SPONSOR CONNECTION
MARCH 2026
Latest News for St. Aloysius Sponsored Schools

Reminders

3/4: Webinar: ED STEPS One Plan implementation
3/5: Monthly supports and monitoring webinar
3/5: Report Card training session: DPR Achievement, Progress, Gap Closing, and Graduation
3/10: Military Signing Day
3/11: Report Card training session: DPR Achievement, Progress, Gap Closing, and Graduation
3/13: Academic success webinar series
3/30: Report Card training session: Traditional Gifted Performance Indicator
3/31: Report Card training session: Traditional Gifted Performance Indicator

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 Directory

2025–2026 Professional Development Catalog

This year's catalog features a comprehensive lineup of upcoming professional development sessions, on-demand learning opportunities, and additional trainings designed to support school leaders, teachers, and our valued partners.

Access the catalog:
2025-2026 Professional Development Catalog

We encourage you to explore the catalog and share it with your teams. If you have any questions or would like to request customized professional development, please contact Molly Warmke at mwarmke@charterschoolspec.com.

New Public Dashboard Compiles School and District Curriculum and Instructional Materials

The Ohio Department of Education and Workforce has launched a high-quality instructional materials (HQIM) dashboard of reported core curriculum and instructional materials in English language arts and reading intervention programs. The dashboard shows the materials being used across the state from the Department's approved lists, based on 2024-2025 Education Management Information System (EMIS) data. All displays are based on what was reported to the Department by Ohio's schools and districts; reporting may be incomplete.

School districts, STEM schools, and community schools are required to use materials from the list of approved core curriculum and instructional materials and programs from the list of approved reading intervention programs. In addition, these schools are required to report what is being used in EMIS.

It is important to note that this data was as reported in EMIS at the time the 2024-2025 window closed in August 2025.

In addition to the Department's website, the dashboard can also be located within the Report Portal. A guidebook is available to walk users through how to use the report.
Direct questions regarding high-quality instructional materials in English language arts and reading intervention programs to ReadOhio@education.ohio.gov.

Alternative Principal Licenses

Ohio offers an alternative pathway to licensure for principals and assistant principals. This accelerated pathway allows candidates to complete requirements for professional licensure while working in an Ohio school or district. See the State Board of Education's Alternative Principal Licenses webpage for eligibility information and pathway requirements.

Digital Learning Office Hours

Digital Learning Office Hours is a monthly opportunity for collaboration, discussion, and support in the area of digital education.

Sessions will be held on the first Tuesday of each month from 9:00-10:00am.

These informal sessions are open to building leaders, teachers, and management company representatives who are interested in exploring all aspects of digital learning. Whether you represent an e-school, a blended learning environment, or are simply looking to learn more about best practices in digital instruction, these sessions are designed for you.

Join us to ask questions, network with colleagues, share effective practices, and stay informed about the latest updates from the Department of Education and Workforce.

To receive the meeting link, please contact Andrea Dobbins at adobbins@charterschoolspec.com.

Compliance Reminder

Compliance Year Wrap Up

It is already March and we are quickly approaching the end of the compliance year! Over the next two months (March and April) we will be finalizing the current compliance collection process, finishing any school visits for student file reviews, posting the Spring Compliance Survey, and finalizing all the remaining compliance requirements prior to April 30th. Schools will be receiving the final compliance summary and End of the Year Compilation Reports in May!

The Compliance Spring Survey is a questionnaire pertaining to compliance items that are answered closer to the end of the school year. Look for Spring Survey details to be sent via email to administrators, superintendents, and compliance personnel in late March. The survey link will be distributed March 30. We are asking for all schools to complete the survey by Friday, April 10.

A special thank you to the 10 schools that were selected randomly by ODEW to be the "selected schools" for CSS to demonstrate our quality practices to ODEW. We greatly appreciate your diligence in completing all compliance requirements slightly earlier so we can complete our compliance determinations and reporting by April 15. All CSS compliance coordinators have shared this honor with their schools if you were so lucky.

Please contact Brian Dunbar by email at bdunbar@charterschoolspec.com if you have any questions or concerns.

