North Central Ohio ESC

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Application for Educational Service Centers Currently Sponsoring Conversion Community Schools

North Central Ohio Education Service Center
Sponsor Application
Fall/ 2015

Application Cover Sheet

Name of Organization
North Central Ohio Educational Service Center

Contact Information

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Primary Contact

Name: Dr. James Lahoski

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Name and IRN of Each Currently Sponsored Conversion Community School:

1. Academy of Educational Excellence- **013195**

2. Albert Einstein Academy of Letters, Arts and Science- **13994**

3. Berwyn East Academy-**013915**

4. Educational Academy for Boys & Girls-**014090**

5. Focus Learning North Academy-**142943**

6. Hardin Community School-**011324**

7. Hope Learning Academy of Toledo-**014091**

8. Imagine Columbus Primary Academy-**014139**

9. Imagine Leadership Academy -**014121**

10. Lakeland Academy Community School-**011511**

11. Midnimo Cross Cultural Academy-**000780**

12. North Central Academy-**012054**

13.Richland Academy School of Excellence (RASE) -**011967**

14.Rise & Shine Academy - **013999**

Section I
Sponsor Commitment & Capacity

1. Describe your organization's mission, strategic vision and core values. How has sponsoring a conversion community school supported or extended the organization's vision and values? Please provide any examples, such as mission statement, a strategic plan, board resolutions or policies; feel free to use hyperlinks to the organization's website.

The North Central Ohio Educational Service Center is committed to community school authorizing and adherence to the use of quality authorizing practices.

Our authorizing mission is an extension of our organization's mission and core values. It is to build strong partnerships with developers and educational leaders of community schools by providing sponsorship service for monitoring, oversight and technical support that meets and exceeds excellence in support of school choice options.

Through authorizing, we are committed to setting high standards. We seek to develop long-lasting partnerships with groups who maintain high standards for quality and share our commitment in providing alternative programs that nurture good educational experiences for ALL kids.

As a community school sponsor, North Central Ohio is dedicated to continuous improvement in our core responsibilities as authorizers. We are committed to building excellence in charter school authorizing!

*Refer to Exhibit A: "NCOESC Strategic Planning Model Proposal"
*Refer to Exhibit B: "Strengths, Weaknesses, Opportunities, Threats" (SOWT)

2. Do you intend to open additional or assume sponsorship of existing conversion schools? If so, describe your organization's plan for sponsoring additional community schools. How many and what type of additional community schools do you plan to sponsor in the future? In which counties and districts will the schools be located? *[This question is for informational purposes only; it will not be scored.]*

Our intent is to continue sponsoring our existing schools, given they are on a positive trajectory for both student achievement and growth and are maintaining high standards and commitment to providing social/emotional support of ALL of their students.

At this point in time, the number of additional schools we would potentially consider for sponsorship depends on the number of applications we receive and whether they have viable potential. This would be determined by completion of an RFP followed by an invitation to participate in our application process. Our vetting process approval criteria, identified in our application, requires applicants to present the following: a

clear mission; solid educational plan; strong and effective management structures and governance; strong school leadership; fiscal viability and sustainability along with shared leadership and values that indicate the team will be able to carry out the mission of the school successfully.

Currently, we do not have any schools engaged in our vetting process.

3. Describe the level of financial resources your organization has had available for on-going sponsoring activities. Please provide a budget of your organization's yearly revenue and expenditures specific to sponsoring activities.

The North Central Ohio ESC has devoted financial resources in support of its authorizing responsibilities by staffing a department dedicated to providing monitoring, oversight, and technical assistance to our schools.

The ESC employs a Director of Community Schools, Compliance Representatives, a Community School Secretary and a separate licensed School Treasurer to conduct fiscal reviews. The community school division is staffed in accordance with our school portfolio and specifically designed to be efficient and effective.

The ESC Superintendent, Deputy Superintendent, and Treasurer provide additional technical assistance which includes (but is not limited to) handling of all legal matters, fulfillment of audit requirements, processing of closing assurances, and all other duties necessary to support our role as a sponsor to ensure each school's compliance.

In addition, we offer the services of a licensed Community School Treasurer and an EMIS Account Manager to schools that requests this service.

*Refer to Exhibit C: "NCOESC Sponsorship Budget FY 2015 and 2016"

4. Describe the frequency and the areas of professional development/trainings in which your staff is engaged relative to community school sponsorship. For example, does any staff attend national, state or ODE conferences and workshops?

The community school staff continuously participates in professional development directly related to quality authorizing. Some of the professional development that our staff has attended since May of 2015 are; The Ohio Department of Education Special Education Conference, Ohio Alliance for Charter School Authorizer's Annual Conference, Ohio Coalition for Quality Education Board Training, Ohio Charter School Law Summit, Ohio Improvement Process Leadership Meetings, 3rd Annual Community School Law Updates by Day Ketterer Education Law, RESA Program Coordinator Training, Batelle for Kids Connect for Success, Auditor of State Community School Training, ODE Federal Network Training Meeting.

Most recently, our director has participated in several open discussions & trainings related to HB2. These learning opportunities to support a more in depth understanding of the new legislation in support of community schools and authorizing responsibilities. Upcoming training include Ohio Alliance for Public Charter Schools 9th Annual Ohio Charter Schools Conference and FTE Review Workshop sponsored by The Ohio Department of Education, Region 6 Area Coordinators.

We are members in good standing of the Ohio Association of Charter School Authorizers (OACSA) and the Ohio Alliance for Public Charter Schools (OAPCS. We also hold membership of Buckeye Association of School Administrators (BASA) and

are have access to many list serv notifications that keep us well informed of legislative updates as well as curriculum, standards, testing, etc.

Our community school personnel are dedicated to our mission through their commitment to on-going learning opportunities directly related to our goals to be recognized as a quality authorizer in the State of Ohio.

5. What policies and practices has your organization implemented to avoid potential conflicts of interest in working with the schools it sponsors? Please provide a copy of your conflict of interest policy and examples of signed conflict of interest statements, if available.

The ESC has staff assigned specifically to community school monitoring, oversight, and technical assistance. All employees are required to follow Board Policy 1130 – Conflict of Interest, which includes guidelines to assure that potential conflicts of interest do not occur (see attached Board Policy 1130).

*Refer to Exhibit D: "Conflict of Interest Policy"

6. How do you assess your organization's performance as a sponsor? Please provide any examples pertaining to an annual review by the board of the strategic plan goals achieved; or a continuous improvement plan, if applicable; or stakeholder input about services provided; etc.

In June of 2015, we used the self-evaluation tool developed by the National Association for Charter School Authorizers to gain insight in to our areas of strength and weakness and for the purpose of reflecting on our past & present authorizing responsibilities. The results of the self-evaluation helped identify our most critical areas for improvement. We have developed a strategic plan and are in the process of developing our plan for continuous improvement.

*Refer to Exhibit E: "North Central Ohio ESC Organizational Chart"

Please include an organizational chart and as requested above, a copy of the organization's budget and expenditures. Additional documentation could include the organization's strategic plan, annual report, independent audits, guidance documents, and/or relevant organizational policies.

Section II
Sponsor Application Process & Decision-Making

Note: If your ESC has not recently opened or planned to open a new school, and has not taken on or has no plans to take sponsorship of existing schools anytime within the next two years, skip this section

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7. Describe the application process that developers follow in seeking sponsorship from your organization. Include a timeline.

Our application process has Two Phases and eight steps.

Phase I includes steps 1 – 5
Phase II includes steps 6 – 8

Outline and details of each Phase and steps are as follows:

Phase I:

Step 1) The first step in our application process is a submission of a Request for Proposal (RFP). The RFP is accompanied by a cover letter stating our authorizing mission and authorizing goals for community school sponsorship. Once the RFP is received, it is reviewed by our community school team. Other experts in our organization are also consulted. The RFP is analyzed on the following criteria:

- *Governance*
- *Operations*
- *Educational Programming Plan (research-based and include academic benchmarking and progress monitoring)*
- *Fiscal Viability*
- *Health & Safety*

If the RFP is not sufficient (lacking in financial viability and strong academic programming) applicants are given timely feedback regarding details of what is lacking and are invited to submit again the following year, if they choose to.

If the RFP meets the standard, then the applicants are invited to submit an application, moving on in the process.

Step 2) Following feedback from the RFP, applicants who are invited to submit an application are given four weeks to complete the written portion. This part of the application should address the same criteria as listed in the RFP but in much greater detail and also requests additional information as listed below:

- *Background Information about Founding Group and Resumes*
- *A Needs Assessment*
- *School's Mission/Vision/Values*

- *Governing Authority Information*
- *Enrollment & Marketing Plan*
- *Special populations*
- *School Climate & Culture*
- *Facilities*
- *Compliance*
- *Organizational Capacity & Operations*

Upon submission, the review team analyzes the application and evaluates it using the NCOESC Application Evaluation Tool, noting strengths and weaknesses.

A total score is determined using the Phase I Application Score Card and Overall Assessment. Our procedure is to invite a variety of experts from our educational service center to be involved with the review process. In the past, we have involved the following: Gifted & English Language Learner Coordinator, Special Education Director, Community School Director, ESC Deputy Superintendent, Former School Principal/OIP Consultant, and Former School Superintendent of a Technical School.

Step 3) Applicants are invited to move on to step 3, if their written application demonstrates strong capacity to establish and operate a quality charter school. Applicants participate in an interviewing process with the scoring team. Each scoring team member uses an interview summary report to note questions and comments during the interview. During the interview applicants are asked to clarify or further elaborate on their narratives regarding specific parts of the application.

All applicants are notified of the final results via email. If an applicant is denied, they are still given the option to attend a debriefing of the final results and suggestions that will make their application stronger. If an applicant is approved by the review team, recommendations are made to Dr. Lahoski, North Central Ohio ESC Superintendent, and the Governing Board of North Central Ohio ESC for authorizing and issuing a Preliminary Agreement.

Step 4- Involves the adoption of a Preliminary Agreement and an invitation to submit a Phase II Application.

Step 5- Establish deadlines for meeting to sign, date and return Preliminary Agreement to go forward with negotiation of contract.

Phase II

Step 6- All requested documents must be submitted to NCOESC and will be reviewed and included as appropriate in the community school contract.

Step 7- Date established for submission of all documents appropriate to the community school contract- documents submitted are reviewed.
Deadline is set for the completion of the community school contract negotiating process, including adoption of a resolution accepting the community school contract by the school's governing authority.

Step 8- School Governing Authority & NCOESC Governing Board must fully execute the school charter.

Refer to Exhibit F: "NCOESC Application Timeline"

8. Describe all elements of the application, including documents that your organization requests from developers (please include all supporting documents, such as the application, rubric and interview guide and any links to the organization's website, if available).

- *Letter of Introduction and Request for Proposal (RFP) - The Letter of Introduction serves to introduce our organization to prospective partners & share our authorizing goals. The RFP is a request to submit a proposal and is to be submitted by August 15*
- *Overview of application process- Explains process to applicants*
- *Timeline- Provides specifics for dates and deliverables*
- *Phase I Narrative Application- Narrative Outline- Provides applicants with a guided outline for application*
- *Application Evaluation Tool- Tool used to score Phase I Written Application- includes rubric & information on weighting of sections*
- *Application Score Card- A summary of scoring for each section of the written application*
- *Overall Assessment- Used by reviewers to officially deny or approve application*

* Refer to Exhibits G - K
Exhibit G: "NCOESC Application for Sponsorship"
Exhibit H: "Application Rubric"
Exhibit I: "Application Evaluation Tool"
Exhibit J: "Phase One Application Score Card"
Exhibit K: "Overall Assessment"

9. Describe the criteria that your organization considers in reviewing applications for the replication of an existing school; for consideration of a currently operating school from another sponsor.

The following would be requirement for applications of replications of an existing school to be considered:
1) *School's academic progress and past performance- must be on a positive trajectory with growth measures*
2) *A successful operational structure*
3) *Accountability measures of existing school (performance, organizational & financial performance- no findings for recovery or unauditable schools)*
4) *Success of the educational plan towards meeting the needs of students (socially, emotionally, & academically)*
5) *Has the school ever been on a recovery plan? If so, explain.*

The following would be required for applications to be considered when taking on a school from another sponsor:

1) *A school site visit would be required, preferably while school is in session*
2) *Interview with school team and governing authority president*
3) *Applicant would be required to provide evidence that they have a successful operational structure and strong school leadership*
4) *Evidence of successful educational plan the is meeting the needs of students*

they serve
5) *Evidence that provides a clear financial picture and stability*
6) *Reasons for non-renewal are made transparent*

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10. Describe the level of expertise of those who review applications, including existing staff and external sources.

Applications will be reviewed by panels of experts in specific areas of education, finance, and law. We have engaged highly competent individuals, both internal and external, with relevant financial, educational, organizational/leadership background and experience to ensure a fair and proper evaluation of all of the components of the applications. More specifically, we have included individuals who are experts in special education, gifted education, English language acquisition, curriculum and instruction, and educational leadership.

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11. Provide details of applications that were both approved and denied by your organization over the past five years, including reasons for both approvals and denials. *[This question is for informational purposes only; it will not be scored.]*

In 2013-14, NCOESC vetted 6 more schools. The following is a list of schools and reasons for approval or denial. None of the schools vetted opened. One applicant was not able to complete the application process set forth in our timeline. Three of the applicants did not meet the approval criteria per our application rubric. Two of the applications were approved, but due to recruitment goals not being met a solid financial budget was not able to be established. In both situations, the sponsor and the founder agreed that the school should wait another year.

1. *Campbell School for Girls- Approved, but due to lack of successful recruitment plan and low enrollment, founder pulled out- 10-day assurances were never conducted.*
2. *COWLES- Denied due to weak application in general, inability to secure a facility, fiscal viability and lack of depth to educational programming*
3. *Innovation Learning Academy- Approved, but due to lack of successful recruitment plan and low enrollment, founder pulled out- 10-day assurances were never conducted*
4. *JMN Academy of Communications Technology-Denied due to lack of clarity in educational programming, fiscal viability and inability to secure a facility*
5. *Lifestyle Prep-Denied due to founder not following through with the application process in a timely manner*
6. *Seek Business Academy- Approved, but due to lack of finalizing a facility and deadlines, the founder pulled out and may apply in the future.*

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Section III
Sponsor Performance Contracting

ODE will review the performance contracting/accountability sections of each currently operating conversion community school under contract with your organization, comparing them to the expectations of quality sponsor practice as found in the Quality Rubric, Performance Contracting Section, items A through D.

12. Describe your organization's process and the frequency for reviewing school performance against measures included in the contract on an annual basis.

Our onsite monitors conduct school site visits two times a year and collect data using our assessment tools in the fall and spring. Data is gathered on school compliance performance, classroom observations, and student academic performance. We require schools to provide analysis of diagnostic data results and Reading Improvement Monitoring Plans during our fall site visits. Schools that are using internal benchmarking assessments share academic measures in the fall, winter and spring. Academic progress from year to year is shared through the school's annual reports to the sponsor and parents in the fall. All schools per contractual agreement are held to standards aligned to Ohio's Testing Plans and Achievement rating and results.

13. Describe the breadth and scope of the performance measures set forth in the school(s)' contracts. Are these measures differentiated among contracts? If so, how and why? [Note: if your organization has revised its performance framework and the revised framework is not yet in use, please provide a copy.]

Performance measures are included in our community school contracts and aligned with state measures for academic accountability.

Our intent is to include differentiated accountability frameworks to our renewal contracts and any new contracts we enter into in the future. The new framework will include accountability measures for academics as well as fiscal, organization and management measures.

14. Describe the performance standards and criteria a school must achieve in order for its contract to be renewed.

Contracts that we currently have with our schools are not up for renewal until 2017. We are reviewing our renewal process. Criteria that will be considered for renewal is as follows: Achievement of academic and operational goals and outcomes, financial stability, adherence to compliance, and a school's commitment to continuous improvement. This decision-making process will be data driven and based on a collection of data including, State Test results, site-visit monitoring & compliance reports, classroom observations, school's/sponsor's annual reports, monthly sponsor fiscal reports, and any other agreed-upon accountability measures.

15. Are there consequences for failing to meet the standards and metrics in the contract? If so, how are these communicated to the school?

Per the contractual agreement, the sponsor notifies the Governing Authority in writing of any proposed action taken as a result of the school not meeting the standards and metrics as stated in the contract. Results may be probation, suspension, termination or non-renewal.

As we further develop our renewal process, we focus on a including in the contracts an articulate description of consequences for not meeting accountability standards set forth in the contractual agreement.

Please include any supporting documentation.

North Central Ohio Education Service Center
Sponsor Application
Fall/ 2015

Section IV
School History & Performance

[This section is for informational purposes only; it will not be scored.]

16. Provide a list of all community schools for which your organization has been a sponsor and indicate their current status (open; open and on probation; suspended; closed (non-renewed); closed (voluntary); closed (terminated); or contract assumed by another sponsor).

Schools 10/13/15	Open	Open on Probation	Suspended	Closed-Non-Renewed	Closed-Voluntary	Closed Terminated	Contract Assumed by another Sponsor
Academy of Educational Excellence		X					
Albert Einstein Academy	X						
Barnett Academy						X	
Berwyn East Academy	X						
Celerity Tenacia					X		
Educational Academy for Boys & Girls	X						
First Time Learners						X	
Focus Learning North	X						
Hardin Community-011324	X						
Hope Learning Academy	X						
Imagine Columbus Primary Academy		X					
Imagine Leadership Academy	X						
Lakeland Academy Community School	X						
Midnimo Cross Cultural Academy	X						

North Central Academy	X							
Pschtecin High School							X	
Richland Academy School of Excellence (RASE)	X							
Rise and Shine Academy	X							
Secor Gardens						X		
Talented Tenth Leadership Academy for Boys							X	
Talented Tenth Leadership Academy for Girls							X	

17. Indicate which, if any, schools failed to open after payments were initiated. If any, please provide details of why the schools did not open.

   1. *Campbell School for Girls- CEO/Founder made decision to not open due to unsuccessful recruiting and low student enrollment- ODE payment was received by the founder and upon receipt, the unopened check was sent registered mail back to The Ohio Department of Education upon receipt.*

   2. *Innovation Learning Academy- CEO/Founder made decision to not open due to unsuccessful recruiting and low student enrollment. There was a "stop payment" on funds.*

   3. *Directional Academy- A 10-Day compliance opening assurances was never conducted by us and the school was never given approval from NCOESC to open. Opening Assurances were never sent to ODE/OCS. Contract terminated for violations of provisions for the contract and other good cause- failure to initiate educational services to students by September 30, 2013, as required by section 3 of the contract.*

18. For schools that closed prior to the end of the academic year; provide details of why the schools closed.

   1. *Talented Tenth Academy for Boys & Talented Tenth Academy for Girls- Non-compliance for health & safety standards established by law for school buildings, failure to enroll 25 students and to properly educate students, repeated failure to adequately supervise students, failure to provide adequate food, for students, lack of adequate funds and failure to compensate teachers in accordance with employee contracts, lack of instructional materials and failure to ensure students are taught by licensed teachers. – Currently undergoing audit*

2. *Secor Gardens Academy-Governing Authority approved a resolution to close the school effective February 10, 2014 due to lack of enrollment and financial concerns- Currently ongoing audit*

3. *Pschtecin High School- Failure to properly educate, lack of adequate funds and failure to satisfy financial obligations and failure to properly account for student enrollment and attendance- Currently going through audit*

4. *First Time Learners Academy- Failure to ensure that FTLA are taught by licensed teachers & to properly education students, lack of instructional materials, unsanitary conditions, lack of adequate funds and failure to satisfy financial obligations- Currently going through audit*

5. *Barnett Academy- Failure to ensure students are taught by licensed teachers, lack of adequate funds and failure to compensate Barnett Academy staff members in accordance with their employment contract, failure to satisfy financial obligations when due, including, but not limited to rent and sponsorship fee. -Currently going through audit*

There are some outstanding debts.

19. Indicate which, if any, schools have had findings for recovery and/or been deemed unauditable by the Auditor of State over the past 5 years.

   TTLA for Boys- Currently deemed unauditable, Audit in progress & anticipating a change in status.

   TTLA for Girls – Currently deemed unauditable, Audit in progress & anticipating a change in status.

   Secor Gardens- Currently deemed unauditable, Audit in progress & anticipating a change in status.

   Academy for Educational Excellence- Findings for recovery

20. Indicate which schools' contracts have been renewed.

   - *North Central Academy*

21. Does your organization sell services to any of its schools? If so, what services? How are the services and charges arranged? Are service agreements part of the community school contract?

Yes, the ESC offers a variety of services including special education services, CCIP services, educational consultant services, technology services, employment/payroll services, EMIS services, licensed school treasurer services, fiscal back office services and any other services commonly provided by educational service centers in the same fashion as they are offered to traditional public schools.

Many of the services we provide allow the school to save money by only purchasing a specific amount of time that is needed instead of employing full time staff, however, there is no requirement or inducement for a school to take services from the NCOESC.

A school must request services from the ESC and are given a separate service contract that must be approved by their governing board. An estimate of charges for services is provided to the school in the service contract which includes our costs plus an agency fee, the same as we do for all traditional public schools. All payment requirements are included in the service contract, and may be done by foundation deduction contract or monthly invoices as specified.

Section V
Sponsor Oversight & Evaluation

22. Describe your organization's system for monitoring school accountability and compliance. What is the protocol for on-site school reviews; what information is collected during these reviews? If available, please provide a copy of any guidance documents about the oversight and monitoring process used to explain to sponsored schools.

All of our Community Schools are required to maintain compliance notebooks with required documentation. On-site reviews are conducted to verify the documentation.

Our Compliance Site Monitors (CSM) thoroughly review the Community School's Compliance notebook that aligns with the assessment tool being used (10-day, Fall or Spring) at the time of our scheduled visit and note the documents that serve as evidence of compliance on our monitoring tools.

As a sponsor striving to adhere to best practices, compliance monitoring and technical support is offered through other means as well: emails, phone calls, news notes, attendance at board meetings and other unannounced site visits.

Site Visit Monitors complete conduct and complete three formal site visits per year. Compliance tools used are as follows:

1) *10-Day Sponsor Compliance Assessment Tool (On-site visit conducted 10-days prior to the start of each new school year-submission to The Ohio Department of Education)*

2) *Fall Sponsor Compliance Assessment Tool (On-site visit conducted between October 11th and November 20th)*

3) *Spring Sponsor Compliance Assessment Tool (On-site conducted between February 22nd and April 22nd)*`

4) *NCOESC Community School Staff Roster Checklist (This tool is first collected at the beginning of each school year and then revisited during both the fall and spring visits- Any staffing changes are to be reported immediately to the sponsor)*

5) *NCOESC Community School Student File Checklist (This tool is used for records checks during the fall and spring onsites.)*

6) *NCOESC Classroom Observation Forms (This tool is used during the fall and spring site visits. A minimum of three observations are done at each visit. These observations are shared with school leaders and any potential concerns are discussed with school leaders.*

* Refer to Exhibits L – Q:

Exhibit L:"10-Day Sponsor Compliance Assessment Tool"
Exhibit M: "Fall Sponsor Compliance Assessment Tool",
Exhibit N: "Spring Sponsor Compliance Assessment Tool"
Exhibit O: "NCOESC Community School Staff Roster Checklist"
Exhibit P: "NCOESC Community School Student File"
Exhibit Q: "NCOESC Classroom Observation Forms"
Exhibit R: "Communication Examples for Compliance Site Visits"

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23. Describe the roles, responsibilities and levels of experience of the staff members who monitor school accountability and compliance. Please provide the names and resumes of those individuals.

Staff assigned to our community school authorizing team possesses competence in leadership, knowledge of educational programs, state mandates, and performance standards. They also posses strong commitment and adherence to the responsibilities of community school authorizing.

We are staffed with a Director of Community Schools, Krista Gerhart who has a comprehensive background in curriculum, instruction, professional development, and school improvement. Krista conducts site visits and provides monitoring, oversight and technical assistance.

Pam Rowland is our compliance site monitor and serves as a liaison for governing authorities of some of our schools. Pam is well versed in community school compliance and governing.

Rhonda Feasel is an Ohio licensed treasurer. Rhonda is responsible for the monthly analysis of the school's financials and provides reports to the school's governing authority and school leaders and North Central Ohio ESC as the sponsor.

In addition, our educational service center has built a comprehensive team of professionals to provide a high quality technical support and assistance. With our varied and talented staff, we cover a broad skill set including educational leadership, academic knowledge of curriculum, instruction and assessment, special education, management and accountability, law and finance. Armed with this cadre of professionals as well as our belief in the development of strong partnerships between the sponsor, school boards and leadership teams, NCOESC promotes and supports school success.

* Refer to Exhibits S- "Staff Members & Resumes"

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24. How does your organization share monitoring and compliance information with the schools? Please include examples of feedback (e.g., site visit reports, e-mails, and monthly financial/enrollment reports).

As previously stated, we do three formal on-site visits during the school year. Two of the on sites are done when school is in session. All schools receive feedback from the site visit monitor regarding their compliance soon after the site visit and are provided recommendations for improvement, if necessary. This feedback is usually shared via email. Financials are analyzed on a monthly basis by a licensed treasurer and a report is sent to the school officials as well as all Governing Authority members.

* Refer to Exhibits T- U

Exhibit T: "Site Visit Report- AEALAS"
Exhibit U: "Site Visit Feedback"
Exhibit V: "Monthly Financial Report Example"

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25. What circumstances have led or would lead your organization to intervene in a school's operations? Please provide any examples, if applicable and including corrective action plans, probation or suspension notices.

The North Central Ohio has had to intervene in several schools operations. We have had to close and place schools on probation. Probationary status has been issued for fiscal insecurity and failure of a Governing Authority to hold regularly scheduled meetings and carry out the duties as described in the contract.

We have issued suspension notices and closed schools for the following reasons: lack of adequate funds, non compliance for health and safety standards, and failure to properly educate students.

* Refer to Exhibit W: "Probation/Suspension Notices and Corrective Actions"

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26. Describe how your organization ensures the autonomy of its schools while providing appropriate levels of oversight. Please provide, if available, any communications or written documents that may expand upon roles and responsibilities, apart from required contract language.

Contract agreements between NCOESC as a sponsor and our community schools delineate roles and responsibilities of the sponsor and the school along with its stakeholders of the community school.

As a sponsor, we remain open-minded about a school's mission or vision. We provide guidance when needed, making sure school's stay within state standards and compliance with law. For example, one of our schools is exploring a "shared-service" approach with a neighboring school to cut costs and provide service to students more effectively and efficiently.

Please include an example of a site visit report, if it currently exists, as well as any other supporting documentation. Provide a listing of current staff's resumes/biographies for those who are responsible for oversight, compliance and monitoring.

Section VI
Sponsor Termination & Renewal Decision-Making

27. Describe the process used for renewing a school's contract. Is a written application required? If so, please provide a sample of the application and rubric.

Our community school's contracts address renewal and include the following: The sponsor may nonrenew a contract for the following reasons: Failure to:

- *meet student performance requirements*
- *meet generally accepted standards of fiscal management*
- *obtain adequate financing, satisfy expenses, debts encumbrances when such liabilities become due*
- *timely pay officers, directors, administrators, employees agents, or contractors for services rendered, insolvency and/or violation of any provision of the contract or applicable state of federal law and other good cause.*

We are currently working on our renewal process that will include a written application. Schools will be required to address the following:
- *success of the academic program*
- *viability of the organization and financial benchmarks*
- *faithfulness to the terms of the charter and compliance efforts.*

28. What evidence does your organization consider before deciding to renew or non-renew a school's contract? Does your organization provide a report to its schools prior to contract renewal? If so, describe how that report is structured and what is included in it.

Our current practice is to provide feedback to our community schools after scheduled site visits. This feedback is shared via email and addresses performance and compliance. An independent licensed school treasurer monitors each school's financials on a monthly basis and provides feedback to school officials as well as all Governing Authority members on the schools' financial status.

Annual reports for all community schools are completed by the sponsor. These reports address the following: educational programming, financial stability, governance, and academic progress and accountability and are given an overall compliance rating score of overall compliant (1), partial compliant (2), or non-compliant (3). Reports are then shared with school leaders.

29. What is the role of your organization's board in deciding to renew or non-renew a school's contract? Please provide examples of board structure, involvement/actions pertaining to such decisions.

After careful study, consideration and discussion with lead Community School personnel and legal counsel, the Superintendent of North Central Ohio ESC takes sponsorship recommendations to the Governing Authority. Additionally and often

times, the Board of Governors have already met Community School personnel and have be apprised of various situations related to the renewal or non-renewal of the school.

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30. Has your organization ever renewed a contract with a school that did not meet all of the performance standards specified in its contract? Please explain the rationale, and in the case of a renewal of a school that failed to meet performance standards, were additional requirements placed upon the school?

No, this is not applicable.

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31. Describe your process, including staff, in completing the closure of a school.

When a school closing has occurred, the Community School Close-out Assurances Document (updated September 26, 2013 -Guidance Letter # 2010-3), has guided our actions. We have followed protocol and procedures identified on the checklist.

In the event that a governing authority is no longer able to provide assistance with the closure protocols/procedures, we as the sponsor have taken the responsibility for the disposition of schools funds, property, and assets in accordance with the law and the orderly transition and maintenance of student records. As a sponsor, we understand how important the organization of school records and the timeliness of transitioning the records.

We currently are working with the most recent closure document, Community School Suspension and Closing Procedures Document (updated March 30, 2015- Guidance Letter # 2010-4) created collaboratively by The Ohio Department of Education and The Auditor of State's Offices in the closure of Celerity Tenacia Community School. (effective July 31, 2015)

Please include examples of written policies for contract renewal and termination, if they currently exist, and any other supporting documentation.

North Central Ohio Education Service Center

Section VII
Technical Assistance and Sponsor Requirements in Rule & Law

32. Describe how your organization provides technical assistance to its schools.

Our goal as a sponsor is to provide assistance to our schools in a timely and efficient manner. All schools deal with their own set of challenges. We communicate often with school leaders so that we maintain an awareness of any potential issues and provide appropriate assistance when needed. Communication takes place via email, by phone and face-to-face conversations.

33. Describe the roles, responsibilities and levels of experience of the staff members who provide technical assistance to community schools sponsored by your organization.

The North Central Ohio ESC's role as the sponsor is to provide compliance and academic monitoring and technical assistance to the community schools it sponsors. While these obligations are clearly delineated in the sponsorship contract, regular, ongoing communication is also maintained with schools and governing authority.

Site visit monitors are informed of roles and responsibilities and updated frequently on new legislation. During site visits, monitors focus on oversight of compliance standards in the following areas: governance; operations; fiscal management; educational programming; and health and safety.

As needed, also we provide guidance and support to the development and monitoring of Corrective Action Plans.

Staff assigned to our community school authorizing team possess expertise in leadership, knowledge of educational programs, state mandates, and performance standards. They also posses strong commitment and adherence to the responsibilities of community school improvement.

34. How do you provide legal updates to your sponsored schools? Please provide any sample communications, or other means of disseminating legal updates.

