



SPONSOR CONNECTION

NOVEMBER 2025

Latest News for St. Aloysius Sponsored Schools

Reminders

11/30: [Verification due](#) for local school board approval of model policies and procedures for the education of children with disabilities

12/26: - School annual budget resolutions due to sponsor



FY25-26 Governing Authority and School Leader Timeline

Click the link below to access the the timeline.

[Governing Authority & School Leader Timeline 25-26](#)

Charter School Specialists Staff Directory

Click on the link: [CSS Staff Directory](#)

Educator Licensure Process

Licensure candidates applying for their first license, or after a gap in licensure, should complete any background check requirements before or simultaneously submitting their licensure application. Receiving the full background check results, including rapsheets or other BCI documentation stemming from failed or rejected results, can take up to 60 days or more. More information regarding the licensure application process is available on the [Educator Licensure Process webpage](#).

Office of Community Schools Annual Report

As the Office of Community Schools drafts the Annual Community School Report, we would like to spotlight a few community schools. If you have a school that you would like to be considered for the annual report, please send the school name, summary of accomplishments, and a picture to community.schools@education.ohio.gov by November 14. Please put "Annual Report" in the subject line.

Legal Department

Board Minute Reviews for Sponsor Evaluation

As part of the HB 96 requirements, all sponsors will undergo evaluation during the 2025–2026 school year. One of the key documents sponsors must submit to the Department of Education is board meeting minutes.

To help ensure these minutes meet all necessary criteria, we will be reviewing them for completeness and accuracy. If we identify any issues, we will make every effort to notify you before the minutes are officially approved, allowing for timely corrections. If changes cannot be made in real time, we may request that you amend the minutes at a later date.

We appreciate your continued cooperation in helping us maintain our Exemplary rating!

Community Schools and At-Risk Youth

In Ohio, a 2014 evaluation of community-based alternatives to incarceration, funded through the RECLAIM Ohio program, found that youth assessed as low or moderate risk for rearrest were significantly less likely to be incarcerated for future offenses when they remained in the community. Specifically, they were one-tenth as likely to be incarcerated compared to similar youth placed in juvenile correctional facilities. In the same year, the U.S. Attorney General and the U.S. Secretary of Education issued a joint letter and guidance highlighting research that shows a strong correlation between a juvenile's involvement with the justice system and their ability to graduate from high school. This effort aimed to raise awareness and provide schools with strategies to help mitigate the negative impact of justice system contact on student outcomes.

As juvenile justice involvement continues to rise in Ohio, the Department of Education and Workforce has responded by launching dedicated web pages this fall to support schools in addressing the needs of these students, referred to as *justice-involved students*. These resources offer guidance to Ohio schools on how to support and educate students affected by the justice system.

Justice-involved students are entitled to receive an education, whether they are placed in a juvenile detention center or transferred to a state facility school system. These facilities are required to comply with the same educational laws and standards as all Ohio schools, including minimum instructional hours, adherence to the Free Appropriate Public Education (FAPE) requirements, and implementation of Individualized Education Programs (IEPs).

Each school must designate a liaison or point of contact for justice-involved students, typically the principal or superintendent. This liaison should be listed in the Ohio Educational Directory System (OEDS) and on the school's Education Management Information System (EMIS) page. Responsibilities of the liaison include:

1. Communicating with detention centers or treatment facilities
2. Assisting with the transfer of student records and credits
3. Developing transition plans for students
4. Attending training on supports for students returning from detention
5. Ensuring students receive a quality education while in a facility or treatment center

If a student is enrolled in an internet- or computer-based community school at the time of detention, they may continue their instruction during detention, provided the facility has the necessary capabilities. The school's justice-involved liaison is responsible for coordinating

with the detention center to determine feasibility.

To better support justice-involved students, schools are encouraged to:

- Build partnerships with agencies that can assist with student transitions
- Establish clear timelines for transition planning
- Acquire records and transcripts during detention to monitor progress and credit accumulation

Each school should have a process in place to create a transition plan for justice-involved students when needed.

Federal Programs

It is never too early to start preparing for end of the year reviews for federal programs. Below are some forms that can assist with these reviews. Gathering up this information and completing these forms will help you at the end of the year for compliance.

Evidence-based Intervention and Improvement Strategies: [Click HERE](#)

Federally Funded Spreadsheet: [Click HERE](#)

Inventory Example: [Click HERE](#)

Title I Non-Competitive Supplemental School Improvement (T1 NC SSI) and Expanding Opportunities for Each Child Grants (EOEC)

Several schools have had their grant applications for T1 NC SSI and EOEC returned. The grant reviewers are ensuring that the grants and the activities in the applications are aligned with the schools' One Plans. Here are a few key points to keep in mind when working on revising these applications: [Click HERE](#)

If you have any questions or need assistance with Federal Programs, please contact Nannette Sherman at nsherman@charterschoolspec.com

Special Education Key Fall 2025 Updates

As schools prepare for midyear monitoring and compliance reviews, several updates from the Ohio Department of Education & Workforce (ODEW), the Office for Exceptional Children (OEC), and national partners should be on every school leader's radar.

1. Digital Accessibility Review

Schools are reminded to begin reviewing **websites, mobile apps, and public-facing documents** for compliance with digital accessibility standards. All online content, including PDFs, must be **readable, searchable, and properly structured** for assistive technologies such as screen readers. Accessible design not only meets federal ADA and Section 504 requirements but ensures equitable access for all families and stakeholders.