3rd Annual Educator's Human Trafficking Awareness Summit Held at Franklinton Prep High School

On Friday, February 13, Gracehaven, in partnership with Franklinton Prep High School, hosted the 3rd Annual Educators' Human Trafficking Awareness Summit at Franklinton Prep High School. This annual event is designed to equip educators with the knowledge and tools needed to recognize and respond to youth trafficking within the school setting. CSS's Molly Warmke was in attendance to support this important initiative.

The summit featured a powerful keynote address from Harold D'Souza, co-founder of Eyes Open International, former member of the US Advisory Council on Human Trafficking, and a survivor of labor trafficking in the United States. Mr. D'Souza shared his lived experience, including the impact trafficking had on his children while they were attending school during his family's exploitation, offering a deeply personal perspective on why schools play such a critical role in prevention and intervention.

Breakout sessions featured state and local experts from organizations including the Columbus Police Department, Do It for James Foundation, Eyes Up Appalachia, Hamilton County Juvenile Court, Huckleberry House, Ohio Department of Youth Services, Ohio Domestic Violence Network, and She Has a Name. Attendees also heard from a panel of educators representing public, private, and charter schools who have successfully integrated human trafficking awareness programming into their school communities.

Educators have a front-row seat to the lives of their students. They are often the first to notice when a student is thriving, when a student is struggling, or when something simply doesn't seem right. Schools can be safe spaces, and educators frequently become trusted, supportive adults in the lives of young people. For that reason, it is essential that educators are empowered and prepared to recognize the warning signs of trafficking and respond appropriately within the school environment.

According to 2024 data, Ohio ranks among the top seven states in the nation for reported human trafficking cases—underscoring the importance of continued awareness, prevention, and education efforts across our communities.

If you suspect someone is being exploited for another person's profit or have information related to human trafficking, please contact the Ohio Human Trafficking Hotline at 844-END-OHHT (844-363-6448).

One Plan Development Day Inspires Strategic Action Across Ohio

On February 20, 2026, Charter School Specialists proudly hosted it's One Plan Development Day at the OCLC Conference Center, bringing together representatives from 36 schools and State Support Team members from across Ohio for a day of meaningful collaboration and strategic planning.

The session was expertly led by Nannette Sherman, CSS Director of Federal Programs, whose depth of knowledge and practical approach guided school teams through analyzing data, identifying root causes, and developing clear, actionable goals aligned to their One Plan.

Nannette's leadership empowered participants to move beyond compliance and into purposeful planning, ensuring their One Plans serve as living documents that drive real student outcomes.

The day also featured dedicated expert tables, where attendees received personalized guidance from CSS specialists Lauren Shockley, Bob Ross, Dr. Dee Morgan, and Dr. Erica McMillon. This hands-on support allowed school teams to dive deeper into key focus areas and leave with strengthened plans and renewed confidence.

For additional support related to One Plan development, please contact Nannette Sherman at nsherman@charterschoolspec.com.

Federal Programs

This month three schools will be working on their One Needs Assessment and One Plan. The One Plans are due by April 30th. The Office of Community Schools is requiring that all community schools have a literacy goal. The other goal should be math unless the school has a chronic absenteeism rate of 30% or above. If the school has a chronic absenteeism rate of 30% or more **and** has chronic absenteeism questions in their One Needs Assessment, they must have a chronic absenteeism as a goal. Any schools not required to have a chronic absenteeism goal, should make math their second goal. Schools in Cohorts 1 and 2 are encouraged to review their One Plans to ensure alignment and focus on literacy, math, or chronic absenteeism. Charter Schools Specialists has created a spreadsheet that may assist schools in monitoring their goals, adult and student measures, and data collection. The alignment spreadsheet can be found HERE.

As a reminder, all schools that accept federal funds are required to conduct a program review for each funding source (Title I, II, III, IV, NC T1 SSI, and EOEC) to determine the success of the programs at raising student achievement. At the recent National ESEA Conference, sessions were held on conducting a Return On Investments (ROI). Conducting a ROI allows a school to review data, student progress, adult implementation, and total costs of the programs. This will help determine if the program is a good use of public funds by looking at the student gains and associated costs.

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

College and Career Readiness Corner

The CCR Corner is officially on Spring Break this month!