On a regular basis, legal updates, as well as other important information are shared via email to ensure information is provided in a timely manner. Superintendents and Building Leaders of our community schools also have the option to participant in professional meetings offered by NCOESC where superintendents and school leaders from all of our consortium schools come together in collaborative learning. These meetings focus on current information that is relevant and timely.

35. How do you make your sponsored schools aware of professional development opportunities?

All North Central Ohio ESC community schools are included in our "global" email lists and receive announcements regarding professional development opportunities offer

by the ESC. Frequently, flyers are attached and ODE STARS searches regarding upcoming professional development are shared. Regional professional development opportunities sponsored by State Support Teams are also. In some cases personal contacts are made to share information about important events. Monthly news notes are used to communicate upcoming news or events.

*Refer to Exhibit: X "Examples of Sponsor's Communication with Schools"

36. Identify those within your organization who serve as the liaisons to the governing authority. Describe how your organization ensures that the roles and responsibilities of the liaisons and governing authority remain separate.

Roles and responsibilities are clearly stated in our sponsorship contracts. We have a community school department with staff who attend board meetings. Our staff has worked to establish and maintain good working relationships with the school's governing authority. The liaisons keep the governing authority members apprised of compliance concerns and update members on upcoming reviews and/or results as well as new legislation that may impact the school, the Governing Authority, or the sponsor. Also shared is information about professional meetings that would benefit the staff or each school or the Governing Authority.

Please include any supporting documentation, including existing staff resumes/biographies and their role(s) in your organization for those who provide technical assistance.
Prior to submission of this application, please ensure that the following items are included:

1. Responses to all sections; and
2. Supporting documentation check list, including, but not limited to:

- Mission statement (may include a link to the ESC's website)
- Strategic plan
- Board structure and actions, such as resolutions or policies reflecting mission and strategic plan; approval and renewal decisions
- Annual report
    - Examples related to the board's review of its performance; continuous improvement plan
- Independent audits
- Organizational chart
- Staff resumes/biographies and their role(s) in your organization for those who provide technical assistance, oversight, compliance and/or monitoring
- Budget of the organization's yearly revenue and expenditures specific to sponsoring activities
- Guidance documents and policies
    - Specifically, conflict of interest policy and examples of signed conflict of interest statements, if available
- Application for sponsorship, rubric and interview guide, if available
- Performance framework, if different from that in the community school's contract
- List of schools ever sponsored, their status and other information requested in questions 16 through 21
- Examples of information sent to sponsored schools (questions 24-26)
- Site visit report
- Application and rubric for contract renewal; written policies, if available

22

- Examples of other reports sent to schools, prior to renewal
- Examples of legal updates and other information sent to schools.

Please submit the application and supplementary documents electronically to the Office of Quality School Choice through the Collaboration Center, using your SAFE account. Contact the Office of Quality School Choice at community.schools@education.ohio.gov if you have questions about how to access and use the Collaboration Center.

North Central Ohio Education Service Center
Sponsor Application Exhibits
October/2015

Exhibit A: NCOESC Strategic Planning Model Proposal

Exhibit B: Strengths, Weaknesses, Opportunities, Threats (SOWT)

Exhibit C: NCOESC Sponsorship Budget FY 2015 and 2016

Exhibit D: Conflict of Interest Policy

Exhibit E: North Central Ohio ESC Organizational Chart

Exhibit F: NCOESC Application Timeline

Exhibit G: NCOESC Application for Sponsorship

Exhibit H: Application Rubric

Exhibit I: Application Evaluation Tool

Exhibit J: Phase One Application Score Card

Exhibit K: Overall Assessment

Exhibit L: 10-Day Sponsor Compliance Assessment Tool

Exhibit M: Fall Sponsor Compliance Assessment Tool

Exhibit N: Spring Sponsor Compliance Assessment Tool

Exhibit O: NCOESC Community School Staff Roster Checklist

Exhibit P: NCOESC Community School Student File

Exhibit Q: NCOESC Classroom Observation Forms

Exhibit R: Communication Examples for Compliance Site Visits

Exhibit S: Staff Members & Resumes

Exhibit T: Site Visit Report- AEALAS

Exhibit U: Site Visit Feedback

Exhibit V: Monthly Financial Report Example

Exhibit W: Probation/Suspension Notices and Corrective Actions

Exhibit X: Examples of Sponsor's Communication with Schools

nco esc North Central Ohio
Educational Service Center

Strategic Planning Model Proposal

Community School Sponsorship: 6/15

Mission: *To build strong partnerships with developers and educational leaders of community schools by providing sponsorship service and technical support that meets and exceeds excellence in support of school choice options*

Vision: *To be recognized across the state as a sponsor with high standards and integrity*

Goals: *1) To form partnerships and provide assistance to CSs through commitment to quality school choice and establishing high-quality school programs in Ohio 2) provide support in helping our community schools meet the needs of students they serve 3) serve as critical partners to help CSs maintain compliance*

Where we are?	Where do we want to be?	How will we get there?		How will we know we've arrived?
Assessment	**B**aseline	**C**omponents	**D**rill Down	**E**valuate

Where we are? — Assessment

1. Gather information – (sources: secretary, schools leaders, administrative staff & board members.)

2. Authorizer Evaluation Instrument-NACSA

3. Gap Analysis-Determination of where CS Sponsorship Division is at this time based on NACSA principles and standards

Where do we want to be? — Baseline

1. SWOT- Strengths, Weaknesses, Opportunities, Threats

2. Identify Significant Issues

3. Align/Fit with Capabilities

4. Determine Needs

How will we get there? — Components

1. Mission

2. Vision

3. Goals

4. Specific Objectives

5. Accountability Frameworks

6. Utilization of skilled staff

7. Strong communication

Drill Down

1. Performance Measures Evaluated (surveys given to Leaders to assess service/support)

2. Targets/Standards of Performance (Measures against Ohio's SPR & CS Application Feedback)

3. Action Plan Rubric developed after feedback is received

How will we know we've arrived? — Evaluate

1. Performance of Community Schools (Compliance, BM data, LRC data, Annual & Financial Reports)

2. Semi-annually
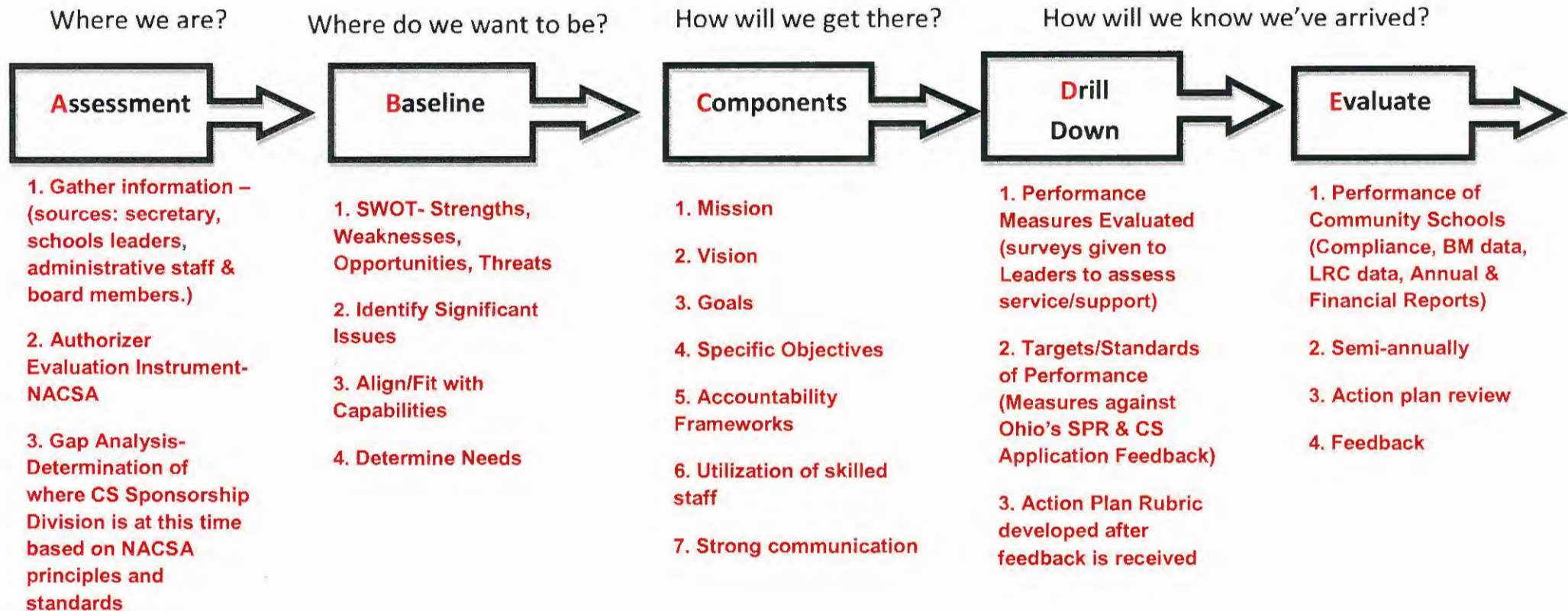
3. Action plan review

4. Feedback

Exhibit: B

SWOT Analysis
NCOESC Community Schools

Internal

Negative

Strengths

1. Compliance Tools & Process

2. Response to school's needs for technical assistance

3. Communication of updates (legal, state mandates (testing, curriculum & other)

Weaknesses

1. Established policies specific to Community School

2. Process for renewals not completed

3. Accountability Framework inclusion in process renewal and new applications not yet completed

Opportunity

1. Develop formal survey for Community Schools to provide feedback regarding sponsorship support

2. Develop Accountability Framework

3. ODE ESC Sponsor Aplication Feedback- Action Plan Development

Threat

1. Authoization hurdles

2. Legislative Changes

3. School Closures

External

Positive

Exhibit: C

Community School Sponsorship Analysis

	FY 16 Projected	FY 15 Actual
Revenues		
Sponsor Fees - 3% of state funding		
Acad of Educational Excellence	19,738.24	18,071.34
Albert Einstein Academy	46,591.03	45,265.47
Berwyn East Academy	34,998.09	26,051.84
Celerity Tenacia	-	18,008.37
Educational Acad Boys & Girls	34,428.24	25,843.24
Focus Learning North	89,061.16	82,673.58
Hardin Community School	9,436.97	9,000.68
Hope Learning Academy	19,635.24	20,843.90
Imagine Columbus Primary	37,816.68	35,228.50
Imagine Leadership	38,821.29	49,100.95
Lakeland Academy	14,460.73	13,417.34
Midnimo	26,402.34	28,502.25
North Central Academy	26,738.54	25,110.12
Richland Academy	40,269.89	41,811.61
Rise & Shine Academy	11,943.71	17,988.12
Total Revenues	450,342.15	456,917.31
Direct and Indirect Expenses		
Director of Community Schools	193,653.31	216,985.65
Compliance Rep/Fiscal Reviews	26,129.29	9,741.16
Community School Secretary	43,036.35	42,790.60
Community School Treasurer *(Subsidized portion)*	45,971.27	32,539.98
EMIS Account Manager *(Subsidized portion)*	27,956.37	5,791.94
ESC Superintendent	36,599.54	43,536.83
Deputy Superintendent	15,230.29	14,692.40
ESC Treasurer/fiscal services	29,322.37	27,773.47
Closed Schools - Unreimbursed Payroll Expenses	545.60	392,823.42
Total Expenses	418,444.40	786,675.46
Net Revenue Over (Under)Expenses	31,897.75	(329,758.15)

Exhibit: D

policy

CONFLICT OF INTEREST - PRIVATE PRACTICE

The proper performance of school business is dependent upon the maintenance of unquestionably high standards of honesty, integrity, impartiality, and professional conduct by Governing Board employees. Further, such characteristics are essential to the Board's commitment to earn and keep the public's confidence in the Educational Service Center. For these reasons, the Board adopts the following guidelines to assure that conflicts of interest do not occur. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all employees.

A. No employee shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system.

B. Employees shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any student, client, or parents of such students or clients in the course of their employment with the Educational Service Center.

Included, by way of illustration rather than limitation are the following:

1. the provision of any private lessons or services for a fee

2. the use, sale, or improper divulging of any privileged information about a student or client gained in the course of the employee's employment or through his/her access to Educational Service Center records

3. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals

policy

    4.   the requirement of students or clients to purchase any private goods or services provided by an employee or any business or professional practitioner with whom any employee has a financial relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations

C.   Employees shall not make use of materials, equipment, or facilities of the Educational Service Center in private practice. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.

Exhibit:E

Board of Governors

Dr. Jim Lahoski, Superintendent

Tina Peyton, Treasurer

Brenda Luhring, Deputy Superintendent

Terry Conley, Deputy Superintendent

Cindy Brindley, Payroll

Kristin Johnson, Asst. Treasurer

Pat Stahl, Treasurer Asst.

Lynette Cameron, Asst. Treasurer

Michelle Schafer, Asst. Treasurer

Debbie Husk, Admin Asst

Gifted Tiffin & Fremont

Keri Vela, Fremont Employees

Fremont Employees

Matt Wolph, NCA Director

Kristi Graves, Ed Consultant Supervisor

Marion Clerical

Gifted Marion

Marion Staff

Sindy Sebetto, NCA Clerical

Charlene Thomas, NCA Clerical

NCA Staff

Educational Consultants Dunn Tache Buurma Felske Hodge

Krista Gerhart, Director for Community Schools

Christy Ulsh, Clerical Support

Dara Dixon, EMIS & SOES Support

Alina Nemec, Fiscal Support

Mandy France, Community School Treasurer

Dr. Larry Cook, HR Director

Kim Fisher, HR Clerical Support

TBD Insurance Database Support

Cindy Moore, Asst Supt. for Spec. Education

Denise Gillett, Director of Operations

Keri Vela, Fremont Special Ed Director

Heather Justen, Preschool Director

Attendance Officers

Tiffin Clerical Support Staff

Spec. Ed Supervisors

Early Childhood Supervisors

FLC Clerical Support

Parent Mentors

Kelly Hohman, Director of Marketing

All Spec. Ed Employees

Manion/Wyandot EC Staff

Help Me Grow Staff

Deb Wiseman & Barb Coolahan-Marion and Crestline Special Ed Supervisors

Dr. George Csanyi, SST Director

Seneca Cty Youth Center

Marion County JDC

Edward Rizzo Center

SST Staff

FCFC Employees

Kathy Mohr, Director of Technology

Tim Chaney, Director of Building and Grounds

Brian Rupp, Associate Director of Technology

Aaron Morgan, Network Technologist

Rick Wank, Custodial

Ken Zahner, Custodial

Jeremy Patrick, Network Tech

Steph Brown, PD/Tech Support

John Davoli, Director of NCORcog

Andy Campbell, LEARNCO

Jake Molyett

TBD Addn'l Tech Support

Exhibit:7

DATELINE TIMELINE AND DESCRIPTION OF NEW SCHOOL APPLICATION PROCESS

Application Step	Deadline	2014-2015 Deliverables and Deadlines
Step One: Completion of Request for Proposal (RFP) Online	**August 15**	*Request for Proposal (RFP) submission to NCOESC: RFP is available on North Central Ohio's Home Page.* *All interested applicants can fill out and submit an RFP online or make a request for an RFP by notifying Krista Gerhart at kgerhart@ncoesc.org of your interest.* *Applicants interested in sponsorship must complete an RFP. Applicants that demonstrate academic and financial capacity will be invited to fill out a Phase One Application.*
Step Two: Upon Approval of RFP, Submit a Phase One Application	**September 15 by 12:00 p.m.**	*Phase One Application submission should be sent electronically (If RFP is approved) to Krista Gerhart at kgerhart@ncoesc.org or mailed to Krista Gerhart at North Central Ohio ESC, 333 East Center Street, Marion, Ohio 43302.* *The Phase One Application will describe the basic elements of the applicant's plan for establishing a community school. It will be reviewed and evaluated against criteria described in the application packet. (refer to application rubric)* *Upon submission, the NCOESC Community School Review Team will review all proposals and decide if the applicant is invited to an applicant interview. In the case of a rejected Phase One Application, NCOESC will provide the applicant with a written explanation. NCOESC will provide feedback to Phase One applicants by October 15, 2016 by 12:00 p.m...*
Step Three: Participate in Phase Two of Application Process- Applicant Interview	**Beginning November 1**	* *Applicant interviews*[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] *Following the review of the Phase One Application, the NCOESC Community School Review Team will conduct an applicant interview, which will include school representatives, governing board members and identified school leaders. Background checks and resumes*
Step Four: Final Authorizing Decision- Adoption of a Preliminary Agreement	**December 15**	*Issuance of a Preliminary Agreement; invitation to submit a Phase Two Application* *The NCOESC Community School Review Team will issue a final authoring recommendation to the NCOESC Board. Applicants will then be notified that they have been approved for a preliminary agreement towards a charter with NCOESC for the 2015-16 school year. A Preliminary Agreement will be issued for signatures.* *Selected applicants will be invited to submit a Phase Two Application and begin the contracting process.*

Step Five: **Sign and return Preliminary Agreement**	**January 31**	**Sign and return Preliminary Agreement** *Deadline by which Governing Authority needs to meet to sign, date, and return executed Preliminary Agreement to Tom Shade at tshade@ncoesc.org. Contract negotiations between NCOESC and governing authority begin.*
Step Six: **Phase Two Follow-Up**	**December 31**	**Phase Two application submission to NCOESC** *Completed Phase Two Applications must be completed and all requested documents must be submitted to NCOESC by close of business January 31, 2015. Documents will be reviewed and included as appropriate in the community school contract.* *In Phase Two, you may need to provide more detailed plans for specific aspects of the school proposal that demonstrate your readiness to start the school and to succeed with your plans for success. You may need to provide further documentation that will make up the basis of the school's contract attachments.* *You will also need to submit clean FBI/BCI criminal background checks for all founders and proposed governing authority members at this time. Also at this time and throughout the school development process, a sponsor representative from NCOESC will meet with school leadership to provide technical assistance on community school operation. In addition, school governing authority members will need to complete five hours of training on board governance and open meetings law.*
Step Seven: **Complete the Contracting Negotiation Process**	**March 15**	**Community school contract negotiations are complete** *All documents and components must be completed and submitted to NCOESC by March 1, 2015 for review and approval-prior to signing the charter school contract.* *Deadline for the completion of the community school contract negotiating process, including adoption of a resolution accepting the community school contract by the school's governing authority.*
Step Eight: **Contract Execution**	**No later than May 15**	*School Governing Authority & NCOESC Governing Board must fully execute the charter school contract.*

Revised 7-17-14

F

Exhibit: G

nco esc North Central Ohio Educational Service Center

Overview of Conversion School Application Process

Applicants seeking a charter contract from North Central Ohio Educational Service Center must go through our eight-step application review process. The process includes two phases as outlined below and further explained on pages (pages 3 & 4).

Phase One of the application process involves a submission of the completed application which should describe the basic elements of the applicant's plan for establishing a community school. It will be reviewed and evaluated against criteria described in the application packet. (Refer to application rubric) The application addresses four main key design elements: 1) Educational Plan and Programming, 2) Organization & Management, 3) Facilities, and 4) Fiscal Viability. Our team of experts will evaluate the written application to assess the quality of the school's plan and viability for success in focusing on these key design elements per the evaluation rubric.

Following the review of the Phase One Application, the NCOESC Community School Review Team will determine if written application demonstrates viable capacity to establish and operate a quality charter school and invite applicants to take part in the interview process. The interview involves meeting with the applicants and any other key individuals/stake holders to further assess the applicant's capacity to implement the submitted plan in the written application. The interview team will consist of a governing board member of NCOESC, educational experts, and school leaders.

Phase Two of the application process involves issuance of a Preliminary Agreement and an invitation to submit further documentation to provide more detail plans for specific aspects of the school proposal that demonstrates a readiness to start the school and succeed with the plan. Further documentation may need to be provided and all addendums need to be provided as well as board training for the Governing Authority. Community School Leaders from NCOESC will meet periodically with the school leaders/ GA to provide technical assistance on school operations.

Throughout the application review process, NCOESC will communicate important information to the lead contact listed on the RFP. *Please promptly notify NCOESC of any changes to the lead contract.* The application steps for school sponsorship are listed briefly below and are further explained in the timeline found on pages 3 & 4.

1. Complete a Request for Proposal (RFP)- Submit by August 15, 2014. To obtain the RFP, please request one from kgerhart@ncoesc.org
2. Complete a Phase One Application- Application for proposal to sponsor can be obtained upon request from kgerhart@ncoesc.org
3. Participate in an Applicant Interview
4. Adopt a Preliminary Agreement

5. Phase Two Application Process- Sign and return Preliminary Agreement- Contract Negotiations begin
6. Phase Two Follow Up- Provide further documentation as requested or needed
7. Complete the contract negotiation process
8. Contract execution

As the NCOESC lead contact for charter applications, please feel free to contact me at kgerhart@ncoesc.org or at 740-387-6625, ext 249.

Thank you in advance for your time and interest in sponsorship with North Central Ohio Educational Service Center. We look forward learning more about your proposed school.

Sincerely,

Krista Gerhart, Director of Community Schools
North Central Ohio ESC
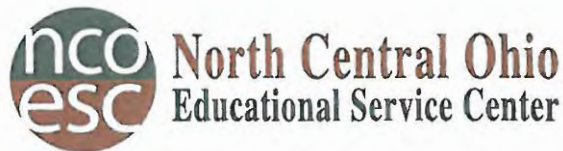
REQUEST FOR COMMUNITY SCHOOL SPONSORSHIP

OUR AUTHORIZING GOALS:

- ➤ TO FORM PARTNERSHIPS AND PROVIDE ASSISTANCE TO COMMUNITY SCHOOLS THROUGH OUR COMMITMENT TO QUALITY SCHOOL CHOICE AND ESTABLISHING HIGH QUALITY COMMUNITY SCHOOL PROGRAMS IN OHIO
- ➤ TO PROVIDE SUPPORT TO THE COMMUNITY SCHOOLS WE SERVE IN HELPING THEM MEET THE UNIQUE PROGRAMS OR NEEDS OF STUDENTS THEY SERVE
- ➤ TO SERVE AS CRITICAL PARTNERS TO MEET THE NEEDS OF SPONSORED COMMUNITY SCHOOLS BY PROVIDING COMPLIANCE SERVICE IN THE FOLLOWING AREAS: 1) GOVERNANCE 2) OPERATIONS 3) FISCAL MANAGEMENT 4) EDUCATIONAL PROGRAMMING 5) HEALTH & SAFETY

Dr. Jim Lahoski, Superintendent • Mrs. Tina Peyton, Treasurer
Mr. Terry Conley, Deputy Superintendent • Mrs. Brenda Luhring, Deputy Superintendent

• • •
1

Phase One Application Overview

Instructions

1. Please carefully review the list of contents required by the Phase One Application.
2. To determine what constitutes a compelling, high-quality application, consult the Phase One Evaluation Rubric & Scoring found in Appendix 2
3. If you have any questions regarding Phase One, please feel free to contact Krista Gerhart at kgerhart@ncoesc.org
4. Complete the Phase One Application by the deadline listed above, and send an electronic copy to Krista Gerhart or mail a copy to Krista Gerhart, NCOESC, 333 East Center Street, Marion, Ohio 43302

Contents of the Phase One Application

- Cover page, including name and location of the proposed school.
- A narrative, not to exceed 25 pages (attachments are not included in the page limit).
- Attachments, providing additional information supporting the narrative. All attachments should be numbered and clearly referenced in the Phase One narrative. Choice of attachments is at the discretion of the applicant. Examples of attachments in the Phase One Application include curriculum samples, letters of support, financial statements/audits, local report card data for existing schools, or any additional information that you feel will help us better understand your application.

Phase One Scoring
- Applicants receiving a Phase One score of 75% or above will be invited to participate in a Phase Two interview with the NCOESC Community School Review Team Experts. Please refer to the scoring rubric on pages 17 & 18.

Phase One Narrative Outline

I. Background Information:

Please note: This section will not be included in the rubric scoring, however it is vitally important information and will be examined for quality and correctness.

A. *Applicant and Funding Groups*

1. Applicant Information

Provide a description of the lead applicant- relevant background and experience, indicating if they are a parent, teacher, administrator and/or community resident.

2. Founding Group Members

List the active members of the founding group (including the lead applicant) who developed this proposal. Include a detailed description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role. (If any, in the school if it is approved, e.g. school leader, teacher, board member, service provider, etc.) Please include any specific information related to the successful operation of a charter school in –State or out-of-State.

3. Founding Group Origin

Describe how the founding group came together and the relationship of its members to each other. Provide a statement capturing the reason (s) for their interest in opening a charter school.

4. Founding Resumes

Founding Group Member Resumes- include a resume or biographical statement for each member of the founding group.

B. *Needs Assessment*

1. Community Need and Impact

Provide a needs assessment which identifies the target neighborhood and student population. A quality needs assessment examines relevant market research of the community, including the performance of surrounding schools, reviews specific neighborhood and student demographics, and makes a compelling case as to the need for the proposed school at this particular time in this specific location.

Describe the programmatic impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area. If the proposed charter will be located in a district where more

than five percent of students are enrolled in charter schools, either provide evidence that the community of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a significant educational benefit to the students who attend that school.

2. Partner Organizations

Describe any partner organizations that will have a significant relationship with the proposed school. Provide the following:

- Name of organization
- Description of the nature and purpose of the proposed school's relationship with the organization
- Letter of intent or commitment from the organization indicating that the organization will be involved in the school and the terms and extent of its involvement (include a copy of any draft service agreements if available
- Name of a contact person for the partner organization, along with the address, phone number and e-mail of such contact person for the partner organization

3. Management Organization

Describe any management organization that will have significant responsibility for managing the proposed school's educational program, staffing, operations and/or other aspects of the school. Provide the following:

- A detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school
- A description of the process and criteria used to select the management organization, including other organizations that were considered, and the rationale for selecting this organization
- A description of the role of the management company in selecting proposed members of the school's governing authority
- A draft management contract

Evaluation Criteria:
Reviewers will look for solid research, and a compelling description of the unique needs of the community and target student population that the school intends to serve and answers the question, "why this school, and why this location?"

C. *The School's Mission, Vision and Values*

1. Mission

Explain the mission of the proposed community school. Provide a clear and concise statement that defines the purpose and nature of the school. What makes the mission unique for the target community and how will the mission be measured – how will the school know if it is meeting its intended purpose?

Evaluation Criteria:
Reviewers will look for a clear and compelling mission statement that is meaningful, manageable and measurable.

2. Vision

Clearly identify the school's vision for students. An effective vision statement provides reviewers with an image of the future that the school wishes for students. The vision statement should articulate what the school will achieve for the school community.

Evaluation Criteria:
Reviewers will evaluate how the school's mission and vision are aligned.

3. Values

Define the values of the proposed school and describe how they are supported by the mission and vision. The values lay the groundwork for the school's climate, culture and community.

Evaluation Criteria:
Reviewers will consider how the school's core values are supported by the mission and vision. Reviewers will seek to understand how the core values influence the school's proposed program.

II.   Educational Plan & Programming

A. Curricular Plan

A good educational plan also will demonstrate how the needs of students will be met and how teachers will differentiate instruction for all students.

1. Provide an overview of the research-based educational plan. Discuss the process that will be used to further develop and implement the school's curriculum.

    - Explain how the curriculum aligns with the *College and Career Ready Standards (also known as the "Common Core Standards")* and Ohio Department of Education assessment system.

    - Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g. curriculum frameworks, maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources.

    - Describe the instructional materials specifically by name that will be used in the classroom for Tier 1, Tier 2, and Tier 3 instruction/intervention. If commercial or other pre-existing programs or materials will be used, explain the process for their selection. If any have already been selected, provide any evidence regarding their alignment to the school's curriculum framework and effectiveness with the intended student population. If instructional materials will be created, explain the process for their development and who will be responsible for it.

    - Describe   how the proposed plan will result in student mastery of grade-level academic content standards and close achievement gaps between relevant student subgroups.

- Explain how the curriculum will be appropriate for the students the school intends to serve, as well as students with disabilities, ELL, and students below or above grade level.

- Describe the process the school will use to select, or create new curriculum materials and evaluate, review and revise the curriculum on at least an annual basis to ensure its effectiveness, alignment to state standards and alignment from grade to grade

- Describe the school's procedures for evaluating whether the curriculum is successfully implemented and effective for all students

- Provide at least one sample unit plan for mathematics and English Language Arts and include alignment to standards and benchmarks, suggested pacing, instructional strategies, methods of assessment and instructional materials identified.

Evaluation Criteria:

Reviewers will look for a curricular plan that implements the mission as described in the application and responds to the needs of the target student population. Reviewers will look for a plan which will demonstrate how curricular tools and content are research based and meet the diverse needs of individual students. Reviewers will look for evidence that the curricular plan is founded in an understanding of effective educational practices, and differentiates learning for all students.

B. Instructional Practices

1. Describe the pedagogical approach the school will use to implement its curriculum

   - Describe the instructional methods or techniques to be employed in the proposed school that will be necessary for successful implementation of the curriculum, including any specific requirements for implementing this pedagogical approach, e.g. co-teaching or aides, project-based learning, technology, physical space, etc.
   - Describe the methods that will be used to monitor and support classroom teachers as they implement this programming.
   - Explain how the school's instructional methods are appropriate for and meet the needs of all students in your school, including students with disabilities and ELL learners.

2. Provide detail of the instructional practices of the proposed school (for example: project based learning, direct instruction etc.). Discuss the specific instructional strategies and practices that will be necessary for successful implementation of the curriculum. Please detail the teaching pedagogies that will be in place at the school and what methods will be used to monitor and support classroom teachers as they implement this programming. Describe the proposed school calendar, including the number of days and hours the school will be in session and the way the school day will be organized for instruction, independent study and extra- or co-curricular activities. For illustrative purposes, it may be helpful to summarize a day in the life of a typical student at your proposed school.

3. If the school has a unique curriculum focus or design, explain how the instructional methods will support its implementation.

Evaluation Criteria:

Reviewers will look for instructional practices which are engaging and consistent with the mission/vision/values of the school. Reviewers will look for instructional practices that are research-based, and will lead to successful

implementation of the curriculum. Reviewers will seek to identify opportunities for students to be authentically engaged in active/experiential learning which provides critical and higher-order thinking skill instruction.

C. Academic Program

Provide a concise overview of the proposed charter school's key design aspects critical to its success.
Key design elements will vary by school, but might include the following: specific subject focuses; specific student populations; specific academic and non-academic programs; longer school day and/or year' specific teaching models, unique staffing plan/placement; assessments' and student interventions.

1. Explain how these elements specifically will allow the school to achieve its mission with the student population(s) it intends to serve and how the educational program will increase student achievement and decrease/eliminate student achievement gaps.

2. Explain how the design of the academic program will do the following:

3. Improve student learning and ACHIEVEMENT

4. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure

5. Provide non-classroom based learning opportunities

6. Encourage the use of different and innovative teaching methods

7. Create new professional opportunities for teachers, school administrators and other school personnel

8. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

D. Assessment

Describe the school's approach to assessment, including which assessment tools will be administered.

