed to meet today's rigorous academic environment and Ohio Learning Standards.

Career Readiness

VPA of Ohio will offer a Career Readiness program, an integrated and inclusive approach to student learning designed to close the skills, interests, and equity gaps in this evolving global society. VPA of Ohio will leverage the ACCEL network and best-in-class tools and technologies to emulate and enhance ground-based career education.

Students will have opportunities to work together in real-time using digital collaboration tools intentionally integrated into the curriculum to support both cognitive and non-cognitive skills. VPA of Ohio will also specialize in simulating real-world, authentic learning experiences to help students develop key competencies that will allow them to thrive in a competitive career.

The teachers and school counselor will work together to develop and strengthen student's postsecondary goals; however, their roles are differentiated through the support and services provided. The school counselor provides all students with counseling that facilitates academic, career, and social/emotional development, helping all students develop plans for choosing a career. The school counselor will coordinate with the teachers to advocate for career readiness opportunities to guide students to success in their chosen careers.

The specific programs of study established will be informed by input from the industry needs of the community, as well as the career interests and the location of students in the program. VPA of Ohio will

build partnerships with local industries, postsecondary institutions, and community and student organizations to foster college and career readiness. Students can graduate with workplace experiences, industry-recognized credentials and certificates, and/or college credits.

Curricular offerings delivered in each student's educational program will include:

- **Elementary:** career
 1. Awareness will start as early as K-5, beginning early to help students understand their strengths, interests, and values and to use those self-discovered qualities to illuminate potential career opportunities.
 2. Build a foundation of career awareness and literacy aligned with Ohio's Learning Standards
 3. Focus on essential skills development (i.e., communication, collaboration, problem-solving) integrated into core instruction
 4. Career awareness activities will include the use of innovative technology to put students in direct contact with careers and professionals in their community (i.e., video library, video conferences, live small group sessions, career-focused virtual and in-person field trips)
- **Middle School:** career exploration will be the focus of grades 6-8, allowing students to investigate the world of work and relate careers to individual interests, skills, and abilities.
 1. Focus on building a sense of identity and purpose
 2. Students will choose personal electives and extra-curricular activities based on these interests and strengths.
 3. Career exploration activities will include industry research, career projects, workplace tours, community service projects, mentoring, and mock interviews.
- **High School:** career development for grades 9-12 through exposure and education, deepening the connection with the student's chosen area of interest.
 1. Focus on skills application through work-based learning
 2. Students will develop a career portfolio to gather and manage career-related information and goals.
 3. CTE coursework and pathways will culminate in opportunities for students to gain industry-recognized credentials and certifications of value.
 4. Concurrent enrollment opportunities for qualified high school students with local colleges and universities.
 5. Opportunities to apply essential workplace skills through internships, externships, co-ops, etc.

Career Development. Students and parents will regularly have opportunities for individual career-planning discussions and activities. As students progress through grade levels, a graduation and career

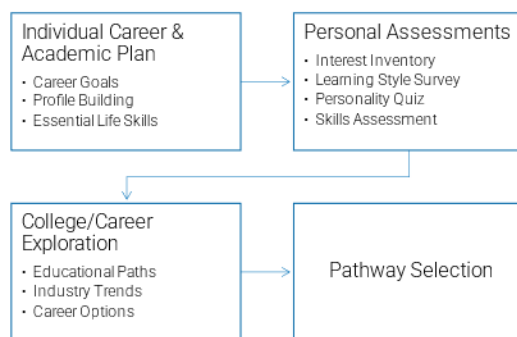
success plan will be developed. This plan will include interest and skills assessments, student interests and abilities, career goals, and training/education requirements.

As part of the AMP learning ecosystem, staff and students will have Naviance as their college and career planning tool. The student's Canvas learning management system can access this program directly.

Naviance will help students with the following:

- Career Exploration and Planning - explore careers and align academic plans to goals
- College Research and Application - explore postsecondary education options and identify best-match colleges, universities, or military
- Course Planning - create multi-year course plans aligned with interests and graduation requirements
- Self-Discovery Tools - uncover strengths to help make informed decisions about the future
- Life Skills - develop critical skills for managing stress, responsible decision-making, building a support network, and more

Career Development



- Fostering excitement and possibilities with exploration
- Connecting skills, interests, and abilities to career opportunities
- Understanding how "I" fit into the bigger world
- Core part of Advisory, supported by Counselors



accelschools.com



21st Century Skills. The educational program will include preparation for professional skills necessary to be successful in the workplace. These include self-awareness, communication skills, critical thinking and problem-solving, time management, and global/cultural awareness. Activities will be provided for all students to increase employability skills and support next-step planning.

21st Century Skills

- Preparation for soft skills necessary to be successful in the workplace regardless of profession will be threaded throughout the educational program.
- Activities will be provided for all students to increase employability skills and support nextstep planning.



Educational Management System

Full-time virtual school programs are dependent on the integrated curriculum and data systems that enable the educational program to be delivered. To stay agile and meet state specific needs, ACCEL focuses on integrating the systems and data all in one spot to create a 360-degree view of each student while establishing seamless availability of all content and functionality. This data driven investment puts instructional data at the fingertips of VPA of Ohio teachers and is an option that is not available in other districts across the state. ACCEL Schools' learning ecosystem, the ACCEL Management Platform (AMP) for Education, integrates the best available courses inside the powerful Learning Management System (LMS) and integrated Student Information System (SIS). The AMP Ecosystem is captured below:

AMP Ecosystem



SIS: PowerSchool: PowerSchool SIS is a leading student information system software solution for K-12 schools. PowerSchool boosts efficiency with an easy-to-use, intuitive student information management system that is customizable to meet the needs of an online school. This is critical functionality, particularly with an online learning environment in a charter setting, and allows for assignments, grading and data housing.

PowerSchool Scoresheet Screenshot

The screenshot shows the PowerSchool interface. On the left, a navigation menu has a green callout '1' pointing to the 'Grading' section. The main content area shows the 'Assignments' section with a sub-menu 'Assignment List' containing 'Scoresheet' (highlighted with a green callout '2') and 'Categories'. Below this is the 'Grades' section. On the right, a table displays student grades with columns for 'GRADE', 'Percentage', 'Points', and 'Weight'. The table is titled 'Calculation: Term Weighting'.

GRADE	Percentage	Points	Weight
A	93%	10	2
A	95%	9	2
C+	78%	9	2
B	84%	9	2
A	93%	9	2
B	86%	8	2
B-	81%	10	2

LMS: Canvas: All students, parents/guardians, teachers, and administrators have an account in Canvas. Canvas connects all the digital tools for stakeholders to use in one easy place. The platform is intuitive, collaborative, and can be accessed anytime, anywhere, on any device. Because it is easy to learn, implement and operate, Canvas users participate without the perceived obstacles often associated with new software. Features of Canvas include:

- Graphic Analytics and Reporting, which turns student performance and usage data into meaningful insights that can inform instruction.
- A badge and reward system that can be customized.
- A global calendar for assignments and course work provides students with a way to manage their schedules and prioritize their tasks.
- Collaborative workspaces, discussion areas, ePortfolios, web conferencing and audio/video message capability provide students with a variety of ways to demonstrate learning.
- A dashboard and activity stream provide students with a snapshot of the latest and most relevant course information upon login.
- Notification preferences allow users to receive course updates when and where they want—by email or text message.
- Parent co-enrollment connects parents to students' classes automatically, giving them insight into being successful.

Canvas Homeroom Screen

The screenshot displays the Canvas Homeroom interface for a course titled "Math Gr 3 - SAS1". The left sidebar contains navigation options: Home, Modules, Grades, New Analytics, Offline Tracker, Kani, Google Drive, Mastery Tracker, 3rd Learning, Ready, and Help. The main content area features a weekly schedule for the week of 9/13-9/17. The schedule is organized by day (Monday to Friday) and subject (Math, Language Arts, Science, Social Studies). Each subject has a corresponding module number (e.g., Module 5 for Math). A "To Do" list on the right side of the screen shows upcoming assignments, including "5.2 Regroup to Add" and "4.8 Place Value Assignment". The bottom of the screen displays a "Recent Feedback" section with a list of assignments and their scores.

Google for Education provides customized options for schools to create student email accounts and offers chat rooms as well as online word processing and collaborative tools.

Student Support

Learning Styles. The school's model is built for the online medium and incorporates audio, animation, and images to keep students interested and engaged. Courses incorporate simulations and interactive content to help students think creatively and critically. Discussion boards and group projects embedded in lessons foster communication and collaboration. Interactive games help students apply prior knowledge to problem-solving on a visual learning journey.

Interactive Content



Accommodations. The school can support the academic needs of a wide range of students, and it provides excellent support for English Learners by combining words and images, as well as audio and visual content and audio translation when needed. Within AMP, teachers can provide accommodations to curricular offerings to meet the various educational needs of each student. Teachers may add to the curriculum and the learning experience by uploading teacher-developed material unique to the student population and can limit the distribution of those materials to specific students if the need should dictate. Teachers can also modify the course delivery queue to accommodate slowing the delivery of course content and subject matter exposure for each student as needed to allow students to move toward mastery of subject area content at their own pace.

Accommodations will be made under the guidance of school leadership and within the parameters of the state standards for instruction. Additionally, topical supplementary information and materials may be uploaded as required. Such material may include video tours of libraries and museums, podcasts, and informative talks and reviews. Overall, the school envisions a personal learning experience of the future that combines the best of online learning with its capacity for individualized self-paced instruction, featuring an innovative, interactive curriculum.

The determination of student progress includes multiple measures of success and is focused on proficiency in standards aligned with the grade level course. Teachers may create and modify class and end-of-semester testing except for standardized testing requirements. In addition, using the AMP tools, the teacher modifies end-of-unit assessments to suit the student's individual needs, which correspond to curricular modifications determined and assigned by the teacher.

Online Support. The curriculum is designed to capitalize on the best opportunities the online venue offers for synchronous and asynchronous learning. Students will experience computer-assisted learning in both synchronous and asynchronous environments with teacher-led activities in the synchronous environment. The AMP management system includes help desk functions that support students and household technology needs required by the online learning platforms and supplied student hardware. Students also have internal email and telephone access to their teachers for instructional and subject-area learning support. Students can report errors or difficulties encountered in the systems directly from the AMP portal. Errors and system problems reported are generally remedied within twenty-four hours after reporting. Teachers provide office hours on a regular schedule to assist students with subject area support and tutoring if needed.

The school will provide special education instruction and related services per the IDEA, State of Ohio requirements, and applicable policies and practices of the Ohio Special Education Services Division. All special education services at the school will be delivered by individuals or agencies qualified to provide special education services as required by the State of Ohio. The school will be responsible for hiring, training, and employing site staff necessary to provide special education services to its students, including, without limitation, special education teachers and paraprofessionals. The school will ensure that all special education staff hired or contracted are qualified under State policies and meet all legal requirements. The school will be responsible for hiring, training, and employing itinerant staff necessary to provide special education services to students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Instructional Approach Methodology

The student-centered instructional method puts students' needs at the forefront of the instructional design, allowing them to take charge and be wholly involved in each aspect of their learning. The daily experience of a VPA student includes scheduled live instructional sessions, scheduled small group targeted sessions, and 24/7 access to asynchronous coursework and supplemental curriculum resources aligned to the Ohio State Standards. This student-centered learning approach allows for more active learning, increased comprehension, and responsibility (Caulfield, 2011), which fosters independence, accountability, and time management - all critical skills for higher education and today's workforce.

Personalized learning (PL) takes the student-centered approach and catapults students into a self-directed learning plan tailored to their needs. According to Walkington and Bernacki, PL allows students to "have a voice in what they are learning based on how they learn best... In a learner-centered environment, learners own and co-design their learning" (2020).

An important addition to individualizing instruction according to student needs is that as students progress through the digital curriculum asynchronously, the Learning Management System within AMP captures the results of short cycle assessments in a color-coded mastery dashboard against the Ohio State Standards, equipping teachers with the immediate data needed to provide targeted synchronous instruction. The VPA instructional model plans synchronous instruction as a chance to add instructional value above and beyond what is already available in the asynchronous model. Teachers use data to determine which students need one-on-one direct instruction or small learning groups to differentiate and tailor instruction to students' real-time needs. Peer interactions will be hosted in small and large virtual classrooms to support student engagement to ensure individual attention, increased participation, and better communication.

Mastery Connect Tracker

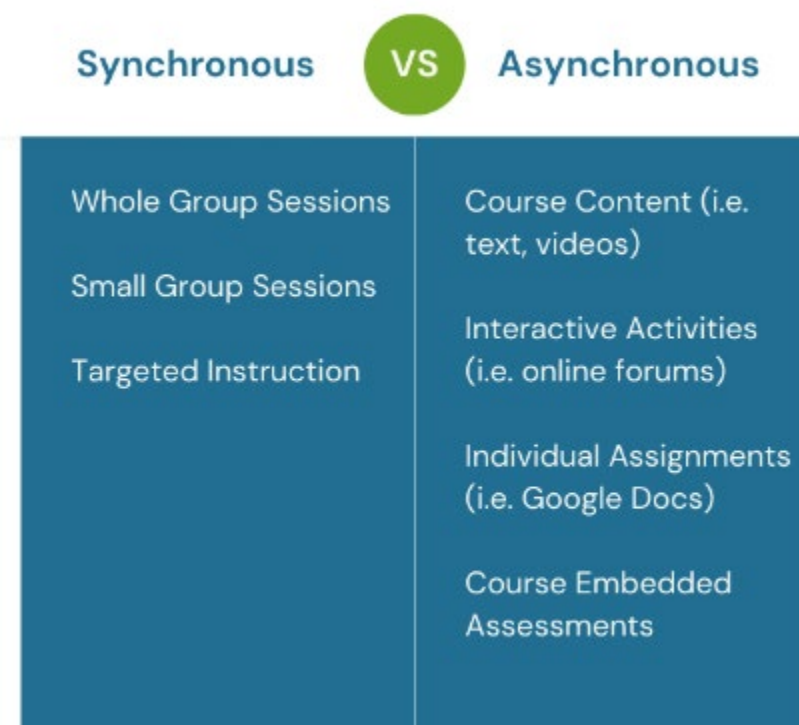
Teacher View of Mastery Connect Tracker

Students		6.RP.1	6.RP.2	6.RP.3	6th Grade M...	6.NS.1	6.NS.2	6.NS.3	6th Grade M...
SORT: Last, First ▾ A - Z ▾		02	01	01	M	01	01	01	M
Craig, Daniel	05	REMEDATION	REMEDATION	REMEDATION	11% (1/9)	NEAR MASTERY	NEAR MASTERY	MASTERY	33% (1/3)
Hardy, Tom	01	REMEDATION	REMEDATION	REMEDATION	11% (1/9)	MASTERY	MASTERY	MASTERY	100% (3/3)
Murphy, Cillian	02	NEAR MASTERY	REMEDATION	NEAR MASTERY	44% (4/9)	MASTERY	MASTERY	MASTERY	100% (3/3)

Lastly, instruction is embedded within a Multi-Tiered System of Supports (MTSS/RTI). MTSS/RTI uses assessment, intervention, and targeted instruction to ensure each child's academic, social, and emotional growth within three tiers - whole group, small group interventions, and individualized support.

Synchronous and Asynchronous Learning

Online instructional time is split between synchronous and asynchronous time in the following ways:



Synchronous Instruction. VPA of Ohio will provide live instruction within the ecosystem of the ACCEL Management Platform, (AMP), accessed via the students' Course Dashboard. This synchronous instructional tool is used for one-on-one sessions between teachers and students and for student collaboration. A teacher's virtual office houses a whiteboard and webcams to promote collaboration. Additionally, students can use chat functionality and engage in teacher-facilitated discussion

boards. The teacher controls shared screen features, and shared documents can be edited simultaneously. Teachers can create breakout rooms within these meetings where collaborative groups can meet to discuss a project or work on content.

Live Session Screenshot A

US History A Live Session October 21 @ 11:00am

Describe how **technological innovations** impacted industry and society in the late 1800s & early 1900s

Presenting

Live Session Screenshot B

US History A Live Session October 21 @ 11:00am

Draw or type 2 ways that tech innovations impacted industry or society in the late 1800s & early 1900s:

1 2

Presenting

Course content is introduced and applied in whole group sessions during live instructional sessions that occur multiple times a day. All live sessions are held utilizing a live web conferencing tool. Students and teachers interact in real-time using chat, microphone, webcam, whiteboard, break-out rooms, and shared documents within live sessions. The live sessions are recorded and can be reviewed by students who attended the course and by any students who may not have been present during the original session. The recordings are easily accessed by students from within the course. Small group and one-on-

one sessions provide targeted instruction at the student's level. These sessions include scaffolding and opportunities for remediation, re-teaching, synthesis, or extension based on the specific needs of students.

Live Session – Targeted Small Groups

Live Session – Targeted Small Groups

Lesson 26
Using Context Clues

Introduction Sometimes when you read, you will see a word you do not know. You can figure out its meaning by looking at the words around it. You can use **context clues**.

- Sometimes a sentence includes a definition of the word.

definition
Living in a **frigid**, or **extremely cold**, place can be difficult.
- A sentence might also give an example that explains a word.

example
Frigid temperatures in the Arctic can be as low as **58°F below zero**.

The fur on polar bears helps them **repel**, or keep away, cold water.

3 What does the word **repel** mean?

A to fight
B to push something away
C to make something warm
D to soak up or take in

Reading A-Z **Reader's Theater**

Teacher's Guide **Ghosts in the House**

For book *Ghosts in the House*, Level 5
Script Level: Grade 3 (Middle)
Word Count: 1,631

Script Summary
In the American South of the 1850s, a young girl named Virginia learns strange tales concerning her father's old plantation house. Virginia gets the idea that her parents know something about this but are keeping it from her.

Objectives and Assessment
Monitor students to determine if they can:
• consistently read their lines with appropriate rate and accuracy
• consistently read their lines with appropriate expression, including pauses, inflections, and intonation
• follow along silently and listen for spoken cues

Using the Scripts
• Each role is assigned a reading level according to the script's and script's difficulty
• Encourage students to read their lines with appropriate expression and intonation
• Shows vocabulary and encourages readers to practice their lines to promote fluent delivery of the script
• Have readers highlight their lines on the scripts, and encourage them to follow along as everyone reads

Vocabulary
Many words: fugitive, ghosts, haunted, novel, items, Underground Railroad

Cast of Characters

Grade 3 (Middle)		
Mother	Father	Virginia
Caleb	Narrator	

accelschools.com

Teachers can easily personalize content for each student to meet them at their academic level by utilizing the Differentiated Instruction (DI) Guide, embedded in each course for ease of use by teachers to identify and pull-out standard-aligned supplemental content.

Differentiated Instruction Guide

Differentiated Instruction Guide

6th English Language Arts

© 2017 Pearson Learning Corp. and its affiliates and subsidiaries. All Rights Reserved.

Standard/Topic	i-Ready	IXL	Newsela	BrainPop
Comprehension: Literature	<p>2 Years Below Grade Level: Read and understand a text.</p> <p>1 Year Below Grade Level: Read and understand a text.</p> <p>On grade level: Read and understand a text.</p> <p>1 Year Above Grade Level: Read and understand a text.</p>	<p>2 Years Below Grade Level: Read and understand a text.</p> <p>1 Year Below Grade Level: Read and understand a text.</p> <p>On grade level: Read and understand a text.</p> <p>1 Year Above Grade Level: Read and understand a text.</p>	<p>Lexile Level 2 years below: 521-780</p> <p>Lexile Level 1 year below: 781-820</p> <p>On grade level: 821-1010</p> <p>Lexile Level 1 year above: 1011-1150</p>	<p>Grade Band Activities:</p> <p>Book Report</p> <p>Reading Skills</p> <p>Research</p>

- Contained in the Resource Module
- Various supplemental content to support students and appeal to different resource interests and learning styles
- Content at the ready for students on grade level, one and two grade levels below and one grade level above

Programs such as i-Ready, IXL, RAZ Kids, Newsela, Brain Pop, iCivics, Sora/OverDrive, and CK-12 augment the content available in the courses. Multiple grade levels are also housed with the DI Guide, making it easy for teachers to find content aligned to any standard for those students working at, above, or below grade level. Furthermore, to maximize the time that a teacher can spend engaged with students, the guides are designed for easy use, allowing teachers to add content to individual students quickly.

AMP Assessments and Supplemental Tools

AMP Assessments & Supplemental Tools			
Supplemental	Grade Level	Type of Tool	Recommended Uses
i-Ready Diagnostic	K-12 Math and ELA	Diagnostic, computer adaptive assessment	<ul style="list-style-type: none"> Identifying individual strengths and weaknesses Use data to make goals for individual students, classes, and growth scores
i-Ready Instruction	K-8 Instruction + Teacher Toolbars Math, ELA	*Resources for each standard for each stage of learning	<ul style="list-style-type: none"> Lesson plans and videos for correlated to state standards Notes for all phases of learning Reteaching and small group
IXL	K-12 Math/ELA Grades 2-8, Sci/Soc	Individualized fluency practice based on identified strengths and weakness	<ul style="list-style-type: none"> Individualized Fluency/practice with skills and content Reteaching incorporated when needed
BrainPOP	K-12 Math, ELA, Social Studies, Selected Electives	*Videos, quizzes, primary reading resources, vocabulary cards, coding, and concept mapping	<ul style="list-style-type: none"> Have students create maps and apply what they're learning Quick mini lesson Games to review content Graphic organizers
newsela	3-12 ELA *Contains content relevant for Science, Social Studies and some electives	* <i>Newsela for Educators</i> also offers lesson planning features! Levelled reading passages with quizzes – the same article presented in different Lexile levels	<ul style="list-style-type: none"> Engaging topics to review informational text standards and differentiate by Lexile level Support co-curricular conversations
Khan Academy	K-12 ELA, Math, High school Science	Resources for review/re-teaching of standards	<ul style="list-style-type: none"> Reteaching and individual practice/review Self-paced videos and quizzes for each grade, subject, topic
Pear Deck	K-12 Any subject	A Google Add-on to any Google Slides to enrich learning experience (Find it in Google Apps)	<ul style="list-style-type: none"> Engaging ALL students during direct instruction requiring participation and interaction Give and receive immediate feedback throughout lesson delivery Individualized copies of guided notes straight to students' Google Drive
Kahoot!	K-12 All	Interactive, competitive quiz/review	<ul style="list-style-type: none"> Competitive, fun review of standards Review game with groups Quizzes or exit tickets
GoNoodle	K-12 All	Hundreds of videos to use for Brain Breaks	<ul style="list-style-type: none"> Intentional use for transition times Videos promote movement and mindfulness Songs to support class content
CK-12	K-12 All, mostly science and math	*Lessons, videos, simulations, articles...	<ul style="list-style-type: none"> Text, videos, quizzes & pages Bring science concepts to life with simulations Interactive articles to present concepts
PHET	K-12 Science	PHET Interactives science lab experiences	<ul style="list-style-type: none"> Create interactive lab experiences virtually when resources/materials aren't available
iCivics	3-12 Social Studies: US History and Gov	*Lessons, games, simulation resources, videos	<ul style="list-style-type: none"> Lesson plans Facilitate simulations to bring concepts to life in class Games to practice concepts
typing.com	K-12 All	Keyboarding and digital resources that support all content areas	<ul style="list-style-type: none"> Keyboarding or practice with scope and sequence included Digital citizenship Formating and support for all content areas
Sora	K-12 ELA	Digital library for students to check out books	<ul style="list-style-type: none"> Student choice of e-books and audio books to use for Independent Reading Time Find passages to use as a mentor text for read alouds or writing lessons
Raz-Kids	K-3 ELA	Levelled reading resources	<ul style="list-style-type: none"> 800+ levelled e-books, guided reading lesson plans for levelled books provide a scaffolded approach
Code.org	K-12 Computer Science	Lessons and videos for elementary, middle and high school	<ul style="list-style-type: none"> Coding lessons that cross across various content areas Arranged by courses in a sequence that builds

Asynchronous Instruction. The virtual curriculum is the core of the learning experience, offering students 24/7 access to Ohio state standards-aligned and grade-specific content. Each day students log into their course dashboard and spend a few moments reviewing the following items, which helps inform their daily work plan:

- Daily plan
- Course homepage
- Teacher-created announcements
- Live session schedule updates
- Module page for content and assignments
- Daily to-do list
- Missing Assignment list

Asynchronous Instruction Screenshot A

Modern US History A - 2 - Modules - Week 9 (Oct 21 - Oct 25) - 3.2L - The Power of Technology

100% for

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93

94

95

96

97

98

99

100

101

102

103

104

105

106

107

108

109

110

111

112

113

114

115

116

117

118

119

120

121

122

123

124

125

126

127

128

129

130

131

132

133

134

135

136

137

138

139

140

141

142

143

144

145

146

147

148

149

150

151

152

153

154

155

156

157

158

159

160

161

162

163

164

165

166

167

168

169

170

171

172

173

174

175

176

177

178

179

180

181

182

183

184

185

186

187

188

189

190

191

192

193

194

195

196

197

198

199

200

201

202

203

204

205

206

207

208

209

210

211

212

213

214

215

216

217

218

219

220

221

222

223

224

225

226

227

228

229

230

231

232

233

234

235

236

237

238

239

240

241

242

243

244

245

246

247

248

249

250

251

252

253

254

255

256

257

258

259

260

261

262

263

264

265

266

267

268

269

270

271

272

273

274

275

276

277

278

279

280

281

282

283

284

285

286

287

288

289

290

291

292

293

294

295

296

297

298

299

300

301

302

303

304

305

306

307

308

309

310

311

312

313

314

315

316

317

318

319

320

321

322

323

324

325

326

327

328

329

330

331

332

333

334

335

336

337

338

339

340

341

342

343

344

345

346

347

348

349

350

351

352

353

354

355

356

357

358

359

360

361

362

363

364

365

366

367

368

369

370

371

372

373

374

375

376

377

378

379

380

381

382

383

384

385

386

387

388

389

390

391

392

393

394

395

396

397

398

399

400

401

402

403

404

405

406

407

408

409

410

411

412

413

414

415

416

417

418

419

420

421

422

423

424

425

426

427

428

429

430

431

432

433

434

435

436

437

438

439

440

441

442

443

444

445

446

447

448

449

450

451

452

453

454

455

456

457

458

459

460

461

462

463

464

465

466

467

468

469

470

471

472

473

474

475

476

477

478

479

480

481

482

483

484

485

486

487

488

489

490

491

492

493

494

495

496

497

498

499

500

501

502

503

504

505

506

507

508

509

510

511

512

513

514

515

516

517

518

519

520

521

522

523

524

525

526

527

528

529

530

531

532

533

534

535

536

537

538

539

540

541

542

543

544

545

546

547

548

549

550

551

552

553

554

555

556

557

558

559

560

561

562

563

564

565

566

567

568

569

570

571

572

573

574

575

576

577

578

579

580

581

582

583

584

585

586

587

588

589

590

591

592

593

594

595

596

597

598

599

600

601

602

603

604

605

606

607

608

609

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

641

642

643

644

645

646

647

648

649

650

651

652

653

654

655

656

657

658

659

660

661

662

663

664

665

666

667

668

669

670

671

672

673

674

675

676

677

678

679

680

681

682

683

684

685

686

687

688

689

690

691

692

693

694

695

696

697

698

699

700

701

702

703

704

705

706

707

708

709

710

711

712

713

714

715

716

717

718

719

720

721

722

723

724

725

726

727

728

729

730

731

732

733

734

735

736

737

738

739

740

741

742

743

744

745

746

747

748

749

750

751

752

753

754

755

756

757

758

759

760

761

762

763

764

765

766

767

768

769

770

771

772

773

774

775

776

777

778

779

780

781

782

783

784

785

786

787

788

789

790

791

792

793

794

795

796

797

798

799

800

801

802

803

804

805

806

807

808

809

810

811

812

813

814

815

816

817

818

819

820

821

822

823

824

825

826

827

828

829

830

831

832

833

834

835

836

837

838

839

840

841

842

843

844

845

846

847

848

849

850

851

852

853

854

855

856

857

858

859

860

861

862

863

864

865

866

867

868

869

870

871

872

873

874

875

876

877

878

879

880

881

882

883

884

885

886

887

888

889

890

891

892

893

894

895

896

897

898

899

900

901

902

903

904

905

906

907

908

909

910

911

912

913

914

915

916

917

918

919

920

921

922

923

924

925

926

927

928

929

930

931

932

933

934

935

936

937

938

939

940

941

942

943

944

945

946

947

948

949

950

951

952

953

954

955

956

957

958

959

960

961

962

963

964

965

966

967

968

969

970

971

972

973

974

975

976

977

978

979

980

981

982

983

984

985

986

987

988

989

990

991

992

993

994

995

996

997

998

999

1000

1001

1002

1003

1004

1005

1006

1007

1008

1009

1010

1011

1012

1013

1014

1015

1016

1017

1018

1019

1020

1021

1022

1023

1024

1025

1026

1027

1028

1029

1030

1031

1032

1033

1034

1035

1036

1037

1038

1039

1040

1041

1042

1043

1044

1045

1046

1047

1048

1049

1050

1051

1052

1053

1054

1055

1056

1057

1058

1059

1060

1061

1062

1063

1064

1065

1066

1067

1068

1069

1070

1071

1072

1073

1074

1075

1076

1077

1078

1079

1080

1081

1082

1083

1084

1085

1086

1087

1088

1089

1090

1091

1092

1093

1094

1095

1096

1097

1098

1099

1100

1101

1102

1103

1104

1105

1106

1107

1108

1109

1110

1111

1112

1113

1114

1115

1116

1117

1118

1119

1120

1121

1122

1123

1124

1125

1126

1127

1128

1129

1130

1131

1132

1133

1134

1135

1136

1137

1138

1139

1140

1141

1142

1143

1144

1145

1146

1147

1148

1149

1150

1151

1152

1153

1154

1155

1156

1157

1158

1159

1160

1161

1162

1163

1164

1165

1166

1167

1168

1169

1170

1171

1172

1173

1174

1175

1176

1177

1178

1179

1180

1181

1182

1183

1184

1185

1186

1187

1188

1189

1190

1191

1192

1193

1194

1195

1196

1197

1198

1199

1200

1201

1202

1203

1204

1205

1206

1207

1208

1209

1210

1211

1212

1213

1214

1215

1216

1217

1218

1219

1220

1221

1222

1223

1224

1225

1226

1227

1228

1229

1230

1231

1232

1233

1234

1235

1236

1237

1238

1239

1240

1241

1242

1243

1244

1245

1246

1247

1248

1249

1250

1251

1252

1253

1254

1255

1256

1257

1258

1259

1260

1261

1262

1263

1264

1265

1266

1267

1268

1269

1270

1271

1272

1273

1274

1275

1276

1277

1278

1279

1280

1281

1282

1283

1284

1285

1286

1287

1288

1289

1290

1291

1292

1293

1294

1295

1296

1297

1298

1299

1300

1301

1302

1303

1304

1305

1306

1307

1308

1309

1310

1311

1312

1313

1314

1315

1316

1317

1318

1319

1320

1321

1322

1323

1324

1325

1326

1327

1328

1329

1330

1331

1332

1333

1334

1335

1336

1337

1338

1339

1340

1341

1342

1343

1344

1345

1346

1347

1348

1349

1350

1351

1352

1353

1354

1355

1356

1357

1358

1359

1360

1361

1362

1363

1364

1365

1366

1367

1368

1369

1370

1371

1372

1373

1374

1375

1376

1377

1378

1379

1380

1381

1382

1383

1384

1385

1386

1387

1388

1389

1390

1391

1392

1393

1394

1395

1396

1397

1398

1399

1400

1401

1402

1403

1404

1405

1406

1407

1408

1409

1410

1411

1412

1413

1414

1415

1416

1417

1418

1419

1420

1421

1422

1423

1424

1425

1426

1427

1428

1429

1430

1431

1432

1433

1434

1435

1436

1437

1438

1439

1440

1441

1442

1443

1444

1445

1446

1447

1448

1449

1450

1451

1452

1453

1454

1455

1456

1457

1458

1459

1460

1461

1462

1463

1464

1465

1466

1467

1468

1469

1470

1471

1472

1473

1474

1475

1476

1477

1478

1479

1480

1481

1482

1483

1484

1485

1486

access to standards-aligned and performance-based data on each student and immediately targets students who need small group or one-on-one instructional support. The Changing Landscape of K-12 Education in the US (2016) states that virtual schooling is an effective tool for “providing at-risk students with additional remediation,” as well as “verifying whether or not they are accessing those materials regularly and effectively.” Using the system, certified teachers can do just that- deliver remarkably individualized instruction customized to the student’s needs in real time.

Rigorous Academics with a wide array of course offerings for all abilities, fully aligned to state standards.

VPA of Ohio has intentionally chosen an instructional design plan that balances various methods within a high-quality, standards-aligned digital curriculum to support academic excellence for all students. Courses offered align with state standards and provide college and career-ready curriculum for all grade levels, utilizing several vendors for core and supplemental curriculum to provide the most robust offering in the state. Strategies used include the Backwards Design Method (BDM) and the spiral approach. BDM starts with the end by first identifying the desired outcomes, goals, or learning objectives (Wiggins & McTighe, 1998) for a course and designing activities that promote those learning outcomes (Reynolds & Kearns, 2017). A study that compared a traditional model of curriculum design to BDM suggests that teachers using a curriculum developed with the BDM outperform teachers using a traditional curriculum (Kelting-Gibson, 2005). Lessons using backward design scored higher on critical components, including knowledge of content and pedagogy, selection of instructional goals, the design of coherent instructions, and assessment of student learning. Using the spiral approach, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The VPA of Ohio model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies basic core skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy.

Differentiated Instruction – AMP allows teachers to personalize assignments and content. VPA of Ohio teachers will be trained to effectively use student data to inform the small group and one-on-one instruction and customize course content for individual students.

Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in many ways: content, process, timing and pacing, products/culminating projects, and learning environment. VPA of Ohio teachers are taught effective strategies for tailoring all these areas to individual student needs, ensuring that all learners are given the best opportunity to succeed. VPA of Ohio builds differentiated intervention opportunities into our courses for teachers to leverage in small group and 1:1 instruction. Teachers have access to multiple points of data to triangulate where students’ needs or gaps in unfinished learning are evident. Data sources include:

- i-Ready assessment, lessons passed and quiz passage percentage
- Short Cycle assessment data
- Quiz data from supplemental resources such as BrainPOP, IXL, Khan Academy, or NewsELA
- Quizzes or Unit tests from Curriculum resources
- Teachers are able to create small groups and change the visibility of course content.

- Students who are identified as having an IEP or a 504 are quickly identified within the course with a special icon next to their name allowing teachers the ability to adjust and accommodate appropriately.
- Assessments within each course can be modified in a variety of ways to meet the needs of all students.
 - Retries or attempts
 - Time allowed for quiz
 - Number of questions
 - Calculator tool available
 - Printing of assessment
 - Electronic highlighted notes
 - Adding questions to assessment
 - Randomizing question order
- Visual cues are placed throughout each lesson to help scaffold and organize learning.
- Students may choose to listen to text being read aloud by selecting the “listen” button.
- Teachers are able to adjust the scope and sequence of a course, add and delete assignments.
- Translation tools are available right within the Canvas LMS. Students can translate their content within their personal settings.

Progress Monitoring – Teachers will monitor student progress using short-cycle assessments, i-Ready benchmarks, and coursework. i-Ready effectively tracks student progress in mastering recently taught standards, planning ongoing instruction, and reteaching to accelerate student growth.

An important addition to individualizing instruction according to student needs is that as students progress through the digital curriculum asynchronously, the LMS captures the results of short cycle assessments in a color-coded mastery dashboard against State Standards, shown below, equipping teachers with the immediate data needed to provide personalized synchronous instruction. VPA of Ohio’s instructional model plans synchronous instruction as a chance to add instructional value above and beyond what is already available in the asynchronous model.

Color-Coded Mastery Dashboard

Students	8.NS.1	8.NS.2	8.EE.1	8.EE.2	8.EE.3	8.EE.4	8.EE.5	8.EE.6	8.EE.7	8.EE.8	8.F.1	8.F.2
Student14, AMP ... 00000000000004			2 GR BELOW	1 GR BELOW	1 GR BELOW		1 GR BELOW	1 GR BELOW	1 GR BELOW	ABOVE GRADE		ON GR LEVEL

Teachers use data to determine which students need one-on-one direct instruction or small learning groups in order to differentiate and tailor instruction to students’ real-time needs. In these live sessions, teachers focus on targeted instruction and content application. Online, direct instruction is provided to

students in whole groups, small groups, and one-on-one sessions. Within instructional settings, teachers will teach, reteach, and assist with intervention, remediation, and enrichment opportunities as needed for each child. The teacher will grade all assignments that are not automatically scored within the LMS. The teacher will also review data outputs regularly to ensure the continuum of instructional personalization for each student. When necessary, the teacher will assign and facilitate small group and one-on-one intervention sessions. VPA of Ohio will use varied assessments to demonstrate students' understanding of concepts and skills. These assessments will also be used to develop further lessons that address individual student needs. Our assessment strategy is designed to provide a balanced metrics system to gauge and improve student achievement.

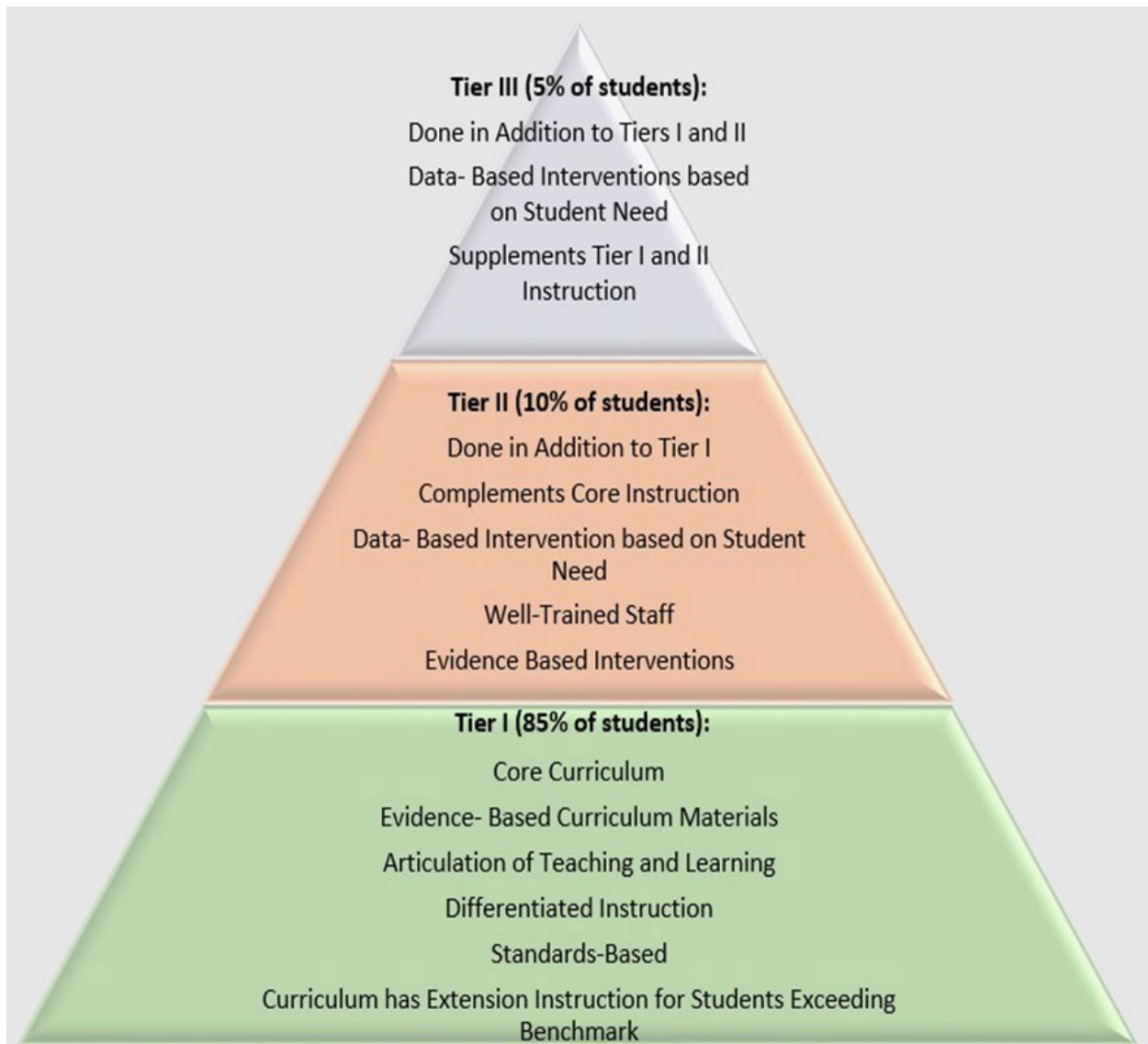
Whole Student Supports – The Student Services Team (SST) will empower students to overcome academic, social, emotional, and mental health challenges to succeed in school and their community. VPA of Ohio has a process that facilitates identification and intervention for students who need additional support, utilizing the academic components MTSS, which includes the Response to Intervention model, and the Positive Behavior Incentives Systems (PBIS) for classroom management and student motivational support. The MTSS model seeks to formalize this sequence of teach-assess-intervene, and it has gained significance because of the Individuals with Disabilities Education Act (IDEA, 2004). This federal regulation concerning the placement of students into Special Education encourages the development of MTSS programs in schools to better evaluate students before identifying them for Special Education services.

Miller and Giugno (2008) identified some general principles to be considered in developing an MTSS program, including monitoring student progress over time, incorporating various research-based instructional methods, using collaborative problem-solving, encouraging parent involvement, and implementing a school-wide effort. VPA of Ohio has MTSS support for all three tiers of MTSS and a systematic approach to progress monitoring and data analysis. While some states have not officially adopted MTSS, it is the common language and becoming the mainstream term used for multi-tiered support.

Key elements of the school's MTSS system include:

1. **Engagement Protocol.** All students will be expected to continuously engage in instructional programming to succeed in the partner school. The school engagement protocol is an accountability-focused approach to student and family engagement. This protocol sets a minimum level of daily expectations for students and families.

MTSS Tiers



2. Support Levels. Student Services staff, teachers, and administration will monitor attendance, course completion, assignment submission, and compliance with school and state assessment requirements to determine a student's engagement level.

- Level 1: General school-wide prevention and programming.
 - Onboarding, homeroom support, live instructional sessions, student group activities
 - Compliance with school policy regarding attendance, engagement, assignment completion, and communication is expected
- Level 2: Engagement or course progress concerns require the student to receive additional support and progress monitoring through an intervention plan.

- During this period, the focus will remain on enhancing academic growth through increased contact with teachers and support staff, or modification of learning goals. Student Services staff will work with teachers to identify any barriers interfering with students' education, setting specific goals, and creating a Student Success Plan to provide additional support or accountability. Individual check-ins and/or additional small group sessions may be required.
- Teachers and Student Services team members identify intervention methods with the student and learning coach. The advisory teacher will facilitate the process, monitor progress, and provide regular, formal follow-up.
- In review of the plan, the following actions may occur:
 - Excellent progress – student is re-assigned to Level 1 support
 - Moderate progress – student continues receiving Level 2 support and review
 - No progress – student is escalated to administration
- Level 3: All available resources and interventions have been exhausted for a student. Students are escalated to administration for the next steps, including possible transfer to another school program to address their individual needs more appropriately.

3. Student Success Plans. The Student Success Plan is an essential part of the Student Services model. The success plan outlines the individual student's needs and specific actions for a student to become successful with the goal of academic achievement. Student Services, teachers, students, and learning coaches develop the Student Success Plan. The assigned Student Services team member facilitates the process, monitors the plan, and provides ongoing follow-up. Outlined below are additional details regarding MTSS assessment tools, progress monitoring, the data-based decision-making process, infrastructure, support, and key facilitators' involvement within the school system.

MTSS Assessment Tools:

- Screening Tools: Various screening tools can be utilized based on the individual needs of students and teachers. Screening tool examples may include but are not limited to Pre-A Screeners, Print Concept Screeners, Fountas and Pinnell Universal Screeners, or the Levelized MTSS assessment screener.
- Universal Screening: Universal screeners are completed for each student to verify the risk. VPA of Ohio has access to various universal screeners that can be utilized based on the individual needs of the students and teachers, including, but not limited to, i- Ready, DIBELS Next, or Aimsweb.
- Data Points to Verify Risk: Each screener has data alignment to verify students at risk or off-track and proficient and above grade level. Each grade level serviced has specific data points to verify students' academic progress in literacy and standards-based interventions for filling in literacy inequalities.

Progress Monitoring:

- Progress Monitoring Tools: Resources for progress monitoring and systematic progress monitoring plans are available for each tier of instruction. These resources are based on best practices for instruction and are evidence-based intervention strategies.
- Progress Monitoring Process: Tier I progress monitoring support is outlined by network- aligned assigned calendars. Tier II support is completed bi-weekly, monitoring each student discussed during MTSS school meetings. Tier III-supported students are progressed on a monthly schedule, with all data being compiled and discussed during MTSS school meetings.

Data-Based Decision Making

- Data-Based Decision-Making Process: Teachers utilize various forms of data for MTSS support and students' decision-making. Teachers have access to various formative and summative assessments and district-wide progress monitoring for students identified as at-risk or low-performing.
- Responsiveness to Tiers II/III Levels of Intervention: Students who have been assessed as “at-risk” are identified by the MTSS team in collaboration with the classroom teacher. After identifying the student’s strengths and weaknesses, the MTSS team prescribes an academic intervention and time be taught and reassessed. The MTSS team reconvenes after the prescribed time for another data analysis to determine if the intervention has been successful. Tier II and III data is analyzed after four to six weeks to see if there has been any academic growth. With the current MTSS framework, leadership has the autonomy to offer Tier II and/or Tier III support per individual student needs.
- Teachers must recognize the differences and implications of each struggling reader type. Assessments used for diagnosing reading problems and monitoring reading progress, reader placement and exit criteria (also known as decision rules), and the likelihood of success in core instruction or with a specific intervention are tied to the learner's needs.
- Learners with phonological difficulties will require assessments of word-level reading broken down by the component skills, such as decoding and phonological skills, including phonemic awareness, letter-sound knowledge, and rapid automatic naming, and interventions directly associated with the teachable word-level reading skill.
- Learners with challenges characterized as a language difficulty require more language-oriented assessments and interventions associated with linguistic comprehension, such as vocabulary, background knowledge, working memory, inferencing, and comprehension monitoring; and
- Learners who experience mixed reading difficulty will require diagnostic assessments in word-level reading and language comprehension and interventions addressing both needs.

Infrastructure and Support for MTSS:

- Preventive Focus: Teachers focus on helping students achieve Tier I, including benchmark data aligned with standards-based instruction and mastery. Examples of preventive focus would include intense, evidence-based core instruction, consistent progress monitoring for all

students, professional learning and coaching of teachers, and leadership on articulating teaching and learning and standards-based instruction.

- Schools Leadership: An MTSS Handbook assists VPA of Ohio staff in following MTSS guidelines for student literacy support. Network leadership also assists in creating and presenting network and school-wide professional learning, facilitates specific academic team meetings for MTSS, and supports the fidelity of interventions and supplemental instructional supports within the school.
- School-Based Leadership: Leadership assists in following guidelines for MTSS for student literacy support. Leadership also assists in creating and presenting school-wide professional learning, facilitates specific academic team meetings for MTSS, and supports the fidelity of interventions and supplemental instructional supports within the school.
- School-Based Professional Learning: VPA of Oregon MTSS and instructional support for professional learning. Title teachers, aides, and classroom teachers receive yearlong professional learning for instructional strategies for emergent readers and scheduled professional learning on instructional supports for Tier II and III supports.
- School-Wide Scheduling: Tier I, II, and III teachers have school-wide schedules to ensure students in need of additional support are receiving services. Schedules are created by these teachers and finalized by leadership.
- School-Wide Instructional Teams for All Tiers: VPA of Ohio will have an MTSS chairperson(s) to ensure that meetings are scheduled quickly and frequently. Each team consists of leadership, grade-band chairs, the classroom teacher(s), Title teacher(s), behavior specialists (if applicable), and intervention specialists. The student's parents/guardians in the MTSS process are also on the team. These teams are supported by district leadership.
- MTSS Resources: Teachers have access to the MTSS (Response to Intervention) Handbook, aligning with state expectations for MTSS. Also, VPA of Ohio has access to digital MTSS resources and research-driven instructional practices.
- Communication: VPA of Ohio has procedural expectations for parental communication, including (but not limited to): parent phone calls about student progress, paper and digital invitations for each tier of MTSS instruction, and standards-aligned trackers to track the academic progress of students. Tiered instruction and high student achievement are monitored in real-time by network and school-level support using digital outlets.
- Fidelity is measured by lesson planning and implementation for MTSS support staff, the MTSS school-wide chairperson, and the district support team. Each intervention and support used within the school has a prescribed amount of time and frequency of use. This information is monitored and reviewed by the district and school leadership.
- Assessment and Evaluation: Students are assessed on a frequent and systematic level for academic growth and mastery of standards-based instruction. School-based leadership teams meet bi-weekly to discuss the growth of students and data-driven discussions for literacy and

academic support based on student needs. Title teachers are evaluated using the State Teacher's Evaluation System by leadership.

6E Future Success

The school will support students using the outline provided by DEW with the College and Career Readiness Program. The school will monitor the current needs and anticipate the future workforce demands of the economy. Prepare learners to succeed in lifelong learning and careers through secondary-postsecondary programs of study that include high-level academic and technical skills in real-life contexts. The school will support career development for all learners, career pathways for high school students, and workforce development. A position for college career counseling will be hired for the school.

The Academy will link to the Career Connections Framework to ensure we incorporate age-appropriate college and career readiness exposure.

Student Career Advising Opportunities & Expectations

By the end of each calendar year, all students will:

- Create a career plan to advise using the OhioMeansJobs.com website.
- Complete and submit documentation of the following assessments:
- Career Cluster Inventory Results
- Career Profile Assessment Results
- Occupational Research—Job Description of Career Interests
- Work Values Assessment Results
- Meet annually with their academic advisor to discuss their assessment results, career interests, and career plans to set goals for their career pathway.

As a graduation requirement, all students will:

- Complete the Applied Economics & Common Cents course to fulfill financial literacy requirements and explore occupations as presented by community representatives
- Create a resume using guidance from the OhioMeansJobs.com website
- Participate in mock interviews with their academic advisor and peers
- Attend in-person and virtual college and career fairs when available
- Meet annually with their academic advisor to discuss their career interests and the educational pathway required to obtain this career choice

To graduate, students must successfully earn a minimum of 20 credits and take the required Ohio State End-of-Course examinations.

2025-2026 School Year

August 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14-15 Work/PD days for staff
18 Work/PD days for staff
19 First day for students

September 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 No School, Labor Day

October 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

16 End of the 1st nine weeks
17 No School, Flex Work Day /
Professional Development Day
20 No School

November 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4 No School / Work Day /
Waiver Day
26 No School, Teacher Conference
Comp Day
27-28 No School,
Thanksgiving Break

December 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 End of the 1st semester
22-31 No School,
Winter Break

January 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 No School, Winter Break
5 No School, Work Day
19 No School, MLK Day

February 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16 No School, Presidents' Day

March 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13 End of the 3rd nine weeks
30-31 No School, Spring Break

April 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1-3 No School, Spring Break
24 No School, Teacher Conference
Comp Day

May 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25 No School, Memorial Day
28 Last day for students
29 End of the 2nd semester

June 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

STUDENT ENGAGEMENT PLAN

For students in an online school to be successful, they must be continuously engaged in the education process. There are several indicators of student engagement. Regular live class participation, asynchronous coursework, and the submission of classroom assessments allow instructional staff insight into student engagement. Other factors can hinder student engagement. These other factors can be directly related to school and can also be personal. To that end, the Board has adopted this Student Engagement Plan for the school to implement.

A key component of this plan involves using Engagement Coaches for every student. The primary responsibility of the Engagement Coaches is to ensure that students remain engaged with their learning and continue progressing toward their educational goals and graduation. The Engagement Coach orchestrates the collaborative effort to keep students engaged by coordinating with the Engagement Team (teachers, parents, and other support staff) to ensure that everyone is pulling on the same rope and in the same direction.

The Engagement Team's efforts ensure that students receive an individualized learning experience tailored to their unique needs and that strategies are implemented to ensure that each student will thrive, graduate, and succeed in their post-secondary path.

Engagement coaches will be assigned to students in the same family and will be in the loop with each student as long as the student attends the school. Looping allows the coaches to build trust quickly, get to know students faster within households, and creates less turnover in their caseload, making it easier to focus on the relationships and needs of each student rather than getting to know new kids each year. The coach's role is to support the parents/guardians and be the student's consistent main point of contact. The family now has access to an adult who will make every effort to remain a consistent role model in their life and assist in navigating online schooling. Looping creates many benefits for students as well. They will have access to an engaged adult who will make every effort to remain a consistent role model in their life. Whether their parents divorce, their friendships shift, or they encounter other struggles such as anxiety, depression, or eating disorders, their main point of contact and support regarding their education will remain the same. As the student experiences struggles outside of the classroom, the coach can connect them with the school counselor and community resources to assist their mental, physical, and emotional health, first and foremost.

After a student is enrolled, the engagement plan regarding academics begins immediately. The Engagement Coach assigned to each student and family welcomes the student(s) to the school to build rapport and trust with the student and family. During the welcome meeting, the coach gains valuable information to enact the Student Engagement Plan, including why they chose the school, previous schooling experiences, what issues enticed them to exit their previous school environment, and identifying any barriers preventing them from succeeding. The coach will also set the date and time for orientation and exchange contact information so the family can reach out anytime.

Shortly after enrollment, the Engagement Coaches facilitate an attention survey to help profile the individual student's attention characteristics. This profile provides valuable insight to the coaches and teachers regarding the student's performance, focus, and socio-emotional regulation. It highlights strengths and weaknesses and provides actionable data for personal, adaptive intervention plans for all students.

Attention Informed Education aligns with the school's overall emphasis on student engagement. It is a tool to help bring together data that goes beyond academics and informs the personalization of learning. Students cannot take in or remember new information or begin understanding it without attention. Engagement Coaches know that students can bring many issues with them upon enrollment. For this reason, the coaches work to understand their students' historical context and potential issues as soon as possible to support them and work with them to develop a plan to remove and mitigate obstructions to academic success. Should any barriers be identified during this call, the coach can work towards solutions. Often, it takes time for a trusting relationship to build for families to reveal any challenges or barriers. Once revealed, the coach begins to support in a caring and resourceful manner.

After the welcome meeting, the coach will host a live orientation session where the family is walked through how to contact their teachers and the single sign-on platform and shown "how" to school with us. Topics include logging into live sessions, accessing course modules, turning in assignments, and how to access the variety of supplementals we offer. The next step is for the family to complete an asynchronous orientation course, where they can practice the skills they have learned in the live orientation class. Throughout the week, the student and family constantly communicate with the family via their preferred method (text, email, phone).

Throughout the onboarding and orientation process, Engagement Coaches ensure that students know the steps needed to log into the system successfully, find their courses, develop relationships with their teachers and peers, and engage in their coursework. By way of analogy, The Engagement Coaches are the bus drivers in a virtual environment. They ensure that the students are delivered to their online classroom so that the teachers can focus on instruction and academics once inside.

The first month can be challenging to adjust to online schooling while being in the home environment. The Engagement Coach is there to support the family and help them overcome any hurdles they may encounter. Research has shown that the first 61 days are crucial to ensuring that a student remains engaged, and success in the first two months is a great indicator of long-term success. During this time, the coaches will meet frequently, offering consistent touch points and check-ins and providing layers of support from the entire Engagement Team. This ensures that students receive an individualized learning experience tailored to their unique needs, and that strategies are put in place to ensure that each student will reach graduation day.

Once the student is secure in their ability to engage in the online environment, the Engagement

Coaches begin to scaffold their support to those who may need additional assistance with organization, at-home study habits, time management, note taking, goal setting as well as how to manage and record offline learning time. This takes place throughout the year.

Engagement begins with attendance, and as such, the Attendance Clerk will work with teachers and coaches to ensure students are in attendance daily. Attendance can be achieved by attending live class sessions, completing module work, working in supplemental programs, and offline time. When students who are not actively engaged are identified, the teacher will refer the student to the Student Success Team. The referral process enables the Student Success Team to coordinate efforts to serve a student and family through professional collaboration to expand the range of support services provided. Effective case management limits issues that come from fragmentation of services. Student Success members provide timely coordination of support services identified to address the specific needs of the student and family to promote positive academic outcomes.

During the referral process, the Engagement Coaches will work with the academic teams to support and re-engage the student through a tiered support system. Coaches will meet with these students and their parents/guardians to identify barriers to success and create an individualized Success Plan. The Success Plan outlines achievable goals guiding the student towards meeting engagement and academic expectations, thus successfully re-engaging the student in learning and getting back on track academically.

The Engagement Coaches will be able to initiate a formal intervention process at any point during the academic year and activate a broader team to support the student and ensure they return to alignment with the personal success plan.

LIVE INSTRUCTIONAL SESSIONS

The curriculum is designed to provide flexibility to its students, and the Board recognizes that many students appreciate the opportunity to earn credit and complete assignments on their own time. Students that attend and participate in live class sessions regularly are typically more successful than those that do not. Students are provided an explicit schedule for live opportunities in the core subjects of Math, English, Science, and Social Studies. Although live instructional classes are recorded and made available to students for review on their own time, students are often more successful when attending live classes as they are provided in real-time.

The school may require students identified as not meeting academic and engagement expectations to attend live sessions as a component of their Student Engagement Plan.

COURSEWORK

It is critical for student success to submit assignments/assessments regularly so that teachers can monitor students' progress to ensure growth and mastery of state standards. At the end of

each quarter students must be passing their ELA and Math courses.

Next, the Engagement Team's intervention is key when students are attending sessions and still struggling. The school's multi-tiered system of support (MTSS) program will capture these students. MTSS will help direct students to intervention strategies such as tutoring or other support services as needed for each student, as outlined below.

TUTORING

Students in grades K-12 may be identified for tutoring services based on their performance on local and state assessments and classroom academic performance. These tutoring services are designed to help students improve their academic performance and bring them to grade level. Students identified to participate in tutoring services must attend at least 80% of the tutoring sessions.

TITLE 1 SERVICES

Students may be identified for Title 1 services based on data from state tests, local assessments, and previous educational opportunities. These small groups focus on skills-based instruction to close learning gaps and build students' skills to apply to all content areas. Students identified to participate in Title 1 services must attend at least 80% of the Title 1 sessions.

SPECIAL EDUCATION INTERVENTION

Students may be identified to participate in intervention sessions as designed by their Individualized Education Plan (IEP). Students identified to participate in intervention sessions must attend at least 80% of the intervention sessions.

EL SESSIONS

Students may be identified to participate in EL (English Language) sessions. Students identified to participate in EL sessions must attend at least 80% of the EL sessions.

MTSS PROGRAM

Student Services staff, teachers, and administration will monitor participation in instructional activities to determine student engagement.

Level 1: General School-wide prevention and programming along with teacher support.

- Onboarding, homeroom support, online classes, and student group activities
- Compliance with School policies regarding attendance, engagement, assignment completion and communication is expected.

Duration: On-going

Level 2: Engagement or course progress concerns require students and their families to receive additional interventions, support, and progress monitoring through individual check-ins, which

will be documented in a Student Engagement Plan. Student Engagement Plans may contain a requirement for student attendance at live sessions, continued (or additional) participation in tutoring, and/or continued (or additional) participation in Title 1 small group sessions as part of the student's attendance requirement. Teachers and Student Services team members identify intervention methods with the student and learning coach. The Student Services team will facilitate the process, monitor progress, and provide regular, formal follow-up. Parent/guardian involvement and input will be requested; however, if the parent/guardian does not respond/attend, the Engagement Plan will be created by the Student Services team and provided to the parent/guardian for awareness.

- In a review of the Student Engagement Plan, the following actions may occur:
 - Excellent progress – student is reassigned to Level 1 supports.
 - Moderate progress – student continues receiving Level 2 supports and review.
 - No progress – student is moved into Level 3.

Duration- estimated 2 weeks.

Level 3: Student Services has been working with the student and family; however, the student's educational needs are unmet. Based on two or more factors, revisions to the Student Engagement Plan may be implemented: academic performance, engagement, teacher referral, behavioral concerns, and/or credit deficiency.

During this period, focus will remain on enhancing academic growth by identifying any barriers interfering with a student's education, setting specific goals, and implementing the Student Engagement Plan to provide additional accountability. Students at this level of support can expect to be in close and frequent contact with their advisors to form a partnership that serves to balance the weight of sustaining educational growth by working communally.

In review of the plan, the following actions may occur:

- Excellent progress – student is reassigned to level 2 support.
- Moderate progress – student continues receiving level 3 support and review.
- No progress – student is moved to level 4.

Duration- estimated 4-6 weeks.

Level 4: The student has failed to comply with their Student Engagement Plan, and the student is at risk of being disenrolled.

6I Recruitment

To ensure the best quality of educators, candidates will be recruited that embody the special qualifications below to ensure fidelity in the implementation of the school model:

- Expertise in the grades and subject matter they will teach and online instruction.
- Understanding of the curriculum and educational standards.
- Demonstrated skill in student engagement
- Strong instructional and classroom management skills.
- Ability to differentiate instruction to meet the diverse needs of students.
- Willingness to engage in ongoing professional development.
- Ability to adapt to new teaching methodologies and strategies.
- Strong interpersonal skills and the ability to work with colleagues.
- Willingness to participate in collaborative planning and professional learning communities.
- Effective communication with students, parents, and colleagues.
- Ability to provide constructive feedback and engage in open dialogue.
- Proficiency in using technology for instruction and communication.
- Adaptability to incorporate new educational technologies into the teaching process.
- Competency in assessing student learning and using data to inform instruction.
- Ability to adjust teaching strategies based on assessment results.
- Ethical conduct and professionalism in all interactions.
- Dedication to continuous improvement and growth as an educator.

