



SPONSOR CONNECTION

JANUARY 2024

Latest News for St. Aloysius Sponsored Schools

Reminders

1/9: Register to attend monthly virtual [meetups for new resident educator program coordinators](#)

1/10: Register for [Principal Chat Series](#) (Professionalism)

1/22: Registration open for spring [resident educator program coordinator regional network meetings](#)

1/31: Register for [2024 OLAC and PBIS Showcase](#)

OhioRISE - An Asset to Students

The Ohio Department of Education and Workforce is encouraging all schools to consider how OhioRISE can be an asset to students. OhioRISE is a Medicaid funded program that aims to shift the system of care and keep more kids and families together by creating new access to in-home and community-based services for children with the most complex, behavioral health challenges. The program is intended to keep families supported in the community with a goal to prevent institutionalization. Children and youth who may be eligible for OhioRISE are between age 0-20, are eligible for Ohio Medicaid, and require significant behavioral health treatment needs measured by the Ohio Child and Adolescent Needs and Strengths (CANS) assessment.

For more information regarding OhioRISE, click on this [Flyer](#) or if your school is interested in hearing more about how OhioRISE can help, please contact Claire Oswald, Aetna OhioRISE, at oswaldc2@aetna.com.

New Centers for Disease Control and Prevention Resource: Promoting Mental Health and Well-Being in Schools

The Centers for Disease Control and Prevention's Division of Adolescent and School Health developed the [Promoting Mental Health and Well-Being in Schools Action Guide for School Administrators](#), which includes evidence-based strategies to strengthen student resilience and promote school-based mental health and well-being.



Dr. Jerry Farley Selected as ACTE Champion for CTE at the 2023 ACTE Awards Gala

Dr. Jerry Farley, Vice President of Career and Technical Education at Oakmont Education, was recognized at the 2023 Association for Career and Technical Education (ACTE) Awards Gala as the Champion for CTE! The award recognizes leaders who champion career tech programs as an important part of preparing students for a competitive workforce. His 35-year journey in education showcases an unwavering commitment to inclusive CTE programs, shaping futures, and earning national recognition.

2023-2024 Special Education Profile Released

The Ohio Department of Education and Workforce [released part of the 2023-2024 Special Education Profile for all districts and community schools](#) Dec. 15. The profile displays a district's performance on key indicators established by the Individuals with Disabilities Education Act (IDEA) and informs the district of any required activities based on these indicators. Districts must complete all required activities detailed in the Special Education Profile to demonstrate compliance with IDEA.

Science of Reading Implementation Spotlight – Klepinger Community School

As part of the statewide movement to raise student achievement in literacy, Klepinger Community School has taken significant steps in overhauling their literacy materials to align with the Science of Reading and has seen positive growth so far this school year in response to the changes.

When asked about some of the most noteworthy changes made this year, Klepinger Principal Melissa McManaway stated, “The biggest changes from last year to this year were moving from a balanced literacy approach to a structured literacy approach, conducting professional developments over the Summer with staff, and vetting and doing our research on new materials aligned to the Science of Reading. We involved the staff in the decision on the materials because we wanted their buy-in on everything, so by the time changes were made to the materials they were already all-in on them.”

The greatest challenge in change sometimes is the change itself. “We get stuck in what we know,” she said. “We had people that were hesitant at first to the changes because they are used to what was familiar. Continuing to push and encourage towards what’s unfamiliar and continuing to provide positive reinforcement has gone a long way.” She also stated that parental involvement in the process and having protected, scheduled time for reading built into the schedule has gone a long way this year, too.

Ms. McManaway said that there have been several positive gains shown this year. “We have been seeing early results showing strength in vocabulary. Writing has shown positive growth due to overall confidence in writing skills. We are seeing more students move from at-risk to on-track positions compared to years’ past. The gains especially seen in our younger students has been significant.”

Regarding any guidance she would give other schools considering changes in literacy programs and practices, Ms. McManaway said, “Try to get buy-in from your staff and have open communication with them first” she says. “These changes are still new for us all; it’s going to be an adjustment. It’s important to make sure that there’s appropriate and continual professional development to guide your staff and that you’re able to continue to encourage them along the way.”

As we begin the new calendar year, the Legal Department at CSS wanted to take a moment to reflect on the quality work that is being done by community schools. A report from the University of Arkansas Department of Education Reform was released in November 2023. This report compares students attending charter schools and students attending traditional public schools in 9 major cities across the United States.

In its findings, the Department of Education Reform observed that charter school students perform, on average, 2.4 points higher on the eighth-grade reading exam and 1.3 points higher on the math exam when compared with traditional public school students. However, as the report notes, charter schools typically receive less funding per pupil than traditional schools, and so by comparing the scores based upon similar funding, the report finds that, on average, charter school students earn 4.4 points higher on the eighth grade reading exam and 4.7 points higher on the eighth grade math exam when compared with a traditional public school student at the same funding level.

The report also found that charter schools on average demonstrate a 40% higher level of cost effectiveness than traditional public-school students. Based on the findings in the report, the Department of Education Reform at the University of Arkansas suggests that traditional public-school leaders could learn from charter school operators, who have been operating on tighter budgets without sacrificing academic quality.

To read the full report from the Department of Education Reform at the University of Arkansas, [click here](#).