1. Discuss the use of diagnostic, formative, and summative assessments, including how they will be used to evaluate academic progress of individual and cohorts of students.

2. Explain the use of these assessments toward meeting the goal of increased student growth, achievement and college and career readiness.

3. Describe how the school will use assessment results to make instructional adjustments. Please also provide information about the data collection and monitoring systems to be used at the school and how the use of data will be monitored.

E. Calendar and Schedules

1. Provide a copy of the proposed school calendar for its first-year of operation including the following:

   - Total number of days of instruction for the school year (a minimum of 920 hours of instruction for schools operating in Ohio is required)
   - First and last day of classes
   - All planned calamity days
   - All planned professional development days
   - All planned holidays and other days off, as well as planned half days
   - Dates for summer school

Evaluation Criteria:
Reviewers will look for an assessment approach that describes the process of administering and analyzing diagnostic, formative and summative assessments. Reviewers will expect to see how the school integrates multiple measures of assessment data to inform key decisions aimed at improving instructional decision making and increased academic outcomes.

F. Special Student Populations

Describe the implementation of the school's programs and services for special student populations, including: 1) students with disabilities; 2) students who are English Language Learners; 3) students who are at-risk of academic failure; and, 4) students who are academically advanced or gifted. Please discuss programs and services separately for each special student population.

1. Information for each group of students should demonstrate how these special student populations will be provided with full and meaningful access to participate and progress in the general educational curriculum, and how the classroom environment and instructional approach will be responsive to the needs of these groups of students.

2. Describe the process the school will use to identify students with potential disabilities. The school may wish to provide examples of strategies aligned with each of the three levels within Response to Intervention (RTI). The school should discuss how RTI (or a research-based equivalent) efforts will be implemented and monitored.

3. Include information about the school's planned methods and strategies for serving students with disabilities in compliance with all federal laws and regulations in Individuals with Disabilities Education Act.

Evaluation Criteria:
Reviewers will look for processes and procedures that the proposed school will employ to identify, assess, and serve special student populations. Reviewers will look for a general education classroom environment which is responsive to unique needs and how the proposed school will provide all students with meaningful access to participate and progress in the general education curriculum. Reviewers will look for demonstrated capacity for the education of special student populations, a commitment to serving the needs of special populations and knowledge of the school's obligations under state and federal law. Reviewers will also evaluate the school's understanding of and ability to implement efforts within the identified intervention construct and will look for

specific methods thot will be used to monitor ond effectively implement this process.

G. School Culture and Climate

Describe the strategies that the school will employ to develop and sustain a safe and orderly school climate that supports the achievement of the proposed outcomes.

1. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs.

2. Explain how the school will encourage family involvement and communication to support student learning, and how it will measure satisfaction with school climate.

3. Explain the extra-curricular activities (intramurals, student council, clubs etc.) within the school. Describe the school's suspension/expulsion policy.

Evaluation Criteria:
Reviewers will look at the methods by which the school will evaluate whether the environment is safe ond conducive to learning. Reviewers will look at how parents are incorporated into the school culture and the extra- curricular activities that promote a healthy culture. Reviewers will look to ensure that the school can adequately handle student discipline.

H. Proposed Outcomes

The proposed outcomes in this section should be derived directly from the needs assessment and plans outlined in the sections above. Community school accountability is based largely on academic outcomes but also on unique goals developed by each school that are tied to its mission, vision and values.

1. What mission-specific metrics do you believe effectively evaluate the achievement of the school's mission?

2. What data will the school report to the sponsor and governing authority to prove that the needs of the students are being met? This information will provide reviewers with an understanding of what standards the applicant believes best supports the evaluation of the school's proposed educational plan.

3. Information in this section should also discuss how the governing authority and management team will monitor these goals.

Evaluation Criteria:
Reviewers will look for a commitment to accountability for results and evidence of the competence to ochieve those results. Reviewers will also look for goals that are clear, measurable and data-driven as well as goals that are implemented through the school's educational program. For existing models, please feel free to attach evidence of successful outcomes within your existing portfolio of schools. Reviewers will look to ensure that the school consistently monitors and reports data to the sponsor and governing authority.

III. ___School Governing Authority___

Please provide a copy of the school's articles of incorporation as a public benefit corporation, along with corresponding bylaws as filed with the Ohio Secretary of State's office. Phase One Applicants are required to demonstrate compliance with at least **three** governing authority members. Phase Two Applicants are required to demonstrate compliance with **five** governing authority members. In addition to providing a resume and BCII/FBI background check for each member of the school's governing board, please outline the role the board sees for itself as it relates to the governance of the school.

Evaluation Criteria:
Reviewers will look for by-laws which describes a governance structure that is distinct from the management of the school. Reviewers will also look for clean BCII/FBI and look to rule out conflicts of interest for the five governing authority members.

A. Organizational Capacity & Operations

Describe the organizational structure of the proposed school and provide an organizational chart. Describe the roles and responsibilities of the school leader and other key personnel. If the school leader is not yet selected, discuss the criteria for selection of a high-quality leader and time frame for hiring. Describe what role an Education Management Organization (EMO) or CMO (if appropriate) will play in the ongoing support of school leadership and operations of the school. Describe in detail the services the EMO will provide to the school (e.g., curriculum, special education services, start-up capital, etc.).

Describe how the school will involve parents in the education of their child and in the governance and operation of the school. Your response should include the following:

- The process you will use to establish, engage and sustain parental involvement

- The process you will use to effectively and frequently communicate a child's progress to the parent and administrators

- The strategies you will use to build strong relationships between teachers, parents, and administrators

Evaluation Criteria:
Reviewers will look for an operator that has capacity ond provides support, services and tools to the school staff. Reviewers will look for an organizational plan for the school, including a clear delineation of monogement and governance.

B. Enrollment and Marketing

Summarize the recruitment process and marketing plan. If you are hiring a vendor or outsourcing recruitment efforts, please provide details as to how this will be implemented, along with a timeline of proposed events. Explain the school's admission policy.

1. Indicate the number of students projected to be enrolled the first year, as well as during years 2-5, and the

proposed grade levels to be served each year.

2. Explain in detail your rationale for selecting this particular school size, and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment figures. If a survey is conducted to assess the demand for the school, please include a summary of survey results, the survey itself and response rate figures.

3. Include plans for student recruitment and retention and explain how the proposed school will meet or exceed the enrollment targets and retain student populations.

Evaluation Criteria:
Reviewers will look for an enrollment and marketing plan that targets the identified community is time sensitive and realistic. A description of the school's admissions policy will also be reviewed.

IV. _Fiscal Viability_

Provide a proposed budget that includes the following:

1. The school's estimated costs and revenues from the school's pre-operational start-up phase through the first year of operation including assumptions behind revenue and expenditure projections.

   - Budget assumptions should be detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, lease and/or construction costs, technology, etc. should be explained thoroughly.)

   - Provide the name of your school's fiscal officer. If a fiscal officer has not been secured, list candidates being considered and a deadline date for hiring.

   - If an EMO or third party are providing a loan to cover up-front costs, please describe how these costs will be charged back to (and paid by) the school? How much debt is anticipated for the school and what are the payment terms? What is the management fee?

2. Please describe any fundraising efforts that have been completed or are anticipated in support of the school.

3. Include only those grants or in-kind donations which have already been firmly committed. A letter of commitment from funders must be included in the attachments for any fundraising revenue. If you are planning to pursue certain grants or donations, but have not yet received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution and expected date of receipt, if known). The proposed budget should be considered the operational business plan for the proposed school.

Evaluation Criteria:
Reviewers will look for a budget plan that utilizes the current school funding model and state per-pupil allocation formula, strategies to ensure the school's financial viability and detail regarding supplemental revenue. Reviewers will also look for a budget plan that makes the most of limited funds and ensures that public funds will be used effectively and responsibly. Reviewers will look to see that the school will be fiscally sustainable by year four.

V. _FACILITIES_

Provide information on your facilities in narrative form. Use the questions/statements below in organizing the written narrative. Identify whether or not the Applicant has a building to be used, or describe the building in which the Applicant desires to secure including square footage, number of classrooms, maximum capacity or any specific needs.

   A. Site Specifics. Describe the facility and its location, including the address, site plan, and floor plan (if available). Indicate whether the property and/or facility is leased or purchased (including length of terms) as available.

   1. If the facility has been or is currently being secured via mortgage or lease, please provide a copy of

the purchase agreement or lease ensuring the following information is included or detailed in the narrative as available :

- Cost of the land and building

- The entity or individual that owns the property;

- If the facility is a permanent or temporary site;

- Whether the facility is a new construction or was a retrofit;

- How the new construction or retrofit is financed; and

- Whether the owner/lessee is a party to this application.

2. If the facility is secured, provide a copy of the Insurance Declaration Sheet. If the facility is not yet secured, it must be acknowledged that North Central Ohio ESC will be an additional insured on the policy in the amounts as stated and required by contract.

VI.COMPLIANCE

Provide verification that the school has the knowledge and understanding necessary to maintain compliance with state and federal guidelines and appropriate operational procedures.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachment 3.9, 3.10, 3.11, and 8.2 of the final NCOESC Community School Contract.

A. Provide brief narrative descriptions of the following areas in relation to the school's proposed operation. While these topics will be required sections of the Contract attachments, we are not asking you to include complete policy and benefit manuals or full student handbooks in this section at this time. We are looking for narrative descriptions of how the school will comply with requirements and how the school will run and monitor its operations:

1. Admissions and open enrollment procedures

2. Attendance and withdrawal rules and procedures

3. Suspension and expulsion policies including compliance with students with disabilities requirements

4. Transportation , food service, and/or other ancillary services policies and procedures

Verify that appropriate benefits will be offered to employees, including STRS/SERS

VII.   Existing Design Applicants (not applicable if you have never opened a school)

An existing design applicant is one that is proposing to a) contract with an Educational Management Organization ("EMO") or Charter Management Organization ("CMO"), or b) replicate an existing high-quality school model.

In the case of existing design applicants, NCOESC will conduct due diligence to review and evaluate the effectiveness of the EMO/CMO or of the high-quality model in existing schools and the capacity of the applicant and its partners to replicate the design as indicated in the application. The review and evaluation, which may include research, interviews and visits to existing schools, will examine a range of factors, such as whether the existing school has been proven effective. The applicant must provide evidence that the existing design has been successful and demonstrates a direct relationship between program elements and student achievement. The applicant must also demonstrate that the proposed EMO/CMO (if applicable) has a track record of success.

Include detailed answers to the following questions as a Phase One Application Attachment. As a reminder, this attachment will not count against the page limit. All answers must include information for replication schools in your organization and should reflect the last three consecutive years of data.

A. Academic Program

- Are schools that have implemented the program design making academic achievement and growth progress as measured by their states' systems of accountability?
- How are the schools that have implemented the proposed design meeting the mission-related goals they have established?
- What are attendance and graduation rates of the schools?

B. Organizational Capacity and Compliance

- What are the student and staff retention rates for each school?
- Do any schools have existing issues related to legal compliance? (For example, notices of corrective action plans by state or federal department of education, state auditors, or by sponsors/authorizers.)
- Are any of your schools on probation with your authorizer/sponsor?
- Have any charter contracts been terminated, revoked, or non-renewed? Please list reasons for any positive answers under this section.
- What is the name and contact information of your current authorizer/sponsor?
- Have any management agreements been terminated or non-renewed? Please list reasons for any positive answers under this section.
- What is the school's (or EMO/CMO's) process for attracting and retaining high-quality employees?
- What are the frequency and results of parent satisfaction surveys?

C. Fiscal Viability

- Are any schools on fiscal probation, or have they filed for bankruptcy?
- What are the ending fiscal year net assets of all schools for the past three years?
- What are the schools' student enrollment targets for the past three years?
- Are any of the schools in debt? If yes, provide details.

D. Capacity to Replicate

- What are your plans to replicate this model for the upcoming school year?
- What resources exist which will support replication?
- Please provide contact information for at least two of your existing sponsors/authorizers.

E. Management Partnerships

- Provide a copy of the proposed or a current management agreement.

Evaluation Criteria:
Reviewers will look for on existing design applicant that has a track record of academic, organizational and fiscal success as evidenced by data from the operator's report card, year-end net assets, sponsor interviews, compliance, parent satisfaction and student/staff retention.

Appendix 1: Key Resources

Community Schools Resources, Ohio Department of Education:
http://education.ohio.gov/Topics/School-Choice/Community-Schools
- Resources for community schools including newsletters, legislative updates, forms, program information and more.

Ohio's Consolidated State Application Accountability Workbook:
http://education.ohio.gov/Miscellaneous/Search-
Results?q=Ohio%E2%80%99s%20Consolidated%20Accountability%20Workbook%3A
- A detailed description of the metrics (and ramifications) used to hold all of Ohio's public schools accountable.

Value Added Information:
http://portal.battelleforkids.org/ohio/education_in_ohio/value-added_information.html?sflang=en
- Resources designed to help build expertise in Ohio about value added and how to utilize the information.

Accessing Charter School Programs: A Guidebook for Charter School Operators and Developers:
http://www.uscharterschools.org/gb/fed_funds/
- Essential considerations for developers of new community schools; best practices in development.

Creating and Sustaining High-Quality Charter School Governing Boards:
http://www.usc.edu/dept/education/cegov/focus/charter-
schools/publications/policy/Creating%20and%20Sustaining%20High-
Quality%20Charter%20School%20Governin.pdf
- Created by the NRC to overview 40 states' approach to charter schools and the pros and cons of each.

Exhibit: H

Appendix 2: Phase One Application Evaluation Rubric

Rating Categories

Responses provided by the applicant, along with the corresponding documentation or attachments, will be evaluated by the Community School Team according to the standards outlined. The Community School Review Team of experts will issue a score for each of the eligible sections. Scores will be based on the quality of the information provided by the applicant and weighted as follows:

Exceeds Standard (3 Points): Meeting the targets for this rating category implies that the application exceeds expectations and has clearly demonstrated the capacity for developing and operating a successful community school. Schools repeatedly receiving this rating warrant consideration for the Community School Team to encourage approval of the application. Schools repeatedly receiving this rating have clearly outlined expectations of the component questions and have exceeded review criteria established for the standard.

Meets Standard (2 Points): The targets for this rating category set the minimum expectations for a community school that is likely to be successful. Schools repeatedly earning this rating or higher are l i k e l y to perform well and are on solid ground for the Community School Team to consider approval of the application. Schools repeatedly receiving this rating or higher have outlined expectations of the component questions and have met review criteria established for the standard.

Does Not Meet Standard (1 Point): Schools in this rating category have failed to adequately address the component questions and/or meet the established review criteria. Schools repeatedly achieving this rating are more likely to fail to meet minimum expectations for performance. Schools that fall into this category have failed to meet the component questions sufficiently and will not be approved.

Falls Far Below Standard (0 Points): Schools that fall into this rating category are evaluated as highly likely to perform well below the sponsor's expectations and will not be approved. Schools that fall into this category have not addressed the component questions sufficiently and have significantly failed to meet minimum expectations set by the review criteria.

The Community School Review Team will provide written feedback to all applicants within thirty (30) days of receipt of sponsorship application to NCOESC.

Phase One Application Weight

I. Background Information

    A. Applicant and Funding Group

    B. Needs Assessment

    C. Mission/Vision/Values

> Not included in rubric scoring, but will be evaluated for completeness & correctness.

II. Educational Plan & Programming

    A. Curricular Plan
    B. Instructional Practices
    C. Academic Program
    D. Assessment
    E. Calendar & Schedules
    F. Special Student Populations
    G. School Culture & Climate
    H. Proposed Outcomes

> Weighted 25%

III. Governing Authority

    A. Organizational Capacity & Operations

    B. Enrollment & Marketing

> Weighted 25%

IV. Fiscal Viability

> Weighted 40%

V. Site specifics

> Weighted 5%

VI. Compliance

> Weighted 5%

VII. Existing Design Applicants (NOT Applicable if you have never opened a school)

H

nco esc North Central Ohio Educational Service Center

Application Evaluation Tool

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Exceeds Standard (3 Points): Meeting the targets for this rating category implies that the application exceeds expectations and has clearly demonstrated the capacity for developing and operating a successful community school. Schools repeatedly receiving this rating warrant consideration for the Community School Team to encourage approval of the application. Schools repeatedly receiving this rating have clearly outlined expectations of the component questions and have exceeded review criteria established for the standard.

Meets Standard (2 Points): The targets for this rating category set the minimum expectations for a community school that is likely to be successful. Schools repeatedly earning this rating or higher are l i k e l y to perform well and are on solid ground for the Community School Team to consider approval of the application. Schools repeatedly receiving this rating or higher have outlined expectations of the component questions and have met review criteria established for the standard.

Does Not Meet Standard (1 Point): Schools in this rating category have failed to adequately address the component questions and/or meet the established review criteria. Schools repeatedly achieving this rating are more likely to fail to meet minimum expectations for performance. Schools that fall into this category have failed to meet the component questions sufficiently and will not be approved.

Falls Far Below Standard (0 Points): Schools that fall into this rating category are evaluated as highly likely to perform well below the sponsor's expectations and will not be approved. Schools that fall into this category have not addressed the component questions sufficiently and have significantly failed to meet minimum expectations set by the review criteria.

Proposed School: _____

School Year _____

Would you recommend approval of this application for a public community school? Explain your recommendation in the Summary/Comments section, below.

DENY	APPROVE
☐	☐

Name of Person Completing Assessment:

Title:

Signature:

Summary/Comments:

I. *Needs Assessment*

A. Need

Provide a needs assessment which identifies the target neighborhood and student population. A quality needs assessment examines relevant market research of the community, including the performance of surrounding schools, reviews specific neighborhood and student demographics, and makes a compelling case as to the need for the proposed school at this particular time in this specific location.

Evaluation Criteria: A response that meets the standard will present:
- *A compelling description of the unique needs of the community and target student population that the school intends to serve*
- *Answers the question, "why this school, and why this location?"*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

II. *The School's Mission, Vision and Values*

A. Mission

Explain the mission of the proposed community school. Provide a clear and concise statement that defines the purpose and nature of the school. What makes the mission unique for the target community and how will the mission be measured – how will the school know if it is meeting its intended purpose?

Evaluation Criteria: A response that meets the standard will present:
- *A compelling mission statement that is meoningful, manageable and measureable*

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Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

B. Vision

Clearly identify the school's vision for students. An effective vision statement provides reviewers with an image of the future that the school wishes for students. The vision statement should articulate what the school will achieve for the school community.

Evaluation Criteria: A response that meets the standard will present:

- *Alignment to school's mission and vision*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

I

C. Values

Define the values of the proposed school and describe how they are supported by the mission and vision. The values lay the groundwork for the school's climate, culture and community.

Evaluation Criteria: A response that meets the standard will present:

- ***Core values that are supported by the mission and vision***
- ***Indicate that the core values influence the school's proposed program and an attempt to explain how those values influence the school's proposed program.***

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

III. *Educational Program*

A. Curricular Plan

Provide an overview of the research-based educational plan. Describe how the curriculum aligns with the *College and Career Ready Standards (also known as the "Common Core Standards")* and Ohio Department of Education achievement testing. Discuss the curricular tools that will comprise the school's academic program (textbooks, manipulatives, technology, software, web-based applications, curricular programs etc.). Describe how the proposed plan will result in student mastery of grade-level academic content standards and close achievement gaps between relevant student subgroups. A good educational plan also will demonstrate how the needs of students will be met and how teachers will differentiate instruction for all students.

Evaluation Criteria: A response that meets the standard will present:

- ***A curricular plan that implements the mission as described in the application and responds to the needs of the target student population.***
- ***A plan which will demonstrate how curricular tools and content are research based and meet the diverse needs of individual students.***

I

- *A curricular plan is founded in an understanding of effective educational practices, and differentiates learning for all students.*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

B. Instructional Practices

Provide detail of the instructional practices of the proposed school (for example: project based learning, direct instruction etc.). Discuss the specific instructional strategies and practices that will be necessary for successful implementation of the curriculum. Please detail the teaching pedagogies that will be in place at the school and what methods will be used to monitor and support classroom teachers as they implement this programming. Describe the proposed school calendar, including the number of days and hours the school will be in session and the way the school day will be organized for instruction, independent study and extra- or co-curricular activities. For illustrative purposes, it may be helpful to summarize a day in the life of a typical student at your proposed school.

Evaluation Criteria: A response that meets the standard will present:
- *Instructional practices which are engaging and consistent with the mission/vision/values of the school*
- *Instructional practices that are research-based, and will lead to successful implementation of the curriculum*
- *Identification of opportunities for students to be authentically engaged in active/experiential learning which provides critical and higher-order thinking skill instruction*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

C. Assessment

Describe the school's approach to assessment, including which assessment tools will be administered. Discuss the use of diagnostic, formative, and summative assessments, including how they will be used to evaluate   academic progress of individual and cohorts of students. Explain the use of these assessments toward meeting the goal of increased student growth, achievement and college and career readiness. Describe how the school   will use assessment results to make instructional adjustments. Please also provide information about the data   collection and monitoring systems to be used at the school and how the use of data will be monitored.

Evaluation Criteria: A response that meets the standard will present:

- *An assessment approach that describes the process of administering and analyzing diagnostic, formative and summative assessments*
- *An integrative approach for multiple measures of assessment data to inform key decisions aimed at improving instructional decision making and improved academic outcome*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

I

D. Special Student Populations

Describe the implementation of the school's programs and services for special student populations, including: 1) students with disabilities; 2) students who are English Language Learners; 3) students who are at-risk of academic failure; and, 4) students who are academically advanced or gifted. Please discuss programs and services separately for each special student population.

Information for each group of students should demonstrate how these special student populations will be provided with full and meaningful access to participate and progress in the general educational curriculum, and how the classroom environment and instructional approach will be responsive to the needs of these groups of students. Describe the process the school will use to identify students with potential disabilities. The school may wish to provide examples of strategies aligned with each of the three levels within Response to Intervention (RTI). The school should discuss how RTI (or a research-based equivalent) efforts will be implemented and monitored. Include information about the school's planned methods and strategies for serving students with disabilities in compliance with all federal laws and regulations in Individuals with Disabilities Education Act.

Evaluation Criteria: A response that meets the standard will present:
- *Processes and procedures that the proposed school will employ to identify, assess, and serve special student populations*
- *A general education classroom environment which is responsive to unique needs and how the proposed school will provide all students with meaningful access to participate and progress in the general education curriculum*
- *Demonstrated capacity for the education of special student populations, a commitment to serving the needs of special populations and knowledge of the school's obligations under state and federal law*
- *The school's understanding of and ability to implement efforts within the identified intervention construct and will look for specific methods that will be used to monitor and effectively implement this process.*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

I

E. School Culture and Climate

Describe the strategies that the school will employ to develop and sustain a safe and orderly school climate that supports the achievement of the proposed outcomes. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs. Explain how the school will encourage family involvement and communication to support student learning, and how it will measure satisfaction with school climate. Explain the extra-curricular activities (intramurals, student council, clubs etc.) within the school. Describe the school's suspension/expulsion policy.

Evaluation Criteria: A response that meets the standard will present:
- *Methods by which the school will evaluate whether the environment is safe and conducive to learning*
- *How parents are incorporated into the school culture and the extra-curricular activities that promote a healthy culture.*
- *Ways that the school team can adequately handle student discipline*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

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F. Proposed Outcomes

The proposed outcomes in this section should be derived directly from the needs assessment and plans outlined in the sections above. Community school accountability is based largely on academic outcomes but also on unique goals developed by each school that are tied to its mission, vision and values. What mission-specific metrics do you believe effectively evaluate the achievement of the school's mission? What data will the school report to the sponsor and governing authority to prove that the needs of the students are being met? This information will provide reviewers with an understanding of what standards the applicant believes best supports the evaluation of the school's proposed educational plan. Information in this section should also discuss how the governing authority and management team will monitor these goals.

Evaluation Criteria: A response that meets the standard will present:

- *A commitment to accountability for results and evidence of the competence to achieve those results*
- *Goals that are clear, measurable ad data-driven as well as goals that are implemented through the school's educational program*
- *Assurance that the school is committed to monitor and report data to the sponsor and governing authority*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

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IV. *School Governing Authority*

Please provide a copy of the school's articles of incorporation as a public benefit corporation, along with corresponding bylaws as filed with the Ohio Secretary of State's office. Phase One Applicants are required to demonstrate compliance with at least three governing authority members. Phase Two Applicants are required to demonstrate compliance with five governing authority members. In addition to providing a resume and BCII/FBI background check for each member of the school's governing board, please outline the role the board sees for itself as it relates to the governance of the school.

Evaluation Criteria: A response that meets the standard will present:
- *By laws which describes a governance structure that is distinct from the management of the school*
- *Clean BCI/FBI and look to rule out conflicts of interest for the five governing authority members*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

V. *Organizational Capacity:*

A. Operations

Describe the organizational structure of the proposed school and provide an organizational chart. Describe the roles and responsibilities of the school leader and other key personnel. If the school leader is not yet selected, discuss the criteria for selection of a high-quality leader and time frame for hiring. Describe what role an Education Management Organization (EMO) or CMO (if appropriate) will play in the ongoing support of school leadership and operations of the school. Describe in detail the services the EMO will provide to the school (e.g., curriculum, special education services, start-up capital, etc.).

Evaluation Criteria: A response that meets the standard will present:
- An operator that has capacity to provide support, services and tools to the school staff
- An organizational plan for the school, including a clear delineation of management and governance

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Strengths:

Concerns:

Additional Questions:

B. **Enrollment and Marketing**

Summarize the recruitment process and marketing plan. If you are hiring a vendor or outsourcing recruitment efforts, please provide details as to how this will be implemented, along with a timeline of proposed events. Explain the school's admission policy.

Indicate the number of students projected to be enrolled the first year, as well as during years 2-5, and the proposed grade levels to be served each year. Explain in detail your rationale for selecting this particular school size, and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment figures. If a survey is conducted to assess the demand for the school, please include a summary of survey results, the survey itself and response rate figures.

Evaluation Criteria: A response that meets the standard will present:
- *An enrollment and marketing plan that targets the identified community is time sensitive and realistic.*
- *A comprehensive description of the school's admissions policy*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

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VI. *Fiscal Viability*

Provide the school's estimated costs and revenues from the school's pre-operational start-up phase through the first year of operation, including assumptions behind revenue and expenditure projections. Budget assumptions should be detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, lease and/or construction costs, technology, etc. should be explained thoroughly.) Provide the name of your school's fiscal officer. If a fiscal officer has not been secured, l i s t candidates being considered and a deadline date for hiring. Also, if an EMO or third party are providing a loan to cover up-front costs, please describe how these costs will be charged back to (and paid by) the school? How much debt is anticipated for the school and what are the payment terms? What is the management fee?

Please describe any fundraising efforts that have been completed or are anticipated in support of the school.

The proposed budget should include only those grants or in-kind donations which have already been firmly committed. A letter of commitment from funders must be included in the attachments for any fundraising revenue. If you are planning to pursue certain grants or donations, but have not yet received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution and expected date of receipt, if known). The proposed budget should be considered the operational business plan for the proposed school.

Evaluation Criteria: A response that meets the standard will present:

- *A budget plan that utilizes the current school funding model and state per-pupil allocation formula, strategies to ensure the school's financial viability and detail regarding supplemental revenue*
- *A plan that makes the most of limited funds and ensures that public funds will be used effectively and responsibly*
- *A plan to see that the school will be fiscally sustainable by year four.*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

VII. *Existing Design Applicants (not applicable if you have never opened a school)*

An existing design applicant is one that is proposing to a) contract with an Educational Management Organization ("EMO") or Charter Management Organization ("CMO"), or b) replicate an existing high-quality school model.

In the case of existing design applicants, NCOESC will conduct due diligence to review and evaluate the effectiveness of the EMO/CMO or of the high-quality model in existing schools and the capacity of the applicant and its partners to replicate the design as indicated in the application. The review and evaluation, which may include research, interviews and visits to existing schools, will examine a range of factors, such as whether the existing school has been proven effective. The applicant must provide evidence that the existing design has been successful and demonstrates a direct relationship between program elements and student achievement. The applicant must also demonstrate that the proposed EMO/CMO (if applicable) has a track record of success.

Include detailed answers to the following questions as a Phase One Application Attachment. As a reminder, this attachment will not count against the page limit. All answers must include information for replication schools in your organization and should reflect the last three consecutive years of data.

A. Academic Program

- Are schools that have implemented the program design making academic achievement and growth progress as measured by their states' systems of accountability?
- How are the schools that have implemented the proposed design meeting the mission-related goals they have established?
- What are attendance and graduation rates of the schools?

B. Organizational Capacity and Compliance

- What are the student and staff retention rates for each school?
- Do any schools have existing issues related to legal compliance? (For example, notices of corrective action plans by state or federal department of education, state auditors, or by sponsors/authorizers.)
- Are any of your schools on probation with your authorizer/sponsor?
- Have any charter contracts been terminated, revoked, or non-renewed? Please list reasons for any positive answers under this section.
- What is the name and contact information of your current authorizer/sponsor?
- Have any management agreements been terminated or non-renewed? Please list reasons for any positive answers under this section.
- What is the school's (or EMO/CMO's) process for attracting and retaining high-quality employees?
- What are the frequency and results of parent satisfaction surveys?

C. Fiscal Viability

- Are any schools on fiscal probation, or have they filed for bankruptcy?
- What are the ending fiscal year net assets of all schools for the past three years?
- What are the schools' student enrollment targets for the past three years?
- Are any of the schools in debt? If yes, provide details.

D. Capacity to Replicate

- What are your plans to replicate this model for the upcoming school year?
- What resources exist which will support replication?
- Please provide contact information for at least two of your existing sponsors/authorizers.

E. Management Partnerships

- Provide a copy of the proposed or a current management agreement.

Evaluation Criteria: A response that meets the standard will present:
- *An existing design applicant that has a track record of academic, organizational and fiscal success as evidenced by data from the operator's report card, year-end net assets, sponsor interviews, compliance, parent satisfaction and student/staff retention*

Exceeds the standard (3)	Meets the standard (2)	Does not meet the standard (1)	Falls far below the standard (0)
☐	☐	☐	☐

Strengths:

Concerns:

Additional Questions:

VIII. *FACILITIES*

Provide information on your facilities in narrative form. Use the questions/statements below in organizing the written narrative. Identify whether or not the Applicant has a building to be used, or describe the building in which the Applicant desires to secure including square footage, number of classrooms, maximum capacity or any specific needs.

Site Specifics. Describe the facility and its location, including the address, site plan, and floor plan (if available). Indicate whether the property and/or facility is leased or purchased (including length of terms) as available.

If the facility has been or is currently being secured via mortgage or lease, please provide a copy of the purchase agreement or lease ensuring the following information is included or detailed in the narrative as available :

- Cost of the land and building

- The entity or individual that owns the property;

- If the facility is a permanent or temporary site;

- Whether the facility is a new construction or was a retrofit;

- How the new construction or retrofit is financed; and

- Whether the owner/lessee is a party to this application.