The Board believes attracting and retaining excellent teachers is one of the most critical factors for student success and well-being. One of the most important parts of hiring and retaining high-quality teachers is to create an environment where they want to work and grow. For instance, teachers want to have input into the work environment, want to be heard, receive genuine feedback, and have ample opportunities for relevant professional development. Teachers also want to work for high-quality school leaders. Retaining quality teachers is essential to student success. Once teachers are part of the school team, they want to thrive in a positive culture where staff is both heard and genuinely celebrated, where they have mentors to assist in their growth, have a reasonable work-life balance, and substantial compensation and benefits. Positions will be advertised on widely used education-focused job boards, Education Week, SchoolSpring, Teacher-Teachers, LinkedIn, Indeed, Handshake, and university sites, and recruit using one-to-one and event strategies. A thorough interview process will be conducted with multiple stages to identify top candidates. Once the top candidates are identified, a comprehensive reference check will be conducted to include recent supervisors.

Compensation and benefits are key recruitment and retention tools. Some strategies employed to recruit desirable candidates include:

- Using salary structures that recognize educational attainment and experienced teachers' prior years in the classroom;
- The use of sign-on bonuses when credentialed teachers are in short supply;
- The use of performance-based incentives that are tied to student and school achievement;
- The opportunity to participate in supplemental activities such as tutoring programs;
- The opportunity to perform supplemental duties such as Lead Teacher or Teacher Mentor;

- An affordable and attractive set of health, education, and supplemental benefits.

The school will offer teachers and staff competitive compensation and a benefits package. The Board and Head of School will work with the ACCEL HR support team to review state salaries by position. The school will identify a base starting salary and then provide additional pay based on several factors, including but not limited to years of teaching experience, especially in a virtual school, advanced degrees or professional licenses, licensed teachers in subjects where there is short supply, teachers willing to take on supplemental roles at the school, and teachers with unique skills.

7C: Recruitment & Marketing Plans

The school will have a statewide outreach plan as a statewide virtual charter. A diverse marketing plan that reflects the school's mission, vision, and unique offerings will be developed. The marketing plan will include grassroots, data-driven outreach through an open house and other public forum-type engagement and online marketing strategies. The marketing and recruiting plan may include, without limitation, the following specific strategies:

- **School Website:** Website content will describe the school requirements, including student attendance, courses offered, graduation requirements, and parent expectations. Website content will include Spanish translation ability and maximize search engine marketing efforts and lead capture.
- **Search Engine Marketing:** Search engine marketing will cover a broad spectrum of lead-generating activities, including paid or sponsored listings on search engines and directories (e.g., Google business, greatschools.com), and deploying strategies for search engine optimization (SEO) intended to achieve a higher ranking in search results.
- **Social & Display Marketing:** Leverage social media and display ads within platforms popular among younger, digital-native generations and targeted adult demographics to provide meaningful opportunities for the school brand to reach thousands of users.
- **TV/Radio:** TV/ Radio ads represent the benefits of the school, targeting desired demographics.
- **Direct Mail:** Direct mail pieces are sent to identify geographic and demographic targets with measurable outcomes.
- **Events:** Promotional events are held in large, target areas. A school representative would run these events and discuss the school's mission and program offering.
- **Email Campaign:** A series of emails will be sent to inform families of school activities, enrollment dates, events, etc. The email content will also be available in Spanish.
- **Collateral:** ACCEL Schools will develop school-specific literature that will be provided to prospective families during all school events, promotional events, sponsorships, and partnerships. These materials will be multicultural and appeal to all socioeconomic groups.
- **Enrollment Center Support:** Inquiries received from marketing tactics will receive a follow-up call from an Enrollment Center representative for a personal education consultation. During this conversation, the representative will answer the family's questions, provide a detailed overview of the program, and ensure the student's educational and personal needs will be met through the program. The Enrollment Center team will assist families through the enrollment process, including initial application, compliance documentation collection, course placement, and approval.

Marketing Samples:



The poster features a yellow background with various educational icons: two orange pencils at the top left, a blue graduation cap with a tassel at the top right, a red book labeled 'TEST' and a blue book labeled 'ADMITTED' at the bottom right, and a blue gear-like logo at the bottom right. The main text is in large, bold, dark blue letters. A dark blue banner contains white text about enrollment. Below this, a section titled 'Program Offerings' lists ten programs in two columns. At the bottom, text about scheduled info sessions is accompanied by a blue gear logo and the 'PATHFINDER CAREER ACADEMY' logo.

CTE PROGRAM INFO SESSIONS AUGUST 2024

Now Enrolling 10th & 11th Graders for Fall Programs

Program Offerings

- Business
- I.T.
- Health Information Management
- Early Childhood
- Teaching Professions
- Construction
- Allied Health & Nursing

Scheduled Program Info Sessions
beginning tomorrow - 8/27/24
in CTE Big Blue Button!

PATHFINDER
CAREER ACADEMY



Pathfinder Career Academy of Ohio

August 9 · 🌐



"Pathfinder Career Academy of Ohio is excited to announce its partnership with Cleveland Clinic's Center for Youth and College Education (CYCE) program! CYCE offers a comprehensive suite of programs designed to provide middle and high school students with immersive, hands-on experiences in the healthcare field."



[OH.PATHFINDERCAREERACADEMY.COM](https://oh.pathfindercareeracademy.com)

Partnership with CYCE Program | Pathfinder Career Academy of Ohio

Share Pathfinder Career Academy of Ohio is excited to announce its partnership with Clevelan...



Gateway Online Academy of OH

June 3 · 🌐



See your student graduate with our Online, Tuition-Free, Credit Recovery High School.



FY26-30 September 2024 submission
IRN No.:
Type of School: E-School
Contract Term: 5 Years

School Name: Virtual Preparatory Academy of Ohio
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended 2026 through 2030 - Budget
Contingency Budget Scenario

	Forecast					
	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Fiscal Year 2029	Fiscal Year 2030	
Operating Receipts						Assumption Notes
State Foundation Payments (3110, 3211)	\$ 3,874,371	\$ 6,644,416	\$ 9,497,607	\$ 12,617,379	\$ 15,910,905	
Charges for Services (1500)	-	-	-	-	-	
Fees (1600, 1700)	-	-	-	-	-	
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)	-	-	-	-	-	Supplemental support provided by Accel Schools
Total Operating Receipts	\$ 3,874,371	\$ 6,644,416	\$ 9,497,607	\$ 12,617,379	\$ 15,910,905	
Operating Disbursements						
100 Salaries and Wages	\$ -	\$ -	\$ -	\$ -	\$ -	
200 Employee Retirement and Insurance Benefits	-	-	-	-	-	
400 Purchased Services	3,835,627	6,616,716	9,469,075	12,586,181	15,877,969	
500 Supplies and Materials	-	-	-	-	-	
600 Capital Outlay -New	-	-	-	-	-	
700 Capital Outlay - Replacement	-	-	-	-	-	
800 Other	-	-	-	-	-	
819 Other Debt	-	-	-	-	-	
Total Operating Disbursements	\$ 3,835,627	\$ 6,616,716	\$ 9,469,075	\$ 12,586,181	\$ 15,877,969	
Excess of Operating Receipts Over (Under)						
Operating Disbursements	\$ 38,744	\$ 27,700	\$ 28,532	\$ 31,198	\$ 32,935	
Nonoperating Receipts/(Disbursements)						
Federal Grants (all 4000 except fund 532)	\$ -	\$ -	\$ -	\$ -	\$ -	
State Grants (3200, except 3211)	-	-	-	-	-	
Restricted Grants (3219, Community School Facilities Grant)	-	-	-	-	-	
Donations (1820)	-	-	-	-	-	
Interest Income (1400)	-	-	-	-	-	
Debt Proceeds (1900)	-	-	-	-	-	
Debt Principal Retirement	-	-	-	-	-	
Interest and Fiscal Charges	-	-	-	-	-	
Transfers - In	-	-	-	-	-	
Transfers - Out	-	-	-	-	-	
Total Nonoperating Revenues/(Expenses)	\$ -	\$ -	\$ -	\$ -	\$ -	
Excess of Operating and Nonoperating Receipts						
Over/(Under) Operating and Nonoperating						
Disbursements	\$ 38,744	\$ 27,700	\$ 28,532	\$ 31,198	\$ 32,935	
Fund Cash Balance Beginning of Fiscal Year	\$ -	\$ 38,744	\$ 66,444	\$ 94,976	\$ 126,174	
Fund Cash Balance End of Fiscal Year	\$ 38,744	\$ 66,444	\$ 94,976	\$ 126,174	\$ 159,109	

Assumptions

Staffing/Enrollment

Enrollments	500	850	1215	1600	2000
Total Student FTE	410	697	996	1311	1639
Instructional Staff	18.0	33.0	47.0	61.5	76.0
Administrative Staff	5.0	5.0	5.0	5.0	5.0
Other Staff	3.5	3.5	3.5	3.5	3.5

Purchased Services

Rent	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782	\$ 33,765	
Utilities	2,000	2,061	2,124	2,188	2,255	
Other Facility Costs	2,000	1,546	1,593	1,641	1,691	Includes Office Internet, Copies, Postage, etc
Insurance	36,000	37,096	38,226	39,390	40,590	Includes D&O Insurance and General Liability Insurance
Management Fee	204,040	580,412	1,151,733	1,892,711	2,650,303	Accel Management Sweep Fees/additional school reserves
Sponsor Fee	193,719	332,221	474,880	630,869	795,545	5% of State Revenue for Charter Partner
Audit Fees	15,000	15,457	15,928	16,413	16,912	
Payroll Processing Fees	27,030	49,378	68,173	88,609	111,358	Assumes \$42.50 per pay period for staff FTE's
Contingency	-	-	-	-	-	
Transportation	-	-	-	-	-	
Legal	10,000	10,300	10,609	10,927	11,255	
Marketing	-	-	-	-	-	
Consulting	-	-	-	-	-	
Salaries and Wages	1,427,000	2,497,810	3,347,744	4,233,177	5,187,172	See Staffing Chart included in application for breakout
Employee Benefits	392,425	686,898	920,630	1,164,124	1,426,472	Assumes 28% for full employee benefits and taxes
Staff Bonuses/Stipends	52,300	77,138	96,994	117,672	139,921	Includes 3% of qualified salaries and \$20k in stipends annually
Staff Training	15,000	26,792	39,819	53,067	67,650	Approximately \$1,000 per teacher
Special Education Services	84,488	128,730	177,014	230,873	289,362	See details below
Student Computers	244,375	272,638	412,356	522,325	636,650	Assumes \$425 per new computer shipped
Curriculum/Technology	750,000	1,275,000	1,822,500	2,400,000	3,000,000	Assumes \$1,500 per year per enrollment
Student Technology Reimbursement	123,750	216,782	319,308	433,293	558,111	Assumes \$40/month for all F&R Lunch enrollments
Student Testing and Assessment	100,000	175,177	258,026	350,136	450,999	Includes costs for testing space, materials and teacher travel
Student Extra Curricular Activities	37,500	65,691	96,760	131,301	169,125	Includes \$75 per family for teacher led school outings
Staff Travel/Supplies	\$ 22,500	\$ 21,640	\$ 21,237	\$ 21,883	\$ 22,832	Includes travel, conferences, supplies and dues
Student Technology Support	\$ 66,500	\$ 113,050	\$ 161,595	\$ 212,800	\$ 266,000	
Total Purchased Services	\$ 3,835,627	\$ 6,616,716	\$ 9,469,075	\$ 12,586,181	\$ 15,877,969	

Financial Metrics

Debt Service Payments	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service Coverage	0.00	0.00	0.00	0.00	0.00
Growth in Enrollment	0.00%	70.00%	42.94%	31.69%	25.00%
Growth in New Capital Outlay	0.00%	0.00%	0.00%	0.00%	0.00%
Growth in Operating Receipts	0.00%	71.50%	42.94%	32.85%	26.10%
Growth in Non-Operating Receipts/Expenses	0.00%	0.00%	0.00%	0.00%	0.00%
Days of Cash	0.00	0.01	0.01	0.01	0.01
Expenditures per FTE	\$ 9,360	\$ 9,498	\$ 9,510	\$ 9,598	\$ 9,687

Assumptions Narrative Summary

Funded FTEs will grow from 410, 697, 996, 1,311 and 1,639 in FY2026 - FY2030 (see application staffing chart for salaries and ratios). The combined benefits rate is assumed to be 29.5% per employee, and it assumes an annual increase of 3% annually. Sponsor Fees projected for FY2026 as a percent of state revenue at 5%. Special Education Services include contracted Speech Therapists, Occupational Therapist and Physical Therapists at an estimated cost of \$500 per SPED Student (estimated at 20% of the total population) in addition to any Assistive Technology for SPED Student access. Other operating expenses are assumed to grow 3% year over year after FY2024.

The budget is based on the FY24-25 Ohio Funding Model (pre-funding updates) with an ADA/FTE rate of 85% for revenue estimates. The budget also assumes that Accel will receive school revenue and be responsible for all school expenses and reserve requirements.

FY25 - September 2024
IRN No.: TBD
Type of School: E-School
Contract Term: 5 Years

School Name: Virtual Preparatory Academy of Ohio
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
FY2024 Contingency Budget/Cash Flow

Operating Receipts

State Foundation Payments (3110, 3211)
Charges for Services (1500)
Fees (1600, 1700)
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)
Total Operating Receipts

Forecasted Revenue											
July 2025	August 2025	September 2025	October 2025	November 2025	December 2025	January 2026	February 2026	March 2026	April 2026	May 2026	June 2026
\$ -	\$ 645,728	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	322,864
	-	-	-	-	-						
	-	-	-	-	-						
236,771	-	-	-	-	-						(236,771)
\$ 236,771	\$ 645,728	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 322,864	\$ 86,093

Revenue
Total FY2026
\$ 3,874,371
-
\$ 3,874,371

Purchased Services

Rent
Utilities
Other Facility Costs
Insurance
Management Fee
Sponsor Fee
Audit Fees
Payroll Processing Fees
Contingency
Transportation
Legal
Marketing
Consulting
Salaries and Wages
Employee Benefits
Staff Bonuses/Stipends
Staff Training
Special Education Services
Student Computers
Curriculum/Technology
Student Technology Reimbursement
Student Testing and Assessment
Student Extra Curricular Activities
Food Services
Other
Total Purchased Services

Forecasted Expenses											
July 2025	August 2025	September 2025	October 2025	November 2025	December 2025	January 2026	February 2026	March 2026	April 2026	May 2026	June 2026
\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
167	167	167	167	167	167	167	167	167	167	167	167
167	167	167	167	167	167	167	167	167	167	167	167
3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
17,003	17,003	17,003	17,003	17,003	17,003	17,003	17,003	17,003	17,003	17,003	17,003
16,143	16,143	16,143	16,143	16,143	16,143	16,143	16,143	16,143	16,143	16,143	16,143
1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
833	833	833	833	833	833	833	833	833	833	833	833
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
118,917	118,917	118,917	118,917	118,917	118,917	118,917	118,917	118,917	118,917	118,917	118,917
32,702	32,702	32,702	32,702	32,702	32,702	32,702	32,702	32,702	32,702	32,702	32,702
4,358	4,358	4,358	4,358	4,358	4,358	4,358	4,358	4,358	4,358	4,358	4,358
1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
7,041	7,041	7,041	7,041	7,041	7,041	7,041	7,041	7,041	7,041	7,041	7,041
-	-	-	61,094	-	-	61,094	-	-	61,094	-	61,094
-	-	-	187,500	-	-	187,500	-	-	187,500	-	187,500
10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313	10,313
8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125
1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875
5,542	5,542	5,542	5,542	5,542	5,542	5,542	5,542	5,542	5,542	5,542	5,542
\$ 236,771	\$ 236,771	\$ 236,771	\$ 485,365	\$ 236,771	\$ 236,771	\$ 485,365	\$ 236,771	\$ 236,771	\$ 485,365	\$ 236,771	\$ 485,365

Expenses
Total FY2026
\$ 30,000
2,000
2,000
36,000
204,040
193,719
15,000
27,030
-
-
10,000
-
-
1,427,000
392,425
52,300
15,000
84,488
244,375
750,000
123,750
100,000
37,500
22,500
66,500
\$ 3,835,627

Surplus/(Deficit)

\$ 0	\$ 408,957	\$ 86,093	\$ (162,501)	\$ 86,093	\$ 86,093	\$ (162,501)	\$ 86,093	\$ 86,093	\$ (162,501)	\$ 86,093	\$ (399,272)
------	------------	-----------	--------------	-----------	-----------	--------------	-----------	-----------	--------------	-----------	--------------

\$ 38,744

Cash Balance

\$ 0	\$ 408,957	\$ 495,051	\$ 332,550	\$ 418,643	\$ 504,737	\$ 342,236	\$ 428,329	\$ 514,423	\$ 351,922	\$ 438,015	\$ 38,744
------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	-----------

\$ 38,744

Teachers					
Category	Ratios (XX:1)	Targeted Salary*	Yr 1	Yr 2	Yr 3
General Ed Teaching Staff (K-5)	45:1 (per course)	\$ 48,000	4.0	5.0	7.0
General Ed Teaching Staff (6-8)	33:1 (per course)	\$ 48,000	5.0	7.0	10.0
General Ed Teaching Staff (9-12)	33:1 (per course)	\$ 48,000	5.0	12.5	18.0
ELL Teaching Staff	25:1	\$ 48,000	1.0	2.5	3.5
SPED Teaching Staff	20:1	\$ 52,000	3.0	6.0	8.5
Total			18.0	33.0	47.0
Teaching Support					
Success Coach	250:1	\$ 44,000	1.0	2.5	4.0
Counselor	300:1	\$ 58,000	2.5	3.5	4.0
Total			3.5	6.0	8.0
Support Services - Administration					
Category	Ratios (XX:1)	Targeted Salary*	Yr 1	Yr 2	Yr 3
Lead School Administrator - Head of School	N/A	\$ 115,000	1.0	1.0	1.0
Principal	N/A	\$ 90,000	1.0	1.0	1.0
Student Services Coordinator	N/A	\$ 60,000	0.0	1.0	1.0
Registrar	N/A	\$ 43,000	1.0	1.0	1.0
K-5 Principal	N/A	\$ 90,000	0.0	1.0	1.0
Operations Manager	N/A	\$ 75,000	1.0	1.0	1.0
Attendance/Testing Officer	N/A	\$ 55,000	0.0	1.0	1.0
Total			4.0	7.0	7.0

Category	Ratios (XX:1)	Targeted Salary*	Yr 1	Yr 2	Yr 3
Special Education Coordinator	N/A	\$ 70,000	1.0	1.0	1.0
Total			1.0	1.0	1.0

Total Staff			26.5	47.0	63.0
--------------------	--	--	-------------	-------------	-------------

Staffing - K-5

Yr 4	Yr 5
9.0	11.0
12.0	15.0
24.5	30.5
4.5	5.5
11.5	14.0
61.5	76.0

4.5	6.0
5.5	7.0
10.0	13.0

Yr 4	Yr 5
1.0	1.0
1.0	1.0
1.0	1.0
1.0	1.0
1.0	1.0
1.0	1.0
1.0	1.0
7.0	7.0

Yr 4	Yr 5
1.0	1.0
1.0	1.0

79.5	97.0
------	------

Category	Yr 1	Yr2	Yr 3	Yr 4	Yr 5	
General Ed	#REF!	#REF!	#REF!	#REF!	#REF!	
SPED Teach	#REF!	#REF!	#REF!	#REF!	#REF!	
		Total	#REF!	#REF!	#REF!	#REF!
Total Teach	#REF!	#REF!	#REF!	#REF!	#REF!	

SUPPORT SERVICES - ADMINISTRATION				
Position	Targeted Salary		Yr 1	Yr2
Lead School Administrator - School Director/CEO	#REF!		#REF!	#REF!
Lead School Adminsitrator - Principal(s)	#REF!		#REF!	#REF!
Assistant Principal(s)	#REF!		#REF!	#REF!
Registrar	#REF!		#REF!	#REF!
Administrative Assistants	#REF!		#REF!	#REF!
Operations Manager	#REF!		#REF!	#REF!
Testing Officer	#REF!		#REF!	1.0
Attendance Officer	#REF!		0.0	1.0
Total			#REF!	#REF!

SUPPORT SERVICES -REGULAR EDUCATION				
Position	Targeted Salary	Ratio	Yr 1	Yr2
Advisors	\$37,000	225:1	#REF!	#REF!
School Counselor	\$60,000	350:1	#REF!	#REF!
Total			#REF!	#REF!

SUPPORT SERVICES -SPECIAL EDUCATION				
Position	Targeted Salary		Yr 1	Yr2
Manager(s) of Special Education	#REF!		#REF!	#REF!
Coordinator of Special Education	#REF!		#REF!	#REF!
Special Education Registrar	#REF!		#REF!	#REF!
Total		0.0	#REF!	#REF!

Yr 3	Yr 4	Yr 5
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!
1.0	1.0	1.0
1.0	1.0	1.0
#REF!	#REF!	#REF!

Yr 3	Yr 4	Yr 5
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!

Yr 3	Yr 4	Yr 5
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!

LINE OF CREDIT LOAN AGREEMENT

This Line of Credit Loan Agreement (the "Loan Agreement") effective as of _____ (the "Effective Date") is entered into by and between INSERT SCHOOL., a corporation organized under Section 501(c)(3) of the Internal Revenue Code with an address at care of INSERT SCHOOL INFORMATION ("Borrower") and Accel Schools LLC, a Delaware limited liability company with its principal place of business located at 1750 Tysons Boulevard, Suite 1300, McLean, VA 22102 ("Lender").

RECITALS

Borrower desires to obtain from Lender a line of credit ("Loan") and Lender is willing to make the Loan, but only on the terms and conditions hereinafter set forth.

NOW, THEREFORE in consideration of the premises and the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. LOAN.

1.1 LINE OF CREDIT. (a) Subject to the terms and conditions contained herein and in the other documents, instruments and agreements executed in connection with the Loan ("Loan Documents"), Lender will establish for Borrower the Loan as a line of credit against which Lender will make advances ("Advances") from time to time solely for the Loan Purpose, as set forth on attached Exhibit A. Subject to the terms and conditions hereof, Advances of the Loan will be made in amounts no less than the Minimum Advance Amount. Borrower may obtain Advances, repay Advances and obtain additional Advances subject to the terms and conditions in this Loan Agreement; however, all of the Advances hereunder shall be viewed as a single loan. At no time shall the unpaid principal balance of the Loan exceed the Maximum Loan Amount and all Advances of the Loan shall be made on or before the Draw Period End Date.

(b) Borrower and Lender agree that no Advances will be made for the following type of expenses: (i) payments to Board members; (ii) legal fees greater than \$5,000 per year; (iii) consulting fees not authorized by Lender; and (iv) any amount that is greater than either (A) \$1,000 for a single purchase or (B) \$5,000 in the aggregate for all similar purchases under \$1,000, unless in either event authorized by Lender. In addition, while any Loan amount is outstanding Borrower may not incur expenditures outside of the Budget (as defined in the Management Agreement between Borrower and Lender or its affiliate (as amended from time to time, the "Management Agreement")) that are greater than \$10,000 individually or in the aggregate unless Lender pre-approves the expenditure in writing

1.2 NOTE. The Loan shall be evidenced by a promissory note ("Note") of even date herewith in a form substantially as set forth in attached Exhibit B in the Maximum Loan Amount, payable in accordance with the terms thereof. Interest on the principal amount outstanding from time to time shall be charged as provided in the Note and should such rate of interest as calculated thereunder exceed that allowed by law, the applicable rate of interest will be the maximum rate of interest allowed by applicable law.

1.3 REPAYMENT/AMORTIZATION SCHEDULE. (a) Borrower agrees that it shall make payments toward repayment of the Advances on a first priority basis from any and all funds received by Borrower (from sources other than Lender), when and as such funds are received. Advances shall be due and payable on the 15th day of each month that such funds are received and attributable to a prior month. However, Lender and Borrower contemplate and understand that Borrower may not receive funds from which to pay the Loan until after the initial payment is due.

(b) The Maximum Loan Amount outstanding under this Loan Agreement is set forth in attached Exhibit A.

(c) Lender and Borrower agree that Lender may from time to time attach the Amortization Schedule to the Note and send a copy to the Borrower. Borrower hereby agrees to then make principal and interest payments to Lender in accordance with the Amortization Schedule, as so updated from time to time.

(d) Lender and Borrower contemplated the Note and all Advances shall be paid in full by June 30, 202X. However, in the event Borrower is unable to repay all Advances with interest thereon by June 30, 202X, then Lender will agree to extend repayment of the outstanding amounts for one additional year (the "Additional Year") in accordance with an updated Amortization Schedule prepared by Lender and provided to Borrower on the date of such extension. Any amounts outstanding during the Additional Year shall bear interest at a rate equal to 1.0% per month. All amounts are due and payable in full at the end of the Additional Year.

1.4 PREPAYMENTS. If for any reason the aggregate principal amount of the Loan outstanding at any time shall exceed the Maximum Loan Amount, Borrower, without notice or demand, shall immediately make a principal payment to Lender in an amount equal to such excess plus accrued and unpaid interest hereon. Borrower may from time to time prepay all or part of the outstanding principal balance of the Loan without penalty.

1.5 ADDITIONAL TERMS. Many capitalized terms used in this Loan Agreement shall have the meaning set forth in attached Exhibit A. The Note and Loan shall be subject to the terms and conditions set forth on such attached Exhibit A.

2. ADVANCES

2.1 CONDITIONS PRECEDENT TO ADVANCES. Lender shall have no obligation to make any Advance until the conditions set forth in the following subparagraphs and elsewhere herein have been satisfied, as determined by Lender in its sole and absolute discretion, at the expense of Borrower:

(a) Borrower shall have received approval of its Board to enter into this Loan Agreement and the Note. Such approval shall be evidenced by Board's signature to this Loan Agreement.

(b) Borrower shall have delivered to Lender, in form and substance satisfactory to Lender, a written request for an Advance with details about how the money would be spent;

(c) Borrower shall have delivered to Lender, in form and substance satisfactory to Lender, this Loan Agreement, the Note, and such other documents, as Lender may reasonably request;

(d) Borrower shall have delivered to Lender, in form and substance satisfactory to Lender, certified copies of resolutions of Borrower's board of directors authorizing Borrower to execute, deliver, honor and perform the Loan Documents and certifying the names and signatures of the officers or partners, as the case may be, of Borrower authorized to sign the Loan Documents;

(e) No material adverse change shall have occurred in the business or financial condition of Borrower or any guarantor since the date of the latest financial statements given to Lender by or on behalf of Borrower or such guarantor;

(f) Each of the warranties and representations made by Borrower in the Loan Documents shall be true and correct as of the date of each Advance; and

(g) Borrower shall have kept and performed the various covenants, obligations and agreements on its part to be kept and performed under the Loan Documents and no Event of Default, or act or event which with the giving of notice or the passage of time, or both, would constitute an Event of Default hereunder or under any of the other Loan Documents, shall have occurred and be continuing.

2.2 REQUEST FOR ADVANCES. Advances may be made by Lender at the written request of the persons set forth on attached Exhibit A, either one acting alone, who are authorized to request Advances and direct disposition of any such Advances until written notice of the revocation of such authority is received from Borrower by Lender. Each request by Borrower for an Advance shall (a) include details about how the money would be spent, and (b) constitute a reaffirmation, as of the date of such request, of all of the representations and warranties of Borrower contained in this Loan Agreement and in the other Loan Documents.

2.3 FEES. Any fees payable in connection with this Loan Agreement shall be set forth on attached Exhibit A.

2.4 NO WAIVER. No Advance shall constitute a waiver of any of the conditions to any further Advances nor, in the event Borrower is unable to satisfy any such condition, shall any such Advance have the effect of precluding Lender from thereafter declaring such inability to be an Event of Default (as hereinafter defined).

3. REPRESENTATIONS AND WARRANTIES. Borrower makes the following representations and warranties to Lender, which representations and warranties shall survive the execution of this Loan Agreement:

(a) Legal Status. Borrower has been duly organized and is validly existing under the laws of its state of incorporation or formation, as the case may be, and is qualified to transact business, and has made all filings and is in good standing, in every state and jurisdiction in which the nature of its business requires such qualifications;

(b) No Violation. The making and performance of Borrower of the Loan Documents does not violate any provision of law, nor any provision of Borrower's incorporation or formation documents, or result in a breach of, or constitute a default under, any agreement, indenture or other instrument to which Borrower is a party or by which Borrower may be bound;

(c) Authorization. This Loan Agreement and the other Loan Documents have been duly authorized, executed and delivered, and are legal, valid and binding agreements of Borrower and its Board enforceable against Borrower in accordance with their terms, except as enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium or similar laws effecting creditors' rights generally and by general principles of equity;

(d) Financial Statements. All financial statements and reports that have heretofore been presented to Lender in conjunction with the transaction which is the subject of this Loan Agreement, have been prepared in conformity with generally accepted accounting principles consistently applied, fairly and accurately present the financial condition and income of the subject thereof, as of the date given, and neither contain any untrue statement of a material fact nor fail to state a material fact required in order to make such financial statements not misleading. Since the date of such financial statements, there has been no adverse material change in the financial condition or operations of the subject thereof.

(e) Consent and Licenses. No consent, approval or authorization of, or registration or filing with, any governmental body or authority, or any other person, firm or entity not a party hereto, is or will be required as a condition to the valid execution, delivery, performance or enforceability of the Loan Documents, or the transactions contemplated hereby or thereby, or to the conduct of Borrower's business;

(f) Litigation. There is no litigation either pending or, to the best of its knowledge, threatened against Borrower before any court or administrative agency, or before any arbitrator, which may have a material adverse effect on the assets, business, financial conditions or operations of Borrower, or which would prevent or hinder the performance of Borrower's obligations under the Loan Documents and, furthermore, Borrower has not violated any law and, to the best of its knowledge, is not the subject of any

investigation by a governmental agency that could result in an indictment or a forfeiture or seizure of any of its assets;

(g) Margin Securities. Borrower will not directly or indirectly invest all or any part of the proceeds of the Loan in any security subject to the margin requirements of Regulations G, T, U, or X of the Board of Governors of the Federal Reserve System or use all or any part of proceeds of the Loan to reduce or retire any indebtedness which was originally incurred to purchase any margin securities or for any other purpose which would violate any of the margin regulations of the Board of Governors of the Federal Reserve System; and

(h) Investment Company Act. Borrower is not, and is not directly or indirectly controlled by, or acting on behalf of, any person which is, an 'Investment Company' within the meaning of the Investment Company Act of 1940, as amended.

4. COVENANTS OF BORROWER. Until the payment in full of the Loan and until the fulfillment of all of its obligations hereunder and under the other Loan Documents, Borrower shall comply with the following covenants:

(a) Board Approval. The Board of the Borrower has approved this Loan Agreement and Advances to be made; provided that only the approval of only one of the persons identified in Section 2.2 of this Loan Agreement and Exhibit A to this Loan Agreement shall be required in connection with each individual Advance.

(b) Books and Records. Borrower shall at all times keep accurate and complete books, records and accounts of all of Borrower's business activities, prepared in accordance with generally accepted accounting principles consistently applied, and Borrower shall permit Lender, or any persons designated by Lender, at any reasonable time, to inspect, audit and examine such books, records and accounts and to make copies or extracts thereof;

(c) Statements and Reports. Borrower shall furnish to Lender: (i) within twenty (20) days after the end of each fiscal year of Borrower, financial statements of Borrower, which shall include a balance sheet, an income statement showing the results of operations for such a fiscal year and a change in financial position statement for such fiscal year, together, in each case, with the comparable figures for the immediately preceding fiscal year, all in reasonable detail and prepared in accordance with generally accepted accounting principles, consistently applied, which statements shall be certified by the preparer; (ii) within twenty (20) days after the end of each of the fiscal periods of Borrower, financial reports of Borrower, which shall include a balance sheet, an income statement showing the results of operations for such fiscal period and a change in financial position statement for such fiscal period, together, in each case, with the comparable figures for the immediately preceding corresponding fiscal period, all in reasonable detail and prepared in accordance with generally accepted accounting principles, consistently applied, and certified by the preparer; (iii) promptly, from time to time, upon request of Lender, such other information concerning the financial condition, business and affairs of Borrower as shall be reasonably requested by Lender;

(d) Notices. Borrower shall promptly notify Lender in writing of the occurrence of any Event of Default under any of the Loan Documents or any act or event which, with the giving of notice or the passage of time, or both, would be such an Event of Default and of any legal action, proceeding or investigation threatened or instituted against Borrower that might have a material adverse effect upon the operations, financial condition or business of Borrower or Borrower's ability to repay the Loan, and from time to time, at Lender's request, Borrower will furnish to Lender a summary of the status of all such actions, proceedings or investigation;

(e) Maintain Business. Borrower shall maintain in full force and effect all licenses, permits, authorizations, and other rights necessary or desirable to the profitable conduct of its business, shall continue in, and limit its operations to, the same general lines of business as are presently conducted and

shall comply with all applicable laws, orders, regulations and ordinances of all governmental authorities, and shall maintain its corporate existence;

(f) Mergers, Sale of Assets. Borrower will not, without Lender's prior written consent: (i) sell, lease, transfer or dispose of substantially all of its assets to another entity; or (ii) consolidate with or merge into another entity, permit any other entity to merge into it or consolidate with it, or permit any transfer of the ownership of, or power to control, Borrower;

(g) Leases. Borrower will not, without Lender's prior written consent, enter into any lease of real or personal property;

(h) Indebtedness. Borrower will not, without Lender's prior written consent, (i) incur, create, assume or permit to exist any obligation or indebtedness, except (A) existing indebtedness disclosed on financial statements previously delivered to Lender, (B) the Loan and (C) other indebtedness and trade obligations and normal accruals in the ordinary course of business not yet due and payable; (ii) become liable, directly, or indirectly, as guarantor or otherwise, for any obligation of any other person or entity, except existing obligations of such kind previously disclosed to Lender in writing;

(i) Insurance. Borrower shall maintain and keep in force insurance of the types and amounts required in the Management Agreement, and Borrower shall deliver to Lender from time to time as Lender may request, schedules setting forth all insurance then in effect and copies of the policies.

5. EVENTS OF DEFAULT. The occurrence of one or more of the following events shall constitute an Event of Default under this Loan Agreement: (a) Borrower fails to observe or perform any of the covenants, conditions and agreements on the part of Borrower contained herein or in any of the other Loan Documents; (b) any representation or warranty made by Borrower to Lender contained herein or in any of the other Loan Documents proves to have been untrue in any material respect when made or becomes untrue in any material respect; (c) Borrower shall be in default in the payment or performance of any material obligation under any other agreement or instrument to which Borrower is a party or by which it is bound; (d) the Management Agreement is terminated; (e) Borrower shall be dissolved or liquidated; (f) Borrower shall make an assignment for the benefit of creditors or shall be unable to, or shall admit in writing its inability to pay its debts as they become due; (g) Borrower shall commence any case, proceeding, or other action under any existing or future law of any jurisdiction relating to bankruptcy, insolvency, reorganization or relief of debtors, or any such action shall be commenced against Borrower; (h) Borrower shall suffer a receiver to be appointed for it or for any of its property or shall suffer a garnishment, attachment, levy or execution.

6. REMEDIES OF LENDER UPON DEFAULT

6.1 REMEDIES. At any time after any Event of Default has occurred, Lender may, without presentment, demand, protest or further notice of any kind (all of which are hereby expressly waived) and, notwithstanding the provisions contained in any other document or instrument executed or to be executed by Borrower to Lender hereunder or contained in any other agreement, take any one or more of the following actions: (a) Declare the entire principal and any accrued interest on the Loan, together with all costs and expenses, to be immediately due and payable, and to enforce payment thereof by any means permitted by law or in equity; (b) Without accelerating payment, enforce the payment of sums of principal and interest then due (including any penalty interest or late payment charges); (c) Require Borrower to take or refrain from taking any action which may be necessary to cure such Event of Default and to obtain affirmative or negative injunctions or restraining orders with respect thereto; (d) Obtain the appointment of a receiver of the business and assets of Borrower; (e) File suit for any sums owing or for damages; and (f) Exercise any other remedy or right provided in law or in equity or permitted under this Loan Agreement or any of the other Loan Documents.

6.2 REMEDIES CUMULATIVE. Any and all remedies conferred upon Lender shall be deemed cumulative with, and nonexclusive of any other remedy conferred hereby or by law, and Lender in the exercise of any one remedy shall not be precluded from the exercise of any other.

7. ATTORNEYS' FEES AND EXPENSES. In addition to interest on principal as stated in the Note, Borrower shall pay all costs of closing the Loan and all expenses of Lender with respect thereto, including, but not limited to, inspection fees and in-house and outside legal fees (including legal fees incurred by Lender subsequent to the closing of the Loan in connection with the disbursement and administration of the Loan). Said attorneys' fees and costs may, at Lender's option, be deducted from the disbursements of Loan proceeds hereunder. Borrower shall pay Lender's attorneys' fees and costs incurred in the collection of any indebtedness hereunder, or in enforcing this Loan Agreement, whether or not suit is brought, and any attorneys' fees and costs incurred by Lender in any proceeding under the Federal Bankruptcy Code in order to collect any indebtedness hereunder or to preserve, protect or realize upon any security for such indebtedness.

8. WAIVER. Any waiver of any of the terms of this Loan Agreement by Lender shall not be construed as a waiver of any other terms of this Loan Agreement, and no waiver shall be effective unless made in writing. The failure of Lender to exercise any right with respect to the declaration of any default shall not be deemed or construed to constitute a waiver by, or to preclude Lender from exercising any right with respect to such default at a later date or with respect to any subsequent default by Borrower.

9. NOTICES. Any notices required or permitted to be given pursuant to the Loan Documents shall be in writing and shall be given by nationally recognized overnight delivery service, personal delivery or by mailing the same by United States mail, postage prepaid, to the address first set forth above. Any such notice shall be deemed received for purposes of this Loan Agreement upon delivery if given by nationally recognized overnight delivery service, personal delivery or three (3) days after the mailing thereof if given by mail. If either party desires to change the address to which notices are to be sent it shall do so in writing and deliver the same to the other party in accordance with the notice provisions set forth above.

10. MISCELLANEOUS.

10.1 PARTIES. This Loan Agreement is made solely between Borrower and Lender, no other person shall have any right of action hereunder. The parties expressly agree that no person shall be a third-party beneficiary to this Loan Agreement.

10.2 INDEMNITY. Borrower agrees to and shall indemnify, hold harmless and defend Lender from any liability, claims or losses resulting from the disbursement of the proceeds of the Loan whether arising during or after the term of the Loan. This provision shall survive repayment of the Loan and shall continue in full force and effect so long as the possibility of such liability, claims or losses exists.

10.3 ENTIRE AGREEMENT. This Loan Agreement together with all other Loan Documents, constitutes the entire agreement of the parties hereto and thereto, and no prior agreement or understanding with respect to the Loan, whether written or oral and including, but not limited to, any loan commitment issued by Lender to Borrower, shall be of any further force or effect, all such other prior agreements and commitments having been superseded in their entirety by the Loan Documents.

10.4 ASSIGNMENT. This Loan Agreement shall inure to the benefit of and be binding upon the parties hereto and their respective executors, administrators, heirs, successors and assigns; provided, however, that neither this Loan Agreement nor any rights or obligations hereunder shall be assignable by Borrower without the prior express written consent of Lender, and any purported assignment made in contravention hereof shall be void. Lender may assign any part or all of the Loan and its rights and obligations hereunder at any time in its sole discretion.

10.5 GOVERNING LAW. This Loan Agreement and each of the Loan Documents shall be construed in accordance with and governed by the internal law, and not the law of conflicts, of the State of Delaware.

10.6 TIME. Time is of the essence hereof.

10.7 **SURVIVAL**. The representations and warranties hereunder shall survive the closing of the Loan and Lender may enforce such representations and warranties at any time. Borrower's covenants shall survive the closing of the Loan and shall be performed fully and faithfully by Borrower at all times. The indemnities of Borrower shall survive repayment of the Loan.

10.8 **SEVERABILITY**. If any term or provision of this Loan Agreement, of any other Loan Document, or the application thereof to any circumstance, shall be invalid, illegal or unenforceable to any extent, such term or provision shall not invalidate or render unenforceable any other term or provision of this Loan Agreement or any other Loan Document, or the application of such term or provision to any other circumstance. To the extent permitted by law, the parties hereto hereby waive any provision of law that renders any term or provision hereof invalid or unenforceable in any respect.

IN WITNESS WHEREOF, the parties hereto have executed this Loan Agreement on the Effective Date.

BORROWER

LENDER

Name: _____

Name: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Exhibit A

Loan Terms

- A. MAXIMUM LOAN AMOUNT: Eight times the average monthly revenue of the Borrower
- B. DRAW PERIOD END DATE: June 30, 2023, or as otherwise agreed in writing by the parties
- C. MINIMUM ADVANCE AMOUNT \$1,000
- D. INTEREST RATE: 0.50% per month
- E. INTEREST PAYMENT DATES See Amortization Schedule to be attached to Note from time to time
- F. PRINCIPAL PAYMENT DATES See Amortization Schedule to be attached to Note from time to time
- G. PRINCIPAL PAYMENT AMOUNTS Advances shall be due and payable on the 15th day of each month that such funds are received and attributable to a prior month.
- H. MATURITY DATE: June 30, 2023, but subject to the terms of the Loan Agreement
- I. LOAN PURPOSE (CHECK APPLICABLE) Start-up funding
- J. AUTHORIZED PERSONS TO REQUEST ADVANCES (BOARD MEMBERS):

Name

Title

_____(Primary)

_____(Alternative)

Exhibit B

Line of Credit Promissory Note

Date: _____, 202X

FOR VALUE RECEIVED, SCHOOL INFORMATION an Ohio non-profit corporation and public charter school organized under Section 501(c)(3) of the Internal Revenue Code with an address at care of SCHOOL INFORMATION ("Borrower") promises to pay to the order of Accel Schools LLC, a Delaware limited liability company with its principal place of business located at 1750 Tysons Boulevard, Suite 1300, McLean, VA 22102 ("Lender"), the aggregate unpaid principal amount of all advances made by Lender to Borrower; provided, however, that Lender has no obligation to lend Borrower any amounts hereunder and the decision to lend such money lies in the sole and complete discretion of the Lender.

INTEREST & PRINCIPAL: The unpaid principal of this line of credit shall bear simple interest at the rate per annum equal to 6% per year (subject to increase as provided for in the Loan Agreement). Interest shall be calculated based on the principal balance as may be adjusted from time to time to reflect additional advances made hereunder. Interest on the unpaid balance of this Note shall accrue monthly but shall be due and payable in accordance with the Amortization Schedule as attached to this Note from time to time in accordance with the terms of the Loan Agreement. The principal balance of this Note shall also be due and payable as set forth on such Amortization Schedule. There shall be no penalty for early repayment of all or any part of the principal.

DEFAULT: The Borrower shall be in default of this Note on the occurrence of any of the following events: (a) Borrower fails to observe or perform any of the covenants, conditions and agreements on the part of Borrower contained herein or in any of the other Loan Documents; (b) any representation or warranty made by Borrower to Lender contained herein or in any of the other Loan Documents proves to have been untrue in any material respect when made or becomes untrue in any material respect during the Term; (c) Borrower shall be in default in the payment or performance of any material obligation under any other agreement or instrument to which Borrower is a party or by which it is bound; (d) the Management Agreement (as may be amended) to which Borrower and Lender or its affiliate are parties is terminated; (e) Borrower shall be dissolved or liquidated; (f) Borrower shall make an assignment for the benefit of creditors or shall be unable to, or shall admit in writing its inability to pay its debts as they become due; (g) Borrower shall commence any case, proceeding, or other action under any existing or future law of any jurisdiction relating to bankruptcy, insolvency, reorganization or relief of debtors, or any such action shall be commenced against Borrower; (h) Borrower shall suffer a receiver to be appointed for it or for any of its property or shall suffer a garnishment, attachment, levy or execution.

REMEDIES: Upon default of this Note, Lender may declare the entire amount due and owing hereunder to be immediately due and payable and pursue any remedies set forth in the Loan Agreement. Lender may also use all remedies in law and in equity to enforce and collect the amount owed under this Note.

Borrower hereby waives demand, presentment, notice of dishonor, diligence in collecting, grace and notice of protest.

All capitalized terms contained herein shall have the meanings attributed to them in the Loan Agreement unless specifically otherwise defined herein.

[Signature Page Follows]

IN WITNESS WHEREOF, the Borrower hereto has executed this Note on the Effective Date.

BORROWER

Name: _____

Print Name: _____

Title: _____

SAMPLE

Amortization Schedule

[To be completed and attached to Note concurrent with each Advance]

School:

Max Loan Amount See Exhibit A to the Loan Agreement

Term 1 year*

Rate 0.5% per month*

	DRAW	BEG BAL	PAYMENT	INTEREST	PRINCIPAL	END BALANCE
July – 22						
August – 22						
September – 22						
October – 22						
November – 22						
December - 22						
January – 23						
February – 23						
March – 23						
April – 23						
May – 23						
June – 23						

*Subject to extension and associated interest rate increase as provided in Section 1.3(d) of the Loan Agreement.



Letter Of Guarantee

Auditor of the State of Ohio
Office of Auditor of State
88 East Broad Street, 5th Floor
Columbus, Ohio 43215

Subject: Guarantee of payment of the cost of audits of Virtual Preparatory Academy of Ohio (the "School")

Auditor:

Pursuant to Ohio Revised Code section 3314.50, in lieu of a bond or a cash deposit, Accel Online Ohio LLC (the "School's Operator") located at 1750 Tysons Blvd, Suite 1300, McLean, VA 22102, hereby guarantees payment of audits on behalf of the governing authority of the School, up to the amount of \$50,000 if the School closes.

This guarantee shall be binding upon any successor entity that enters into a contract to operate the School. The School's Operator shall cause any successor to all or substantially all of its assets or business to assume this guarantee.

This guarantee shall remain in force unless the School or the School's Operator posts a bond in the amount of \$50,000 with the Auditor of State.

Accel Online Ohio LLC

By: _____

Name: Maria Szalay

Its: COO

Date



DATE	DOCUMENT ID	DESCRIPTION	FILING	EXPED	CERT	COPY
06/21/2018	201817200604	REGISTRATION OF FOREIGN FOR PROFIT LLC (LFP)	99.00	100.00	0.00	0.00

Receipt

This is not a bill. Please do not remit payment.

CORPORATION SERVICE COMPANY
MONIQUE WEAVER
50 W. BROAD STREET
COLUMBUS, OH 43215

STATE OF OHIO CERTIFICATE

Ohio Secretary of State, Jon Husted
4200516

It is hereby certified that the Secretary of State of Ohio has custody of the business records for

ACCEL ONLINE OHIO LLC

and, that said business records show the filing and recording of:

Document(s)

REGISTRATION OF FOREIGN FOR PROFIT LLC

Effective Date: 06/20/2018

Document No(s):

201817200604



United States of America
State of Ohio
Office of the Secretary of State

Witness my hand and the seal of the
Secretary of State at Columbus, Ohio this
21st day of June, A.D. 2018.

Ohio Secretary of State

Form 533B Prescribed by:

JON HUSTED
Ohio Secretary of State



Toll Free: (877) 806-FILE (877-767-3453)
Central Ohio: (614) 466-3910
www.OhioSecretaryofState.gov
busserv@OhioSecretaryofState.gov
File online or for more information: www.OHBusinessCentral.com

Mail this form to one of the following:

Regular Filing (non expedite)
P.O. Box 670
Columbus, OH 43216

Expedite Filing (Next business day processing time.
Requires an additional \$100.00)

P.O. Box 1280
Columbus, OH 43216

For screen readers, follow instructions located at this path.

Registration of a Foreign Limited Liability Company

Filing Fee: \$99

Form Must Be Typed

CHECK ONLY ONE (1) BOX

- ☒ (1) Registration of a Foreign For-Profit Limited Liability Company
(106-LFA)
ORC 1705

Jurisdiction of Formation

Delaware

Date of Formation

June 6, 2018

- ☐ (2) Registration of a Foreign Nonprofit Limited Liability Company
(106-LFA)
ORC 1705

Jurisdiction of Formation

Date of Formation

Name of Limited Liability Company in its jurisdiction of formation

Accel Online Ohio LLC

Name under which the foreign limited liability company desires to transact business in Ohio (if different from its name in its jurisdiction of formation) is:

Name must include one of the following words or abbreviations: "limited liability company," "limited," "LLC," "L.L.C.," "Ltd.," or "Ltdy."

The address to which interested persons may direct requests for copies of the limited liability company's operating agreement, bylaws, or other charter documents of the company is:

General Counsel

Name

1650 Tysons Boulevard, #600

Mailing Address

McLean

City

VA

State

22102

ZIP Code

The limited liability company hereby appoints the following as its agent upon whom process against the limited liability company may be served in the state of Ohio. The name and complete address of the agent is

Corporation Service Company

Name of Agent

50 West Broad Street, Suite 1330

Mailing Address

Columbus

City

Ohio

State

43215

ZIP Code

The limited liability company irrevocably consents to service of process on the agent listed above as long as the authority of the agent continues, and to service of process upon the Ohio Secretary of State if:

- a. an agent is not appointed, or
- b. an agent is appointed but the authority of that agent has been revoked, or
- c. the agent cannot be found or served after the exercise of reasonable diligence.

By signing and submitting this form to the Ohio Secretary of State, the undersigned hereby certifies that he or she has the requisite authority to execute this document.

Required

Must be signed by an authorized representative.

If authorized representative is an individual, then they must sign in the "signature" box and print their name in the "Print Name" box.

If authorized representative is a business entity, not an individual, then please print the business name in the "signature" box, an authorized representative of the business entity must sign in the "By" box and print their name in the "Print Name" box.

Christopher R. Ryan

Signature

By (if applicable)

Christopher R. Ryan

Print Name

Signature

By (if applicable)

Print Name

Signature

By (if applicable)

Print Name

National Standards of Quality for Online Programs¹

Online Program Self-Evaluation Form

	5 - Exemplary	4 - Accomplished	3 - Promising	2 - Incomplete	1 - Confusing	N/A		
<p>5 Exemplary: a model of best practice as related to this criterion</p> <p>4 Accomplished: excellent implementation; comparable to other examples</p> <p>3 Promising: good implementation; however, somewhat lacking in depth or detail</p> <p>2 Incomplete: partial implementation of this criterion; additional work needed; good start</p> <p>1 Confusing: not obvious; more work needed; not a good example</p> <p>N/A Not Applicable: Some standards may not apply to all types of programs</p>								
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 a mission statement.						INSTITUTIONAL	
✓	States the purpose of the organization. Is clear and concise in articulating who the organization is, what it does and whom it serves.	5	4	3	2	1		N/A
✓	Indicates that online learning is the focus of the organization.	5	4	3	2	1		N/A
✓	Demonstrates a commitment to measurable quality and accountability.	5	4	3	2	1		N/A
✓	Reflects involvement of key stakeholders.	5	4	3	2	1		N/A
✓	Is made available to the public.	5	4	3	2	1		N/A
✓	Is reviewed periodically by program leadership.	5	4	3	2	1		N/A
	Comments/Evidence: PCA's mission is to provide learner-centered, individualized pathways to success for Ohio students, connecting them to their community and partners around the state, preparing them for their career success, and enabling them to fulfill their promise. This will be reflected on the school website and in the school's handbook. The school board and staff will review the mission statement every few years to ensure it reflects the school's program elements.							



**PRELIMINARY
AGREEMENT WITH
SPONSOR**



St. Aloysius Community School Preliminary Agreement

This agreement is entered into by and between **St. Aloysius** (SPONSOR) and **Virtual College & Career Prep Academy** (APPLICANT) whose address **TBD.**

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 **2025-2026** school year serving students statewide with base operations in the **Statewide.** 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 **Virtual College & Career Prep Academy** serving students statewide with base operations located in the **Statewide** 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 **Virtual College & Career Prep Academy.** 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, 2025,** 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

Virtual College & Career Prep Academy

By: _____

SPONSOR

St. Aloysius

By: _____

Signed by:

John Bandy

DU68D7AADC443B...

Date: 1/9/2025

PROPOSED SCHOOL INFORMATION

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:

Ohio has entered the third decade of internet or computer-based community school operations. Virtual College and Career Prep Academy plans to leverage the learnings and experiences from decades of school operations into the next generation of internet or computer-based schools. Specifically, Virtual College and Career Prep Academy envisions a learning experience combining the best online instruction with individualized, flexible learning focusing on student engagement. Decades of research demonstrate that engagement is the largest driver of student success in online schools.

Virtual College and Career Prep Academy will feature an innovative and interactive curriculum that is fully aligned with Ohio Learning Standards and taught by well-trained, talented, Ohio-licensed teachers. Teacher-led instruction will include a personalized balance of synchronous and asynchronous teaching and learning, one-to-one tutoring, organized peer interaction, academic and SEL support, and a focus on critical skills for postsecondary success. Instructional efforts are supported by a trained Engagement Team that ensures consistent, meaningful student engagement across the content areas. Parents across Ohio want options that seamlessly implement a deliberate and integrated approach to education that makes students college and career-ready.

Virtual College and Career Prep Academy students will benefit from a student-centered instructional design that encourages students to take charge of every aspect of their learning. This approach allows for more active learning, increased comprehension, and responsibility, which foster independence, accountability, and time management—all critical skills for success in higher education and today's workforce.

Community and student population (demographics, ages, and grade levels) the school proposes to serve:

Virtual College and Career Prep Academy will serve students in grades K-12 statewide, with a central location for school administration in the Columbus metro area. As a statewide computer-based school, we anticipate serving students from all backgrounds, including those with disabilities, English Language Learners, and those who are economically disadvantaged.

Enrollment area (specific counties in Ohio)

Virtual College and Career Prep 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:

ACCEL's core instructional model for online schools was developed in tight alignment with the National Standards for Quality Online Learning from the Virtual Learning Leadership Alliance (VLLA), Quality Matters (QM), and the Digital Learning Collaborative (DLC). The AMP system was designed for students and families to navigate in accordance with the standards easily.

Professional development for teachers and school leadership will also be provided by ACCEL and is aligned with the NSQOL standards (previously iNACOL standards). A full education plan was submitted during the sponsorship application process and is included here for additional information.

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

- Virtual College and Career Prep Academy will demonstrate an academic performance index score or equivalent of at least 60. Specific academic performance information is included in the application for sponsorship.
- Virtual College and Career Prep Academy students will achieve proficiency levels at or above the average of all state-wide internet or computer-based schools in each subject and grade.
- Virtual College and Career Prep Academy will achieve a graduation rate at or above the state average and/or the average of all statewide internet or computer-based schools.

In addition to the school-specific goals listed above, Virtual College and Career Prep Academy will comply with the performance framework and interventions as prescribed by the sponsor and agreed to during the charter contract process. These performance measures and interventions delve into the school's scores on the local report card and other school specific goals. Additionally, the interventions required by the school and the sponsor will assist Virtual College and Career Prep Academy in reaching all its goals over the course of the charter contract. The performance framework and interventions have been included for review.

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

- Virtual College and Career Prep Academy will demonstrate fiduciary responsibility through healthy financials, full enrollment at all grade levels, annual teacher retention of 75 percent or higher, and annual parent satisfaction of 80 percent or higher.

- Virtual College and Career Prep Academy will develop relevant industry, higher education and community organization partnerships to support student success in post-secondary or workplace endeavors.

Experience of key personnel (i.e., school leader, governing authority member(s), administrative or teaching staff):

Please see attachment.

RESUMES OF OPERATOR

Development Team Resumes

No	Name	Role
1	Dave Massa	Fiscal Agent - Treasurer
2	Shannon McElwain	ACCEL – VP, Online Schools
3	Megan Sandoval	ACCEL – Director, Online Schools
4	Stephen Narcisse	ACCEL – Director, Online School Finance
5	Careen Lamago	ACCEL – Director, Special Education – Online
6	Ryan Kilpatrick	ACCEL – Curriculum Coordinator
7	Shannon Slutman, Ph.D.	ACCEL – VP, Grants, Development & Compliance
8	Teren Jackson	ACCEL – Sr. Director, CTE & Student Development
9	Matt Arkin	ACCEL – SVP, Innovative Schools



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 run these schools, as well as, improve financial literacy among Governing Authorities and School Operators alike. Massa Financial Solutions, LLC is based in North Canton, Ohio and has ten employees. The following is some background on its Owner and Partner.

C. David Massa – Owner

C. David “Dave” Massa is a Certified Public Accountant and Licensed Ohio School Treasurer with over 29 years of experience in governmental auditing, operational accounting, and data management. Originally from Granville, Ohio, Dave attended Ohio University where he graduated *Cum Laude* with a BBA in Accounting and a U.S. Army commission in 1992.

Immediately prior to forming Massa Financial Solutions, LLC, Dave was the Vice-President of Finance for one of the largest education management companies in the nation. Over the course of nearly 11 years, Dave was part of the company’s explosive growth period which saw 10 schools in one state develop into over 50 schools in six states. Throughout this period, Dave worked daily to help design, implement, and manage the framework of financial systems and personnel used to support this growth. Simultaneously serving as the Fiscal Officer for many of the schools, Dave used his experience as a former State Auditor to ensure that the Schools’ financial records were properly maintained. This led to clean audits being rendered on nearly 200 separate engagements during his tenure. In 2005, as the Fiscal Officer of over 25 community schools in Ohio, Dave led an effort to have every one of those schools become the first in the State to receive the Government Finance Officers’ Association (GFOA) “**Certificate of Achievement for Excellence in Financial Reporting**”. This accomplishment was given specific recognition in a letter from Steve Burigana, COO at the Ohio Department of Education.

SHANNON MCELWAIN

Oxford, PA

EDUCATION

Penn State University, Schreyer Honors College

B.S. Human Development and Family Studies

Area of Concentration: Children and Youth

1995-1999

Honors Thesis: The Effects of Birth Order on Father Infant Shared Positive Affect

Graduated with Honors and High Distinction

Immaculata University

Certification in Early Childhood and Elementary Education

2001-2003

West Chester University

M. Ed Elementary Education

2006-2009

Areas of Concentration: Journalism, Proposal Writing

Edinboro University

Post Master's Degree Work – 24 Credits

2010-2015

Educational Leadership

AWARDS

Phi Eta Sigma National Honors Fraternity

College of Health and Human Development Honor Society

Penn State Schreyer Scholars Program - Honors and High Distinction

ETS Recognition of Excellence for score on PRAXIS Elementary Ed: Content Knowledge

Avon Grove Charter School: Teacher of the Year, 5 & 10 Year Service Awards

EXPERIENCE

Senior Director of Operations, Online Schools - ACCEL Schools

Current

Executive Director, Insight Pennsylvania Cyber Charter School – K12 INC 7/2017-3/2019

Director, National Instructional Coaching - K12 INC

7/2015-7/2017

Director of K-12 Academics, Agora Cyber Charter School – K12 INC

7/2014-7/2015

Upper School Principal (6-12) – Avon Grove Charter School

8/2012-8/2014

Middle School Principal (6-8) – Avon Grove Charter School

8/2011-8/2012

Upper Elementary School Assistant Principal (3-5) – Avon Grove Charter School 6/2010-8/2011

Early Elementary Student Services Coordinator (K-2) – Avon Grove Charter School 8/2009-8/2010

Elementary School Lead Teacher – Avon Grove Charter School 8/2003-8/2009

RESEARCH EXPERIENCE

Penn State University Emotional Beginnings Project Research Assistant

Penn State University Family Relationships Project Research Assistant

NATIONAL PUBLICATIONS AND PRESENTATIONS

**iNacol Presenter: Growing New and Experienced Teachers to Highly Effective Teachers
Nov. 2015**



**Megan
Sandoval**

Chandler, Arizona
602-920-2481
megansandovalaz@gmail.com

PROFESSIONAL SUMMARY

Experienced, effective, and charismatic leader with twenty years of transformational public education and business leadership experience; Proven track record of **building organizational excellence** and igniting **innovation and growth**; Passionate **advocate for education options for all learners**; Leader in the use of technology to **transform teaching and learning**; Exceptional **interpersonal and communication skills** with **High Emotional intelligence**; Expertise in **building team capacity** to achieve goals collaboratively; Highly **adaptive to organizational change** management.

EDUCATION

M.Ed. Educational Leadership with a Business Administration Focus, LEE Program

Arizona State University, Phoenix, AZ, 2006

Post-Baccalaureate Secondary Education

Canisius College, Buffalo, NY, 1998

B.A. History and English

SUNY Geneseo, Geneseo, NY, 1995

PROFESSIONAL EXPERIENCE

Pansophic Learning/ACCEL Schools, McLean, VA

2022-current

Vice President, ACCEL Virtual Schools

Lead ACCEL virtual school business unit, currently 16 college prep, CTE, alternative education, and hybrid schools, with an annual revenue of \$100 million; Supervise and mentor school leaders and maintain close, positive relationships with their 501c3 school boards and district partners; Oversee all aspects of school performance including academic progress, student retention, state and federal compliance, stakeholder satisfaction, funding maximization, and enrollment growth; Work collaboratively with business development to identify, submit, and start new virtual schools and programs; Engage with other cross-functional teams to support, innovate, improve and grow the virtual school business and improve student and school outcomes.

Stride/K12, Inc. Herndon, VA

2007 – 2022

Senior Vice President/General Manager, School Services, 2016 – 2022

Lead and oversee all aspects of 21 blended and online schools across ten western states including career and technical high school programs with revenue responsibility of approximately \$600 million; Provide strategic guidance to regional and school-based leaders with a focus on innovation and various performance outcomes; Oversee implementation, management and evaluation of annual school improvement process; Nurture and cultivate relationships with 501c3 school boards and District leaders to identify risks and provide innovative solutions; Develop strategies for growth and optimization of managed public schools; Effectively collaborate and build partnerships across the organization to ensure aligned efforts in support of school innovation, performance, and growth.

