



SPONSOR CONNECTION

January 2025

Latest News for St. Aloysius Sponsored Schools

Reminders

1/2: Submit public comments for [Subject-Accelerated Elementary and Middle School Students Waiver](#)
1/7: Attend [Ohio AI Education Coalition training series](#)
1/8: Register for [Principal Chat](#) (Special Education Profiles)
1/8: Attend no-cost training: [Tools for Schools: Resources for Addressing Youth Vaping](#)
1/10: Attend [fall office hours for Ohio's State Test administration](#)
1/14: Attend [Career-Readiness Leaders Meetup](#)
1/14: Register for [ED STEPS One Needs Assessment and One Plan training](#)
1/15: [ED STEPS One Needs Assessment and One Plan training](#)
1/21: Attend [Ohio AI Education Coalition training series](#) (Policy Deep Dive: Acceptable Use Student)
1/24: [Produce Safety for School Gardens Training Program](#) grant applications due
1/28: Attend [OLAC 2025 Showcase for AcceleratED Leadership & Learning](#)

24-25 Governing Authority and School Leader Timeline

[Governing Authority & School Leader Timeline 24-25](#)



Governing Authority Trivia Corner!

Welcome to our January 2025 Governing Authority Trivia Corner! Thanks to all of you that participated in our November contest. **Our winner was Lisa Kelly from Cincinnati Achievement Academy.** Lisa received a \$25.00 Amazon gift card.

Our December winner will be announced in the February Sponsor Connection. If you'd like to see the questions and answers for November please [click on this link](#).

The answers to questions below are contained in the January Sponsor Connection so you don't have to look far!

So let's play! Here are the three (3) questions for January:

1. True or False: Senate Bill 104 requires that all public restrooms at a school be designated for one biological sex.
2. True or False: Chronic absenteeism is defined as students missing 20% or more of school hours due to any reason.
3. True or False – A link is provided in every Sponsor Connection newsletter called "Governing Authority and School Leader Timeline 24-25" that is designed to help stakeholders better understand the variety of requirements that need to be fulfilled each month.

You can enter the contest by [clicking on this link](#), or email your answers to fstoy@charterschoolspec.com. Be sure and submit your responses by January 31., 2025. The winner will be announced in the March Sponsor Connection.

CSS 2024-2025 Professional Development

Click the link below to access the CSS PD Catalog:
[Professional Development Catalog 2024-2025](#)



Recognition for Your Dedication

Among all the of the hard work of governance, take a moment to pat yourselves on the back and join us in recognizing your commitment to our children's futures!

Thank you for continuing to serve the children in Ohio with integrity, valuing a quality education as a vital step along the pathway to their success!

Register for 2025 Showcase for AcceleratED Leadership & Learning

Hosted by ODEW and Ohio Leadership Advisory Council (OLAC), this no-cost event takes place **January 28, 2025** at the Greater Columbus Convention Center.

This is a **no-cost professional learning event** for superintendents, principals, teachers, counselors, and regional support staff. Presentations from Ohio schools and districts will be shared on accelerating leadership, instructional practices, and student learning. **[Register and explore the event agenda.](#)**

Direct questions about the conference to Jennifer Ruff at jennifer.ruff@education.ohio.gov.

2024- 2025 Compliance Process Update: April 30 Deadline for All Compliance Items

In the most recent Compliance Process Update, we shared that we have adjusted the usual compliance timeline from previous years for both collection and substantiation of documents.

Please note that a further adjustment has been made, and we will be wrapping up the compliance year on **April 30, 2025** (previously moved up to May 30). The process will be as follows:

- **February & April:** CSS sends update of any outstanding Compliance items needed. These updates are to ensure everyone has the same understanding of the items that are still needed.
- **After April 30 Deadline:** Each school with outstanding compliance items will receive a Corrective Action Plan request indicating what is still outstanding and will allow for a two-week period for the submission of the remaining items in order to rescind the CAP request. Any items not submitted by the end of the two-week period (**May 16**) will need to be addressed in a CAP response approved by the Governing Authority.

Please reach out to your Compliance Coordinator or Brian Dunbar (bdunbar@charterschoolspec.com) if you have any questions.

Legal Department

New Legislation Enacted

As the calendar year is drawing to an end, there have been a few legislative bills that have been enacted. The first legislative bill is Senate Bill 104 (SB104). SB104 requires that schools are to designate any “multiple use facilities” for exclusive use by students of either the male biological sex or the female biological sex. This change does not require a designation to any single use facilities. This bill prohibits schools from permitting persons of the opposite biological sex from using a multiple use facility that is not assigned to their biological sex. And schools are prohibited from permitting members of opposite biological sex to share overnight accommodations. This section of the law is named the Protect All Students Act.

House Bill 432 (HB432) makes changes to Career-technical licensure, removes a cross reference requiring schools to post the Sponsor’s annual report, corrects the grade band specifications for a reading competency exam requirement, and requires the Director of ODEW to provide a non-exhaustive list of major religious holidays that a student can receive an excused absence for under religious expression days.