If the facility is secured, provide a copy of the Insurance Declaration Sheet. If the facility is not yet secured, it must be acknowledged that North Central Ohio ESC will be an additional insured on the policy in the amounts as stated and required by contract.

IX. COMPLIANCE

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachment 3.9, 3.10, 3.11, and 8.2 of the final NCOESC Community School Contract.

A. Provide brief narrative descriptions of the following areas in relation to the school's proposed operation. While these topics will be required sections of the Contract attachments, we are not asking you to include complete policy and benefit manuals or full student handbooks in this section at this time. We are looking for narrative descriptions of how the school will comply with requirements and how the school will run and monitor its operations

Evaluation Criteria: A response that meets the standard will present:
- *Verification that the school has the knowledge and understanding necessary to maintain*

compliance with state and federal guidelines and appropriate operational procedures

- Narrative description of the following areas in relation to the school's proposed operation

  - Admissions and open enrollment procedures
  - Attendance and withdrawal rules and procedures
  - Suspension and expulsion policies including compliance with students with disability requirements
  - Transportation, food service and/or other ancillary services policies and procedures

- Verification that appropriate benefits will be offered to employees, including STRS/SERS

Exhibit: J

Phase One Application Score Card

I. Needs Assessment

    A. Need   _____

II. The School's Mission, Vision and Values

    A. Mission   _____

    B. Vision   _____

    C. Values   _____

III. Educational Plan

    A. Curricular Plan   _____

    B. Instructional Practices   _____

    C. Assessment   _____

    D. Special Student Populations   _____

    E. School Culture and Climate   _____

    F. Proposed Outcomes   _____

IV. School Governing Authority   _____

V. Organizational Viability and Effectiveness   _____

    A. Operations   _____

    B. Enrollment and Marketing   _____

VI. Fiscal Viability   _____

VII. Existing Design Applicant Data   N/A

    Grand Total

Is the Grand Total higher than 29?   _____(Yes, Approved)   _____(No, Declined)

Exhibit:K

OVERALL ASSESSMENT-COMPLETE THIS SECTION LAST

Proposed School:_____

School Year: _____

Would you recommend approval of this application for a public community school? Explain your recommendation in the Summary/Comments section, below.

DENY	APPROVE
☐	☐

Name of Person Completing Assessment:

Title:

Signature:

Summary/Comments:

North Central Ohio
Educational Service Center

10-DAY PRIOR SPONSOR COMPLIANCE ASSESSEMENT TOOL

Community School:	Date of Visit:	Sponsor: North Central Ohio Educational Service Center
IRN:		Compliance Site Monitor:

	Compliance Areas	Compliance Reference: Ohio Revised Code (ORC), Ohio Administrative Code (OAC), Sponsor Contractual Requirement	Documentation/ Evidence	Complaint (C) Partially Compliant (PC) Non-Compliant (NC) Not Applicable (NA)	Target date for follow up, if necessary	Sponsor Comments
			SCHOOL PRINCIPAL IS ASSURING TO SPONSOR COMPLIANCE WITH THE FOLLOWING CONTRACT AND POLICY REQUIREMENTS			
1.	**Opening Assurances Documentation**	**ORC 3314.19**	Verify that the school's 2015-2016 opening assurances documentation is maintained in an organized opening assurances binder appropriately labeled and on site at the school for review and reference.			
2.	**Contract Modifications**	**ORC 3314.19(A); Opening Assurances**	Verify that the school has a copy of the current sponsorship community school contract accessible and on site for reference or in your compliance binder & that the contract is on file with the Office of Community Schools. Identify status of any outstanding, necessary or desired modifications to the contract. Principal must verify that contract status has not changed since opening assurances.			

3.	Corporate Documents	**Sponsor Contract**	Verify that there have been no amendments to the following documents: (other than as previously provided to the sponsor through a request for contract amendment) 1) Certificate of Incorporation, 2) Articles of Incorporation, 3) Appointment of Statutory Agent, 4) Employer ID Number, 5) Code of Regulations, 6) IRS Determination Letter (if any), 7) Mission Statement & Organizational Chart of the School.	1. 2. 3. 4. 5. 6. 7.		
4.	**Conflict of Interest Policy**	**Sponsor Contract**	Verify that the school's conflict of interest policy is as is stated and attached to the contract.			
5.	**Governing Authority Roster, BCIs/FBIs & signed Annual Conflict of Interest Statements**	**Sponsor Contract ORC 3319.39**	Submit to the sponsor and include in the Compliance Binder, the current roster of GA board members-include name, address and contact information; and copies of all BCIs & FBIs for all members. Ensure Sponsor receives updates as they occur to allow for timely communication. **The Sponsor needs to be updated as changes are made in Governing Board members or their information throughout the year, as well as any changes in board meetings (i.e. rescheduling or canceling).We would also ask that you please send us board packets prior to scheduled board meetings. (i.e. board agendas & relevant background information and financials prior to board meetings).**			
6.	**BCIs/FBIs of all certificated and support staff**	**Sponsor Contract**	Verify that BCIs & FBIs are on file for all certificated staff and support staff; including any private contractors providing on and offsite student services. (Copies of all BCI and FBI checks should be included in the 10-Day compliance binder.			
7.	**Teacher Licensure & Non-certificated persons (12 hours/week rule)**	**ORC 3319.22; 3319.31; 3319.301 & Sponsor Contract**	Verify that all teachers are fully licensed and assigned to teaching positions that align with licensure. (Copies of all teachers' licenses should be included in the compliance binder and assignments should be indicated on NCOESC's roster verification checklist.) **CSM obtain copy for Sponsor's records.**			
8.	**Management by Third Party**	**Sponsor Contract**	Verify that the management/operations of the school are as stated in the community school contract. Should the school enter into any amendment or revision for management or operation of the School or			

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			its curriculum or operations, the school must provide the Sponsor with an advanced request for contract modification.			
9.	Lease or Verification of Ownership	ORC 3314.05; 3314.19(5)(1), Opening Assurances	Verify that the school has a copy of the lease or purchase agreement for the facility in the opening assurances binder and that there has been no change to lease or purchase of the building since opening assurances.			
10.	Certificate of Occupancy	ORC 3314.05; 3314.19; Opening Assurances	Verify the school has a valid certificate of occupancy posted on site at the school and available for inspection.			
11.	Workers Compensation Certificate	ORC 4123; Sponsor Contract	A copy of the current Workers Compensation Certificate needs to be included in the Compliance Binder. Review & verify certificate is posted in the school.			
12.	Liability Insurance	ORC 3314.03(A)(11)(b); Opening Assurances	Verify that the school has liability insurance coverage sufficient to indemnify the school's facility, staff and governing authority and that the certificate viewed during opening assurances is in the binder and has not changed since opening assurances. Verify that NCOESC is named on the policy as additionally insured.			
13.	Litigation	Sponsor Contract	Verify that there is no new knowledge of, notice of, or threat of any litigation against the school. If there is potential litigation against the school, principal must provide appropriate documentation to sponsor.			
14.	Ohio Department of Education - Compliance Issues	Sponsor Contract	Identify and provide a status update of any recent or currently remaining corrective action plans requested by any department at ODE including, but not limited to EMIS, Office of Exceptional Children, Federal Programs, Professional Conduct, Licensure, Safety, Health & Nutrition, the Office of Community Schools, or any other department that may be applicable.			
15.	Promissory Notes or Loans	ORC 3314.08(J)	If the school has borrowed money through any notes or loans, verify that the sponsor has been provided a fully executed copy of the documentation relating to such promissory notes or loans entered into or issued by the board. This relates to any notes or loans that are currently in existence. If such has not been forwarded to the sponsor, please have copies available for collection at the Fall On-site Visit.			

16.	Treasurer/Fiscal Officer License/ Bond	ORC 3314.011; Sponsor Contract	A copy of current school Treasurer's license and current Bond needs to be included in the Compliance Binder.			
17.	Monthly Fiscal Reviews	ORC 3314.023; Sponsor Contract	Verify school is submitting financials monthly for review by the sponsor and that such reports include enrollment and FTE numbers by month as well.			
18.	Verify Use of required USAS system	OAC 117-2-03(B)	Verify that the school is using USAS, or identify the school's accounting system that is used, assuring that it has the capability of converting to USAS and that the school is submitting using generally accepted accounting principles.			
19.	Health & Safety Inspections	OAC 3701, 3717; ORC 3314.05; Opening Assurances	Verify that the school has a current/complete health and safety inspection in the opening assurances binder and that there has been no change in results of inspection since viewed during opening assurances.			
20.	Safety Plan and Floor Plan	3314.03	School safety plan for each building; updates; filing of copies of plan and building blueprint; law enforcement access to hold training sessions			
	Fire Inspections	ORC 3314.05(B)(4); 3737.73(C)(1); Opening Assurances	Verify that the school has a current/complete fire inspection in the opening assurances binder and that there has been no change in results of inspection since viewed during opening assurances.			
21.	Student Medication Dispensing Procedures, Records, and Storage Implementation	ORC 3313.713; 3313.71.6; 3313.718; 3314.14	Review medication dispensing permission forms, dispensing log, and review storage of medications (locked cabinet or restricted refrigerator).			

22.	**Food Service License**	**ORC 3717.41; 3314.05; Opening Assurances**	Verify current food license is on file at the school for the school if the school serves food independently. Verify current food license is on file at the school for any food service provider that may serve the food for the school. Verify that the school's food service program and license has not changed since viewed at opening assurances.			
23.	**Student Transportation**	**Sponsor Contract; ORC 3327.10**	Verify that the School's plan for transportation of students is currently being implemented as stated in the contract. If there is a change in transportation processes being proposed, a contract modification must be requested and approved prior to implementation.			
24.	**EMIS: Qualified Coordinator-Student Data Management & Reporting**	**ORC 3301.0714; 3314.17; Opening Assurances**	Verify that the school has knowledgeable staff trained and responsible for maintaining OEDS-R, and all student data and EMIS reporting and that such responsibilities have not changed since opening assurances.			
25.	**SOES: Qualified Coordinator**	**HB 66**	Review GA resolution designating the qualified individual in the organization responsible for ensuring SOES required data is reported accurately and timely.			
26.	**Sponsor-Read Only Data Access**	**Sponsor Contract**	Review and Ensure *Read Only* access has been provided to the sponsor contact for all data areas available to the school. (OEDs Roles set-up.)			
27.	**Student Enrollment**	**ORC 3314.03(A)(11)(a); Sponsor Contract**	Verify that the school currently has maintained a minimum enrollment as required by law and as required by sponsor contract.			
28.	**Admission Policies and Procedures**	**ORC 3314.03**	The Board approved admission policy(s) and procedure(s) should be in the Compliance Binder. Review enrollment and admission practices against contract specifications: grades to be served, population, and geographic area.			
29.	**Dual Enrollment Policy / CC+**	**ORC 33.13.6013**	Verify that the school has a board adopted dual enrollment policy. If the school has such a policy, verify that the students and parents are aware of the opportunity and how the information is communicated.			

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30.	Family Education Rights and Privacy Act (FERPA)	Family Education Rights and Privacy Act (FERPA)	Verify that the school has in place board adopted policies & procedures for maintaining student information to ensure compliance with the Family Education Rights and Privacy Act.			
31.	Ohio Privacy Law	ORC 1347.05; 3319.321	Verify that the school has in place board adopted policies & procedures for maintaining student and staff personal information including hard copy files and electronic records and systems to ensure compliance with Ohio Privacy Law requirements.			
32.	Public Records Policy	ORC 149.43	Verify that the school has a board adopted policy for addressing and responding to public records requests.			
33.	Missing Children	ORC 109.65; 3313.96	Verify that the school leader is aware of the missing children clearinghouse and the duty to report if the school becomes aware of a missing child that is enrolled in the school.			
34.	Special Education Plans- 504 Implementation Plan - part of Special Education and related services plan.	ORC 3314.19 (B); ORC 3323; Section 504; OAC 3301-51-06	The Special Education Plans required to be developed and submitted to sponsors per ORC 3314.19 (B) and 3314.28 (A) for site-based and e-schools must continue to be completed by community schools and reviewed and approved by sponsors but are not required to be submitted to the Office of Community Schools. **In addition to the SPED plan, a copy, of the Board adopted policy(s) and procedure(s) that are used to identify and place students on 504 plans, need(s) to be included in the Compliance Binder. Sponsor verifies that the school has demonstrated the capacity to provide services.**			
35.	ADA Compliance	Americans with Disabilities Act	Review and discuss ADA requirements to ensure school has a plan to meets the needs of disabled persons. Review that Board policy(s) in the Compliance Binder.			
36.	State Mandated Testing Plans	ORC 3301.0710; 3301.0712; 3301.0715	Verify that the school has plans & procedures for administering the achievement tests and diagnostic assessments aligned to Ohio's Assessment System. (State Diagnostics, KRA, Next Generation Assessments, OTELLA, Alternate Assessment, etc.) **Also, state-mandated reporting of Third Grade Reading Guarantee & Physical			

			Education Requirements.			
37.	**Parent Notice-Community School & Statewide Testing & Compulsory Attendance**	**ORC 3314.041**	Review & verify school has sent notice to parents stating they are a Community School, conduct Statewide Testing & require Compulsory Attendance.			
38.	**Highly Qualified Teacher and Prepare Documentation**	**ORC 3319.074; NCL**	Review completed HQ worksheets, staff assignments, and licensure documentation			
39.	**CCIP Alignment**	**ORC 3302.04**	Verify that the principal attests to the alignment of the Comprehensive Continuous Improvement Plan (CCIP) Planning Tool with the Ohio Improvement Process (OIP) Focused Plan.			
40.	**Curriculum Requirements / CORE Graduation Requirements, Credit Flexibility, College & Career Readiness and Financial Literacy**	**ORC 3313.60; 3313.603; 3313.6015**	1) Verify that the school's current academic program as stated in the contract meets requirements as designed by Ohio Revised Code. 2) Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirements for graduation shall include 20 units that are designed to prepare students for college and the workforce as designated in the ORC. 3) Verify that the school has revised its academic program in order to comply with current requirements 4) Verify that the school has notified students and parents and obtained the necessary waiver for each appropriate individual student who will not meet such requirements.	1. 2. 3. 4.		
41.	**Internet Usage Policy and Procedure**	**47 USC 254**	Verify that the school has a board adopted internet safety policy and that the school has implemented appropriate procedures to comply with the policy.			
42.	**Technology Plan**	**Sponsor Contract**	Verify the date of the board adopted technology plan on file with e-Tech Ohio. Verify date submitted and provide date when 3 year revision is due.			

| 43. | School Academic Calendar | ORC 3313.481; Sponsor Contract | Submit to the sponsor, and include in the Compliance Binder, a copy of the Board approved current school year calendar. Assure that the school year calendar has not been modified without prior written notice to the sponsor. | | | |

It is acknowledged that this document is an assurance from the School to the Sponsor attesting to the status of the items listed above. If there are modifications to previously viewed versions, or policies/documents that have not been reviewed by the Sponsor, that item should be noted and the documentation must be made available for inspection/collection by the Sponsor representative during the scheduled Fall On-Site Visit.

Further, it must be noted that NCOESC is verifying compliance through the adoption of policies and procedures as recommended or required, but is not assessing the accuracy or quality of policies proposed or adopted by the school, and advises each school to consult legal counsel for independent policy development.

Date: _____

School Representative: _____

Sponsor Representative: _____

Exhibit: M

North Central Ohio
Educational Service Center

SFY 2015-2016

FALL SPONSOR COMPLIANCE ASSESSMENT TOOL

Community School:	Date of Visit:	Sponsor: North Central Ohio Educational Service Center
IRN:		Compliance Site Monitor:

	Compliance Areas	Compliance Reference: Ohio Revised Code (ORC), Ohio Administrative Code (OAC), Sponsor Contractual Requirement	Documentation/ Evidence	Complaint (C) Partially Compliant (PC) Non-Compliant (NC) Not Applicable (NA)	Target date for follow up, if necessary	Sponsor Comments
			PROGRAM			
1.	Implementation of Education Plan	Sponsor Contract	Copy of educational plan: verification of implementation per the following; 1. School tour/classroom observations 2. Lesson plan review 3. Verification of student/teacher ratios			
2.	School Calendar	Sponsor Contract	Board-Approved Copy of 2015-16 SY Calendar and Bell Schedule			

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	and Bell Schedule					
3.	School Improvement- OIP Meetings	ORC 3302.04	If applicable: copies of OIP plan, meeting agenda , minutes & teacher based team meeting notes			
4.	Open Enrollment/ Admission Policy and Procedures	ORC 3314.04; 3314.06; 3314.061; ORC 3321.01; Sponsor Contract	Board-approved enrollment & admission policies and written verification by principal that they are being followed as written			
5.	Residency Documentation Policy	ORC 3314. 11	Board-approved policies and procedures that Identifies two forms for proof of residency documentation			
6.	Kindergarten Enrollment/ Transfers	ORC 3321.01	Board-adopted Kindergarten enrollment policies: early entrance evaluation process/ transfers			
7.	Attendance Rate	ORC 3302.02	Documentation for verification of school's current monthly attendance rate and annual overall percentage			
8.	Attendance, Withdrawal and Truancy	ORC 3314.037 (A) (6) (b); 3321.191; Sponsor Contract	Board-approved attendance, withdrawal, and truancy policies: aligned to contractual language & implemented as written			
9.	Suspension & Expulsion- Policies and Reporting	ORC 3313.66, 3313.661; 3313.662; 3313.664; 3313.613;20 USC 7151. Sponsor Contract	Board-approved suspension & expulsion policies: Aligned to contractual language & implemented as written. Principal must provide a listing of all suspensions & expulsions to date for the current school year, differentiating any special education students.			
10.	Racial & Ethnic Balance Assessment	ORC 3314.06; 3314.03 (A) (7); Sponsor Contract	Board resolution and/or policy As evidence that the racial & ethnic balance was assessed within the last 12 months in a public meeting w/ any marketing changes based on the assessment noted in the minutes			

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11.	Child Find Policy	ORC 3323.03; OAC 3301-51-03	Board-approved child-find policy with documented date of last notice posted or published on the school's web site.			
12.	Bullying, Harassment, & Intimidation Policy	ORC 3313.66 (A), (B), and (C)	Board-approved policy prohibiting harassment, intimidation, bullying or cyber-bullying of any student online, on school property or at a school -sponsored event			
13.	Positive Behavior Intervention Support & Restraint & Seclusion Policy	ORC 5630.01 (5B266)	Board-approved policy that emphasizes prevention of student behavior problems through the use of non-aversive techniques, which should greatly reduce, if not eliminate the need to use restraint and/or seclusion. Policy should include plan for training of staff in the use of PBIS and the use of restraint and seclusion in accordance with State Standards. **(Only staff trained in permissible seclusion and physical restraint measures shall use such techniques.)**			
14.	Review protective eye devices language (if applicable)	ORC 3313. 643	If applicable: board-approved policy for protective eyewear if school has science/vocational lab within the educational model that exposes students/staff to activities which could include materials defined in ORC 3313.643- Such policy can be communicated through the parent/student and employee handbooks as long as such language is board approved			
15.	Breakfast & Lunch Program	42 USC 1751; National Lunch Act as amended by the Child Nutrition Act of 1966; 3313.813; Section 204 of the Healthy, Hunger-Free Kids Act of 2010	Breakfast and lunch program procedures- IF WAIVED, should be statement in binder or notice sent to ODE indicating program is waived			

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16.	**Wellness Policy <mark>& Career- Advising Policy Submission by 9-30-15</mark>**	**Wellness Policy- Section 204 of the Healthy, Hunger-Free kids Act of 2010; ORC 3313.814; 3313.816; USDA 111-296**	Board-Approved Wellness Policy including standards governing the types of food and beverage that may be sold at the school – MUST include specified times and places each type of food or beverage may be sold. <mark>Board-Approved Career-Advising Policy submitted by 9-30-15 to</mark> CareerConnections@education.ohio.gov			
17.	**Food & Beverage Policy**	**ORC 3313.814; 3313.816**	Board-Approved Food and Beverage Policy: may be adopted through independent policy or incorporated into a revised board adopted wellness policy.			
18.	**Peanut/Food Allergy Policy**	**3313.719**	Board-approved policy protecting students and staff from peanut and food allergies			
19.	**Student Medication Dispensing, Procedures, Records, & Storage Plans AND <mark>Immunization Policy</mark>**	**ORC 3313.713; 3313.716; 3313.718; 3314.14**	Board-approved policy permitting students to self-administer asthma medication and epinephrine: policy MUST include emergency contact information/personnel (if Epinephrine is administered) & medication storage plans <mark>Board- approved *Immunization Policy* that includes prohibition against allowing students to remain in school longer than 14 days without submitting records. It should also include waiver allowances for religious beliefs.</mark>			
20.	**Health Screenings- Body Mass Index & Weight Screening**	**ORC 3313.674**	Board approved school plan for implementation of body mass Index (BMI) screenings- LRC physical education standards will Include BMI reporting			

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21.	Student Records Review	ORC 3313.50 & 3313.69 (vision & hearing); 3313.67; 3313.671 (immunizations); 3313.712 (emergency medical authorization)	Access to student records at various grade levels: selection and audit by reviewer using NCOESC Community School Student File Checklist.			
			EDUCATION/ SPED			
22.	ADA Compliance and 504 Plan	Americans w/ Disabilities Act; Sponsor Contract	Board approved school policy that complies with Americans Disability Act/504 Plan requirements			
23.	Adoption of Ohio Model Policies/Free Appropriate Public Education (FAPE) Language	ORC 3314.19 (B) OAC 3301-51-02; Sponsor Contract	Board approved policy verifying adoption of Ohio Model Policies, (free appropriate public education), enrollment forms and handbook- copies in compliance binder.			
24.	Special Education Service Delivery and Plan for Providing Services	OAC 3301-51-09, ORC 3323, Opening Assurances	Review Special Education Plan as outlined in the Sponsor Contract: Verification that no changes have been made and address needs for modifications, if any are needed.			
25.	Special Education Services and Performance	OAC 3301-51-09, ORC 3323	Review school performance information for providing Special Education services including; the number of Special Education students enrolled, in process, and withdrawn, interactions with, and services provided by the Educationally Related Support Services (ERSS), Least Restrictive Environment, Teacher/Student Ratio, Testing, Test Accommodations, and Confidentiality Procedures.			

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			Verify the school has the capacity to provide such services. (review list of any complaints and status of resolutions)			
26.	**Special Education Student Files**	**OAC 3301-51; ORC 3323.03**	Access to Special Education Student Records at various grade levels: selection and audit by reviewer			
27.	**Special Education Manifestation Hearings**	**ORC 3301-51-05**	If Applicable: Documentation of Meeting Minutes for Manifestation Hearing			
28.	**Intervention Assistance Team & Academic Prevention/Intervention Policy**	**ORC 3301-51-03** **ORC 3313.6012**	School Adopted Referral & Monitoring Process for General Education Teachers to Refer Students to the Intervention Assistance Team (IAT) Board Approved Academic Prevention/Intervention Policy –MUST BE UPDATED EVERY YEAR!			
29.	**LEP/ESL Student required Identification and Testing**	**ORC 3301.13.01; NCLB 2001, Section 3102**	Board Approved Procedures & Policies for Identifying Limited English Proficiency (LEP) students and ensuring administration of the Ohio Test of English Language Acquisition (OTELA) testing plan.			
30.	**Scholarship/ Voucher Communications**	**ORC 3323.052**	Approved school's communication notifying parents, by letter or electronic delivery, of the autism scholarship program and the Jon Peterson special needs scholarship program each time the school completes an evaluation of a child with a disability or undertakes the development, review or revision of the child's IEP.			
			NOTICES			
31.	Parental Involvement Policy	**ORC 3313.472**	Board Adopted parent involvement policy and most recent minutes where the policy was reviewed by the board within the last 12 months.			

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32.	**Parent Notice-Community School & Statewide Testing & Compulsory Attendance**	**ORC 3314.041**	Copy of Schools annual written notice to parents stating they are a Community School, that they conduct statewide testing & that they require compulsory attendance. (no mailing requirement - may be in handbook)			
33.	**Parent Right to Know Letter**	**ORC 3319.074**	Copy of school's annually published notice stating that the parents/guardians may request information onprofessional qualifications of each classroom teacher. Date sent or how published should be included in the compliance binder.			
34.	**Parent Notice-HQT Status**	**NCLB 1111(h)**	If Applicable: Title I Schools- Copy of notice to parents of students who have been assigned to or have been taught for 4 or more consecutive weeks by a teacher who is not highly qualified. The letter must include the level of achievement of the individual child for each of the state's academic achievement assessments.			

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35.	Third Grade Reading Guarantee & Reporting	ORC 3313.608	Principal's written verification that all students were tested prior to September 30, 2013 and will view list of students on track and not on track based on test results. Reviewer will view board adopted policy and procedures for K-3 student assessments prior to September 30, 2012. Reviewer will also discuss with principal the requirement of reading improvement plans as necessary for individual students and verify that a tracking system is in place for submission of testing results to EMIS coordinator. **(September 30th- 3rd grade on track or not on track and Year's end all K – 3 on track or not on track.)** Reviewer will view the copy of the notification to parents for intervention and parental involvement.			
36.	Physical Education Requirements & Reporting	RC 3301.079 (A)(3) ORC 3302.032	Reviewer will verify that school is in compliance with Physical Education requirements per State requirements/standards per the ORC cited and that the school is aware of the reporting requirements for student success in meeting the benchmarks contained in physical education standards. **(Community Schools serving 9 – 12, are required to have PE in course of study & to reportstudent progress toward benchmarks to EMIS coordinator by year's end)** **(Community Schools serving K – 8, are not required to have PE in course of study, but are still required to report student progress toward benchmarks to EMIS coordinator by year's end.)**			
37.	Local Report Card	ORC 3313.6411	Principal provides written verification that they provide a copy of the school's most recent local report card data to all newly enrolled students.			

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38.	School Annual Report	ORC 3314.03 (A) (11) (g); 117.38	If Applicable: Prior to site visit that the school's annual report has been received. Reviewer will view the school's annual report and verify delivery method and date annual report was sent to parents, students, board, sponsor, and ODE. Reviewer collect a copy of the annual report if such has not yet been received by NCOESC.			
			STAFF			
39.	Employee Benefits Policy	ORC 3314.015(E); 4141; 2313; 5ponsor Contract	Copy of employee handbook ensuring it includes benefit information concerning unemployment compensation (recommended), wage discrimination (required as part of non-discrimination policy), Worker's compensation policy (recommended), jury duty policy (recommended); and disposition of employees should the school close (required).			
40.	Employee Policy: Right to Report Violation of Law by Employer or Other Employee	ORC 4113.52	Copy of employee handbook and/or board policies to ensure inclusion of employee's rights and procedures for reporting violations by employee/employer.			
41.	Ohio Fraud Hotline	AOS Bulletin 2012-003; HB 66; ORC 124.341	School notification to staff of Ohio fraud hotline. Notice of information and confirmation of receipt must be made within 30 days of employment.			

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42.	Improper Conduct of Licensed Employee	ORC 3314.40; 3314.401	Process for communicating the importance of reporting inappropriate actions that negatively reflect on the teaching profession: How do school leaders communicate the importance of Attestation from principal in reference to the following: Has any staff members been accused of any improprieties?			
43.	Anti-Discrimination Notices	ORC 4112.07; Sponsor Contract	Notices of non-discrimination as they apply to employees and students through policies, employment materials, handbooks, and marketing materials.			
44.	Bullying, Harassment, & Intimidation Staff Training	ORC 3313.666 and ORC 3313.667	Anti-bullying and anti-harassment initiatives as they apply to employees and students through review of employment materials, handbook language and any training material (if federal funding was available to the school for staff anti-bullying training) included in the compliance binder.			
45.	Local Professional Development Committee (LPDC)	ORC 3319.22	Evidence of an active Local Professional Development Committee (LPDC) including list of committee members and minutes of regular meetings.			
46.	Bus Driver Qualifications	ORC 3327.10	Bus Driver certifications and qualification : ODE (If the school does not have a copy of the certificate, contact ODE transportation department to obtain verification of approval of driver qualifications) This includes any bus drivers employed by the school or contracted through a service provider for all bus driver services including before or after school day, field trips, summer school, students with disabilities transportation services, etc.			

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47.	Safety & Violence Prevention Training for Employees	**Sponsor Contract; ORC 3319.073**	Verification by principal: 1. Staff roster- Evidence that each person employed by school as nurse, teacher, counselor, school psychologist or administrator and/or any other employee regularly interacting with students is ODE certified or <u>has completed in-service training for the prevention of child abuse, violence & substance abuse within 2 years of employment & every 5 years thereafter.</u>			
48.	**Heimlich Maneuver Training**	**ORC 3313.81; 3313.815**	If Applicable: Principal written verification that at least one employee has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver to be present while students are being served food. Include names, positions, and training credentials/dates.			
49.	**Blood-borne Pathogens Training**	**Title 29 of the Code of Federal Regulations 1910.1030**	Verification by principal: All employees who have received the blood-borne pathogens training per NCOESC Community School Staff Roster Checklist.			
50.	**High Qualified Teacher and Para Pro Documentation**	**ORC 3319.074; NCLB 3119**	Verification by principal: HQT status of all staff members per NCOESC Staff Roster			
51.	**Title I Attestation Form for Title I Teachers & Title Para Pros**	**NCLB 3119**	Forms documenting HQT status of all Title I teachers and Para Pros teaching in the building.			