Vice President, School Services, 2015 – 2016

Designed, developed, and oversaw implementation of the company's Students First Initiative, recommended after consultation with McKinsey and Co. to improve student and school outcomes. Ran three unique pilot programs in 18 schools, which eventually expanded to 50+ schools in year two after

successful results. Managed and led a team of 20 directly but was responsible for matrixed leadership to successfully lead a team of hundreds towards improved student retention, satisfaction, and academic results, all of which were accomplished.

Vice President, School Services, 2012 – 2015

Assisted Senior Vice President in the leadership and management of 9 K¹² schools in eight Southern states; Led efforts to open 2 new schools in North and South Carolina; Responsible for school turn around in Tennessee and Louisiana schools; Hired, trained, developed, managed, and evaluated Heads of School; Created and ran regional leadership development program; Evaluated existing and created new educational designs for schools to improve student achievement; Helped oversee and support all staff within the schools to ensure high quality implementation of K¹² curriculum plans, process and policies, instructional guidelines, and operational efficiencies; Supported school leaders in effective and efficient budget management; Helped determine regional priorities and manage the regional team (Academics, Operations, Finance, Technology, Special Programs.) to achieve deliverables and goals.

Senior Director/Head of School, Arizona Virtual Academy and Arizona Insight Academy, 2009– 2012

Instructional and Business Leader for Arizona Virtual Academy and Arizona Insight Academy for three full academic years; Developed, opened, and managed 19 blended learning sites across Arizona in partnership with the YMCA; Successfully opened a second school- Insight Academy of Arizona, an alternative accountability school; Created policies and procedures aligned with Arizona statute and K¹² practices for performance management, succession planning, and school staffing; Maintained close relationships with charter partner, the Governing Body, and the authorizer; Oversaw school budgets and forecasting to meet financial obligations and goals; Promoted the school in the community and developed relationships within the charter school network (member of Arizona Charter School Association Advisory Panel); Represented AZVA at various state, charter, and legislative meetings and events; Ensured proper management and compliance with state and federal reporting; Led AZVA successfully through the charter renewal process with the Arizona State Charter Board.

High School Principal, Arizona Virtual Academy, 2007-2009

Leader for growing virtual high school program in all instructional and operational activities; Monitored classroom teaching, activity, and student progress; Researched and solved instructional issues and complaints; Motivated and coached instructional staff on best teaching practices; Ensured compliance with state and federal laws, policies, and programs; Worked collaboratively as part of an administrative team for AZVA and K¹² programs; Led successful NCAA accreditation process; Member of school accreditation team to achieve AdvancEd accreditation status.

PRIMAVERA ONLINE SCHOOL, Chandler, AZ

2005 – 2007

Principal

Principal for a large, statewide virtual high school program; Hired and trained full-time and adjunct teaching staff; Developed an adjunct teaching policy and created training and a professional development program; Supervised Special Education, 504, ELL programs and grants; Worked with curriculum and technology teams to ensure quality education and customer service

DEER VALLEY CHARTER HIGH SCHOOL, Phoenix, AZ

2003-2005

PHOENIX ELEMENTARY DISTRICT #1, Phoenix, AZ

1999-2003

Teacher, Lead Teacher, Teacher on Assignment

English and Social Studies Teacher with progressive responsibilities

PROFESSIONAL DEVELOPMENT EXPERTISE/PRESENTATIONS/RECOGNITION

Leadership Entry Planning | Change Management | Strategic Planning and Goal Setting | Growth Mindset | Closing the Achievement Gap | Difficult Conversations | School Culture | Benefits and Challenges of Blended Learning, iNACOL 2012 | Meeting the Needs of At-Promise Students in the Virtual Learning Environment, Alternative Accountability Policy Forum, 2015 | Finalist, AZ Charter Leader of the Year, 2012

Stephen I. Narcisse

1015 I Street NE, Washington, DC 20002
(C) 703-856-7014
snarcisse@gmail.com

EXPERIENCE:

Accel Schools (McLean, VA)

May 2021-Present

Director Online School Finance

Responsible for Virtual Schools expense budgeting and forecasting, new school development support, financial analyses and recommendations, and monthly reporting.

- Provide leadership and guidance to help build a solid foundation to grow and scale the organization
- Operational and Financial model design, development, and oversight, including unit economics and marginal contribution insights
- Establish deal desk to support new market entry; develop, review and coordinate approval for pricing and school model
- Develop competitive intelligence and market comparables; provide benchmarks and guardrails to drive operational success
- Liaison to School Development & Operations for all things Finance/Accounting related
- Represent Accel Finance for all things external; Board, Sponsor and State meeting events
- As needed, partner with “Local Market” experts to support charter application process, and translate business requirement to support management service agreements
- Internal stakeholder decision support (school management, operations, shared services)
- Publish monthly reporting package (internal/external)
- Contract compliance and resolution
- Integrated Planning (lead financial, business, and strategic planning)
- Drive financial health of organization (business analysis, KPI’s, and portfolio optimization)
- Liaison to Shared Service Accounting (invoicing/collections/general ledger inquiries)

AARP Services, Inc. (Washington, DC)

June 2015-May 2021

Finance Manager

Responsible for Media Sales, Co-op Partnerships, Oak Gym, and Third Party expense budgeting and forecasting, financial analyses and recommendations, and monthly reporting.

- Prepare budgets and forecasts, totaling about \$50M of operating expenses, for both the Media Sales and Marketing groups based on their operational goals and objectives
- Own and manage multiple models to generate \$100M in transfer pricing calculations that budgets and forecasts all of ASI’s Intercompany Revenue and expense
- Analyze monthly financial results to improve financial processes and to explain material variances to the budget and forecast
- Lead the Media Sales and Marketing groups’ month-end close processes
- Provide other analysis, consultation, and ad hoc reporting as needed by senior management
- Calculated AARP Services’ \$100M Intercompany Bill to AARP along with updating and maintaining the associated models
- Serve as the Hyperion specialist for the team

K12, Inc. (Herndon, VA)

June 2009-May 2015

Director Product Development Finance, Planning and Operations

Responsible for Product Development’s budgeting and forecasting, operational and financial analyses and recommendations, administration of the department’s labor cost reporting system, and monthly reporting (including capitalization).

- Manage budgeting, forecasting, actuals reporting, and analysis for all of Product Development’s departments and brands for almost \$30M
- Identify, analyze, and regularly report on key operational and financial metrics (including resource utilization), root cause investigations, and provide pertinent recommendations to senior management to achieve organizational goals
- Accountable for the overall administration of the department’s labor and expense cost tracking and reporting system
- Responsible for maintaining project budget templates, the department’s standard labor rates, and evaluation of all project budgets
- Supervise and provide professional development for Finance team members

- Establish and maintain department financial and operational controls and policies consistent with Sarbanes Oxley requirements
- Manage communication and interaction with internal and external auditors
- Lead Product Development's month-end reporting process to ensure all capitalized costs are reported accurately
- Provide input to contracting process regarding vendor payment structures, review contracts as needed and coordinate with vendors regarding payment/contract issues
- Act as primary interface with accounting and other departments as required
- Supported the Finance team's Hyperion implementation
- Provide other analysis, consultation, and ad hoc reporting as needed by senior management

Director, School Management & Services Finance

Serve as the lead finance and business officer for K12 Schools in the South Region.

- Developed monthly financial reporting, forecasting and detailed variance analysis for South Region schools accounting for over \$90M
- Provided counsel to Region Heads of School and Region Finance Director on strategic, business and financial matters
- Served as support for Business Development and Sales teams with the creation of financial models for new schools
- Partnered with Shared Services to develop and implement accounting policies and internal controls
- Prepared and present budgets and financial results for individual School Boards of Trustees
- Assist schools to ensure proper accounting and usage of state and federal funding programs

SKILLS:

Financial Reporting, Financial Analysis, Business Case Development, Financial Modeling, Oracle Financial Systems, Hyperion, Microsoft Word, Excel, PowerPoint and Adaptive Planning

EDUCATION:

James Madison University, B.B.A. – Finance
American University, MBA

Careen L. Lomago

197 Markwood Drive
Canonsburg, PA 15317
(412) 303-3488
Clomago1@gmail.com

Education: **Indiana University of Pennsylvania** 1997 - 2001
Elementary Education
Dual Certification in Special Education
Endicott College - Wilson Language Training 2005 - 2006
Wilson Reading Certification – Level 1
Pennsylvania State University 2011 - 2012
Special Education Supervisory Certification

Certifications: **Elementary Education** – Pennsylvania Level II Teaching Certification
Special Education – Pennsylvania Level II Teaching Certification
Special Education Supervisory Certification
Wilson Dyslexia Practitioner – Wilson Reading System, Level 1
QBS – Safety-Care Trained

Work

Experience: **ACCEL Schools** July, 2019-
Special Education Director, Virtual Present
Responsibilities include:
Support and oversight of special
education managers and special programs
for ACCEL Schools managed schools
nationally
Pittsburgh Public Schools January, 2017-
Program Officer: June, 2019
School Management and Compliance
Program for Students with Exceptionalities
Responsibilities include:
Supervision and support for seven
schools within the district. Providing
professional development, holding
monthly meetings with staff, ensuring
compliance, serving as LEA, support
of equitable participation for the district
K12 Inc. July, 2015 -
Northern Region Special Programs Manager November, 2016
Responsibilities include:
Support and oversight of special education
managers and special programs for K12
managed schools in the northern
region states (OH, MI, IA, IL)

K12 Inc. July, 2013 –
Director of Special Education, K-8 July, 2015
Agora Cyber Charter School
Responsibilities include:
Supporting special education academic coaches and teachers, organizing and holding department meetings and professional development, serving as LEA, LEA scheduling and training, teacher observations and evaluations

K12 Inc. July, 2012 –
Assistant Director of Special Education, K-6 July, 2013
Agora Cyber Charter School
Responsibilities include:
Supporting special education academic coaches and teachers, organizing and holding department meetings and professional development, IEP program management and training, serving as LEA, LEA scheduling and training, teacher observations and evaluations

Agora Cyber Charter School July, 2010 –
K-6 Special Education Program Specialist June, 2012
Responsibilities include:
Supporting special education teachers, serving as LEA, LEA scheduling and training, managing teacher's rosters, teacher observations and evaluations

Agora Cyber Charter School August, 2009-
3rd / 4th Grade Special Education Teacher June, 2010
Middle School Lead Teacher
Responsibilities include:
Supporting middle school special education teachers, serving as LEA, managing teacher's rosters, teacher observations and evaluations, teaching and supporting a class roster of 25 students

Pittsburgh Public School District August, 2008 -
Weil Accelerated Learning Academy June, 2009
Primary Learning Support Teacher K-4
Responsibilities include:
Co-teaching and pull-out to meet the specific needs of each child,
RtI school coordinator, Developing and monitoring behavior support plans for children throughout the building

Profile: Focused and dedicated professional with over Fourteen years of experience in teaching and administrative leadership in online education. History of success in positions of progressive responsibility.

Education:

- | | |
|---------------------------------------|---|
| • The University of Akron—Akron, OH | <i>Principalship Licensure Courses, 2010-2012</i> |
| • The University of Akron---Akron, OH | <i>Master of Science Secondary Education, 2006</i> |
| • The University of Akron---Akron, OH | <i>Bachelor of Arts Sociology/Law Enforcement, 2003</i> |
| • New Philadelphia High School | <i>College prep curriculum, 1999</i> |

License:

- Professional Principal License for grades 5-12
- Professional Teaching License 7-12 Integrated Social Studies

Employment:

ACCEL Schools

2018-Present

Curriculum Coordinator, ACCEL Schools (2021-Present)

- Curriculum mapping to ensure correlation between AMP curriculum and state standards with a focus on new states.
- Support course offering and provide input on the adoption of new curricular resources.
- Research state requirements to prepare of new school launches and maintain a database of state curriculum requirements.
- Contribute to new school applications.
- Work with building leaders and teams to implement the curriculum, with a focus on new states & develops and deliver professional development

Director, Assessment and Intervention OHDELA (2020-2021)

- Advises staff and school board on policy related to student achievement and assessment
- Collaborate with the nation Director of Curriculum and Assessment on program review and evaluation.
- Lead and direct district-wide RTI and Title Reading and Math programs.
- Lead and direct district benchmarking, formative and state testing initiatives.
- Work with building administrators to create and implement remediation programs and identify students for the programs.
- Analyze student achievement and assessment data and collaborate with administrators to determine the effectiveness of the instructional program.

Assistant Principal OHDELA (2018-2020)

- Serve as an instructional leader in a K-12 online school with approximately 2,500 students.
- Responsible for the district instructional program; have created processes and procedures regarding literacy, staff professional development and staff coaching.
- Provide direct leadership and supervision to a staff of approximately 60 teachers and 10 academic advisors.
- Maintain relentless focus on student achievement and academic growth and utilize various data points on a daily basis in the pursuit of continuous improvement.

Electronic Classroom of Tomorrow

2008-2018

Principal High School (2016-Jan. 2018); Assistant Principal (2014-2016)

- Serve as an instructional leader with regard to curriculum development, student growth and progress, effective instructional strategies, classroom management, assessment of learning and data analysis.
- Assist in the selection of programs and procedures to achieve departmental goals and support the instructional program.

- Assist teachers in meeting their professional goals, provide opportunities for staff development, and provide leadership in the planning and implementation process of improving teaching and learning through effective and ongoing professional development and growth-producing feedback.

Assistant Director of Instructional Accountability (2013-2014)

- Assist the director of curriculum and instruction in the support and management of the instructional supervisor and teacher evaluation program across the district.
- Work closely with Instructional Supervisors by providing feedback, support and professional development to facilitate their role in working with teachers in support of the instructional program.

Instructional Supervisor (2011-2013)

- Direct supervisor of teachers in World History and American History; conduct monthly teacher observations in addition to year-end evaluations; compose observation reports and provide feedback to teachers to promote district goals, initiatives, and continuous improvement

High School Teacher (2008-2011)

- Provide instruction in high school social studies curriculum
- Developed and maintained online curriculum, lessons and assessments
- Maintain daily online office hours, teach live online classes, and moderate discussion forums

Ohio Distance and Electronic Learning Academy—Teacher

2007-2008

- As an online high school teacher, responsible for teaching world history and sociology.
- Developed and maintained online curriculum, lessons, and assessments

Shannon Metcalf Slutman

Wilmington, DE

Education 1996 Washington College Chestertown, MD
BA/Psychology

1998 University of Delaware Newark, DE
M. Ed./Elementary School Counseling

2004 University of Delaware Newark, DE
Ph. D./Family Studies

- Dissertation Title: The Influence of Parents and Peers on Low SES, Minority, Adolescent Girls' Self-Concept.

Professional experience

2003-Present ACCELSchools (Mosaica Education)
V. P. Grants, Compliance and Development

- Responsible for researching, coordinating, writing, and program development for entitlement, foundation, and competitive grants for over 50 online and brick and mortar charter schools.
- Responsible for managing state and federal compliance for all schools in the portfolio including NSLP, state pupil reporting, and authorizer reporting.
- Responsible for the development of charter school applications and proposals for brick and mortar and online charter schools.
- Experience reviewing grants for U.S. Department of Education and Ohio Department of Education.

1998-2003 Cecil County Public Schools Elkton, MD
Child Development Counselor

- Created a developmental counseling program at an elementary school with 550 at-risk students.
- Initiated the first mentor program with local businesses.
- Participated in curriculum alignment for the district developmental counseling program.
- Named Maryland's School of the year for excellence in Character Education.
- Served as a member of the Crisis Emergency Management Team, School Improvement Team, Student Services Team, County Counseling Crisis Team and School Climate Committee.

2000-2007 Washington College Chestertown, MD
Adjunct Professor for the Department of Psychology

- Responsible for the design and instruction of undergraduate and graduate psychology courses.
- The following courses have been instructed: PSY 302 Lifespan Development (Spring & Fall 2000, Spring 2002), PSY 407 Psychology

of Gender (Fall 2001), PSY 501 Infancy and Childhood Development (Summer 2002, Spring 2003), PSY 598 Drugs and Behavior (Summer 2003), PSY 510 Exceptional Children (Spring 2007).

2001 & 2004 University of Delaware Newark, DE

Adjunct Professor for the Department of Education

- Responsible for the design and instruction of undergraduate education courses.
- The following course was instructed: EDUC 433 Non-school factors affecting learning in the classroom (Summer 2001, Winter 2004).

Accreditations

National Board Certified Counselor

**Peer Review
Experience**

Ohio Department of Education: Charter School Program Grant/Ohio Community Schools Grant (2005, 2006, 2007)

US Dept. of Ed Office of Safe and Drug Free Schools: Safe Schools/Healthy Students (2006)

US Dept. of Ed Office of Safe and Drug Free Schools: Emergency Response & Crisis Management (2006, 2007)

US Dept. of Ed Office of Innovation and Improvement: Model Development and Dissemination Grants Program-Arts in Education (2008)

TJ

Teren Jackson

Professional Summary

Accomplished Program Sr. Director with excellent leadership, training, and relationship-building skills. Successful in establishing and motivating dynamic teams that are critical to financial and operational success. Strong strategic-planning, implementation, and people-management skills.

Work History

ACCEL Schools – Sr. Director/Director, CTE & Student Development

McLean, VA

12/2019 – Present

Partner with Business Development team in successful approval and launch of ACCEL schools each year. Lead the planning, development, and implementation of a comprehensive CTE program for students in ACCEL schools. Drive the local business and college partnership strategy. Oversee the planning, coordination, and informed oversight of student support services implementation across ACCEL online schools. Work with cross-functional stakeholders to design, implement, enhance, and track effectiveness of student onboarding and engagement strategies.

K12 - Director, Career Readiness Education

Herndon, VA

07/2018 – 11/2019

Oversaw and supported the growth and performance of all Destinations Career Academies. Supported the success of fiscal and academic performance, as well as business operations and leadership development at each school. Led the local business and college partnership development strategy and implementation of work-based learning across all programs. Drove a culture of career readiness education at all schools through the management and professional development of school leadership staff.

K12 Inc – Director/Senior Product Manager, Student Support Services

Herndon, VA

06/2014 – 6/2018

Led the creative design and implementation oversight of national student support services programming across 50+ schools. Increased revenue in pilot year due to sustained enrollment coupled with improved academic outcomes led to expanded program scope. Streamlined operational

sservices1@gmail.com

(443) 535-2462

Columbia, MD 21046

Skills

- Business Operations
- Interpersonal and written communication
- Cross-functional team management
- Strategic planning and implementation
- Product management
- Policy and program development
- Training and staff development
- Diversity and Inclusion

Education

2003

Eastern Illinois University

Charleston, IL

Master of Arts: Gerontology, Emphasis in Counseling

- Graduated magna cum laude

2002

Eastern Illinois University

Charleston, IL

Bachelor of Arts: Psychology

- Graduated cum laude
- Member of The National Society of Collegiate Scholars
- Member of Psi Chi

processes from pilot year to full launch to save an estimated 9,000 hours per school year. Created and managed robust calendar of Training, National Professional Development and Professional Learning Communities. Developed case management tool with workflows and permissions designed to be centralized with FERPA compliance. Analyzed data from a wide variety of sources to target student issues, ensured compliance with organization policies/procedures, and monitored all program components. Facilitated national hiring plan and process for 400+ incremental FTE; managed all personnel functions to maintain adequate staffing, enhance productivity of personnel and achieve objectives within budget.

K12, Georgia Cyber Academy - Engagement Administrator/Manager, Academic Support

Atlanta, GA

10/2010 - 06/2014

Managed integrated supports serving over 14,000 students. Organized and developed a school culture that promotes collaboration throughout all schools and departments. Facilitated professional development and department meetings. Oversaw family escalations relating to compliance, truancy, and student welfare, McKinney-Vento, school-wide crisis response, testing support, and community relations. Provided supervision to a cross-functional leadership team. Recorded highest team retention rate (97%), exceeding school benchmark to support national sustained enrollment.

Additional Experience

08/2003 - 07/2012

Intensive Family Intervention Specialist, Foster Care Specialist, Placement Resource Coordinator, Child Protective Services Investigator, Case Manager, Program Coordinator

Accomplishments

- Led the launch and program design of 13+ Destinations Career Academies, increasing program enrollment by over 6,000 students nationwide.
- Recruited to initiate first Employee Resource Group within organization, currently serving as Junior Chairman.
- Initiated and led an Integrated Student Support System which increased student retention by up to 75% and student academic outcomes with state tests of Reading, ELA, and Mathematics.
- Speaker at iNacol Conference on Crisis Management Planning as one of the highest rated sessions of the conference in October 2013.
- Speaker at the 2016 National Dropout Prevention Conference on Integrated Student Supports and Using Data to Drive Engagement in a Virtual School Setting.
- Speaker at 2019 Close It Conference on Preparing Students to Thrive in the Workplace through Virtual Project Based Learning.

Certifications

National Dropout Prevention Specialist

Pragmatic Marketing (PMC-V)

Independent Facilitator of Becoming a Love & Logic Parent

Comprehensive Child & Family Assessment

Child & Adolescent Functional Assessment

Nonviolent Crisis Intervention

Child Protective Services

IMPACT

Affiliations

BUILD ERG, Junior Chairman 2017 - 2019

National Dropout Prevention Network (NDPN), member 2014 - present

Pragmatic Marketing Alumni, member 2014 - present

Love and Logic Institute, member 2011 - present

MATT ARKIN

Atlanta, GA

www.linkedin.com/in/matt-arkin

404.395.7859

matt.arkin@gmail.com

INNOVATIVE LEADER IN DIGITAL TRANSFORMATION FOR EDUCATION AND NONPROFITS

Improve Student Outcomes | Transform Organizations | Lead High-Performance Teams | Engage Youth & Families

Results-driven and fearless visionary leader with unprecedented success in using technology to build and transform organizations that drive impact and deliver positive outcomes for students and youth. Proven success founding and growing Georgia's first virtual charter school, which became the largest public school in the country, and launching Boys & Girls Clubs of America's Virtual Club Experience initiative, empowering 3,000+ Clubs to provide digitally-enabled youth development and support to thousands of youth. Passionate about building outcome-focused organizational culture and designing, developing, and managing creative products and programs while hiring and developing strong diverse teams of leaders.

Student Success | Workforce Readiness | Operations | Retention & Engagement | Partnership Development & Management | Budget Management | Strategic Planning | Organizational Development | Entrepreneurship | Leadership Development | Grants Management | Online Learning | Data Analysis & Decision-Making | Resource Development

EXPERIENCE

ACCEL Schools, Reston, VA

2021 – Present

Charter Management Organization supporting 54+ schools serving nearly 25K students

Senior Vice President, Innovative Schools

Lead ACCEL's work designing, launching, supporting, and improving learner-centered public schools that take innovative and unconventional approaches to help students achieve their goals across the U.S.

Boys & Girls Clubs of America, Atlanta, GA

2019 – 2021

Leading National Youth Development Nonprofit Serving 4.7MM Youth across 4,700 Clubs

National Vice President, Youth Development Operations

Lead BGCA's Youth Development Operations team, including oversight for Digital Youth Engagement, Product Management, Grants Management, Field Communications, Knowledge Management, Evaluation & Insights, and Workforce Readiness functions for BGCA

- Launched and led BGCA's cross-functional Virtual Club Experience initiative, enabling over 3,000 Clubs to provide digitally-enabled youth development and support for the first time ever to tens of thousands of youth by developing and delivering new systems, processes, training, and building an active community of thousands of Club staff
- Re-launched BGCA's youth-facing platform [MyFuture](#) by completely rebuilding and redesigning for less than ~20% of original cost while doubling available activities, adding live-event hosting, launching BGCA's first-ever online workforce readiness credential, doubling the number of youth served and activities completed on the platform
- Established national partnerships with the National Retail Federation, Special Olympics, WideOpenSchool, and others, working directly with BGCA's Resource Development team to raise over \$90MM in 2020 alone through proposal development, partner presentations, and grant and budget development and management.

K12 INC., Herndon, VA

2017 – 2018

National Online Educational Management Organization

Vice President, Student and School Success

Led organization-wide efforts to increase student preparation and persistence with strategic planning to dramatically increase student engagement and decrease student mobility across K12's more than 70 public schools and 110K students.

- Decreased student withdrawal rate to the lowest level in 10 years with largest 1-year improvement in organization's history (3.4% / 340 basis points) through implementation of student and culture focused initiatives across all schools.
- Improved employee retention and morale dramatically across team by coaching and developing team members and implementing a clear vision and strategy for team.
- Enhanced student persistence outcomes across K12 schools, targeted 1.5K basis point (15%) decrease in student mobility over next 5 years by leading and developing a strategic transformation plan.

GEORGIA CYBER ACADEMY (GCA), Atlanta, GA**2007 – 2017***Statewide virtual public charter school, Managed by K12 Inc.***Founding Head of School**

Established first virtual charter school and largest public school (and 25th largest school district) in GA, enrolled over 14K students in grades K-12 and provided exemplary individualized educational experience for all students in Georgia.

- Built school from first employee to team of more than 600 teachers and staff and developed high-performing leadership team of over 50. Operated 10 consecutive years without deficit managing \$85M+ annual budget of state & federal funds.
- Achieved highest graduation rate for any virtual charter school in Georgia, including 4-year graduation rate of 85% for students enrolling at GCA as 9th graders (well above state's graduation rate) through school culture focused on student success and outcomes.
- Increased student diversity with 66% economically disadvantaged and 48% minority enrollment, generating 15K+ new enrollment applications annually and maintaining waiting list of more than 2K students from urban, suburban, and rural communities from all 159 counties across Georgia.
- Retained students at rates 10% higher than any other virtual charter school in Georgia and similar to comparable traditional brick and mortar schools by creating Family Academic Support Team (FAST) program and staffing model focused on onboarding and retaining students. FAST has since been replicated nationally.
- Enabled hundreds of students to complete advanced coursework by creating statewide dual enrollment program, establishing partnerships with more than 40 colleges and universities across Georgia where each graduating class included multiple GCA students who earned Associate Degrees at same time as high school diploma.

EDUCATION

- **Master of Business Administration (MBA)**, Stanford University, Palo Alto, CA
- **Master of Arts (MA)**, Education, Stanford University, Palo Alto, CA
- **Bachelor of Science (BS)**, Computer Science, Highest Honors, Georgia Institute of Technology, Atlanta, GA

7D Operations Team Bios

Shannon McElwain, VP of Virtual School Operations

Shannon has served the charter school community for over 16 years. She served as a Teacher, Primary Grades Student Services Coordinator, Elementary Assistant Principal, Middle School Principal, and eventually Upper School Principal (Grades 6-12) in a long-standing and successful brick-and-mortar charter school in Pennsylvania. Interested in expanding her experiences, Shannon joined K12 Inc. (Stride) and served as the Director of Academics for an online school with over 10,000 students and 800 staff members. In this role, she supervised all grade band Principals and Directors of Special Education, the MTSS team, the Professional Development team, and the Principal of Guidance Counseling. She later led their national Instructional Coaching initiative, which served teachers in over 40 online schools across the United States. In her current role with ACCEL Schools, Shannon is the VP of Virtual School Operations, supporting multiple online schools with policy creation, process/workflow design, academic and operational oversight, and school launch support.

Megan Sandoval, Vice President

Megan received her BA in History from SUNY Geneseo and her master's degree in education from ASU West. After working as a middle teacher for several years, she served as Administrator, Principal, and Head of School for two online schools for a decade. She continued to expand her education skills. She moved into roles with K-12 Inc. (Stride) and ACCEL Schools as general manager, regional vice president, senior vice president, and vice president in education for the last 17 years. Her peers and clients highly regard her for her knowledge and experience regarding educational leadership, curriculum and instructional design, staff development, training and management, customer relations, budgeting and operations, and team building. She is passionate about education and is known for excellent communication and interpersonal skills.

Nichole Husa, Director of Online Learning Curriculum

Nichole is an administrator with 19 years of experience in education. Before serving ACCEL Schools as the Director of Online Learning Curriculum, she managed Personalized Learning, technology, and curriculum for a network of five charter schools in Detroit. She has experience with school turnarounds, specializing in developing teachers and leaders, designing tailored workshops, and developing tools that help teachers implement a differentiated and blended model into their classrooms. Nichole has grown teachers, guided their movement through a development continuum, and engaged all stakeholders in the school improvement process. In addition to Nichole's work with human capital, she has maintained technology systems and iterated educational design models. At ACCEL, Nichole supports designing and implementing all curricular tools, including online courses and supplemental digital resources.

Teren Jackson, Sr. Director of CTE, Virtual Schools

Teren has worked in the field of children's services and student support programming for 17 years in various roles. She served as an Engagement Administrator managing integrated support for students at a large cyber charter school in Georgia. She later took on the role of Program Director at an education management organization, where she led the creative design and implementation of national student

support services for 50+ online schools nationwide. Teren has also worked in the Career Readiness Education field for online schools, overseeing the growth and performance of a network of online career academies across the U.S. In that role, she led the local business and college partnership development strategy, implementing work-based learning across all programs. Teren is a certified National Dropout Specialist and has provided advocacy, training, and therapeutic support services to at-risk children and families in various school settings. In her current role, Teren leads the planning, development, and implementation of career readiness and comprehensive CTE programs for students in ACCEL schools.

Careen Lomago, Director of Special Education, Virtual Schools

Careen has worked in special education for 20 years in various roles, including as a learning support teacher in brick-and-mortar and online schools. She served as the Director of Special Education for a large cyber charter in Pennsylvania for several years. She joined K12 Inc. as the Northern Region Special Programs Manager, supporting special education programming at various virtual schools in Iowa, Michigan, Ohio, Illinois, and Indiana. Her responsibilities included overseeing all special education staff, programming, and compliance. In her current role, Careen supports school-level administrators in developing special education processes and procedures to ensure appropriate programming and compliance.

Stephen Narcisse, Director of Virtual School Finance

Stephen has almost 25 years of finance experience across various industries, including six years in virtual public education. Stephen leads the Virtual School Finance team, which focuses on budget preparation, financial planning, school analytics, decision support, financial reporting, and supporting new virtual school opportunities. He holds a BBA in Finance from James Madison University and an MBA from the Kogod School of Business at American University.

Susie Siever, Director of Virtual School Marketing

Susie has worked in the field of virtual public education for 17 years. With a strong focus on student, family, and board support, Susie has served in national and school-based roles to increase engagement and retention and promote academic success. Joining K12 Inc. in 2003, Susie filled roles such as Community Relations Manager, Director of Family Support, Head of School, Senior Director of School Services, and Senior Director of Board Relations. During this time, Susie worked closely with staff, leadership, and school boards of virtual schools. In her current role, Susie is responsible for the development and execution of multi-channel marketing and retention plans for ACCEL partner online schools.

DEBRA L. SAFFO

www.nikhargroup.com

d saffo @ n i k h a r g r o u p . c o m

572 East Broad Street #354

Pataskala, Ohio 43062

614-203-9733

AREAS OF EFFECTIVENESS:

Curriculum and Professional Development:

The NiKhar Group (2001-Present)

President

Provide a full range of academic and workforce curriculum services consisting of Academic Alignment and Monitoring, School Improvement, Educational Leadership Coaching, Workforce Staff, and Executive Leader Preparation.

Pearson (2014-Present)

edTPA Scorer

Stanford Center for Assessment, Learning, and Equity (SCALE) and Responsibilities include reviewing new teacher candidate authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates the ability to effectively teach all students.

Achieve3000 (2016-Present)

Curriculum Implementation Consultant

- Provide high-quality professional development, modeling, or consulting sessions for teachers, school administrators, and district personnel as they become familiar with components of the web-based learning solution.
- Collaborate with school and district leaders to develop implementation timelines and plans. Work closely with implementation coordinators to secure and schedule appointments. Communicate effectively with internal teams, such as implementation coordinators and RVP.
- Maintain accurate service records and complete all required documentation.

Central Ohio Technical College (2006-2012)

College Tech Prep Consortium, Assistant Director

Assist in providing leadership, management, and accountability for The Heart of Ohio Tech Prep Consortium. This consists of, but is not limited to, supervising staff, interpreting and enforcing policy, developing consortium strategic plan, providing professional development, and most importantly, promoting collaboration amongst all stakeholders.

Columbus City Schools (2001-2006)

High School Curriculum and Career Education

- School Reform Facilitator
- Literacy Across The Curriculum Coordinator
- Knowledgeworks Building Facilitator
- District Business and Technology Curriculum Coordinator
- Acceleration Academy Coordinator

Teaching:

- The Ohio State University Teacher Certification Community Education Courses:
 - Literacy Across the Curriculum (2004-2005)
 - Data-Driven Strategic Action Planning (2003-2004)
 - The Classroom Assessment Challenge (2004)
- Columbus City Schools Business and Technology Teacher (1984-2001)

Coaching/Facilitation:

- Ohio Teacher Evaluation System (OTES) Certified Evaluator (2017)
- School District Educational Legislation Coaching (2011-Present)
 - College Credit Plus Legislation
 - Third Grade Reading Guarantee Coaching
 - Every Student Succeed Act (ESSA)
- Knowledge Works “High Schools That Work” Building Facilitator (2004-2006)
- Dropout Prevention and Reentry Committee (2002-2004)
- Facilitated curriculum writing teams for Columbus City Schools, Career Education Programs (2001-2005)
- School Board Member-Millennium Community School (1999-2000)

CERTIFICATES OF ACHIEVEMENT:

- National Career Pathway Certification
- National Grantsmanship Certification
- Leadership Curriculum Module Training “*Literacy Across the Curriculum*” by Southern Regional Education Board

EDUCATION:

Bachelor of Science in Education

Bowling Green State University, Bowling Green, Ohio

The Ohio State University, Columbus, Ohio

*Areas of educational licensure include comprehensive business, vocational, and reading endorsement grades k-12

M.Ed. in Educational Business Administration

American College of Education, Indianapolis, IN

References Available Upon Request

GERALD WAYNE SAFFO, MTS, D. Min

86 Jefferson Ridge Drive

Pataskala, Ohio 43062

614-778-6266

gwsaffo61@hotmail.com

EDUCATION:

United Theological Seminary- Doctorate of Ministry:

Extensive research utilizing reflection-in-action approach to cross-cultural studies and urban ministry with a dissertation emphasis on intergenerational studies.

Trinity Lutheran Seminary- Master of Theological Studies:

Mastery of advanced knowledge in the discipline study of theology with a concentration in the area(s) of systematic theology, ethics and church history.

Bowling Green State University- Bachelor of Arts in Business Administration:

Achieved double major in Management Information Systems and Health Care Administration.

PROFESSIONAL EXPERIENCE:

Ohio Christian University:

Associate Professor of Old Testament Prophets: A study of the Old Testament books of the Bible with special attention given to the religious, social, political and apocalyptic messages of the prophets. This includes analyzing the prophetic messages according to form, content, doctrine and their applicability to contemporary issues.

Associate Professor of How to apply and understand the Bible: Introduction to various philosophers, theologians and critical thinkers approaches toward religious interpretations. Practice the principles of hermeneutics, Word Study, Exegesis to ascertain the historical and contextual meaning of various religious writings.

The Ohio State University Newark campus/ Central Ohio Technical College:

Adjunct professor of Understanding Ethics: This course explores the nature of ethics, ethical dilemmas and philosophy from ancient to modern times. Students explore the works of Paul Tillich, Thomas Aquinas, Karl Barth, Reinhold Niebuhr, Immanuel Kant and other noted thinkers.

Adjunct professor of Sociology: This course provides a theoretical perspective on culture, the structure and organization of society, systems of stratification and other current topics.

PASTORAL LEADERSHIP EXPERIENCE:

SENIOR PASTOR, 2003-PRESENT:

Currently serve as senior Pastor of The United Faith Community Church located in Reynoldsburg, Ohio. My focus for ministry is to convey the gospel in word and sacrament personally, in the community, globally and economically. Under God's supervision, my focus & thrust is to impart the gospel into the congregation with passion, compassion and encouragement by motivating the laity with Christ-Centered leadership. This is done through proclamation, teaching, listening, instilling principles of discipleship and evangelism efforts for all ages.

As the Senior Pastor, I guide the leaders of the church as they exercise their leadership gifts. This including providing appropriate Spiritual leadership oversight to the Ministerial staff, Deacons, Trustees, and the administrative team.

GUIDESTONE FINANCIAL RESOURCES BOARD of TRUSTEE:

Currently serve as trustee on the relief committee at GuideStone. the nation's largest faith-Based mutual fund company. Responsible for overseeing and administering relief funds for qualified recipients; manage multi-million-dollar annual budget.

STOWE MISSIONS BOARD MEMBER

Giving gospel hope and restoration to people facing hardships. A faith-based, non-profit organization that provide various services including, a community kitchen, tutoring, adult literacy and GED prep classes; school supply giveaway, Christmas toy giveaway, food pantry, pregnancy support; vision, dental, eye clinic, and healthcare family events.

MAN13 PROGRAM DIRECTOR:

Provide professional development for schools, youth service organizations and law enforcement in the areas of community relations, youth emancipation, at-risk trends and statistics, assessment and evaluation techniques.

POLICE CHAPLAIN:

Accompany police officers with notification of any suicide, death or serious injury. Visiting with sick or injured members of the department. Helping organize department response to community engagement. Offering prayers at special occasions such as recruit graduations, and award ceremonies.

FAITH BASED and MENTAL HEALTH COLLABORATIVE:

Developed partnership with the mental health profession and Church leadership to better forge understanding and collaborative efforts to benefit the community at-large. This include hosting at workshops for Continued Educational Units (CEU's) for license counseling and chaplaincy programs. Also providing a vehicle for laity and community to ask questions in a safe space.

RELATED ECUMENICAL BOARDS AND ASSOCIATIONS:

- Credentials of Ordination Calvary Tremont Missionary Baptist Church January 2002
- Reynoldsburg Ministerial alliance
- Columbus Area Metropolitan Church Counsel-Board Member
- Southern Baptist Convention

PUBLICATIONS:

Saffo, Gerald (2003) *Bridging the gap through intergenerational ministry* —A methodology for blending three different generations into a single synergy of worship. UTS

Alleyne, Regina (2008) *Angels Watching Over Me*. Article by Dr. Gerald W. Saffo, *Spiritual Memoirs*, Author House Publishing Company.

614-783-4643

marcia@blendedlearningpd.com

305 Island Road,

Kingston,

Tennessee,

37763,

United States of America

MARCIA KISH

- Blended Learning Specialist
- Personalized Learning Expert
- Instructional Coach
- Author of 12 Elements of Student Engagement and Ownership
- Author of [Blended LearningPD .com](https://blendedlearningpd.com) Blog
- Data-Driven Small Group Enthusiast

Dear Mr. Houston Tucker, Ms. Mary Gifford,

I am writing to express my interest as a new board member for the up-and-coming virtual, hybrid, or onsite learning environments. With a strong dedication to implementing instructional technology and empowering students and educators in the K-12+ sector, I am confident in my ability to contribute to your team and support your mission. My extensive experience in deploying blended and personalized learning, focusing on data-driven small-group instruction, positions me as a valuable asset to your organization.

Having worked as a professional development provider and instructional coach, I have honed my expertise in designing and delivering quality hands-on workshops to support the deployment of blended and personalized learning environments. My work spans public and private schools in rural, urban, and suburban areas in the United States, Canada, and South America. Over the last twelve years, I have worked extensively with online, hybrid, and onsite blended learning schools. I am also the author of the "12 Elements of Student Engagement and Ownership Infused in Blended Learning Field Guide" and the creator of the artificial intelligence adaptive learning platform dynaguide.org. Additionally, I have authored and designed blendedlearningpd.com, showcasing my commitment to advancing educational practices.

My focus on data-driven small group instruction has allowed me to effectively support educators in enhancing student engagement and achievement. I have a proven track record of assisting schools in leveraging technology to create impactful learning experiences. Through my experience, I have developed a deep understanding of the challenges and opportunities in deploying blended and personalized learning methodologies. I am eager to share my insights and strategies with your team.

I am enthusiastic about the opportunity to bring my unique blend of skills and expertise to the new schools and contribute to the continued success of your professional development initiatives. Thank you for considering my application. I look forward to contributing to your team.

Regards,
Marcia Kish



MARCIA KISH

Blended and Personalized Learning Specialist with a focus on Data-Driven Learning Environments

PROFILE

Marcia Kish is a professional development provider and an instructional coach. She has dedicated the majority of her career to helping implement instructional technology to empower students and educators in the K-12+ sector.

CAREER HIGHLIGHTS

2022. Author for 12 Elements of Student Engagement and Ownership Infused in Blended Learning Studios

2011-NOW. Keynote Speaker

2008 - NOW. National and International Educational Conference Speaker

CONTACT

📞 +614-783-4643

@ marcia@blendedlearningpd.com

📍 305 Island Road
Kingston, TN 37763

in [linkedin.com/marciakish](https://www.linkedin.com/in/marciakish)

f [facebook.com/marciaminnichkish](https://www.facebook.com/marciaminnichkish)

🐦 twitter.com/dsdPD

EXPERIENCE

2011-CURRENT. VICE PRESIDENT, CREATOR, AND DESIGNER OF BLENDED LEARNING PD

Currently, I support public and private schools in rural, urban, and suburban areas in the United States, Canada, and South America as an instructional coach to assist with deploying blended, personalized, and data-driven learning environments through professional development workshops, online courses, and more. I am also the author of the 12 Elements of Student Engagement and Ownership Infused in Blended Learning Field Guide and the designer of the artificial intelligence adaptive learning platform dynaguide.org. Additionally, I am the author and creator of blendedlearningpd.com.

2011 - 2012. MEDIA SPECIALIST FOR DELAWARE CITY SCHOOLS

Worked as a Media Specialist and Blended Learning Coach for Delaware City Schools in Delaware, Ohio

2010-2011. INSTRUCTIONAL COACH FOR CATAPULT LEARNING

Supported classroom teachers from South High School in Columbus, Ohio, to deploy data-driven small groups infused in a Blended Learning Environment.

2009-2010. DIRECTOR FOR LEARNING WITHOUT LIMITS

Helped create, design, and run a hybrid High School for TRECA Educational Services. We enrolled over 75 students for the new-age learning environment located in Columbus, Ohio.

2008-2010. PROFESSIONAL DEVELOPMENT PROVIDER FOR TRECA

Designed, delivered, and implemented quality hands-on virtual and onsite workshops for TRECA Educational Services in Marion, Ohio.

1998 -2008. EDUCATOR FOR WORTHINGTON CITY SCHOOLS

Worked as an In-class support teacher (98), a Technology Teacher for PreK-5th Grades(99-03), Second Grade Teacher (03-07) Title One Teacher (07-08).

EDUCATION

2003-2004. NATIONAL UNIVERSITY

Master's Degree in Instructional Technology for Pre-Kindergarten through High School levels.

1994-1998. UNIVERSITY OF DAYTON

Bachelor's Degree in Elementary Education for grades 1-8 in all subject areas with a minor focus in math.

1990-1994. PARKWAY LOCAL HIGH SCHOOL

High School Diploma with honors

PRO SKILLS

BLENDED LEARNING DEPLOYMENT

PERSONALIZED LEARNING

ONLINE AND VIRTUAL LEARNING

EDUCATION TECHNOLOGY

INSTRUCTIONAL COACHING

DEVELOPING STEPS FOR GOOD TEACHING STRATEGIES

ARTIFICIAL INTELLIGENCE

HYBRID LEARNING

PROFESSIONAL DEVELOPMENT

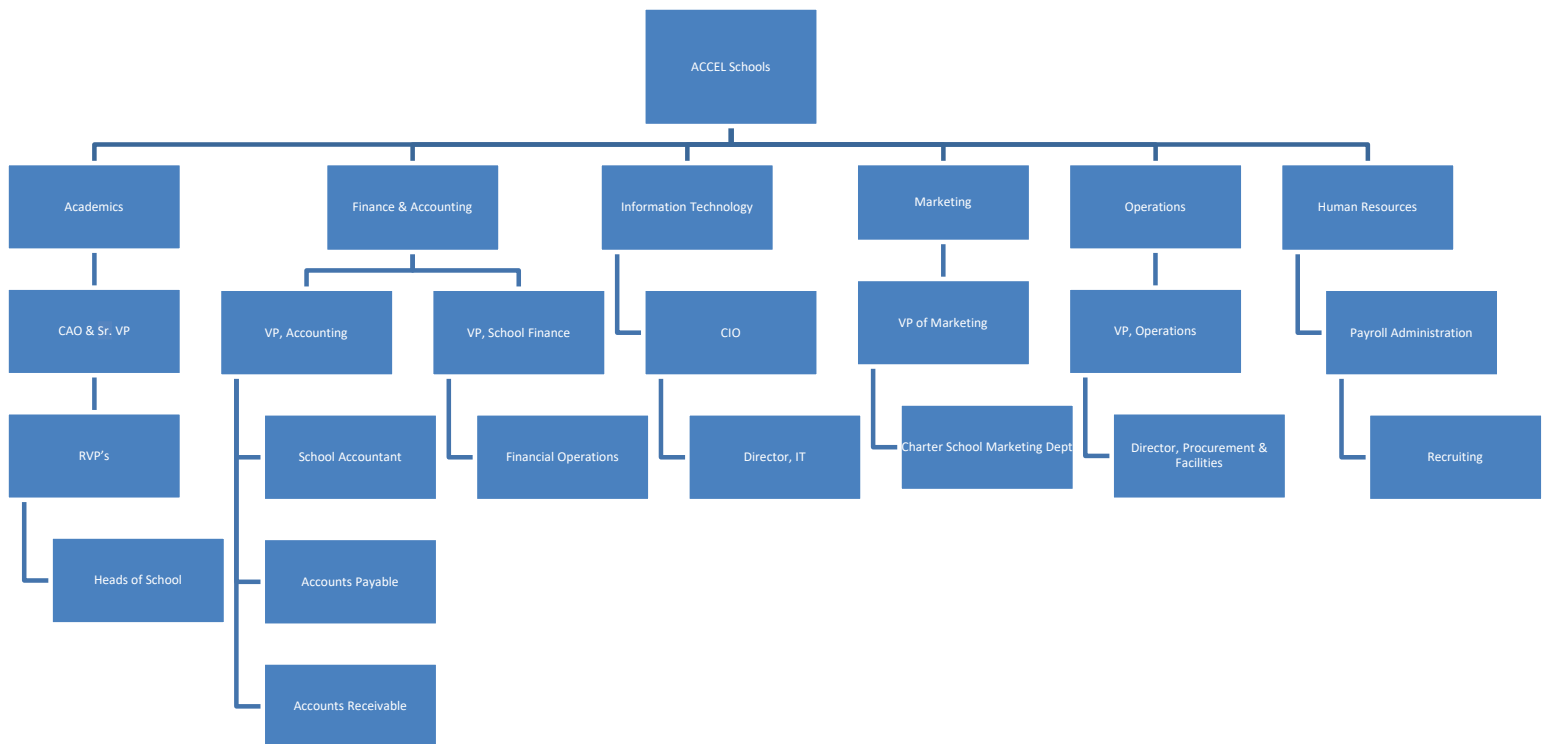
DATA-DRIVEN SMALL GROUPS

STEM LEARNING ENVIRONMENTS

STUDENT ENGAGEMENT AND OWNERSHIP

ORGANIZATIONAL CHART OF OPERATOR

ACCEL SCHOOLS ORGANIZATION CHART – OHIO CONTACTS



SPONSOR'S EXPERIENCE WITH ONLINE SCHOOLS

- Responses to Questions
- Policies and Procedures
- Compilation Reports for six (5) Internet- or Computer-based Schools sponsored by St. Aloysius
- Annual Reports for six (6) Internet- or Computer-based Schools sponsored by St. Aloysius

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 59 general population, 24 drop-out recovery (computer based), 6 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' experience serving 24 computer based drop-out recovery schools, 7 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 school model that focuses on individualized, flexible learning focusing on student engagement like Virtual College and Career Prep Academy 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)

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. CSS also assesses the school on a number of other factors including special education and federal programs. An example of all of these reports are included in a compilation report. The Compilation Report for all of the internet- or computer-based schools sponsored by St. Aloysius for FY24 are included for review as Attachment 5b – Compilation 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. Throughout its years of sponsorship, St. Aloysius has terminated or non-renewed close to thirty (30) schools. The reasons for these terminations range from low enrollment/financial concerns to low academic performance. 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 process and the 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. The renewal process is the most likely time that St. Aloysius would terminate/non-renew a school. Mid-year school closures are harmful to students and St. Aloysius will avoid them unless absolutely necessary. If an internet – or computer-based school were to lose enrollment or remain out of compliance with rule or law after all corrective action was exhausted, St. Aloysius may vote to close the school. 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 an expert 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.

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, some schools 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. These claw backs are planned for and expected. St. Aloysius advocated for the passage of HB 123 which established a pilot funding system for internet drop out recovery schools, providing some accommodations for the funding for services of this challenging population. This pilot

funding system became permanent and we believe will greatly decrease the amount of claw backs for these schools in the future.

SPONSOR EXPERIENCE AND RESUMES

			EXPERTISE AREAS:										
		Years of Sponsoring Experience with Community Schools	Curriculum	Instruction	Assessment	Special Education	School Accountability	School Governance	School Finance	English Learner Instruction	School Facilities	Community School Law	E-School
Barnhart	Michael	2					X		X				
Brown	Kelly	2	X	X			X	X					
Cash	Dave	25	X	X	X	X	X	X	X		X	X	
Dimoff	Carol	14					X	X				X	X
Dobbins	Andrea	6	X	X	X			X					X
Dunbar	Brian	17	X	X	X		X	X			X		X
Dunlap	Kim	13							X				
Frank	Katie	1				X	X	X					
Franz	Kristen	2	X	X	X		X						
Harris	Buddy	10	X	X	X							X	X
Hawk	Lori	1					X	X	X				
Heyman	Jennifer	4	X	X	X		X	X		X			
Isaac	Carla	20					X	X			X	X	
Kee	Jason	3					X	X	X		X	X	
Keller	Kodie	2				X	X	X		X			
Lamb	Dan	14							X				
Lutes	Cassandra	2							X				
Mann	Angie	15					X	X			X	X	
Osler	Tammie	16					X	X			X	X	X
Scarponi	Susan	12			X	X				X			X
Sherman	Nannette	11	X	X	X	X	X		X	X			
Sorvillo	John	1	X	X	X	X					X		
Stoy	Frank	22			X		X	X				X	
Tipple	Carmen	2							X				
Wheatley	Molly	4	X	X									
Willenborg	Daniel	3	X	X	X		X	X					

Michael Barnhart

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

Dave Cash

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

- d. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Richland County Children's Services, the Buckeye Ranch
- e. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Council of Community Schools, Ohio
Department of Education
- f. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Council of Community Schools, Ohio
Department of Education
- g. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- h. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- i. School Finance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Carol Dimoff

- 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, Electronic Classroom of Tomorrow
 - b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Dimoff Consulting
 - c. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Electronic Classroom of Tomorrow
 - d. Internet or Computer-Based School
 - i. Experience reflected in following job position descriptions on the resume:
Electronic Classroom of Tomorrow

Andrea Dobbins

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Buckeye Online School for Success, Charter School Specialists

- b. Instruction
 - 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 Governance
 - i. Experience reflected in following job position descriptions on the resume:
Buckeye Online School for Success, Charter School Specialists
- e. 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. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Imagine Schools, Millenium Community School
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Imagine Schools, Millenium Community School
 - c. Assessments
 - i. Experience reflected in following job position descriptions on the resume:
Imagine Schools, Millenium Community School
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Centura Community School, Charter School Specialists
 - e. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Centura Community School, Charter School Specialists
 - f. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - g. Internet- or Computer-based School
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Kim Dunlap

- 1) Sponsoring Experience – Charter School Specialists

- 2) Areas of Expertise:
 - a. Finance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Consumer Support Services, Alzner Masonry,
Electronic Classroom of Tomorrow

Katie Frank

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Lincoln Center for Family and Youth
 - b. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Success Academy Charter Schools, Lincoln Center for Family and Youth, Kipp
Columbus, Charter School Specialists
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Kipp Columbus, Charter School Specialists

Kristen Franz

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Platte River Academy
 - b. Instruction
 - 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
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Buddy Harris

- 1) Sponsoring Experience – Charter School Specialists, Ohio Department of Education
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
North Carolina Central University, UBTECH, Ohio Department of Education,
Charter School Specialists

- b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
North Carolina Central University, UBTECH, Ohio Department of Education,
Charter School Specialists
- c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
UBTECH, Ohio Department of Education, Charter School Specialists
- d. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Hunt Institute
- e. Internet or Computer-Based School
 - i. Experience reflected in following job position descriptions on the resume:
Ohio Department of Education, Charter School Specialists

Lori Hawk

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Lancaster Bingo Company, Hawk Childcare, NFocus Consulting, Buji
ActionCoach, Charter School Specialists
 - b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - c. Finance
 - i. Experience reflected in following job position descriptions on the resume:
Hawk Childcare

Jennifer Heyman

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Bucyrus Elementary, C.M. Grant Leadership Academy, Imagine Cleveland
Academy
 - b. Instruction
 - 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
- f. English Learner Instruction
 - i. Experience reflected in following job position descriptions on the resume:
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
 - c. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - d. Community School Law
 - 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 Finance
 - i. Experience reflected in following job position descriptions on the resume:
Newark City Schools, Gahanna Jefferson Public Schools

- d. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Newark City Schools, Gahanna Jefferson Public Schools, Charter School Specialists
- e. Community 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. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Accel Schools, OBHS Parma Technical School
 - b. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
NEOMED, Charter School Specialists, Accel Schools
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
NEOMED, Charter School Specialists, Accel Schools
 - d. English Learning Instruction
 - 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 Finance
 - 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 Finance
 - 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, 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. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- c. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- d. Community 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. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - c. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - d. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education
 - e. Internet or Computer-Based School
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Susan Scarponi

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
White Hat Management
 - b. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, White Hat Management
 - c. English Learner Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, White Hat Management

- d. Internet or Computer-Based Instruction
 - 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. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Riverside County Office of Education, Val Verde USD, Lake Elsinore USD,
West Contra Costa USD, Clovis Municipal Schools
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Riverside County Office of Education, Val Verde USD, Lake Elsinore USD,
West Contra Costa USD, Clovis Municipal Schools
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Ohio Department of Education
 - d. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Riverside County Office of Education, Val Verde USD, Lake Elsinore USD,
West Contra Costa USD, Clovis Municipal Schools
 - e. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Ohio Department of Education
 - f. School Finance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education
 - g. English Learner Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Riverside County Office of Education, Val Verde USD, Lake Elsinore USD,
West Contra Costa USD, Clovis Municipal Schools

John Sorvillo

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Youngstown Academy of Excellence, Summit Academy, Westwood
Preparatory Academy
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Youngstown Academy of Excellence, Summit Academy, Westwood
Preparatory Academy

- c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Youngstown Academy of Excellence, Summit Academy, Westwood Preparatory Academy, Charter School Specialists
- d. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Youngstown Academy of Excellence, Westwood Preparatory Academy
- e. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Youngstown Academy of Excellence

Frank Stoy

- 1) Sponsoring Experience – Charter School Specialists, Ohio Department of Education, Ohio Council of Community Schools, Lucas County Educational Service Center
- 2) Areas of Expertise:
 - a. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education, Ohio Council of Community Schools, Lucas County Educational Service Center
 - b. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education, Ohio Council of Community Schools, Lucas County Educational Service Center
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education, Ohio Council of Community Schools, Lucas County Educational Service Center
 - d. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education, Ohio Council of Community Schools, Lucas County Educational Service Center

Carmen Tipple

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Finance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Saint Mark Catholic Church, Limbach, Ruscilli Construction Company, State of Ohio State Architects Office

Molly Wheatley

- 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

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

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

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 Compliance 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 Compliance Officer (current)

Previously: Chief Operations Officer, VP of Compliance/Director of Sponsorship/Director of PD and Curriculum (16 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 CCO, I am focused on ensuring all compliance processes are implemented in accordance with the CSS SOPs, and 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

Katie Frank

196 Berger Aly. Columbus, OH 43206 • (419) 261-0987 • ktmomenee@gmail.com

Professional Summary

Experienced Operational Manager with strong product planning, communication, and people management skills. Primary focus to date in K-12 education, non-profit management, and communication strategies. Proven track record of driving operational excellence, optimizing processes, and achieving results. Passionate about strategic planning, team leadership, and delivering exceptional outcomes.

Skills

- Strong organizational, analytical, and communication skills (both verbal and written).
- Proven team leader with the ability to direct, train, and foster teamwork and collaboration.
- Thrives under pressure, consistently meeting deadlines.
- Proficient with various technologies and quick to learn new systems.
- Experienced in media and marketing across multiple platforms and mediums.
- Skilled in building positive relationships with stakeholders and successfully directing events and fundraising efforts.

Work History

Compliance Coordinator, 7/2024 - Present

Charter School Specialists - Ohio

- Monitor annual compliance of Ohio community schools, conducting onsite reviews and ensuring adherence to laws, rules, and charter terms.
- Provide technical assistance to schools, attend Board meetings, and foster relationships with school leaders and representatives.
- Manage special projects and apply expertise in public charter school sponsorship, with a strong understanding of federal and state laws, administrative rules, and contracts.

Senior Operations Associate, 7/2023 to 7/2024

KIPP Columbus - Columbus, Ohio

- Developed and maintained the operational vision for a K-12 campus of 2,300 students, aligning with academic and cultural goals.
- Managed and coached an operations team of 7-10 members, overseeing facilities, transportation, and student recruitment strategies.
- Led communication strategies for internal and external stakeholders, while overseeing procurement and ensuring operational excellence across teams.

Operations Manager, 8/2022 to 7/2023

The Lincoln Center for Family and Youth - Columbus, OH

- Supervised and managed all startup operations for LINC Academy, coordinating with stakeholders and community partners for a projected Fall 2024 opening.
- Delegated tasks to educators to ensure a safe and enriching environment while building relationships with prospective students and families.
- Developed outreach initiatives to engage the community, grow partnerships, and explore best practices for mental health support.

Operations Associate, 7/2020 to 8/2022

Success Academy Charter Schools - Fort Greene. 101 Park Ave, Brooklyn, NY 11205

- Supervised school-wide communications, managed events, and engaged in family advocacy, ensuring clear timelines, communication, and follow-up.
- Oversaw budget, ordering, inventory, and emergency preparedness tasks, while training staff on operational systems, scholar health, and safety protocols.
- Managed attendance policies, food service compliance, and maintained high aesthetic standards, holding staff accountable to expectations.

Operations Manager, 11/2018 to 7/2020

GiGi's Playhouse NYC - Harlem. 116 W 117th Street. New York, NY 10026

- Managed educational, therapeutic, and career development programs for over 1,000 individuals with Down syndrome and their families, coordinating staff, interns, and daily operations.
- Organized fundraising events, including holiday celebrations raising \$400,000 annually and a gala raising over \$150,000, while handling all donations and acknowledgments.
- Led social media strategy, authored newsletters, managed finances and budgets, and collaborated with the Board of Directors to support fundraising and community initiatives.

Showroom Experience Coordinator, 04/2017 to 11/2018

Herman Miller – Flagship. 251 Park Ave South. New York, NY 10010

- Arranged itineraries, agendas, and appointments for guests and staff, managing multiple calendars and hosting international visitors at the NYC showroom.
- Maintained the contract sales and retail textile library, while ensuring a positive, client-focused environment for internal staff and clients.
- Managed brand standards across the multi-story showroom and assisted with technology issues in collaborative spaces.

Education

Bachelor of Fine Arts: 2016

Wright State University – Dayton, Ohio.