2. New IRIS Modules on FBAs & BIPs

The **IRIS Center** has released new professional learning modules focused on **Functional Behavior Assessments (FBAs)** and **Behavior Intervention Plans (BIPs)** for both elementary and secondary levels. These modules align with the **U.S. Department of Education's 2025 guidance** emphasizing data-informed, team-based approaches to behavior planning.

Schools are encouraged to integrate these modules into PD calendars to strengthen staff capacity in proactive behavior supports.

3. Behavioral Threat Assessment & PBIS/MTSS Alignment

New guidance encourages **alignment between Behavioral Threat Assessment and Management (BTAM) processes and PBIS/MTSS frameworks**.

This integrated approach enhances safety and prevention while maintaining positive, supportive school climates. Importantly, teams should note that **BTAM reviews can trigger "child find" obligations** or activate **disciplinary protections** under IDEA for students with disabilities.

4. OEC Memo: Delivery of Specially Designed Instruction (SDI)

The **October 2025 OEC memo** clarified that **general education teachers may deliver SDI** under the supervision of an Intervention Specialist (IS) or Related Service Provider, provided they are:

- Appropriately trained and qualified
- Knowledgeable in supporting students with disabilities

Supervising staff must ensure **fidelity of implementation, progress monitoring, and alignment to the IEP**, maintaining full oversight and compliance with SDI requirements.

Ensure leadership and special education teams review these updates and adjust policies, training plans, and accessibility practices accordingly. Equity and compliance begin with awareness, and these new resources help every school move one step closer to inclusive excellence.

Rethinking “College and Career Readiness” — Toward Good Life Readiness

If you recall, last month’s CCR Corner focused on the importance of providing person-centered college and career readiness education and resources to students and families well before high school, and long before that first required graduation plan is developed.

As I sat down to write this month’s article, I found myself reflecting on the term College and Career Readiness. While it’s familiar and widely used, it doesn’t always capture what we truly want for our students: to help them define and pursue their own vision of a Good Life. For some, that vision includes college. For others, it centers on a career, or perhaps both. But many students may imagine a future that doesn’t fit neatly into either category. Add to that a rapidly changing world where advancements like Artificial Intelligence are reshaping jobs and opportunities, and it’s clear we need to think more broadly. So, for this month, let’s call it Good Life Readiness (GLR).

The idea that “college is the only pathway” remains deeply ingrained in education and society. Yet, as Dr. Kevin Fleming highlights in his 2016 book *Redefining the Goal: The True Path to Career Readiness in the 21st Century*, the “college for all” mindset often doesn’t align with today’s or tomorrow’s in-demand jobs. Dr. Fleming encourages us to start Good Life Readiness planning earlier. This should be grounded in each student’s interests, aptitudes, geography, culture, labor market trends, and available resources. His short video, [Success in the New Economy](#), offers compelling data and a thought-provoking look at how we might better prepare students for the future.

So, what does this mean for Ohio’s students, and for those of us supporting them? Fortunately, Ohio offers multiple pathways toward an Ohio High School Diploma that connect directly to meaningful postsecondary opportunities. Through early and intentional career awareness and exploration, students can prepare for success through career-technical education, pre-apprenticeships, industry-recognized credentials, readiness seals, and work-based learning experiences. These pathways can lead to higher education, or directly into the workforce all depending on what each student envisions as their Good Life.

As educators, we play a vital role in helping students imagine and plan for that vision. This month, I invite you to explore tools from the [Charting the LifeCourse Framework](#), which provides person-centered strategies to help students identify what matters most to them. You can learn more by watching the embedded video on Person-Centered Tools and registering for the free virtual session, “Charting the LifeCourse in Education,” offered by State Support Team Region 3 on Friday, November 14. Please use the link below to register:

<https://forms.gle/MSpUaSpnHAN8GoCy8>

Together, let’s continue helping every student chart their unique path toward their own version of a Good Life.

ODEW's High-Quality Instructional Materials (HQIM) and Verification Desk Audits

Approval & Review Cycles for HQIM / Core Curriculum

- ODEW has published that its “next full review cycle” for high-quality core curriculum materials will begin in Fall 2026.
- For revised editions of already-approved materials, review cycles opened on October 1, 2025, and again on January 1, 2026.

No Explicit Published “Compliance Verification Timeline”

The ODEW HQIM guidance emphasizes that implementation is a multi-year process, and schools are expected to transition, adopt, and support fidelity; but it does not yet contain a schedule of verification visits or audits.

How Schools and Boards Should Prepare

While ODEW has not yet published a formal compliance verification schedule, schools should anticipate the potential for being selected for a desk audit as early as Fall 2025.

Audit your schools’ adopted materials now by ensuring all core and intervention programs are on the approved lists and properly documented (contracts, board approval, implementation plans).

A list of suggested artifacts can be found here: [HQIM Verification Readiness Checklist](#).

Updates to the Emergency Operations Plan

The Ohio School Safety Center released an updated sample Emergency Operations Plan (EOP) with a revision date of August 2025 due to a new ORC requirement.

With the passage of Ohio House Bill 96, schools are now required to include a protocol that addresses student use of cell phones during an active threat; this is required for all schools and **shall be implemented no later than Jan. 1, 2026**.

A copy of the updated EOP sample can be downloaded [here](#).

For questions, please reach out to your [School Safety Planner](#) or the Ohio School Safety Center at 614-644-2641 or email questions to OhioSchoolSafetyCenter@dps.ohio.gov.