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52.	Resident Educator Program: Mentor Program	ORC 3319.223	Principal Verification: NCOESC Community School Staff Roster Checklist (see attached) that the school has a resident educator program mentor on staff & resident educator status of employees. (If mentor is not an employee of the school, the staff roster should indicate the school's ODE approved mentor's name and what school/employer they are with)			
53.	Licensed Employees	ORC 3319.22 to 3319.31; Sponsor Contract	Principal verification: NCOESC Community School Staff Roster Checklist that all classroom teachers are licensed to teach grades/subjects as assigned.			
54.	Criminal Background Checks (BCI & FBI)	ORC 3319.39; Sponsor Contract	Principal verification: NCOESC Community School Staff Roster Checklist receipt of clean BCI and FBI for each employee. Results must be on file within 60 days of hire. Reviewer must view current BCI and FBI results for each employee on staff and for all governing authority members			
55.	Roster of Staff, Faculty, and Administrators	ORC 3319.39 & 3319.22; Sponsor Contract	NCOESC Community school staff roster checklist. (Updates and changes in the information contained in the staff roster checklist should be submitted to the sponsor as they occur.)			
			FACILITIES			
56.	School Emergency Evacuation-Tornado /School Safety Drill	ORC 3737.73 (A) & (D)(2)(b); Ohio Fire Code 405.1.1.1 and 408.3.2	Evacuation drill logs to ensure compliance and verify the following, 1.) Evacuation maps are clearly labeled and displayed throughout the building and classrooms. 2.) Site Monitor will verify if all classrooms/ rooms have smoke detectors or if there are some that do not. 3.) If all rooms have smoke detectors or sprinkler systems, a minimum of 6 Evacuation drills are required. If all rooms do not have smoke detectors			

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			or sprinklers, a minimum of 9 drills are required. 4.) At least 1 Emergency Evacuation Drill or rapid release <u>must occur within the first 10 days of school</u>. –Site Monitor will verify by reviewing log and discussion with school leader.- verification of log 5.) Site Monitor will verify that all required drill (6-9 Emergency Evacuation, 3 School Safety, Tornado drills during April to June (1 per month) , 1 Theoretical drill – Site Monitor will verify by reviewing school record of logged drills. 6.) (Not later than the fifth day of December each year, the principal or person in charge of each public or private school or educational institution shall provide written certification by mail of the date and time each school safety drill was conducted to the police chief or other similar chief law enforcement officer of the municipal corporation, township, or township police district in which the school or institution is located, or, in the absence of any such person, the county sheriff of the county in which the school or institution is located) <u>Form must be submitted to the State Fire Marshall Bureau of Compliance at the mid-point of the school year and year end as specified by the State Fire Marshall.</u>			

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57.	Safety Plan	ORC 3313.536 ORC 3314.03	Copy of the written Safety Plan &Principal verification: dates last submitted to the local law enforcement agency and Attorney General's office. Plan must be updated every 3 years and/or when major modifications to building require changes.			
58.	Display of Donated National & State Mottos	ORC 3313.801	If applicable: Principal will identify any donations of official mottos to ensure that they are displayed appropriately and are clearly marked with the words "In God We Trust" and "With God, All Things Are Possible".			
59.	Display of the National Flag	ORC 3313.80	Verification that school displays the United States flag, not less than five feet in length, over, near, or within all facility during each day such schools are in session.			
60.	Worker's Compensation Certificate	ORC 4123	Current Workers Compensation Certificate is <u>on display</u> at the school			
61.	Use of Facilities	ORC 3314.05	Tour of school building to verify appropriate use of the facility including assuring that if the same grade level is served in multiple facilities all of the following apply: The governing authority of the community school filed a copy of its contract with the school's sponsor under section 3314.03 of the (1)Revised Code with the Superintendent of Public instruction on or before May 15, 2008; (2) The school was not open for operation prior to July 1, 2008; (3) The governing authority has entered into and maintains a contract with an operator of the type described in division (A)(8)(b) of section 3314.02 of the Revised Code;	1) _____ 2)_____ 3)_____ 4)_____ 5) _____		

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				6)_____			
			(4) The contract with that operator qualified the school to be established pursuant to division (A) of former section 3314.016 of the Revised Code; (5) The school's rating under section 3302.03 of the Revised Code does not fall below "in need of continuous improvement" for two or more consecutive years. (6) Review a copy of the official certificate of occupancy and make sure it is appropriately displayed.				
		GOVERNING AUTHORITY					
62.	**Governing Authority Approved Meeting Minutes and Resolutions; Signed and Available to the Public**	**ORC 121.22**	Recent board books and minutes on site at the school in an organized and available for public inspection manner to verify compliance with public records requirements.				
63.	**Governing Authority Public Announcement of Meetings**	**ORC 121.22 (F); Sponsor Contract**	Board adopted policy for public notice of meetings. (policy must include rules for establishing methods for notification. Reviewer will view public notices of board meetings since last site assessment to verify public notices are being made in compliance with policy.)				
64.	**Governing Authority Member Documentation**	**Sponsor Contract**	Board documentation related to ALL Governing Board members: 1. current resume and BCI/FBI check on file 2. Proof that board members have obtained training or scheduled training as required by contract 3. Accurate board roster with names and contact				

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			information			
65.	**Records Retention Policy**	**ORC 149.41**	Board approved policy and procedures for record retention and proper disposal of records in a secure manner.			
66.	**Fiscal Officer Licensure & Bond**	**ORC 3314.011; Sponsor Contract**	Principal will verify that the school's fiscal officer has not changed since opening assurances- Copies of Treasurer's License and Bond			
67.	**Annual Budget/ Monthly Fiscal Review**	**Sponsor Contract**	Copies of the annual budget / 5 year forecast in the compliance binder. Reviewer will check with the school personnel prior to the visit to verify that the school submitted an annual budget on or before October 30th or May 30th. _____May _____October			
68.	**Board Financial Policies (Fixed Assets Policy and Purchasing Policy)**	**OAC 117-2-03 (B); ORC 2921.42; 3313.33 (B)**	Board adopted Fixed Asset Policy and Purchasing policy			
	It is noted that NCOESC is verifying compliance through the adoption of policies and procedures as recommended or required, but is not assessing the accuracy or quality of policies proposed or adopted by the school, and advises each school to consult legal counsel for independent policy development.					
	Rev 6-10-14					

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North Central Ohio
Educational Service Center

SPRING SPONOR COMPLIANCE ASSESSMENT TOOL

Exhibit: N

Community School:	Date of Visit:	Sponsor: North Central Ohio Educational Service Center
IRN:		Sponsor Rep:

	Compliance Areas	Compliance Reference: Ohio Revised Code (ORC), Ohio Administrative Code (OAC), Sponsor Contractual Requirement	Documentation/ Evidence	Complaint (C) Partially Compliant (PC) Non-Compliant (NC) Not Applicable (NA)	Target date for follow up, if necessary	Sponsor Comments
			PROGRAM			
1.	**Implementation of Education Plan**	ORC 3301.0711; Sponsor Contract	Reviewer will review educational plan as written in the Contract prior to site visit. Reviewer will verify compliance with educational plan through: (a) school tour including classroom observations, (b) verification of student to teacher ratios in the classrooms compared to contract (c) review of lesson plans to ensure classrooms observed are generally following the plans or any other monitoring data or measurement tools you may use. (d) Analysis/Summary of performance and assessment data; including, but not limited to KRAL, 3rd-Grade Guarantee, (RIMPS), OAA/OGT, or any other monitoring data or measurement tools you may use. Reviewer will verify use of primary curriculum and supplemental materials are as stated in the contract. School will need to notify reviewer of any proposed changes that would require a contract modification in advance of implementation	(a)_____ (b)_____ (c)_____ (d)_____		

2.	**Third Grade Reading Guarantee & Physical Education Reporting**	**ORC 3301.079 (A)(3) ORC**	Reviewer will verify that the school is prepared to comply with submitting TGRG achievement results and physical education benchmarking results to EMIS Coordinator/ODE in a timely manner.			
3.	**School Calendar and Bell Schedule**	**Sponsor Contract**	Reviewer will collect a copy of the school calendar and bell schedule to compare to what NCOESC has on file & notify school leader that the sponsor will need a copy of board-approved school calendar for SY 15-16 as soon as possible.			
4.	**School Improvement-OIP Meetings**	**ORC 3302.04**	Reviewer will identify schools in Ohio Improvement Process. Reviewer will view agendas and minutes of OIP meetings for all schools in the Ohio Improvement Process to verify that meetings are being held monthly. Verify that the school has a copy of the OIP in the compliance binder and ask principal to verify that the school's CCIP is aligned to the OIP Focused Plan (required by principal written assurance noted below.)			
5.	**Graduation Requirements**	Sponsor Contract; ORC 3313.61; 3313.611	Reviewer will view graduate listing, from most recent graduation, including documented credits earned and successful OGT scores to verify all graduates have met the graduation requirements.			
6.	**Attendance Rate**	ORC 3302.02	Reviewer to view the school's current monthly attendance rate.			

7.	**Attendance, Withdrawal and Truancy**	ORC 3314.037(A) (6) (b); 3321.191; Sponsor Contract	Reviewer will review contract language prior to site visit. Reviewer will view the school's attendance, withdrawal (including 105 hour rule requirements) and truancy policies. The policies in the compliance binder must reflect what is stated in the contract. Principal must identify the school's truancy officer and verify that the policies are being substantially implemented as written.			
8.	**Suspension & Expulsion - Policies and Reporting**	ORC 3313.66, 3313.661; 3313.662; 3313.664; 3313.613; 20 USC 7151. Sponsor contract	Reviewer will view the school's suspension and expulsion policies. The policies in the compliance binder must reflect what is stated in the contract. Principal must verify that the policies are being substantially implemented as written and must provide a listing of all suspensions and expulsions to date for the current school year, differentiating any special education students.			
			FACILITIES			
9.	**School Emergency Evacuation- Tornado-School Safety Drill**	ORC 3737.73 (A) & (D)(2)(b); Ohio Fire Code 405.1.1.1 and 408.3.2	Reviewer will view the evacuation drill logs to ensure compliance and verify that evacuation maps are clearly labeled and displayed throughout the building and classrooms. At least (9) Emergency Evacuation drills must be conducted in the school year and at least (1) must occur within the first 10 days of school. Not later than the fifth day of December each year, the principal or person in charge of each public or private school or educational institution shall provide written certification by mail of the date and time each school safety drill was conducted to the police chief or other similar chief law enforcement officer of the municipal corporation, township, or township police district in which the school or institution is located, or, in the absence of any such			

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			person, the county sheriff of the county in which the school or institution is located. Form must be submitted to the State Fire Marshall Bureau of Compliance at the mid-point of the school and year end as specified by the State Fire Marshall.			
10.	**Use of Facilities**	ORC 3314.05	Reviewer will tour the school building(s) to verify appropriate use of the facility including assuring that if the same grade level is served in multiple facilities all of the following apply: The governing authority of the community school filed a copy of its contract with the school's sponsor under section 3314.03 of the (a)Revised Code with the superintendent of public instruction on or before May 15, 2008; (b) The school was not open for operation prior to July 1, 2008; (c) The governing authority has entered into and maintains a contract with an operator of the type described in division (A)(8)(b) of section 3314.02 of the Revised Code; (d) The contract with that operator qualified the school to be established pursuant to division (A) of former section 3314.016 of the Revised Code; (e) The school's rating under section 3302.03 of the Revised Code does not fall below "in need of continuous improvement" for two or more consecutive years. (f) Review a cop of the official certificate of occupancy and make sure it is appropriately displayed.	(a)_____ (b)_____ (c)_____ (d)_____ (e)_____ (f)_____		
			STAFF/BOARD			

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11.	Roster of Staff, Faculty, and Administrators	ORC 3319.39 and 3319.22. Sponsor Contract	Reviewer will collect and review NCOESC's Community School Staff Roster Checklist. (Updates and changes in the information contained in the staff roster checklist should be submitted to the sponsor as they occur.)			
12.	Governing Authority Member Documentation	Sponsor Contract	Reviewer will verify that all board members have a current resume and BCI/FBI check on file. Reviewer will also verify that new board members have obtained training or scheduled training as required by contract. Reviewer will obtain from the school a copy of a current and accurate board roster with names and contact information.			
	It is noted that NCOESC is verifying compliance through the adoption of policies and procedures as recommended or required, but is not assessing the accuracy or quality of policies proposed or adopted by the school, and advises each school to consult legal counsel for independent policy development.					
	Rev 3-20-15					

Exhibit: O

2015-2016 NCOESC Community School Staff Roster Checklist

North Central Ohio Educational Service Center

SCHOOL:

As of Date:

Name	Employee Birth Date	Specific Position	Hire date	BCI	FBI	Specific Area of Licensure	Lieense Exp	Term	HQ in all Teaching Areas	Resident Educator or Approved Mentor	I-9	Safety Violence Prevent Trng	Bloodborne Pathogens Trng	Heimlich Maneuver Trng
Example: Jane Smith	1/1/1980	Teacher 5	08/25/09	C	C	Early childhood(P-3) Early Childhood Generalist (4-5)	06/30/10	1 Yr	C	RE/AM	C	C	C	C

If the resident educator mentor is not an employee of the school, write in on the line below the name and employer of the ODE approved mentor that is currently working with the school's resident educators. If the resident educator mentor is an employee of the school, indicate such by marking the appropriate column.

NAME: Position: Date

Exhibit: P

2015-2016 NCOESC Community School Student File Checklist

nco esc North Central Ohio Educational Service Center

SCHOOL:

As of Date:

Student Initials	Confidentiality sign-out sheet	Grade	Emergency Med. Form -Signed-	Birth Cert	Immunizations	Vision Screening (for grades K, 1, 3, 5, 7)	Hearing Screening (for grades K, 1, 3, 5, 9)	Current Grade Card	Transcript from Prev. School	State Test Results	Records Release *3 attempts
Example: JM	X	1	X	X	X	X	X	X	X	X	n/a

Exhibit: Q

2015-2016
Classroom Observation Form

North Central Ohio Educational Service Center

General Information	
School:	Date of Observation:
Observer:	Teacher:
Course Name:	Grade Level:
Classroom Number:	Student/Teacher Ratio:
Entrance Time:	Exit Time:
Other:	It is expected that NCOESC reviewer spend 10-15 minutes at a sampling of classes, no fewer than 3. Review should be across content areas if possible.

Directions for Planning, Environment, Teaching, and Professional Standards Sections: Using the 3 point compliance criteria below, check the appropriate column and make comments to clarify or provide evidence of the observation.

Compliance Criteria

YES - Evidence Demonstrated

NO - Little or No Evidence Demonstrated

ND - No Data Collected; Reviewer did not collect evidence

Plan for Student Learning				
Compliance Criteria	YES	NO	ND	Comments
A. Textbooks, instructional equipment, instructional materials and instructional aides are available for use.				
B. The curriculum specified within the contract is being implemented				
C. Lesson plans are used that specify the State Content Standard, Benchmark and Indicator				

Environment for Student Learning				
Evaluation Criteria	YES	NO	ND	Comments
A. Provides a learning environment that is safe, attractive and orderly.				
B. Maintains consistent standards of classroom behavior and manages disruptive behavior among students through a classroom or school-wide behavior plan.				

Teaching for Student Learning				
Evaluation Criteria	YES	NO	ND	Comments
A. The teacher demonstrates an understanding of students' individual development, culture, skill level and interest.				
B. Instructional time is used effectively.				
C. The teacher is responsive to students' individual needs and adjusts the teaching/learning as the situation demands.				

Professional Standards to Support Student Learning				
Evaluation Criteria	YES	NO	ND	Comments
A. Job embedded professional development is provided. (Inquire of teacher or administration)				
B. Evidence of an evaluation process for teachers. (Provided by administration)				

Exhibit: R

	Message	Mon, Aug 10, 2015 3:02 PM

From:	Krista Gerhart
To:	CS Building Leaders CS Superintendents
Cc:	Cristy Ulsh Pam Rowland Mandy France Dara Dixon

Subject:	Fall Sponsor Onsite Visits
Attachments:	NCOESC_FALL COMPLIANCE TOOL_2015-16(WITH HIGHLIGHTS).doc / Microsoft Office W...
	NCOESC_STAFF ROSTER CHECKLIST_2015-16.pdf / Foxit Reader PDF Document (11...
	NCOESC_STUDENT FILE CHECKLISt_2015-16.pdf / Foxit Reader PDF Document (5...
	NCOESC_CLASSROOM OBSERVATION FORM_2015-16.pdf / Foxit Reader PDF Document (...
	Sample Immunization Policy ORC 3313.716 & 3313.718.doc / Microsoft Office Word 97 - 2003 ...
	Sample Policy- Academic Prevention-Intervention Services (O.doc / Microsoft Office Word 97 - ...
	HB178-TB15-001 - Instruction Sheet-Log - final & log.pdf / Foxit Reader PDF Document (323K)
	CS-PE-Guidance-Document-8-29-12-2.pdf / Foxit Reader PDF Document (124K)

Dear Community School Leaders,

Hope your week is off to a great start!

Most of our 10-Day Onsite-Visits have been conducted and we are happy to report that all of our schools' 10-day onsites thus far have met all of the opening assurances per ODE and are ready to open! Congratulations and know that your hard work & dedication has not gone unnoticed. Our team thanks you for being timely, compliant and committed to kids you serve! We are so eager to work with you this year and appreciate the collaborative approach taken in getting the work done!

With that said, it is time to send out the updated information regarding the "Fall Onsite Visits". This year, we have established a window of time that we will be out visiting your schools. The dates are; October 11th through November 20th. We wanted to move the fall out a bit to give you a chance to get the year going before we are back on your doorstep. We will be in touch to schedule your fall site visit soon, but below is information you will need prior to our visits.

There are a few changes to the Fall Checklist and these are highlighted in yellow (see *"SFY 2015-16 Fall Sponsor Compliance*

Assessment Tool" attached). All of the changes have been incorporated in to previous numbers so that the numbering for your compliance binders could remain the same. Also attached is the teacher observation templates and the Staff & Student Roster Checklists, both will be reviewed during the fall onsite visit.

A couple of the changes include two policies that will be new to your binders. (Immunization Policy- ADDED TO # 19 & Academic Prevention/Intervention Services Policy- ADDED TO # 28). You may already have adopted these policies, but we just did not have them on our compliance tool and they needed to be. I have attached ***"sample" policies*** for each policy if you need a starting point. This should give you ample time to review them and get them ready to present to your boards in September or maybe October for approval before your fall onsite compliance visit.

Also attached is emergency evacuation drill information and a log you may consider using, per HB 178). During our fall site visit, we will be reviewing your drill log since the start of the school year. (See # 56 on the NCOESC Fall Sponsor Compliance Assessment Tool)

Lastly, attached is guidance for the Physical Education Reporting Requirements for Community Schools. (See # 36 on the NCOESC Fall Sponsor Compliance Assessment Tool)

REMINDER: IF YOU HAVE NOT YET, PLEASE SEND YOUR 2015-16 SPED PLAN TO US AS SOON AS POSSIBLE

Please let me know if you have questions.

KG

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street

R

Marion, Ohio 43302
419.569.2182 (cell)
740.387.6625 (office)

"No one would have crossed the ocean if he could have gotten off the ship in the storm." ~Charles Kettering

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	Message	Tue, Jun 30, 2015 6:47 PM
From:	**Krista Gerhart**	
To:	sruiz@celerityschools.org cknotts@celerityschools.org	
Cc:	Cristy Ulsh Pam Rowland	

Subject: Celerity Tenacia_Sponsor Required 10-Day Compliance Check

Attachments: 10-DAY Prior Written Assurances _15-16.pdf / Foxit Reader PDF Document (469K)

Dear Sergio & Craig,

I am sure you have been busy closing out the 2014-15 school year and gearing up for the 2015-16 school year. If you haven't found time yet to take a break, I am hoping that you get a chance to step away sometime, even if it is momentarily!

We have finished scheduling the *10-Day Annual Sponsor on-site Assurances Visits*. As you know, these visits are required by law and must be completed within 10-days prior to your opening day.

Your school has been scheduled for: **Thursday, June 30, 2015 at 10:30 AM**
Your sponsor rep will be: Krista Gerhart

Please find attached the written assurances tool that we will use for your compliance check. Not much has changed from last year, however items highlighted in red and green will possibly need your attention. Items that are highlighted **RED** will more than likely need updates and items highlighted **GREEN,** have slight changes or were changes to last year's assurances.

Note: Item # 20 has some additional requirements as changes in legislation require all schools to add items to emergency preparedness plan (OAC 3301-5-01). HB 178, effective March 16, 2015 has added additional safety drills (RC 3737.07), now requiring schools to have 6 fire drills, three safety/lockdown drills, one "theoretical" safety drill and 1 tornado drill per year. (These items will be added to the 1st semester and 2nd semester site visits' checklists.)

If we are doing your site visit in July, we will either need to revisit your school in August and obtain written verifications that your school's enrollment meets the minimum requirement before we sign off and send the official form to ODE/Office of Community School assuring

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them that you have met all opening assurances for the 2015-16 school year.

Please let us know if your assigned date is going to work for you emailing to Cristy Ulsh at culsh@ncoesc.org .

If you have any questions, please do not hesitate to call or email me.

I look forward to seeing you on the date above!

Sergio....really looking forward to meeting you!!!

Thanks,

KG

Krista Gerhart
Director of Community Schools
North Central Ohio ESC
333 E. Center Street
Marion, Ohio 43302
419.569.2182

	Message	Thu, Feb 06, 2014 7:01 AM

From:	Tom Shade
To:	+Com Sch - HardinCommSc
Cc:	Com Sch Personel

Subject:	HCS- Spring/ Second On-Site Visit Compliance Checklist
Attachments:	SpringOnSite_2013-14.doc (139K)
	CommSchool_STAFF ROSTER CHECKLIST_2013-13_ 93013.xlsx (53K)
	CommSchool_CLASSROOM OBSERVATION FORM_2013-14_93013.xlsx (105K)

Wade,

Good morning.

Attached please find:

1) The Second On-Site Compliance Assessment/Checklist (You will note that under item # 1, we've added a letter (d) under the implementation of the educational plan because we as the sponsor would like to review and have a conversation about your data that summarizes the progress of student achievement).

2) The staff roster form, and

3) The classroom observation form.

As shared with you previously, the sponsor is responsible for three on-site visits, two of which must take place while students are in session.

Just as with the Fall On-Site, we are asking you to please compile a compliance binder with tabs and the appropriate documentation behind each tab for the items so listed. We realize most of these items are repeats of the Fall On-Site and what we are really asking for is an update any any changes in status. Regardless, we would still like them in a separate notebook. It will also help immeasurably when we, as the sponsor, are evaluated by ODE/OCS and /or your school receives an on-site visit from ODE/OCS.

No doubt, you will be happy to note that there are only eleven (11) items - SMILE.

We have scheduled your Spring On-Site visit for **Tuesday February 25, 2014.**

Please know we will arrive mid-morning and likely spend the day. Also, we truly would like at least an exit or summative conference focused on data, student achievement and academic gains for the year.

Hopefully, the above is clear and if you have any questions, please feel free to contact Cristy, Krista or myself.

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We look forward to seeing you at the second on-site visit, if not sooner.

Thanks,

Tom

Thomas G. Shade
Director of Community Schools
North Central Ohio ESC
333 E. Center Street
Marion, Ohio 43302
740-387-6625 Office
740-383-4804 Fax

Summary of Qualifications:

College professor of accounting and business technologies
Faculty assessment coordinator
Mentor for school treasurer and OASBO Audit Committee member
Over 11 years of experience with State Auditor's Office and 1 year with County Auditor's Office
Bachelor of Science degree in Business Administration
Master of Education – School Business Official
Cross-trained all staff in the finance office to ensure timely and continued operations
Documented compliance with grant application, financial reporting, and deadlines
Documented success in the management of fleet, property, and liability insurance that resulted in financial savings to the organization

Education:

Ashland University, Ashland, Ohio
Major: Master of Education - School Business Official
GPA 3.92 on 4.0 scale
Graduation December 2010

Heidelberg College, Tiffin, Ohio
Major: Business Administration
GPA 4.0 on 4.0 scale
Degree: Bachelor of Science: Business Administration
Graduated: May 1995

The University of Southern Mississippi, Hattisburg, Miss.
Major: Accounting
GPA 3.67 on 4.0 scale
January 1990 to May 1990

The Mississippi Gulf Coast Community College, Gulfport, Miss
Major: Accounting
GPA 3.92 on 4.0 scale
January 1989 to June 19900
Graduated June 1990 with
Associates Degree in Liberal Arts.

The Ohio State University, Columbus, Ohio
Major: Accounting
GPA 3.40 on 4.0 scale
September 1987 to December 1989

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Career-related Experience:

Professor of Accounting and Business Technologies and Faculty Assessment Coordinator
Marion Technical College
August 2013 to Present

Job comprises instructing college students in accounting, finance, management, and computer courses in accordance with course objectives; advising students on future courses to attain timely graduation status; responding promptly to student inquiries while maintaining confidential information in accordance with college, HIPPA, FERPA, and student records; investigating and implementing learning programs and instructional delivery methods; developing curriculum and program evaluation; creating a learning environment that fosters creativity and enthusiasm which motivates students to learn; collecting and reporting assessment results to faculty members, deans, directors, and college administration; preparing college-wide annual assessment report; assisting faculty in continuously improving teaching, learning outcomes, programs, and future assessments.

Treasurer/CFO
October 2007 to August 2013
Financial Consultant/Specialist for Community Schools
August 2013 to Present
North Central Ohio Educational Service Center

Job requires reporting directly to a seven member Governing Board; developing and monitoring a budget in excess of 47 million dollars; supervising a staff of five; reporting all receipts and expenditures, investing district funds; performing a cost analysis on all current programs and new initiatives; monitoring all local, state, and federal grants; ensuring that monies are appropriately spent and in a timely manner; and preparing of all cash basis financial reports, as well as GAAP financial reports. I also review all contracts to ensure that they meet the law and the needs of our service center. I am a very integral part of the administrative team, as educational service centers are in a business mode and are driven by customer orientation to ensure a positive cash flow. Currently, I review financial and enrollment data for 15 community schools sponsored by NCOESC. This review also requires a monthly summary report sent to the treasurer, superintendent, and community school board members.

Treasurer/CFO
Elgin Local School District
October 2006 to September 2007

Job involves reporting directly to a five member Board of Education by serving as secretary of the Board and recording official proceedings; supervising a staff of two; training and educating office staff; developing and monitoring a budget in excess of 16 million dollars; creating and monitoring a five year forecast; reporting all receipts and expenditures; overseeing payroll process; investing district funds; performing cost cutting analysis on all current programs and expenditures; monitoring all local, state, and federal grants; ensuring that monies are appropriately spent and in a timely manner; preparing GAAP financial reports.

Career-related Experience (continued):

Assistant Chief Regional Project Manager – Northwest Ohio
State Auditor's Office
July 1995 to October 2006

Job consists of managing a staff of nine; evaluating staff performance; planning and budgeting projects; preparing and reviewing generally accepted accounting principles (GAAP) financial statements for educational service centers, school districts, counties, and cities; training treasurers to better understand GAAP accounting; speaking on current governmental accounting issues to staff, finance officers, and other outside organizations; creating spreadsheet and word processing applications; working with auditors to lower client audit costs; reconstructing and reconciling village and township records.

Deputy Clerk for the Crawford County Auditor's Office
October 1993 to August 1994.

Job entailed secretarial duties; balanced certain County funds and distributed money to cities, townships, school districts; entered, verified, and filed purchase orders; dealt with the public directly; calculated mobile home, personal property, estate tax bills; handled tax complaints; issued vendor's licenses and dog tags; took inventory at year end and updated all inventory purchases made by all county departments.

Teller / Assistant Manager for Farmers Citizens Bank
July 1990 to October 1993.

Job entailed assistant manager duties that included security procedures and vault access; dealt with the public directly; balanced my cash drawer at end of business day; operated various office equipment such as adding machines, typewriters, and NCR computers; kept confidential information.

Payroll clerk for The Timken Company.
June 1988 to December 1988.

Job entailed taking productivity counts at the beginning of my shift; imputed production counts; checked various computer print outs to assure each employee received correct number of hours worked; totaled time cards at the end of the week to be sent to main plant in Canton, Ohio.

Honors:
OASBO Herbert D. Brum Award - 2010
NCOESC Distinguished Service Award - 2009

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Krista L. Gerhart

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kgerhart@ncoesc.org

Career Objective:

To work in collaboration with other educational leaders, teachers, administrators, to find ways to model, mentor, service and support use of best practices in education, focusing on academic achievement for all students.

Education/Licensure:

- Administrative License, Ohio Department of Education, 2008
  Administrative Specialist Curriculum, Instruction, Supervision and Professional Development

- Master of Education, Ashland University, 2005
  Curriculum and Instruction

- B.S. in Education, The Ohio State University, 1989
  Elementary K – 8 with emphasis in Science Education

Professional Work Experience:
- North Central Ohio Educational Service Center-
  Director of Community Schools- North Central Ohio Educational Service Center May 2015 - Present

- North Central Ohio Educational Service Center-
  Director of Curricular Services- North Central Ohio Educational Service Center August, 2014 – May, 2015

- North Central Ohio Educational Service Center-
  Director of Community Schools- August 2013- August 2014

- North Central Ohio Educational Service Center-
  Educational Consultant - August, 2007 – August, 2013

  Consultant for Ridgedale Local Schools and Elgin Local Schools in Marion County 2007- Present
  Consultant for Pleasant Local Schools 2007-2008

  o Professional development facilitator, most recently in the following areas:

- Common Core and Standard Revisions, Student Learning Objectives related to Growth Measures, Differentiated Instruction, High-Yield Instructional Strategies, Writing in all Content Areas, Value Added, Development of quarterly pacing guides, Development of quarterly assessments, Cyber- Bullying, Ohio's Academic Content Standards, Literacy improvement initiatives, Standards Based Education, Assessment of and For Learning and Gap Analysis, Development of Comprehensive Framework of Instruction, Using data to drive instruction &

- o Resident Educator Program Coordinator
- o Organize professional development schedule aligned to district school improvement plans
- o Facilitate analysis of student achievement data
- o Facilitate grade-level and department meetings
- o Plan and present programs and professional development for administrators
- o Develop and design on-line courses for graduate credit
- o Facilitate curriculum committees to align curriculum resources with state standards and program descriptions
- o Provided process for development of Quarterly Pacing Guides for deliberate delivery of curriculum coverage at specific grade levels and courses
- o Support in development of quarterly assessments for mathematics
- o Facilitated gap analysis for alignment of curriculum materials and state standards
- o Provided model lessons for literacy framework at Ridgedale Elementary- Intermediate grades
- o Provided professional development and support for initiation of Data Teams in school districts focused on systemic use of data to improve academic achievement
- o Provided Professional Development for Mathematics 2007-2009 for State Support Team Region 7
- o Work collaboratively with colleagues to plan, organize and facilitate meetings for local/regional administrators

- Ohio Improvement Process Facilitator
  - o Facilitate School Improvement Processes in Ridgedale Local and Elgin Local School District- Responsibilities include:
    - Provide assistance in analysis of data to identify district's most critical needs to plan for improvement developing SMART goals, strategies and action steps
    - Support the development of District & Building Leadership Teams and Teacher Based Teams
    - Develop working knowledge of related resources, including the Ohio Improvement Process Facilitator's Guide and Resources, Decision Framework (DF), Comprehensive Continuous Improvement Plan (CCIP), and the Implementation Management/Monitoring Tool (IM/M), Comprehension of the process, resources, tools, and the research that supports those means the facilitator can accurately articulate them to others and respond to questions relative to each, including the purpose and interrelationship of each.
    - Provide assistance in managing the progression of the discussion through all four stages of the Ohio Improvement Process by serving as a critical friend and

partner who asks thought-provoking questions and provides focused constructive feedback.
- Assist in building capacity in districts by providing support, including coaching, training, specific technical assistance and resource networking.
- Provide encouragement to maintain commitment to continuous improvement with implementation of process with fidelity, initiating courageous conversations in challenging traditional district thinking.
- Support for moral imperative of maintaining a student-centered focus and improvement efforts that are designed to support the success of every child and support all levels in the Ohio Improvement Process to maintain a commitment to continuous improvement and collaborative work environments that honor and value each district's history
- Support maintaince of district CCIP and the IMM relating to the Ohio Improvement Process

- Math Coaching Program Facilitator –Ohio State University 2010- Present
  - Serve as liaison between the Math Coaching Program and cooperating districts
    - Work collaboratively with principals and other school administrators to link philosophy of coaching program
  - Provide Professional learning, mentoring, technical assistance and collaborative opportunities in support of math coaches
    - Coaching Coaches through professional development opportunities and completing site visits and report feedback to coaches and MCP administrators

- Teacher- Marion City Schools 1990 – 2007
  - Served as Talented and Gifted Liaison for Harrison Elementary School and district initiatives
  - Fourth grade classroom teacher- language arts and fourth/fifth grade science
  - Multi-age (Grades 3 and 4) classroom teacher and traditional third and fourth grade classroom teacher, 1999-2005- Indian Mound/Harrison Elementary School
  - Traditional First grade classroom teacher and multi—age facilitator of learning; grades one through three, 1990 – 1999- Mark Street Elementary School
  - Served on Math Curriculum and Social Studies Curriculum Committees
  - Initiated after-school book club for students and parents/caregivers
  - Conflict/Mediation Coach 1994-2007

- Teacher- Bucyrus City Schools 1989-1990
  - General Science and Biology- Grades nine through twelve, 1989- 1990- Bucyrus High School
  - Cheerleading Coach

Professional Learning Experiences:

- Resident Educator Program Training
- Ohio Teacher Evaluation Training & Credentialing
- Ohio Principal Evaluation Training & Credentialing
- Common Core and Ohio's Revised Standards in Social Studies and Science

- Dr. Marzano & Learning Sciences International- iObservation Courses - The Art and Science of Teaching
- Muther Training- Curriculum Selection Process
- Mathematics and Social Studies Curriculum Committee Member 1992-2003
- Conflict/Mediation Coaching
- Mulit-Age Classrooms
- Value-Added
- Differentiated Model Training
- Co-Teaching
- Situational Leadership Training
- Ohio Improvement Process
- Data Driven Decisions for Academic Achievement
- Adaptive Schools Training
- Comprehensive Continuous Improvement Plan (CCIP)
- Credit Flexibility
- Ohio School Law: Privacy of students and families in the face of threats and violence
- TESSA (Teacher Expectations and Student Achievement)
- Short-Cycled Assessments
- AFL (Assessment of and For Learning)
- ODE Curriculum Support for Social Studies and Science
- STARS (System to Achieve Results for Students)
- Measure-Up
- Accountability System
- RTI (Response to Intervention)- Intervention for Struggling Learners
- Literacy Collaborative for Intermediate Grades
- Guiding Readers and Writers

Professional Affiliations/Membership/Community:
- Association of Supervision and Curriculum Development (ASCD)
- Learning Forward Associates formerly National Staff Development Council (NSDC)
- Phi Delta Kaapa International
- National Council of Teachers of Mathematics (NCTM)
- Parent Advisory Council- Otterbein College (2000 – 2002)
- Contact Crawford County

Honors:
- Outstanding Employee Award- North Central Ohio Educational Service Center
- Teacher of the Year Recognition - Marion Star 2001
- Golden Key Honor Society
- Mortar Board Honor Society – The Ohio State University Senior Honor Society
- The Ohio State University Outstanding Student Award

Pamela Rowland

Professional Summary

Very detailed oriented and organized teacher focused on evaluating student performance and adapting lessons plans to facilitate learning and growth. Educational professional accomplished in organizing teacher curriculum, writing lessons plans and collaborating with other professionals to provide the highest level of education for each student.