KRISTEN FRANZ

EXPERIENCE

LEAD COMPLIANCE COORDINATOR

Charter School Specialists

July 2023-Present

- Assisting and monitoring community schools in meeting the necessary compliance documentation required by the Department of Education and Workforce
- Maintaining well-organized and predictable documentation for each school to guarantee accuracy and efficacy for the Sponsor Evaluation System.
- Providing technical assistance to school leaders and board members as needed
- Creating accessible resources for school leaders to easily upload required documentation
- Reviewing Ohio Revised Code to verify accurate document collection
- Completing on-site student file reviews and providing support and assistance as needed
- Connecting with school leaders and management organizations through virtual compliance reviews to ensure understanding of the compliance process
- Triennial team peer reviews and regular self-checks for oversight and feedback

ELEMENTARY TEACHER


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
- 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
- Attended International Society of Technology in Education (ISTE) conference and trained colleagues in new technology implementation

CONTACT

 (303) 520-1367

 kmfranz85@gmail.com

 3854 Abbie Lakes Drive
Canal Winchester, OH

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
- Completed numerous professional development courses around classroom management, curriculum development, social-emotional learning, and teaching best practices

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

LORI HAWK

1583 Timbertop St, Lancaster, OH 43130 | loriann.hawk@gmail.com | 740-503-2912

PROFESSIONAL EXPERIENCE

Charter School Specialists – April 2024 – Current

Project Manager Assistant

- Track and report sponsored schools' compliance to Ohio Department of Education and Workforce
- Support the Compliance Department in collection and review of documentation of sponsored schools
- Coordinate conferences and company events as needed
- Support other departments as needed

Buji ActionCOACH – 2019 – 2023

Director of Operations – December 2019 to November 2023

- Manage workload and professional development for 4 direct reports, including Sales, Marketing, and Administrative teams
- Drive initiatives in the Executive Team and organizationally that contribute to long-term operational excellence
- Plan and monitor day-to-day running of business to ensure smooth progress toward business goals
- Create and manage project roadmaps for dozens of simultaneous initiatives
- Define, develop, and implement policies and SOPs in all department of the business
- Franchise Contract Management: legal compliance for franchise sales, including agreement preparation and audit
- Manage and supervise team members from all departments, holding them accountable to personal KPIs with constructive feedback, provide positive reinforcement, coaching, and/or suggestions to improve productivity to meet personal goals as they align with organizational objectives
- Serve as main point of contact for all key relationships with franchise partners, clients of the firm, franchisor, strategic partners.
- Ensure overall customer satisfaction with all key relationship and team members
- Financial management, including regular review of KPIs and financial information; adjust operational budgets to promote profitability
- HR management: created and implemented a cohesive employee handbook, payroll/PTO administration, interviewing/hiring/onboarding all new employees, writing all job descriptions
- Software and hardware support for internal team, trouble-shooting as needed
- Strategically assess operations to identify areas for improvement
- Ensure that Accounts Receivable & Accounts Payable requests are resolved and communicated in a timely manner to internal and external parties
- Back-up all Office Manager duties listed below

Office Manager – January 2019 to November 2019

- Manage all day-to-day administrative matters
- Compile & report weekly KPIs of all departments
- Create & manage SOPs for all departments
- Manage filing for financial, legal, and sales documents
- New franchisee onboarding, including preparation and submission of legal agreements, registration with Franchisor, and ensure compliance requirements are met
- Calendar and travel management for on-the-go owners, maintaining highest level of confidentiality at all times
- Manage Inventory: sales & marketing collateral, office supplies, food/drinks, books, and other items as necessary
- Support Sales & Coaching teams with all administrative needs serving as Client Care Coordinator
- Event planning and execution, both locally and in remote locations across the US, including creation of marketing collateral
- Light social media and website management
- Light bookkeeping: Manage invoicing and AP for 3 lines of business in Quickbooks, manage petty cash
- Manage CRM: maintain & update all leads & prospects, create email campaigns and reports, keep current pulse on sales pipeline, administrative follow-up with candidates

NFocus Consulting, Inc. – March 2014 to August 2018

Operations Supervisor – July 2017 to August 2018

- Manage workload and professional development for 11 direct reports, including Data Analysts and Quality Control Specialists
- Daily workflow coordination in a high-paced, data production environment
- Decision Maker – primary trouble-shooter for escalated issues with clients, vendors, and multi-department projects, including after-hours emergency resolutions
- Quality Control Specialist back-up for vacations and sick leave
- Develop and implement workload matrix and department SOPs to optimize production and improve employee work/life balance
- As a member of the Leadership Team, collaborate with executive management to ensure customer satisfaction while developing internal efficiencies and maintaining profitability

Account Manager – March 2014 to July 2017

- Development Team Lead for web-based customer data portal
- Customer Service Liaison & Team Lead for new custom software development initiative
- Primary contact for clients, managing their marketing campaigns through strategic planning and order processing
- Manage budget and project costs for invoicing multi-store campaigns
- Back up for Front Desk responsibilities, including answering multi-line phones

Hawk Childcare – January 2010 to March 2014

Owner & CEO

- Managed Budget and Maintained Bookkeeping for Invoicing and Tax purposes
- Maintained compliance with the State of Ohio for Type B Childcare Certification
- Worked directly with families and Fairfield County officials
- Daily care for 6+ children

Lancaster Bingo Company – February 2006 to December 2009

Customer Service Supervisor

- Oversaw daily operations and workflow of Customer Service Center and CS Representatives
- Created and maintained multiple databases to comply with multi-state regulations
- Managed reservations for Annual Client Trade Show for 300+ customers
- Initiated performance improvements in the CS Department and followed through with their development
- Assisted customers via multi-line call center with excellent communication skills and problem-solving abilities

ADDITIONAL QUALIFICATIONS

- Microsoft Office Suite – both PC and Mac OS
- Asana Project Management System
- CRM Management (i.e. InfusionSoft)
- Adobe Creative Cloud
- Canva
- Strong interpersonal, verbal, and written communication skills
- Growth-minded self-starter, highly organized, adapts to changes easily, quick learner
- Demonstrated ability to work effectively at all levels of the organization and cross-functionally

EDUCATION

- Leadership & Management Master Class – ActionCOACH – 2023
- Ohio University – Completed coursework for BS in Organizational Communication – 2007-2009
- Smyrna High School – Smyrna, TN – 2003

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>
<ul style="list-style-type: none">■ 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

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

JOHN
SORVILLO

PROFILE

My name is John Sorvillo, and I am very passionate about education and workforce development. I have experience in many levels of education from elementary to adult learning. I also have experience and contacts in the industrial world. Inspiring hope in those who need it most by connecting those worlds is my passion.

CONTACT

PHONE:
330-774-5322

EMAIL:
j.sorvillo@sbcbglobal.net

REFERENCES:

Jim Wiley, President and Co-founder,
Obsidian Solutions Group
jawiley@obsidiansg.com

David Rittmeyer, Director of Business
Development, Matthew Additive
Technologies
drittmeyer@matw.com

Jaro Zita, Director of Operations,
Westwood Prep Academy
jaro.zita@westwoodprepacademy.com

RECOGNITION:

Additive Manufacturers User Group,
Randy Stevens Scholarship-2021

Oakmont Education,
Innovators Award-2021

EDUCATION

Youngstown State University
1995-2000
B.A. in Geography
Minor in History

Jones International University
2010-2012
Master's in Education

WORK EXPERIENCE

Pitney Bowes
2008-2010
Area Sales Executive
Built relationship with companies based around matching mail stream products to business needs

Youngstown Academy of Excellence
2012-2017
Started as 2nd grade teacher, became a Title teacher, then Title Coordinator, then Behavior Intervention Specialist. Also served as tech support in the building

Summit Academy
2017-2018
Instructional Coach-Observed teachers and assisted with lesson planning and delivery. Also managed teacher PD

Westwood Preparatory Academy
2018-2024
Director of Education and Assistant Director of Operations-Built multiple education program inside of Children's Residential Facilities. Hired teachers, designed curriculum, liaised with external providers, and managed enrollment and general Principal duties. Created a robust Career and Technical program utilizing connections throughout the Additive Manufacturing industry

Eastern Gateway Community College
2018-2024
Adjunct Faculty, Early Childhood Education

Additive Manufacturers Users Group
2021-Current
New Member Committee

Charter School Specialists
2024-Current
Director of College and Career Readiness

SKILLS

I am very organized and a very effective communicator. I pride myself on my ability to build strong relationships and treat all stakeholders with respect. I have been described as "contagiously positive" and I believe a great attitude and authenticity are the main building blocks of success.

My strongest skill is building culture. A strong culture is the soil from which success grows. I work to create an environment of support, where everyone knows they have what they need to excel.

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**

Molly Wheatley

7996 Truman Trail, Reynoldsburg, OH. 43068

mollymwheatley1992@gmail.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.

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

Porsche J. Chisley

614-531-8573

Porsche.Chisley@gmail.com

Professional Profile

The Mind Trust

Indianapolis, IN

August 2020-Current

Vice President, Expanded Impact

- Lead, develop, and implement new protocols, systems, and strategies for expanding The Mind Trust's programmatic work in order to increase the number of students who have access to high-quality schools nation-wide;
- Lead the grant writing process for Indiana's 2023 Charter School Program Grant application securing \$109 million for the state, the largest awarded CSP grant in the country
- Lead the statewide expansion of Indy Summer Learning Labs and identified and secured expansion funding equating to \$17.5 million
- Lead and manage the launch of the \$2.6 million Indiana eLearning Lab to assist educators, parents and families transition to virtual learning and remote professional trainings
- Serve as Senior Advisor to the Chief of Strategy providing regular analysis of school data across Indianapolis, incubation and exploratory project data and outcomes, and education trend data across the country; Engage with critical funders providing updates on exploratory project outcomes and budgets

Charter School Specialists

Columbus, Ohio

March 2017-August 2020

Vice President of School Improvement

- Lead & manage a team of school improvement staff to carry out the data analytic, accountability, assessment and strategic planning work of charter school sponsorship leading to academic improvements for nearly 80% of schools served during the 2018-19 school year
- Develop and implement 5-year strategic plan for school improvement department, develop and implement standard operating procedures pertaining to school improvement and sponsorship oversight; build and maintain partnerships with key stakeholders including department of education staff and state board of education members
- Develop site visit rubrics and conduct on-site assistance reviews for 60 sponsored schools serving nearly 15,000 students concentrating on evidence-based curriculum, program innovation, education plan implementation, instructional delivery methods, formative instruction and assessment, multi-tiered systems of support and intervention policies, professional development and academic growth
- Analyze and synthesize schools' local report cards issued by the department of education; provide technical assistance and focused trainings to stakeholders, assist in the development of school improvement plans (conduct needs assessment, root-cause analysis, data analysis, and identify evidence-based strategies and programs to meet identified needs); conduct high-stake academic reviews for all sponsored schools upon contract renewal
- Curate professional development design and facilitation for school improvement team, school leaders, superintendents, management company representatives and governing authority members

Chisley Consulting Group, LLC.

August 2015-Current

Owner

- Serve as contractor for schools and organizations to operationalize their mission, vision, and values through strategic planning, training and coaching, and developing & codifying systems.
- Lead school improvement initiatives around the Ohio Improvement Process for schools and charter school authorizers across the state; Assist School Leaders and Superintendents with the completion of Ohio Teacher Evaluation System; Serve as a Peer Reviewer for the Charter Schools Program (Federal) Grant and District Reviewer contractor for the Ohio Department of Education

KIPP: Columbus Middle School

August 2013-June 2015

Lead Teacher; Grade-Level Chair, Building Leadership Team

- Provided data-driven grammar, writing, and English Language Arts instruction: 88% of students showed more than typical growth on the Language Usage portion of the Northwest Evaluation Association (NWEA) MAP Assessment; Served as grade level chair leading academic team meetings

Porsche J. Chisley

614-531-8573

Porsche.Chisley@gmail.com

Teach for America

June 2011-May 2013

Corps Member- Kindergarten Teacher

- Taught in under-resourced public schools in St. Louis, Missouri
- engaged in a full schedule of professional development activities including curriculum design, classroom management, and effective instructional strategies specific to elementary education at high poverty schools
- Sue Lehman Teacher of the Year Nominee 2012-2013

Leadership

College Football Playoffs Foundation 2022 Indianapolis Host Committee

Dec. 2020-Jan. 2022

Co-chair, Indiana E-Learning Lab

- Develop ideas and plans for incorporating the Indiana e-learning lab and the 2022 College Football Playoffs that will have a long-lasting impact on teachers, visitors and the greater Indianapolis community

Ohio Child Care Resource & Referral Association

June 2018-Current

Approved Trainer

- Provide professional training to early childcare professionals throughout the state of Ohio focusing on the following domains: child growth and development, family and community relations, health, safety, and nutrition, child observation and assessment, professionalism, and learning environment/experiences
- Design engaging and interactive evidence-based online and face to face (blended learning) training sessions for participants situated on a Learning Management System

Columbus Urban League Young Professionals

January 2015-August 2018

Current Member, Previous Education & Youth Co-Chair

- Provide targeted program planning and support for urban students in the Columbus metropolitan area and the Columbus Urban League Head Start Programs
- Implemented new initiatives to promote excellence through academic achievement and civic responsibility in low-income neighborhoods amongst school-aged students

Education

Marian University- Indianapolis, IN

Doctor of Education, Organizational Leadership

June 2021-Current

Expected Graduation May 2024

University of Missouri- St. Louis

Masters of Elementary Education

August 2011-August 2013

Ohio State University

Bachelors of Arts in Psychology
Education Minor

August 2007-June 2011

Certification

Diversity, Equity, & Inclusion in the Workplace Certificate University of South Florida 2021
Ohio Resident Educator License (Early Childhood P-3)
Ohio Leadership Advisory Council Facilitator (2016)
Ohio-Approved Trainer (Ohio Child Care Resource & Referral Association 2018)

Professional Presentations & Board Membership

Ohio Teacher Leadership Summit Presenter 2020
Cambiar Catalyst Fellow 2021-2022
Black Leadership & Legacies Fellow 2022
The Center for Innovative Education Solutions Board Member 2021-Current
Purdue Polytechnic High School Board Member 2023-Current

DELORES T. MORGAN, Ed.D.

811 Wackeman Court, Westerville, OH 43081 | 614-620-9165 | deemorgan@ameritech.net

Experienced leadership in supporting highly diverse educational organizations with complex constraints in the quest to graduate every student prepared for success in college and careers. Builds collaborative cultures and sustainable structures for improving the work of teaching and learning. Key areas of responsibility: chief executive leadership, curriculum and instruction, financial management, human capital strategist, facility master planning, accountability and assessment, policy and governance, and staff and student performance.

CHARTER SCHOOL SPECIALISTS **School Improvement Team Member**

Pickerington, OH

July 2015-present

Works jointly with a team of seasoned educators to provide comprehensive support to charter schools statewide in the implementation of a standards based curriculum that aligns to Ohio Learning Standards and assessments that focus on career and college preparedness for all students. Emphasis on curriculum and instruction, evidence-based practice, literacy development, school improvement process, principal leadership training and fostering root cause analysis efforts of school leadership teams via the Ohio Improvement Process.

OHIO DEPARTMENT OF EDUCATION **Academic Distress Commission**

Columbus, OH

July 2015-July 2020

Trained in Phi Delta Kappa audit procedures and best practices related to governance, curriculum and instruction, human resources, finances, and student support services. Reviewed public school districts to support school improvement efforts as directed by Ohio legislative actions regarding failing schools. Served as audit lead for a five person, on-site team of professionals who subsequently worked collaboratively with district leadership groups, Boards of Education, and superintendents to craft a comprehensive plan guided by the data review.

OHIO DEPARTMENT OF EDUCATION **Race to the Top Regional Specialist**

Columbus, OH

July 2012 - July 2015

Positioned schools to realize their vision of 100% graduation and college/career readiness by spearheading the implementation of the Federal School Transformation Module. Aligned districts' Race to the Top grant strategies with overarching Ohio Department of Education initiatives and objectives.

- Facilitated 30+ public and charter school transformation teams in the implementation of Scope of Work and key state and federal instructional and teacher effectiveness initiatives
 - Targeted intensive support and effective interventions to turn around struggling schools
 - Planned and implemented professional learning opportunities that aligned to Ohio's Learning Standards, Next Generation Assessments, College and Career Readiness Standards, and evidence-based instructional and assessment strategies.
-

STANFORD UNIVERSITY **Adjunct Faculty/School of Education**

Stanford, CA

Sept. 2007 - present

Using progressive online instructional methodologies, teach assigned courses in education that engage students by offering excellent feedback and guidance to help them achieve at their highest academic level. Demonstrates a commitment to excellence and continuous improvement in curricular, instructional, and professional development and to the development of Stanford's teaching and learning community.

LORAIN CITY SCHOOLS **Superintendent**

Lorain, OH

July 2001-2007

Led the 10th largest school district in Ohio serving more than 10,000 students with an ethnically, culturally, and socioeconomically diverse pre-K to 12 student population and an operational budget of \$80,000,000 to significant school improvements through implementation of a standards-based system of curriculum, instruction, and data-driven decision making recognized by the Ohio Department of Education

- Developed and monitored a collaborative process and district Comprehensive Continuous Improvement Plan (CCIP), guided by results of Phi Delta Kappa Curriculum Audit, leading to the establishment of a 5-year district strategic plan
- Through development of school-based leadership teams, increased graduation and attendance rates for all students per 2003, 2004, and 2005 State of Ohio School Report Card data employing numerous support programs, such as mentoring, small schools, Project GRAD, and Early College
- Decreased discipline issues by more than 60% through comprehensive safety and security planning, including conflict resolution programming
- Through community support and leadership, passed a \$216M facilities bond issue to provide 20 new and renovated schools and provided oversight for the construction of seven new schools to date
- Built school and community partnerships to increase student achievement, including NAACP, Lorain County Urban League, Coalition for Hispanic Issues and Progress, Lorain Police Department, Salvation Army, NASA Glen, and Rotary
- Committed to community visibility and decision-making via the Bond Issue Oversight Committee, Business Advisory Council, Curriculum Quality Control Council, Lorain City School District's Facilities Project Design Team, District Safety Committee, High School Advisory Committee, and Small School Steering Committee

COLUMBUS PUBLIC SCHOOLS

Columbus, OH

July 1998-2001

Deputy Superintendent for Academic Achievement

Led the development and implementation of a standards-based system of curriculum and instruction, with primary responsibility for the written, taught, and tested curriculum, pre-K to 12; responsibilities included support and accountability for 143 schools; recruitment; hiring and evaluation of staff; facilities planning; budget and resource management; strategic planning and program evaluation; staff development; and communication design

- Supervised compensatory federal and state programs, including Title I, II, and VI; ESL; special and gifted education; and numerous grants to support all students meeting and exceeding the standards
- Assisted in the planning and implementation of the district's five-year continuous improvement plan

WESTERVILLE PUBLIC SCHOOLS

Westerville, OH

July 1996-1998

Principal, Pointview Elementary

JEFFERSON COUNTY PUBLIC SCHOOLS

Golden, CO

July 1981-1996

Assistant Director for Curriculum and Instruction

Previous positions also included Coordinator of Early Childhood Education for Jefferson County Schools, Innovative Grants Coordinator for Adams District #12, Special Education Coordinator for Jefferson County Public Schools, and general and special education teacher for Aurora Public Schools and Columbus Public Schools.

EDUCATION

DOCTORATE OF EDUCATION (ADMINISTRATION, PLANNING, SOCIAL POLICY IN SPECIAL EDUCATION)

University of Denver, Denver, CO

MASTER OF ARTS (CURRICULUM AND INSTRUCTION)

University of Denver, Denver, CO

BACHELOR OF SCIENCE (EDUCATION)

Ohio State University, Columbus, Ohio

CERTIFICATIONS

OHIO PROFESSIONAL LICENSURE (July 2019-July 2023)

Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Director of Special Education, Principal

COGNITIVE COACH – Center for Cognitive Coaching, Denver, CO

OHIO TEACHER EVALUATION SYSTEM EVALUATOR (Sept. 2022 – Sept. 2023)

OHIO PRINCIPAL EVALUATION SYSTEM EVALUATOR (Sept. 2022 – Sept. 2024)

COMMON CORE INSTITUTE BLACKBELT CERTIFICATION I & II

PROFESSIONAL LEADERSHIP

Ohio Reading and Literacy Partnership Team

Ohio National Academy of Superintendents, 2003, 2004, and 2005

Ohio School Leadership Institute Program, *Participant*

School Study Council of Ohio, *Advisory Board*

Ohio State University, *Dean's Search Committee*

Ohio Governor's Commission for Student Success, *Advisor*

Ohio Governor's Commission on Literacy

Ohio Mentoring Center, *Advisory Board*

Walt Disney Productions, *Educational Program Consultant*

Colorado 2000, *Governor's Planning Commission and Goal 1 Subcommittee Chair*

Metropolitan State College, Colorado, *Advisory Board*

Regis University, Colorado, *Adjunct Professor and Graduate Program Advisor*

University of Denver, Colorado, *Teaching Assistant*

American Association of School Administrators (AASA), *Member*

Buckeye Association of School Administrators (BASA), *Member*

Ohio Elementary and Secondary Principals Association, *Member*

Association for Supervision and Curriculum Development (ASCD), *Member*

RECOGNITIONS

Superintendent's Performance Award, Lorain City Schools (2003-2007)

Lorain Parks and Recreation Committee Leadership Award, 2002

Lorain County Urban League Excellence in Education Award, 2004 and 2007

Lorain County Community College Achievement Making a Difference Award, 2001

El Centro de Servicios Sociales para la Comunidad President's Award, 2001

Ohio Civil Rights Commission's Keeping the Dream Alive Award, 2003 and 2007

Lorain County Community College Award of Distinction, 2003 and 2007

Lorain County NAACP Community Award, 2006

National Committee for Employer Support of the Guard Reserve Award, 2006

Martin Luther King Jr. Award, 2007

Lorain County Alliance of Black School Educators, Excellence in Education Award,

Superintendent's Performance Award, Columbus Public Schools, 1998-2001

Ohio BEST Award, 1999-2000 (Columbus Reads) and 1997/1998 (Effective Practice/Westerville)

Phi Delta Kappa, Excellence in Education Award, 1995/1996

CAEA National Leadership Award, 1994

NAEYC Program Recognition Award for Innovative Early Childhood Programming

Phi Delta Kappa Honorary

Kappa Delta Pi Educational Honorary

BARBARA C. MURPHY

610 Cynthia Court ▪ Richmond Heights, Ohio 44143 ▪ (216) 978-6644 ▪ bmurphy610@roadrunner.com

Administrative Experience

Race to the Top Regional Specialist Ohio Department of Education

Action Team Coach

Curriculum Specialist, Turn Around Schools

Curriculum Specialist, Compensatory Education

Director of Curriculum & Instruction Pre K-12

Administrator Evaluation Team Process

School Improvement Team

Federal Programs Director

Staff Development Director

Career Education Coordinator

Director Gifted Education

Supervisor of Alternative School

Special Education Administrator

Technology Grant Proposals & Management

Principal K-8 Eagle Heights Charter School

Assistant Principal for Curriculum & Instruction

Race to the Top Coordinator for Cleveland, Akron and Dayton Schools.

Contractor for Charter School Specialists

Academic Intervention Team: Cleveland Metropolitan School District.

Adjunct Professor: Kent State University. Spanish.

Administrative Intern Supervisor: John Carroll University.

Administrative Intern Supervisor: Youngstown State University.

North Central Evaluation Team Leader: Warrensville Heights High School.

Adjunct Professor: Notre Dame College of Ohio. Taught secondary curriculum design.

Cleveland Teacher Educator Program: Responsible for the supervision of student teachers attending Cleveland State University, Kent State University, John Carroll University and Ursuline College.

Secondary Director of the John Carroll University Teacher Intern Program: South Euclid-Lyndhurst Schools. Taught secondary education courses and supervised student teachers.

Educational Consultant: Case Western Reserve University. Career Beginnings Program.

Supervisor of Urban Experience for John Carroll University Interns: South Euclid-Lyndhurst Schools and St. Ignatius High School.

Assistant Principal for Curriculum and Instruction: Charles F. Brush High School.

Department Chairperson of Foreign Languages: East High School, Cleveland Municipal School District.

Curriculum Specialist, Division of Compensatory Education: Cleveland Municipal School District. Supervisor of the Proficiency Preparation Intervention Programs in intermediate and senior high school.

Superintendent's Instructional Support Team: Cleveland Municipal School District. Support and implement innovative instructional techniques to improve student achievement.

Urban Systemic Initiative for mathematics and science: Cleveland Municipal School District. Developed a fifteen million-dollar grant proposal & implemented the program to improve mathematics and science instruction.

Staff Developer: Warrensville Heights City Schools, South Euclid-Lyndhurst and Cleveland Municipal School District. Trained administrators in the areas of leadership, differentiated and data driven instruction.

Chairperson of the Effective Schools Committee: Co-authored a grant proposal designed to improve the academic achievement of at-risk youth. Compiled and reported data to the State Board of Education.

Employment History

2016-present- Contractor Charter School Specialists

2011-2015-Race to the Top Ohio Department of Education

2009-	Curriculum Specialist/Action Team Coach -Turn Around Schools, Cleveland Metropolitan School District
2000-2005	Director of Curriculum and Instruction, Warrenville Heights City Schools
2006-2008	Principal K-8- Eagle Heights Academy. Youngstown, Ohio
2003-2004	Adjunct Professor -Notre Dame College of Ohio
1994-2000	Assistant Principal, Curriculum and Instruction, Charles F. Brush High School. South Euclid-Lyndhurst Schools
1993-1994	Curriculum Specialist, Proficiency Intervention. Cleveland Metropolitan School District
1983-1993	Department Chairperson, Foreign Languages. East High School. Cleveland Public Schools
1972-1983	Spanish Teacher. Lincoln West High School, James Ford Rhodes High School and East High School. Cleveland Metropolitan School District

Education and Training

2010	Assessment for Learning. Cleveland State University
2009	Turnaround Schools Leadership Training. University of Virginia
2006	Character Counts Training. Baltimore, Maryland
2004	Robert Marzano -Principles of Effective Teaching and Learning
2003	Baldrige School Improvement Model Training
2001	Legal Update for School Administrators. Kent State University
1997	South Euclid-Lyndhurst Leadership Academy
1996	Investment in Excellence
1991	Doctoral Candidate, Educational Leadership. The University of Akron, Akron, Ohio
1981	M.Ed., Higher Education Administration and Student Personnel Services, Kent State University, Kent, Ohio
1972	B.A., Spanish Secondary Education, Howard University, Washington, D.C.

Honors and Awards

1990	Outstanding Urban Educator Award
1995	The South Euclid Lyndhurst Leadership Academy

1996	Outstanding Doctoral Student Award, University of Akron
2004	Superintendent's Award –Warrensville Heights City Schools
2004	Presenter to the Ohio State Board of Education "Diversity in Education"

SPONSOR POLICIES AND PROCEDURES

2.01

2.08

3.01

3.02

3.03

3.04

3.05

3.06

3.07

4.01

4.02

4.03

4.04

4.05

4.06

5.02

5.06

6.02

11.05



STANDARD OPERATING PROCEDURE 2.01

PROCEDURE TITLE: Community School Contract Process

Department: Legal Department

Proposed by: VP Sponsorship Operations

Effective Date: 09/01/2013

PURPOSE

The COMMUNITY SCHOOL CONTRACT PROCESS ensures all community schools submitting contracts to St. Aloysius comply with the deadlines established by the sponsor, rule and law, and the Department of Education and Workforce. The process is used to guide all applicants for new charters with St. Aloysius from either (a) the approved preliminary agreement or (b) the expiring St. Aloysius Contract to a finalized and executed new community school contract.

SCOPE

The COMMUNITY SCHOOL CONTRACT PROCESS applies to all CSS staff involved on the contract review team and other legal department members involved in the compilation of final contracts.

PROCEDURE

Prior to beginning this process, the applicant must complete one of the three tracks of the COMMUNITY SCHOOL APPLICATION PROCESSES as follows:

- Track 1 applications (also known as “full applications”) are for New School Applicants who do not have a community school currently in operation. These applicants complete the NEW COMMUNITY SCHOOL APPLICATION PROCESS, REPLICATOR APPLICATION PROCESS or NEW E-SCHOOL APPLICATION PROCESS prior to beginning this process.
- Track 2 applications are for Applicants who have a community school currently operating under different sponsorship. These applicants will complete the EXISTING COMMUNITY SCHOOL APPLICATION PROCESS or the



TRANSFER COMMUNITY SCHOOL APPLICATION PROCESS prior to beginning this process.

- Track 3 applications are for Renewal Applicants who have a current charter with St. Aloysius that is expiring. These applicants complete the RENEWAL COMMUNITY SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS prior to beginning this process.

The COMMUNITY SCHOOL CONTRACT PROCESS is as follows:

1. The Legal Department and Management Team shall review the current charter contract template for changes in rule or law. General Counsel shall review all suggested changes with the President and finalize the charter contract template.
2. Upon completion of the above, attorneys for applicants will be provided with the contract template and attachment requirements and expectations of the COMMUNITY SCHOOL CONTRACT PROCESS.
3. The Legal Department will provide applicants with all documentation and timelines.
4. The Legal Department shall conduct a training for all applicants on the general contract requirements.
5. Upon receipt of applicant contract materials, the reviewers will review and evaluate the contract materials per the rubric review process.
6. The completed contract and attachments must include all required information.
7. Upon completion of the contract signature page, the Legal Department or designee will send the contract to St. Aloysius for electronic signature.
8. Once the Contracts are executed, the Legal Department or designee will upload a copy of the fully executed contract into each school's Google folder.
9. The Legal Department will prepare copies of full Contracts and Attachments to submit to the Department of Education & Workforce via Epicenter.
10. Distribution of these copies must be completed and submitted prior to the required DEW and/or statutory deadlines.

DOCUMENTATION / VERIFICATION

Legal Department will save all COMMUNITY SCHOOL CONTRACT PROCESS documents with a naming convention and the date in the shared drive as follows:

Location of documentation:

S/"Current School Year" Contracts & Attachments

Supporting documentation included with this process:



1. Community School Contract Template, Timeline, and Guidance Document
2. Email communications linking to the template and instruction documents
3. Internal communications to review teams including training materials
4. Internal communications relating to reviews/revisions
5. External communications relating to reviews/revisions
6. Contract review webinar

DOCUMENT HISTORY

Orig. Date May 2012
Rev. May 2013
Rev. Sept. 2013
Rev. March 2017
Rev. April 2020
Rev. June 2022
Rev. June 2023
Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL CONTRACT PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President: David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMMUNITY SCHOOL CONTRACT PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 2.08

PROCEDURE TITLE: Renewal School Application and Reviewer Protocol Process

Department: Legal Department

Proposed by: VP Sponsorship Operations

Effective Date: 05/31/2013

PURPOSE

The RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS ensures clear communication of the renewal application process to all renewal schools and application reviewers. It defines criteria that are specific and transparent to be used to evaluate applications that include multiple sources of evidence. The renewal application process is critical to protecting school autonomy, student rights and public interest and ensures that schools are held to high standards of academic, financial and organizational performance based on the performance framework in the contract.

SCOPE

The RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS applies to all CSS staff who are involved with charter contract renewals.

PROCEDURE

1. The RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS begins in the fall of the year prior to the expiration of the charter. The Legal Department shall maintain a spreadsheet of renewal dates for each school as a reference.
2. Annually, the Legal Department shall update the renewal application, scoring rubric and defined timeline for the renewal process.
3. The renewal application, scoring rubric, and defined timeline is posted on the Charter School Specialists and St. Aloysius websites.
4. The renewal application, scoring rubric, and defined timeline are sent to applicants.
5. A training will be conducted by the legal department for all applicants reviewing all aspects of the renewal process.
6. All renewal applicants are required to complete the renewal application and submit it to the Legal Department for review by the established deadline.



- a. The renewal process will provide for a review of the period covered by the current contract and will include a high stakes review of the applicant's performance for academic, financial and organizational/operational that aligns with the performance framework which can include measures of student achievement, financial audits, site visit reports or other compliance reports and if applicable status reports on corrective action plans or other required interventions as part of the application or scoring.
 - b. The high stakes review of the applicant's performance must account for at least sixty-seven (67%) of the application score.
7. CSS staff will be assigned to review and score the application. Training will be provided on the written protocols and scoring rubric annually including reviewer calibration.
8. Reviewers will prepare individual scoring rubrics documenting the rating for each renewal criteria strictly adhering to the requirements which are included in the scoring rubric and training.
9. Reviewers will meet as a team and develop a consensus score.
10. The President and Executive Team will meet to discuss scoring of applicants, and determine evidence-based recommendations to be provided to St. Aloysius.
 - a. All applicants recommended for approval must earn at least 75% of the overall possible points on the application and high stakes review as determined by the renewal rubric, **AND:**
 - i. Met the academic achievement targets in their contract, have no unresolved compliance issues with any applicable laws or contract terms, and if there were any documented issues of fiscal or operational viability, those issues were remedied; **OR**
 - ii. If the school did not meet all contractual academic targets, contract terms, compliance requirements or documented issues of fiscal or operational viability, CSS will document how the decision to renew aligns with this renewal evaluation process and national sponsoring standards.
 - b. All applicants earning less than 75% of the overall possible points on the application and high stakes review as evidenced by the renewal rubric will be denied.
11. The Legal Department will prepare a summary of renewal recommendations to be provided to the St. Aloysius Board.
12. After approval from the St. Aloysius Board, final renewal reports are distributed under cover from General Counsel or designee advising of renewal or nonrenewal and the term of the renewal.
13. Upon receipt of the Notice of Renewal, Applicants are required to work on finalizing renewal Charter and Attachments. See NEW CHARTER PROCESS and NEW CHARTER PROCESS–RUBRIC REVIEW.
14. If an applicant is non-renewed, it may follow the process outlined in the community school contract section titled "Non-Renewal of this Charter".



DOCUMENTATION / VERIFICATION

The Legal Department will save all RENEWAL SCHOOL AND REVIEWER PROTOCOL PROCESS documents with a naming convention and the date in the shared drive as follows:

Ex: S DRIVE/SPONSOR CONTRACT RENEWALS/ SPONSOR RENEWAL FY

DOCUMENT HISTORY

Orig. date May 2012
Rev. May 2013.
Rev. November 2014
Rev. January 2016
Rev. December 2017
Rev. October 2018
Rev. August 2019
Rev. April 2020
Rev. June 2022
Rev. October 2022
Rev. June 2023
Rev. June 2024

REVIEW AND APPROVAL

Reviewers of the RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS are as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President: David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.01

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 Department of Education and Workforce 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, meet the local report card measures or be placed on the at-risk for closure list by the Department of Education & Workforce;
 - 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 Department of Education & Workforce 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 President or designee.
 7. The President or designee makes the determination if an intervention letter or request for a corrective action plan should be sent to the school.
 8. 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. If all areas of concern are not adequately corrected, the school may be sent a request for a corrective action plan.



9. If a CAP is being sent, the President or designee shall contact the school and notify them that a CAP will be forthcoming.
10. 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 that action steps are required and a timeline to complete the required actions steps. If possible, the due date should be after the next scheduled board meeting.
11. The department manager/CSS staff member will send the approved CAP Request Template to the Legal Project Manager.
12. 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.
13. 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.
14. The Legal Project Manager will monitor the CAP request due dates and communicate directly with the governing authority and/or its representative as needed.
15. 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.
16. The department manager/CSS staff member will determine if the CAP submitted is:
 - a. Approved and the school will be released from corrective action per process below.
 - b. Approved and the plan needs to be monitored,
 - c. Not approved/denied and requires additional information.
17. 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, 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 at governing authority meetings must be provided to the Legal Project Manager so the tracking spreadsheet can be updated accordingly. If the monitoring is being completed at department meetings, the department manager shall send monthly meeting minutes to the Legal Department.

- 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.
18. 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.
19. Departments must discuss any CAPs issued by their department and status updates at each department meeting.
20. 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.
21. If the Legal Project Manager does not receive the requested status updates, 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.
22. 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 (Community School Probation Process will be followed including final approval by St. Aloysius) or suspension (Community School Suspension Process will be followed including final approval by St. Aloysius).
 - b. The matter may be referred to the General Counsel or designee for contract termination (Community School Termination Process will be followed including final approval by St. Aloysius).
23. 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
Rev. Date June 2024

REVIEW AND APPROVAL

Reviewers of the INTERVENTION PROCESS are as follows:

Reviewed by: Management Team:

Date: 06/21/2024

Approved by: President David L. Cash, Jr.

Date: 06/21/2024



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 3.02

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 Department of Education and Workforce 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 provided an intervention letter and/or a corrective action plan (see INTERVENTION PROCESS) prior to being placed on probation.
 - a. If a school is not complying with the terms of its intervention letter or corrective action plan, General Counsel shall consult the President and St. Aloysius to determine if the school should move to probation.
 - i. The Executive 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, the CSS staff member suggesting probation shall review the documentation and data collected and discuss with the Department Manager to see if there is a deficiency that could warrant moving directly to probation. If the deficiency does not warrant moving directly to probation, then the staff member shall otherwise follow the intervention process.
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 is not limited to but may include verbal conversations, email correspondence and document collection.
7. After completion of the investigation, the department manager discusses the potential deficiency with the President or designee 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 Department of Education and Workforce.
 - 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. The 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 taking over operations of the school, 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
Rev. Date June 2024

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL PROBATION PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President: David L. Cash, Jr.

Date: 06/21/2024

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 3.03

PROCEDURE TITLE: Assuming Operations of School Process

Department: Legal Department

Proposed by: General Counsel

Effective Date: 06/21/2024

PURPOSE

The purpose of the ASSUMING OPERATIONS OF SCHOOL PROCESS is to provide a written policy, procedures and a plan of action that outline the process for assuming operations of a school. This process includes but is not limited to: a plan of action for schools experiencing financial difficulties or losses prior to the end of the school year and a plan of action for the sponsor to intervene in a school's operations If the governing authority fails to remedy identified problems.

SCOPE

The ASSUMING OPERATIONS OF A SCHOOL PROCESS applies to all Charter School Specialists staff involved in the operations of a sponsored community school.

PROCEDURE

1. CSS staff members could identify the potential need for the sponsor to assume operations of a school 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 assuming the operations of a school 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 assuming operation of a school 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 given the opportunity to submit a corrective action plan to correct any conditions on its own prior to CSS assuming the operations of the school. If the plan of action is acceptable, and the school is following the corrective action plan, CSS will not assume the operations of the school and will follow the Intervention Process or the Community School Probation Process.
5. If the deficiency is severe and violates section 1.7 of the charter contract, if the school is unable to correct the conditions on its own, or if it is not possible for the school to submit a corrective action plan, CSS may assume operations of the school. The CSS Executive Team will review the documentation and data collected and notify the Governing Authority members of the school and the school leader that CSS intends to assume the operations of the school and the effective date of the assumption of control.
6. Once notification has been submitted to the Governing Authority of the school and to the school leader, CSS shall:
- a. If the issue involves modifying the operations of the school without approval:
 - i. CSS shall return the school to the operating condition it was prior to the modification of the operations, including but not limited to the following: cancelling or terminating contracts entered into without approval, re-issuing contracts that were terminated or expired without approval, or re-employing personnel that were discharged without approval.
 - b. If the issue involves a Governing Authority member or members abandoning his/her/their duties under the Charter Agreement or Ohio law:



- i. CSS shall appoint a Governing Authority member or members to the Governing Authority board to replace those members that have abandoned their duties.
- c. If the issue involves a Governing Authority member or members being in material breach of his/her/their duties under the Charter Agreement or Ohio law
 - i. CSS shall give notice to the Governing Authority member or members that are in material breach of the duties and shall appoint a Governing Authority member or members to the Governing Authority board to replace those members that are in breach of their duties.
- d. If the issue involves the removal of one or more Governing Authority members for just cause
 - i. CSS shall give notice to the Governing Authority member or members that are being removed for just cause and shall appoint a Governing Authority member or members to the Governing Authority board to replace those members that are being removed.
- e. If the issue involves a school experiencing financial difficulties or losses before the end of the school year
 - i. CSS shall give notice to the treasurer/fiscal officer of the school and the school leader that the treasurer/fiscal officer of the school is being removed, and direct that no expenditures are to be made until a new treasurer or fiscal officer has been appointed.
 - ii. CSS shall appoint a new treasurer/fiscal officer of the school and have the Governing Authority execute all resolutions necessary to effectuate the transfer of accounts and monies to the new treasurer/fiscal officer.
 - iii. If there will be losses before the end of the school year, CSS shall look for recovery from the management company, if applicable, and if there is no management company, or there is no possibility of recovery, to direct the treasurer/fiscal officer to streamline the budget and pay only necessary and needed expenses to operate the school until the end of the school year.
 - iv. At the conclusion of the school year, CSS will give notice that the school will be placed on suspension in accordance with Standard Operating Procedure 2.5.
- 7. If a school closes prior to the end of a school year and CSS is unable to assume operations of the school as noted above CSS will:



- a. Prioritize notification to parents and assist students and their families in maintaining an effective educational environment as soon as possible, including the selection of new schools and the transfer of necessary student records;
- b. support school staff in the transition and locating new positions;
- c. securing all school property and funds;
- d. maintain transparent communication with all stakeholders throughout the process.

DOCUMENTATION / VERIFICATION

Location of documentation:

S:\Assuming Operations\FY\School Name

DOCUMENT HISTORY

Orig. Date June 2024

REVIEW AND APPROVAL

Reviewer of the ASSUMING OPERATIONS OF A SCHOOL PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date noted above. Processes are consistently reviewed and revised as necessary throughout the term. The ASSUMING OPERATIONS OF A SCHOOL PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.04

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 a 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 after 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 Department of Education and Workforce 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
 - j. At-Risk for Closure List as provided by DEW
3. If possible, a school will be provided with an intervention letter (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 letter 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 and the school should move directly to suspension, the CSS staff member suggesting suspension shall review the documentation and data collected and discuss with the Department Manager to see if there is a deficiency that could warrant moving directly to suspension. If the deficiency does not warrant moving directly to suspension, then the staff member shall otherwise follow the intervention process.



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 is not limited to but may include verbal conversations, email correspondence and document collection.
6. After completion of the investigation, department manager discusses potential deficiency with President to determine whether or not 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, and 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 Department of Education and Workforce.
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 and COMMUNITY SCHOOL TERMINATION AND NON-RENEWAL 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
Rev. Date June 2024

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL PROBATION PROCESS is as follows:

Reviewed By: Management Team Date: 06/21/2024

Approved By: President: David L. Cash, Jr. Date: 06/21/2024

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 3.05

PROCEDURE TITLE: Community School Non-Renewal Process

Department: Legal Department

Proposed by: VP Sponsorship Operations

Effective Date: 01/30/2013

PURPOSE

The COMMUNITY SCHOOLNON-RENEWAL PROCESS ensures that all necessary non-renewal notifications and non-renewal requirements are met by the deadlines established by the sponsor, rule and law, and the Department of Education and Workforce. 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 non-renewed school does not close but rather is awarded a contract by DEW or a different sponsor, all requirements of the non-renewing sponsor are documented, submitted and retained as required.

SCOPE

The COMMUNITY SCHOOL NON-RENEWAL PROCESS is used to guide all schools from the point of a non-renewal decision through to closure or transfer to another sponsor and applies to all staff involved in the non-renewal process.

PROCEDURE

1. The COMMUNITY SCHOOL NON-RENEWAL PROCESS begins 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. Once a decision is made to non-renew the notice of non-renewal is sent from the Legal Department on behalf of St. Aloysius, no later than January 15 of the year in which the contract will be non-renewed.



3. All schools shall be offered the opportunity to respond to the non-renewal 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 Executive 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 Executive 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.
 - b. Members of the Executive Team shall use the Hearing Rubric which will be used to score the hearing and submitted supplemental information.
4. 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 continue with closure of the school.
5. 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 school, and DEW within fourteen (14) days of the final decision and maintains records of the communications to comply with sponsor and statutory requirements. All non-renewed schools shall continue to operate through the end of the school year in which they have been non-renewed.
6. The Legal Department designee will send correspondence to the school, and school Treasurer with its Closure Responsibility Table, Box Labeling Protocol, the Closure Checklist, the Closure Plan, the Department of Education & Workforce 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.
7. The Legal Department will ensure the school's families were notified of the non-renewal no later than April 15.
8. 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 Department of Education & Workforce Suspension and Closing Assurance form, unless CSS is provided with notice that the school has retained different sponsorship.



9. 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 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
Rev. Date June 2024

REVIEW AND APPROVAL

Reviewers of the COMMUNITY SCHOOL NON-RENEWAL PROCESS are as follows:

Reviewed By: Management Team

Date: 06/21/2023

Approved By: President David L. Cash, Jr.

Date: 06/21/2023

With final approval as of the date that the President signs the COMMUNITY SCHOOL NON-RENEWAL PROCESS document. At that point, the COMMUNITY SCHOOL NON-RENEWAL PROCESS may be implemented.



STANDARD OPERATING PROCEDURE 3.06

PROCEDURE TITLE: Community School Termination Process

Department: Legal Department

Proposed by: VP Sponsorship Operations

Effective Date: 06/21/2024

PURPOSE

The COMMUNITY SCHOOL TERMINATION PROCESS ensures that all necessary notifications and closure requirements are met by the deadlines established by the sponsor, rule and law, and the Department of Education and Workforce. The process also ensures that, if a terminated school does not close but rather is awarded a contract by DEW or a different sponsor, all requirements are documented, submitted and retained as required.

SCOPE

The COMMUNITY SCHOOL TERMINATION PROCESS is used to guide all schools from the point of a termination decision through to closure and applies to all staff involved in the termination process.

PROCEDURE

1. The COMMUNITY SCHOOL TERMINATION PROCESS begins with an evaluation of concerns reviewed by the CSS Executive Team.
2. Conditions that may trigger consideration of termination 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 deficiencies from the school after being placed on probation
 - h. Failure to make adequate academic progress or meet local report card measures
- 3. Documentation noting conditions that may trigger termination may include, but are not limited to, the following:
 - a. Enrollment and financial review documents
 - b. Communication from the Department of Education and Workforce 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
 - j. At-Risk for Closure List as provided by DEW
- 4. If possible, a school will be placed on suspension prior to termination.
- 5. Additionally, internal staff will contact the school leader, management company representative (if applicable), governing authority counsel, governing authority president (collectively the "school") and any other personnel related to the issues reported.
 - i. 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.
 - ii. The investigation is not limited to but may include verbal conversations, email correspondence and document collection.
- 6. After completion of the investigation, 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 terminate the school.
- 7. Once a decision is made to terminate, the termination letter is sent from the Legal Department on behalf of St. Aloysius.
- 8. All schools are are offered the opportunity to respond to the termination letter 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 Executive 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 Executive 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 Executive 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 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 school, and DEW within fourteen (14) days of the final decision and maintains records of the communications to comply with sponsor and statutory requirements.

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 school, and school Treasurer with its Closure Responsibility Table, Box Labeling Protocol, the Closure Checklist, the Closure Plan, the Department of Education & Workforce 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. 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 Department of Education & Workforce Suspension and Closing Assurance form, unless CSS is provided with notice that the school has retained different sponsorship.
13. 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 PROCESS documents will be saved with a naming convention and the date in the shared drive as follows:

S:\Closed-Suspended-Reassigned Schools:\Closed Schools

DOCUMENT HISTORY

Orig. Date June 2024

REVIEW AND APPROVAL

Reviewers of the COMMUNITY SCHOOL TERMINATION PROCESS are as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

With final approval as of the date that the President signs the COMMUNITY SCHOOL TERMINATION PROCESS document. At that point, the COMMUNITY SCHOOL TERMINATION PROCESS may be implemented.



STANDARD OPERATING PROCEDURE 3.07

PROCEDURE TITLE: School Closure Process

Department: ALL

Proposed by: Director of Government Relations

Effective Date: 03/01/2015

PURPOSE

The purpose of the SCHOOL CLOSURE PROCESS is to provide a written policy and procedures that goes beyond the Department of Education and Workforce language and the statutory language for overseeing school closure. This process includes, but is not limited to, a plan of action for schools closing prior to the end of the school year or due to financial difficulties, procedures for timely notification to parents, orderly transition of student records, disposition of school funds and assets and submitting closing assurances and other documentation that may be required by the Department of Education and Workforce guidance.

SCOPE

The SCHOOL CLOSURE PROCESS applies to all Charter School Specialists staff involved in the closure of a sponsored community school.

PROCEDURE

1. The Legal Department will identify schools that will be closing for the current school year based on non-renewal, termination, statutory required closure, or voluntary school closure.
2. If a school experiences financial difficulties or plans to close prior to the end of the current school year, CSS staff may take over operation of the school to enable the school to complete the current school year.
 - a. At the end of the current school year the Legal Department shall institute the closing procedures listed below.
3. The Legal Department shall provide to the governing authority DEW's community school current suspension and/or school closing procedures, its Closure



Responsibility Table, Box Labeling Protocol, the Closure Checklist, the Closure Plan, and a Sample Parent Letter ("Closure Documents"). The sample parent letter shall include a list of similar area schools and reference to the Department of Education and Workforce's website that can be used to locate other school options, local report card data, graduation information and Ohio's Learning Standards and Ohio State testing information.

4. The Legal Department shall develop and review annually an internal closure guidance document which may be shared with the schools in conjunction with the Department of Education and Workforce's suspension and closing procedures.
5. The Legal Department shall review the most updated guidance provided by the Department of Education and Workforce and statutory requirements and verify that no additional items need to be added to the CSS Closure Documents. This review will be documented in a memorandum that the procedures were reviewed.
6. The Legal Department will develop an internal school closure plan specific to each school with a defined timeline that includes an orderly transition of student records, disposition of school funds and assets (which may include auction, inventory or donation) and procedures for parent notification.
7. The internal school closure plan will also have assigned duties and expectations for stakeholders.
8. The Legal Department shall provide technical assistance on the closure process for all stakeholders, including but not limited to school governing authority, school staff, management company, school treasurer, and parents of students that attended the school.
9. The closure process includes:
 - a. Providing community school suspension and closing procedures to all stakeholders, including but not limited to: communication with parents, providing lists of area schools, web resources, scheduling of the final FTE audit with the Department of Education and Workforce, student record disposition procedures, scheduling an audit with the Auditor of State, procedures for transitioning teachers and staff, developing a plan in the event teachers or staff leave prior to the end of school year, forming support networks, requirements for governing authority members; and
 - b. Collecting closure status report documents; and
 - c. Emails and other communication for follow-up on closing procedures; and
 - d. Providing procedures for box labeling of school records and high school records; and
 - e. Guidance for disposition of assets, including prioritizing payments to vendors, inventorying assets, distribution plan, notification of auction (if



applicable), donation of assets (if applicable) and ensuring STRS and SERS contributions are complete.

10. The Legal Department shall regularly review all elements of the Closure Documents and work closely with the Governing Authority, Operator/Management Company (if applicable), school staff and school treasurer to ensure all required elements are being implemented. Reviews and requests for additional documents, as needed, will be conducted a minimum of two times per month throughout the closure process by the Legal Department.
11. The Legal Department shall provide guidelines to the school governing authority, school staff, management company (if applicable) and school treasurer regarding completion of the Closure Documents
 - a. The Legal Department shall review and submit the completed suspension and closing assurances template via Epicenter on the schedule prescribed by DEW.
12. The Legal Department shall monitor the closure following the Closure Documents and ensure timely and thorough completion of all elements. Any deviation regarding the timeliness or completeness of any element in the process shall be reported to the President.
13. At the conclusion of the SCHOOL CLOSURE PROCESS, the Legal Department shall communicate with all stakeholders and provide all required documentation to DEW, the Ohio Auditor of State and other entities impacted by the closure of the school. The Legal Department will establish a goal of completing all closure tasks and submit final documentation within 60 days of receipt of the final closing audit conducted by the Auditor of State.
14. The SCHOOL CLOSURE PROCESS shall promote:
 - a. The immediate priority of assisting students and their families in maintaining an effective educational environment, including the selection of new schools and the transfer of necessary student records;
 - b. Supporting school staff in the transition;
 - c. Securing school property;
 - d. All required reporting; and
 - e. Maintaining transparent communication with all stakeholders throughout the process.



DOCUMENTATION / VERIFICATION

Location of documentation:

S:\Closed-Suspended-Reassigned Schools\Closed Schools\Closures FY\School Name

Supporting documentation included with this process:

1. DEW Community School Suspension and Closing Procedures
2. Model letters and notifications
3. NACSA Accountability in Action: A Comprehensive Guide to School Closure
4. Document retention schedule
5. Training Materials
6. Sample Email Communication
7. Sample Parent Letter
8. CSS Internal Closure Procedures – Non Renewals
9. CSS Internal Closure Procedures – Voluntary Closure
10. Closure Responsibility Table

DOCUMENT HISTORY

Orig. Date March 2015
Rev. October 2015
Rev. March 2017
Rev. October 2018
Rev. August 2019
Rev. November 2022
Rev. June 2023

REVIEW AND APPROVAL

Reviewer of the SCHOOL CLOSURE 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 noted above. Processes are consistently reviewed and revised as necessary throughout the term. The SCHOOL CLOSURE PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 4.01

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
 - b. Annual Compliance Onsite Review Process
 - c. Special Education Monitoring and Onsite Review Process
 - d. Onsite Assistance Review Process
 - e. College and Career Readiness Monitoring and Onsite Review Process
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.
 - 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 scheduled 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,

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
Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the COMPREHENSIVE ONSITE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

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 4.02

PROCEDURE TITLE: Opening Assurances Process

Department: Compliance

Proposed by: VP Sponsorship Operations

Effective Date: 06/21/2013

PURPOSE

The OPENING ASSURANCES PROCESS provides for consistency in review of school documentation necessary to establish and maintain school's compliance with all applicable laws, rules, contractual obligations, academic performance measures and opening assurance guidance as prescribed by the Ohio Department of Education.

SCOPE

The OPENING ASSURANCES PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all staff involved in the opening assurance visits.

PROCEDURE

The OPENING ASSURANCES PROCESS follows this process and timeline:

1. All opening assurances forms will be submitted to DEW via Epicenter as required by DEW. Schools that are opening for the first time, opening a new facility except for e-schools, or are new to St. Aloysius will complete opening assurances including on-site visits according to the timeline below.
2. All other schools will be required to submit documents required in the annual opening assurances, that will include virtual reviews, but the DEW Opening Assurance document is not required to be completed or submitted.



May	The Compliance Department to prepare timeline, DEW provided opening assurances document, staff roster template for schools, instructions for staff to complete assurances process, and individual assignments for assurances.
May	The Compliance Department to obtain approval from President or designee to distribute documents listed above.
May/June	Staff Training for those completing opening assurances reviews.
June-September	CSS staff must contact their assigned schools, and management company if appropriate, to schedule a day for opening assurances visits/reviews.
As appropriate prior to visit date	CSS staff must also fill out the DEW provided opening assurances document prior to the visit. Required data for each school is obtained by going into the OEDS-R system via https://oeds.ode.state.oh.us/SearchOrg and entering the school's name. The IRN, address, OEDS-R admin, treasurer and superintendent and contact information is pulled from this system. Verify accuracy of information listed in OEDS-R with the school leader when you are on-site at the opening assurances visit and make any changes necessary to reflect what is entered in OEDS-R.
Minimum 15 business days prior to deadline to submit	All opening assurances visits are to be conducted and documented by the assigned CSS staff indicating any required follow up items.
Minimum 13 business days prior to opening date	Opening Assurances are followed up on and finalized by individual CSS staff with their respective schools. CSS Staff finalizes the form and sends it to the Director of Special Projects to log that it was received.



Minimum 12 days prior to opening day	The Compliance Department saves the forms on the shared drive under opening assurances\SY\Review. The Compliance Department reviews the forms and verifies it against OEDS-R and makes any necessary changes after conferring with the CSS staff or returns it to the CSS Staff to make corrections. Once the form has been reviewed and verified for accuracy the Compliance Department renames the assurance document with the naming convention that ODE specifies and saves it on the shared drive (opening assurances\SY\final. The Compliance Department logs the date the document was finalized.
Minimum of 11 days prior to school opening	The Compliance Department does final review and uploads Opening Assurances documents to DEW via Epicenter, as detailed by DEW and logs the date it was uploaded into Epicenter for new schools and annexes. School remodeling assurances are saved but not required to be uploaded to DEW.
Prior to school opening	The Compliance Department or designee will send out confirmation emails with the appropriate school's signed opening assurances attached to school leaders, management companies and boards verifying that the opening assurances have been completed and submitted on behalf of the school.
	If the school does not comply with necessary requirements and/or if deadlines above are not met, the President will determine the appropriate course of action. The required course of action will be communicated to the school and DEW through the President, the Legal Department or CSS staff assigned to the school depending on the issue and urgency. If all criteria are not met, the opening day may be delayed for the school. This will result in the Compliance Department verifying the number of days and hours of instruction and ensure that a revised calendar is submitted prior to the new opening date.



DOCUMENTATION / VERIFICATION

All opening assurances documents will be saved as final with the DEW required naming convention, as proofed and confirmed as accurate under our Shared Drive as follows:

Location of documentation:

S:\OPENING ASSURANCES

S:\ OPENING ASSURANCES\ SY\ FINAL

File Naming convention: Files will be saved according to DEW's naming convention requirements, which may change year to year.

DOCUMENT HISTORY

Orig. Date May 2011

Rev. May 2012

Rev. June 2013

Rev. May 2014

Rev. Oct 2014

Rev. March 2017

Rev. October 2018

Rev. August 2019

Rev. July 2022

Rev. June 2023

Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the OPENING ASSURANCES PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The OPENING ASSURANCES PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 4.03

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.

The ANNUAL COMPLIANCE ON-SITE REVIEW shall consist of a virtual meeting to review compliance documentation and an onsite file review. Each school will receive a virtual review of compliance documents and an on-site file review, in either the first half or the second half of the school year in coordination with the School Improvement Team's OAR schedule. The School Improvement Team and Compliance Department will coordinate to ensure each



school has an on-site visit in each half of the school year. CSS staff completing the reviews 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.

1. 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. If the documentation has changed from the previous year, CSS staff will collect new documentation electronically.
2. 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. During the ANNUAL COMPLIANCE ON-SITE REVIEW:
CSS staff review the school's compliance and collects data relative to all rules, laws and applicable contractual obligations as provided in the compliance spreadsheets, staff roster, and student files.
 - a. CSS staff reviews a sample of general education student files to ensure collection of documentation for students relative to all rules, laws and applicable contractual obligations.
 - b. CSS staff reviews a sample of special education student files to ensure collection of documentation for students relative to all rules, laws and applicable contractual obligations.
3. During the on-site review, CSS staff shall interview and collect data from at least three stakeholder groups, including but not limited to: the school administrator/principal, academic coaches, administrative staff, EMIS personnel, school support staff, intervention specialists, career advisor, 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 (if applicable) to note strengths 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 (if applicable) to requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law.
- 4. After the on-site file review, CSS staff will send an on-site review summary 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.
- 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 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 review report 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, as a part of the Annual Compilation report

- 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 school shall receive a corrective action plan (CAP) per the Intervention Process which will include the steps or time frames for resolving the deficiency.
 - ii. The Compliance Department will request relevant status updates from the school regarding its progress in resolving the deficiency.
 - iii. The Compliance Department and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iv. 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's 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

Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the ANNUAL COMPLIANCE ONSITE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

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 4.04

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; first, a school's compliance with required policy and procedure will be evaluated as a part of the annual compliance review and student file review (Annual Compliance Onsite Review Process) conducted by CSS Compliance Coordinators. Second, specific technical assistance and in-depth



reviews will be conducted by the Director of Special Education Program Compliance on an as needed basis. Should an in-depth review be deemed necessary as a result of the Compliance Coordinator's review of special education files, collection of policy/data, observation of procedure or process, etc. that needs additional review or assistance, the in-depth review is conducted according to the following procedures:

1. The CSS Director of Special Education Program Compliance in coordination with the Chief Compliance Officer will finalize and distribute all applicable onsite review tools prior to compliance review visits.
2. Upon arrival at the school, CSS Director of Special Education Program Compliance will inform the administrator of the visit and meet with the intervention specialist to review the procedures for data collection.
 - a. CSS Director of Special Education Program Compliance 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 Director of Special Education Program Compliance 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 Director of Special Education Program Compliance reviews a sample of student files to ensure accurate documentation for students relative to all special education rules, laws and applicable contractual obligations.
 - iii. Specific data collected from in-depth reviews will be stored on the shared drive in the appropriate folder under the Special Education folder in Special Education Monitoring and Onsite Review Process In-depth Reviews folder per year.
3. During the on-site review, CSS Director of Special Education Program Compliance 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 collect current special education ratio data (intervention specialists to students with disabilities) by the end of November each year.
- 8. 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.
- 9. 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. In accordance with the Corrective Action Plan SOP, 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.
- 10. In accordance with DEW 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 DEW.



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

Rev. Date June 2024

REVIEW AND APPROVAL

Reviewers of the SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS are as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

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 4.05

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 OAR school assignment spreadsheet and note whether the OAR on-site visit must be completed in the first half of the year or the second half of the year. This spreadsheet shall be titled the Site Visit Tracker Spreadsheet and shall be shared with the other departments no later than July 31st.
3. The School Improvement Department will provide a training to all CSS staff conducting OAR visits and provide shadowing opportunities for new team members.
4. The School Improvement Department will draft an email to send to schools and governing authorities regarding the OAR process.
5. The school improvement assigned lead will contact the school via email to schedule a visit date for conducting the OAR. All 1st half OARS will be scheduled no later than September 30 and all 2nd half OARS will be scheduled no later than January 31. The school improvement assigned lead will note the scheduled visit date for all OARs on the Site Visit Tracker Spreadsheet.
6. The OAR rubric will be included as an attachment to the email for school leader(s) and governing authority president review. School improvement 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 One Plan 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 and the shared drive under each school's folder;
 - d. The school's most recent local report card found on the Department of Education and Workforce 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, and must interview and collect data from at least three stakeholder groups including but not limited to: the school administrator/principal, academic coaches, administrative staff, EMIS personnel, school support staff, intervention specialists, career advisor, the school's governing authority members, students, parents, treasurer, management company staff, board counsel, 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 note strengths and weaknesses relative to areas on the OAR rubric as well as any areas for improvement;
 - 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, One 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 and/or One 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 for DOPR schools and overview will be overseen by the Director of College and Career Readiness in accordance with College and Career Readiness Monitoring and Onsite Review Process. 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.



11. 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.
12. The school will have no more than ten (10) days to conduct the review. If there are no comments submitted within ten (10) days, then it is presumed that there are no corrections.
13. 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.
14. 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.
15. The Vice President of School Improvement will review the site visit reports before notifying the School Improvement Program Assistant they are ready for distribution.
16. The School Improvement Program Assistant will review the document for grammatical mistakes and formatting problems and make any necessary revisions.
17. 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 but no later than sixty (60) days from completion of the OAR visit.
 - 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 request 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.



18. 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.
19. 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.
20. 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 SY\SCHOOL 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
Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the ONSITE ASSISTANCE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024



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 4.06

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 the Annual Compliance Onsite Review Process.
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 5.02

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 DEW 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 5.06

PROCEDURE TITLE: Enrollment and Attendance Monitoring Process

Department: Legal 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 and completing on-site visits.

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/September of each school year the Office Manager sends an email and link to an online folder containing the spreadsheet and folders for supporting documents 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 each enrollment and attendance count, a link to the training on HB 410 and a due date for submission of each count to CSS.
 - a. Count dates will be in September and October.



- b. If a school is closed on the day of a required count, it may 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. Enrollment
 - b. Attendance
 - c. Attendance Rate
 - d. Lunch Count, if applicable
 - e. Sign-in and Sign-out Sheets, if applicable
 - f. Chronic absenteeism rate from the report card when released from DEW.
 - g. If the School is required to develop the One Plan based on the report card GAP indicator related to chronic absenteeism this will be collected with the intervention letter if applicable.
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 Office Manager divides the attendance counts by the enrollment counts that were submitted by the school to determine attendance percentage rate.
5. The Office Manager shall prepare a Low Attendance spreadsheet of schools that meet the following requirements and share with the General Counsel or designee:
 - a. DOPR (Drop-out Prevention and Recovery) schools with attendance percentage rates lower than 25% for two (2) reporting periods.
 - b. Traditional community schools with an attendance percentage rate of 89% or less for two (2) reporting periods. If the school does not submit required documentation for two (2) reporting periods, the Office Manager shall notify the General Counsel or designee.
 - c. The Management Team shall review the Low Attendance spreadsheet at its next scheduled meeting.
6. If applicable, the Director of Compliance or the Vice President of School Improvement shall assign a CSS representative based on availability and proximity to visit the schools listed on the Low Attendance spreadsheet and collect documentation related to attendance.
 - a. At the visit, the CSS representative will collect documentation showing current days attendance rate.
7. After the visit has taken place, the CSS Representative shall notify the Office Manager of the results of the attendance review via email.