As you take some well-deserved time to recharge—whether that's on a beach, a trail, or simply enjoying a quieter moment, the CCRC invites you to reflect on the idea of career pathways, purpose, and the "good life."

If you find a little time to relax with a book, here are a few inspiring reads to take with you, each offering a different perspective on navigating careers, overcoming challenges, and defining success on your own terms.

Suggested Spring Break Reading

- **Designing Your Life** – Bill Burnett & Dave Evans - A practical and engaging guide to "designing" multiple possible futures—perfect for rethinking how we help students explore pathways.
- **What Should I Do with My Life?** – Po Bronson - Real stories of individuals navigating uncertainty and discovering purpose in unexpected ways.
- **Range – David Epstein -** A compelling case for exploration over early specialization—an important reminder for both students and educators.
- **Grit** – Angela Duckworth - A powerful look at perseverance and resilience—key ingredients in any meaningful journey.

- **The Pathless Path** – Paul Millerd - A modern take on stepping away from traditional career expectations and forging a more personalized path.
- **Drive** – Daniel Pink - Explores what truly motivates us—autonomy, mastery, and purpose—and how that connects to meaningful work.

Enjoy your break, we'll see you back in April!

ODEW Ohio Attendance Dashboard: Action Needed by March 6

Two years ago, Ohio Governor Mike DeWine committed to reducing chronic absenteeism statewide by 50% by the end of the 2028-2029 school year. Since then, it's become clear that **Ohio needs real-time, actionable data** to show how attendance strategies and patterns, such as season and day of week, affect chronic absenteeism and help identify opportunities for support.

We're excited to share we are in the final development stages of a **new Statewide Attendance Dashboard** designed for just these purposes. This tool will help everyone keep a pulse on how chronic absence is trending throughout the year, making it easier to identify patterns early and take steps to improve attendance.

The Management Council of the Ohio Education Computer Network (MCOECN) is supporting this work. This means most schools and districts are already set up to participate because they receive Student Information System (SIS) services through an Informational Technology Center (ITC).

To be part of the Statewide dashboard, schools or districts must have an executed data sharing agreement with their ITC. If you receive SIS services through an ITC, you may already have an executed Data Sharing Agreement. Schools and districts that execute a data sharing agreement commit to establish and maintain a connection that enables the MCOECN to collect required attendance data on a weekly basis.

There is **no cost involved** to participate in the dashboard, and there will be no change to your current SIS operations. Please email Roy Templeman (roy.templeman@mcoecn.org) **by March 6** to get the process started.

Dashboard Features

The dashboard is publicly accessible and will not include student-level data. It will allow users to:
- Explore chronic absence rates by county, district, building, and grade level.
- View attendance weekly, quarterly, monthly, or for the full school year and across the same categories on the State Report Card: Satisfactory, At Risk, Moderate, and Severe
- Export data

Chronic absence calculations are based on the amount of time a student could have been in school so far, rather than the entire school year, so it can function as an early warning system.

Data will be updated weekly. schools will be able to adjust their data retrospectively for up to two weeks, helping improve accuracy over time. While the data will not be as accurate as it is on the Ohio School Report Cards, it will serve as a point-in-time snapshot.

If you have any questions contact Patrick Hickman at Patrick.Hickman@education.ohio.gov.

Calamity Days and Online Makeup Plans - Is Your School Eligible for FY25-26?

ORC 3313.482 requires each school district to develop and have a board-approved online makeup hour plan in place by August 1st of each school year. The plan permits schools to make up the equivalent of three school days by providing teacher-directed online learning when buildings are closed for eligible reasons, most commonly due to weather. These online days count toward required student instructional hours and replace the traditional calamity day "blizzard bag."

If your school did not adopt an online makeup plan or adopted the plan after August 1st, any online learning days used will not count toward meeting the minimum school-year requirement. The state auditors will verify that any school who claimed online learning days had a plan in place by August 1st.

Schools who used other learning models during school closures need to be aware of the new teacher-direct asynchronous requirements and should not assume that asynchronous learning hours will count towards the minimum school year requirement for instructional hours.

Please check to ensure that your school will still meet the 920 instructional hours requirement. If your school will be below the minimum hours, then the school will need to schedule makeup days/hours.

Blended Learning and Online Schools are not eligible for the online makeup plan.