Skills

- lesson plans
- organized
- running after school tutoring program

- schedule management
- works well with others
- assists others when needed

Work History

North Central Ohio Educational Service Center 9/2013- present

- Working with school psychologists doing ETR testing and writing reports.
- Working as a Community School Compliance representative.

Retired teacher from Marion City School 9/1987- 5/2013

- Planned and led activities to develop students' physical, education, emotional and social growth.
- Prepared reports and paperwork for parent teacher conferences.
- Adapted teaching methods and materials to meet students' varying needs and interests.
- Observed and evaluated students' performance, behavior, social, educational health.
- Maintained accurate and complete records for 20-28 students per year. And this final year 70-75 students.
- Worked with other teacher and school administrators to reevaluate and revise elementary school programs.
- Pursed professional development continually by attending educational conferences and teacher training workshops.
- Fostered team collaboration between students through group projects.
- Assessed students' reading levels using DIBELS Next and Leveled Reading Passages.
- Enforced the school's student discipline code to deal with problem situations.
- Created and taught engaging reading, math science, and social studies lessons by following the Marion City Schools course of study.

- Determined student strengths and weaknesses through DIBELS, weekly assessments and The State of Ohio Reading and Math Achievement Tests.
- Communicated with parents to support school to home learning connection.
- Created a classroom environment in which all children could learn respect for themselves and others.

Education

High School Diploma: college placement courses

Colonel Crawford High School- North Robinson, Ohio

Bachelor of Science: Elementary Education, 1982

The Ohio State University- Marion, Ohio

Master of Science in Curriculum and Instruction, 1990

Ashland University- Ashland, Ohio

Certification

Permanent K-8 Certificate from the State of Ohio

Cristy Ulsh

Experience   2013-Present   North Central Ohio Educational Service Center   Marion, Oh

Secretary to the Assistant Superintendent for Community Schools
- Create and maintain databases for 15 Community Schools sponsored by North Central Ohio ESC
- Keep all databases current with information received via emails and per requested documentation
- Created databases for School Calendars, Board of Governors Meetings, Board Members, Calamity days, 10-day Prior Visit, 10-day Assurance visit for ODE, Fall and Spring Visits and Annual reports for each school.
- File all contracts, lease agreements, Third Party Agreements, IRN letters and all pertinent information in each school's files along with creating electronic files with the same documentation.
- Keep Personnel Files for each ESC Community School employee including resumes, evaluations, time sheets, personal leave and sick time.
- Make phone calls and send emails to the community school's staff regarding questions relating to their students, board meetings, student record requests etc.
- Responsible for maintaining Compliancy Binders for each of the 15 community schools with required ODE documents, legal documents and contracts.
- Answer phones and direct calls, make travel arrangements, maintain calendars, do BCI/FBI background checks and prepare the Conference rooms for meetings / trainings.
- Greet and assist customers and surrounding school staff with licensure renewals and fingerprinting
- Protect the confidentiality of secure matters

2008-2013   GOAL Digital Academy   Mansfield, Oh

District Testing Coordinator / Guidance Office Assistant
- Create databases to determine students needing OGTs / OAAs/ OTELAs and generate reports
- Order all testing materials and maintain an accurate and secure inventory
- Schedule students to take their required tests / send letters to each student /parent – Train and schedule test proctors- administer testing policies and procedures
- Maintain an accurate accounting of those students who tested and did not test
- Responsible for returning all secure testing materials for scoring to DRC
- Make all student data changes using DASL web-based software
- Schedule all students into classes- making schedule changes as needed
- Run interims and report cards on a regular scheduled basis in a timely manner
- Prepare transcripts – Calculate GPA's and class rankings, assisting present and former students , their parents and the requesting schools

- Research student record discrepancies to verify graduation status
- Ensure the accuracy of all information
- Record student attendance grades K-12
- Respond to questions and establish relationships with staff, students, parents, schools and the public
- Responsible for the coordination of new user accounts for email / student / gradebook software

2007-2008   **Olentangy Alum Creek Elementary**   **Lewis Center, Oh**

Administrative Secretary / Office Manager
- Assist students in the main office with lunch accounts, passes, meds, etc.
- Responsible for ensuring the efficient and effective operation of the office
- Assist in the supervision of 3 office aides overseeing their training and enabling them to be fully functional in all tasks performed in the office
- Order all office and teacher supplies
- Prepare equipment, building supplies and material requisitions for staff;
  Submitted an average of 250 requisitions per school year
- Use USAS Web for purchase requisitions, vendors and purchase orders
- Print budget summary reports by appropriation and fund using FISCWEB On-line for review and analysis
- Created a general ledger using Excel organizing all transactions by account
- Provided an accurate accounting for all monies received
- Made contact with the public with tact and diplomacy
- Maintained student and staff records via eSIS student software
  Provided current and accurate EMIS information to the central office for state reporting
- Organized and maintain large volumes of information and paperwork
- Scheduled all students in all core classes and their specials
- Handled routine correspondence independently
- Placed, received and routed telephone calls, recorded appropriate messages
- Protected the confidentiality of secure matters

2005-2007   **Olentangy Transportation Office, Home Rd.**   **Powell, Oh**

Olentangy Transportation Secretary
- Handled all calls to the Transportation Office, greeted visitors, sorted and distributed mail. Ensured the smooth operation of the office.
- Maintained a uniform filing system for all information and other pertinent data.
- Responsible for copying, filing and distributing leave forms and time-sheets to staff
- Assisted Routing Manager with all routing activities.
- Added / Updated student records via student software
- Assigned bus stops and buses ensuring the safety of each student using Versatrans software
- Coordinated transportation with the non-public schools calendar and track driver information.

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- Assigned substitute drivers on routes and maintain radio contact with drivers.
- Maintained respect at all times for confidential information.

2000-2005   TRECA - An Information Technology Center   Marion, Oh

Student Software Support Liaison
- Served as a liaison between TRECA, an IT Center, and 40+ school districts.
- Supported eSIS , a state supported student software for Grade Reporting, Attendance, Course Scheduling, Transcripts, Fees and all reports.
- Help Desk for EMIS (Educational Management Information System)
- Assisted in the coordination, development and training of eSIS classes for the secretarial and administrative staff of such school districts.
- Analyzed problems or questions presented by school personnel pertaining to eSIS, Progress Book and EMIS providing support necessary to correct those problems. Responded to all questions within a 24 hour time frame using the Uni-center Service desk.
- Assisted in keeping school staff members notified of changes and /or updates to eSIS and any changes in Emis.
- Set-up User Accounts, assigning user names, passwords and granting privileges for various modules within eSIS for all school districts within the consortium.
- Created, maintained and tracked report card inventory for 40 districts using Access and Excel database management.
- Protected the security and the confidentiality of each school's data.

1998-2000   Delaware Area Career Center   Delaware, Ohio

Executive Secretary to the Director of Pupil Services
- Coordinated and conducted the daily office activities and workflow for the Director of Pupil Services and the Dean of Students.
- Assisted students in the Main Office. (i.e. work permits, distributed prescription drugs, issued student forms and appropriate passes etc.)
- Answered all incoming calls for the Pupil Services Department, transferring to appropriate departments. Maintained check in/out register and Lost and Found.
- Recorded student absences in student software and printed absence reports and class lists daily.
- Created and formatted tables, graphs and PowerPoint presentations for Proficiency testing, Work Keys, Employability, OCAPS, etc.
- Designed forms for student files, discipline, school policies and handbooks.
- Established and maintained a central filing system for students who had IEPs and MFEs as well as keeping the files for open enrollment.
- Created and maintained "Discipline", "Withdrawal", and "Special Needs" databases in Access. Printed reports as needed.
- Typed purchase orders/requisitions, scheduled appointments, maintained calendars.
- Used the Discipline Module in student software for entering discipline data. Printed reports as required.

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| **Education** | **Marion Technical College** | **Marion, Ohio** |

Windows, Microsoft Word
Excel, Access I and PowerPoint
Database Processing II
Web Page Authoring using Front Page

Attended Treca workshops for Excel, Continuing Education seminars and EMIS conferences sponsored by the Ohio Dept. of Education as well as OEDSA and OAEP conferences, Fall and Spring

Pleasant High School   **Marion, Ohio**
Graduated with a High School Diploma

Skills and Abilities
- Proficient in MS Word, Excel, Access, PowerPoint. Excellent computer skills. Ability to work independently, under pressure and to set and achieve goals. Good organizational skills. Ability to communicate ideas and directives clearly and effectively both orally and in writing. Effective, active listening skills. Positive and kind attitude. Ability to work effectively with people who may be upset, distraught or irate. Strong customer service skills.

RESUME FOR

Terry A. Conley

tconley@ncoesc.org

Employment:

2006 – Present	Deputy Superintendent – North Central Ohio Educational Service Center
1998 - 2006	Director of Curriculum and Instruction - Marion City Schools
1994 - 1998	Supervisor of Student Services - Marion City Schools
1992 - 1994	Principal, Fair Park Elementary School - Marion City Schools
1984 - 1992	Principal, Olney Avenue Elementary School - Marion City Schools
1983 - 1984	Assistant Principal, Edison Middle School - Marion City Schools
1982 - 1983	Teacher, George Washington Elementary School - Marion City Schools Fourth and Fifth Grade
1976 - 1982	Teacher, Edison Middle School - Marion City Schools Sixth/Seventh Grade: Science, Math, Reading
1975 - 1976	Substitute Teacher, Marion City and Marion County Schools

Education:

Master's Degree	Educational Administration and Supervision Bowling Green State University - 1980
Bachelor of Science	Elementary Education The Ohio State University - 1975
Additional Courses	Ashland University, Bowling Green State University and The Ohio State University

Certification:

       Superintendent
       Assistant Superintendent
       Elementary Principal
       Supervisor
       Elementary Teacher

Community Service:

Marion County Children Family First Council	2006 - Present
Marion County Children Services, Board of Directors	2005 - 2009
United Way of Marion County Allocation Committee	
Marion County Children Services, Board of Directors	1988 - 1992
"Kids for Christmas" Campaign	1986 -
Marion YMCA, Board of Directors	1984 - 1990
Marion Adolescent Pregnancy Program, Board of Directors	1984 - 1987
Christian Central church, Executive Committee	1984 - 1985
I CAN Go to College Committee, Co- Founder	1999
MarionReads Literacy Tutoring Program, Co- Founder	1999

Professional:

Reading Recovery Training Site - Coordinator, North Central Ohio Site
Reading Recovery, Board of Governors for State of Ohio
Reading Recovery, Executive Board
North Central SERRC, Board of Governors
North Central Evaluation Team Evaluator
Marion Area Association of Elementary School Administrators, Past President
Philomen Gregg Council for the International Reading Association, Past Treasurer
Outstanding Young Men of America Award, Recipient

Professional Committees:

Marion City Schools' Administration Negotiation Team
All Curriculum Committees - Chair
Marion City Schools' CIP Team
Marion City Schools' Insurance Committee

Grants:

Reading First Ohio Grant (@$6,000,000)
Continuous Improvement Implementation Grant ($325,000)
Verizon Literacy Grant ($25,000)
OhioReads Literacy Grants ($2,000/building)

References:

Available upon Request

LARRY L. HODGE

1964 TO 1970   North Central Ohio Educational Service Center , Marion Ohio
TEACHER, COLLEGE CORNER LOCAL SCHOOLS, COLLEGE CORNER, OHIO

1970 TO 1972   North Central Ohio Educational Service Center , Marion, Ohio
PRINCIPAL (7-12) COLLEGE CORNER LOCAL SCHOOLS, COLLEGE CORNER, OHIO

1972 TO 1979   North Central Ohio Educational Service Center , Marion, Ohio
PRINCIPAL (8-12) OLD FORT LOCAL SCHOOLS , OLD FORT OHIO

1979 TO 1980   NORTH CENTRAL OHIO EDUCATIONAL SERVICE CENTER , MARION, OHIO
PRINCIPAL (K-6) GREENVILLE CITY SCHOOLS, GREENVILLE , OHIO

1980 TO 1989   North Central Ohio Educational Service Center   *Marion Ohio*
PRINCIPAL (8-12) SOUTH CENTRAL LOCAL SCHOOLS, GREENWICH, OHIO

1989 TO 1998   North Central Ohio Educational Service Center   *Marion Ohio*
PRINCIPAL (9-12) EHOVE CAREER CENTER, MILAN, OHIO

1998 TO 2006
                 North Central Ohio Educational Service Center   *Marion Ohio*

CURRICULUM COORDINATOR, BELLEVUE CITY SCHOOLS, BELLEVUE, OHIO

2006 TO 2012   North Central Ohio Educational Service Center   *Marion Ohio*
EDUCATIONAL CONSULTANT, RIVER VALLEY LOCAL SCHOOLS, MARION, OHIO

2012 TO PRESENT   North Central Ohio Educational Service Center   *Marion Ohio*
EDUCATIONAL CONSULTANT, NORTH CENTRAL OHIO EDUCATIONAL SERVICE CENTER, MARION OHIO

1964
BS IN EDUCATION , MIAMI UNIVERSTIY, OXFORD, OHIO

1969- MASTERS IN EDUCATION, EDUCATIONAL ADMINISTRATION, MIAMI UNIVERSTIY, OXFORD, OHIO
1976 -SPECIALIST IN EDUCATION , EDUCATIONAL ADMINISTRATION, UNIVERSITY OF TOLEDO, TOLEDO OHIO

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Larry Hodge is a native of Northeastern Ohio. He was born and raised in Austinburg, Ohio.

He graduated from Miami University in 1964 with a BS in Education. He received his Master's degree from Miami University in 1969 and his Specialist degree from the University of Toledo in 1976.

He was a recipient of the J.C. Penny volunteer in Education award in 1995 and was named Principal of the Year by Ohio School Counselors' Association.

He has been a T.E.S.A. Trainer since 1986, and has trained more than 100 staff members in the last 10 years.

Over the last 15 years, Mr. Hodge has been the keynote speaker or presenter to more than 500 participants ranging from Bus drivers to Teachers and from student to secretaries. He has presented at state conferences in Ohio as well as the NCA Regional Conference in Chicago, Ill.

He received Ambassador Certification from the North Central Association of Colleges and Schools

Larry and his wife, Wanda resides in Tiffin, Ohio.

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Exhibit: T

North Central Ohio Educational Service Center

SFY 2015 -2016

10-DAY PRIOR SPONSOR COMPLIANCE ASESSEMENT TOOL

nmunity School: **Albert Einstein Academy**	Date of Visit: **July 20, 2015**		Sponsor: **North Central Ohio Educational Service Center**	
I: **013994**			Sponsor Rep: **Krista Gerhart**	

Compliance Areas	Compliance Reference: Ohio Revised Code (ORC), Ohio Administrative Code (OAC), Sponsor Contractual Requirement	Documentation/ Evidence	Complaint (C) Partially Compliant (PC) Non-Compliant (NC) Not Applicable (NA)	Target date for follow up, if necessary	Sponsor Comments
SCHOOL PRINCIPAL IS ASSURING TO SPONSOR COMPLIANCE WITH THE FOLLOWING CONTRACT AND POLICY REQUIREMENTS					
Opening Assurances Documentation	ORC 3314.19	Verify that the school's 2013-2014 opening assurances documentation is maintained in an organized opening assurances binder appropriately labeled and on site at the school for review and reference.	C		Compliance binder well organized with tabs.
Contract Modifications	ORC 3314.19(A); Opening Assurances	Verify that the school has a copy of the current sponsorship community school contract accessible and on site for reference or in your compliance binder & that the contract is on file with the Office of Community Schools. Identify status of any outstanding, necessary or desired modifications to the contract. Principal must verify that contract status has not changed since opening assurances.	C		Contract was included....an addendum to sponsor contract reflect modifications that have been made and AEALAS is now their own LLC. Own corporation and modification to AELAS to Ohio from AELAS California.
Corporate Documents	Sponsor Contract	Verify that there have been no amendments to the following documents: (other than as previously provided to the sponsor through a request for contract amendment) 1) Certificate of Incorporation, 2) Articles of Incorporation, 3) Appointment of Statutory Agent, 4) Employer ID Number, 5) Code of Regulations, 6) IRS Determination Letter (if any), 7) Mission Statement & Organizational	1. C 2. C 3. C 4. C 5. C		All Corporate Documents are found in binder.

		Chart of the School.	6 .C 7. C		
Conflict of Interest Policy	Sponsor Contract	Verify that the school's conflict of interest policy is as is stated and attached to the contract.	C		Conflict of Interest Policy is in binder and All board members have signed
Governing Authority Roster, BCIs/FBIs & signed Annual Conflict of Interest Statements	Sponsor Contract	Submit to the sponsor and include in the Compliance Binder, the current roster of GA board members-include name, address and contact information; and copies of all BCIs & FBIs for all members. Ensure Sponsor receives updates as they occur to allow for timely communication. **The Sponsor needs to be updated as changes are made in Governing Board members or their information throughout the year, as well as any changes in board meetings (i.e. rescheduling or canceling).We would also ask that you please send us board packets prior to scheduled board meetings. (i.e. board agendas & relevant background information and financials prior to board meetings).**	C		Board members list is updated....BCI & FBI is in binder for all members along with their resumes. One board member will be leaving in August. Kristin will update us with the new member.
BCIs/FBIs of all certificated and support staff	Sponsor Contract	Verify that BCIs & FBIs are on file for all certificated staff and support staff; including any private contractors providing on and offsite student services. (Copies of all BCI and FBI checks should be included in the 10-Day compliance binder.	C		BCI & FBI for all current staff members is in binder. Any new staff members will be updated as they are hired.
Teacher Licensure & Non-certificated persons (12 hours/week rule)	ORC 3319.22; 3319.31; 3319.301 & Sponsor Contract	Verify that all teachers are fully licensed and assigned to teaching positions that align with licensure. (Copies of all teachers' licenses should be included in the compliance binder and assignments should be indicated on NCOESC's roster verification checklist.)	C		All teacher licenses were in binder.
Management by Third Party	Sponsor Contract	Verify that the management/operations of the school are as stated in the community school contract. Should the school enter into any amendment or revision for management or operation of the School or its curriculum or operations, the school must provide the Sponsor with an advanced request for contract modification.	N/A		This is not applicable to Albert Einstein.

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Lease or Verification of Ownership	ORC 3314.05; 3314.19(5)(1), Opening Assurances	Verify that the school has a copy of the lease or purchase agreement for the facility in the opening assurances binder and that there has been no change to lease or purchase of the building since opening assurances.	C		A copy of lease and sublease found in binder and reviewed.
Certificate of Occupancy	ORC 3314.05; 3314.19; Opening Assurances	Verify the school has a valid certificate of occupancy posted on site at the school and available for inspection.	C		A copy of the Certificate of Occupancy was in binder and also posted in the conference room.
Workers Compensation Certificate	ORC 4123; Sponsor Contract	A copy of **the current Workers Compensation Certificate** needs to be included in the Compliance Binder. Review & verify certificate is posted in the school.	PC		Worker's compensation certificate is in binder- good through May of 2015.....Kristin will check on application status-
Liability Insurance	ORC 3314.03(A)(11)(b); Opening Assurances	Verify that the school has liability insurance coverage sufficient to indemnify the school's facility, staff and governing authority and that the certificate viewed during opening assurances is in the binder and has not changed since opening assurances. Verify that NCOESC is named on the policy as additionally insured.	C		Great American Insurance Group-
Litigation	Sponsor Contract	Verify that there is no new knowledge of, notice of, or threat of any litigation against the school. If there is potential litigation against the school, principal must provide appropriate documentation to sponsor.	C		Statement in binder attests that no litigation at this time- Signed by Dr. Bruce Thomas
Ohio Department of Education - Compliance Issues	Sponsor Contract	Identify and provide a status update of any recent or currently remaining corrective action plans requested by any department at ODE including, but not limited to EMIS, Office of Exceptional Children, Federal Programs, Professional Conduct, Licensure, Safety, Health & Nutrition, the Office of Community Schools, or any other department that may be applicable.	C		Letter of attestation from Dr. Bruce Thomas stating no compliance issues at this time.
Promissory Notes or Loans	ORC 3314.08(J)	If the school has borrowed money through any notes or loans, verify that the sponsor has been provided a fully executed copy of the documentation relating to such promissory notes or loans entered into or issued by the board. This relates to any notes or loans that are currently in existence. If such has not been forwarded to the sponsor, please have copies available for collection at the Fall On-site Visit.	C		AEALAS has no loans at this time- written attestation in binder.
Treasurer/Fiscal Officer License/ Bond	ORC 3314.011; Sponsor Contract	A copy of current school Treasurer's license and current Bond needs to be included in the Compliance Binder.	C		Treasurer- Jeffery Alan Foster-copy of license and bond is in binder and current.

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Monthly Fiscal Reviews	ORC 3314.023; Sponsor Contract	Verify school is submitting financials monthly for review by the sponsor and that such reports include enrollment and FTE numbers by month as well.	C		Jeffery Foster is new to school and took over duties beginning in July. ==Kristin will add the financial analysis reports from Rhonda Feasel on behalf of the sponsor in the binder as well.==
Verify Use of required USAS system	OAC 117-2-03(B)	Verify that the school is using USAS, or identify the school's accounting system that is used, assuring that it has the capability of converting to USAS and that the school is submitting using generally accepted accounting principles.	C		Written verification that ACALAS will be using USAS in partnership with Skoda Monoti and NCOESC.
Health & Safety Inspections	OAC 3701, 3717; ORC 3314.05; Opening Assurances	Verify that the school has a **current/complete health and safety inspection** in the opening assurances binder and that there has been no change in results of inspection since viewed during opening assurances.	C		Cuyahoga County Board of Health inspection certificates are in binder- they do a fall and spring. The last one was in March 11, 2015.- ==Follow up inspection done on 8-3-15 and indicate no violations.==
Safety Plan and Floor Plan	3313.536. OAC 3301-5-01	School safety plan for each building; updates; filing of copies of plan and building blueprint; law enforcement access to hold training sessions. (Safety plans must include the following: safety plan that responds to all threats and hazards, floor plan, emergency contact information sheet, and site plan) Emergency contact information sheet completed and filed.	C		Screen shot showing evidence of proper submission
Fire Inspections	ORC 3314.05(B)(4); 3737.73(C)(1); Opening Assurances	Verify that the school has a current/complete fire inspection in the opening assurances binder and that there has been no change in results of inspection since viewed during opening assurances.	C		Inspection done 8-3-15- it is noted that there are no outstanding violations at this time
Stndent Medication Dispensing Procedures, Records, and Storage Implementation	ORC 3313.713; 3313.71.6; 3313.718; 3314.14	Review medication dispensing permission forms, dispensing log, and review storage of medications (locked cabinet or restricted refrigerator).	C		Information where medication is stored....Physician request for medication, policies in binder, HIPPA laws, school health record updates and example log.

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Food Service License	ORC 3717.41; 3314.95; **Opening Assurances**	Verify current food license is on file at the school for the school if the school serves food independently. Verify current food license is on file at the school for any food service provider that may serve the food for the school. Verify that the school's food service program and license has not changed since viewed at opening assurances.	C		AEALAS does not serve any food.
Student Transportation	**Sponsor Contract;** ORC 3327.01	Verify that the School's plan for transportation of students is currently being implemented as stated in the contract. If there is a change in transportation processes being proposed, a contract modification must be requested and approved prior to implementation.	C		AEALAS has bussing agreements with Westlake, Avaon Lake , North Ridgeville, all bus and Sheffeld Lake. Some students are transported to school by parents.
EMIS: Qualified Coordinator- Student Data Management & Reporting	ORC 3301.0714; 3314.17; **Opening Assurances**	Verify that the school has knowledgeable staff trained and responsible for maintaining OEDS-R, and all student data and EMIS reporting and that such responsibilities have not changed since opening assurances.	C		The Empowerment Group- Gayle Gilmore Certificate of Training........
SOES: Qualified Coordinator	HB 66	Review GA resolution designating the qualified individual in the organization responsible for ensuring SOES required data is reported accurately and timely.	C		The Empowerment Group- Gayle Gilmore Certificate of Training........
Sponsor-Read Only Data Access	**Sponsor Contract**	Review and Ensure *Read Only* access has been provided to the sponsor contact for all data areas available to the school (OEDs Roles set-up.)	C		Note in book- Read only access given to NCOESC- signed by Dr. Bruce Thomas.
Student Enrollment	ORC 3314.03(A)(11)(a); **Sponsor Contract**	Verify that the school currently has maintained a minimum enrollment as required by law and as required by sponsor contract.	C		Estimated about 240 at this time- will verify on Monday August 3, 2015.
Admission Policies and Procedures	ORC 3314.03	The Board approved admission policy(s) and procedure(s) should be in the Compliance Binder. Review enrollment and admission practices against contract specifications: grades to be served, population, and geographic area.	C		Copy of admission policy in binder and indicates August 2013 as board adopted date.
Dual Enrollment Policy	ORC 33.13.6013	Verify that the school has a board adopted dual enrollment policy. If the school has such a policy, verify that the students and parents are aware of the opportunity and how the information is communicated.	C		Dual enrollment policy New college credit plus program included. This year expecting two Lorain Community College & Tri-State College

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Family Education Rights and Privacy Act (FERPA)	Family Education Rights and Privacy Act (FERPA)	Verify that the school has in place board adopted policies & procedures for maintaining student information to ensure compliance with the Family Education Rights and Privacy Act.	C		Policy is in binder
Ohio Privacy Law	ORC 1347.05; 3319.321	Verify that the school has in place board adopted policies & procedures for maintaining student and staff personal information including hard copy files and electronic records and systems to ensure compliance with Ohio Privacy Law requirements.	PC		Ohio Privacy Law policies & procedures for maintaining records is in binder- ==recommend that board revisit policies and procedures due to no ties to NCOESC for personnel.==
Public Records Policy	ORC 149.43	Verify that the school has a board adopted policy for addressing and responding to public records requests.	C		Public records policy is in binder and reviewed
Missing Children	ORC 109.65; 3313.96	Verify that the school leader is aware of the missing children clearinghouse and the duty to report if the school becomes aware of a missing child that is enrolled in the school.	C		Policy in binder along with a statement that Dr. Thomas is aware of responsibilities to report missing children.
Special Education Plans- 504 Implementation Plan - part of Special Education and related services plan.	ORC 3314.19 (B); ORC 3323; Section 504; OAC 3301-51-06	The Special Education Plans required to be developed and submitted to sponsors per ORC 3314.19 (B) and 3314.28 (A) for site-based and e-schools must continue to be completed by community schools and reviewed and approved by sponsors but are not required to be submitted to the Office of Community Schools. **In addition to the SPED plan, a copy, of the Board adopted policy(s) and procedure(s) that are used to identify and place students on 504 plans, need(s) to be included in the Compliance Binder. Sponsor verifies that the school has demonstrated the capacity to provide services.**	C		SPED plan is in binder and includes the following: 504 Definition and referral form, consent, manifestation hearing procedures.
ADA Compliance	Americans with Disabilities Act	Review and discuss ADA requirements to ensure school has a plan to meets the needs of disabled persons. Review that Board policy(s) in the Compliance Binder.	C		ADA compliance has met all the standards in compliance with the American with Disabilities Act in relation to operation of a public school.
State Mandated Testing Plans	ORC 3301.0710; 3301.0712; 3301.0715	Verify that the school has plans & procedures for administering the achievement tests and diagnostic assessments aligned to Ohio's Assessment System. (State Diagnostics, KRA, Next Generation Assessments, OTELLA, Alternate Assessment, etc.) **Also, state-mandated reporting of Third Grade Reading Guarantee & Physical	C		Testing dates are in binder- and shared with parents through newsletters and student/parent handbook. Also on website.