8. Office Manager shall update the Low Attendance spreadsheet and submit to General Counsel for review. If the discrepancy is confirmed (i.e. the attendance rate is below 25% for DOPR schools or 89% for traditional schools) after the visit, the Legal Department shall send the school an intervention letter regarding attendance rates.
9. If the school fails to increase its attendance rates, 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 Jun 2023
Rev. Date Jun 2024

REVIEW AND APPROVAL

Reviewers of the ENROLLMENT AND ATTENDANCE MONITORING PROCESS are as follows:

Reviewed by: Management Team:

Date: 06/21/2024

Approved by: President David L. Cash, Jr.

Date: 06/21/2024

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 6.02

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 DEW (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 Office Manager 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, sends it to the Executive Team and shares the spreadsheet at each staff meeting.



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).
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 Treasurer 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 Treasurer 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 authorities 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. Sponsor representatives attending governing authority and other appropriate school meetings address enrollment or financial issues as appropriate with the governing authority or management company.
14. The Fiscal Operations Department saves all financial and written reports on the shared drive.
15. 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.
16. 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.
17. 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 DEW, 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 6. 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 DEW'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
Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS and FOUNDATION OVERPAYMENT PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President: David L. Cash, Jr.

Date: 06/21/2024

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.



STANDARD OPERATING PROCEDURE 11.05

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 and copy the SES email address. 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, in addition to copying the SES email address.
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
Rev. June 2024

REVIEW AND APPROVAL

Reviewers of the TECHNICAL ASSISTANCE PROCESS are as follows:

Reviewed By: Management Team

Date: 06/21/2024

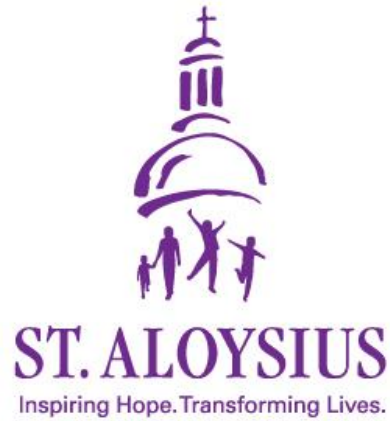
Approved By: President David L. Cash, Jr.

Date: 06/21/2024



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.

COMPILATION REPORTS

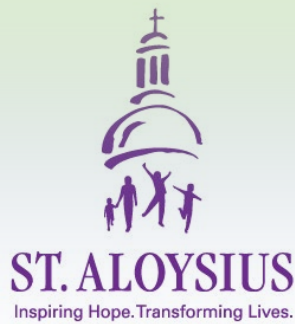


CHALLENGE OHIO COMMUNITY SCHOOL

2023-2024 End of the Year Compilation Report



*Charter School Specialists provides this annual
summary on behalf of St. Aloysius Orphanage.*



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

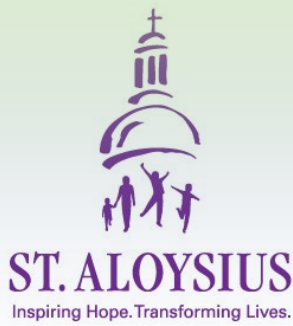
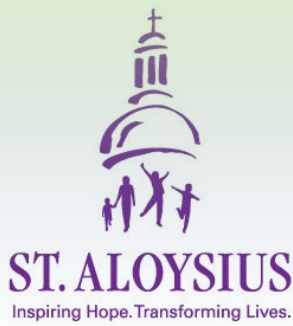


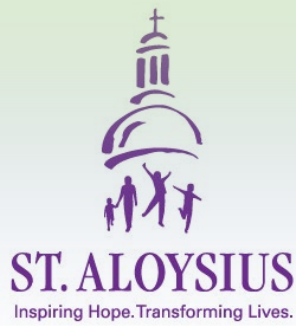
Table of Contents

1. 2023-2024 Sponsor Monitoring Ratings Summary
2. Annual Report of the Academic, Financial and Organizational/Operational Performance (October 2023)
3. On-Site Assistance Review (OAR)
 - a. Annual OAR Report
4. Compliance Report
 - a. Annual Compliance Summary Report
5. Special Education Report
 - a. Annual Special Education Report
6. Federal Programs
 - a. Annual Federal Programs Summary Report
7. College & Career Readiness
 - a. Annual College and Career Readiness Summary Report (if applicable)
8. Corrective Action Plans/Probations (if applicable)



2023-2024 Sponsor Monitoring Ratings Summary

- Annual Report of the Academic, Financial and Organizational/Operational Performance
 - *The school meets the academic achievement targets as outlined in its community school contract and is eligible to be considered for renewal.*
- On-Site Assistance Review (OAR)
 - *The school was determined to be "On-Track" in 5 areas and "Developing" in 3 areas reviewed as a part of the OAR.*
- Overall Compliance
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- Special Education
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- Federal Programs
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- College and Career Readiness
 - *The school implements College and Career Readiness requirements as noted in the College and Career Readiness School Review.*
- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

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.



2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	ChallengeU Ohio Community School
Date of Site Visit:	11/7/23
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, technology integrations, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	ChallengeU is off to a successful start as a new DOPR e-school serving students throughout the state of Ohio. Enrollment is growing as they currently have approximately 76 students. Administration is keeping a watchful eye on the pace of growth to ensure that building capacity can properly service students. ChallengeU leadership has demonstrated a great desire to learn and work to develop a high-quality program. Their willingness to flexibility will help them achieve these goals. The current curriculum does not fully offer the type of intervention and support that the leadership desires, so they are investigating potential changes for the future. They are also working with the current curriculum to allow for more teacher and coach flexibility within the lessons to further attempt to individualize instruction.
Area(s) of Strength:	A key strength of ChallengeU is their willingness to learn and grow. As a new school there are many unknowns and leadership within the school have made it a priority to adjust and adapt to ensure students are put first within the program. As something new comes up, plans are adjusted or implemented for the first time to accommodate student needs. ChallengeU is working to collect numerous samples of student data to work as a baseline to develop goals for future years. Data is the forefront of the majority of team meetings.
Recommendations	ChallengeU should work to further develop their MTSS implementation within the school. Continue to develop a plan for identifying student needs and providing and monitoring intensive intervention when necessary. ChallengeU should continue to expand career pathway and 12-point credentials to students. As a new school there are many processes that just take some time to develop. With increased partnerships and professional

	development in these areas, ChallengeU is poised to be successful. Charter School Specialists is available to offer support, training, PD to help further develop this and any other process that the school should seek technical assistance with.
--	---

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		ChallengeU Ohio Community School		CSS Reviewers:		Andrea Dobbins		Date of Visit:	11/7/23			
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:				
				CSI (Priority)								ChallengeU Ohio Schools Management LLC
N/A		76	Approximately 65%	TSI (Focus)		Special Education Case Numbers		Parent		Board Member		
				ATSI (Warning)		Total I.S. on Staff	1	Student		Mgmt. Co. Rep.		x
							IEP Caseload	8	Teacher		Principal	
School Year	Overall Local Report Card Rating	Progress Component Rating	Gap Closing Rating	High School Test Passage Rate and Component Grade		4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	7-Year Graduation Rate	Combined Graduation Rating	Grad Rate %	
21-22	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	
22-23	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	

	Areas of Improvement and Recommendations from Previous OAR										
Areas of Improvement or Recommendations from Previous OAR	N/A										
Progress Toward Areas of Improvement or Recommendations	N/A										

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Charter Section: 6.3 Curriculum

Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of Standards-aligned curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Standards-aligned curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
Literacy	What is your school’s plan to address literacy achievement? What is your current literacy goal(s)? ChallengeU is currently working to develop literacy goals for students and is working to embed individualized support within the curriculum.		
Comments: Currently ChallengeU utilizes STAR as their diagnostic assessment. They are using Edgenuity but are considering VLA as a possibility for the future. Student data is part of the consideration for potential change. VLA offers intervention support and more flexibility over the curriculum than their current provider. Their goal is to have individualized intervention and support.			



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.
Resources and Materials	Resources were limited and did not include those specified in the school's charter.	Some, but not all, instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in engaged learning. Quality and	Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders are actively contributing to the selection of resources and take responsibility for finding relevant, evidence-based

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		quantity of resources varied classroom to classroom.	resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.
	Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops. Teachers lacked access and/or training to working multimedia teaching aides on a consistent and routine schedule.	Some, but not all, students had sufficient and consistent access to working technology and evidence of use. Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.	Technology is routinely and seamlessly integrated into all classroom instruction or used in manner consistent with education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking. Teachers demonstrate expertise in utilizing instructional technology and multimedia teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.
College and Career Readiness	Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.	Career pathways are being offered to students but are still in development. Student success plans are being created for all students. School has a clear plan to provide credentialing/workforce readiness and post-graduation opportunities for students. Some, but not all, of the following are being implemented. <ul style="list-style-type: none"> Advanced academic technical education College Credit Plus Career connections learning strategies Career pathways Career-tech 	There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. Evidence of the following opportunities are present: <ul style="list-style-type: none"> Advanced academic technical education College Credit Plus Career connections learning strategies Career pathways Career-tech Industry-recognized credentials Student Success Plan Work-based Learning Career mentorships

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		<ul style="list-style-type: none"> • Industry-recognized credentials • Student Success Plan • Work-based Learning • Career mentorships • Pre-apprenticeship programs • Part-time work • Service learning • OhioMeansJobs K-12 	<ul style="list-style-type: none"> • Pre-apprenticeship programs • Part-time work • Service learning • OhioMeansJobs K-12 <p>Evidence should be present unless otherwise noted in the school's education plan.</p>
<p>What 12-point credentials are offered? ChallengeU is looking into Rise Up. They offer Ohio means jobs. Student success plans are developed upon enrollment and monitored by staff.</p>			
<p>Comments: ChallengeU should continue to expand career pathway and 12-point credentials to students. As a new school there are many processes that just take some time to develop. With increased partnerships and professional development in these areas, ChallengeU is poised to be successful. Charter School Specialists is available to offer support, training, PD to help further develop this and any other process that the school should seek technical assistance with.</p>			



Charter Section: 6.3 Continuous Improvement and Growth

Element	Yes	No
OTES (2.0) Is OTES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
OPES (2.0) Is OPES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
Resident Educator Program Does the school have any resident educators? Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Additionally, data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.	x	
Comments: Challenge U is implementing their own alternative to OTES/OPES per their CSS contract. They currently do not have RE on staff; however a policy is in place in the event that it is needed.		

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions * (See MTSS Supplemental)	Describe your process for identifying at-risk students for intervention: ChallengeU has an RTI plan in place to identify and support students in need. Currently the academic coach or teacher would make a referral when a concern is noted. The coach/teacher intervenes to provide support with tutoring either in person or with the coach online.		
Implementation of Tiered System of Supports for Intervention	Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	All of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.
Progress Monitoring/Data System	A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated
Comments: ChallengeU should continue to work with the data systems and student information that is available to them to further develop the MTSS process within the school. As a new school this is part of the growing process. A plan is in place, and intervention and support is provided when necessary but isn't fully developed into a fine-tuned process yet. Staff at charter school specialists is available to provide training or support in this area if requested.			

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.5 Assessment Plan

Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	
Comments:		



Charter Section: 6.3 Continuous Improvement and Growth

Ohio Improvement Process & School Improvement Plan

Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence-based.

*Comments only provided if needed Team meetings are held weekly. They have not yet developed One Plan. As a team they are currently collecting baseline data to further build goals.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable):

Date and names phone or in person conference with School Leader (and Management Company, if applicable):

Conference notes:

Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review and Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	ChallengeU Ohio Community School					
Review Purpose:	On-Site Assistance*:	11/7/23	Special Ed Review*:	3/1/24	Spring Survey:	5/10/24
	Fall/Winter Review:	10/25/23	College and Career*:	4/25/24	Student File Review:	3/1/24
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative	
		<input type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority	
Information Collected:	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, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 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, 784, 785, 786, 787, 788, 789, 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 Compliance Findings:		All items above were compliant or N/A.				
Compliance Area of Strength:		Ms. Katy Brennan is organized, detail oriented, and enthusiastic regarding the Compliance process. She is professional and diligent with a great understanding of Compliance items, and worked hard to comply with all regulations, standards, and laws affecting the schools' operations. It has been a pleasure working with ChallengeU!				
Compliance Areas of Improvement:		N/A				
Steps/Timeframes to Address Area of Improvement:		N/A				
Recommendations:		N/A				
* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.						

2023-2024 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.

2023-2024 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.

2023-2024 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.

2023-2024 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.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		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.
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).

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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).
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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 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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.



2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	ChallengeU Ohio		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	X School Leader	<input type="checkbox"/> Student	Special Education Supervisor/ Coordinator
	Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	<p>Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.</p> <p>I spoke with Kathryn Brennan on December 11, 2023.</p>		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	The management company provides professional development for Intervention Specialists and General Education Educators to ensure that the needs of students with disabilities are met.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of	N/A		
Recommendations:			



2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Every Child Expanding Opportunities. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	ChallengeU Ohio Community School
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Every school leader can contact Nannette Sherman directly to discuss federal grants requirements and regulations. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred.</p> <p>The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III). Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	Completed initial consolidated application for school.
Recommendations:	N/A



2023-2024 College and Career Readiness Report

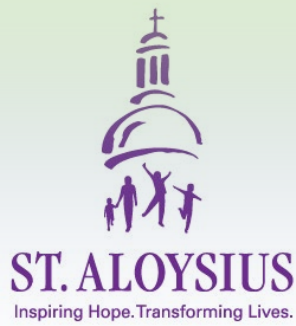


College and Career Readiness School Review

Thank you for partnering with St. Aloysius as your community school sponsor. The sponsor's role is to provide technical assistance, monitoring, and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a College and Career Readiness review at your school and is pleased to provide the following summary of the findings of that review.

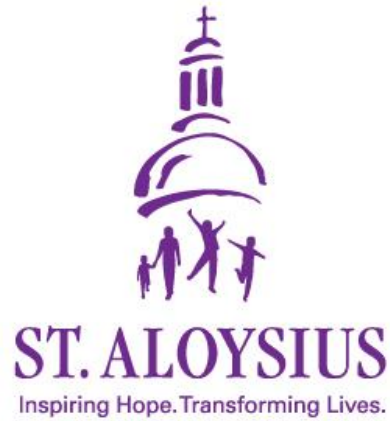
Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions, comments, or concerns.

Name of School:	Capital City Career Prep High School
Date of Review/Support:	February 14 in person meeting; April contacts; ongoing strategic CTE discussions with Fusion Ed.
Sponsor Rep Conducting Review:	Kerry Jupina
CSS CCR Assistance:	Provide written and verbal recommendations for College and Career Readiness initiatives. Help develop communications with local in-demand businesses for potential school partnerships. Assist in recommending procedures and best practices when choosing and developing industry credentials and career pathways for the school/CCP assistance, as well as provide ongoing assistance and communication with Building Leader and Management Company. Provide monthly CCR State updates. Success Plan and Graduation Plan reviews.
Current Pathways at the School:	Phone Doctor, Rise Up (Both), Manicurist, NCCER Construction, 3M, Forklift, Certified Production Tech and Skill Boss, Phlebotomy and STNA, ServeSafe, Leadership Excellence.
Opportunities for Growth:	More space to provide in-house credentialing, business partnerships to provide training and consultation in above areas, internships, apprenticeships, job shadowing, and jobs.
Progress Toward Growth:	VR program for job simulations to introduce students to new career fields. Next year: Construction, Hospitality, Health Care, Business, Marketing, Finance, 12-pt ICOs.
Additional Information:	Leadership and staff are committed to ensuring that students have a path for success after graduation. Business partnerships: Millennium Academy, MAC Construction, Ultimate Health Care.



2023-2024 Corrective Action Plans or Probation Status

- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*

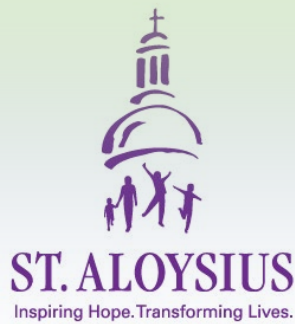


FAIRBORN DIGITAL ACADEMY

2023-2024 End of the Year Compilation Report



*Charter School Specialists provides this annual
summary on behalf of St. Aloysius Orphanage.*



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

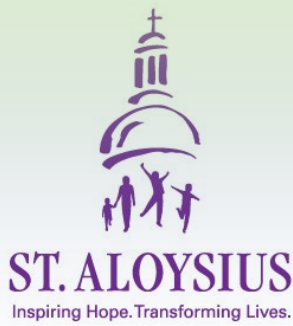
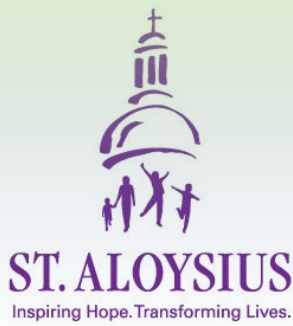


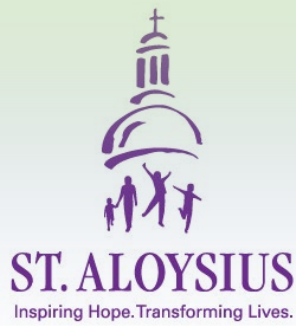
Table of Contents

1. 2023-2024 Sponsor Monitoring Ratings Summary
2. Annual Report of the Academic, Financial and Organizational/Operational Performance (October 2023)
3. On-Site Assistance Review (OAR)
 - a. Annual OAR Report
4. Compliance Report
 - a. Annual Compliance Summary Report
5. Special Education Report
 - a. Annual Special Education Report
6. Federal Programs
 - a. Annual Federal Programs Summary Report
7. College & Career Readiness
 - a. Annual College and Career Readiness Summary Report (if applicable)
8. Corrective Action Plans/Probations (if applicable)



2023-2024 Sponsor Monitoring Ratings Summary

- Annual Report of the Academic, Financial and Organizational/Operational Performance
 - *The school meets the academic achievement targets as outlined in its community school contract and is eligible to be considered for renewal.*
- On-Site Assistance Review (OAR)
 - *The school was determined to be "On-Track" in 6 areas and "Developing" in 2 areas reviewed as a part of the OAR.*
- Overall Compliance
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- Special Education
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- Federal Programs
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- College and Career Readiness
 - *The school implements College and Career Readiness requirements as noted in the College and Career Readiness School Review.*
- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

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
---------------------	----------------

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
--------------	------

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
--------------	-------

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%.



2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	Fairborn Digital Academy
Date of Site Visit:	4/16/24
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, technology integrations, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	Fairborn Digital Academy is an online Dropout Prevention and Recovery School. Students were observed fully engaged and working both online as well as with coaches and staff in the building. The relationships and rapport that the staff have with students was on display. It is evident that they focus on the needs of the whole student. The school is working to develop community partnerships to help students develop job readiness skills.
Area(s) of Strength:	The school provides a safe and welcoming space for students both online and in the facility. There were approximately 20-30 students in the building actively engaged with teachers and working at computers during my visit. Staff provide many wrap around and support services to meet individualized needs.
Recommendations	<p>Developing literacy goals has been a challenge. It is recommended that the school engage with the Schools Forward Grant or investigate further strategies for developing adolescent literacy in an online environment. Charter School Specialists staff is willing to assist in this area as needed.</p> <p>The school is still trying to find their way with CTE. The logistics are difficult in an online DOPR setting. However, it is not impossible and could provide a wonderful opportunity if the school would wish to expand their offerings as well as offering additional pathways toward graduation. The school may want to consider continuing to investigate these opportunities.</p>


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		Fairborn Digital Academy		CSS Reviewers:		Andrea Dobbins		Date of Visit:	4/16/24			
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:				
				CSI (Priority)								
Not in Intervention Status		280	Approximately 80%	TSI (Focus)		Special Education Case Numbers		Parent		Board Member		
				ATSI (Warning)				Total I.S. on Staff	5	Student		Mgmt. Co. Rep.
						IEP Caseload	40	Teacher		Principal		x
School Year	Overall Local Report Card Rating	Progress Component Rating	Gap Closing Rating	High School Test Passage Rate and Component Grade		4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	7-Year Graduation Rate	Combined Graduation Rating	Grad Rate %	
21-22	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards		Meets Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	45.6	
22-23	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards		Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	45.3	

	Areas of Improvement and Recommendations from Previous OAR
Areas of Improvement or Recommendations from Previous OAR	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. It is also recommended that the school continue to explore CTE opportunities for students. It is recommended that the school develop written documentation regarding MTSS in accordance with their policy.
Progress Toward Areas of Improvement or Recommendations	The building leader has made great strides in developing a written MTSS process for the school. Documentation was provided supporting the process. The school is still trying to find their way with CTE. The logistics are difficult in an online DOPR setting. However, it is not impossible and could provide a wonderful opportunity if the school would wish to expand their offerings as well as offering additional pathways toward graduation. The school may want to consider continuing to investigate these opportunities. Fairborn Digital has been more focused on credit recovery. They have developed partnerships with local partners to develop soft skills such as interviewing. They have also partnered with local community colleges to offer certificates for skills.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Charter Section: 6.3 Curriculum			
Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of Standards-aligned curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Standards-aligned curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
Literacy	What is your school’s plan to address literacy achievement? What is your current literacy goal(s)? Developing literacy goals has been a challenge. The school has engaged a little bit with the Schools Forward grant but have not decided whether or not to fully commit. The building leader states that it is difficult to incorporate it in a school like theirs. The building leader stated that they are using a writing revolution book as a foundation for writing skills. They also have literacy incorporated into work-based learning and passport system. The data from the ACT shows that reading was one of the lowest components. It is strongly recommended that the school engage with the Schools Forward Grant or investigate further strategies to develop adolescent literacy within their program.		
Comments:			

 <i>Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials</i>			
Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.
Resources and Materials	Resources were limited and did not include those specified in the school's charter.	Some, but not all, instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in	Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		engaged learning. Quality and quantity of resources varied from classroom to classroom.	are actively contributing to the selection of resources and take responsibility for finding relevant, evidence-based resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.
	<p>Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.</p> <p>Teachers lacked access and/or training to working multimedia teaching aides on a consistent and routine schedule.</p>	<p>Some, but not all, students had sufficient and consistent access to working technology and evidence of use.</p> <p>Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.</p>	<p>Technology is routinely and seamlessly integrated into all classroom instruction or used in a manner consistent with the education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking.</p> <p>Teachers demonstrate expertise in utilizing instructional technology and multimedia teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.</p>
College and Career Readiness	<p>Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.</p>	<p>Career pathways are being offered to students but are still in development. Student success plans are being created for all students. School has a clear plan to provide credentialing/workforce readiness and post-graduation opportunities for students. Some, but not all, of the following are being implemented.</p> <ul style="list-style-type: none"> • Advanced academic technical education • College Credit Plus • Career connections learning strategies 	<p>There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. Evidence of the following opportunities are present:</p> <ul style="list-style-type: none"> • Advanced academic technical education • College Credit Plus • Career connections learning strategies • Career pathways • Career-tech • Industry-recognized credentials • Student Success Plan

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		<ul style="list-style-type: none"> • Career pathways • Career-tech • Industry-recognized credentials • Student Success Plan • Work-based Learning • Career mentorships • Pre-apprenticeship programs • Part-time work • Service learning • OhioMeansJobs K-12 	<ul style="list-style-type: none"> • Work-based Learning • Career mentorships • Pre-apprenticeship programs • Part-time work • Service learning • OhioMeansJobs K-12 <p>Evidence should be present unless otherwise noted in the school's education plan.</p>
<p>What 12-point credentials are offered?</p> <p>Currently the school is not offering any 12-point credentials. They are working with the state support team and looking into getting Rise Up and possibly Serve Safe. They do currently have some students enrolled in College Credit Plus. The amount of students participating in CCP has decreased but at one point they had the highest number of DOPR students participating in CCP. The school is considering using CCP as a pathway for CTE. If a student wants STNA they are working to see how they can get involved via CCP as an option. They also have a work-based learning program that allows students to earn credit hours. This ties into the Ohio Means Jobs Readiness seal.</p>			
Comments:			



Charter Section: 6.3 Continuous Improvement and Growth

Element	Yes	No
OTES (2.0) Is OTES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
OPES (2.0) Is OPES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
Resident Educator Program Does the school have any resident educators? Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Additionally, data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.	x	
Comments:		

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC





Charter Section: 6.3 Prevention and Intervention

Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions* (See MTSS Supplemental)	Describe your process for identifying at-risk students for intervention: Ms. Biggers sent documentation regarding MTSS process including implementation among all tiers as well as documentation and monitoring.		
Implementation of Tiered System of Supports for Intervention	Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	All of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.
Progress Monitoring/Data System	A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated

Comments:

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.5 Assessment Plan		
Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	
Comments:		

 Charter Section: 6.3 Continuous Improvement and Growth			
Ohio Improvement Process & School Improvement Plan			
Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence based.
*Comments only provided if needed: The school primarily focuses on individualized instruction, so the development of the CSLT/BLT/TBT structure has been slow to develop. The school may benefit from developing strong adult indicators with each goal included in the School Improvement/One Plan and monitoring this with fidelity.			

Follow-up Activities Notes:

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable):5/15/24

Date and names phone or in person conference with School Leader (and Management Company, if applicable):

Conference notes:

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review** and **Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Fairborn Digital Academy					
Review Purpose:	On-Site Assistance*:	10/12/23	Special Ed Review*:	10/12/23	Spring Survey:	5/13/24
	Fall/Winter Review:	9/27/23	College and Career*:	Date	Student File Review:	10/12/23
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative	
		<input type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority	
Information Collected:	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, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 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, 784, 785, 786, 787, 788, 789, 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 Compliance Findings:	All items above were compliant or N/A.					
Compliance Area of Strength:	Their ability to pay attention to detail is a significant asset.					
Compliance Areas of Improvement:	N/A					
Steps/Timeframes to Address Area of Improvement:	N/A					
Recommendations:	N/A					
* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.						

2023-2024 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.

2023-2024 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.

2023-2024 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.

2023-2024 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.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		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.
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).

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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).
718	ORC 3313.7115, 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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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 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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.



2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	Fairborn Digital Academy		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	School Leader	<input type="checkbox"/> Student	X Special Education Supervisor/ Coordinator
	X Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	I met with Fairborn's Cross Functional Team and The Office for Exceptional Children Monitoring Team to plan TIER 2 IDEA strategies and actions. The school continues to be very responsive as it moves forward.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of	N/A		
Recommendations:	N/A		



2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Every Child Expanding Opportunities. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	Fairborn Digital Academy
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Every school leader can contact Nannette Sherman directly to discuss federal grants requirements and regulations. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred.</p> <p>The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III).</p> <p>Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	Reminders to complete applications. Offered assistance for Monitoring Review.
Recommendations:	N/A



2023-2024 College and Career Readiness Report

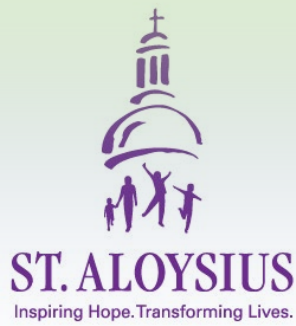


College and Career Readiness School Review

Thank you for partnering with St. Aloysius as your community school sponsor. The sponsor's role is to provide technical assistance, monitoring, and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a College and Career Readiness review at your school and is pleased to provide the following summary of the findings of that review.

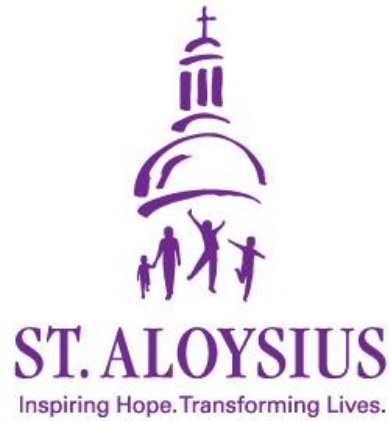
Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions, comments, or concerns.

Name of School:	Fairborn Digital Academy
Date of Review/Support:	May 2023
Sponsor Rep Conducting Review:	Kerry Jupina
CSS CCR Assistance:	Provide written and verbal recommendations for College and Career Readiness initiatives. Can help develop communications with local in-demand businesses for potential school partnerships. CSS can assist in recommending procedures and best practices when choosing and developing industry credentials and career pathways for the school/CCP assistance, as well as provide ongoing assistance and communication with Building Leader and Management Company. Provide monthly CCR State updates. Success Plan and Graduation Plan reviews.
Current Pathways at the School:	The school currently offers CCP and provides work-based learning designed around the OMJ Readiness Seal. The school is considering WorkKeys and Rise Up for student opportunities next year.
Opportunities for Growth:	CSS is committed to helping the school with business partnerships and potential pathway development that works well with virtual students.
Additional Information:	Leadership and staff are committed to ensuring that students have a path for success after graduation.



2023-2024 Corrective Action Plans or Probation Status

- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*

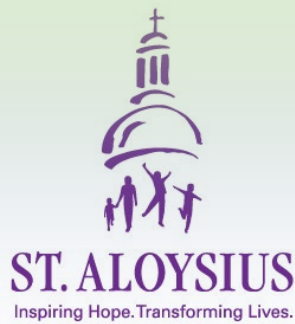


GATEWAY ONLINE ACADEMY OF OHIO

2023-2024 End of the Year Compilation Report



*Charter School Specialists provides this annual
summary on behalf of St. Aloysius Orphanage.*



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

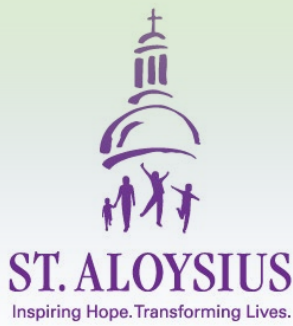
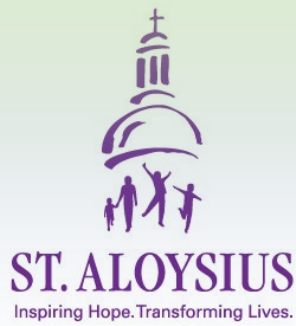


Table of Contents

1. 2023-2024 Sponsor Monitoring Ratings Summary
2. Annual Report of the Academic, Financial and Organizational/Operational Performance (October 2023)
3. On-Site Assistance Review (OAR)
 - a. Annual OAR Report
4. Compliance Report
 - a. Annual Compliance Summary Report
5. Special Education Report
 - a. Annual Special Education Report
6. Federal Programs
 - a. Annual Federal Programs Summary Report
7. College & Career Readiness
 - a. Annual College and Career Readiness Summary Report (if applicable)
8. Corrective Action Plans/Probations (if applicable)

2023-2024 Sponsor Monitoring Ratings Summary

- **Annual Report of the Academic, Financial and Organizational/Operational Performance**
 - *The 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.*
- **On-Site Assistance Review (OAR)**
 - *The school was determined to be "On-Track" in 4 areas and "Developing" in 4 areas reviewed as a part of the OAR.*
- **Overall Compliance**
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- **Special Education**
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- **Federal Programs**
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- **College and Career Readiness**
 - *The school implements College and Career Readiness requirements as noted in the College and Career Readiness School Review.*
- **Corrective Action Plans/Probations**
 - *The school received no CAP Requests and was not placed on Probation.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

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
---------------------	-------

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
--------------	-------

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>	<u>Average Total Points</u>	<u>Total Points Available</u>
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
--------------	------

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%.



2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	Gateway Online Academy of Ohio
Date of Site Visit:	3/11/24
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, technology integrations, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	Gateway Online Academy of Ohio is an internet or computer-based Dropout Prevention and Recovery School serving students throughout the state. Enrollment continues to grow as they serve approximately 1600 students. Student engagement/attendance currently averages around 65% weekly. Building leadership is working tirelessly to increase engagement. All students are required to participate in student orientation. Success coaches work with students and success plans are in place that are reviewed in the CBI courses. The school has increased CBI to a 4-year program and Rise Up has been fully implemented this year.
Area(s) of Strength:	A key area of strength at Gateway is their flexibility to adapt and try new strategies to further student success. Recently they made changes to offer 7-week terms which encourage students to complete courses within a more stringent schedule. This has shown an increase in engagement and credits earned for students. They are also considering adding evening hours and working on offering more synchronous learning opportunities and dual credit opportunities for students.
Recommendations	It is recommended that Gateway continue to increase 12-point credentials and more college/career readiness opportunities for students. It is also recommended that Gateway continue to investigate opportunities to further student engagement. Gateway may want to consider taking a data driven approach that allows key insights into course trends and offerings that yield higher engagement results for students.


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		Gateway Online Academy of Ohio		CSS Reviewers:		Andrea Dobbins		Date of Visit:	3/11/24			
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:				
				CSI (Priority)								Accel Online Ohio LLC
Not in Intervention Status		1627, moving target: 1250 FTE.	65% weekly.	TSI (Focus)		Special Education Case Numbers		Parent		Board Member		
				ATSI (Warning)				Total I.S. on Staff	17	Student		Mgmt. Co. Rep.
						IEP Caseload	33	Teacher	x	Principal		x
School Year	Overall Local Report Card Rating	Progress Component Rating	Gap Closing Rating	High School Test Passage Rate and Component Grade		4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	7-Year Graduation Rate	Combined Graduation Rating	Grad Rate %	
21-22	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	
22-23	Meets Standards	Meets Standards	Does Not Meet Standards	Meets Standards		NC	NC	NC	NC	NC	NC	

	Areas of Improvement and Recommendations from Previous OAR
Areas of Improvement or Recommendations from Previous OAR	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. The school also should consider incorporating programs and supports in Literacy instruction for students. Literacy is a key to success in all aspects of life and oftentimes drastically needed at the dropout prevention and recovery program level. The school should consider investigating literacy supports for students in their demographic served. It is recommended that the school investigate online partnerships and opportunities to expand CTE offerings for students in all areas served.
Progress Toward Areas of Improvement or Recommendations	<p>The school has increased CBI to be a 4-year program. CBI is embedded in several certifications. Rise Up is fully implemented. They are working on starting Microsoft and making progress with STNA.</p> <p>Developing literacy programs within the curriculum is still a work in progress. Literacy and title programs are embedded within the MTSS supports for students. It is encouraged that the school investigate more adolescent literacy strategies for students in need.</p>

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Charter Section: 6.3 Curriculum			
Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of Standards-aligned curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Standards-aligned curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
Literacy	What is your school’s plan to address literacy achievement? What is your current literacy goal(s)? The school is currently finalizing their One Plan. CBI has a focus on workforce literacy. The AMP platform has the ability to take coursework and present it at the current reading level of the student. Differentiated learning opportunities are provided within the AMP platform and the instruction is very individualized.		
Comments: They are beginning the data driven team-based process to really assess classroom/curriculum effectiveness. They admit that they are about a year away from really being to dig in deeper with the data but are making progress in this area.			

 <i>Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials</i>			
Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

Resources and Materials	Resources were limited and did not include those specified in the school's charter.	Some, but not all, instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in engaged learning. Quality and quantity of resources varied from classroom to classroom.	Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders are actively contributing to the selection of resources and take responsibility for finding relevant, evidence-based resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.
	<p>Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.</p> <p>Teachers lacked access and/or training to working multimedia teaching aides on a consistent and routine schedule.</p>	<p>Some, but not all, students had sufficient and consistent access to working technology and evidence of use.</p> <p>Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.</p>	<p>Technology is routinely and seamlessly integrated into all classroom instruction or used in manner consistent with education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking.</p> <p>Teachers demonstrate expertise in utilizing instructional technology and multimedia teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.</p>
College and Career Readiness	Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.	Career pathways are being offered to students but are still in development. Student success plans are being created for all students. School has a clear plan to provide credentialing/workforce readiness and post-graduation opportunities for students. Some, but not all, of the following are being implemented.	<p>There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. Evidence of the following opportunities are present:</p> <ul style="list-style-type: none"> • Advanced academic technical education • College Credit Plus

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		<ul style="list-style-type: none"> • Advanced academic technical education • College Credit Plus • Career connections learning strategies • Career pathways • Career-tech • Industry-recognized credentials • Student Success Plan • Work-based Learning • Career mentorships • Pre-apprenticeship programs • Part-time work • Service learning • OhioMeansJobs K-12 	<ul style="list-style-type: none"> • Career connections learning strategies • Career pathways • Career-tech • Industry-recognized credentials • Student Success Plan • Work-based Learning • Career mentorships • Pre-apprenticeship programs • Part-time work • Service learning • OhioMeansJobs K-12 <p>Evidence should be present unless otherwise noted in the school's education plan.</p>
<p>What 12-point credentials are offered? Rise Up, Microsoft, STNA.</p> <p>Comments: Student engagement continues to be a concern. However, the leadership team has demonstrated a willingness to adapt and try new strategies to foster student engagement. The team is strongly encouraged to continue to use a data driven process to assess instructional strategies and high yield resources to further encourage student engagement. The team is also encouraged to continue to further develop 12-point credentials as well as college and career opportunities for students.</p>			



Charter Section: 6.3 Continuous Improvement and Growth

Element	Yes	No
OTES (2.0) Is OTES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
OPES (2.0) Is OPES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
Resident Educator Program Does the school have any resident educators? Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Additionally, data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.	x	

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Comments:



Charter Section: 6.3 Prevention and Intervention

Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions* (See MTSS Supplemental)	<p>Describe your process for identifying at-risk students for intervention:</p> <p>The school follows the RTI process. The school has a MTSS form that anyone (coach, teacher, etc.) can use for referral. Teams look at submissions to determine the concern (academic, SEL, behavior, etc.). Teachers work with students to determine goals and needs. This is a very individualized approach. IXL is utilized to determine academic levels. Wrap around services are also provided to students in need.</p>		
Implementation of Tiered System of Supports for Intervention	<p>Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.</p>	<p>Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.</p>	<p>All of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.</p>
Progress Monitoring/Data System	<p>A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated</p>	<p>A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated</p>	<p>A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated</p>

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

Comments: The team follows RTI, teams gather to analyze and assess student data and progress. A tracking document for RTI is shared with all relevant staff to access.



Charter Section: 6.5 Assessment Plan

Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	
Comments:		



Charter Section: 6.3 Continuous Improvement and Growth

Ohio Improvement Process & School Improvement Plan

Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence-based.

*Comments only provided if needed The school is currently developing the One Plan and their goals. Engagement is the biggest priority.

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable): 3/11/24

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Date and names phone or in person conference with School Leader (and Management Company, if applicable): 3/12/24 email Brian Hessey & Marty Yoder

Conference notes: n/a

Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review and Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Gateway Online Academy of Ohio					
Review Purpose:	On-Site Assistance*:	3/6/24	Special Ed Review*:	12/18/23	Spring Survey:	5/13/24
	Fall/Winter Review:	9/13/23	College and Career*:	3/11/24	Student File Review:	12/18/23
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Management Company Representative	
		<input checked="" type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority	
Information Collected:	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, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 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, 784, 785, 786, 787, 788, 789, 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 Compliance Findings:		All items above were compliant or N/A.				
Compliance Area of Strength:		Mr. Brian Hessey is organized, detail oriented, and diligent regarding the compliance process. He is well prepared and professional with a good understanding of the educational process. He works hard to comply with all regulations, standards, and laws affecting the schools' operations. It has been a pleasure working with him this year.				
Compliance Areas of Improvement:		N/A				
Steps/Timeframes to Address Area of Improvement:		N/A				
Recommendations:		N/A				
* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.						

2023-2024 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.

2023-2024 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.

2023-2024 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.

2023-2024 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.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		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.
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).

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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).
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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 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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.



2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	Gateway Online Academy of Ohio		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	<input checked="" type="checkbox"/> School Leader	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Special Education Supervisor/Coordinator
	Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	<p>Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.</p> <p>I met with Kristal Lockwood on February 6, 2024. Managing the education of students with disabilities in an online environment is challenging, but Gateway is doing an excellent job. The Social Space Sessions encourage interactions.</p>		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	The management company provides professional development for Intervention Specialists.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of	N/A		
Recommendations:	Click or tap here to enter text.		



2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Every Child Expanding Opportunities. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	Gateway Online Academy of Ohio
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Every school leader can contact Nannette Sherman directly to discuss federal grants requirements and regulations. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred.</p> <p>The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III).</p> <p>Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	Reminder sent to complete revision of application and send to DEW for final approval.
Recommendations:	N/A



2023-2024 College and Career Readiness Report

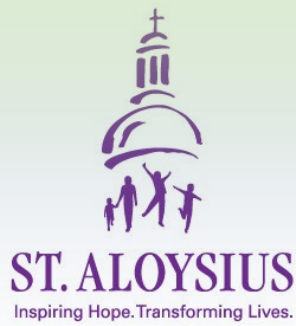


College and Career Readiness School Review

Thank you for partnering with St. Aloysius as your community school sponsor. The sponsor's role is to provide technical assistance, monitoring, and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a College and Career Readiness review at your school and is pleased to provide the following summary of the findings of that review.

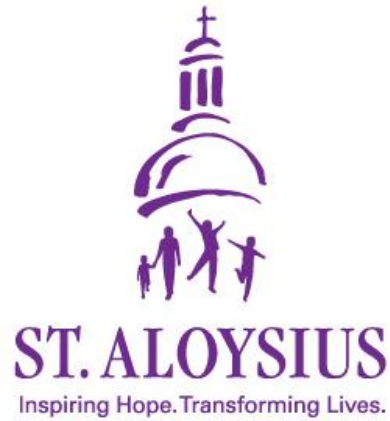
Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions, comments, or concerns.

Name of School:	Gateway Online Academy of Ohio
Date of Review/Support:	March 11th, 2024; ongoing communications with Accel
Sponsor Rep Conducting Review:	Kerry Jupina
CSS CCR Assistance:	Provide written and verbal recommendations for College and Career Readiness initiatives. CSS can assist in developing communications with local in-demand businesses for potential school partnerships. Assist in recommending procedures and best practices when choosing and developing industry credentials and career pathways for the school/CCP assistance, as well as provide ongoing assistance and communication with Building Superintendent. Provide monthly CCR State updates. Success Plan and Graduation Plan reviews. CBI committee meeting attendance.
Current Pathways at the School:	<ul style="list-style-type: none"> • STNA Training • Cleveland Clinic: Entry-level positions after graduation • Henry Johnson Center: Medical Billing and Coding; Phlebotomy • Mahoning County: OMJ Job Training; Career Center • Lucas County: YWCA Child Development Associate; OMJ Job Training • Federal Reserve: Resources • University Settlement (Cuyahoga County): Construction Training • Walgreen's Pharmacy Tech Program: Tons of jobs!
Opportunities for Growth:	The school leadership has a solid plan for continued opportunities for options after graduation. Developing an advisory committee for social space speakers and building connections with business owners throughout Ohio. Plan to develop more future offerings through Pathfinder/separate CTE School for possible future partnership. Working on Cosmetology/Esthetician.
Progress Toward Growth:	The school is currently offering Rise Up, Microsoft Office, and STNA. There is further development in 12 pts credential, as well as college and career opportunities.
Additional Information:	<p>Leadership and staff are committed to ensuring that students have a path for success after graduation. The school has a CBI/workforce committee that meets to discuss what is working and what needs to be changed.</p> <p>The school is aligning their goals for Workforce Development with the Board of Education, which is best practice.</p>



2023-2024 Corrective Action Plans or Probation Status

- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*

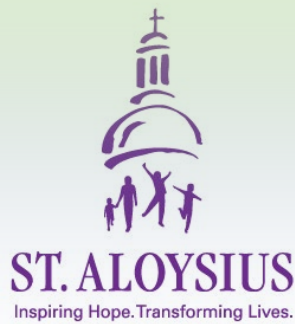


GREATER OHIO VIRTUAL SCHOOL

2023-2024 End of the Year Compilation Report



*Charter School Specialists provides this annual
summary on behalf of St. Aloysius Orphanage.*



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

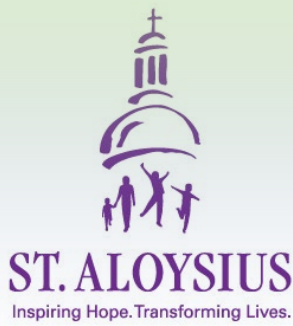
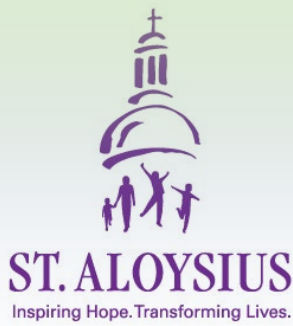


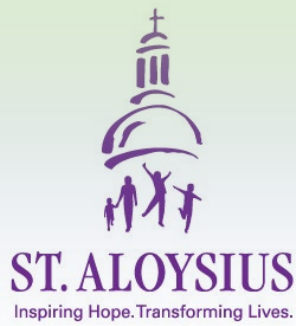
Table of Contents

1. 2023-2024 Sponsor Monitoring Ratings Summary
2. Annual Report of the Academic, Financial and Organizational/Operational Performance (October 2023)
3. On-Site Assistance Review (OAR)
 - a. Annual OAR Report
4. Compliance Report
 - a. Annual Compliance Summary Report
5. Special Education Report
 - a. Annual Special Education Report
6. Federal Programs
 - a. Annual Federal Programs Summary Report
7. College & Career Readiness
 - a. Annual College and Career Readiness Summary Report (if applicable)
8. Corrective Action Plans/Probations (if applicable)



2023-2024 Sponsor Monitoring Ratings Summary

- Annual Report of the Academic, Financial and Organizational/Operational Performance
 - *The school meets the academic achievement targets as outlined in its community school contract and has been offered a renewal as noted in the Charter Renewal Application and Decision.*
- On-Site Assistance Review (OAR)
 - *The school was determined to be "On-Track" in 7 areas and "Developing" in 1 area reviewed as a part of the OAR.*
- Overall Compliance
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- Special Education
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- Federal Programs
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- College and Career Readiness
 - *The school implements College and Career Readiness requirements as noted in the College and Career Readiness School Review.*
- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

—
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
--------------	---------

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
---------------------	---------

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
---------------------	---------

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: _____



2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	Greater Ohio Virtual School
Date of Site Visit:	11/6/23
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, technology integrations, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	Greater Ohio Virtual School is an internet or computer-based Dropout Prevention and Recovery School serving students throughout the State of Ohio, but primarily within Southwest Ohio. Mr. Lenney and staff provide strong leadership and expertise in the e-school domain. Academic and Social Emotional efforts to bolster student performance have been demonstrated with continued growth on the most recent LRC. The student center continues to be a strong resource for students, although recent problems with the building have led to lesser attendance. There is little doubt that once the roofing concerns are addressed student visits to the center will increase. Building administration has been focused on further developing workforce literacy skills within the school. Greater Ohio Virtual School is participating with the Schools Forward Grant opportunity. They are taking advantage of every opportunity to attend professional development concerning literacy and workforce literacy development. They have incorporated literacy checkpoints into coaching sessions. They also have a goal focused on workforce literacy within One Plan. SST13 has been focused on workforce development and graduation pathways.
Area(s) of Strength:	A key area of strength at GOVS is data driven decision making. Whether it is academic, engagement, attendance, or state-policy driven the team at GOVS meets frequently to analyze the data and make informed decisions to improve the quality of education delivered to students. The wrap-around services continue to be a strength at this school. Individualized instruction still drives the academic mission at GOVS.
Recommendations	GOVS has hired a workforce development coordinator who continues to work on developing relationships with businesses and credentialing opportunities. A small percentage of students participate in early college programs at Sinclair Community College as well as Miami University. GOVS should work to continue developing further partnerships to incorporate more credentialing and graduation pathway opportunities for students.


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		Greater Ohio Virtual School		CSS Reviewers:		Andrea Dobbins		Date of Visit:	12/6/23			
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:				
				CSI (Priority)	X							
Not in Intervention Status		639	68%	TSI (Focus)		Special Education Case Numbers		Parent		Board Member		
				ATSI (Warning)				Total I.S. on Staff	15	Student		Mgmt. Co. Rep.
				Watch		IEP Caseload	116	Teacher	x	Principal		x
School Year	Overall Local Report Card Rating	Progress Component Rating	Gap Closing Rating	High School Test Passage Rate and Component Grade		4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	7-Year Graduation Rate	Combined Graduation Rating	Grad Rate %	
21-22	Meets Standards	Meets Standards	Meets Standards	Meets Standards		Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	44	
22-23	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards		Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	46.8	

	Areas of Improvement and Recommendations from Previous OAR
Areas of Improvement or Recommendations from Previous OAR	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. Charter School Specialists is willing to support the school in further developing in this area. All professional development opportunities will be shared with the school.
Progress Toward Areas of Improvement or Recommendations	Greater Ohio Virtual School is participating with the Schools Forward Grant opportunity. They are taking advantage of every opportunity to attend professional development concerning literacy and workforce literacy development. They have incorporated literacy checkpoints into coaching sessions. They also have a goal focused on workforce literacy within One Plan. SST13 has been focused on workforce development and graduation pathways.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Charter Section: 6.3 Curriculum			
Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of Standards-aligned curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Standards-aligned curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
Literacy	What is your school’s plan to address literacy achievement? What is your current literacy goal(s)? Greater Ohio Virtual School is participating with the Schools Forward Grant opportunity. They are taking advantage of every opportunity to attend professional development concerning literacy and workforce literacy development. They have incorporated literacy checkpoints into coaching sessions. They also have a goal focused on workforce literacy within One Plan. SST13 has been focused on workforce development and graduation pathways.		
Comments: Building administration meets with VLA (curriculum provider) regularly to make changes and adjustments as well.			

 <i>Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials</i>			
Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.
Resources and Materials	Resources were limited and did not include those specified in the school's charter.	Some, but not all, instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in engaged learning. Quality and	Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders are actively contributing to the selection of resources and

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		quantity of resources varied classroom to classroom.	take responsibility for finding relevant, evidence-based resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.
	<p>Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.</p> <p>Teachers lacked access and/or training to working multimedia teaching aides on a consistent and routine schedule.</p>	<p>Some, but not all, students had sufficient and consistent access to working technology and evidence of use.</p> <p>Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.</p>	<p>Technology is routinely and seamlessly integrated into all classroom instruction or used in manner consistent with education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking.</p> <p>Teachers demonstrate expertise in utilizing instructional technology and multimedia teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.</p>
College and Career Readiness	<p>Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.</p>	<p>Career pathways are being offered to students but are still in development. Student success plans are being created for all students. School has a clear plan to provide credentialing/workforce readiness and post-graduation opportunities for students. Some, but not all, of the following are being implemented.</p> <ul style="list-style-type: none"> Advanced academic technical education College Credit Plus 	<p>There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. Evidence of the following opportunities are present:</p> <ul style="list-style-type: none"> Advanced academic technical education College Credit Plus Career connections learning strategies Career pathways Career-tech Industry-recognized credentials

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		<ul style="list-style-type: none"> • Career connections learning strategies • Career pathways • Career-tech • Industry-recognized credentials • Student Success Plan • Work-based Learning • Career mentorships • Pre-apprenticeship programs • Part-time work • Service learning • OhioMeansJobs K-12 	<ul style="list-style-type: none"> • Student Success Plan • Work-based Learning • Career mentorships • Pre-apprenticeship programs • Part-time work • Service learning • OhioMeansJobs K-12 <p>Evidence should be present unless otherwise noted in the school's education plan.</p>
<p>What 12-point credentials are offered? Rise up, FEMA, HVAC</p>			
<p>Comments: GOVS has hired a workforce development coordinator who continues to work on developing relationships with businesses and credentialing opportunities. A small percentage of students participate in early college programs at St. Clair Community College as well as Miami University. GOVS should work to continue developing further partnerships to incorporate more credentialing and graduation pathway opportunities for students.</p>			



Charter Section: 6.3 Continuous Improvement and Growth

Element	Yes	No
OTES (2.0) Is OTES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
OPES (2.0) Is OPES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
Resident Educator Program Does the school have any resident educators? Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Additionally, data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.	x	
Comments: The school has developed their own alternative to OTES/OPES. They have a RESA coordinator as well as 1 RESA & 1 mentor currently.		

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions * (See MTSS Supplemental)	Describe your process for identifying at-risk students for intervention: GOVS has implemented a tiered system of support. The primary focus for identification surrounds attendance, academics, and SEL. There are systems in place to support student needs.		
Implementation of Tiered System of Supports for Intervention	Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	All of the following conditions are met: (1) Core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.
Progress Monitoring/Data System	A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

	a timely manner; (3) data can be disaggregated		
Comments: Coaches speak with students weekly at a minimum. Most provide daily blast updates via text. Tutoring is provided for students as well as open labs. A spreadsheet is used to track interventions and monitor progress. PBIS is in place but has not developed into a formal plan. Students are however recognized for positive behavior (student of the month, balloon bouquet, etc.).			



Charter Section: 6.5 Assessment Plan

Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	
Comments: The test coordinator has spent at least 10 days at outside test site locations for students.		



Charter Section: 6.3 Continuous Improvement and Growth

Ohio Improvement Process & School Improvement Plan

Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence-based.

*Comments only provided if needed

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Continuous Improvement and Growth

Leadership teams meet weekly. Academic coaches, attendance, leadership, all staff meet regularly to discuss student data and make adjustments to instruction accordingly.

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable):

Date and names phone or in person conference with School Leader (and Management Company, if applicable):

Conference notes: Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review** and **Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Greater Ohio Virtual School					
Review Purpose:	On-Site Assistance*:	4/3/24	Special Ed Review*:	4/3/24	Spring Survey:	5/13/24
	Fall/Winter Review:	10/25/23	College and Career*:	11/6/23	Student File Review:	4/3/24
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative	
		<input type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority	
Information Collected: Item #'s listed here correspond to the attached 2023-2024 Annual Compliance Summary Item Reference Document.	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, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 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, 784, 785, 786, 787, 788, 789, 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 Compliance Findings:	All items above were compliant or N/A.					
Compliance Area of Strength:	The school's ability to encourage collaboration and teamwork to facilitate effective communication.					
Compliance Areas of Improvement:	N/A					
Steps/Timeframes to Address Area of Improvement:	N/A					
Recommendations:	N/A					
* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.						

2023-2024 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.

2023-2024 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.

2023-2024 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.

2023-2024 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.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		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.
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).

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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).
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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 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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.



2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	Greater Ohio Virtual School		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	X School Leader	<input type="checkbox"/> Student	Special Education Supervisor/ Coordinator
	Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	GOVS has been very responsive to requests from The Department of Education and Workforce. They continue to focus on increasing graduation rates and decreasing dropout rates for students with disabilities.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of Recommendations:	N/A		



2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Every Child Expanding Opportunities. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	Greater Ohio Virtual School
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Every school leader can contact Nannette Sherman directly to discuss federal grants requirements and regulations. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred.</p> <p>The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III).</p> <p>Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	Reminder sent to approve application revision. Technical assistance with Support Schools Tool. Assisted with One Plan.
Recommendations:	N/A



2023-2024 College and Career Readiness Report

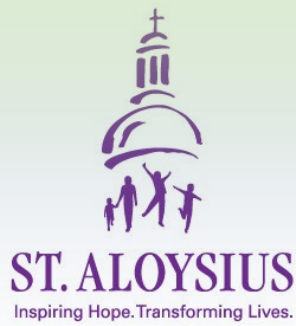


College and Career Readiness School Review

Thank you for partnering with St. Aloysius as your community school sponsor. The sponsor's role is to provide technical assistance, monitoring, and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a College and Career Readiness review at your school and is pleased to provide the following summary of the findings of that review.

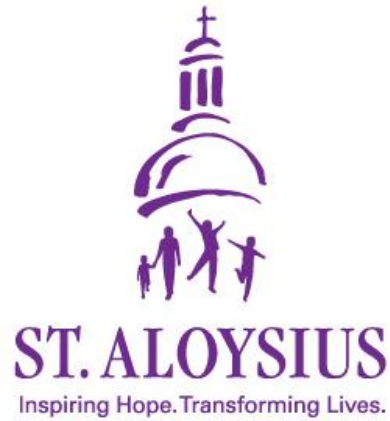
Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions, comments, or concerns.

Name of School:	Greater Ohio Virtual School
Date of Review/Support:	December 6 th 2023; February 2024 CTE communications
Sponsor Rep Conducting Review:	Kerry Jupina
CSS CCR Assistance:	CSS can provide written and verbal recommendations for College and Career Readiness initiatives. Help develop communications with local in-demand businesses for potential school partnerships. Assist in recommending procedures and best practices when choosing and developing industry credentials and career pathways for the school/CCP assistance, as well as provide ongoing assistance and communication with Building Leader and Superintendent. Provide monthly CCR State updates. Success Plan and Graduation Plan reviews.
Current Pathways and CCP at the school:	The school is offering the Rise Up Credentialing program and FEMA Credentialing program. There are students doing CCP through various colleges.
Opportunities for Growth:	Future opportunities with the building expansion include: Potential partnership with Sinclair program for next year, the WCCC program is still being constructed but will include Manufacturing and Healthcare.
Progress Toward Growth:	The school is offering HVAC along with Rise Up and plans on implementing more ICOs and CTE opportunities next year. The school applied for funds through the CTE 26 application. The school has hired a Workforce Development Coordinator. The school offers early college opportunities and CCP at St. Clair Community College to a small number of eligible students.
Additional Information:	Leadership and staff are committed to ensuring that students have a path to success after graduation. The school hired a Graduation Pathway position for next year (CSS can work with this position to help develop credentialing for students). The Superintendent is currently serving on a Countywide Workforce Initiative Program that is developing a hub for both schools and employers.



2023-2024 Corrective Action Plans or Probation Status

- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*

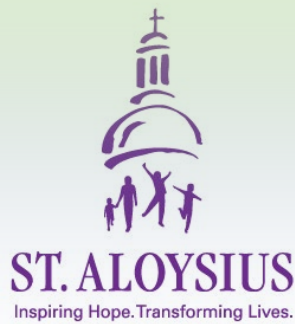


PATHFINDER CAREER ACADEMY

2023-2024 End of the Year Compilation Report



*Charter School Specialists provides this annual
summary on behalf of St. Aloysius Orphanage.*



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

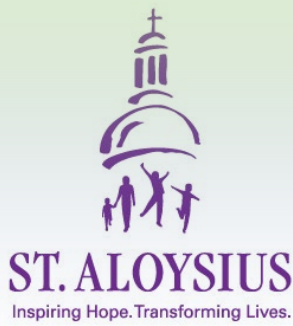
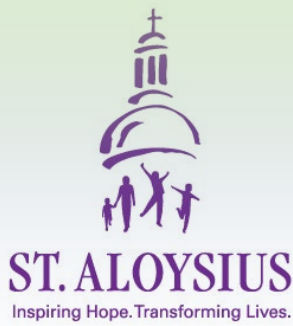


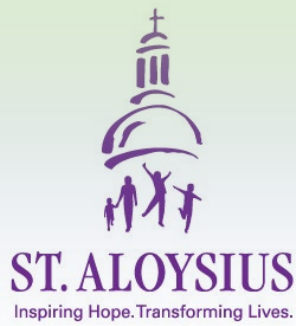
Table of Contents

1. 2023-2024 Sponsor Monitoring Ratings Summary
2. Annual Report of the Academic, Financial and Organizational/Operational Performance (October 2023)
3. On-Site Assistance Review (OAR)
 - a. Annual OAR Report
4. Compliance Report
 - a. Annual Compliance Summary Report
5. Special Education Report
 - a. Annual Special Education Report
6. Federal Programs
 - a. Annual Federal Programs Summary Report
7. College & Career Readiness
 - a. Annual College and Career Readiness Summary Report (if applicable)
8. Corrective Action Plans/Probations (if applicable)



2023-2024 Sponsor Monitoring Ratings Summary

- Annual Report of the Academic, Financial and Organizational/Operational Performance
 - *The school meets the academic achievement targets as outlined in its community school contract and is eligible to be considered for renewal.*
- On-Site Assistance Review (OAR)
 - *The school was determined to be "On-Track" in 14 areas and "Developing" in 3 areas reviewed as a part of the OAR.*
- Overall Compliance
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- Special Education
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- Federal Programs
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- College and Career Readiness
 - *The school implements College and Career Readiness requirements as noted in the College and Career Readiness School Review.*
- Corrective Action Plans/Probations
 - *The school received 1 CAP Request.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

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.



2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.