Special Education

New Special Education Policy Requirements

The Department of Education and Workforce updated the Special Education Model Policies and Procedures to include changes to the Operating Standards for the Education of Children with Disabilities, and these are now available on the Department’s [Operating Standards and Guidance webpage](#). Verification of local school board approval of policies and procedures is required to be uploaded through the [Monitoring System](#) for all educational agencies by March 30, 2025, for the 2024-2025 school year.

Each school is required to adopt and implement written policies and procedures specific to students with disabilities that are approved by the Department.

Due to the delayed release of the Model Policies and Procedures, approval of these policies will be due by March 30, 2025, for the 2024-2025 school year only. Beginning with the 2025-2026 school year, the annual due date is Nov. 30.

Questions about the Model Policies and Procedures can be directed to the Office for Exceptional Children at exceptionalchildren@education.ohio.gov. To learn more about accessing the Monitoring System, review the [Special Education Policies and Procedures Guide to Submission Process](#), which includes frequently asked questions. For questions about the Monitoring System, please contact Phil Steffanni at philip.steffanni@education.ohio.gov.

Special Education Professional Development Opportunities

Charter School Specialists will be offering several opportunities to provide support and guidance for Special Education. These are virtual Professional Development sessions, and all sessions are from 12:00pm-1:00pm.

February 27, 2025: Discipline, Avoiding Costly Mistakes, and Corrective Action Plans

April 24, 2025: Topic TBD

Special Education Virtual Office Hours will be held the first Tuesday of each month from 12:00pm-1:00pm. The session dates are: **January 7, February 4, March 4, April 1, May 6**

These informal sessions provide Directors of Special Education, Intervention Specialists, and Administrators the opportunity to discuss the latest news from The Department of Education and Workforce & the Office for Exceptional Children. They are opportunities to ask questions, learn from colleagues, and network.

Please email Susan at sscarponi@charterschoolspec.com for the link to attend any of these sessions.

College and Career Readiness Corner

Empowering the Future: College Prep Tools at AccessScholarships.com

Helping students unlock their potential is more than a goal—it’s a mission. If you’re looking for a resource to amplify your college readiness strategies, **AccessScholarships.com** is the toolkit you didn’t know you needed. This platform is packed with everything from scholarship search engines to real-world advice on crafting applications that get noticed. Think of it as a one-stop shop for equipping students to navigate higher education like the pros we know they can become.

The best part? It’s free and very easy to use. With its tailored scholarship matches and step-by-step guidance on financial aid and personal statements, AccessScholarships.com isn’t just a tool—it’s an ally. For schools, it’s a way to empower staff and students alike, breaking down barriers to higher education with just a few clicks. Share this with your teams and let’s help students level up their future. Because when students win, we all do.

Federal Programs

This January, Cohort 2 schools will begin the process of writing a new three-year One Plan. The One Needs Assessment will open, and Cohort 2 schools will begin the process of reviewing data and determining root-causes. The One Plans are typically due by April 30th.

Compliance Highlight 1

Federal regulations state that schools must ensure that students have equitable access to effective teachers. For example, schools should not assign the least experienced teachers to the same grade level or subject matter. Schools receiving Title II-A funds may use these funds to help increase access to effective teachers. This can be accomplished through several focused activities:

- Establishing a teacher mentoring program, where inexperienced teachers are assigned to a mentor.
- Using stipends to attract more experienced teachers or giving longevity/retention stipends to teachers who continue to stay at the school.
- Providing high quality professional development that is not just a one-and-done but is continuous throughout the year.
- Hiring an Instructional Coach to model instructional strategies and curriculum implementation.
- Reimbursing teachers who take advanced courses leading to certification.
- Hiring floating substitute teachers to substitute in classrooms, thereby allowing those teachers to go observe more experienced teachers.
- Using an exit survey for teachers who decide not to return to the school. This allows the school to gather data and identify root-causes that may be impacting the ability to retain experienced staff.

Compliance Highlight 2

Schools must provide annual homeless awareness training to all staff at the school. The homeless awareness training helps staff learn to identify students who may be experiencing homelessness and how to provide additional support to the student and family. Title I has a requirement to spend at least one per pupil attendance on homelessness. These funds can provide clothing, laundry detergent, hygiene products and other essentials to the homeless student and their primary care giver. Homeless Awareness posters must be posted throughout the school building in areas frequented by parents and also in the community. For additional information and resources (including free homeless awareness training videos), go to: <https://nche.ed.gov/resources/>.

If you have any questions regarding Federal Programs, please contact: nsherman@charterschoolspec.com.

School Highlights



Patriot Preparatory Academy Incentivizes Attendance

A new incentive program was started this year by Patriot Preparatory Academy's Elementary Dean of Students, Mrs. Yolanda Briggs, to help encourage quarterly perfect attendance (and combat absenteeism). Mrs. Briggs is recognizing each elementary student for being a HERO: Here Everyday Ready On time.

Chronic absenteeism, defined as students missing 10% or more of school hours due to absence of any reason, can lead to younger students struggling with learning to read by 3rd grade, decreased achievement in middle school, and difficulty graduating high school.