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		Education Requirements.			
Parent Notice- Community School & Statewide Testing & Compulsory Attendance	ORC 3314.041	Review & verify school has sent notice to parents stating they are a Community School, conduct Statewide Testing & require Compulsory Attendance.	C		Parent orientation, website, weekely email bulletins,
Highly Qualified Teacher and Prepare Documentation	ORC 3319.074; NCL	Review completed HQ worksheets, staff assignments, and licensure documentation	C		HQT worksheets for last year – Kristen will update as soon as teacher workday arrives.
CCIP Alignment	ORC 3302.04	Verify that the principal attests to the alignment of the Comprehensive Continuous Improvement Plan (CCIP) Planning Tool with the Ohio Improvement Process (OIP) Focused Plan.	C		Written verification that attesting that AEALAS CCIP is in alignment with ODE.
Curriculum Requirements / CORE Graduation Requirements, Credit Flexibility, College & Career Readiness and Financial Literacy	ORC 3313.60; 3313.603; 3313.6015	1) Verify that the school's current academic program as stated in the contract meets requirements as designed by Ohio Revised Code. 2) Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirements for graduation shall include 20 units that are designed to prepare students for college and the workforce as designated in the ORC. 3) Verify that the school has revised its academic program in order to comply with current requirements 4) Verify that the school has notified students and parents and obtained the necessary waiver for each appropriate individual student who will not meet such requirements.	1. C 2. C 3. C 4. C		Documentation in binder indicates that AEALAS implements standards-based education, Financial Literacy 8th grade (18 weeks)
Internet Usage Policy and Procedure	47 USC 254	Verify that the school has a board adopted internet safety policy and that the school has implemented appropriate procedures to comply with the policy.	C		In binder and in handbook for students to sign.
Safety Plan	ORC 3313.536	Copy of the written Safety Plan &Principal verification: dates last submitted to the local law enforcement agency and Attorney General's office. Plan must be updated every 3 years and/or when			https://saferschools.ohio.gov/content/school_safety_plans

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		major modifications to building require changes.			
School Calendar	ORC 3313.481; Sponsor Contract	Submit to the sponsor, and include in the Compliance Binder, a copy of the Board approved current school year calendar. Assure that the school year calendar has not been modified without prior written notice to the sponsor.	C		Calendar in binder and have sent to sponsor

Revised 6/26/15

It is acknowledged that this document is an assurance from the School to the Sponsor attesting to the status of the items listed above. If there are modifications to previously viewed versions, or policies/documents that have not been reviewed by the Sponsor, that item should be noted and the documentation must be made available for inspection/collection by the Sponsor representative during the scheduled Fall On-Site Visit.

Further, it must be noted that NCOESC is verifying compliance through the adoption of policies and procedures as recommended or required, but is not assessing the accuracy or quality of policies proposed or adopted by the school, and advises each school to consult legal counsel for independent policy development.

Date: _July 20, 2015_

School Representative: _____

Sponsor Representative: _Krista Gerhart, Director of Community Schools, NCOESC_

Exhibit: U

	Message	Tue, Oct 13, 2015 8:15 AM
From:	Krista Gerhart	
To:	Bruce Thomas Kristen Elliott-Thomas	
Cc:	Cristy Ulsh Pam Rowland	

Subject: AEALAS_Fall Onsite_10-12-15

Attachments:
- AEALAS_Fall'15-16.doc / Microsoft Office Word 97 - 2003 Document (262K)
- AEALAS_STUDENT FILE CHECKLISt_2015-16.xlsx / Microsoft Office Excel Worksheet (51K)
- AEALAS_CLASSROOM OBSERVATION FORM_2015-16.xlsx / Microsoft Office Excel Worksh...

Dear Dr. Bruce & Kristen,

Thank you for your time yesterday!

I thoroughly enjoyed my visit at Albert Einstein Academy of Letters, Arts, and Sciences. Your school has an inviting and warm atmosphere. It is evident that a respectful, student-centered approach is valued at Albert Einstein by all staff & students. This was not only observed during my classroom visits but also watching students & teachers interact with one another throughout the day. I am most impressed with the positive and all-inclusive climate that you have built with staff and students! During my classroom observations, I saw students engaged and teachers committed to meeting individual student needs.

With regard to your compliance notebook, you and your staff are to be commended for a job well done. You met compliance with 100%!!! This is exceptional!

In this email, you will find feedback from my fall onsite visit that took place on October 12, 2015.

If you have any questions after reviewing the attached documents, please let me know and once again, please share the above and attached with your governing board as you deem necessary and appropriate.

  *Attached, are copies of the following:

1 Fall On-Site Sponsor Compliance Assessment Tool Documentation Feedback

2 A copy of the 2013-14 NCOESC Community School Student File Checklist

3 2013-14 Classroom Observation Forms

I did not reattach the staff roster checklist because a copy was given to me yesterday.
Please keep us apprised of any changes.

Spring onsite visit window is February 22 through April 22, 2016. Please email me as soon as possible a couple of dates that will work best for you and I will confirm.

If you have any questions /concerns regarding this email and/or any feedback, please don't hesitate to email or call me.

Thanks
   Krista

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street
Marion, Ohio 43302
419.569.2182 (cell)
740.387.6625 (office)

"Every student can learn, just not on the same day, or the same way."
                                                                        -George
Evans

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	Message	Tue, Sep 01, 2015 2:17 PM
From:	Krista Gerhart	
To:	bruce.thomas@aealas.org Kristen Elliott-Thomas	
Cc:	Cristy Ulsh Pam Rowland	

Subject: 10-Day Compliance Assessment Official Copy_SY2015-16

Attachments: AEALAS-10-DAY Prior Written Assurances _15-16.pdf / Adobe Acrobat Document (4.2M)

Dear Bruce & Kristen,

Hope your school year is off to great beginnings!

Please find attached a copy of your 10-Day Compliance Assessment.

If there were any outstanding items at the time of our site visit, as we received documentation from you, (prior to your 10-day window), revisions were made and should be reflected on the Compliance Assessment Tool.

Also, any items highlighted in yellow may need your attention in the near future.

Please sign the last page of your 10-Day Compliance Assessment and return to me as soon as possible.
You would only need to return the last page and then keep a copy for your records.

Let me know if you have questions.

If you have any questions, please feel free to contact me.

Thanks,

KG

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street
Marion, Ohio 43302

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419.569.2182 (cell)
740.387.6625 (office)

"Every student can learn, just not on the same day, or the same way."

-George Evans

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	Message	Tue, Oct 13, 2015 9:24 AM

From:	Kristen Elliott-Thomas <kristen.et@ealas.org>
To:	**Krista Gerhart**
Cc:	bruce.thomas@aealas.org culsh@ncoesc.org prowland@ncoesc.org
Subject:	Re: AEALAS_Fall Onsite_10-12-15
Attachments:	Board member roster 15-16.xlsx / Uploaded File (13K)

Hi Krista,

Thanks so much for the quick feedback. We enjoy having you here. I did think of one thing at the Board meeting last evening. We have given all the board members school email accounts. I have attached the list with updated emails for you to use when sending them info via email. Our attorney advised that they not use personal emails for school business.

Kristen Elliott-Thomas, M.S.
Director of Student Services
Albert Einstein Academy
for Letters, Arts and Sciences
Phone (440) 471-4982 Fax (440) 617-6809

"A true sign of intelligence is not knowledge but imagination!" ~Albert Einstein

PLEASE NOTE: This message and any response to it may constitute a public record, and therefore may be available upon request in accordance with Ohio public records law. (ORC 149.43)

On Tue, Oct 13, 2015 at 8:15 AM, Krista Gerhart <kgerhart@ncoesc.org> wrote:

Dear Dr. Bruce & Kristen,

Thank you for your time yesterday!

I thoroughly enjoyed my visit at Albert Einstein Academy of Letters, Arts, and Sciences. Your school has an inviting and warm atmosphere. It is evident that a respectful, student-centered approach is valued at Albert Einstein by all staff & students.
This was not only observed during my classroom visits but also watching students & teachers interact with one another throughout the day. I am most impressed with the positive and all-inclusive climate that you have built with staff and students! During
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1
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I did not reattach the staff roster checklist because a copy was given to me yesterday.
Please keep us apprised of any changes.

Spring onsite visit window is February 22 through April 22, 2016. Please email me as soon as possible a couple of dates that will work best for you and I will confirm.

If you have any questions /concerns regarding this email and/or any feedback, please don't hesitate to email or call me.

Thanks
Krista

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street
Marion, Ohio 43302
419.569.2182 (cell)
740.387.6625 (office)

"Every student can learn, just not on the same day, or the same way."
-George Evans

Exhibit: V

North Central Ohio
Educational Service Center

Tiffin Campus	**Mansfield Campus**	**Marion Campus**
928 W. Market Street - Suite A	State Support Team Region 7	333 East Center Street
Tiffin, Ohio 44883	1495 West Longview Ave. - Suite 200	Marion, Ohio 43302
419-447-2927	Mansfield, Ohio 44906	740-387-6625
419-447-2825 Fax	419-747-4808	740-383-4804 Fax

April 30, 2015

Fiscal officer, Governing Board, and Superintendent for **North Central Academy**;

This is the first fiscal reviewed as required by HB10. This legislation now requires the sponsor to provide the governing body and the fiscal officer with a written report regarding the review not later than ten days after each review ORC 3314.023. The following information was requested for review:

- Cash reconciliation along with supporting bank statements and outstanding check list. The supporting bank statement allows the sponsor to verify amounts listed on the cash reconciliation.
- Check register which details the check number, vendor, and amount sorted by fund
- Receipt ledger which details the payee, date, and amount sorted by fund
- ** Budget vs. Actual reports at the legal level of budgetary control approved by the board for all funds Board minutes **
- FINSUM or cash summary report
- Completed ODE template "Sponsor Financial Review FY15.xlsx"
- ODE "settlement report" illustrating FTE (Full Time Equivalent) student data.
- Any "Financial Management Reports" created by a management company, if applicable, or created by the treasurer for board distribution.

** This activity may or may not be required by your governing board, but may be required per the sponsor contract. **

Modifications to the above requested items may become apparent as we initiate this new process. A formal email to the State Auditors' Office was sent seeking guidance on standards to achieve the objectives required under HB10. As of the date of this correspondence, feedback has not been provided.   Additionally, please note that your treasurer sent financial information to the sponsor prior to being notified of the requested items noted above for HB10 financial review. Since this is a new process with new items being requested from treasurers, a few "missing pieces" might be noted within this letter. When the financial review is completed next month all items requested are expected to be provided. Your help is greatly appreciated as we endeavor to meet this new requirement and mandate.

Based upon the financial information received, below are my findings:

FTE:

The Schools FTE remained steady from 102.93 (February) to 102.45 (March).

Items not provided for review:

All items were provided for review as requested.

Items to note:

- The bank cash balance increased from $146,910.72 to $192,623.95 or $45,713.23 illustrating a 31.1% growth. The rise in cash is largely due to the receipt of grant monies. The school received funds for Title I and IDEA Part B grants, in the amount of $28,705.95 and $19,578.64, respectively.
- The treasurer did not indicate accounts payable in excess of 60 days past due.
- The school appears to be in good financial health with no major cause for concerns noted.
- Finally, the days cash on hand ratio of 89.26 days (calculated below) further backs the schools good financial position. A ratio in excess of 45 days represents sound fiscal strength.

The ODE template "Sponsor Financial Review FY15.xlsx" appears to be a new form completed by the school for purposes of HB10 financial review. The template is not currently useful as a review tool due to monthly enrollment, estimated revenues, prior monthly actual revenues, budgeted expenditures, and prior monthly actual expenditures not provided. I would encourage the school to update/add information to comply with ODE review requirements.

Days cash on hand:

The days cash on hand ratio is used to determine the number of days operating expenses that an entity could pay with its current available cash. When calculating this ratio I excluded the cash in the payroll account since this cash has already been obligated for payroll expenditures (if applicable to school). If the days cash on hand is low or continually decreasing, schools need to cut back spending or increase fundraising. The calculation is determined as follows:

1. Determine cash on hand – Reconciled primary checking account $192,623.95
2. Divide the operating expenses by number of days in current operating period – $589,123.21 / 273 = $2,157.96. This represents daily operating costs.
3. Divide the cash by the daily operating costs - $192,623.95 / $2,157.96 = **89.26 days**

May 5 year forecast:

The Community School 5 year forecast is due to ODE by May 31, 2015. Upon board approval, please forward a copy with the May financial information to my attention.

Thank you for your cooperation in the review process. If you have any questions, please let me know.

Sincerely,

Rhonda M. Feasel

RESOLUTION TO PLACE IMAGINE COLUMBUS PRIMARY ACADEMY ON PROBATION
(O.R.C. §3314.073)

The Governing Board of the North Central Ohio Educational Service Center, Tiffin, Ohio, met in regular session on the 23rd day of June, 2015 at the offices of said Board with the following members present:

Mrs. Diane Baker	Present	Mr. T. Dwain Sayre	Present
Mr. Jack Koschnick	Present	Mrs. April Shroll	Present
Mr. Mick Landon	Present	Mr. Steve Snavely	Present
Mr. James McFarland	Present	Mr. R. Eugene Wiley	Absent
Mrs. Pamela Pinney	Present		

The Treasurer advised the Governing Board that the notice requirements of O.R.C. §121.22 and the implementing rules adopted by the Governing Board pursuant thereto were complied with for the meeting.

_____Mrs. Pamela Pinney_____ moved the adoption of the following resolution:

WHEREAS, on June 2, 2015, the Governing Board provided Imagine Columbus Primary Academy ("Imagine") with written notice of the Governing Board's intent to take remedial action against Imagine, such as placing Imagine on a probationary status, suspending Imagine's operations, or terminating Imagine's Contract for Community School in accordance with O.R.C. §3314.073, §3314.072, and §3314.07, respectively; and

WHEREAS, the statutory basis for taking remedial action against Imagine under O.R.C. §3314.07(B)(1) is other good cause; and

WHEREAS, the specific grounds warranting taking remedial action against Imagine is the failure of Imagine's Governing Authority to hold regularly scheduled meetings; and

WHEREAS, Imagine has recently provided the Governing Board with reasonable assurances that it will take all actions necessary to remedy such issue, and the Governing Board has determined such assurances to be satisfactory; and

WHEREAS, pursuant to O.R.C. §3314.073, the Governing Board is authorized to place Imagine on probation for the 2015 - 2016 school year; and

WHEREAS, in accordance with such statutory authority, the Governing Board desires to place Imagine on probation for the 2015 - 2016 school year.

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NOW, THEREFORE, BE IT RESOLVED, by the Governing Board of the North Central Ohio Educational Service Center, Tiffin, Ohio, that:

Section 1. The Governing Board hereby determines and declares to place Imagine on probation for the remainder of the 2015 - 2016 school year. The statutory basis for taking such action under O.R.C. §3314.07(B)(1) is other good cause. The specific grounds warranting Imagine's probationary status is the failure of its Governing Authority to hold regularly scheduled meetings.

Section 2. The Governing Board hereby authorizes and directs the Treasurer to provide Imagine with written notice of the Board's determination to place Imagine on probation for the 2015 - 2016 school year, specifying the reasons therefor.

Section 3. It is found and determined that all formal actions of the Governing Board concerning and relating to the adoption of this resolution were adopted in an open meeting of this Board, and that all deliberations of the Governing Board and any of its committees that resulted in such formal action were in meetings open to the public and in compliance with all legal requirements, including O.R.C. §121.22.

_____Mrs. April Shroll_____ seconded the Motion and upon roll call, the vote resulted as follows:
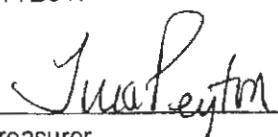
Mrs. Diane Baker	yea	Mr. T. Dwain Sayre	yea
Mr. Jack Koschnick	yea	Mrs. April Shroll	yea
Mr. Mick Landon	yea	Mr. Steve Snavely	yea
Mr. James McFarland	yea	Mr. R. Eugene Wiley	absent
Mrs. Pamela Pinney	yea		

Motion passed and adopted this 23rd day of June, 2015.

_____
Governing Board President

ATTEST:

_____
Treasurer

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CALL TO ORDER	The regular June meeting of the NCOESC Board of Governors was called to order by President Jack Koschnick at 7:00 p.m. at the Tiffin Office
ROLL CALL	Roll call found the following members present: Mrs. Baker, Mr. Landon, Mr. McFarland, Mrs. Pinney, Mr. Sayre, Mrs. Shroll, Mr. Snavely and Mr. Koschnick. Mr. Wiley was absent.
PLEDGE OF ALLEGIANCE	The Pledge of Allegiance to the flag was recited by all present.
APPROVAL OF AGENDA AND ADDENDUM NCO-15-34	Mrs. Baker made a motion, seconded by Mrs. Pinney to approve the agenda and addendum as distributed.

Vote: Yeas: Mrs. Baker, Mr. Landon, Mr. McFarland, Mrs. Pinney, Mr. Sayre, Mrs. Shroll, Mr. Snavely, Mr. Koschnick

           Nays: None

APPROVAL OF MINUTES NCO-15-35	It was moved by Mr. Landon and seconded by Mr. Sayre to approve the minutes of the May 19, 2015 Board meeting as distributed.

Vote: Yeas: Mrs. Baker, Mr. Landon, Mr. McFarland, Mrs. Pinney, Mr. Sayre, Mrs. Shroll, Mr. Snavely, Mr. Koschnick

           Nays: None

TREASURER'S REPORT
-Financial Report
-Healthcare Trust Fund Rpt
-Donations
-Appropriation and Estimated Revenue Modifications
-FY15 Final Appropriations
-FY16 Temporary Appropriations
-Fundraiser Approved
-Fund Transfers
NCO-15-36

A motion was made by Mr. McFarland and seconded by Mrs. Baker to approve the Treasurer's Report containing the following items:

A. Financial Report (as follows in part):

General Fund Bal 4/30/15	580,832.06
May Receipts	1,684,061.50
	2,264,893.56
May Expenditures	-1,631,572.10
General Fund Balance 5/31/15	633,321.46
Encumbrances	-835,879.49
General Fund Unencum Bal 5/31/15	-202,558.03
NCA Sponsorship	85,269.24
Richland Academy	-3,756.35
Lakeland Academy	13,214.16
J.S. Mills Academy	-29,475.35
Pschtecin Community School	-221,916.12
Rise and Shine Academy	-38.04
Talented Tenth for Boys	-19,272.32
Talented Tenth for Girls	-19,204.77
Albert Einstein Academy	6,270.34
Learning Innovation Academy (iLead Academy)	-55,843.99
Berwyn East	226.25
First Time Learners Academy	-103,385.61
Campbell School for Girls	-9,747.98
Hope Learning Academy	1,262.72
Hardin Community School	24,575.82
Celerity Tenacia	-1,622.46

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Secor Garden Academy	-3,779.76
Delayed Language and Private Speech Program	19,014.16
NCOESCenter for Professional Instruction-Tiffin	0.00
Senate Bill 140 Funds - Clyde Green Springs	0.00
Galion City Schools	4,336.53
Debt Service Fund	0.00
Lunch Program-Family Learning Center	2,691.81
Lunch Program-MARCA	-4,906.30
Lunch Program NCA	1,130.04
Lunch Program-NCA-Fremont	213.32
Special Trust Scholarship-Marion	238.29
Robert Jaeck Memorial Scholarship	828.94
Activity fund-Tiffin Campus	825.89
Activity Fund-Marion Campus	85.00
Activity fund - FLC	4,266.19
Activity Fund-SST	49.00
MARCA Preschool Special Fund	1,747.44
Quiz Bowl High School	560.91
MRDD Early Intervention Parent Mentor FY12	2,108.33
Educational Consultants Special Fund	4,752.26
Ohio EPA Watershed Grant	-2,647.30
Rusty's Story	-1,894.99
Professional Dev. Region 6	0.00
Regional LPDC Fund FY08	1,863.59
Distance Learning Program (Mohr)	3,682.02
Professional Dev. Region 7	0.00
Marion Gifted Grants and Donations	371.25
Fremont, Seneca & Wyandot Gifted Programs	3,798.02
Family Learning Center	1,409.49
Bd of Education. Special Occasion Fund	1,337.85
Elgin Preschool (Bright Beginnings)	5,590.49
Help Me Grow Early Start FY13	21,498.86
Family and Children1st Council-Wrap Around FY13	0.00
SMYLS Seneca Mentor Youth Links	27,889.98
HMG Early Intervention MRDD FY14	0.00
Responsible Fatherhood Grant	0.00
FCFC Wraparound Coordination FY14	0.00
HMG Early Intervention -MRDD FY15	-24,904.00
HMG Central Coordination Subsity	0.00
FCFC-Wraparound FY15	19,892.47
FCFC Service Coordination Fund (MST)	24,244.85
Family & Children First Council-Tiffin	31,548.05
Employee Benefits-Self Insurance	0.00
Seneca Co. Insurance Trust	1,688,368.48
Employee Benefits-Agency Fund	127.57
NCOESC Local Professional Develop Committee	-1,651.01
F. B. Walter Scholarship Fund	0.00
Retirement Benefit Fund	-992.09
Early Childhood Education Expansion FY14	0.00
Public School Preschool FY15	0.00
Early Childhood Education Expansion FY15	2,074.74
Network connectivity FY15	0.00
Parent Mentor Grant FY13	0.00
SST School Improvement Grant Fy13	0.00
Early Literacy and Reading Readiness	0.00

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Parent Mentor Grant FY14	0.00
SST School Improvement Grant FY14	0.00
LGIF-CNG Grant	0.00
LGIF - Loan	-48,908.00
Parent Mentor Grant FY15	3,551.38
SST School Improvement Grant FY15	9,571.61
Race to the Top FY13	0.00
Race to the Top - Formative Specialist FY13	0.00
Race to the Top FY14	0.00
Race to the Top Formative Specialist FY14	0.00
eTPES FY14	0.00
Resident Educator FY14	4,900.00
Race to the Top FY15	-111,907.79
Race to the Top Formative Specialist Fy15	7,313.56
SST Grant Title VIB Program FY13	0.00
SST Grant Title VIB Program FY14	0.00
SST Grant Title VIB Program FY15	55,034.51
SST Grant LRE (Least Restrictive Environment) FY15	-795.05
Limited English Program FY14	0.00
Limited English Program FY15	-37,609.95
Delinquent & Neglected Youth Program FY14	0.00
Delinquent & Neglected Youth Program FY15	3,514.43
Preschool Special Needs FY14	0.00
SST-Early Learning Discretionary Fy14	0.00
Preschool Special Needs FY15	257.99
SST Early Learning Discretionary FY15	-8,877.00
OTES-Ohio Teacher Evaluation System FY14	0.00
OTES-Ohio Teacher Evaluation System FY15	-1,822.46
SST-SPDG FY14	0.00
SST Early Learning Challenge	-10,095.04
SST-SPDG FY15	-13,095.94
Unencumbered Bal. Other Funds	$ 1,353,358.16
Unencumbered Bal. All Funds	$ 1,150,800.13

B. Healthcare Trust Fund Report for May, 2015 approved

C. Accepted the following donation:

- Upper Sandusky Rotary Club $700 for Summer Speech Therapy services

D. Approved Appropriation and Estimated Revenue Modifications as follows:

Appropriations	Description	Amount		
001-9009	Talented Tenth for Girls	$	6,878.58	increase
001-9008	Talented Tenth for Boys	$	6,878.58	increase
001-9004	Lakeland Academy	$	(7,282.33)	decrease
001-9013	First Time Learners Academy	$	778.61	increase
006-0000	Lunch Room - FLC	$	(1,000.00)	decrease
006-9000	Lunch Room - MARCA	$	(3,500.00)	decrease
006-9002	Lunch Room - NCA	$	(2,400.00)	decrease
019-9913	Master Teacher Review	$	(5,000.00)	decrease
022-9138	SMYL	$	(3,073.40)	decrease
026-0000	NCOT Member payments	$	(85,000.00)	decrease
506-9141	RttT Regional FY14	$	(27,013.72)	decrease
506-9142	RttT Formative FY14	$	(8,816.96)	decrease
	Total	$	(128,550.64)	

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Estimated Revenue

001-9004	Lakeland Academy	$ (7,282.33)	decrease
006-0000	Lunch Room - FLC	$ (2,500.00)	decrease
006-9000	Lunch Room - MARCA	$ (3,500.00)	decrease
006-9002	Lunch Room - NCA	$ (2,500.00)	decrease
019-9135	Rusty's Story	$ (2,000.00)	decrease
019-9913	Master Teacher Review	$ (5,000.00)	decrease
022-9138	SMYL	$ 7,179.75	increase
022-9157	WrapAround	$ (464.96)	decrease
026-0000	NCOT Member payments	$ (85,000.00)	decrease
506-9141	RttT Regional FY14	$ (27,013.72)	decrease
506-9142	RttT Formative FY14	$ (8,816.96)	decrease
	Total	$ (136,898.22)	

Additional Appropriation and Estimated Revenue Modifications:

Appropriations	Description	Amount	
001-9004	Lakeland Academy	$ (10,000.00)	decrease
001-9016	Hardin Community School	$ 83.56	increase
001-9019	Secor Garden	$ (419.15)	decrease
018-9001	Activity Fund - Tiffin	$ 348.00	increase
018-9002	Activity Fund - Marion	$ 29.00	increase
018-9004	Activity Fund - FLC	$ 101.00	increase
019-9110	MARCA Special Fund	$ 1,271.37	increase
019-9120	Quiz Bowl High School	$ 100.00	increase
019-9912	Gifted Program	$ 295.00	increase
022-9001	FLC	$ 152.00	increase
029-0000	LPDC	$ (2,247.33)	decrease
024-9000	Self Insurance Trust Fund	$ 190,000.00	increase
001-9018	Celerity Tenacia	$ 169.31	increase
		$ 179,882.76	

Estimated Revenue

001-9004	Lakeland Academy	$ (10,000.00)	decrease
018-9004	Activity Funds - FLC	$ 101.00	increase
019-9110	MARCA Special Fund	$ 1,271.37	increase
019-9120	Quiz Bowl	$ 100.00	increase
019-9912	Gifted Program	$ 295.00	increase
029-0000	LPDC	$ (2,248.29)	decrease
024-9000	Self Insurance Trust Fund	$ (185,000.00)	decrease
001-9018	Celerity Tenacia	$ 169.31	increase
		$ (195,311.61)	

E. Approved FY15 Final Appropriations as follows:

Fund Name	Fund Number	Amount
General Fund	1001	18,522,502.80
Debt Service	3002	248,866.25

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Cafeteria	2006	34,646.00
Scholarship	2007	1,067.23
Activity Funds	2018	12,278.10
Other Local Grants	2019	42,715.17
District Agency	2022	13,317.41
Family & Children First	2022	493,778.37
Self-Insurance Trust Fund	7024	9,190,008.54
NCOT Member School Payments	7026	559,730.20
Scholarship/LPDC	2029	5,568.71
Retirement Benefit	2035	25,920.91
Public School Preschool	2439	101,048.84
Network Connectivity	2451	5,400.00
Miscellaneous State Grants	2499	1,269,871.35
Race to the Top	2506	517,636.08
SST Title VI-B	2516	1,303,347.25
Title III	2551	56,782.75
Delinquent and Abused Youth	2572	65,003.35
Early Childhood Special Education	2587	148,244.38
SST Early Learning Discretionary	2587	79,808.01
OTES	2590	15,914.99
State Personnel Development Grant	2599	145,289.21
Miscellaneous Federal Grants	2599	0.00
		32,858,745.90

F. Approved FY16 Temporary Appropriations as follows:

Fund Name	Fund Number	
General Fund	1001	4,630,625.70
Debt Service	3002	248,985.00
Cafeteria	2006	8,661.50
Scholarship	2007	1,067.23
Activity Funds	2018	5,524.08
Other Local Grants	2019	10,678.79
District Agency	2022	3,329.35
Family & Children First	2022	123,444.59
Self-Insurance Trust Fund	7024	2,297,502.14
NCOT Member School Payments	7026	139,932.55
Scholarship/LPDC	2029	1,392.18
Retirement Benefit	2035	20,814.18
Public School Preschool	2439	25,262.21
Network Connectivity	2451	1,350.00
Miscellaneous State Grants	2499	229,650.72
Race to the Top	2506	0.00
SST Title VI-B	2516	1,104,559.06
Title III	2551	14,195.69
Delinquent and Abused Youth	2572	48,751.76
Early Childhood Special Education	2587	27,618.50
SST Early Learning Discretionary	2587	12,200.25
OTES	2590	0.00

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State Personnel Development Grant	2599	17,500.00
Miscellaneous Federal Grants	2599	0.00
		8,973,045.48

G. Approved a proposed fundraiser for United Way which includes a Bus Trip to Chicago through Bliss Charters

H. Approved the following transfers of funds:

Fr: General Fund	001-0000	$(992.09)
To: Severance Fund	035-0000	$ 992.09
Fr: General Fund	001-0000	$(3,056.25)
To: LPDC Fund	029-0000	$ 3,056.25

Vote: Yeas: Mrs. Baker, Mr. Landon, Mr. McFarland, Mrs. Pinney, Mr. Sayre, Mrs. Shroll, Mr. Snavely, Mr. Koschnick
         Nays: None

COMMUNICATIONS
Superintendent
Update

Superintendent's Report (Dr. Lahoski)
- Update on Summit Academies Contract
- Updated on Imagine Schools
- Update on Joint Justice Center Project
- Andre Tucker–request for trial extension–Extended until 8/5/15

NEW BUSINESS
-Purchased Service
Contracts
-Program Contracts
-FY16 Calvert
Catholic Coop Agmnt
-Ford Motor Credit-
Bus Lease
-WSOS Public
Preschool Program
-Marion Area
Chamber
Membership
Renewal
-Seneca Regional
Chamber
Membership
Renewal
-Liability & Property
Insurance for FY16
NCO-15-37

Mrs. Pinney made the motion, seconded by Mrs. Shroll to approve the following new business items:

A. Purchased Service Contracts:

- Open Text - FY16 First Class Email Licenses
- Bascom Communications Inc. - FY16 High Speed Internet and Cable TV
- Karl's Hauling - FY16 Trash Hauling-Tiffin Office
- Shaver Window Cleaning - FY16 Window Cleaning-Tiffin Office
- Jerry Zoeller LLC - FY16 Snow Removal and Salting-Tiffin Office
- Robbins Pest Control - FY16 Interior & Exterior Pest Extermination
- American Fire & Safety Services - FY16 annual Fire Extinguisher Inspection-Tiffin
- Simplex Grinnell - FY16 Annual Renewal of Fire/Sprinkler Testing and Inspection-Tiffin (Original contract is for the contract period 3/1/12 - 2/28/17 with an annual renewal)
- Bureau of Education and Research (BER) - RTTT Helping Students Meet or Exceed the Common Core State Standards in Math Gr.6-12
- Bureau of Education and Research (BER) - RTTT Practical Strategies for Incorporating the Common Core State Standards into Your Social Studies Instruction Gr. 6-12
- Bureau of Education and Research (BER) - RTTT Highly Effective Strategies to Help Your Struggling Students Meet the Common Core State Literacy Standards Gr. 6-12
- Bureau of Education and Research (BER) - RTTT Practical Teaching Strategies for Block Scheduling Classes (Gr. 6-12)
- Kevin Blankenship - FY16 Window Cleaning at Marion Office
- Shelly Dason - FY16 Reviewing Master Teacher Applications
- Mary Jordan - FY16 Reviewing Master Teacher Applications
- Laurie Reichert- FY16 Reviewing Master Teacher Applications
- Andrea Saylors - FY16 Reviewing Master Teacher Applications
- Miami Industrial Truck - FY16 Fork Lift Maintenance
- Rusty's Story (John Gordon) - Delivering presentations on Distracted Driving
- Action Printing - Miscellaneous Printing