Name of School	Pathfinder Career Academy of Ohio
Date of Site Visit:	11/3/23
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, technology integrations, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	Pathfinder is a new e-school serving grades 6-10 with a career tech focus. The building leader is very dedicated and committed to creating opportunities for her students. The school utilizes StrongMind as the primary curriculum. A large variety of resources are also available. Teachers and coaches have flexibility to adapt lessons based on student needs. Instruction is very targeted. As a new school, Pathfinder is still finding their way in some areas such as literacy and multi-tiered systems of support as would be expected this early in the year in a new building.
Area(s) of Strength:	A key area of strength is instructional delivery. Teachers at Pathfinder offer synchronous instruction opportunities for students. This holds students accountable for attendance, increases engagement, and offers direct instruction opportunities. Teachers are able to differentiate and offer small group instruction as well. Another key strength is the building leader's commitment to the development of partnerships for further career opportunities for students.
Recommendations	Pathfinder should work to further develop their MTSS implementation within the school. Continue to develop a plan for identifying student needs and providing and monitoring intensive intervention when necessary. The capacity to execute is there, the systems are just not fully developed due to the newness of the school. I have little doubt that this will be fully functioning by the end of the year. Pathfinder should also work to further incorporate literacy instruction within the curriculum.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		Pathfinder Career Academy of Ohio		CSS Reviewers:		Andrea Dobbins		Date of Visit:		11/3/23			
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:					
				CSI (Priority)								Accel Online Ohio LLC	
N/A		146	82%	TSI (Focus)		Special Education Case Numbers		Parent			Board Member		
				ATSI (Warning)				Total I.S. on Staff		2	Student		
						IEP Caseload		26	Teacher			Principal	
				School Year	Overall Rating	Achievement	Progress	Gap Closing		Early Literacy		Graduation Rate	
21-22	N/A	N/A	N/A	N/A		N/A		N/A		N/A			
22-23	N/A	N/A	N/A	N/A		N/A		N/A		N/A			

	Areas of Improvement and Recommendations from Previous OAR								
Areas of Improvement or Recommendations from Previous OAR	N/A								
Progress Toward Areas of Improvement or Recommendations	N/A								

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.3 Curriculum			
Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of written curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Written curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
	There is little to no evidence of the use of comprehensive, up-to-date grade level and content specific pacing guides .	Pacing guides are available for some grade and content areas and utilized in the classroom and lesson plans. Some may be out-of-date or not comprehensive.	Learning targets are chunked by similarities, evidence cross curricular skills that emphasize ELA and math shifts, balance levels of complexity and rigor (DOK – Depth of Knowledge levels) with introductory skills and are being reviewed systematically by teachers using student performance data results via a curriculum mapping process to justify modifications. Pacing guides reflect the deconstruction of state standards.
Literacy	Displays evidence of 1-2 of the elements of an effective literacy program. <ul style="list-style-type: none"> School does not meet the criteria of an effective literacy program. 	Displays evidence of 3-6 of the elements of an effective literacy program. <ul style="list-style-type: none"> School partially meets the criteria of an effective literacy program. 	Displays evidence of all elements of an effective literacy program, as listed below. <ul style="list-style-type: none"> School has completed a Reading Improvement Plan (for schools with less than 80% proficiency in the third grade). Teachers use evidence-based instructional strategies, including instruction in foundational word recognition, language comprehension, and writing skills. Teachers provide explicit instruction and immediate feedback. Teachers select and support students in accessing complex text. Teachers receive system-level coaching. School adheres to Dyslexia Screening Requirements.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Curriculum

			<ul style="list-style-type: none"> Leadership team provides support in and monitoring of implementation for fidelity and impact.
<p>Comments:</p> <p>Pathfinder is using StrongMind as the main curriculum. It is mapped out and fully vetted by the curriculum team and pacing is established within the program. Teachers and coaches have access to a large amount of supplemental programs and materials. Staff has the flexibility to make changes to the curriculum and pacing based on student need. The school is still developing in regard to a formal, cross curricular approach to literacy. Writing is not embedded into the curriculum currently. The building leader demonstrates a great understanding of incorporating literacy skills within the curriculum with the student population served and intends to continue to work in this direction.</p>			

Element (Please see Literacy Supplemental)	Yes	No
All new state literacy requirements including those listed in the Dyslexia guidebook are being followed and are on track to be met according to the appropriate timeline.	N/A	



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.
Resources and Materials	Resources were limited and did not include those specified in the school's charter.	Some, but not all, Instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in engaged learning. Quality and	Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders are actively contributing to the selection of resources and

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		quantity of resources varied classroom to classroom.	take responsibility for finding relevant, evidence-based resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.
	Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.	Some, but not all, students had sufficient and consistent access to working technology and evidence of use.	Technology is routinely and seamlessly integrated into all classroom instruction or used in a manner consistent with education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking.
	Teachers lacked access and/or training to working multi-media teaching aides on a consistent and routine schedule.	Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.	Teachers demonstrate expertise in utilizing instructional technology and multi-media teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.
College and Career Readiness	Little or no college and career readiness instruction is provided.	The school includes college and career readiness instruction that provides opportunities for students to learn about job and career options and appropriate for grade levels served.	There is evidence that all grades are developing student awareness and allowing students to become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.
	Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.	Career pathways are being provided to students and student success plans are being created for all students. School has a clear plan to provide Credentialing/workforce readiness and post-graduation opportunities for students.	There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. One or all of the following are evident:

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

			<ul style="list-style-type: none"> • Advanced academic technical education • College Credit Plus • Career connections learning strategies • Career pathways • Career-tech • Industry-recognized credentials • Student Success Plan • Work-based Learning • Career mentorships • Pre-apprenticeship programs • Part-time work • Service learning • OhioMeansJobs K-12
<p>Comments: Pathfinder offers a large amount of synchronous instruction. Groups are small and interventions are provided as needed in small groups. College and career planning is very intentional at Pathfinder. The goal is that students know what CTE pathway they want to focus on by the 10th grade. Grades 6-9 do a lot of career exploration and are given many opportunities to investigate their interests. Each student has a plan in place to personalize their education according to their future plans. The building leader is constantly exploring outside partnerships to offer more opportunities for her students.</p>			



Charter Section: 6.3 Continuous Improvement and Growth

Element	Off-Track	Developing	On-Track
OTES (2.0)	OTES or approved/aligned alternative specified in the school's charter is neither in place nor timelines followed.	OTES, or an alternative outlined in the school's charter, is in place and there is some evidence of alignment to improvement plan goals and adult indicators, and timelines and requirements are being followed.	Pre- and post-conferences between teacher and evaluator are a documented part of the evaluation process. OTES data and other information is shared with the LPDC and used to inform the professional development plans in the school's One Plan.
OPES (2.0)	OPES or approved/aligned alternative specified in the school's charter is neither in place nor timelines followed.	OPES or approved/aligned alternative specified in the school's charter is in place and timelines followed. The program, however, has not been fully implemented.	The principal and evaluator agree upon and establish two specific goals with evidence indicators, and action steps and strategies that align to the goals and strategies outlined in the school's One Plan.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Continuous Improvement and Growth

Resident Educator Program	Resident Educator Program is not in place or does not align to Ohio Resident Educator Program	Resident educator program is in place using Ohio Standards for the Teaching Profession and Ohio Resident Educator Program Standards. The program, however, has not been fully implemented.	Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.
Comments: The principal is OTES certified, and observations are underway.			
RE: 1: 1 mentor on staff.			



Charter Section: 6.3 Prevention and Intervention

Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions * (See MTSS Supplemental)	One or none of the following conditions is met: (1) screening is conducted for all students; (2) procedures are in place to ensure implementation accuracy (cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year	Two of the following conditions are met: (1) screening is conducted for all students; (2) procedures are in place to ensure implementation accuracy (cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year	All of the following conditions are met: (1) screening is conducted for all students; (2) procedures are in place to ensure implementation accuracy (cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year
Implementation of Tiered System of Supports for Intervention	Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple	Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels	All of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

	levels of intervention; and (4) PD structures build staff efficacy.	of intervention; and (4) PD structures build staff efficacy.	
Progress Monitoring Tools	Neither of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and a least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e. decision-making rules applied consistently)	Only one of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and a least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e. decision-making rules applied consistently)	Both of the following conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and a least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e. decision-making rules applied consistently)
Data System/Paper Trail	A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated.

Comments: Pathfinder utilizes iReady as a screening tool. Students also participate in short cycle assessment. There is a plan/policy in place for MTSS, however the school is so new they haven't fully implemented or even had experience with students at each level yet this school year. The primary focus so far has been student engagement. The school will work to continue to grow in this area.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.5 Assessment Plan

Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	X	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	X	
Comments:		



Charter Section: 6.3 Continuous Improvement and Growth

Ohio Improvement Process & School Improvement Plan

Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence-based.

*Comments only provided if needed: Engagement is the biggest area of focus for the school right now. Teacher teams meet regularly.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable):

Date and names phone or in person conference with School Leader (and Management Company, if applicable):

Conference notes:

Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review and Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Pathfinder Career Academy					
Review Purpose:	On-Site Assistance*:	11/3/23	Special Ed Review*:	3/15/24	Spring Survey:	5/13/24
	Fall/Winter Review:	11/28/23	College and Career*:	April 2024	Student File Review:	3/15/24
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Management Company Representative	
		<input type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority	
Information Collected:	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, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 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, 784, 785, 786, 787, 788, 789, 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 Compliance Findings:		All items above were compliant or N/A.				
Compliance Area of Strength:		Pathfinder Career Academy is organized, detail oriented, and enthusiastic regarding the Compliance process. The Staff is professional and diligent with a great understanding of Compliance items. The School worked hard to comply with all regulations, standards, and laws affecting the schools' operations. It has been a pleasure working with PCA!				
Compliance Areas of Improvement:		N/A				
Steps/Timeframes to Address Area of Improvement:		N/A				
Recommendations:		N/A				
* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.						

2023-2024 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.

2023-2024 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.

2023-2024 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.

2023-2024 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.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
		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.
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).

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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).
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.
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.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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 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.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
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.



2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	Pathfinder Career Academy of Ohio		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	X School Leader	<input type="checkbox"/> Student	X Special Education Supervisor/ Coordinator
	Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	The management company provides professional development for Intervention Specialists. Pathfinder does an excellent job providing services for students with disabilities in a virtual environment.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of	N/A		
Recommendations:			



2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Every Child Expanding Opportunities. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	Pathfinder Career Academy of Ohio
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Every school leader can contact Nannette Sherman directly to discuss federal grants requirements and regulations. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred.</p> <p>The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III).</p> <p>Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	Sent New Community School Checklist to assist in applying for federal consolidated grants.
Recommendations:	N/A



2023-2024 College and Career Readiness Report

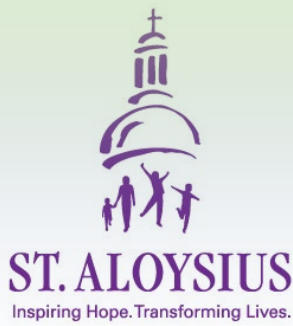


College and Career Readiness School Review

Thank you for partnering with St. Aloysius as your community school sponsor. The sponsor's role is to provide technical assistance, monitoring, and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a College and Career Readiness review at your school and is pleased to provide the following summary of the findings of that review.

Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions, comments, or concerns.

Name of School:	Pathfinder Career Academy of Ohio
Date of Review/Support:	April 2024
Sponsor Rep Conducting Review:	Kerry Jupina
CSS CCR Assistance:	CSS can provide written and verbal recommendations for College and Career Readiness initiatives. Help develop communications with local in-demand businesses for potential school partnerships. Assist in recommending procedures and best practices when choosing and developing industry credentials and career pathways for the school/CCP assistance, as well as provide ongoing assistance and communication with Building Leader and Superintendent. Provide monthly CCR State updates. Success Plan and Graduation Plan reviews.
Current Pathways and CCP at the School:	The school is offering Career Based Intervention in grades 7-10. This includes industry credential opportunities for students in all grades.
Opportunities for Growth:	<p>The school is planning on implementing the following for next year:</p> <ul style="list-style-type: none">• Career Based Intervention 7-10• Health Science Pathway• IT Pathway• Business Pathway• Construction Pathway• Education (Early Childhood & Teaching Professions)• Manufacturing <p>Next year the school will be looking at a partnership with LCCC for CCP courses.</p>
Additional Information:	Leadership and staff are committed to ensuring that students have a path to success after graduation. Moving forward, they will have industry credentialing programs and opportunities for students to meet the 12-point requirement, as well as credit recovery course options for those that are deficient.



2023-2024 Corrective Action Plans or Probation Status

Corrective Action Plans/Probation

- *The school received 1 CAP Request*
 - *Date Issued: 12/13/2023*
 - Description:*
 - *Board did not pass a resolution to approve the annual budget by October 31st.*
 - *CAP submitted 1/11/24 and approved. Approval letter sent 1/17/24.*
 - *Date Resolved: 1/17/2024*

ANNUAL REPORTS

Career Prep Virtual High School

Contract Term: 7/1/2024-6/30/2030

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 2024-2025 school year. A full report providing data will be provided after completion of the school's third school year and the local report card data is available.

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 third 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 93 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 | <ul style="list-style-type: none"> ➤ Concise open meetings law and public records training ➤ 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 2024-2025 school year was the first year for your school. Under Ohio Revised Code section 3314.35(C), a school's first two years of local report card ratings are not used when assessing the school's potential for auto-closure. Additionally, 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 the completion of its fifth year of operation.

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 school's third school year and the local report card data is available.

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 third 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 93 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 | <ul style="list-style-type: none"> ➤ Concise open meetings law and public records training ➤ 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.

Under Ohio Revised Code section 3314.35(C), a school's first two years of local report card ratings are not used when assessing the school's potential for auto-closure. Additionally, 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 the completion of 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 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: 2023-2024 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Greater Ohio Virtual School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
Liberty High School	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds 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	Exceeds Standards
TRECA Digital Academy	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds 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 2023-2024, 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	2023-2024	Average Total Points	Total Points Available
Overall Grade (Weighted)	Exceeds Standards (8)	Exceeds Standards (8)	Exceeds Standards (8)	8	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	8	0	0	2.7	4
Achievement (formerly Test Passage Rate)	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Progress	Meets Standards (3)	Meets Standards (3)	Exceeds Standards (4)	3.3	4
Gap Closing	Meets Standards (3)	Exceeds Standards (4)	Meets Standards (3)	3.3	4
Graduation Rate - 4 Year (Weighted)	Meets Standards (6)	Exceeds Standards (8)	Meets Standards (6)	6.7	4
Graduation Rate - 5 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 7 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Combined Graduation Rate	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Identified Paths to Future Success	3	NR	3	3	4
Additional Factor: Growth by Indicator	NR	2	1	1.5	---
Additional Factor: Improved Subgroup Performance	NR	1	0	0.5	---
Additional Factor: Improved Performance over Comparison Schools	NR	0	0	0	---

Total Points	53/48
---------------------	-------

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	2023-2024	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	1	1	2	1.3	2
Probation	2	2	2	2	2
Board Meetings	2	2	2	2	2
Additional Factor: Academic Coach	NR	0	0	0	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	0	1	0.5	---

Total Points	9.8/10
--------------	--------

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

	<u>6/30/2022</u>	<u>6/30/2023</u>	<u>6/30/2024</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)	0	0	0	0	2
Current Ratio	2	2	2	2	2
Days of Operating Cash on Hand	2	2	2	2	2
Five Year Forecast	2	2	2	2	2
Audit Reports, Findings for Recovery (FFR)	2	NR	NR	2	2
Additional Factor: EMO/CMO Start-Up Support	0	0	0	0	---

Total Points	10.7/12
---------------------	---------

TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	53/48	9.8/10	10.7/12

Overall Percentage	Score (Points)	Renewal Year
	73.5/70 = >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 offers a safe, welcoming space both online and in-person. During our visit, 20-30 students were actively engaged with teachers and computers. Staff provide extensive wrap-around and support services to meet individualized needs.

Organizational and Operational

- The school's outstanding strength was displayed through their work. The dedication to uphold and meet guidelines was superior.

Financial

- The school has maintained significant cash reserves and no liabilities.

Areas of Improvement

Academic

- Developing literacy goals has been challenging. The school should engage with the Schools Forward Grant or explore strategies for online adolescent literacy. Charter School Specialists can assist. Additionally, the school should investigate expanding CTE offerings, despite logistical challenges, to provide more graduation pathways and opportunities.

Organizational and Operational

- N/A

Financial

- The school should strive to increase its enrollment in FY25.

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 93 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 2023-2024 school year, the school scored a total of greater than 100%, which was comprised of a score of 93% 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

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 2022-2023 school year. A full report providing data will be provided after completion of the school's third school year and the local report card data is available.

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 third 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 93 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 | <ul style="list-style-type: none"> ➤ Concise open meetings law and public records training ➤ 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.

Under Ohio Revised Code section 3314.35(C), a school's first two years of local report card ratings are not used when assessing the school's potential for auto-closure. Additionally, 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 the completion of its fifth year of operation.

Greater Ohio Virtual School

Contract Term: 7/1/2024-6/30/2034

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: 2023-2024 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024
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	Exceeds Standards
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Findlay Digital Academy	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Meets Standards
Liberty Preparatory School	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards
Gateway Online Academy of Ohio	Meets Standards	Meets Standards	Meets Standards	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 2023-2024, 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.

Historical Academic Data

Performance Area	Scores (Points)	
	2021-2022	2022-2023
Overall Grade (Weighted)	Meets Standards (3)	Exceeds Standards (8)
Overall Grade vs Comparison Schools Overall Grade (Weighted)	0	Exceeds Standards (12)
Achievement (formerly Test Passage Rate)	Meets Standards (3)	Meets Standards (3)
Progress	Meets Standards (3)	Exceeds Standards (4)
Gap Closing	Meets Standards (3)	Exceeds Standards (4)
Graduation Rate - 4 Year (Weighted)	Exceeds Standards (8)	Exceeds Standards (8)
Graduation Rate - 5 Year	Exceeds Standards (4)	Exceeds Standards (4)
Graduation Rate - 6 Year	Meets Standards (3)	Exceeds Standards (4)
Graduation Rate - 7 Year	Exceeds Standards (4)	Exceeds Standards (4)
Graduation Rate - 8 Year	Exceeds Standards (4)	Exceeds Standards (4)
Combined Graduation Rate	Exceeds Standards (4)	Exceeds Standards (4)
Identified Paths to Future Success	3	NR
Additional Factor: Growth by Indicator	NR	5
Additional Factor: Improved Subgroup Performance	NR	0
Additional Factor: Improved Performance over Comparison Schools	0	1

Academic Performance Data

Performance Area	Scores (Points)		
	2023-2024	Average Total Points	Total Points Available
Overall Grade (Weighted)	Exceeds Standards (8)	8	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	0	0	4
Achievement (formerly Test Passage Rate)	Meets Standards (3)	3	4
Progress	Exceeds Standards (4)	4	4
Gap Closing	Exceeds Standards (4)	4	4
Graduation Rate - 4 Year (Weighted)	Exceeds Standards (8)	8	4
Graduation Rate - 5 Year	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	Exceeds Standards (4)	4	4
Graduation Rate - 7 Year	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	Exceeds Standards (4)	4	4
Combined Graduation Rate	Exceeds Standards (4)	4	4
Identified Paths to Future Success	4	4	4
Additional Factor: Growth by Indicator	0	0	---
Additional Factor: Improved Subgroup Performance	0	0	---
Additional Factor: Improved Performance over Comparison Schools	0	0	---

Total Points	51/48
---------------------	-------

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: 7/1/2024-6/30/2034	2023-2024	Average Total Points	Total Points Available
Timely submission of required documentation.	1	1	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	1	1	---
Additional Factor: Mission-Specific Goal/Accomplishment	2	2	---

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

	<u>6/30/2024</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	NR	---	---
Days of Operating Cash on Hand	2	2	2
Five Year Forecast	2	2	2
Audit Reports, Findings for Recovery (FFR)	2	2	2
Additional Factor: EMO/CMO Start-Up Support	0	0	---

Total Points	8/10
--------------	------

TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	51/48	12/10	8/10

Overall Percentage	Score (Points)	Renewal Year
	71/68 = >100%	2033-2034

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

- GOVS excels in data-driven decision making across academics, engagement, attendance, and state policies. Frequent team meetings ensure informed decisions to enhance education quality. Wrap-around services and individualized instruction remain key strengths, driving the school's academic mission.

Organizational and Operational

- The school's ability to encourage collaboration and teamwork to facilitate effective communication.

Financial

- The school has maintained significant cash reserves.

Areas of Improvement

Academic

- GOVS has hired a workforce development coordinator to build business relationships and credentialing opportunities. Some students participate in early college programs at Sinclair Community College and Miami University. GOVS aims to expand partnerships for more credentialing and graduation pathways.

Organizational and Operational

- N/A

Financial

- Continue annual evaluation of cost and benefits of modified cash versus GAAP presentation of financial statements.

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 93 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 2023-2024 school year, the school scored a total of greater than 100%, which was comprised of a score of 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%.

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 school's third school year and the local report card data is available.

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 third 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 93 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 | <ul style="list-style-type: none"> ➤ Concise open meetings law and public records training ➤ 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.

Under Ohio Revised Code section 3314.35(C), a school's first two years of local report card ratings are not used when assessing the school's potential for auto-closure. Additionally, 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 the completion of its fifth year of operation.

**OPERATOR'S
EXPERIENCE
OPERATING ONLINE
SCHOOLS**

OPERATOR’S EXPERIENCE OPERATING 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.

In the summer of 2018, ACCEL Schools became the chosen operator of the Ohio Distance and Electronic Learning Academy (OHDELA). Despite being open for over 17 years, OHDELA had struggled and trailed other statewide virtual community schools in Ohio. In partnership with the school board, ACCEL Schools is implementing an aggressive turnaround plan to put OHDELA in a position to be academically successful and operationally sound. This includes implementing a solid curriculum aligned with Ohio’s Learning Standards, a short-cycle assessment system, policies requiring student participation in teaching experiences, and progress monitoring tools and practices.

ACCEL Schools partnered with school boards to open two internet or computer-based schools in 2022 and 2023, the Gateway Community Online Academy of Ohio and Pathfinder Career Academy of Ohio. ACCEL Schools and the school board for Pathfinder Career Academy of Ohio launched the first online career academy in Ohio. Between the three internet or computer-based schools ACCEL Schools operates in Ohio, approximately 10,400 students from every county in the state are served, and 400 educators/leaders are employed to deliver quality options to Ohio families.

The ACCEL Schools’ senior leadership and online operations teams, in addition to the finance, marketing, systems, state reporting, and school development teams, have over one hundred years of collective experience supporting Ohio internet or computer-based community schools. As an entire team, Ohio will not find a more experienced group of individuals to launch, operate, and support an internet or computer-based school.

- 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.

ACCEL Schools understands the operating standards for internet or computer-based schools as outlined by Ohio Revised Code 3314. Below are some of the key provisions, yet this is not an exhaustive list. Others are listed in the education plan or inclusive of the current Ohio sponsor’s oversight procedures:

- Virtual College and Career Prep Academy will hire all Ohio-licensed teachers
- All students must participate in state testing for the grades offered each year
- All students will receive a computer device unless the parent opts out
- Virtual College and Career Prep Academy will ensure that all students have broadband access so they can fully participate in the program
- The school will hold face-to-face events with teachers and students

- There are particular attendance tracking requirements for both online and offline instructional activities, and these are further discussed in the attachment: Compliance Internet of Computer-Based 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.

To date, ACCEL Online Ohio has not had to terminate an agreement with an online school. The termination clauses for ACCEL, as outlined in Section 10 of the draft agreement:

Termination by the Manager. The Manager may, at its option, terminate this Agreement upon the occurrence of any of the following events: The Board fails to make any payment of money due to the Manager within five (5) business days of written notice from Manager to Board that such payment is overdue, excluding overdue payments resulting from a payment dispute or delay between the Board and any funding entity, and such termination shall be effective at the end of the then-current school year. The Manager suffers operating deficits related to the operation of the School for the school year, provided that any notice of termination delivered by the Manager to the Board after the School opens for the school year shall not be effective until the end of that school year;

The Board is in material default under any other condition, term or provisions of this Agreement (except late payment which is addressed above) or in violation of applicable law or the Sponsorship Agreement, and the default or violation remains uncured for thirty (30) days after the Board receives written notice from the Manager, government or quasi-government authority, or Sponsor, as applicable, of the default or violation, and such termination shall be effective at the end of the then-current school year. However, if the default or violation cannot be reasonably cured within thirty (30) days, and the Board promptly undertakes or continues efforts to cure the material default within a reasonable time, the failure shall not be grounds for termination. Notwithstanding the foregoing, if the Board's default or violation creates an imminent danger to the health, welfare or safety of students, parents or others, the failure must be cured immediately upon notice from the Manager, and Manager may terminate the Agreement effective immediately if not so cured; or

Any adverse and material change in local, State or federal funding for the School's students; provided that any notice of termination delivered to the Board based upon an adverse and material change in funding shall be effective when the funding change goes into effect or such later date as designated by the Manager.

Manager may terminate this Agreement effective immediately upon written notice to the Board in the event that the School or Board adopts or amends a policy, and the effect of such amendment or

policy would reasonably be determined by Manager to materially increase the financial risk to Manager arising from its performance of its obligations hereunder, thus rendering Manager's performance economically unviable. In the event the School or Board adopts such an adverse policy in the middle of the school year, Manager agrees to use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder.

Manager may terminate this Agreement effective immediately upon written notice to the Board in the event that the Board or School undergoes adverse change that makes the Board or School financially unviable.

- 4) Please detail the previous experience of key personnel employed by the operator related to operation of online or blended learning models;

ACCEL Schools is a K-12 Education Services Organization formed in 2014, currently serving over 55,000 students in 90 brick-and-mortar and online schools in Alabama, Arizona, Colorado, Florida, Georgia, Indiana, Michigan, Missouri, Ohio, Oregon, Washington, West Virginia, Wyoming and Utah. ACCEL Schools partners with active school boards to provide an online model that weaves together standards-based and highly individualized content with dynamic, interactive, and engaging material that is rooted in the rigor of focusing on both academic success and preparedness for college and/or career after high school. We believe a robust and personalized education is critical to every student we serve.

The team members at ACCEL Schools were responsible for the founding of K12 Inc. (now Stride) and have operated schools across the country, including Ohio Virtual Academy, prior to leaving to form ACCEL Schools. Upon forming ACCEL Schools, co-founders Ron Packard and Maria Szalay sought to recruit talent passionate about providing all students with an exceptional online school experience. Through prior experience, it was essential for students, families, and educators to have access to "best in class" tools and curriculum in the industry. All tools and curriculum materials are research-based and aligned with state standards. ACCEL's approach to education works because students are provided with a personalized learning experience, tracking of student achievement/standards, more individualized live instruction, personalized asynchronous/supplementals, and a high-touch educational environment where families feel connected to their school community.

- 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).

Accel Online has not received a full-time equivalency determination.

EDUCATION PLAN

School Name:	Virtual College & Career Prep Academy	Date:	9/1/2024
---------------------	--	--------------	-----------------

6.3a Mission, Vision, Philosophy

The mission should answer the question *why do we exist?* The vision should answer the question *what do we hope to become?* Likewise, a school's philosophy should answer the question *what do we value and believe about educating students?*

Mission	6.3a	1) MISSION (Why do we exist?): State the school's clear, <i>concise</i>, and compelling mission statement that describes its specific intent/purpose. Specifically address how online learning will be the focus of the school.
The mission is to reach all students with an individualized, career-focused education in an interactive learning environment rooted in rigor and innovation.		
Vision	6.3a	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.
We are dedicated to academic excellence that empowers and prepares students for a world of opportunity. The Academy envisions a learning experience combining the best online instruction with its capacity for individualized, flexible learning. Our statewide public charter school, serving all K-12 grades, will feature an innovative and interactive curriculum fully aligned to the Ohio Learning Standards and taught by talented Ohio state-certified teachers. Teacher-led instruction will include synchronous and asynchronous learning opportunities, one-to-one tutoring, organized peer interaction, and a focus on critical skills for college and workforce success.		
Philosophy	6.3a	3) PHILOSOPHY (What do we value and believe about educating students?) State the school's clear, <i>concise</i>, and compelling philosophy that describes the values and beliefs by which the school will operate.
	6.3a	4) Describe how the State of Ohio benefits from an additional internet or computer-based community school.
The Academy will seek partnerships with higher education institutions to permit students to participate in early enrollment, dual credit, and internships. Each student will have a Career Readiness Plan, and the school will support students in pursuing their post-secondary goals, whether that includes		

college enrollment, entering the workforce, military enlistment, or other pathways. The key elements of the Virtual Preparatory Academy of Ohio program are:

1. Integrated career awareness, exploration, and preparation programs across all grade levels in a statewide virtual school model.
2. Personalized learning paths that allow each student the flexibility to pursue their interests for post-secondary learning, working, or serving.
3. A rigorous academic program with a wide array of course offerings for all abilities fully aligned to Ohio Learning Standards.
4. Differentiated Instruction: The proposed Learning Management System allows teachers to personalize assignments and content. Teachers will be trained to effectively use student data to inform small groups and one-on-one instruction and customize course content for individual students.
5. Progress Monitoring: Teachers will monitor student progress using iReady tests. iReady effectively tracks student progress in mastering recently taught standards, planning ongoing instruction, and reteaching to accelerate student growth.
6. Whole Student Supports: The Student Services Team (SST) will empower students to overcome academic, social, emotional, and mental health challenges to succeed in school and their community.
7. Student Engagement: Teachers will have multiple data sources to monitor student engagement behavior and can use that data to understand how students spend their time in the system and offline. With this data, teachers can help get students back on track if they are struggling or need to be challenged.

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	<p>1) Provide specific standards with detailed descriptions for all core and non-core content (physical education, music, art, technology, etc.), including social-emotional learning, addressed by school that will enable each student to acquire learning across all four learning domains: foundational knowledge and skills, well-rounded content, leadership & reasoning, and social-emotional learning.</p> <p>2) Provide evidence of alignment for all core and non-core content area curriculum that complies with the standards developed by the International Association for K-12 Online Learning.</p> <p>If the school will use Ohio’s Learning Standards in all core and non-core content areas, please check the box. <input checked="" type="checkbox"/></p>
<p>We will use Ohio’s Learning Standards in all core and non-core content areas, and additional elective choices will be offered.</p> <p>Curriculum – Learning Standards: Social-Emotional Learning</p> <p>According to the <i>Class of 2030 and Life-ready Learning</i> report from Microsoft, “While the class of 2030 will need greater cognitive skills in priority areas such as creativity and problem-solving, social-emotional skills such as relationship building, self-awareness, and self-recognition will be increasingly important since they not only support academic learning but also promote well-being.”</p> <p>The Academy will create a learning environment that delivers and supports the CASEL 5 core competencies - self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL will be delivered through a systematic approach that infuses the core competencies into every part of the student’s online school experience, as well as when they are at home and in their community. Advisory will be used to deepen peer discussion and learning opportunities around these key competencies.</p> <p>As part of the AMP package, staff and students will have access to resources to implement a robust SEL program. The Academy will use both Newsela and Naviance platforms, which can be accessed directly in the student’s Canvas learning management system.</p> <p><i>Newsela</i></p> <ul style="list-style-type: none"> • This evidence-based collection is organized by the five CASEL SEL competencies: self-awareness, self-management, social awareness, relationship building, and responsible decision-making. • SEL content is weaved into ELA and Social Studies curriculum with embedded resources. • All content is published daily at 5 reading levels, so all students can access the same texts, and no one ever feels left out of a discussion. • Up-to-date content helps explain and illustrate each SEL competency through timely, real-world stories that students can relate to. 		

- Flexible pathways and at-home supports are available to ensure the content works whether the instruction is in-person or remote, synchronous or asynchronous.

Naviance

- This College, Career, and Life Readiness Framework provides a blueprint to prepare middle and high school students for success after graduation.
- Practical toolset provided to help define, measure, and track success for college, career, and life readiness initiatives.
- Research-backed framework which outlines six competencies that students in grades 6-12 must achieve to become college, career, and life ready: Myself, My Success Skills, My Network, My College, and My Finances.
- Each competency outline's themes and objectives to further define success, as well as grade-specific activities to achieve each grade-level objective. The model provides guidance on key metrics to track related to each competency.

Curriculum - Model

6.3b

2) Does the school plan to use the Ohio Model Curriculum?

☒ **Yes, the school will utilize the Ohio Model Curriculum in all core and non-core content areas.**

☐ **No, the school will utilize the curriculum model described below.**

If "no" is marked, provide evidence of the school's written curriculum including standards, assessments, differentiation strategies, etc. as an attachment (Attachment # _ Curriculum Model). Describe the research supporting the model.

While our school will fully implement the Ohio Model Curricula, we will also supplement our existing curriculum. Our curriculum model consists of:

- Our school implements Ohio state standards across all grade levels and subject areas.
- We provide Ohio curriculum maps with standards alignment and pacing for our 6-12th grade core courses:

Sample high school course

StrongMind - English 9 General © 2021 Pansophic Learning Ltd. and its a						
Pacing ▾	Semester ▾	Unit ▾	Unit Name ▾	Lesson ▾	Title ▾	Ohio ID ▾
Week 1	A	1	Hit the Ground Running	1	In the Beginning	OH.ELA-Literacy.RI.9-10.2a OH.ELA-Literacy.RI.9-10.5 OH.ELA-Literacy.RI.9-10.8 OH.ELA-Literacy.L.9-10.6
Week 1	A	1	Hit the Ground Running	2	The Value of Information	OH.ELA-Literacy.RI.9-10.2b OH.ELA-Literacy.RI.9-10.2b OH.ELA-Literacy.SL.9-10.1a OH.ELA-Literacy.SL.9-10.1b OH.ELA-Literacy.SL.9-10.1c OH.ELA-Literacy.SL.9-10.1d OH.ELA-Literacy.SL.9-10.6 OH.ELA-Literacy.L.9-10.4b OH.ELA-Literacy.L.9-10.6
Week 2	A	1	Hit the Ground Running	3	Sound Structures	OH.ELA-Literacy.RI.9-10.3 OH.ELA-Literacy.RI.9-10.9 OH.ELA-Literacy.W.9-10.10 OH.ELA-Literacy.L.9-10.6

Asynchronous Course Content

- We partner with best-in-class course providers to deliver engaging and accessible asynchronous course content. Our partners employ research-based techniques and best practices:
 - StrongMind
 - StrongMind is our 6-12 core provider, as well as select electives
 - Instructional design white paper: <https://www.strongmind.com/backward-design-whitepaper/>
 - Accelerate Education
 - Accelerate is our Credit Recovery provider, as well as select courses
 - National Standards of Quality documentation: https://s3-us-west-2.amazonaws.com/static.accelerate.education/National_Standards_Online_Courses_Alignments.pdf
 - eDynamic Learning
 - eDynamic is our CTE and electives provider

- Research: eDynamic courses are designed by teachers and industry subject matter experts. The learning curriculum utilizes concepts that pertain specifically to the Gen Z generation. The three focused learning theories include behaviorists, constructivism, and cognitivism. Each course incorporates Bloom's Taxonomy to promote higher-order thinking skills within their lessons, activities, and assessments.
- Florida Virtual (FLVS)
 - Florida Virtual provides select courses
 - FLVS courses are created to national standards, and include a wide range of diverse activities, providing an engaging and rigorous learning experience for different learning styles. With interactive games and quizzes, engaging video and audio clips, and practical written lessons and assessments, FLVS courses are thoughtfully designed to help students understand new concepts and master new skills.

Assessments

- Our assessment strategy is designed to provide a balanced system of metrics to gauge and improve student achievement. Our assessments employ research-based practices:
 - Renaissance Star Reading & Star Math Assessment
 - Given in 2 administrations: 1 pretest, 1 posttest per ODE guidelines
 - Administered to grades 9 and higher
 - Students who enroll after the fall testing window will test immediately upon entry into the program.
 - Growth is measured for students who are enrolled for at least 13 weeks. Students test again after 13 weeks of instruction.
 - iReady:
 - The iReady Diagnostic is administered three times a year in ELA and Math to grades 6-12.
 - Ohio Linking Study: <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/i-ready-diagnostic-assessments-linking-study-overview-ohio-2020.pdf>
 - Short-Cycle Assessments:
 - Short-cycle assessments are standards-based and align to our curriculum and pacing. SCAs are administered every 2-4 weeks, with a pretest, teaching and intervention, and posttest cycle.
 - Research: The Short Cycle Assessment process is a structure that uses data to determine student mastery, and to provide intervention on gaps in learning, by setting up assessments and teacher teams using short term cycle tests of student data. Developed from a review of state assessments, teachers provide a pre-assessment before teaching the standard, followed in 2 to 4 weeks with a post-assessment to measure the student learning of that standard. These short cycles are meant to last 2 to 4 weeks and are guided by the teacher and building teams to identify instructional strategies needed to intervene and provide further instruction for each individual student based on the data from each assessment.

- Robert Dufour's PLC model provides a framework for using data to improve teaching and learning. The Short Cycle Assessments provide systematic, regular data that can be analyzed from a teacher level to improve instruction, to a district level to help identify gaps in curriculum DuFour, R. (2015). How PLCs do data right. *Educational Leadership*. 73(3), 26.
- Marzano, (2003), *Using Data; Two Wrongs and a Right*. *Educational Leadership*, 60(5), 1-2
- Carr, Chad R., "Columbus Preparatory Academy: A Case Study" (2017). *Morehead State Theses and Dissertations*. 117. https://scholarworks.moreheadstate.edu/msu_theses_dissertations/117.

Short Cycle Assessment Name	Standards Assessed	Standard Concept	Module/ Unit	Week Found in AMP Curriculum
SY21 SCA 9th Grade ELA Determine theme of a text and its development; summary of the text	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	1A, 2A, 6A, 1B, 6B	1, 2, 3, 4, 6, 16, 18, 19, 21, 34, 36
SY21 SCA 9th Grade ELA Meaning and impact of words and phrases used in the text	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone	4A, 6A, 1B, 3B, 5B, 6B	10, 12, 17, 18, 21, 27, 31, 33, 35, 36
SY21 SCA 9th Grade ELA Cite text evidence to support what the text says; draw inferences	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	3A, 4A, 6A, 1A	7, 8, 9, 11, 17, 18, 21
SY21 SCA 9th Grade ELA Analyze representation of a subject or scene in two different artistic mediums	RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	5A, 6A, 6B	13, 15, 18, 36
SY21 SCA 9th Grade ELA How an author transforms source material in a specific work	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work	6A, 2B, 6B	18, 23, 24, 36
SY21 SCA 9th Grade ELA Point of view reflected in a work of literature from outside the United States	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	4A, 6A, 2B, 6B	11, 12, 17, 18, 24, 36
SY21 SCA 9th Grade ELA Analyze how complex characters develop over the course of a text	RL.9-10.3	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	2A, 4A, 6A, 1B, 2B, 6B	5, 6, 10, 18, 19, 21, 23, 24, 34, 36

- Course Assessments:
- Accelerate Education

- Credit Recovery: This program is designed to serve students seeking to recapture credit for courses previously taken. The credit recovery program allows students to follow an individualized path based on assessments and progress at their own pace. These individualized, self-paced, standards-based courses are intended to keep students on track for graduation.
- StrongMind
 - Checkpoints are short quizzes that are used to assess mastery of lesson objectives aligned to Ohio state standards.
 - Unit Exams are assessments used at the end of each unit. It is an exam that will assess mastery of unit objectives aligned to Ohio state standards.
 - Course Exams are the last lesson of the course and consist of questions that test students on the concepts and information learned in the course and are aligned to Ohio state standards.
 - Research: StrongMind engages in meaningful research to better understand factors associated with student engagement and academic success. The StrongMind team leading these research efforts includes researchers with doctoral degrees in education measurement, data scientists who have published in the field of machine learning, and established thought leaders in user-experience research for courses. Findings from investigations assist to make impactful, data-driven decisions to guide the development of products and interactive tools that deliver effective educational experiences and improved academic outcomes.
- eDynamic
 - Formative/Summative Assessments: Courses include formative and summative assessments for students. Students have opportunities to “test their knowledge” before quizzes and check their understanding of content to guide them toward success. Courses contain auto-graded unit quizzes, midterm exams, and final exams.
 - Research: Edynamic courses are designed by teachers and industry subject matter experts. The learning curriculum utilizes concepts that pertain specifically to the Gen Z generation. The three focused learning theories include behaviorists, constructivism, and cognitivism. Each course incorporates Bloom’s Taxonomy to promote higher-order thinking skills within their lessons, activities, and assessments.

Differentiation Strategies

- We build differentiated intervention opportunities into our courses for teachers to leverage in small group and 1:1 instruction:
- Teachers have access to multiple points of data to triangulate where students’ needs or gaps in unfinished learning are evident. Data sources include:
 - iReady assessment, lessons passed and quiz passage percentage
 - Short Cycle assessment data
 - Quiz data from supplemental resources such as BrainPOP, IXL, Khan Academy, or Newsela
 - Quizzes or Unit tests from Curriculum resources
- eDynamic
 - Teachers are able to create small groups and change visibility of course content.

- Sample intervention module for high school*

[illegible]

Curriculum - Pacing Guides	6.3b	3) Provide a detailed description of the development process for pacing guides used in your school that includes the deconstruction of standards.
----------------------------	------	---

Pacing guide templates can be continually modified to take on various forms to best serve instructional needs. Still, each document will include the week, semester, unit name, lesson number, title, and standard identification. When developing a pacing guide, teachers will collaborate within grade levels and subject areas and deconstruct standards into their components of action (what the learner will do) and content (what the learner will know). Once content and actions are deconstructed, teachers can categorize and create a chronological progression of related content. When vendors offer suggested pacing guides and scope and sequence documents with their curricular materials, these will be used in conjunction with teacher planning documents.

All Core Content Courses will include a curriculum map showing pace and standard alignment. Typically, each unit will be about three weeks in length, and in this pacing guide, teachers can see specifically which lessons in the core content they should address each week. In most courses, teachers will cover an average of two lessons per week, with the last week having only one new lesson, leaving room for review and the Unit Exam.

StrongMind - English 9 General © 2021 Pansophic Learning Ltd. and its a						
Pacing	Semester	Unit	Unit Name	Lesson	Title	Ohio ID
Week 1	A	1	Hit the Ground Running	1	In the Beginning	OH.ELA-Literacy.RI.9-10.2a OH.ELA-Literacy.RI.9-10.5 OH.ELA-Literacy.RI.9-10.8 OH.ELA-Literacy.L.9-10.6
Week 1	A	1	Hit the Ground Running	2	The Value of Information	OH.ELA-Literacy.RL.9-10.2b OH.ELA-Literacy.RI.9-10.2b OH.ELA-Literacy.SL.9-10.1a OH.ELA-Literacy.SL.9-10.1b OH.ELA-Literacy.SL.9-10.1c OH.ELA-Literacy.SL.9-10.1d OH.ELA-Literacy.SL.9-10.6 OH.ELA-Literacy.L.9-10.4b OH.ELA-Literacy.L.9-10.6
Week 2	A	1	Hit the Ground Running	3	Sound Structures	OH.ELA-Literacy.RI.9-10.3 OH.ELA-Literacy.RI.9-10.9 OH.ELA-Literacy.W.9-10.10 OH.ELA-Literacy.L.9-10.6

Curriculum – Lesson Template	6.3b	4) Explain what specific components are to be included in model lesson plan templates and rationale.
<p>Lesson overview templates are often included as resources within online curricular vendor materials. When templates need to be created by teachers, the components to be included are teacher name, grade level, subject/unit, standards (with an essential understanding of what students will know and be able to do), duration, and materials/resources. The instructional planning portion will include the lesson element, objectives, student learning targets, differentiated instruction and applicable formative and summative assessments. These elements are based on best practices in lesson planning, Ohio's Quality Review Rubrics for Units and Lessons, and UDL principles.</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, the Ohio Strategic Plan for Education: 2019-2024, and the mission, vision, and philosophy of the school.
<p>The alignment of the school's curriculum model to the Ohio Learning Standards (OLS) is embedded in the ODE Model Curriculum for ELA, Mathematics, Social Studies, Science, and Fine Arts, and Ohio Association of Health, Physical Education, Recreation, and Dance (OHPERD) standards for PE. The school intends to support the Model Curriculum by creating pacing guides for each area and/or utilizing pacing guides provided from the curricular resources. To create these pacing guides, we will/have a comprehensive review of all Ohio Learning Standards, unpacked each standard (including content and vocabulary), included guiding questions for modeling and check for understanding, identified mastery for each standard, and considered time for re-teaching if mastery is not met. The pacing guides will continually be reviewed and adjusted based on student achievement. The principal will continually work to review the updated Model Curriculum documents, pacing guides, and curricular resources to ensure alignment with the OLS. By utilizing the ODE standards-based model curriculum, pacing guides, academic framework, and curricular resources, our teachers will be able to provide high-quality instruction that will allow our mission to thrive.</p> <p>Our vision is to become a school that provides highly qualified, high school and college-ready students. The school's curriculum model embraces standards-based instruction in such a way that allows for research-based resources to be used within a framework of best practices fostering engagement to produce students who are considered highly qualified applicants for high school and college.</p> <p>The alignment in the school's curriculum model and philosophy is rooted in its structure of focus on closing the achievement gap, providing an avenue for proficiency in students. Our school's philosophy is that all students can reach proficiency and beyond when given the appropriate academic structure and support. Research shows that students who do not attain grade-level proficiencies in math and reading by the eighth grade are much less likely to be college-ready at the end of high school. The school's curriculum model places its focus on evidence-based best practices that have been proven to close the achievement gap and move students to proficiency.</p>		

Alignment documents are found at the end of this document.

Curriculum - Literacy Skills	6.3b	6) Describe how the school will develop literacy skills across all ages, grades and subjects, as well as building the capacity for effective literacy instruction (i.e. search ODE Ohio's Plan to Raise Literacy Achievement Birth-12, January 2018 and Ohio's Dyslexia Guidebook). Describe how the school will monitor the implementation of literacy practices for fidelity and impact. Include instruction in foundational word recognition, language comprehension, and writing skills, as well as intervention methods for off-track students.
------------------------------	------	---

The school has chosen to adopt ACCEL School's extensive Literacy Plan. The ACCEL Schools Literacy Plan articulates the components of literacy instruction and the research base for each. All components are grounded in relevant literacy research and include evidence-based strategies. Stakeholders are expected to internalize and operationalize this plan to meet the needs of their respective schools and communities. The components of the ACCEL Schools Literacy Plan guide the work of school teams in meeting the literacy needs of all students, including those who are second language learners and those who have cognitive challenges. While strategies specific to meeting the diverse needs of our students are not explicitly noted in this plan, there is an expectation that Special Education team members and those who support English language learners devise supports to engage these students in the same components of the literacy plan using strategies that are specific to the needs of those students.

Key stakeholders include the school community, the governing Board, sponsors, families, students, school staff, leadership teams, and ACCEL Schools leadership members. Each stakeholder plays a different role in supporting and executing this plan. With support from the ACCEL Schools leadership and building level teams, each stakeholder is expected to internalize this Literacy Plan and its aspects at a level appropriate for their role in the execution, monitoring, and assessment of the plan. With each stakeholder's support, students who attend an ACCEL School consistently will reach their full reading potential over time.

The school will utilize the Dyslexia Learning Journey: Ohio's Dyslexia Guidebook as the foundation of our program. The school has selected iReady Literacy Tasks as our screener. Together with the baseline reading diagnostic score, these two measures help us identify what students will receive initial targeted support based on their risk for Dyslexia. Screening for all required students will be built into the assessment calendar, and progress monitoring will be embedded into the school's MTSS structure. All teachers and administrators will participate in the Science of Reading and Dyslexia Support professional development as required by Section 285.330 in House Bill 33.

Curriculum – Future Success	6.3b	7) Describe how the school will identify and support student's future success (i.e. focus on career, project-based learning, expanding work-based learning, career-tech/industry credentials, job shadowing and expanding pathways to graduation).
<p>The school will support students using the outline provided by DEW with the College and Career Readiness Program. The school will monitor the current needs and anticipate the future workforce demands of the economy. Prepare learners to succeed in lifelong learning and careers through secondary-postsecondary programs of study that include high-level academic and technical skills in real-life contexts. The school will support career development for all learners, career pathways for high school students, and workforce development. A position for college career counseling will be hired for the school.</p> <p>The Academy will link to the Career Connections Framework to ensure we incorporate age-appropriate college and career readiness exposure.</p> <p>Student Career Advising Opportunities & Expectations</p> <p>By the end of each calendar year, all students will:</p> <ul style="list-style-type: none"> • Create a career plan to advise using the OhioMeansJobs.com website. • Complete and submit documentation of the following assessments: • Career Cluster Inventory Results • Career Profile Assessment Results • Occupational Research—Job Description of Career Interests • Work Values Assessment Results • Meet annually with their academic advisor to discuss their assessment results, career interests, and career plans to set goals for their career pathway. <p>As a graduation requirement, all students will:</p> <ul style="list-style-type: none"> • Complete the Applied Economics & Common Cents course to fulfill financial literacy requirements and explore occupations as presented by community representatives • Create a resume using guidance from the OhioMeansJobs.com website • Participate in mock interviews with their academic advisor and peers • Attend in-person and virtual college and career fairs when available 		

- Meet annually with their academic advisor to discuss their career interests and the educational pathway required to obtain this career choice

To graduate, students must successfully earn a minimum of 20 credits and take the required Ohio State End-of-Course examinations.

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.*

Instructional Delivery Methods	6.3c	1) Explain in detail the <u>primary</u>, evidence-based 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 to support success for all students.
<p>Through effective use of technology, teachers, parents/guardians, and students can interact through webinars, online chat, and LMS email, enabling teachers to custom-tailor academic programs to students' unique skills and interests – all aimed at optimizing students' learning experience. The innovative advantages of AMP are outlined below:</p> <ul style="list-style-type: none"> • Single sign-on experience includes curriculum and web-based resources inside each course. • Synchronous and asynchronous lessons support student-centered learning. • Real-time progress monitoring provides instantaneous access to standards-aligned and performance-based data on each student, allowing teachers to target students in need and individualize support with small group or one-on-one instructional support. • Teachers can customize homepages, modules, and grade books, individualize assignments and learning pathways, create and monitor discussion boards, schedule and host live sessions, provide feedback, and email students. • Teachers can monitor student engagement by accessing course analytics that displays trends in student log-in, missing work, grades, and course interaction. • Guardians can support engagement with an observer account to contact staff and view all progress - without the ability to take any action on behalf of the student. 		

Students learn with a unique virtual learning space through AMP, including a convenient single sign that provides access to all the tools they need to facilitate their learning. This includes access to the curriculum, teacher support, progress monitoring, internal email communication, and content instruction. The offering is unique in that every aspect of the student's academic development is sourced from one single sign-on portal tailored to the student's learning plan.

AMP includes Canvas as the Learning Management System. Additionally, many specially curated web-based resources have been collected to enhance the curriculum beyond the typical vendor. Students can interact with each other using the chat functionality under teacher supervision. During synchronous instruction, students receive one-on-one interventions, group projects, collaborative workspaces, discussion areas, web conferences, and message boards.

AMP Technology Family



Courses will offer content with age-appropriate educational materials from ACCEL's proprietary content combined with carefully curated and nationally recognized publishers. This model includes resources from a variety of sources, including print, electronic media, and real-world experiences. Student learning will consist of online instruction and activities, instructional staff/student discussion boards, group instruction via electronic classrooms, and opportunities for collaborative projects. Courses are structured around objectives, content, and assessments, courses are designed to meet today's rigorous academic environment and Ohio Learning Standards.

Career Readiness

A Career Readiness program will offer an integrated and inclusive approach to student learning designed to close the skills, interests, and equity gaps in this evolving global society. The Academy will leverage the ACCEL network and best-in-class tools and technologies to emulate and enhance ground-based career education.

Students will have opportunities to work together in real time using digital collaboration tools intentionally integrated into the curriculum to support cognitive and non-cognitive skills. The Academy will also specialize in simulating real-world, authentic learning experiences to help students develop key competencies that will allow them to thrive in a competitive career.

The teachers and school counselor will work together to develop and strengthen student's postsecondary goals; however, their roles are differentiated through the support and services provided. The school counselor provides all students with counseling that facilitates academic, career, and social/emotional development, helping all students develop plans for choosing a career. The school counselor will coordinate with the teachers to advocate for career readiness opportunities to guide students to success in their chosen careers.

The specific programs of study established will be informed by input from the industry needs of the community, as well as the career interests and the location of students in the program. Partnerships will be built with local industries, postsecondary institutions, and community and student organizations to foster college and career readiness. Students can graduate with workplace experiences, industry-recognized credentials and certificates, and/or college credits.

Curricular offerings delivered in each student's educational program will include:

- **Elementary:** career
 1. Awareness will start as early as K-5, beginning early to help students understand their strengths, interests, and values and to use those self-discovered qualities to illuminate potential career opportunities.

2. Build a foundation of career awareness and literacy aligned with Ohio's Learning Standards
 3. Focus on essential skills development (i.e., communication, collaboration, problem-solving) integrated into core instruction
 4. Career awareness activities will include the use of innovative technology to put students in direct contact with careers and professionals in their community (i.e., video library, video conferences, live small group sessions, career-focused virtual and in-person field trips)
- **Middle School:** career exploration will be the focus of grades 6-8, allowing students to investigate the world of work and relate careers to individual interests, skills, and abilities.
 1. Focus on building a sense of identity and purpose
 2. Students will choose personal electives and extra-curricular activities based on these interests and strengths.
 3. Career exploration activities will include industry research, career projects, workplace tours, community service projects, mentoring, and mock interviews.
 - **High School:** career development for grades 9-12 through exposure and education, deepening the connection with the student's chosen area of interest.
 1. Focus on skills application through work-based learning
 2. Students will develop a career portfolio to gather and manage career-related information and goals.
 3. CTE coursework and pathways will culminate in opportunities for students to gain industry-recognized credentials and certifications of value.
 4. Concurrent enrollment opportunities for qualified high school students with local colleges and universities.
 5. Opportunities to apply essential workplace skills through internships, externships, co-ops, etc.

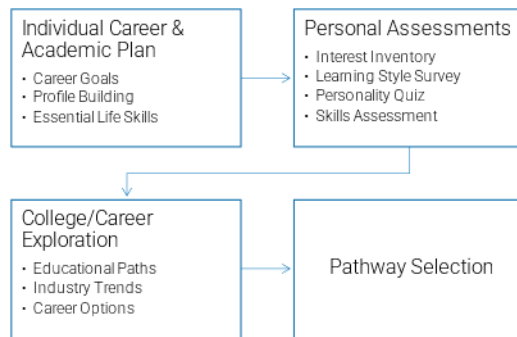
Career Development. Students and parents will regularly have opportunities for individual career-planning discussions and activities. A graduation and career success plan will be developed as students progress through grade levels. This plan will include interest and skills assessments, student interests and abilities, career goals, and training/education requirements.

As part of the AMP learning ecosystem, staff and students will have Naviance as their college and career planning tool. The student's Canvas learning management system can access this program directly.

Naviance will help students with the following:

- Career Exploration and Planning - explore careers and align academic plans to goals
- College Research and Application - explore postsecondary education options and identify best-match colleges, universities, or military
- Course Planning - create multi-year course plans aligned with interests and graduation requirements
- Self-Discovery Tools - uncover strengths to help make informed decisions about the future
- Life Skills - develop critical skills for managing stress, responsible decision-making, building a support network, and more

Career Development



- Fostering excitement and possibilities with exploration
- Connecting skills, interests, and abilities to career opportunities
- Understanding how “I” fit into the bigger world
- Core part of Advisory, supported by Counselors



21st Century Skills. The educational program will include preparation for professional skills necessary to be successful in the workplace. These include self-awareness, communication skills, critical thinking and problem-solving, time management, and global/cultural awareness. Activities will be provided for all students to increase employability skills and support next-step planning.



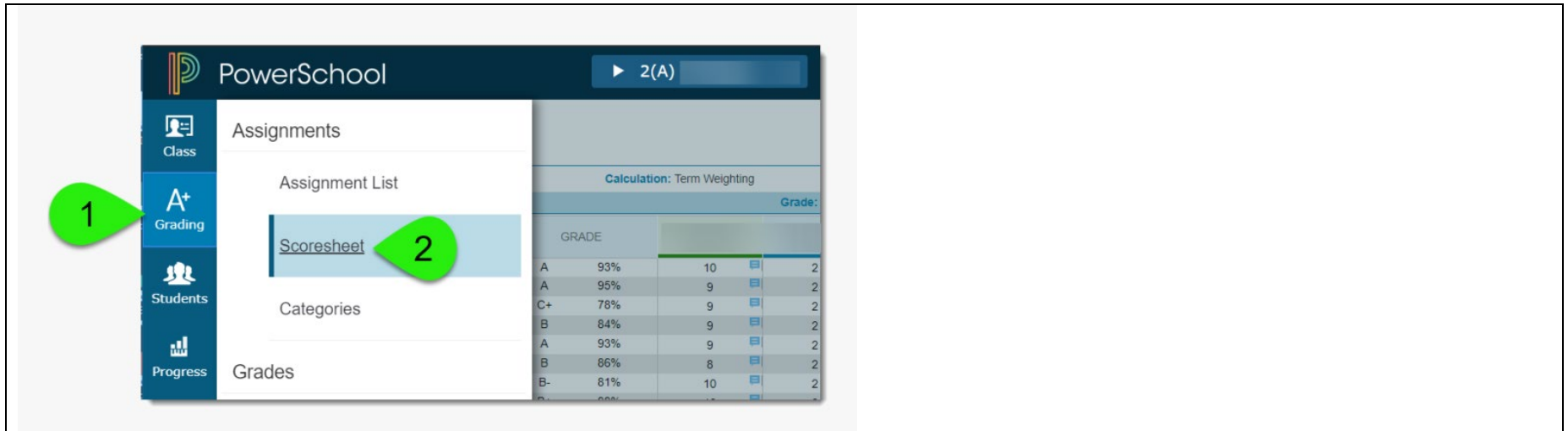
Educational Management System

Full-time virtual school programs depend on the integrated curriculum and data systems that enable the educational program to be delivered. To stay agile and meet state-specific needs, ACCEL focuses on integrating the systems and data in one spot to create a 360-degree view of each student while establishing seamless availability of all content and functionality. This data-driven investment puts instructional data at the fingertips of teachers and is an option that is not available in other districts across the state. ACCEL Schools' learning ecosystem, the ACCEL Management Platform (AMP) for Education, integrates the best available courses inside the powerful Learning Management System (LMS) and integrated Student Information System (SIS). The AMP Ecosystem is captured below:

AMP Ecosystem

SIS: PowerSchool: PowerSchool SIS is a leading student information system software solution for K-12 schools. PowerSchool boosts efficiency with an easy-to-use, intuitive student information management system that is customizable to meet the needs of an online school. This is critical functionality, particularly with an online learning environment in a charter setting, and allows for assignments, grading and data housing.

PowerSchool Scoresheet Screenshot



LMS: Canvas: All students, parents/guardians, teachers, and administrators have Canvas accounts. Canvas connects all the digital tools for stakeholders to use in one easy place. The platform is intuitive and collaborative and can be accessed anytime, anywhere, on any device. Because it is easy to learn, implement, and operate, Canvas users participate without the perceived obstacles often associated with new software. Features of Canvas include:

- Graphic Analytics and Reporting, which turns student performance and usage data into meaningful insights that can inform instruction.
- A badge and reward system that can be customized.
- A global calendar for assignments and course work allows students to manage their schedules and prioritize their tasks.
- Collaborative workspaces, discussion areas, ePortfolios, web conferencing and audio/video message capability provide students with a variety of ways to demonstrate learning.
- Upon login, a dashboard and activity stream provide students with a snapshot of the latest and most relevant course information.
- Notification preferences allow users to receive course updates by email or text message when and where they want.
- Parent co-enrollment connects parents to students' classes automatically, giving them insight into being successful.

Canvas Homeroom Screen


The screenshot shows the Canvas LMS interface for a 3rd-grade math course. The left sidebar lists navigation options: Home, Modules, Grades, New Analytics, Offline Tracker, Kami, Google Drive, Mastery Tracker, iReady, iXL, Sora, Typing.com, CK12, iChats, Code.org, Newsela, and Raz Kids. The main content area displays a weekly schedule for 9/13-9/17. The schedule is organized by day (Monday to Friday) and subject (Math, Language Arts, Science, Social Studies). Each subject has a corresponding module number (e.g., Module 5 for Math). A right sidebar contains links for View Course Stream, New Analytics, View Course Calendar, and View Course Notifications. The bottom section displays recent feedback and assignments, including a 4.4 Place Value Assignment and a 3.4 Expanded Notation Assignment.

Google for Education provides customized options for schools to create student email accounts and offers chat rooms as well as online word processing and collaborative tools.

Student Support

Learning Styles. The school's model is built for the online medium and incorporates audio, animation, and images to keep students interested and engaged. Courses incorporate simulations and interactive content to help students think creatively and critically. Discussion boards and group projects embedded in lessons foster communication and collaboration. Interactive games help students apply prior knowledge to problem-solving on a visual learning journey.

Interactive Content



Accommodations. The school can support the academic needs of a wide range of students, and it provides excellent support for English Learners by combining words and images, as well as audio and visual content and audio translation when needed. Within AMP, teachers can provide accommodations to curricular offerings to meet the various educational needs of each student. Teachers may add to the curriculum and the learning experience by uploading teacher-developed material unique to the student population and can limit the distribution of those materials to specific students if the need should dictate. Teachers can also modify the course delivery queue to accommodate slowing the delivery of course content and subject matter exposure for each student as needed to allow students to move toward mastery of subject area content at their own pace.

Accommodations will be made under the guidance of school leadership and within the parameters of the state standards for instruction. Additionally, topical supplementary information and materials may be uploaded as required. Such material may include video tours of libraries and museums, podcasts, and informative talks and reviews. Overall, the school envisions a personal learning experience of the future that combines the best of online learning with its capacity for individualized self-paced instruction, featuring an innovative, interactive curriculum.

The determination of student progress includes multiple measures of success and is focused on proficiency in standards aligned with the grade level course. Teachers may create and modify class and end-of-semester testing except for standardized testing requirements. In addition, using the AMP tools, the teacher modifies end-of-unit assessments to suit the student's individual needs, which correspond to curricular modifications determined and assigned by the teacher.

Online Support. The curriculum is designed to capitalize on the best opportunities the online venue offers for synchronous and asynchronous learning. Students will experience computer-assisted learning in both synchronous and asynchronous environments with teacher-led activities in the synchronous environment. The AMP management system includes help desk functions that support students and household technology needs required by the online learning platforms and supplied student hardware. Students also have internal email and telephone access to their teachers for instructional and subject-area learning support. Students can report errors or difficulties encountered in the systems directly from the AMP portal. Errors and system problems reported are generally remedied within twenty-four hours after reporting. Teachers provide office hours on a regular schedule to assist students with subject area support and tutoring if needed.