There is also positive news related to Ohio's community schools. In Ohio, community schools have seen increased enrollment this school year, according to payment records at the Ohio Department of Education and Workforce. The payment records at the Department of Education and Workforce show an increase in student enrollment at community schools of approximately 4.7% over last school year.



Happy New Year! 2024 is finally here and schools will be back in session and holiday decorations will be packed away. The start of the new year in Federal Programs means that monitoring has begun. The Department of Education and Workforce Development (DEW) started to notify schools in December as to the type of monitoring review the school will have this year. There are three types of monitoring reviews. One type of monitoring review is the self-survey. The self-survey can be found in the monitoring app in your OH/ID site. The self-surveys are relatively simple to complete and serve mainly to ensure that schools are completing the required activities and keeping corresponding records. These surveys are typically not due until the end of May. The other two types of monitoring reviews are Desk Reviews and Onsite Reviews. For the Desk Review, the school will be required to upload several documents into the monitoring system. The schools' federal program consultant will contact the school to set up a conference call time to review the documentation. The Onsite monitoring review will involve a lead federal program's consultant contacting the school to arrange a date for a team to come to the school and review the documentation. The Onsite monitoring review may also require documentation to be uploaded into the monitoring system. If you have not yet received a notice as to the type of monitoring review your school is having, please contact your federal program's consultant.

This month is a great time to review your grant expenditures. DEW recommends monthly Purchase Cash Requests (PCRs), but at a minimum of at least quarterly. Review your PCRs and make sure you have at least submitted quarterly PCRs. Did you know that unspent federal funds that expire (after grants' timelines) are returned to the DEW and depending on the grant, may be returned to the federal government? Schools should try to spend down these funds while still being good stewards of public funds. Review your school's One Needs Assessment. Are there areas where federal funds could be used to bridge a learning gap or try a new evidence-based intervention program or strategy? When federal funds are returned it has an impact on all schools because it sends a message to federal legislators that schools have more than enough funds. Please take the time to review your grants and expenditures. Try to utilize all the federal funds while still being a good steward.

If you have any questions about federal programs, please contact Nannette Sherman at nsherman@charterschoolspec.com.

College and Career Readiness Corner

DOPR and E-Schools Network Opportunity That You Don't Want to Miss!

CSS had their first "meet me in the virtual lounge" on December 13. The informal session gave a short overview of College Credit Plus and CTE 26 requirements followed by a question-and-answer session. These ongoing sessions are an opportunity to have your questions answered and virtually network. Thank you to those of you that attended and asked great questions!

The next "meet me in the virtual lounge" session will be held on February 14 at 12:00 pm. Participants will have an opportunity to engage with CSS staff, network with each other and have time to answer questions relative to school needs. Topics of discussion may include but are not limited to: Student engagement, student attendance, staffing needs and issues, legislative updates /clarifications, 12-point ICO, CCP, workforce readiness etc. The session is open to DOPR schools, DOPR E-Schools, Building Leaders, Academic Coaches, Counselors, CTE advisors.

If you would like more information or have questions, please contact Kerry Jupina Kjupina@charterschoolspec.com or Andrea Dobbins Adobbins@charterschoolspec.com.

DOPR District Test Coordinators, Administrators and Building Test Coordinators

The fall 2023 Ohio State Test (OST) End-of-Course

Educator Licensure, Certificates, and Permits

Many schools face a common challenge—staff shortages. Whether the deficit is temporary or prolonged, school

(EOC) test administration has been extended from January 15, 2024 to February 9, 2024, for those approved Dropout Prevention and Recovery (DOPR) community schools to test their students.

This extension is only for those students who are in a DOPR program but have not already tested during the OST fall 2023 EOC test administration (November 27 - January 12). Prior to the start of the extended test window and no later than 48 hours before testing, these students must be marked in TIDE with the DOPR attribute set to 'Y.' This can be marked manually on each student record in the Test Eligibility section or can be completed via file upload using the Upload Student Attributes task.

For information on this task, consult the [TIDE User Guide](#), pages 21-22. Failure to mark these students properly will prevent students from testing in the extended window.

Medical Reporting Requirements Reminder

Ohio law requires schools to report annually the number of enrolled students with diabetes, number of diabetic medication errors, as well as the procurement and administration of glucagon, inhalers and epinephrine. In 2024, [schools will be asked to report information for the 2023-2024 school year](#)

administrators are employing creative strategies to manage responsibilities such as class coverage, lunchroom supervision, study hall oversight, and recess. However, it is crucial that individuals overseeing or instructing students during any school-related activity possess a valid license, certificate or permit issued by the State Board of Education, Office of Educator Licensure. This document guarantees that the Office of Educator Licensure has a background check on file, and the applicant is registered in the [Rapback system](#).

For Community School Leaders, office staff, and auxiliary personnel who may be called upon to cover a classroom, and do not hold an active educator license, obtaining a [substitute license](#) is imperative. Those tasked with student monitoring, whether in a classroom, lunchroom, or other times throughout the day, and holding no other license, certificate or permit, should apply for either a substitute license or an [educational aide or student monitor permit](#). Additionally, all classroom aides must have an aide permit.

Adhering to this protocol not only minimizes risks to the school but also fulfills a compliance requirement that will be reviewed during Department on-site and desk reviews. Find more detailed information on [licensure requirements specific to community schools](#). Please reach out to your legal counsel for should you have additional questions or need more information.