The school will provide special education instruction and related services per the IDEA, State of Ohio requirements, and applicable policies and practices of the Ohio Special Education Services Division. All special education services at the school will be delivered by individuals or agencies qualified to provide special education services as required by the State of Ohio. The school will be responsible for hiring, training, and employing site staff necessary to provide special education services to its students, including, without limitation, special education teachers and paraprofessionals. The school will ensure that all special education staff hired or contracted are qualified under State policies and meet all legal requirements. The school will be responsible for hiring, training, and employing itinerant staff necessary to provide special education services to students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Instructional Approach Methodology

The student-centered instructional method puts students' needs at the forefront of the instructional design, allowing them to take charge and be wholly involved in each aspect of their learning. The daily experience of a student includes scheduled live instructional sessions, scheduled small group targeted sessions, and 24/7 access to asynchronous coursework and supplemental curriculum resources aligned to the Ohio State Standards. This student-centered learning approach allows for more active learning, increased comprehension, and responsibility (Caulfield, 2011), which fosters independence, accountability, and time management - all critical skills for higher education and today's workforce.

Personalized learning (PL) takes the student-centered approach and catapults students into a self-directed learning plan tailored to their needs. According to Walkington and Bernacki, PL allows students to "have a voice in what they are learning based on how they learn best... In a learner-centered environment, learners own and co-design their learning" (2020).

An important addition to individualizing instruction according to student needs is that as students progress through the digital curriculum asynchronously, the Learning Management System within AMP captures the results of short cycle assessments in a color-coded mastery dashboard against the Ohio State Standards, equipping teachers with the immediate data needed to provide targeted synchronous instruction. The instructional

model plans synchronous instruction as a chance to add instructional value above and beyond what is already available in the asynchronous model. Teachers use data to determine which students need one-on-one direct instruction or small learning groups to differentiate and tailor instruction to students' real-time needs. Peer interactions will be hosted in small and large virtual classrooms to support student engagement to ensure individual attention, increased participation, and better communication.

Mastery Connect Tracker

Teacher View of Mastery Connect Tracker

Students									
SORT: Last, First ▼ A - Z ▼		6.RP.1	6.RP.2	6.RP.3	6th Grade M...	6.NS.1	6.NS.2	6.NS.3	6th Grade M...
Craig, Daniel	05	REMEDATION	REMEDATION	REMEDATION	11% (1/9)	NEAR MASTERY	NEAR MASTERY	MASTERY	33% (1/3)
Hardy, Tom	01	REMEDATION	REMEDATION	REMEDATION	11% (1/9)	MASTERY	MASTERY	MASTERY	100% (3/3)
Murphy, Cillian	02	NEAR MASTERY	REMEDATION	NEAR MASTERY	44% (4/9)	MASTERY	MASTERY	MASTERY	100% (3/3)

Lastly, instruction is embedded within a Multi-Tiered System of Supports (MTSS/RTI). MTSS/RTI uses assessment, intervention, and targeted instruction to ensure each child's academic, social, and emotional growth within three tiers - whole group, small group interventions, and individualized support.

Synchronous and Asynchronous Learning

Online instructional time is split between synchronous and asynchronous time in the following ways:

Synchronous

VS

Asynchronous

Whole Group Sessions

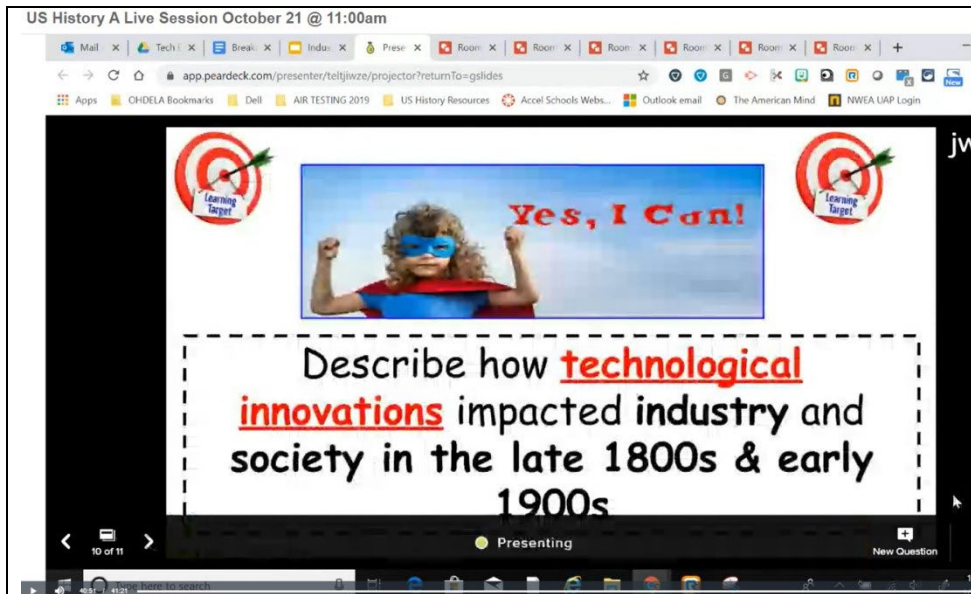
Small Group Sessions

Targeted Instruction

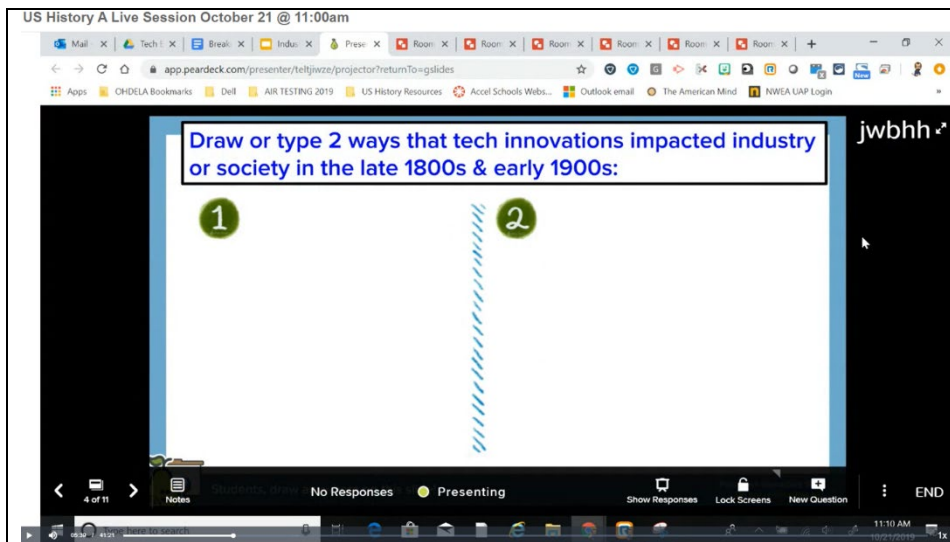
Course Content (i.e.
text, videos)Interactive Activities
(i.e. online forums)Individual Assignments
(i.e. Google Docs)Course Embedded
Assessments

Synchronous Instruction. The Academy will provide live instruction within the ecosystem of the ACCEL Management Platform, (AMP), accessed via the students' Course Dashboard. This synchronous instructional tool is used for one-on-one sessions between teachers and students and for student collaboration. A teacher's virtual office houses a whiteboard and webcams to promote collaboration. Additionally, students can use chat functionality and engage in teacher-facilitated discussion boards. The teacher controls shared screen features, and shared documents can be edited simultaneously. Teachers can create breakout rooms within these meetings where collaborative groups can meet to discuss a project or work on content.

Live Session Screenshot A



Live Session Screenshot B



Course content is introduced and applied in whole group sessions during live instructional sessions that occur multiple times a day. All live sessions are held utilizing a live web conferencing tool. Students and teachers interact in real-time using chat, microphone, webcam, whiteboard, break-out rooms, and shared documents within live sessions. The live sessions are recorded and can be reviewed by students who attended the course and by any students who may not have been present during the original session. The recordings are easily accessed by students from within the course. Small group and one-on-one sessions provide targeted instruction at the student's level. These sessions include scaffolding and opportunities for remediation, re-teaching, synthesis, or extension based on the specific needs of students.

Live Session – Targeted Small Groups

Live Session – Targeted Small Groups

Lesson 26
Using Context Clues

Introduction Sometimes when you read, you will see a word you do not know. You can figure out its meaning by looking at the words around it. You can use **context clues**.

- Sometimes a sentence includes a definition of the word.

definition
Living in a **frigid**, or **extremely cold**, place can be difficult.
- A sentence might also give an example that explains a word.

example
Frigid temperatures in the Arctic can be as low as **58°F below zero**.

accelschools.com

The fur on polar bears helps them **repel**, or keep away, cold water.

What does the word **repel** mean?

A to fight
B to push something away
C to make something warm
D to soak up or take in

Reading A-Z
Teacher's Guide
For book *Ghosts in the House*, Level 5
Script Level: Grade 3 (Middle)
Word Count: 1,831
Script Summary
In the 1880s, a young girl named Virginia had strange ideas coming from her attic at night. Suspense builds as Virginia tells the tale that her parents have something about this but are keeping it from her.

Objectives and Assessment
Monitor students to determine if they can:

- consistently read their lines with appropriate rate and accuracy;
- consistently read their lines with appropriate expression, including pauses, inflection, and intonation;
- follow along silently and listen for spoken cues.

Using the Script

- Each role is assigned a reading level according to the script's and script's difficulty.
- Assignment: Read the script to divide roles further to include more readers in a group.
- Discuss vocabulary and encourage readers to practice their lines to promote fluent delivery of the script.
- Have readers highlight their lines on the script, and encourage them to follow along as everyone reads.

Vocabulary
New words: fugitive, ghosts, haunted, novel, clues, Underground Railroad

Cast of Characters

Grade 3 (Middle)		
Mother	Father	Virginia
Caleb	Narrator	

17

Teachers can easily personalize content for each student to meet them at their academic level by utilizing the Differentiated Instruction (DI) Guide, embedded in each course for ease of use by teachers to identify and pull-out standard-aligned supplemental content.

Differentiated Instruction Guide

Differentiated Instruction Guide

Live links and
seamless
experience via SSO

6th English Language Arts				
Standard/Topic	i-Ready	IXL	Newsela	BrainPop
Screencasts	Findings Intervention Skills in i-Ready	IXL Skills Tutorial	Newsela Lexia/Search Tutorial	BrainPOP Search Tutorial
On textual evidence to support analysis of what the text says explicitly as well as inferences about the text	<p>2 Years Below Grade Level: Main Ideas and Details</p> <p>1 Year Below Grade Level: Close Reading: Using Details to Support Inferences</p> <p>On grade level: Analyzing Compare and Contrast Text Structure</p> <p>1 Year Above Grade Level: Citing Evidence: Literary Text</p>	<p>2 Years Below Grade Level: Close Reading: Using Details to Support Inferences (LJ2)</p> <p>1 Year Below Grade Level: Identify supporting details in literary texts (LJ2)</p> <p>On grade level: Identify supporting details in literary texts (LJ2)</p> <p>1 Year Above Grade Level: Match the quotations with their themes (LJ2)</p> <p>2 Years Below Grade Level: Determine the themes of short stories (LJ2)</p> <p>1 Year Above Grade Level: Compare two texts with different genres (LJ2)</p>	<p>2 Years Below Grade Level: Lexile Level 2 years below: 521-750</p> <p>1 Year Below Grade Level: Lexile Level 1 year below: 751-820</p> <p>On grade level: Lexile Level: 821-1010</p> <p>1 Year Above Grade Level: Lexile Level 1 year above: 1011-1109</p>	<p>Grade Band Activities: Book Report Reading Skills Research</p>
	<p>2 Years Below Grade Level: Identifying the Theme of a Story</p> <p>1 Year Below Grade Level: Identifying Theme</p> <p>On grade level: Early 6: Identifying Theme in Literature</p> <p>1 Year Above Grade Level: Analyzing Development of a Theme</p> <p>2 Years Below Grade Level: Describing Characters</p>	<p>2 Years Below Grade Level: Determine the themes of myths, fables, and folktales (LJ2)</p> <p>1 Year Below Grade Level: Identify story elements (LJ2)</p> <p>On grade level: Determine the themes of short stories (LJ2)</p> <p>1 Year Above Grade Level: Match the quotations with their themes (LJ2)</p> <p>2 Years Below Grade Level: Identify story elements (LJ2)</p>	<p>2 Years Below Grade Level: Lexile Level 2 years below: 521-750</p> <p>1 Year Below Grade Level: Lexile Level 1 year below: 751-820</p> <p>On grade level: Lexile Level: 821-1010</p> <p>1 Year Above Grade Level: Lexile Level 1 year above: 1011-1109</p> <p>2 Years Below Grade Level: Lexile Level 2 years below: 521-750</p>	<p>Grade Band Activities: Main Idea Theme Book Report</p>

- Contained in the Resource Module
- Various supplemental content to support students and appeal to different resource interests and learning styles
- Content at the ready for students on grade level, one and two grade levels below and one grade level above

Programs such as i-Ready, IXL, RAZ Kids, Newsela, Brain Pop, iCivics, Sora/OverDrive, and CK-12 augment the content available in the courses. Multiple grade levels are also housed with the DI Guide, making it easy for teachers to find content aligned to any standard for those students working at, above, or below grade level. Furthermore, to maximize the time that a teacher can spend engaged with students, the guides are designed for easy use, allowing teachers to add content to individual students quickly.

AMP Assessments and Supplemental Tools

AMP Assessments & Supplemental Tools			
Supplemental	Grade Level	Type of Tool	Recommended Uses
i-Ready	Diagnostic: K-12 Math and ELA	Diagnostic, computer adaptive assessment	<ul style="list-style-type: none"> Identifying individual strengths and weaknesses Use data to make goals for individual students, classes, and growth scores
i-Ready Instruction	K-8 Instruction + Teacher Toolbars: Math, ELA	K-8 Instruction + Teacher Toolbars for each stage of learning	<ul style="list-style-type: none"> Lesson plans and videos for correlated to state standards Ideas for all phases of learning Reteaching and small group
IXL	K-12 Math/ELA Grades 2-8: Sci/Soc	Individualized Fluency practice based on identified strengths and weaknesses	<ul style="list-style-type: none"> Individualized Fluency/practice with skills and content Reteaching incorporated when needed
BrainPOP	K-12 Math, ELA, Social Studies, Selected Electives	<ul style="list-style-type: none"> Videos, quizzes, primary reading sources, vocabulary cards, coding, and concept mapping BrainPOP for Educators also offers lesson planning features 	<ul style="list-style-type: none"> Have students create maps and apply what they're learning Quick mini-lesson Games to review content Graphic organizers
newsela	3-12 ELA	Levelled reading passages with quizzes – the same article presented in different Lexile levels	<ul style="list-style-type: none"> Engaging topics to review informational text standards and differentiate by Lexile level Support co-curricular conversations
Khan Academy	K-12 ELA, Math, High School Science	Resources for review/teaching of standards	<ul style="list-style-type: none"> Reteaching and individual practice/review Self-paced videos and quizzes for each grade, subject, topic
Pear Deck	K-12 Any subject	A Google Add-on to any Google Slides to enrich learning experience (Find it in Google Apps)	<ul style="list-style-type: none"> Engaging ALL students during direct instruction requiring participation and interaction Give and receive immediate feedback throughout lesson delivery Individualized copies of guided notes straight to students' Google Drive
Kahoot!	K-12 All	Interactive, competitive quiz/review	<ul style="list-style-type: none"> Competitive, fun review of standards Review game with groups Quizzes or exit tickets
GoNoodle	K-12 All	Hundreds of videos to use for Brain Breaks	<ul style="list-style-type: none"> Intentional use for transition times Videos promote movement and mindfulness Songs to support class content
CK-12	K-12 All, mostly science and math	Lessons, videos, simulations, articles...	<ul style="list-style-type: none"> Text, videos, quizzes & pages Bring science concepts to life with simulations
PhET	K-12	PLIX interactive science lab experiences	<ul style="list-style-type: none"> Create interactive lab experiences virtually when resources/materials aren't available
iCivics	3-12 Social Studies: US History and Gov.	Lessons, games, simulation resources, videos	<ul style="list-style-type: none"> Lesson plans Facilitate simulations to bring concepts to life in class Games to practice concepts
typing.com	K-12 All	Keyboarding and digital resources that support all content areas	<ul style="list-style-type: none"> Keyboarding practice – with scope and sequence included Digital citizenship Formatting and support for all content areas
Sora	K-12 ELA	Digital library for students to check out books	<ul style="list-style-type: none"> Student choice of e-books and audio books to use for Independent Reading Time Find passages to use as a mentor text for read alouds or writing lessons
Raz-Kids	K-3 ELA	Levelled reading resources	<ul style="list-style-type: none"> 200+ levelled e-books, guided reading lesson plans for levelled books provide a scaffolded approach
Code.org	K-12 Computer Science	Lessons and videos for elementary, middle and high school	<ul style="list-style-type: none"> Coding lessons that cross across various content areas Arranged by courses in a sequence that builds

Asynchronous Instruction. The virtual curriculum is the core of the learning experience, offering students 24/7 access to Ohio state standards-aligned and grade-specific content. Each day students log into their course dashboard and spend a few moments reviewing the following items, which helps inform their daily work plan:

- Daily plan
- Course homepage
- Teacher-created announcements
- Live session schedule updates
- Module page for content and assignments
- Daily to-do list

- Missing Assignment list


Asynchronous Instruction Screenshot A

Modern US History A - 2 - Modules - Week 9 (Oct. 21 - Oct. 25) - 3.2L - The Power of Technology

Lights On >

How did the development of electricity change the country?

One of the most amazing and influential changes in the nineteenth century was the development of electric lighting. Before the light bulb, people illuminated homes and offices with candle light, oil lamps, and sometimes gas. These lighting sources were not very bright and did not really allow for the development of a true "night life" in America or anywhere in the world. Study the inventors and discoveries on the slides below, which describe how Americans found it easier and easier to stay up late.



Kite and Key

You probably know that Founding Father Benjamin Franklin discovered electricity through his famous kite and key experiment in 1752. However, nearly 150 years would pass before electricity was fully utilized. That's because the problem to be solved was as never one of generation, but of delivery—with big difficulties creating the largest barriers. First, different kinds of electrically powered devices required different voltages and thus separate lines. Second, the generators of electricity had to be located close to their loads (the objects they powered). A new system was required to deal these difficulties.

What were the steps that made late nights and longer hours at the factory more possible? See if you can put these stages of electricity and lighting development in the correct order.

Benjamin Franklin's kite and key experiment 1

Edison's development of a commercial electric energy 2

Asynchronous Instruction Screenshot B

The screenshot shows a digital learning interface. At the top, it says "Modern US History A - 2 - Modules - Week 9 (Oct. 23 - Oct. 29) - 3.2L - The Power of Technology". The main content area is titled "The Entire System" and includes a video player showing a scene of a factory with smoking chimneys. Below the video, there is a "Question" section with the text: "Why did factory owners think they should pay workers less as their use of technology increased?". There is an "Answer" button next to the question. The interface also has a sidebar on the left with various navigation options like "Home", "Modules", "Assessments", etc.

Offline Time - The AMP system also offers teachers feedback on student engagement and activity within courses, and the offline tracking system allows learning coaches and students to enter additional time spent on learning away from the computer, whether assigned by the instructor or not. Examples may include when the teacher or parent/guardian is working with the student on flashcards or additional dedicated student reading time. Teachers monitor attendance and engagement, including offline hours, as a key metric for academic success.

Instructional Techniques

Personalized Learning Paths allow each student the flexibility to pursue their interests in post-secondary learning, work, or service.

The powerful Learning Management System (LMS) and integrated Student Information System (SIS) create a single sign-on experience that hosts synchronous and asynchronous lessons, allowing for truly student-centered learning. This provides real-time progress monitoring, allowing teachers instantaneous access to standards-aligned and performance-based data on each student and immediately targets students who need small group or one-on-one instructional support. The Changing Landscape of K-12 Education in the US (2016) states that virtual schooling is an effective tool for “providing at-risk students with additional remediation,” as well as “verifying whether or not they are accessing those materials regularly and effectively.” Using the system, certified teachers can do just that- deliver remarkably individualized instruction customized to the student’s needs in real time.

Rigorous Academics with a wide array of course offerings for all abilities, fully aligned to state standards.

The Academy has intentionally chosen an instructional design plan that balances various methods within a high-quality, standards-aligned digital curriculum to support academic excellence for all students. Courses offered align with state standards and provide college and career-ready curriculum for all grade levels, utilizing several vendors for core and supplemental curriculum to provide the most robust offering in the state. Strategies used include the Backwards Design Method (BDM) and the spiral approach. BDM starts with the end by first identifying the desired outcomes, goals, or learning objectives (Wiggins & McTighe, 1998) for a course and designing activities that promote those learning outcomes (Reynolds & Kearns, 2017). A study that compared a traditional model of curriculum design to BDM suggests that teachers using a curriculum developed with the BDM outperform teachers using a traditional curriculum (Kelting-Gibson, 2005). Lessons using backward design scored higher on critical components, including knowledge of content and pedagogy, selection of instructional goals, the design of coherent instructions, and assessment of student learning. Using the spiral approach, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies basic core skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy.

Differentiated Instruction – AMP allows teachers to personalize assignments and content. Teachers will be trained to effectively use student data to inform the small group and one-on-one instruction and customize course content for individual students.

Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in many ways: content, process, timing and pacing, products/culminating projects, and learning environment. Teachers are taught effective strategies for tailoring all these areas to individual student needs, ensuring that all learners are given the best opportunity to succeed. The Academy builds differentiated intervention opportunities into our courses for teachers to leverage in small group and 1:1 instruction. Teachers have access to multiple data points to triangulate where students' needs or gaps in unfinished learning are evident. Data sources include:

- i-Ready assessment, lessons passed and quiz passage percentage
- Short Cycle assessment data
- Quiz data from supplemental resources such as BrainPOP, IXL, Khan Academy, or NewsELA
- Quizzes or Unit tests from Curriculum resources
- Teachers are able to create small groups and change the visibility of course content.
- Students who are identified as having an IEP or a 504 are quickly identified within the course with a special icon next to their name allowing teachers the ability to adjust and accommodate appropriately.

- Assessments within each course can be modified in a variety of ways to meet the needs of all students.
 - Retries or attempts
 - Time allowed for quiz
 - Number of questions
 - Calculator tool available
 - Printing of assessment
 - Electronic highlighted notes
 - Adding questions to assessment
 - Randomizing question order
- Visual cues are placed throughout each lesson to help scaffold and organize learning.
- Students may choose to listen to text being read aloud by selecting the “listen” button.
- Teachers are able to adjust the scope and sequence of a course, add and delete assignments.
- Translation tools are available right within the Canvas LMS. Students can translate their content within their personal settings.

Progress Monitoring – Teachers will monitor student progress using short-cycle assessments, i-Ready benchmarks, and coursework. i-Ready effectively tracks student progress in mastering recently taught standards, planning ongoing instruction, and reteaching to accelerate student growth.

An important addition to individualizing instruction according to student needs is that as students progress through the digital curriculum asynchronously, the LMS captures the results of short cycle assessments in a color-coded mastery dashboard against State Standards, shown below, equipping teachers with the immediate data needed to provide personalized synchronous instruction. The Academy’s instructional model plans synchronous instruction as a chance to add instructional value above and beyond what is already available in the asynchronous model.

Color-Coded Mastery Dashboard

Students	8.NS.1	8.NS.2	8.EE.1	8.EE.2	8.EE.3	8.EE.4	8.EE.5	8.EE.6	8.EE.7	8.EE.8	8.F.1	8.F.2
Student4, AMP ... 0000000000004			2 GR BELOW	1 GR BELOW	1 GR BELOW		1 GR BELOW	1 GR BELOW	1 GR BELOW	ABOVE GRADE		ON GR LEVEL

Teachers use data to determine which students need one-on-one direct instruction or small learning groups in order to differentiate and tailor instruction to students' real-time needs. In these live sessions, teachers focus on targeted instruction and content application. Online, direct instruction is provided to students in whole groups, small groups, and one-on-one sessions. Within instructional settings, teachers will teach, reteach, and assist with intervention, remediation, and enrichment opportunities as needed for each child. The teacher will grade all assignments that are not automatically scored within the LMS. The teacher will also review data outputs regularly to ensure each student's instructional personalization continuum. The teacher will assign and facilitate small group and one-on-one intervention sessions when necessary. Varied assessments will be used to demonstrate students' understanding of concepts and skills. These assessments will also be used to develop further lessons that address individual student needs. Our assessment strategy is designed to provide a balanced metrics system to gauge and improve student achievement.

**Instructional Delivery
Methods – Research Base**

6.3c

2) Provide the evidence-base for the primary delivery methods, strategies, and/or techniques including impact on population served. Refer to [ESSA](#) definition of evidence based strategies. Provide documentation from the: [What Works Clearinghouse](#), Ed Trust, or [Ohio's Evidence-Based Clearinghouse](#) for meeting level I or II criteria.

The curriculum is found within the ACCEL Management Platform (AMP). The AMP system includes state-of-the-art technology with state-specific reporting components and full curriculum alignment to state standards. Curriculum vendors' coursework is embedded seamlessly within the AMP system. The curriculum team first verifies alignment to the state standards, cross-referencing with other vendors to ensure effective coverage. When the verification of alignment is completed, any gaps are identified immediately, and the team procures supplementary materials to support mastery of each standard. The best stand-alone curriculum program will still have its flaws, and the benefit of embedding courses into the AMP system is that the school is not limited to the operating system of one vendor. This provides ACCEL with the flexibility to assemble the strongest curriculum choices to offer the school.

Several innovative tools will be used to support personalized learning at the Academy. Ultimately, the goal is to build on classroom instruction to prepare students for postsecondary success and bridge the gap between high school and high-demand, high-skill careers. The following is a list of technology tools that will be in place at the school's opening:

- **iReady:** An assessment and instruction program for Math and English Language Arts that provides ad diagnostic, aligned instruction, and teacher resources to help accelerate students toward grade level proficiency and beyond.
- **Brain Pop:** an online animated curriculum-based content that is aligned to state education standards. It includes videos, games, quizzes, and activities for science, health, writing, reading, social studies, and math.
- **DIBELS:** Provides a battery of short (one-minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in kindergarten - 8th grade.
- **IXL:** An interactive online learning solution aligned to state standards that helps teachers personalize instruction through a comprehensive curriculum, continuous diagnostics, and guidance.
- **PBL Works Training:** All instructional teachers will receive resources and support through workshops, courses, and services for educators on PBL implementation.
- **Virtual Business High School (Knowledge Matters):** Virtual Business High School simulations are browser-based, online business simulations that provide an interactive curriculum to teach business, marketing, and financial literacy/personal finance.
- **Newsela:** an instructional content platform that provides teachers and students with access to 20+ genres of content to support core instruction, like primary sources, reference texts, essays, fiction, issue overviews, and more at 5 reading levels.
- **Naviance:** A comprehensive college and career planning toolset that helps assess and develop essential competencies students need to be successful after high school
- **ImBlaze:** A virtual platform that enables the school to curate a set of internships for the students to request and pursue.
- **Microsoft Teams and Google Suite:** These collaboration platforms will give students new opportunities to interact and work together and provide teachers with new ways to engage their own professional communities, create customizable lesson plans, and provide real-time, personalized feedback to students.

The hardware and software that student have access to ensure meaningful online engagement is listed below:

- Hardware
- Chromebooks
- Earbuds
- Cellular Hot Spots (upon request/financial need/approval according to school policy)
- Software
- Chrome OS
- GoGuardian

All school staff will be provided with:

- Hardware
- Windows Laptop
- External Monitor (upon request/approval)

- Keyboard (upon request/approval)
- Mouse (upon request/approval)
- Headset (upon request/approval)
- Cell Phone (upon request/approval)
- Software
- Microsoft 365 Suite
- One Drive storage space
- Business Intelligence (BI) Tools (One or more of the following)
- Domo
- Power BI
- High Speed Internet Connectivity (School Office Only)
- Cisco Meraki Hardware (School Office Only)
- Switches
- Wireless Access Points
- Content Filtering
- Ring Central Telephones (School Office Only)

Students and staff are provided with:

- Software
- Google G-Suite
- Kami
- Learning Management System (LMS)
- Instructure Canvas
- Student Information Systems (SIS) - PowerSchool
- Web Conferencing (One or more of the following)
- Big Blue Button
- Zoom
- Communications - Alert Solutions SwiftK12
 - Curriculum (One or more of the following)
 - AMP for Education
 - Accelerate Education
 - FlexPoint Education
 - Strongmind Education
 - eDynamic Learning

- Assessments
 - iReady
 - MasteryConnect
 - NWEA
- Supplementals
 - iReady Instruction
 - IXL
 - BrainPOP
 - NewsELA
 - Khan Academy
 - Pear Deck
 - Kahoot
 - Go Noodle
 - CK-12
 - Phet Interactives
 - iCivics
 - Typing.com
 - Sora
 - Code.org
 - Raz Plus
 - Naviance
 - Quaver Music

All students will have access to broadband internet to participate in the school program. This may include providing Wi-Fi Hotspots to students that live in rural areas with no broadband providers. The school will provide an internet subsidy to students per the school policy. Currently, the school is budgeting for an internet subsidy for all economically disadvantaged students to help cover the cost of internet access, but families are responsible for initiating and maintaining the internet service.

Instructional Delivery Methods - Resources/Materials	6.3c	3) Identify resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology. Refer to Ohio Approved Curriculum List for Literacy Materials.
--	------	--

Once the curriculum team receives Ohio alignments from our providers, we review and evaluate them to ensure a tight correlation to state standards. In addition to the standards alignment, we check the depth of coverage for each topic. Any gap or superficial coverage is addressed in the third phase of our curriculum mapping. This review process determines our curriculum offering. Course gaps are identified throughout the school year. When a gap is identified, resources and supplementals are provided using a grade/subject-specific enhancement document and building modules within a course.

While the curriculum resources provided are carefully selected and aligned, we recognize that teacher practices are the single most impactful factor in student learning. The school's curriculum team has designed a form to be used in cases where teachers would like to remove aligned content from their courses and/or substitute an alternative content element. When submitted, this form and the proposed replacement content are reviewed by the curriculum team to determine the impact on standards coverage. The quality of the proposed replacement content is also evaluated.

The Curriculum and Assessment team will periodically conduct user feedback surveys across populations to get input on how well curriculum resources are meeting stakeholders' needs. Additionally, the team will maintain a panel of school-level stakeholders who provide ongoing feedback on resources, roadmap plans, implementation needs, and user experience.

The Curriculum and Assessment team revises curriculum regularly throughout the school year. If our providers make an update or identify an issue, we make those corrections immediately. Other course enhancements and revisions are implemented based on the needs of our staff and students. We have a curriculum data analysis dashboard that identifies patterns in our curriculum. Any potential weaknesses are investigated, and if a need is determined, revisions are made.

Although typically done in the summer, the need to replace or supplement curriculum can occur at any time. If a new program, resource, or service is required, market research is conducted to determine which providers to demo. A group of stakeholders is identified to assist with this process, as the top providers are vetted and explored. This may result in the purchase or adoption of a new provider, program or resource. Or it may be decided that the curriculum team can design or curate a solution to meet the need or requirement.

**Instructional Delivery
Methods -
Resources/Materials**

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.

Once the curriculum team receives Ohio alignments from our providers, we review and evaluate them to ensure tight correlation to state standards. In addition to the standards alignment, we check the depth of coverage for each topic. Any gap or superficial coverage is addressed in the third phase of our curriculum mapping. This review process determines our curriculum offering. Course gaps are identified throughout the school year. When a gap is identified, resources and supplementals are provided using a grade/subject specific enhancement document and building modules within a course.

While the curriculum resources provided are carefully selected and aligned, we recognize that teacher practices are the single most impactful factor in student learning. The school's curriculum team has designed a form to be used in cases where teachers would like to remove to aligned content from their courses, and/or substitute an alternative content element. When submitted this form and the proposed replacement content are reviewed by the curriculum team to determine impact to standards coverage. The quality of the proposed replacement content is also evaluated.

The Curriculum and Assessment team will periodically conduct user feedback surveys across populations to get input on how well curriculum resources are meeting the needs of stakeholders. Additionally, the Curriculum and Assessment team will maintain a panel of school level stakeholders who provide ongoing feedback on resources, roadmap plans, implementation needs, and user experience.

The Curriculum and Assessment team revises curriculum regularly throughout the school year. If our providers make an update or identify an issue, we make those corrections immediately. Other course enhancements and revisions are implemented based on the needs of our staff and students. We have a curriculum data analysis dashboard that identifies patterns in our curriculum. Any potential weaknesses are investigated, and if a need is determined, revisions are made.

Although typically done in the summer, the need to replace or supplement curriculum can occur at any time. If a new program, resource, or service is required, market research is conducted to determine which providers to demo. A group of stakeholders is identified to assist with this process, as the top providers are vetted and explored. This may result in the purchase or adoption of a new provider, program or resource. Or it may be decided that the curriculum team can design or curate a solution to meet the need or requirement.

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.

Continuous Improvement	6.3d	1) How will the school develop, monitor, and evaluate a school improvement plan using the Ohio's Improvement Process . Describe the structures and processes to support the improvement planning.
To develop, monitor, and evaluate a school improvement plan, the Academy will follow the Ohio 5-Step Decision-Making Process by first identifying the teams and key players into groups/teams that work together on the plan. The team will ensure that the resources used are aligned to the Ohio		

Improvement Process and ensure effective communication throughout the process. A needs assessment and data analysis will continue the conversation regarding improvement and identify critical areas of need.

Once needs are identified, a plan is created to integrate adult action steps and expected student outcomes. SMART goals will be used to create strategies and action steps as needed. A building leadership team (BLT) will convene to support the action steps. The BLT Review Template is shown below:

BLT Review Template

Division/Department		Meeting Date(s) and Time
Name of BLT Members	Roles	Present
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Sub BLT 5-Step Process
Step 1: Collect Data <i>Prior to sub-BLT meeting, read forms from respective division/department TBTs.</i> <ol style="list-style-type: none"> 1. What sources of pre-assessment data are being identified? 2. What sources of post-assessment data are being analyzed? 3. What instructional strategies are being implemented?
Step 2: Analyze Data <ol style="list-style-type: none"> 1. Student learning: what does the data tell you about overall student strengths and areas of concern? 2. Teacher Practice: describe overall adult performance strengths and areas of concern.
Step 3: Plan <ol style="list-style-type: none"> 1. What changes to the process need implemented to ensure a focus on individual student growth and achievement? 2. Do teacher practices and/or expectations need further clarification or communication? Describe.
Step 4: Implement What actions can be taken to address comments in step 3?
Step 5: Assess <ol style="list-style-type: none"> 1. What does the post-data look like? 2. What instructional strategies were successful?
Evaluation: <ol style="list-style-type: none"> 1. To what extent did teams implement the 5-step process - full, partial, not at all? 2. What communication is necessary as a result of this process? 3. What needs to be done between now and the next meeting?
Classroom Visits (Daily Rounds): Data / Themes

The BLT will meet and use the review template to implement the action steps successfully and monitor their effective implementation. The BLT and Teacher Based Team (TBT) will work together to determine implantation expectations and track success. The TBT Template is shared below.

TBT Template

Course/Team	Department	Meeting Date(s)/ Times/Cycle
Name of TBT Members		
	Facilitator	<input type="checkbox"/>
	Data Collector	<input type="checkbox"/>
	Time Keeper/ Co-Facilitator	<input type="checkbox"/>
	Team member	<input type="checkbox"/>
	Team member	<input type="checkbox"/>
	Admin	<input type="checkbox"/>

Goals:

1. Build a deep understanding of content and effectively **apply learning** within and across disciplines
2. Craft responses based on **evidence** including: demonstration of understanding, explanation of reasoning, and/or justification of a position.
3. Use technology appropriately, strategically and ethically in academic and **real-world settings**.
4. Complete the 5-Step OIP Process as a collaborative team
5. Focus on student outcome as related to standards and adult behaviors/Instructional Strategies
6. Address issues/concerns
7. Reflect on the process and ensure meaningful feedback to stakeholders going forward

Agenda:

(Please list basic meeting agenda for EACH meeting)

TBT 5-Step Process

Unit/Lesson/Assessment/Standard(s) of focus:

Step 1: Collect Data. Collect and chart data to identify how students are performing or progressing.

Was data provided by all teachers prior to the meeting?

☐ Yes

☐ No

If no, # and % of teachers participating: _____

What data has been collected by the TBT?

Be sure to include # and % of students assessed. Data can be displayed in a graph, chart or table. Subgroup data (i.e., Special Education, Title etc.) must be included and should reflect # and % of students assessed.

Subgroup	Below Proficient	Proficient	Above Proficient
Gen. Ed			
Special Education			
Title			

6.3d

- 2) Confirm implementation of the [Ohio Teacher Evaluation System \(OTES\)](#) or an alternative aligned to [Ohio Standards for Educators](#).
- ☒ Yes, the school will implement the Ohio Teacher Evaluation System. Please identify what credentialed individuals (job title) will be conducting the evaluations?
- ☐ 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?

<p>Step 2: Analyze Data. Analyze student work specific to the data.</p> <p>What does the data tell you about student learning? <i>The analysis should focus on student work in reference to assessed standards or area of focus (not extraneous topics like question format). The analysis should use measurable terms.</i></p> <ul style="list-style-type: none"> • Determine overall student strengths and areas of concern. • Are there patterns or trends? Were there common errors? • Prioritize needs for next steps <p>Strengths: Weaknesses: Trends: Next Steps:</p> <p>Step 3: Planning for Strategies. Establish shared expectations for implementing specific strategies that will effectively address the needs and areas of concern identified in Step 2.</p> <p>What instructional strategies and activities will be employed to address individual student needs?</p> <ul style="list-style-type: none"> • Choose 1-3 targeted strategies per category. • Strategies may be the same for multiple subgroups. • Strategies should be broad (can be used across all grade levels and content areas). Strategies may look different in each classroom. Examples <i>include</i>: Targeted feedback, cooperative learning, small groups, non-linguistic representation, use of visuals, multi-media, etc. <table border="1"> <thead> <tr> <th>Subgroup</th> <th>Strategy(s)</th> </tr> </thead> <tbody> <tr><td>Non-engaged</td><td></td></tr> <tr><td>Struggling</td><td></td></tr> <tr><td>LEP/ELL</td><td></td></tr> <tr><td>SWD</td><td></td></tr> <tr><td>Advanced</td><td></td></tr> <tr><td>Other (describe)</td><td></td></tr> </tbody> </table> <p>Step 4: Implementation. Implement Strategies in the Classroom</p> <p>How will planned strategies be implemented consistently across all classroom environments?</p> <ul style="list-style-type: none"> • Explain in more detail how 2-4 selected strategies from Step 3 will be implemented. • What will be observable? (What will teachers do? What will the students do? What will your strategies "look" like in your class?) • When and where will this instruction take place? (During interventions, live sessions, in <u>100%</u> over the phone? Weekly? Daily?) <table border="1"> <thead> <tr> <th>Strategy from Step 3</th> <th>What will teachers do?</th> <th>What will students do?</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table>			Subgroup	Strategy(s)	Non-engaged		Struggling		LEP/ELL		SWD		Advanced		Other (describe)		Strategy from Step 3	What will teachers do?	What will students do?																					
Subgroup	Strategy(s)																																							
Non-engaged																																								
Struggling																																								
LEP/ELL																																								
SWD																																								
Advanced																																								
Other (describe)																																								
Strategy from Step 3	What will teachers do?	What will students do?																																						

Step 5: Assess and Reflect. Collect, chart and analyze post data.

Compare pre and post data for all students and subgroups. What was the level of student growth for the cycle?

- Use the same chart, table or graph from step 1.
- Data should include general education and subgroup student scores.
- Assessment results should be collected from all team members before the meeting.

What instructional strategies proved to be effective?

Data Analysis:

Subgroup	Below Proficient	Proficient	Above Proficient
Gen. Ed			
Special Education			
Title			

Effective Instructional Strategies:

Cycle Evaluation:

- Identify strengths/successes related to student data and/or the team process from this cycle.
 - Identify obstacles/challenges related to student data and/or the team process from this cycle.
- What instructional strategies proved to be ineffective?
- How are we incorporating feedback from administrators? What additional supports are needed?
 - Define adult practices and student data for review at next meeting.

PARKING LOT (What other issues need to be addressed at another date?)

The planning documents and team meetings will be used not only to monitor implementation and also in order to evaluate the effectiveness of the strategies in order to make adjustments as necessary. If unsuccessful strategies and/or action steps are found, they will be modified or eliminated and replaced with a new or additional action step.

Yes, the school will implement the Ohio Teacher Evaluation System. Certified Principals are responsible for conducting the evaluations.

Ohio Principal Evaluation System (OPES)	6.3d	<p>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.</p> <p><input checked="" type="checkbox"/> Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System.</p> <p><input type="checkbox"/> The school will implement an alternative evaluation system as described below.</p> <p>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?</p>
<p>Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System.</p>		
Local Professional Development Committee	6.3d	<p>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.</p>
<p>In accordance with Ohio Revised Code 3319.22, and as outlined in the Resource Guide, a Local Professional Development Committee (LPDC) will be created in the first year of operation. The LPDC will be comprised of members as outlined in ORC 3319.22. The roles and responsibilities of the LPDC include, but are not limited to:</p> <ul style="list-style-type: none"> • be informed regarding goals, current laws, coursework, and professional development (PD), • educate and assist all members with orientation to the expectations, alignment to standards of PD, and promote high-quality PD • establish and abide by criteria of evaluation, operation procedures and timelines • communicate clearly and maintain records <p>An LPDC plan of operation will be created by the committee to include philosophy, purpose, criteria for coursework, professional development activities, operating procedures, appeals process, reflection and revision. To be included in this plan is the process for the creation of</p>		

Individual Professional Development Plans (IPDP) and how they should be written and submitted to the LPDC for approval to assist during license renewals.

The LPDC will use the [ODE LPDC Forms website](#) for templates and forms as needed.

All professionally licensed school personnel will be responsible for developing IPDPs for license renewal. Professionally licensed school personnel will meet as necessary to complete this process or as other related tasks require. The school will utilize the Ohio Standards for Educators as criteria for quality IPDP development. The school will seek to participate in the Accel Schools Consortium and abide by its bylaws and processes/ procedures for approval of IPDPs and licensure applications/renewals. The school will select a representative to participate in Consortium meetings, be responsible to communicate between the Consortium and professionally licensed school personnel for general and individual information and enter data into the [My.LearningPlan.com](#) tracking system.

Resources: <http://education.ohio.gov/Topics/Teaching/Professional-Development/LPDC-s/Local-Professional-Development-Committee#FAQ1886> (<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Establishing-a-Local-Resident-Educator-Program>) to establish RE Program including establishing the right personnel, assigning a program coordinator in OEDS, and establishing local RE policies and procedures. We will strive to maintain a low Mentor to Beginning teacher ratio (1:3 or lower).

Resident Educator Program	6.3d	7) 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.).
---------------------------	------	--

The Resident Educator plan is shared below.

- **Mentoring Process** -See the example checklist below:

Month	Meeting	Discussion Points/Activities	Resident Educator Homework	Mentor To Do:
Sep.	Meeting-Instructional mentoring	Meeting 1 ppt- overview of year (collaborative log, teaching & learning cycle, focused mentoring ODE course, informal observation (mentor), exemplary teacher observation (RE) etc.)	N/A	Complete Collaborative log and share with RE and Chris
	Meeting-Instructional mentoring	Post Observation (conversation documented on collaborative log) discussion of RE recording	RE highlights in rubric where she currently is as a teacher; complete Self Assessment Summary	Complete Collaborative log and share with RE and Chris
		Post observation- discussion of exemplary recording RE observed		
Oct	Meeting-Instructional mentoring	Decide if RE going to use Ohio Continuum of Teacher Development or OTES Rubric for Self-assessment & Professional Growth plan (Have RE highlight where they are on either rubric for homework)	RE completes Professional Growth Plan	Complete Collaborative log and share with RE and Chris
		Discussion of rubric and Self Assessment Summary completed for homework		
	Meeting-Instructional mentoring	Decide what 2 goals RE will have this year (can be the same goals using for OHDELA evaluation)	RE decides what she is teaching for self-observation lesson; RE completes 1st page of "Instructional Mentoring- Lesson planning & Reflection Questions"; RE looks at 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions" to help plan lesson	Complete Collaborative log and share with RE and Chris
Nov.	Meeting-Instructional mentoring	Discuss 1st page of "Instructional Mentoring- Lesson planning & Reflection Questions"	RE teaches lesson and completes 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions" to reflect on lesson	Complete Collaborative log and share with RE and Chris
		Briefly look at 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions"		
	Meeting-Instructional mentoring	Discuss lesson RE taught for homework	N/A	Complete Collaborative log and share with RE and Chris

Month	Meeting	Discussion Points/Activities	Resident Educator Homework	Mentor To Do:
Mentor Verification		By placing an your initials in the box to the left, the Mentor verifies that all Year One Resident Educator processes have been		
RE Verification of		By placing an your initials in the box to the left, the Resident Educator verifies that all Year One Resident Educator processes have		
Resident Educator				
Mentor Name:				

- Meetings**

- Resident Educator Coordinator meetings:
 - All resident educators at the beginning of September
 - All mentors at the beginning of September
- Year 1 mentors meet:
 - Formally 2 times a month with their resident educator(s)
 - Informally via phone, chat, and e-mail
- Year 2 mentors meet:

- Formally 2 times a month with their resident educator(s)
 - Informally via phone, chat, and e-mail
- Year 3 facilitator meets:
 - Formally every other week resident educators through December to discuss the RESA expectations
 - Informally via phone, chat, and e-mail
 - Formally every other week to go through the ODE leadership course
- Year 4 mentor meet:
 - Formally 1 time a month with their resident educator(s)
 - Informally via phone, chat, and e-mail
- **Monitoring of Work Completed**
 - Mentors complete a collaborative log each time they meet with their resident educator(s) and share the collaborative log with:
 - Their resident educator(s)
 - Resident Educator Coordinator
- **Timelines**
 - Year 1 - Mentors meet with their resident educators September – April
 - Year 2 - Mentors meet with their resident educators September - April
 - Year 3
 - Facilitator meets with resident educators September – December to discuss the RESA expectations
 - Facilitator meets with resident educators January – April to go through the ODE Leadership course
 - Year 4 - Mentors meet with their resident educators September - April
- **Ratios of Mentor to Mentees**
 - Year 1 – 2 resident educators to 1 mentor
 - Year 2 - 2 resident educators to 1 mentor
 - Year 3 - 10 resident educators to 1 facilitator
 - Year 4 - 1 resident educator to 1 facilitator

Professional Development Plan for Teachers	6.3d	8) Using the Ohio Standards for Professional Development (adopted 2015) , describe the process for how the school will <i>develop, implement, and evaluate</i> a differentiated professional development plan for teachers informed by student data, curriculum needs, OTES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan. Include a statement regarding the school's plan for ensuring that teachers are trained in and
--	------	---

		demonstrate competency in online instructional methodologies and learning technologies.
<p>Prior to the start of each school year the school leaders will collaborate to create the school's Annual Professional Development Plan. To create this plan leaders will consider first the Ohio Standards for Professional Development:</p> <ul style="list-style-type: none"> • Standard 1: Learning Communities • Standard 2: Leadership • Standard 3: Resources • Standard 4: Data • Standard 5: Learning Designs • Standard 6: Implementation • Standard 7: Outcomes <p>Additional consideration will be given to State or Federally mandated compliance topics, topics aligned to state Department of Education initiatives, topics aligned to current research on instructional best practices, topics aligned to school specific goals, topics aligned to teacher observation and evaluation data, topics aligned to responses obtained from teachers in needs surveys, and topics aligned to areas of need as demonstrated by student data.</p> <p>After gathering relevant topics from the categories above leaders will work to prioritize topics by determining which topics may provide skills and knowledge foundational to others, and which topics are most impactful to achievement of stated school goals. In this way leaders will establish a focus on a handful of specific training initiatives, ensuring that Professional Development opportunities are intentional and focused, and meaningful efforts can be devoted to implementation of strategies presented. For each focus area selected leaders will also consider what subgroup specific training may need to be provided as relevant to that topic. The plan will map what training is to be provided prior to the start of the school year, as well as a calendar of topics for a year of professional development. Some topics may be addressed multiple times in a progressive fashion. A minimum of one large or small group formal Professional Development opportunity will be presented each month, however Professional Development will also occur in ongoing team meetings as well as in the informal observation and feedback cycle. In the initial plan, openings will be left for timely Professional Development needs that surface during review of student data in ongoing data meetings.</p> <p>Since the Professional Development Plan will be developed intentionally with an eye towards a limited number of goal-aligned high-impact strategies, there will be ample opportunity to focus on meaningful implementation of strategies presented. Topics that were mapped to be addressed multiple times will naturally provide a progression of training opportunities. For example, English teachers may first attend a presentation on using rubrics to grade student writing. During the informal observation and feedback cycle, this might be a focus area for the principal. He or she might observe the teachers presenting and explaining the rubric to students, and then providing aligned instruction. During the feedback session the principal might ask the teacher to share a graded writing sample and talk through how he or she rated it. The principal might provide feedback on how the teachers' use of</p>		

the rubric could be improved. During the next PD opportunity teachers might be asked to individually score a writing piece, and then engage in group discourse on how each teacher rated each element and why, with the intention unpacking the judgements teachers were making and the evidence they were utilizing.

During staff meetings, shared Professional Development focus areas will be consistently revisited, with reports on status and progress on each area. During these meetings implementation of PD strategies will be reviewed in the context of student data to determine if implementation is impacting student performance. Leaders will collect teacher feedback on each Professional Development session via survey. The Survey will ask a series of questions aimed at understanding participant satisfaction, impact on professional practice, how the teacher plans to implement what was learned, what the teacher believes is needed to implement successfully, and feedback on how the session could be improved.

The school's Professional Development plan will identify focus areas for professional development, and these focus areas will be incorporated into informal observation and coaching cycles. During feedback sessions the leader will provide teachers with input on their implementation of focus area strategies and techniques. Goals created may align with these strategies as well.

During the creation of the Professional Development plan school leaders will identify the focus areas for PD. With each designated focus area will come a determination of what subgroup specific training will be needed. For example, if the school determines that early literacy is a PD focus area for the year the school will incorporate specific trainings on topics such as improving exposure to vocabulary for ELL students, or how to bolster vocabulary development for students living in poverty. If in year data review shows specific weaknesses in subgroup performance additional training opportunities will be provided to address these needs.

Professional Development Plan for School Leaders

6.3d

9) Using the [Ohio Standards for Principals](#), describe how the school will *develop, implement, and evaluate* a differentiated professional development plan for school leaders 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. Include a statement regarding the school's plan for ensuring that school leaders are trained in and demonstrate competency in online instructional methodologies and learning technologies.

The Regional Vice President will complete a needs assessment and work with the Principal to *develop* a Professional Development Plan. The Academy will use the Ohio Standards for Principals, to include the 10 standards within the main domains for Leadership, Learning, Culture and Management. The plan will be *implemented* and supported through summer training, targeted leadership training and job embedded coaching. The Principal will be supported through ongoing professional development sessions for more intense development of skills and strategies. The Principal will also receive differentiated support from the Regional Vice President throughout the year. In addition, the Principal will participate in ongoing weekly calls for

individualized professional development with the Regional Vice President and a representative from the school's sponsor that focuses on specific building needs. The progress on the plan will be <i>evaluated</i> through data collected from student data (academic, climate, and survey), OTES, OPES, IPDPs, and the Resident Educator Program. The plan will be embedded in the school's continuous improvement plan through the activities/milestones which support each of the school's goals.		
School Calendar	6.3.1	9) 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 ODEW. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODEW and may require a corrective action plan.
TBD		
Daily Schedule	6.3.1	10) Provide the school's proposed daily schedule(s). The daily schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the number of hours per day. If additional services are provided, such as after-school tutoring, include these on the schedule.
TBD		

6.3e Prevention and Intervention Policy

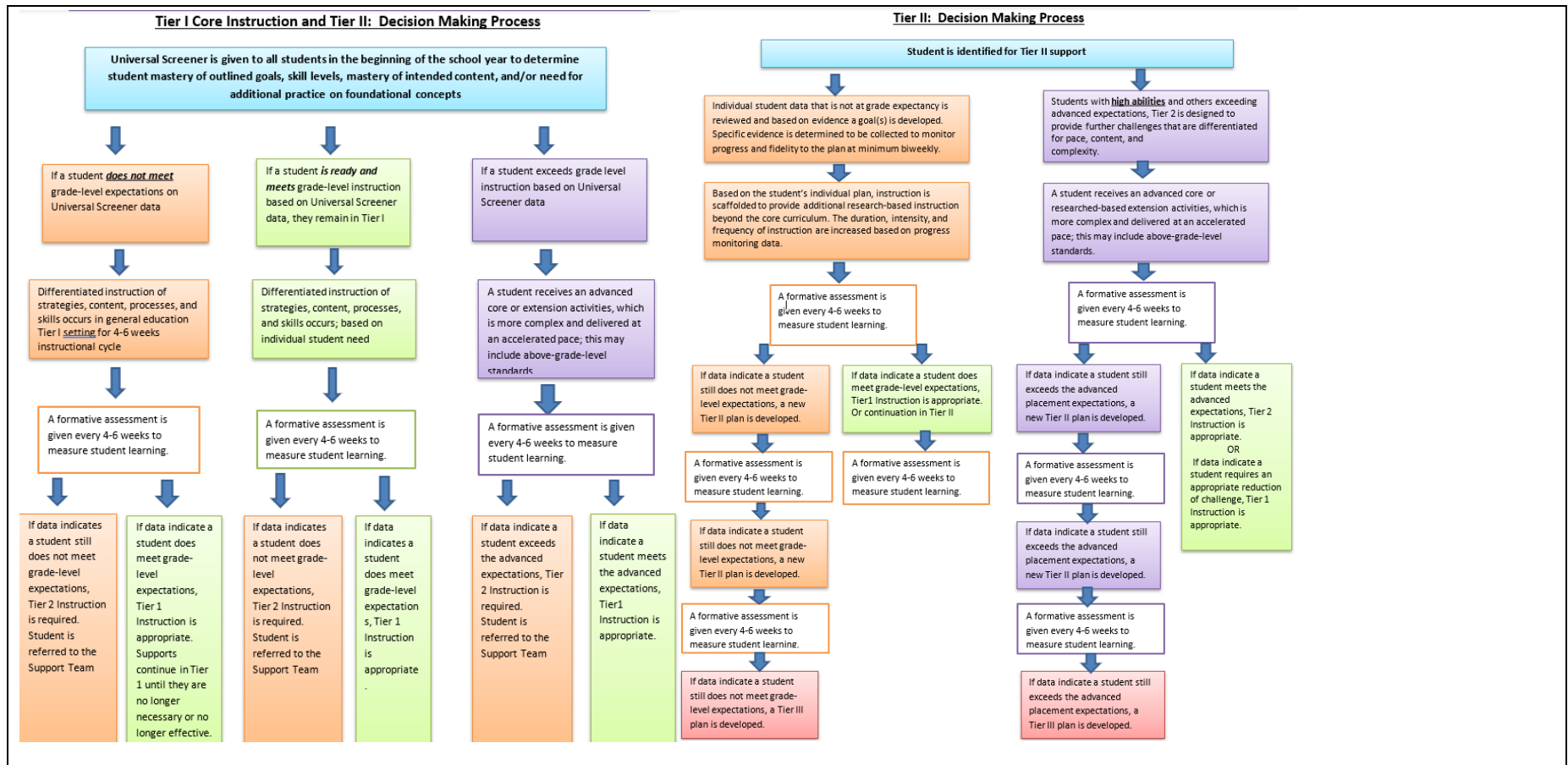
A *Comprehensive System of Learning Support Guidelines*, an Ohio State Board of Education approved document (link provided below), provides direction for foundation and intervention services to students to assist with the development of necessary systems to meet the unique needs of students. <https://education.ohio.gov/getattachment/Topics/Other-Resources/School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

Prevention and Intervention Plan	6.3.2	<p>1) Describe a whole-child model for meeting students needs related to health, safety, engagement, personalized learning and prepared for success.</p> <p>2) 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 academic and/or behavior problems, and address the needs of <u>ALL</u> students (i.e. limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).</p>
<p>MTSS (Academic Intervention)</p> <p>As part of a comprehensive instructional model, the school will establish an MTSS (Multi-Tiered System of Supports) multi-tier approach to the early identification and support of student learning. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the MTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Students failing to demonstrate mastery of standards are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and integrated as part of the instructional cycles.</p> <p>Tier 1 Instruction refers to research-based core classroom curriculum and instruction for all learners that focus on the essential elements of a subject. Designed to meet the needs of the vast majority of students, Tier 1 provides the foundation for instruction upon which all interventions are formulated. Pre-assessment data, administered at the beginning of an instructional cycle, drive differentiated instructional decisions based on evidence of proficiency or evidence of difficulty. Identified students with high proficiency in a particular subject or content can be grouped together to receive more in-depth instruction. Pre-assessment data are used to find additional students who need advanced instruction.</p>		

Students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1 are considered in need of additional support in Tier 2. Tier 2 Instruction provides strategic, targeted extensions in addition to the core curriculum and instruction present at Tier 1. Data from consistent progress monitoring is used to guide the intensity, duration, and frequency of instruction and vary based on individual learning goals. For students performing below grade level, Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in Tier 1. For students exceeding the higher-level expectations of the advanced core based on Universal Screener or other data, Tier 2 is designed to provide further challenges that are differentiated for pace, content, and complexity in the core subject.

Tier 3 Instruction provides intense intervention to target specific, individual student needs and goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2. For students with the most significant needs, this requires explicit, intensive, and specifically designed lessons in addition to Tier 1 and in place of Tier 2 Instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met.



Tier III: Decision Making Process

Tier 3 Instruction involves research-based, intensive, targeted interventions for 4 to 6 weeks for students with needs that are not adequately addressed in Tiers 1 and 2. Progress monitoring data is collected weekly.

A formative assessment is given at 4 – 6 weeks to measure student learning.

If data indicates a student still **does not meet** grade-level expectations a related disability is suspected, a referral for educational evaluation will be appropriate.

High Ability
Tier 3 Instruction continues for students with advanced core aligned to grade-level standards. Tier 3 is designed to provide intensive instruction and/or highly individualized challenges.

If data indicates a student **does meet** grade-level expectations, the student can be served in Tier III or moved to Tier II if appropriate, and progress monitored regularly to ensure Tier III services are not needed for the student to remain at grade level.

Engagement Protocol (Behavior Intervention)

All students will be expected to continuously engage in instructional programming to be successful. The school engagement protocol is an accountability-focused approach to student and family engagement. This protocol sets a minimum level of daily expectations for students and families.

Support Levels

Student Services staff, teachers, and administration will monitor attendance, course completion, assignment submission, and compliance with school and state assessment requirements to determine student engagement.

Level 1: General school-wide prevention and programming.

- Onboarding, homeroom support, live instructional sessions, and student group activities
- Compliance with school policy regarding attendance, engagement, assignment completion and communication is expected

Level 2: Engagement or course progress concerns requires student to receive additional support and progress monitoring through an intervention plan.

During this period, the focus will remain on enhancing academic growth through increased contact with teacher and support staff, modification of learning goals, and/or modification of the student learning plan. Student Services staff will work with teacher to identify any barriers interfering

with student's education, setting specific goals, and creating a Student Success Plan to provide additional support or accountability as needed. Individual check ins and/or additional small group sessions may be required.

- Teachers and Student Services team members identify intervention methods in conjunction with the student and learning coach. The advisory teacher will facilitate the process, monitor progress, and provide regular, formal follow-up.
- In review of the plan, the following actions may occur:
 - Excellent progress – student is re-assigned to Level 1 supports
 - Moderate progress – student continues receiving Level 2 supports and review
 - No progress – student is escalated to administration

Level 3: All available resources and interventions have been exhausted for a student. Students are escalated to administration for the next steps, including possible transfer to another school program to address their individual needs more appropriately.

Professional Development

Effective professional development is also key to maximizing success in improving student achievement. All staff will receive numerous hours of professional development related to student engagement, boosting achievement, Social Emotional Learning (SEL), working with subgroups, and other topics - all as they are encountered in the online environment. Professional development will be provided using both in-person and online modalities. Along with participation in monthly online professional learning communities, staff will be trained in techniques of differentiated instruction, enabling them to identify students' learning styles and create learning activities compatible with the student's needs. At the same time, the staff will be trained to use various assessments and how to interpret those results to personalize instruction based on individual student needs.

6.4a Goals and Performance Indicators

The school will be required to show progress toward meeting the goals established in its school improvement plan. The school improvement plan will be reviewed at monthly board meetings and updated as needed. Revised plans will be submitted to the Sponsor.

Schools newly chartered with St. Aloysius will establish an OIP School Improvement Plan by September 30th.

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.

Nationally Normed Assessment	6.5	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 30 th of each year.
<p>Assessments</p> <p>Our assessment strategy is designed to provide a balanced system of metrics to gauge and improve student achievement. Our assessments employ research-based practices:</p> <ul style="list-style-type: none"> ○ Renaissance Star Reading & Star Math Assessment <ul style="list-style-type: none"> ▪ Given in 2 administrations: 1 pretest, 1 post-test per ODE guidelines ▪ Students who enroll after the fall testing window will test immediately upon entry into the program. ▪ Growth is measured for students who are enrolled for at least 13 weeks. Students test again after 13 weeks of instruction. ○ iReady: <ul style="list-style-type: none"> ▪ The iReady Diagnostic is administered three times a year in ELA and Math. <p>Ohio Linking Study: https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/i-ready-diagnostic-assessments-linking-study-overview-ohio-2020.pdf</p>		
Ohio's State Assessments	6.5	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.

The school will participate in all state required assessments for applicable grade levels in assessing core subjects. The individualized and school-wide results will encompass 50% of teachers and principals Student Growth Measures (OTES, OPES).

KRA: Kindergarten Readiness Assessment: This assessment includes ways for teachers to measure a child's school readiness. Ohio's Early Learning and Development Standards (birth to kindergarten entry) are the basis for the new assessment. It has six components: social skills (including social and emotional development, and approaches toward learning), mathematics, science, social studies, language and literacy, and physical well-being and motor development. All kindergarten children will take the assessment.

Diagnostic Assessments: The primary purpose of Ohio's diagnostic assessments, which are aligned to Ohio's academic standards, is to provide a tool for teachers in checking the progress of students toward meeting grade-level indicators.

The language and literacy portion of the new kindergarten readiness assessment will meet the reading diagnostic assessment requirement of the Third Grade Reading Guarantee. To meet the diagnostic requirement, teachers must complete at least the Language and Literacy portion no later than Sept. 30. Diagnostic Assessments in reading, writing, and mathematics are administered to all K-2 transferred students and writing for Grade 3 transferred students if each applicable Diagnostic Assessment was not administered in the student's previous district or school.

All of the assessment results will be closely analyzed by the student's teacher to determine where (what academic areas and subsections of those areas) a child is succeeding academically and where that child needs further education or remediation. Furthermore, the test results will be catalogued in a database so that each parent, student and teacher can instantaneously have up-to-date access to all testing results for the student. By providing all stakeholders with this test data, formative assessment will become a natural exercise allowing the entire team to become invested in the process and providing a springboard for instruction. In addition to the analysis of individual student results, the school administration will analyze school-wide trends to identify gaps in overall student learning. The academic program may require adjustments in the area of curriculum or professional development if the data points to these areas. Teachers will be trained to use the data to individualize instruction, set goals and facilitate parent involvement.

Formative Assessments	6.5	3) Describe the process for developing formative assessments that includes gauges of all learning domains (social-emotional), sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.
------------------------------	------------	---

The school will employ a balanced assessment system including the following types of assessments:

- Diagnostic - to measure students' knowledge and skills before instruction
 - Sample assessment tool: iReady
- Interim/Benchmark - to measure progress toward academic goals and standards
 - Sample assessment tools: iReady, Locally Designed Common Mock Assessments, Short Cycle Assessments

- Course Level Formative - to adjust instruction based on student progression toward learning targets
 - Sample Assessment Tools: course embedded assignments, quizzes, unit tests
- Summative - to measure student mastery of standards and provide for data driven instructional decision making
 - Sample Assessment Tools: AZ Required State Assessments, course level summative tests

As a part of the balanced system, the school will divide assessments into two areas: (1) assessment for learning and (2) assessment of learning. This division will not only assist with the evaluation of student learning but also the modification of curricular choices and pedagogy as the school matures over time in educational delivery.

In creating the school's annual assessment calendar the school team will work with the Curriculum and Assessment team and the School Operations team to delineate the purpose of each assessment, the assessment tool to be used, the manner in which the selected tool supports the purpose of the assessment, the population to be tested, the frequency and timing of each assessment, and the follow up actions school staff will take once the assessment data is available (for example use of data during Data Informed Instructional Cycles).

Each year the Head of School and Principal will work with teachers and the assessment team to create the Schools Data Informed Instruction Plan. This plan will be created once the school Assessment Plan has been finalized and will take into consideration the points at which data will be available from each assessment.

The Data Informed Instruction Plan will detail in what groups teachers and school leaders will meet to discuss data, and at what frequency (at least bi-weekly meetings are recommended). The plan will define a school-wide data protocol to be utilized to guide review of the data, interpretation of the data, and determination of follow up actions. Specific data to be reviewed at each meeting will be informed by the assessment calendar. For example, in September teachers might be focused on reviewing data from the diagnostic assessment taken by students in the beginning of the school year, in November short cycle assessment and course level data might be the focus of review as the first quarter draws to a close, and in January teachers might be focused on reviewing data obtained in the Common Mock assessment as they get closer to the start of state testing. During these conversations data will be reviewed through multiple lenses:

- Proficiency and growth data
- Individual student level data
- Grade level or grade band data trends
- Subject area trends
- Data by teacher
- Data disaggregated by student sub-group
- Item level analysis
- Standards level analysis

Notes and action plans will be captured during each meeting and placed in a shared digital space for relevant stakeholders to access. Standards level data analysis and item level analysis completed during these meetings will help to identify any potential curriculum gaps, or areas where curriculum resources are not supporting student mastery. When leaders and teachers see specific standards or skills with low mastery across the majority of the population this is an indication that there may be an underlying curriculum or instructional issue. Data protocol questioning will be applied to assist in identifying the root cause of trends in non-mastery. Likewise, if analysis shows low mastery of a particular standard for many students within a subgroup, this may be an indicator that there may be an underlying curriculum issue, and further root cause analysis will be completed. In either case, if it is determined that a curriculum resource is not supporting student mastery on a specific standard this gap will be escalated to the Curriculum and Assessment team so that supplemental resources and additional content can be provided.

Non-Academic Measures
6.5
4) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness.

A variety of non-academic measures will be used to inform school practices and program effectiveness. According to a McKinsey analysis (*2015 OECD PISA test data*), students' mindsets are twice as predictive of a student's academic achievement than their home environment or demographic. Therefore, the Academy will assist in shaping students' mindsets by affirming their abilities, talents, and aspirations to ensure success in school and in their personal life. As a part of the career development activities, character strengths, interests, and abilities surveys from Newsela and Naviance will also be administered to students to help match their likes and dislikes to careers best suited for them.

Learning style assessments will be used to help students gain a better understanding of their basic learning patterns, assess their own education, and to offer study strategies appropriate for their learning style. Students will take personality inventories to reveal information about their attitudes, social traits, strengths, and attitudes. This self-assessment tool also helps career counselors and coaches learn about their students' personality types. To offer relevant and engaging programs of study, students will be given inventories on career clusters of interest as well.

Finally, the Academy will measure important interactions and key milestones through several feedback surveys throughout the school year. A parent start-up survey will be deployed for all new and returning families at school start, as well as second semester for any additional enrollments. In addition, an annual student and parent satisfaction survey will be given each year to inform school goals and priorities. Survey results will be shared with school staff and families to highlight successes and areas of improvement.

Diverse Measures of Student Performance
6.5
5) Identify diverse ways to measure student performance beyond standardized assessments that include tools such as student portfolios, capstone projects, presentations or performance-based assessments.

Various types of assessments beyond standardized tests will be used to measure what a student knows and can do to demonstrate mastery.

Student Portfolios

Students will be building their portfolio as they progress through middle and high school, as a core component of their personalized career development planning. All interest and skills assessments, student interests and abilities, academic work, career goals, cluster/pathway completion, and training/education will be captured to showcase their accomplishments.

Capstone Courses

All programs of study will culminate into a final capstone course that may include a work-based experience such as an internship or externship. This capstone course allows students to apply their learning from their coursework to a meaningful and relevant career-related experience across an extended period of time.

Performance Based Assessments

Students demonstrating technical skills is the best and most frequent way to assess student learning in courses. Evaluating student demonstration of performance will be completed through rubrics. Rubrics will be used for a variety of performance tasks, including live work, group projects, demonstrations, and presentations.

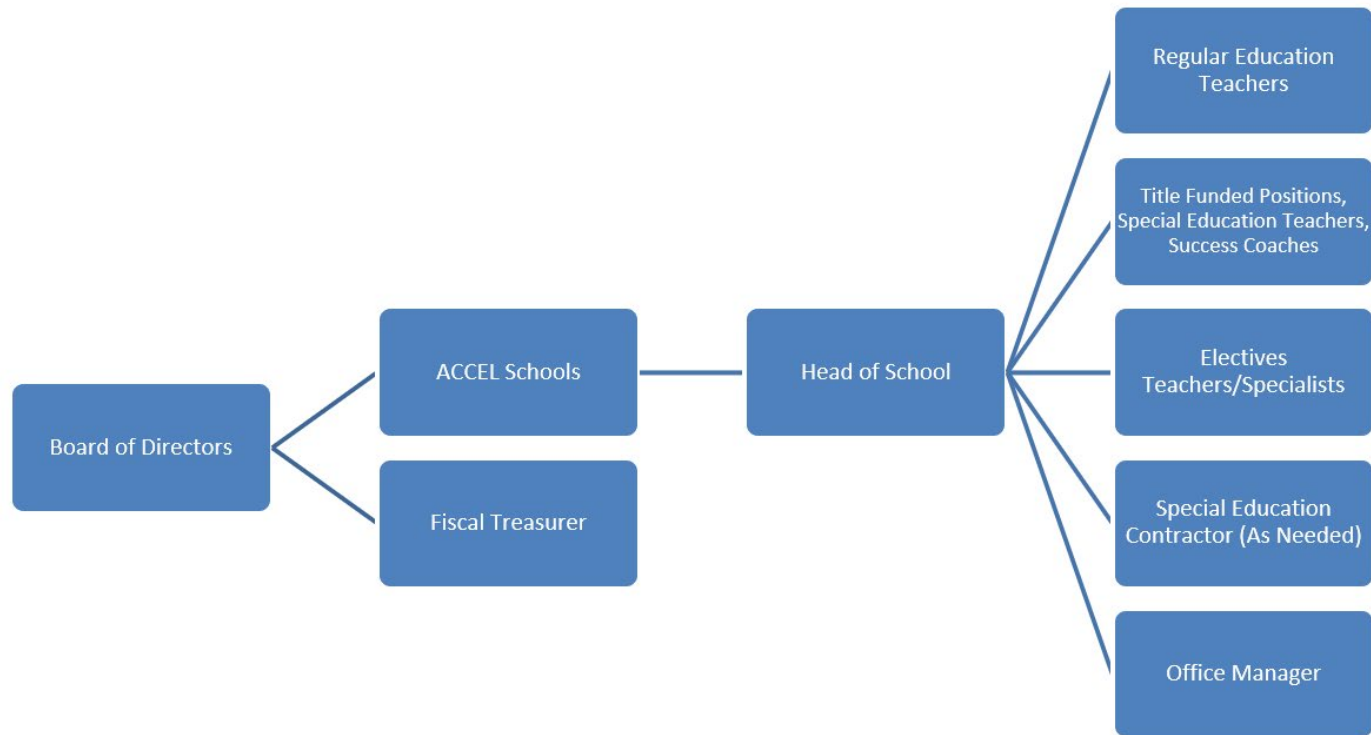
Life/Workplace Readiness Assessments

In addition to specific program assessments that focus on technical skills, workplace readiness assessments will be provided to measure general career readiness and earn industry recognized credentials. Examples include ACT Work Keys, NOCTI Employability Skills, and National Work Readiness Assessment.

8.1 Organization and Staffing

Personnel and understanding of roles and responsibilities are critical for successful school operation. Please provide strong evidence and specific details to address the items below.

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).
-----------------------------	------------	---

**Roles and Responsibilities****8.1**

2) Describe the roles and responsibilities of school staff aligned 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 psychologists, etc.), e) Structured Literacy Specialist f) other. *Please only include job titles.*

Head of School

The Head of School (HOS) will serve as the operational and administrative leader. The HOS is responsible for implementing and achieving the school's academic vision, student advancement, and daily operations.

Academic Leads (Principal)

The principal will serve as the instructional leader at the Academy. This role will ensure successful academic outcomes for all students while employing long-term instructional sustainability measures involving professional development, teacher quality assessment, curriculum, and pedagogical advancement.

Operations Manager

The Operations Manager will serve as the business operations leader, managing all non-instructional functions, services, and staff. This role ensures that the school is managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the values of the Academy.

Special Education Coordinator

The Special Education Coordinator will oversee and develop innovative special education services to meet diverse student needs and ensure quality of education and compliance.

Student Services Coordinator

The Student Services Coordinator provides leadership and coordination for all student support services programming in ACCEL online schools, including new student onboarding, student attendance and engagement, school counseling, social work, and other health services.

Career Counselor

The Career Counselor will design, deliver, and evaluate a developmentally appropriate comprehensive school counseling program that addresses the academic, career and personal/social development needs of all students. Collaborating with students, families, educational staff, and the community, career counselors work to ensure all students develop an academic and career plan reflecting their interests, abilities, and goals and includes rigorous, relevant coursework and experiences appropriate for that student.

Success Coach

The Success Coach manages the delivery and implementation of onboarding, SEL, core interventions, and support services for assigned students. This role serves as the primary contact for new families and provides oversight of educational interventions and career learning supports to assist with increased engagement, student learning outcomes, and successful completion of school.

General Education Teachers

Teachers are responsible for providing instruction to students, including implementing and personalizing the curriculum, evaluating students' progress, and accurately maintaining all students' records. Classroom instruction should be interactive and incorporate a variety of teaching techniques, materials, and resources.

Special Education Teachers

Special Education teachers support all students' educational and behavioral goals with a focus on students with an Individualized Education Program. The Special Education Teacher assists with the implementation of the Individualized Education Plan (IEP) for each student served, writes IEPs in a timely manner, participates in the Multi-Tiered System of Supports (MTSS), and maintains student records and files according to federal, state and local mandates.

English Language Learner Teacher

ELL teachers are responsible for providing ELL program administration, professional support and training, and student and family services. The ELL teacher applies sound language acquisition principles to program development, teacher support, and student education. In addition, the ELL Teacher advises the administration to ensure state and federal compliance.

Recruitment and Retention Plan**8.1**

3) Describe the plan to recruit, retain and train 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>.

The Academy will hire school leadership roles after the application is accepted. After the acceptance is received, recruiting will begin. School leaders will be expected to have expertise in leadership, operations, school governance, curriculum, instruction, and assessment, serving at-risk students and those with special needs, experience in performance management and in parent and community engagement. Team members will be recruited and hired based on these criteria to find those that are most qualified and also have personal educational philosophies that align with the mission and vision of the school. Recruits will always be measured against as many of the above qualities as possible. When not possible, the team will be created to balance strengths and weaknesses to reflect the necessary criteria.

The Head of School and Board members will work together to recruit and retain highly qualified teachers and staff. The Head of School will assist the Board and the marketing team create and sustain a diverse marketing plan to recruit, hire, and retain effective and highly qualified teachers. The Academy would begin recruiting in the early spring for the school launch and would prioritize the hiring of a Head of School. The recruiting team works with the Head of School and other leadership to agree on key selection criteria, compensation structure, and hiring process. The Academy seeks to hire a balanced workforce of seasoned teachers and newly trained graduates. Candidates are screened for their experience in and passion for online instruction.

The Academy will actively recruit qualified and dedicated teachers excited to support a rigorous and nurturing classroom environment that prioritizes student learning and social-emotional development. The school will look to hire a diverse staff of passionate administrators and educators who value

research-based practices and a desire to grow as professionals. We will work tirelessly to raise student achievement, regardless of historical barriers, while committed to participating in ongoing professional development, job-embedded instructional coaching, and embracing a growth mindset.

In order to ensure the highest quality of educators, we will recruit candidates that we believe will embody the core values of the school, participate in continuous, research-based professional development to hone their craft, demonstrate a passion for personal improvement, are willing to be held accountable for student learning, and who will effectively and regularly communicate with parents, other teachers, and the school leadership. We will provide numerous professional development opportunities for our teachers, will support them with a full-time, online trainer, and will reward teachers for high-quality performance.

We will advertise positions on widely used education-focused job boards including Education Week, SchoolSpring, Teacher-Teachers, LinkedIn, Indeed, Handshake, university sites, as well as recruit using one-to-one and event strategies. We will conduct a thorough interview process with multiple stages to identify top candidates. Once top candidates are identified, we will conduct comprehensive reference checks to include recent supervisors.

The school will offer a competitive compensation and benefits package to teachers and staff. The Academy Board and Head of School will work with the Accel HR support team to review state salaries by position. Compensation and benefits are key recruitment and retention tools. Some strategies employed to recruit desirable candidates include:

- Using salary structures that recognize educational attainment and experienced teachers' prior years in the classroom;
- The use of sign-on bonuses when credentialed teachers are in short supply;
- The use of performance-based incentives that are tied to student and school achievement;
- The opportunity to participate in supplemental activities such as tutoring programs;
- The opportunity to perform supplemental duties such as Lead Teacher or Teacher Mentor;
- An affordable and attractive set of health, education, and supplemental benefits.

The school will identify a base starting salary and then use a point system that would provide additional pay based on several factors including but not limited to years of teaching experience, especially in a virtual school, advanced degrees or professional licenses, licensed teachers in subjects where there is short supply, teachers willing to take on supplemental roles at the school, and teachers with unique skills.

The Academy will pursue a competitive health benefit plan using the HR support services provided by Accel to work with national and or local brokers to procure the best health benefits plan possible within the school's budget. The benefits will include medical benefits, dental and vision benefits, flexible spending plan, short-and long-term disability insurance, basic life insurance, and accidental death and dismemberment insurance.

Ancillary Insurance Benefits -Full-time employees (those who work 30 or more hours per week) receive Short-Term Disability, Long-Term Disability, Basic Life, and Accidental Death & Dismemberment (AD&D) insurances.

Student/Teacher Ratios	8.1	4) State the student/teacher ratios for the school. <i>Ratios can be no more than 125 students to 1 teacher (125:1) for internet or computer based schools.</i>
The total student to teacher ratio will average 25:1 per course over the five years.		
Staffing Plan for Projected Enrollment	8.1	5) Describe the staffing plan (for the next 5 years) based on the projected enrollment and differentiate between certified teaching, para-teaching, and non-licensed staff.
Click here to enter text.		
Plan for Face-to-Face Interaction with Students		6) Describe the plan for visits between teachers and students including the number of visits to be required and the method of these visits.
<p>While the Academy is an entirely virtual program, there will be many opportunities for students to engage in face-to-face meetings with their teachers and peers. Individual in-person connections with teachers will be determined according to the student's needs and personalized learning plans. Monthly field trips will be offered to engage students further, sparking intellectual curiosity and interest in and out of school. In addition, community service projects and project-based learning opportunities will provide additional engagement in collaborative and group learning activities. Engaging in community service projects will allow students to become active members of their community and have a lasting, positive impact on their educational experience and society at large.</p> <p>All activities will be planned across Ohio while focusing on regions where enrolled students reside. Potential locations include museums, zoos, language and culture tours, business educational tours, manufacturing facilities, arboretums and botanical gardens, farms, and science centers.</p>		
Plan for Equity and Access		7) Describe your plan to ensure your students' ability to access the program including access to a device, all academic programs, and internet connectivity. Describe the practices in place to provide accommodations for students with disabilities.

All students will be provided with the hardware and software required to access the curriculum, including a Chromebook and earbuds for each student. The Academy will ensure that all students have access to broadband internet to participate in the school program, which may include providing Wi-Fi Hotspots.

If the IEP Team determines that a student needs any assistive technology (AT) devices or services, the Academy will provide the requisite AT, including any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other AT as specified in the students' IEP.

Program Evaluation

8) Provide the school's plan to conduct ongoing internal and external evaluations to measure program effectiveness.

Various non-academic measures will be used to inform school practices and program effectiveness. According to a McKinsey analysis (2015 OECD PISA test data), students' mindsets are twice as predictive of a student's academic achievement than their home environment or demographic. Therefore, the Academy will assist in shaping students' mindsets by affirming their abilities, talents, and aspirations to ensure success in school and in their personal lives. As a part of the career development activities, character strengths, interests, and abilities surveys from Newsela and Naviance will also be administered to students to help match their likes and dislikes to careers best suited for them.

Learning style assessments will help students better understand their basic learning patterns, assess their education, and offer study strategies appropriate for their learning style. Students will take personality inventories to reveal information about their attitudes, social traits, strengths, and attitudes. This self-assessment tool also helps career counselors and coaches learn about their students' personality types. To offer relevant and engaging programs of study, students will be given inventories of career clusters of interest as well.

The Academy will measure important interactions and key milestones through several feedback surveys throughout the school year. At school start, a parent start-up survey will be deployed for all new and returning families. In addition, an annual student, parent, and staff satisfaction survey will be given each year to inform school goals and priorities. Survey results will be shared with school staff and families to highlight successes and areas of improvement.

The Academy will seek Cognia external accreditation during its first year of operation.

Plan for Student Support Services

9) Describe the school's plan for providing an orientation course to online learning technologies and successful online student practices for all students. Describe the school's plan to communicate with

		<p>each student's parent, or guardian regarding the performance and progress of that student as well as the plan for providing opportunities for parent-teacher conferences.</p> <p>Describe the schools plan to provide support services, including academic, administrative, and technical support to students.</p> <p>Describe how the school ensures that academic advising is provided for students.</p>
<p>The Academy will take a school-wide approach to onboarding that creates a smooth adjustment for new students and families into the virtual learning environment. Students will be required to participate in a coordinated onboarding program prior to accessing their academic courses to ensure a solid foundation for building the necessary connections for student engagement and success.</p> <p>After completing onboarding, students will be equipped and ready to learn, understand school expectations, know how to use the system and resources available, and will be connected to the greater school community.</p> <p>Core Components of Onboarding</p> <ul style="list-style-type: none"> • Welcome Communication Series: A series of welcome communication opportunities are used to engage and equip students and families with the information they need to be ready for the first day/week of school and beyond. • Welcome Call: The most important part of onboarding is establishing a relationship with students by the holistic owner of the student and across the school community. The student's advisory teacher will make an individual introduction call to connect with and welcome the student and their family to the school and classroom. • Orientation Course (Asynchronous): Students are enrolled in an orientation course that walks them through how to successfully navigate the online schooling environment. <p>Orientation Modules (Example):</p>		

AMP Student Orientation > Modules

Home
Syllabus
Modules
Grades
People
Conferences
Pages
Announcements
Discussions
Quizzes
Assignments
Files
Outcomes
Collaborations
Rubrics
Newsela
Offline Tracker
IXL
Brainpop

Raz-Kids
MobyMax
Edulastic
I-Ready
AMP Dashboard
Grade Sync
Settings

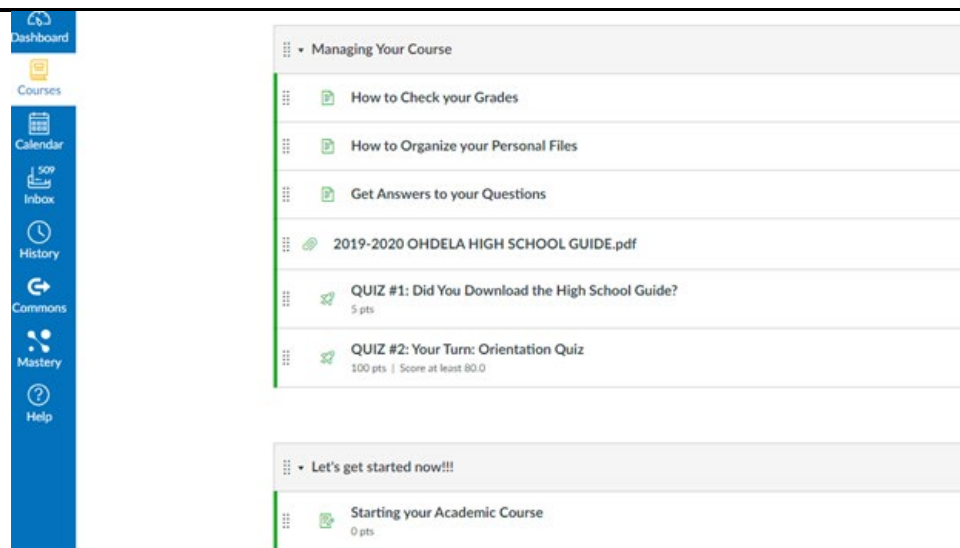
Account
Admin
Dashboard
Courses
Calendar
Inbox

Getting Started

- Participating in Live Session Conferences
- Your Turn: Live Session Attendance
100 pts | Submit
- Setting your Preferences
- Your Turn: Preferences
100 pts | Submit
- Use your Dashboard
- Syllabus and Calendar
- The Canvas Inbox
- Your Turn: Communicate with your Student Success Coach through your Inbox
100 pts | Submit
- Digital Etiquette

Participating in Your Course

- Navigating through the Course Modules
- Accessing and Submitting Your Assignments
- Your Turn: Submitting an Assignment
100 pts | Submit
- Taking Quizzes and Tests
- Participating in Discussions
- Your Turn: Discussion on Digital Etiquette
100 pts | Submit



- *Live Orientation Session (Synchronous):* Students are required to attend a live orientation session with their assigned success coach. By the end of these sessions, students will know their school team, how to find their schedule, how to use the learning management system, how to get help, and next steps and expectations for the week.
- *Live Help Sessions:* Throughout onboarding, the student success coach will set up regular live help sessions where students and learning coaches can drop in to ask questions, access resources, and continue to connect with the greater school community.
- *Tracking & Follow Up:* Onboarding requirements are outlined and tracked by student for targeted support.

Advisory

Advisory is a core organizational and relational structure. It will be used to intentionally drive an aspirational school culture and create a safe environment for students to thrive. Within the advisory program, students will be looped across multiple years to build positive developmental relationships and foster consistency and coherence. In addition to expanding student/teacher relationships, this will also extend relationships with the student's families and the broader community.

Students will have regular opportunities for individual career planning discussions and activities within their advisory. Each student will have an individualized college and career readiness plan initiated with ongoing updates and activities each year. This plan will include interest and skills

assessments, student interests and abilities, career goals, cluster/pathway opportunities, and training/education requirements. Counselors will teach college and career awareness and exploration lessons, in collaboration with the classroom teacher.

Tiered Whole Student Supports

Tiered whole-student supports will be implemented to empower students to overcome any academic, social, emotional, mental health, or other challenges to ensure success in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources.

The student services team will consist of career coaches and counselors trained in trauma-informed care who will work together with teachers and families to provide the wrap around supports and postsecondary guidance needed to ensure students are motivated and stay on track for graduation.

Each student's learning experience is personalized to his or her interests, skills, and needs, with a holistic focus beyond academics. There will be an emphasis and dedicated curriculum on life skills and executive function. Teachers and student services team members will take a strength-based approach when working with students. This includes focusing on individual strengths and abilities and wider social and community networks. It will always be student-led, with an aim on future outcomes and strengths that can be brought to an issue or challenge.

Student Support Goals

1. Create a positive and welcoming school climate at school start and throughout the school year
2. Increase the capacity of students and families from a strength-based perspective
3. Ensure students stay on track through early interventions, wrap-around supports and engagement strategies
4. Cultivate community partnerships to better support students and families with social, emotional, and medical needs
5. Work through non-academic issues with students and families to remove barriers to school success
6. Increase sustained enrollment to promote students to the next grade level and graduation

Onboarding	welcome & orientation activities
Community Building	student & parent activities and enrichment programming
Student & Family Engagement	academic progress tracking, intervention, and action planning
Attendance & Absentee Prevention	school-wide attendance efforts and absentee prevention programming
Student Support	social-emotional learning, 504 plans, crisis response and management, community referrals, McKinney-Vento
Graduation Planning & Tracking	course scheduling, grad tracking, and post-secondary planning

School-based support systems:

School-based support staff, including the career counselor and career coach, have unique system permissions that allow them to view course content from the student, track progress, assignment submissions, and grades.

Canvas:

Within the learning management system, support staff has permission for the following:

- o Analytics – view pages
- o Announcements – view
- o Conversations - send messages to entire class
- o Conversations - send messages to individual course members
- o Courses - view usage reports
- o Discussions - create
- o Discussions - moderate
- o Discussions - post
- o Discussions – view
- o Grades - view all grades
- o Groups - view all student groups
- o Web Conferences – create

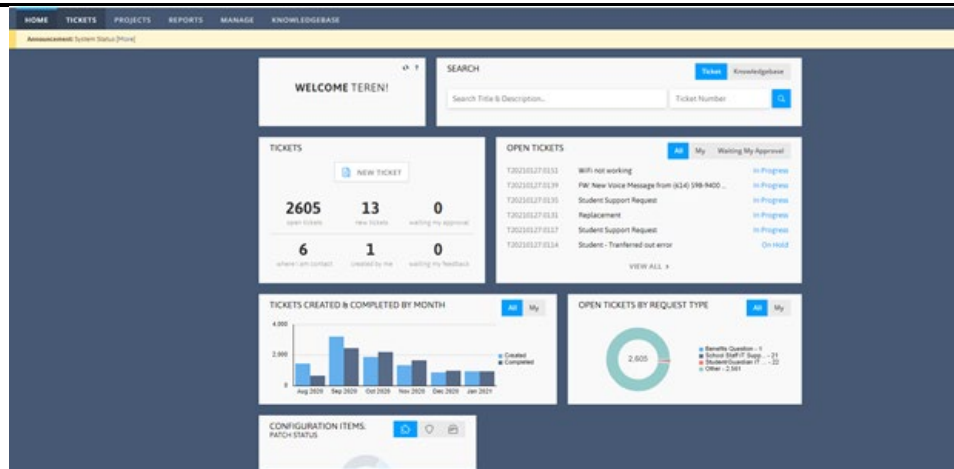
PowerSchool:

Within the Student Information System, support staff has permission to view or modify the following:

- o Student Attendance
- o Student Demographics
- o Student Special Education
- o Student Current Gradebook Grades
- o Student Historical Grades (Transcript grades)
- o Students Scheduling
- o Student Free/Reduced Status
- o Student Withdrawals
- o Student Graduation Progress
- o Student Truancy
- o Staff classes/schedules
- o Log entry

IT Help Desk:

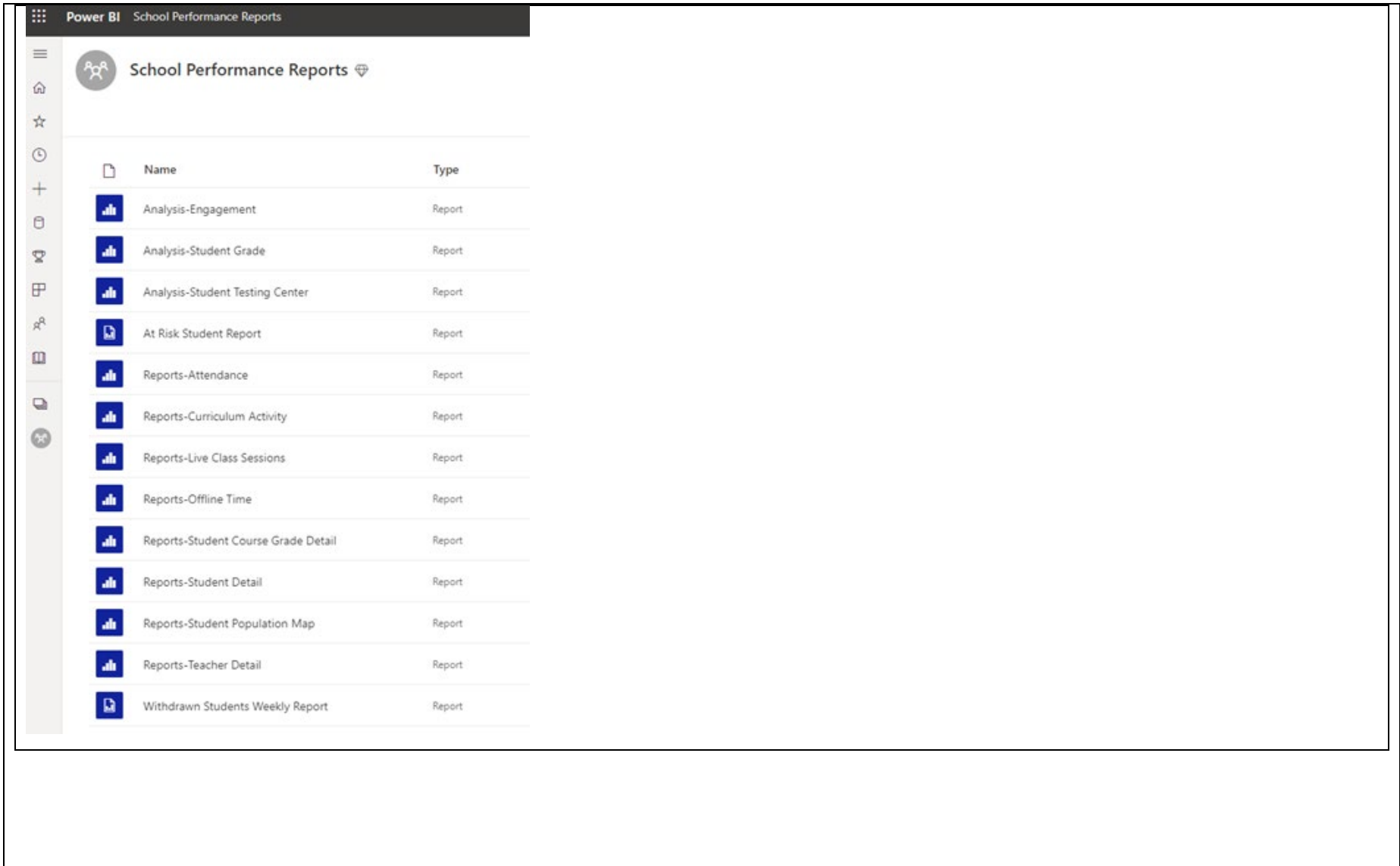
If students need technical support, they have immediate access to submit a ticket through their Canvas account or on the IT website. School-based support staff will have access to see the status of submitted IT Help Desk tickets for students. They can submit a ticket on the student's behalf if needed and can track progress through the IT portal.



Power BI:

In addition to the systems permissions outlined, various student engagement views and reports are readily available to student support staff through Power BI (Business Intelligent Tool).

- o Engagement
- o Student Grades
- o Attendance
- o Curriculum Activity
- o Live Class Sessions
- o Offline Time



Power BI School Performance Reports

School Performance Reports

Name	Type
Analysis-Engagement	Report
Analysis-Student Grade	Report
Analysis-Student Testing Center	Report
At Risk Student Report	Report
Reports-Attendance	Report
Reports-Curriculum Activity	Report
Reports-Live Class Sessions	Report
Reports-Offline Time	Report
Reports-Student Course Grade Detail	Report
Reports-Student Detail	Report
Reports-Student Population Map	Report
Reports-Teacher Detail	Report
Withdrawn Students Weekly Report	Report

ACADEMIC PERFOMANCE OF OPERATOR

School Partner	Identifier	GRADES 2024-25	State	School Type	Management Began	Report Card Link
A+ Children's Academy	013232	K-6	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/013232
Akron Preparatory School	013254	K-8	Ohio	Site Based	2017	https://reportcard.education.ohio.gov/school/013254
Alternative Education Academy	143396	K-12	Ohio	Online	2018	https://reportcard.education.ohio.gov/school/143396
Bridges Preparatory Academy	000311	EK-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/000311
Broadway Academy	012684	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/012684
Canton College Preparatory School	013255	K-8	Ohio	Site Based	2017	https://reportcard.education.ohio.gov/school/013255
Capital Collegiate Preparatory Academy	017537	EK-8	Ohio	Site Based	2019	https://reportcard.education.ohio.gov/school/017537
Case Preparatory Academy	019221	EK-8	Ohio	Site Based	2019	https://reportcard.education.ohio.gov/school/019221
Central Point Preparatory Academy	019199	EK-8	Ohio	Site Based	2020	https://reportcard.education.ohio.gov/school/019199
Cleveland Arts & Social Sciences Academy	007995	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/007995
Cleveland College Preparatory School	012010	K-8	Ohio	Site Based	2017	https://reportcard.education.ohio.gov/school/012010
Cleveland Preparatory Academy	013199	EK-8	Ohio	Site Based	2016	https://reportcard.education.ohio.gov/school/013199
Columbus Arts & Technology Academy	000557	K-12	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/000557
Columbus Bilingual Academy - North	011468	EK-8	Ohio	Site Based	2016	https://reportcard.education.ohio.gov/school/011468
Columbus Bilingual West	021487	EK-5	Ohio	Site Based	2024	NA - New School
Columbus Humanities Arts & Technology Academy	000553	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/000553
Constellation Schools: Eastside Arts Academy	012671	EK-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/012671
Constellation Schools: Elyria Community Elementary	132969	EK-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/132969
Constellation Schools: Lorain Community Elementary	132951	K-4	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/132951
Constellation Schools: Lorain Community Middle	012025	5-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/000320
Constellation Schools: Madison Community	000319	EK-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/000319
Constellation Schools: Old Brooklyn Community Elementary	134098	EK-4	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/134098
Constellation Schools: Old Brooklyn Community Middle	000321	5-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/000321
Constellation Schools: Parma Community Day Drive Elementary	133256	K-3	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/133256
Constellation Schools: Parma Community Intermediate	133256	4-6	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/133256
Constellation Schools: Parma Community Middle & High	133256	7-12	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/133256
Constellation Schools: Puritas Community Elementary	143479	K-4	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/143479
Constellation Schools: Puritas Community Middle	000534	7-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/000534
Constellation Schools: Stockyard Community Elementary	143487	K-6	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/143487
Constellation Schools: Stockyard Community Middle	012025	7-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/012025
Constellation Schools: Westpark Community Elementary	132993	EK-4	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/132993
Constellation Schools: Westpark Community Middle	000316	5-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/000316
Constellation Schools: Westside Community School of the Arts	009149	K-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/009149
Cornerstone Academy - Elementary School	133439	K-12	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/133439
East Academy	014187	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/014187
Eastland Preparatory Academy	014187	EK-12	Ohio	Site Based	2016	https://reportcard.education.ohio.gov/school/014090
Euclid Preparatory School	015712	K-8	Ohio	Site Based	2016	https://reportcard.education.ohio.gov/school/015712

Fairfield Preparatory Academy	020759	EK-6	Ohio	Site Based	2023	https://reportcard.education.ohio.gov/school/020759
Foundation Academy	009192	K-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/009192
Franklin Learning Academy	020760	EK-2	Ohio	Site Based	2023	https://reportcard.education.ohio.gov/school/020760
Gateway Online Academy of Ohio (statewide OH; Credit Recovery)	020078	9-12	Ohio	Online	2022	https://reportcard.education.ohio.gov/dorp/020078
Ginn-Thompson School for Girls	020760	6-12	Ohio	Site Based	2024	NA - New School
Hinckley Preparatory Academy	020188	EK-6	Ohio	Site Based	2023	https://reportcard.education.ohio.gov/school/020188
Hope Academy - Northcoast	142968	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/142968
Huron Sports Academy	021458	EK-5	Ohio	Site Based	2024	NA - New School
Innovative Career Academy	012042	9-12	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/dorp/012042
Lake Erie Bilingual Academy	021457	EK-5	Ohio	Site Based	2024	NA - New School
Lake Erie College Preparatory School	013132	EK-8	Ohio	Site Based	2017	https://reportcard.education.ohio.gov/school/013132
Lincoln Park Academy	014065	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/014065
Lorain Bilingual Academy	017270	EK-8	Ohio	Site Based	2018	https://reportcard.education.ohio.gov/school/017270
Lorain Preparatory Academy	008000	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/008000
Lorain Preparatory High School	020186	9-12	Ohio	Site Based	2022	https://reportcard.education.ohio.gov/school/020186
Marion Preparatory Academy	017585	K-8	Ohio	Site Based	2019	https://reportcard.education.ohio.gov/school/017585
Monroe Preparatory Academy	008064	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/008064
Montgomery Preparatory Academy	017259	EK-8	Ohio	Site Based	2018	https://reportcard.education.ohio.gov/school/017259
Mosaic Classical Academy	020728	EK-2	Ohio	Site Based	2024	https://reportcard.education.ohio.gov/school/020728
Mount Auburn Preparatory Academy	017274	EK-12	Ohio	Site Based	2018	https://reportcard.education.ohio.gov/school/017274
New Richmond Preparatory Academy	020761	EK-5	Ohio	Site Based	2024	NA - New School
Niles Preparatory Academy	019478	EK-6	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/019478
North Columbus Preparatory Academy	017538	EK-8	Ohio	Site Based	2019	https://reportcard.education.ohio.gov/school/017538
Northeast Ohio College Preparatory School	011923	EK-12	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/011923
Northside Preparatory Academy	019227	EK-8	Ohio	Site Based	2019	https://reportcard.education.ohio.gov/school/019227
Northwest School of the Arts	000575	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/000575
Ohio College Preparatory School	013253	K-8	Ohio	Site Based	2017	https://reportcard.education.ohio.gov/school/013253
Parma Academy	017535	EK-3	Ohio	Site Based	2019	https://reportcard.education.ohio.gov/school/017535
Pathfinder Career Academy of Ohio	020755	6-12	Ohio	Online	2023	https://reportcard.education.ohio.gov/school/020755
Riverside Academy	133678	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/133678
Sheffield Academy	020092	EK-7	Ohio	Site Based	2022	https://reportcard.education.ohio.gov/school/020092
Solon Academy	020076	EK-2	Ohio	Site Based	2022	https://reportcard.education.ohio.gov/school/020076
South Columbus Preparatory Academy at German Village	016829	EK-8	Ohio	Site Based	2017	https://reportcard.education.ohio.gov/school/016829
South Columbus Preparatory Academy at Southfield	019200	EK-8	Ohio	Site Based	2016	https://reportcard.education.ohio.gov/school/019200
Springfield Sports Academy	020825	EK-6	Ohio	Site Based	2023	https://reportcard.education.ohio.gov/school/020825
STEAM Academy of Warren	012644	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/012644
STEAM Academy of Warrensville Heights	013147	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/013147
Strongsville Academy	020189	EK-2	Ohio	Site Based	2022	https://reportcard.education.ohio.gov/school/020189
Toledo Preparatory Academy	017536	EK-4	Ohio	Site Based	2019	https://reportcard.education.ohio.gov/school/017536
University of Cleveland Preparatory School	012541	EK-8	Ohio	Site Based	2017	https://reportcard.education.ohio.gov/school/012541
Washington Park Community School	133280	K-8	Ohio	Site Based	2024	https://reportcard.education.ohio.gov/school/133280
West Park Academy	014189	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/014189
Western Toledo Preparatory Academy	019511	EK-8	Ohio	Site Based	2021	https://reportcard.education.ohio.gov/school/019511
Westlake Academy	020077	EK-2	Ohio	Site Based	2022	https://reportcard.education.ohio.gov/school/020077
Wright Preparatory Academy	015713	EK-8	Ohio	Site Based	2017	https://reportcard.education.ohio.gov/school/015713
Youngstown Academy of Excellence	007984	EK-8	Ohio	Site Based	2015	https://reportcard.education.ohio.gov/school/007984

Non-Ohio Schools						
Academy of Community Partners Online	10795	9-12	Arizona	Site Based/Online	2020	https://azreportcards.azed.gov/schools/detail/10795
Virtual Preparatory Academy of Arizona	1002100	K-8	Arizona	Online	2023	https://azreportcards.azed.gov/schools/detail/1002100
Banning Lewis Preparatory Academy	0555	9-12	Colorado	Site Based	2015	https://www.cde.state.co.us/schoolview/explore/profile/1110/0555

Banning Lewis Ranch Academy	0555	K-8	Colorado	Site Based	2015	https://www.cde.state.co.us/schoolview/explore/profile/1110/0555
Virtual Preparatory Academy of Florida	7030	K-11	Florida	Online	2022	https://edudata.fldoe.org/ReportCards/Schools.html?school=7030&district=49
Barber Preparatory Academy	03228	PK-8	Michigan	Site Based	2021	https://www.mischooldata.org/school-grades/
Inkster Preparatory Academy	82762	K-8	Michigan	Site Based	2015	https://www.mischooldata.org/school-grades/
Michigan Online School	80900	K-12	Michigan	Online	2019	https://michiganonlineschool.com/wp-content/uploads/2024/02/AnnualEducationReport-Stephanie-Hargens.pdf
Virtual Preparatory Academy of Oklahoma		K-12	Oklahoma	Online	2023	https://oklaschools.com/school/55Z016930/
Virtual Preparatory Academy of Oregon	5809	K-12	Oregon	Online	2022	file:///C:/Users/shannons/Downloads/2324-Profile-5809.pdf
Virtual Preparatory Academy of Washington (statewide WA)	106772	K-12	Washington	Online	2022	https://reportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/106772
Clarksburg Classical Academy	108	K-5	West Virginia	Site Based	2024	NA - New School
Eastern Panhandle Preparatory Academy	102	K-8	West Virginia	Site Based	2022	https://wveis.k12.wv.us/essa/choose_district_sum.html?selected_district=102&year=2024
Virtual Preparatory Academy of WV	104	K-11	West Virginia	Online	2022	https://wveis.k12.wv.us/essa/choose_district_sum.html?selected_district=104&year=2024

Brick and Mortar Partner	GRADES 2024-25	Management Began	Origin	ACCEL IRN
A+ Children's Academy	K-6	2021	Single school Transition	Accel Schools Columbus
Akron Preparatory School	K-8	2017	iCan	Accel Schools Akron
Banning Lewis Preparatory Academy	9-12	2015	Mosaica	Accel SchoolsColorado
Banning Lewis Ranch Academy	K-8	2015	Mosaica	Accel Schools Colorado
Barber Preparatory Academy	PK-8	2021	Single school Transition	Accel Schools Michigan
Bridges Preparatory Academy	EK-8	2021	Single school Transition	Accel Schools Tiffin
Broadway Academy at Mount Pleasant	EK-8	2015	White Hat	Accel Schools Ohio
Canton College Preparatory School	K-8	2017	iCan	Accel Schools Canton
Capital Collegiate Preparatory Academy	EK-8	2019	Greenfield	Accel Schools Columbus
Case Preparatory Academy	EK-8	2019	Greenfield	Accel Schools Akron
Central Point Preparatory Academy	EK-8	2020	Greenfield	Accel Schools Columbus
Clarksburg Classical Academy	K-5	2024	Greenfield	Accel Schools WV
Cleveland Arts & Social Sciences Academy	EK-8	2015	Mosaica	Accel Schools Ohio
Cleveland College Preparatory School	K-8	2017	iCan	Accel Schools Ohio
Cleveland Preparatory Academy	EK-8	2016	Single school Transition	Accel Schools Cleveland
Columbus Arts & Technology Academy	K-12	2015	Mosaica	Accel Schools Columbus
Columbus Bilingual Academy - North	EK-8	2016	Single school Transition	Accel Schools Ohio
Columbus Bilingual West	EK-5	2024	Greenfield	Accel Schools Ohio
Columbus Humanities Arts & Technology Academy	EK-8	2015	Mosaica	Accel Schools Ohio
Constellation Schools: Eastside Arts Academy	EK-8	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Elyria Community Elementary	EK-3	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Elyria Community Middle	4-8	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Lorain Community Elementary	K-4	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Lorain Community Middle	5-8	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Madison Community	EK-8	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Old Brooklyn Community Elementary	EK-4	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Old Brooklyn Community Middle	5-8	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Parma Community Day Drive Elementary	K-3	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Parma Community Intermediate	4-6	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Parma Community Middle & High	7-12	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Parma Community Pearl Road Elementary	K-3	2021	Constellation	Accel Constellation Holdings

Constellation Schools: Puritas Community Elementary	K-4	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Puritas Community Middle	7-8	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Stockyard Community Elementary	K-6	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Stockyard Community Middle	7-8	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Westpark Community Elementary	EK-4	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Westpark Community Middle	5-8	2021	Constellation	Accel Constellation Holdings
Constellation Schools: Westside Community School of the Arts	K-8	2021	Constellation	Accel Constellation Holdings
Cornerstone Academy - Elementary School	K-12	2015	Mosaica	Accel Schools Ohio
East Academy	EK-8	2015	White Hat	Accel Schools Cleveland
Eastern Panhandle Preparatory Academy	K-8	2022	Greenfield	Accel Schools WV
Eastland Preparatory Academy	EK-12	2016	Single school Transition	Accel Schools Columbus
Euclid Preparatory School	K-8	2016	iCan	Accel Schools Cleveland
Fairfield Preparatory Academy	EK-6	2023	Greenfield	Accel Schools Columbus
Foundation Academy	K-8	2015	Mosaica	Accel Schools Ohio
Franklin Learning Academy	EK-2	2023	Greenfield	Accel Schools Ohio
Ginn-Thompson School for Girls	6-12	2024	Greenfield	Accel Schools Ohio
Hinckley Preparatory Academy	EK-6	2023	Greenfield	Accel Schools Cleveland
Hope Academy - Northcoast	EK-8	2015	White Hat	Accel Schools Cleveland
Huron Sports Academy	EK-5	2023	Greenfield	Accel Schools Ohio
Inkster Preparatory Academy	K-8	2015	Greenfield	Accel Schools Michigan
Innovative Career Academy	9-12	2021	Single school Transition	Accel Schools Cleveland
Lake Erie Bilingual Academy	EK-5	2024	Greenfield	Accel Schools Ohio
Lake Erie Preparatory School	EK-8	2017	iCan	Accel Schools Cleveland
Lincoln Park Academy	EK-8	2015	White Hat	Accel Schools Cleveland
Lorain Bilingual Academy	EK-8	2018	Greenfield	Accel Schools Cleveland
Lorain Preparatory Academy	EK-8	2015	Mosaica	Accel Schools Ohio
Lorain Preparatory High School	9-12	2022	Greenfield	Accel Schools Cleveland
Marion Preparatory Academy	K-8	2019	Greenfield	Accel Schools Columbus
Monroe Preparatory Academy	EK-8	2015	Mosaica	Accel Schools Ohio
Montgomery Preparatory Academy	EK-8	2018	Greenfield	Accel Schools Columbus
Mosaic Classical Academy	EK-2	2024	Single school Transition	?
Mount Auburn Preparatory Academy	EK-12	2018	Greenfield	Accel Schools Columbus
New Richmond Preparatory Academy	EK-5	2024	Greenfield	Accel Schools Ohio
Niles Preparatory Academy	EK-6	2021	Greenfield	Accel Schools Ohio
North Columbus Preparatory Academy	EK-8	2019	Greenfield	Accel Schools Columbus
Northeast Ohio College Preparatory School	EK-12	2015	iCan	Accel Schools Cleveland
Northside Preparatory Academy	EK-8	2019	Greenfield	Accel Schools Tiffin

Northwest School of the Arts	EK-8	2015	White Hat	Accel Schools Ohio
Ohio College Preparatory School	K-8	2017	iCan	Accel Schools Cleveland
Parma Academy	EK-3	2019	Greenfield	Accel Schools Cleveland
Riverside Academy	EK-8	2015	White Hat	Accel Schools Ohio
Sheffield Academy	EK-7	2022	Greenfield	Accel Schools Cleveland
Solon Academy	EK-2	2022	Greenfield	Accel Schools Cleveland
South Columbus Preparatory Academy at German Village	EK-8	2017	Greenfield	Accel Schools Columbus
South Columbus Preparatory Academy at Southfield	EK-8	2016	Greenfield	Accel Schools Columbus
Springfield Sports Academy	EK-6	2023	Greenfield	Accel Schools Columbus
STEAM Academy of Warren	EK-8	2015	Mosaica	Accel Schools Ohio
STEAM Academy of Warrensville Heights	EK-8	2015	Mosaica	Accel Schools Ohio
Strongsville Academy	EK-2	2022	Greenfield	Accel Schools Cleveland
Toledo Preparatory Academy	EK-4	2019	Greenfield	Accel Schools Cleveland
University of Cleveland Preparatory School	EK-8	2017	iCan	Accel Schools Cleveland
Washington Park Community School	K-8	2024	Single school Transition	Accel Schools Ohio
West Park Academy	EK-8	2015	White Hat	Accel Schools Cleveland
Western Toledo Preparatory Academy	EK-8	2021	Greenfield	Accel Schools Cleveland
Westlake Academy	EK-2	2022	Greenfield	Accel Schools Cleveland
Wright Preparatory Academy	EK-8	2017	Cambridge	Accel Schools Cleveland
Youngstown Academy of Excellence	EK-8	2015	Mosaica	Accel Schools Akron

**ALIGNMENT TO
NATIONAL
STANDARDS FOR
ONLINE LEARNING**

ACCEL Schools Self-Evaluation of Affiliate Ohio Online School

Standards and Indicators from the National Standards for Quality Online Programs (Formerly iNACOL Standards updated)

Link to Standards: <https://www.nsqol.org/>

Directions: For each Standard (A-N) put a numerical number (1-5) for each subset, in the box to the right of the subset, to indicate:

- 5 Exemplary: a model of best practice as related to this criterion
- 4 Accomplished: excellent implementation; comparable to other examples
- 3 Promising: good implementation; however, somewhat lacking in depth or detail
- 2 Incomplete: partial implementation of this criterion; additional work needed; good start
- 1 Confusing; not obvious; more work needed; not a good example
- N/A Not Applicable

STANDARD A: MISSION STATEMENT

A mission statement of a quality 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 a mission statement.

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.	4
A2 The mission statement indicates that learning is the focus of the program or organization.	4
A3 The mission statement demonstrates a commitment to measurable quality and accountability to stakeholders.	4
A4 The mission statement is made available to the public.	5

A5 The mission statement is reviewed periodically by program leadership	4
Provide comments/evidence to support the ratings: ACCEL's mission is to offer students a rigorous education experience that blends innovative instruction delivered by highly qualified teachers and standards aligned curriculum delivered in an online setting enhanced by real world experiences and project based learning opportunities.	

STANDARD B: GOVERNANCE

A quality program will have a clear governance structure with transparent roles and responsibilities designed to ensure long-term success and sustainability.

B1 Governance members are knowledgeable about K-12 online learning.	5
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
Provide comments/evidence to support the ratings: The governing boards of the three schools ACCEL manages have had steady leadership and membership over the course of its existence, have competent and experienced independent counsel, as well as a competent and experienced fiscal agent. The schools' bylaws and the ACCEL management agreement are clear in defining roles between both groups. The boards and school leadership worked together to receive Cognia accreditation and ensure the school is compliant with state and federal law. The schools are fully compliant with their sponsor's academic, financial, and operational standards.	

STANDARD 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.

C1 The leadership team establishes annual program or organizational goals, implements action plans designed to meet or exceed goals, and monitors and communicates progress on goals to stakeholders.	4
C2 The leadership team maintains a disciplined knowledge of trends in its educational and business environment in order to inform budget projections.	5
C3 The leadership team provides a productive collaborative environment for learning and work.	4
C4 The leadership team verifies that measures are in place to ensure the quality, integrity, and validity of information.	4
C5 The leadership team develops and implements program or organizational policies and procedures that are reviewed and updated regularly.	4
Provide comments/evidence to support the ratings: ACCEL's oldest online school is still in turnaround mode, but a new and very experienced online school leader was hired and he is aggressively moving the school forward. The Leadership of the two newer schools are hands providing a collaborative work environment where all stakeholders are involved.	

STANDARD D: PLANNING

A quality program engages in regular strategic planning in order to reflect upon and improve organizational effectiveness.

D1 A strategic plan is developed and updated regularly to address long-term actions.	4
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.	4

D3 Organizational goals are aligned to the approved strategic plan and updated annually.	4
D4 Organizational goals are shared and supported throughout the organization.	4
Provide comments/evidence to support the ratings: The improvement planning process for the upcoming school year begins with analyzing needs, reviewing data, reviewing the success of the previous year's goals, and identifying any specific areas of concern. The school uses the Ohio Improvement Process as a framework for its annual school improvement process and uses the Cognia accreditation process for longer term external evaluation. The school's budgeting process, both the annual and 5 year budgets, are collaborative between the school leadership team, fiscal agent, ACCEL support leaders, and the school board with the goal to ensure the school has the appropriate resources to be successful.	

STANDARD 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.

E1 Sufficient qualified professional, administrative, and support staff are provided to achieve the organization's mission and annual goals.	4
E2 Sufficient organizational staff are provided to oversee the instructional learning environment.	4
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.	4
E5 Evaluations of staff and faculty occur on a regularly scheduled basis.	5
Provide comments/evidence to support the ratings: Licensed and talented educators to support the mission. They are provided with up front and ongoing professional development so that they can be successful in serving students and families. All team members will be evaluated annually to support their development and school accountability. Schools use the Ohio Teacher and Principal Evaluation Systems (eTPES) for this purpose.	

STANDARD 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.

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
Provide comments/evidence to support the ratings: All Schools are accountable for their results and are self-sufficient. The school's fiscal agent and the supporting ACCEL finance team include highly competent finance professionals with experience in accounting and reporting requirements. We are committed to being compliant with all state and federal requirements.	

STANDARD G: EQUITY AND ACCESS

A quality online program's policies and practices support students' ability to access the program. Accommodations are available to meet a variety of student needs.

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
Provide comments/evidence to support the ratings: Eligibility requirements are clearly stated on the school website, in the handbook, during information sessions, and given to families when they contact the school to enroll. All schools and ACCEL will adhere to all Federal and State law that require all public schools to provide students regardless of disability, race, ethnicity, gender, or native language, with an equal opportunity to participate in and benefit from the school's education program.	

STANDARD 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 towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes to all stakeholders.

H1 Accurate information is disclosed to prospective and current stakeholders.	4
H2 The program meets or exceeds industry standards related to course rigor and diploma-completion requirements.	4
Provide comments/evidence to support the ratings: All schools provide a balanced, challenging school program focused on students pursuing paths that lead to success, whether via college or an immediate career choice. Students personalized learning plans will be monitored along the way by the student, parents, teachers, success coaches, and their school counselor. Comprehensive programs are aligned to Ohio's Learning Standards allowing for differentiation based on student needs and college/career goals. A board-approved annual report is distributed to parents and other key stakeholders.	

STANDARD 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.

I1 The program has clearly stated educational goals.	4
I2 The program clearly organizes course offerings in a way that stakeholders can easily navigate.	4
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.	4
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.	4
I10 Courses offered through the program include opportunities for both asynchronous and synchronous learning.	5
Provide comments/evidence to support the ratings: Detailed information on the ACCEL curriculum and instructional program is provided in the Education Plan within the application. More details on the course functionality can be shared in a virtual walk through.	

STANDARD J: INSTRUCTION

A quality online program takes a comprehensive and integrated approach to ensuring excellent teaching for its students.

J1 The program adopts clear expectations for curriculum design and teaching practices that align with its stated vision, mission, principles, or values.	4
J2 Instruction is guided by evidence-based practices.	4

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.	4
J5 The program implements strategies to ensure the academic integrity of course assignments and assessments in order to increase student accountability.	4
Provide comments/evidence to support the ratings: ACCEL's instructional model is founded on the principles of anytime, anyplace learning. However, we balance student/family flexibility with a structured daily schedule to ensure students are mastering standards and concepts.	

STANDARD K: ASSESSMENT AND LEARNER PERFORMANCE

A quality online learning program values positive learner outcomes and takes a comprehensive, integrated approach to measuring and monitoring progress toward defined learning objectives.

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
Provide comments/evidence to support the ratings: ACCEL leverages several types of assessments to constantly progress monitor students against local and national benchmarks. Our standards-based short cycle assessment approach allows us to pinpoint specific objectives for small group intervention and extension to ensure mastery. This balanced assessment approach is a best practice for all public schools.	

STANDARD L: FACULTY AND STAFF SUPPORT

A quality online program supports faculty and staff by providing mentoring, technical assistance, and timely professional development.

L1 The program provides and encourages participation in induction and mentoring programs.	4
L2 Teachers are provided regular feedback regarding their performance and student achievement/progress.	4
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 learning.	4
L5 The program provides teachers and staff with timely and effective technical support.	4
<p>Provide comments/evidence to support the ratings:</p> <p>ACCEL supports and guides teachers in numerous ways including providing an annually updated online teacher orientation course, training and mentoring opportunities, and teacher leadership opportunities. ACCEL uses the National Standards for Quality Online Teaching to guide its professional development support services for the school.</p> <p>The school has a Local Professional Development Committee and uses the Resident Educator Program to support professional development and new teacher mentoring.</p> <p>ACCEL uses the Ohio Standards for School Counselors to support professional development for guidance staff and the state evaluation system aligned to these standards. ACCEL's Director of Student Programs guides the professional development along with the school's Manager of School Counseling.</p> <p>ACCEL provides a student dashboard for each course in which teachers can see student mastery of Ohio Learning Standards, based on short cycle assessment results.</p> <p>ACCEL provides technical support to staff and students that includes self-help FAQ, phone help and instant chat box support. The goal is to get the staff member back on track as soon as possible including overnighting a new laptop, if necessary.</p>	

STANDARD 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.

M1 Learners are provided with an orientation to online learning technologies and successful online learning practices.	4
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.	4
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.	4
M6 The program establishes standards for timely, effective technical support for learners.	4
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.	4
Provide comments/evidence to support the ratings: All students will be provided an annual student orientation that is customized to their grade level that guides them through their roles as online students using the AMP system. All students will be provided a homeroom or advisory teacher who remains in regular contact with the student to guide his/her learning and developmental needs. Counselors are available to students and their parents/guardians to address developmental, life-skill and planning, and child welfare issues. All students and parents have access to technical support.	

STANDARD 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.

N1 Ongoing internal evaluations are conducted to regularly collect and analyze data based on national, state, and/or program metrics.	4
N2 Ongoing internal evaluations are conducted using valid and reliable measures to evaluate learner success and to drive instructional and management decision-making.	4
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.	4
N4 Regular internal evaluation of state or national standardized test results designed to measure achievement of all learners are conducted to inform the program's impact on student outcomes.	4
N5 Faculty are evaluated on an ongoing basis to assure instructional quality, using clear, consistent policies, measures, and procedures.	4
N6 A process for reviewing and evaluating courses is implemented to ensure quality, consistency with the 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 Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of progress towards 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
Provide comments/evidence to support the ratings:	

Accel is centered on a continuous improvement model and that includes its curriculum, instructional model, and overall services provided to its partner schools. We collect stakeholder feedback and incorporate that into our company continuous improvement plan. Accel Schools participates in COGNIA accreditation (certificate included), and the company currently holds corporate accreditation in good standing through June 30, 2030.

THIS IS TO CERTIFY THAT

Accel Schools

has met the criteria for educational quality
established by the Cognia Global Commission
and is hereby presented this

Certificate of Accreditation

by the North Central Association Commission on Accreditation and School
Improvement, the Northwest Accreditation Commission, and the Southern
Association of Colleges and Schools Council on Accreditation and
School Improvement.



Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, Cognia

VALID THROUGH 6/30/2030