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- Keven Rinaman - Co-instructor for NCOESC Movie Maker Camp for Students
- Bliss Charters - Charter Bus for Chicago Trip
- ProLink Staffing Services - Recruit and Employ Specialized Staff (i.e. Speech, Occupational and Physical Therapists)
- Frontline Technologies (AESOP) - FY16 Substitute Teachers and Aides Sign up Program
- Tri County Sealing Inc - Parking Lot Sealing
- Weswurd LLC - FY16 MSP Services
- Marion County Family Court - FY16 Attendance Officer Services for Marion City and Marion Area Schools
- Ashland County-West Holmes JVSD - SST Printing for FY16
- Sound Solutions of Ohio LLC - Install phone system in Upper Sandusky Preschool Classroom

B. Program Contracts:

- North Central Academy - FY15 Oversight & Monitoring, Fiscal Services, Supplies, Custodial and Facility Rent
- North Central Academy - FY16 Oversight & Monitoring, Fiscal Services, Supplies, Custodial and Facility Rent
- Galion City Schools - FY15 Health Attendant Services (Hart)
- Carmeuse Lime and Stone - Rusty's Story
- Findlay City Schools - FY16 Home Instruction Teacher-Meyers
- Old Fort Local - FY16 Technology Services
- Ontario Local - FY16 Vision Specialist Services
- Galion City Schools - FY15 Hearing Impaired Specialist Services
- Wyandot Co. DD - FY16 Special Ed Supervision
- River Valley Local - FY15 ESY Physical Therapy Services-Student #2
- Carey EVSD - FY15 ESY Occupational Therapy Services
- Carey EVSD - FY15 ESY Speech Therapy Services
- Elgin Local - FY16 OIP and CCIP Services
- Ridgedale Local - FY16 OIP Services
- Gibsonburg EVSD - FY15 ESY Interpreting Services
- Tiffin City Schools - FY15 ESY Home Instruction, OT, PT & Speech
- Tiffin City Schools - FY16 Preschool Services
- Marion City Schools - FY15 ESL Tutor Additional Hours-V. Brown

- FY16 Home Schooling Contracts for the following districts:
  (Colonel Crawford, Elgin, North Union, Pleasant, Ridgedale)

- FY16 Behavior Specialist contracts for the following districts:
  (Colonel Crawford, TRECA Digital Academy, Upper Sandusky EVSD, Wynford)

- FY16 Medicaid School Program (MSP) contracts for the following district:
  (Elgin, Mohawk, Old Fort, Ridgedale, River Valley, Seneca East, Upper Sandusky)

- Fremont City Schools - FY15 ESY Speech Services - Not to exceed 10 hours - effective 6/8/15 - 8/7/15

- Wynford Local Schools - FY15 ESY Vision Specialist Services - Not to exceed 20 hours - effective 6/8/15 - 8/7/15

- Gibsonburg EVSD - FY15 ESY Vision Specialist Services - Not to exceed 9 hours - effective 6/8/15 - 8/7/15
- Marion City Schools - Training for Behavior Aides
- Bluffton Schools - FY16 Audiology Services

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C. Other:

- Approved FY16 Calvert Catholic Schools Cooperative Agreement for Services to include Transportation (Bus), Facility Usage for MD Unit (as needed), Provision of Lunches and Professional Development. Additional services may be added by addendum.
- Ford Motor Credit Company LLC - Lease of Bus
- WSOS Community Action - FY16 Early Childhood Education Program Contract (Public School Preschool)
- Renewal of Marion Area Chamber of Commerce Membership at a cost of $220.00
- Renewal of Seneca Regional Chamber of Commerce Membership at a cost of $380.00
- Approval of liability and property insurance for FY16 through McGowan Governmental Underwriters at a cost of $12,499.00

D. Community School Contracts and New Business:

Purchased Service Contracts:

- None

Program Contracts:

- Rushmore Academy - FY16 Math Tutor
- Rushmore Academy - FY15 OGT Tutoring
- Hardin Community School - ESY Services - Educational Aide and Teacher

Other:

- Approve Amendment/ Extension of the lease for Richland Academy of the Arts for FY16
- Approval of amendment to Sublease Agreement with Richland Academy School of Excellence for FY16
- AEALAS - approval of Addendum #1 to Sponsor Agreement
- AEALAS - approval of Assignment and Assumption agreement
- *Imagine Schools - Resolution to accept corrective action plan*

- Approval for NCOESC, as the sponsor of the Imagine Columbus Primary Academy to take remedial action under O.R.C. 3314.07 (B)(1) by placing Imagine Primary on probation for the 2015-2016 school year

- Approval of successor sponsorship contract between NCOESC and the Hardin Community School, which is for a period of three years

E. Summit Academy Management Contracts and New Business:

Purchased Service Contracts:
- Portage Therapy Services - OT and COTA Services to Summit Academy Management
- PT Services - Misc Therapy Services to Summit Academy Management (Contract forthcoming)
- TinyEYE Technologies Corp. - OT, Speech Therapy and other Therapy services Software

Vote: Yeas: Mrs. Baker, Mr. Landon, Mr. McFarland, Mrs. Pinney, Mr. Sayre, Mrs. Shroll, Mr. Snavely, Mr. Koschnick
        Nays: None

EMPLOYMENT AND
PERSONNEL
-Certified Staff
-Classified/Non-
Certified Staff
-Supplemental
Contracts
-Salary Schedules
-Amended Salary
Schedules
-Clarification of
Supplemental
Contracts-VI
Specialists
-Resignations
-Retirements
-Reductions in Force
-Termination(s)
-Job Description
Approved
COMMUNITY
SCHOOL
PERSONNEL
-Certified
-Classified/Non-
Certified
-Salary Schedules
-Supplemental
Contract
SUMMIT ACADEMY
-Purchased Service
Contracts
NCO-15-38

The motion was made by Mr. Snavely and seconded by Mr. McFarland to approve the following employment and personnel items:

1. Certified Staff:

- *Maureen Meyers* - Home Instruction Tutor - Limited contract effective 8/1/15 - 7/31/16
- *Carrie Reimer* - Intervention Specialist - Amend contract for 2015-2016 year from 98 to 113 days
- Melissa Thomas - EC/Preschool Teacher - effective 8/1/15 - 7/31/16
  (Ms. Thomas was RIF'd in March and is being recalled due to S. Hinklin resignation)
- *Heidi Orvosh-Kamenski* - SST Educational Consultant - effective 7/1/15 - 6/30/16 (Contingent upon appropriate grant funding)
- *Paul Vitardas* - MCJDC Intervention Specialist - Limited contract effective 6/24/15 - 6/30/15 - Not to Exceed five (5 Days)
- *Paul Vitardas* - MCJDC Intervention Specialist - effective 7/1/15 - 6/30/16
- *Ben Schaad* - Intervention Specialist (Marion JDC) - effective 6/24/15 - 6/30/15
- *Ben Schaad* - Intervention Specialist (Marion JDC) - effective 7/1/15 - 6/30/16
- Rescind the employment contract offered to Brittani Dunn in Board Resolution NCO-15-33

The following SST Employment Contract renewals are contingent upon appropriate grant funding:
- *George Csanyi* - Director of SST - effective 7/1/15 - 6/30/16
- *Edward Kapel* - SST Associate Director of Special Ed - effective 7/1/15 - 6/30/16
- *Susan Miller* - SST Educational Consultant for Early Childhood - effective 7/1/15 - 6/30/16
- *Stacy Hunsinger* - SST Educational Consultant -   effective 7/1/15 - 6/30/16
- *Barb Gentille Green* - SST Educational Consultant - effective 7/1/15 - 6/30/16
- *Stephen Short* - SST Educational Consultant - effective 7/1/15 - 6/30/16
- *Julie Frankl* - SST Educational Consultant - effective 7/1/15 - 6/30/16

CORRECTION: Remove the following supplemental contract recommendation from June agenda:
- *Maureen Meyers* - FY16 Home Instruction Services - Not to exceed 185 hours at $25.00 per hour - effective 8/1/15 - 7/31/16

REPLACE WITH:
- Employ Maureen Meyers on a limited contract as a Home Instruction Tutor at $25.00 per hour, not to exceed 185 hours

- *Rebecca Haas* - Speech and Language Therapist - effective 8/1/15 - 7/31/16
- *Mary Inmon-Teglovic* - Educational Consultant - 185 days - effective 8/1/15 - 7/31/16
- *Cassandrea Anderson* - Social Worker (Fremont City) - effective 8/1/15 - 7/31/16
- *McKenzie Blair* - Speech and Language Pathologist - effective 8/1/15 - 7/31/16
- *Kendra Nelson* - Gifted Supervisor/Ed Consultant - Amend employment contract from 200 to 205 days - effective 8/1/15 - 7/31/17
- *Dale Mills* - Special Ed Supervisor - Rescind the amended employment contract offered in board resolution NCO-15-27
- *Dale Mills* - Special Ed Supervisor - 140 days, not to exceed 25 hours per week (40 weeks) - effective 8/1/15 - 7/31/17
- *Mandy A. Hindall* - EC Teacher (Fremont Schools) - MA Step 6, 185 days, 1 year contract effective 8/1/15 - 7/31/1, contingent pending all certifications and FBI/BCI

2. Substitute Teachers:

- None

3. Classified/Non-Certified Staff:

- *Cyndy Flechtner* - Part-time Secretary (FLC) - Correction of contract dates to 6/3/15 - 7/31/15
- *Sha'Breann Cousin* - SMYL Mentor Coordinator-FCFC - effective 6/8/15 - 7/31/15

- *Sha'Breann Cousin* - SMYL Mentor Coordinator-FCFC - effective 8/1/15 - 7/31/16
- *Sharon Mills* - Academic Assessment Aide - Amend contract to 28.5 hrs per week

- *Sherilyn Allen* - SST Administrative Assistant - effective 7/1/15 - 6/30/16 (Contingent on approval of SST Grant Funding)
- *Kellee Wisenbarger* - SST Administrative Support- effective 7/1/15 - 6/30/16 (Contingent on approval of SST Grant Funding)
- *Sharon George* - Director of Family and Children First Council - effective 7/1/15 - 6/30/16
- *Connie Maksemetz* - Wrap Around Coordinator (FCFC) - effective 7/1/15 - 6/30/16
- *Sandy Hallett* - Autism Coordinator - 92.5 days - effective 8/1/15 - 7/31/16
- *Antigony Lyons* - Behavior Aide (Marion City) - Limited contract for Training - Not to exceed 60 hours at FY16 hourly rate plus mileage - effective 7/1/15 - 8/7/16
- *Antigony Lyons* - Behavior Aide (Marion City) - effective 8/1/15 - 7/31/16
- *Ray Williams* - Behavior Aide (Marion City) - Limited contract for Training - Not to exceed 60 hours at FY16 hourly rate plus mileage - effective 7/1/15 - 8/7/16
- *Ray Williams* - Behavior Aide (Marion City) - effective 8/1/15 - 7/31/16
- *Dustin Millisor*- Behavior Aide (Marion City) - Limited contract for Training - Not to exceed 60 hours at FY16 hourly rate plus mileage - effective 7/1/15 - 8/7/16
- *Dustin Millisor* - Behavior Aide (Marion City) - effective 8/1/15 - 7/31/16
- *Gene Rucker* - Behavior Aide (Marion City) - Limited contract for Training - Not to exceed 60 hours at FY16 hourly rate plus mileage - effective 7/1/15 - 8/7/16
- *Gene Rucker* - Behavior Aide (Marion City) - effective 8/1/15 - 7/31/16
- *Dewey Chapman* - Director of Special Programs - effective 07/01/2015 - limited one year contract contingent upon continued sufficient program procurement

4. Supplemental Contracts:

- *Wendy Rosen* - FY15 ESY Services - Not to exceed 8 hours at current FY15 hourly rate - effective 6/1/15 - 8/14/15
- *Debbie Ellis* - FY15 ESY Occupational Therapy Services - Not to exceed 8 hours at current FY15 hourly rate - effective 6/1/15 - 8/14/15
- *Cyndy Flechtner* - FY15 Additional Duties - effective 6/3/15 - 7/31/15
- *John Kramer* - FY15 Additional Days (10) - At current FY15 daily rate - effective 6/1/15 - 7/31/15
- *Angie Sprang* - FY15 Occupational Therapist - 8.5 additional hours - effective 4/1/15 - 7/31/15
- *Kerry Eppley* - FY15 ESY Speech Therapy Services - Not to exceed 8 hours at current FY15 hourly rate - effective 6/1/15 - 8/14/15
- *Kerry Eppley* - FY16 Lead Speech Therapist - $1,000
- *Jennifer Treadway* - FY15 ESY Speech Therapy Services - Up to 14 hours at current FY15 hourly rate - effective 6/10/15 - 8/7/15
- *Beth Nahm* - FY15 ESY Occupational Therapy Services - Not to exceed 5 hours at current FY15 Hourly Rate - effective 6/1/15 - 7/31/15
- *Amanda Wallace* - FY15 ESY Speech Therapy Services - Not to exceed 16 hours at current FY15 hourly rate - effective 6/1/15 - 7/31/15
- *Melissa Rosenberger* - FY15 ESY Interpreter for the Deaf (Gibsonburg) - Not to exceed 26 hours at current FY15 hourly rate - effective 6/1/15 - 7/31/15
- *Linda Chambers* - FY15 ESY Physical Therapy Supervision - Not to exceed 1 hour at current FY15 hourly rate
- *Ann Foley* - FY15 ESY Speech Therapy Services - Not to exceed 10 hours at current hourly rate
- *Natalie Biddle* - FY15 ESY Vision Specialist Services - Not to exceed 29 additional hours
- *Natalie Biddle* - FY16 Extended Days - Not to Exceed 10 Days at FY16 Daily Rate
- *Annika Mohler* - FY16 Extended Days - Not to Exceed 10 Days at FY16 Daily Rate
- *Deatra Fought* - FY16 Extended Days - Not to Exceed 10 at FY16 Daily Rate
- *Greg Jones* - FY16 Additional Hours - Not to exceed 80 at FY16 Hourly Rate
- *Kristine Cromwell* - FY16 Extended Days - Not to Exceed 10 Days at FY16 Daily Rate

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- *Angela Sprang* - FY16 Additional Hours, Not to exceed 123 hours - effective 8/1/15 - 7/31/16
- *Veronica Brown* - FY15 ESL Tutor - Not to exceed 15.8 additional hours for FY15
- *Larry Hodge* - Educational Consultant - Employee Evaluations - $40.00 per hour, not to exceed 240 hours - effective 8/1/15 - 7/31/16
- *Kendra Nelson* - Educational Consultant - One (1) additional day - effective 8/1/14 - 7/31/15
- *Pat Stahl* - FY16 Additional SST Duties - effective 7/1/15 - 6/30/16
- *Sharri Racheter* - Not to exceed 60 hours at FY15 Hourly Rate plus mileage - effective 7/1/15 - 8/7/15
- *Linda Chambers* - ESY Physical Therapy Services - not to exceed 9 hours - effective 6/1/15 - 8/14/15
- *Carrie Reimer* - ESY Physical Therapy Services - not to exceed 8 hours - effective 6/1/15 - 8/14/15
- Dara Dixon - EMIS Summer services - not to exceed 15 days pro-rated at current daily rate

5. Substitute Educational Aides:

- None

6. Leaves of Absence:

- None

7. Salary Schedules:

Approved the following FY16 Salary Schedules:

FY16 Parent Mentors (Seneca-Wyandot)
Hrly Rate $14.50

FY16 SMYL Mentor Coordinator
Hrly Rate $13.00

Autism Coordinator FY16

Parent Mentor-Sandusky Co (Hallett)

LEVEL	BASE $28,900		EXP	FY16 Hourly Rate
	BA		0	$11.70
0	$28,900		1	$11.96
1	$30,084		2	$12.22
2	$31,271		3	$12.48
3	$32,455		4	$12.74
4	$33,639		5	$13.01
5	$34,825		6	$13.11
6	$36,010			
7	$37,194			
8	$38,381			
9	$39,564			
10	$40,749			
11	$41,936			
12	$43,119			
13	$44,304			
14	$45,490			
15	$46,673			

W

SST Certified and Non-Certified Staff (Contingent upon receipt of FY16 Grant Funding)

Project Director State Support Team 260 days **Salary** $91,927.50 *George Csanyi*	**Educational Consultant - Early Childhood** State Support Team 260 Days **Salary** $78,795.00 *Susan Miller*
Secondary Transititon and IDEA State Support Team 260 Days **Salary** $76,500.00 *Julie Frankl*	**Associate Director for Special Education** State Support Team 260 days **Salary** $85,623.90 *Edward Kapel*
Educational Consultant State Support Team 260 Days **Salary** $76,500.00 *Stacy Hunsinger*	**Educational Consultant** State Support Team 260 Days **Salary** *Barbara Gentille* $78,795.00 *Green*
Educational Consultant State Support Team 260 Days **Salary** *Heidi Orvosh-* $75,000.00 *Kamenski*	**Educational Consultant** State Support Team 260 Days **Salary** $76,500.00 *Stephen Short*

NON-CERTIFIED STAFF

SST Administrative Assistant 260 Days 7 hrs/day **Salary** $24.76 $45,063.20 *Sheri Lyn Allen*	**SST Administrative Support** 260 Days 7 hrs/day **Salary** $17.99 $32,741.80 *Kellee Wisenbarger*

FY16 ESL Teacher - Camacho (Marion City Schools) - Amended
$48,635

FY16 Educational Support Providers (Marion City Schools) – Amended

BASE
LEVEL
0      $34,739
1      $36,128

W

2	$37,519
3	$38,908
4	$40,297
5	$41,687
6	$43,077
7	$44,466
8	$45,856
9	$47,245
10	$48,635
11	$50,372
12	$53,498
13	$53,498
14	$53,498
15	$53,498
16	$53,498
17	$53,498
18	$53,498
19	$53,498
20	$54,888
21	$54,888
22	$54,888
23	$54,888
24	$54,888
25	$54,888
26	$54,888
27	$56,277
28	$56,277
29	$56,277
30	$56,277
31	$56,277
32	$56,277
33	$56,277
34	$56,277
35	$56,277

Clarification of Attachment KK (May 19, 2015 Board Agenda)
- Annika Mohler - Breakdown of Contractual Increase $956 for regular contract plus $51.65 for 10 extended days supplemental contract
- Natalie Biddle - Breakdown of Contractual Increase $1110 for regular contract plus $60.00 for 10 extended days supplemental contract

FY16 Director of Family & Children First Council (FCFC)
Salary $65,881.89

FY16 Wrap Around Coordinator
Hrly Rate $18.47

FY16 Communications Coordinator-Marion City
Salary $49,567.00

FY15 ODE Ed Consultant
Hrly Rate $40.09

FY16 ODE Educational Consultant
Hrly Rate $40.09

FY16 Ed Consultant-Teglovic
Salary $62,500.00

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FY16 Special Programs Director
Salary $75,000.00

8. **Resignation(s), Retirement(s) and Reductions in Force (RIFs):**

   Resignations:

   - *Erin McDougall* - NCA Teacher - resigning effective at the end of the current contract year
   - *Michelle Marchetto* - EC/Preschool Teacher (Fremont) - resigning effective 7/1/15
   - *Jacob Molyet* - Network Technologist III - resigning at the end of the current contract year
   - *Lori Vandeborne* - Educational Consultant - resigning effective 6/9/15
   - *Kristine Michael* - Curriculum and Special Education Supervisor - resigning effective July 30, 2015
   - *Dawn Bell* - Speech Therapist - resigning at the end of the current contract year
   - *Judy Secoy* - Educational Aide - resigning at the end of the current contract year
   - *Amanda Wallace* - Speech and Language Therapist - resigning at the end of the current contract year

   Retirements:

   - *Karen Clemons* - Speech and Language Pathologist (Fremont) - Retiring effective July 1, 2015

   Reductions in Force (RIFs):

   - *Dewey Chapman* - Director for Related Services - effective at end of current contract

   - RIF of the following Galion Aides effective at the end of the 2014-2015 contract year:

Brenda Armstrong	*Stacey Harding*
Amy Baldy	*Amy Heydinger*
Rochelle Boggs	*Patricia Laughbaum*
Stacy Cameron	*Kristin Lehman*
Kristina Corbin	*Ruth Anna Paul*
Melissa Deffendoll	*Kimberly Pfeiderer*
Jennifer Ehrman	*Laura Rigdon*
Teresa Frizzell	

   Termination(s):

   - Christy Williams (Custodian) - Termination of contract for cause effective June 15, 2015

9. **Other**

   - Approved Job Description for Autism Coordinator
   - Approved agreement with Ohio Job and Family Services (ODJFS) for Family & Children First Council to participate in the Summer Youth Employment Program effective 6/1/15 - 8/31/15

   - Approved to pay Jessie Gase and one student (to be determined) through the Summer Youth Employment Program at $8.50 per hour, not to exceed 40 hours per week as needed for Family and Children First Council.

10. **Community School – Employment and Personnel**

    Certified Personnel:

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- *Dominique Adkins* - Literacy Coach (Tomorrow Center) - reassigned as Middle School Social Studies & Language Arts teacher for the 2015-16 school year
- *Sean O' Sullivan* - NCA Math Teacher - effective 8/1/15 - 7/31/16

Non-Certified Personnel:

- *Charlene Thomas* - NCA Secretary - 200 Days - effective 8/1/15 - 7/31/16
- *Sindy Sebetto* - NCA Secretary - Amend current contract from 200 days to 120 days - effective 8/1/15

Salary Schedules:

FY16 Rushmore Math Tutor
Hrly Rate $25.00

FY16 Rushmore Acad - Ed Support (Laucher and Huddle)
Hrly Rate $25.00

FY16 Hardin Community Schools
NCOESC Certified Positions

Teacher	
Hardin Community School	
190 Days	
Salary	
$29,355	*Anita Shoemaker*

Intervention Specialist	
Hardin Community School	
Not to Exceed 10 days	
Hourly Rate	
$25.00	*Erin Gantt*

Psychologist	
Hardin Community School	
Not to Exceed 10 Days	
Salary	
$100.00 / hour	*Andrea King*

NCOESC Non-Certified Positions

Cafeteria Worker	
Hardin Community School	
180 Days	
Salary	
$20.00 per hour	*Kelli Reese*

Educational Aide	
Hardin Community School	
190 Days	
Salary	
$15,212.17	*Nichole Myers*

Food Service Paraprofessional	
Hardin Community School	
180 Days	
Salary	
$20.00 per hour	*Tammy Legge*

FY16 Community School Treasurer
Salary $65,000.00

FY16 Secretary for Community Schools
$36,000.00

FY16 Tomorrow Center - Middle School Social Studies & Language Arts Teacher (Adkins)

$31,616
BASE

W

LEVEL	FY16 BA	FY16 150 HRS	FY16 MA
0	$31,616	$32,817	$34,620
1	$32,817	$34,177	$36,137
2	$34,019	$35,536	$37,655
3	$35,220	$36,896	$39,172
4	$36,422	$38,255	$40,690
5	$37,623	$39,615	$42,207
6	$38,824	$40,974	$43,725
7	$40,026	$42,334	$45,242
8	$41,227	$43,693	$46,760
9	$42,429	$45,053	$48,278
10	$43,630	$46,412	$49,795
11	$44,831	$47,772	$51,313
12	$46,033	$49,131	$52,830
13	$47,234	$50,491	$54,348
15	$48,436	$51,850	$55,865
17	$49,637	$53,210	$57,383
20	$50,839	$54,569	$58,901
22	$52,040	$55,929	$60,418
25	$53,241	$57,288	$61,936

FY16 Tomorrow Center Staff

Guidance Counselor	
Tomorrow Center	
185 Days	
Salary	$34,203.00
15 Day Stipend	$ 2,773.22
	Jaime Byrne

Family & Civic Engagement Coordinator	
Tomorrow Center	
185 Days	
Salary	$48,106.00
30 Day Stipend	$ 7,800.97
	Susan Sexton

READ 180 Teacher	
Tomorrow Center	
185 Days	
Salary	$39,791.00
3 Day Stipend	$ 645.26
Additional Stipend	$ 1,500.00 *Susan Clewell*

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FY16 NCA Academic Achievement Assistant
Hrly Rate $16.43

FY16 NCA Guidance Counselor
Salary $30,785.00

FY16 NCA Teacher - Eric Baugher

BASE $28,631

	FY 15 BA	FY 15 150 HRS	FY 15 MA
0	$28,631	$29,720	$31,354
1	$29,805	$31,039	$32,812
2	$30,979	$32,354	$34,272
3	$32,153	$33,669	$35,732
4	$33,327	$34,987	$37,192
5	$34,500	$36,305	$38,652
6	$35,675	$37,623	$40,115
7	$36,849	$38,939	$41,573
8	$38,023	$40,256	$43,033
9	$39,196	$41,573	$44,494
10	$40,371	$42,890	$45,954
11	$41,549	$44,208	$47,413
12	$42,718	$45,525	$48,873
13	$42,951	$46,964	$50,334
14	$43,192	$48,199	$51,795
15	$43,893	$49,494	$53,835
20	$45,067	$50,782	$55,234
25	$46,241	$52,102	$56,670

Substitute
Teacher $90.00

FY16 Lakeland Academy Teacher

BASE $26,323

	FY15 BA	FY15 150 HRS	FY15 MA
0	$26,323	$27,323	$28,826
1	$27,403	$28,536	$30,166
2	$28,482	$29,746	$31,510
3	$29,562	$30,955	$32,852
4	$30,642	$32,167	$34,193
5	$31,720	$33,378	$35,536
6	$32,799	$34,589	$36,880
7	$33,878	$35,800	$38,221
8	$34,957	$37,011	$39,563
9	$36,036	$38,221	$40,907
10	$37,116	$39,433	$42,250

W

11	$38,199	$40,643	$43,591
12	$39,274	$41,854	$44,934
13	$39,489	$43,179	$46,276
14	$39,711	$44,314	$47,619
15	$40,354	$45,504	$49,494
20	$41,434	$46,688	$50,781
25	$42,513	$47,901	$52,102

| Substitute Teacher $80.00 |

FY16 Lakeland Academy Community School Supt (A. Pittis)
Daily Rate $343.00

FY16 Lakeland Academy Assistant Director/Lead Teacher
Daily Rate $325.00

FY16 Lakeland Academy Part-time Custodian   **FY16 Lakeland Academy Secretary**
Hrly Rate $10.25   Hrly Rate $12.25

FY16 Lakeland Academy ED Aide
Hrly Rate $10.25

Supplemental Contracts:

- *Doug Laucher* - Rushmore Educational Support - Up to 30 additional hours at $25 per hour for OGT Tutoring - effective 6/1/15 - 6/30/15
- *Rick Huddle* - Rushmore Educational Support - Up to 30 additional hours at $25 per hour for OGT Tutoring - effective 6/1/15 - 6/30/15
- *Nichole Myers* - Hardin Community School Educational Aide - Not to exceed 100 hours for ESY services (Registration, Summer School Assistance, class scheduling and trainings) - effective 6/9/15 - 8/6/15
- *Anita Shoemaker* - Hardin Community School Teacher - not to exceed 30 hours for ESY services (Summer school instruction, supervision and OGT Proctoring) - effective 6/15/15 - 7/24/15

Resignations and RIFs:

- *Kim McIntire* - Lakeland Teacher - resigning effective 5/18/15

11. Summit Academy Management – Employment and Personnel

Certified Personnel:

- Rescind the contract for *Alexander Milleman* - Part-time Psychologist (SAM) which was offered at the May 19, 2015 NCOESC Board meeting
- *Michael Prokop* - Part-time Psychologist (SAM) - Amend contract from 30 days to"Up to 80 Days and 200 Assessments"
- *Dr. Robert Basil* - Part-time Psychologist (SAM) - Amend contract to "Up to 150 Assessments at the rate of $78.75 per RIAS and $131.25 per WISC Assessment

Non-Certified Personnel:

- None

W

Salary Schedules:

Asst. Director of Exceptionalities	**Director of Exceptionalities**
Salary $70,500.00	Salary $79,500.00

Supplementals, Resignations, RIFs:

- None

Vote: Yeas: Mrs. Baker, Mr. Landon, Mr. McFarland, Mrs. Pinney, Mr. Sayre, Mrs. Shroll, Mr. Snavely, Mr. Koschnick

         Nays: None

Adjournment   Mrs. Baker made the motion to adjourn, seconded by Mrs. Pinney

Vote: Yeas: Mrs. Baker, Mr. Landon, Mr. McFarland, Mrs. Pinney, Mr. Sayre, Mrs. Shroll, Mr. Snavely, Mr. Koschnick

         Nays: None

Meeting adjourned at 7:45 p.m.

_____

President

_____

Treasurer

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Tiffin Campus	**Mansfield Campus**	**Marion Campus**
928 W. Market Street - Suite A	State Support Team Region 7	333 East Center Street
Tiffin, Ohio 44883	1495 West Longview Ave. - Suite 200	Marion, Ohio 43302
419-447-2927	Mansfield, Ohio 44906	740-387-6625
419-447-2825 Fax	419-747-4808	740-383-4804 Fax

December 6, 2013

VIA ELECTRONIC & REGULAR MAIL

Carmen Allen
Governing Authority President
First Time Learners Academy
6498 Lexliegh Rd.
Reynoldsburg, OH 43068

Re: Suspension of First Time Learners Academy

Dear Carmen:

The purpose of this letter is to notify the First Time Learners Academy Governing Authority ("FTLA") that the North Central Ohio Educational Service Center Governing Board ("NCOESC") has disapproved the proposal submitted by FTLA to remedy the conditions warranting FTLA's suspension. Thus, in accordance with Section 3314.072 of the Ohio Revised Code, as well as Section 23 of the Contract for Community School ("Contract"), the operations of FTLA are immediately suspended.

The statutory and contractual basis for FTLA's suspension under Section 3314.07(B)(1) of the Ohio Revised Code and Section 23(b) of the Contract is: (1) failure to meet student performance requirements stated in the Contract, (2) failure to meet generally accepted standards of fiscal management, (3) violation of provisions of the Contract, (4) violations of state and federal law, and (5) other good cause. The specific conditions upon which FTLA's suspension is based are as follows:

- Failure to properly educate FTLA students.

- Failure to ensure that FTLA students are taught by licensed teachers.

- Lack of adequate instructional materials.

- Unsanitary conditions.

- Lack of adequate funds.

- Failure to satisfy financial obligations when they become due, including but not limited to payment of sponsorship fee and payment for contracted services.

Accordingly, the operations of FTLA are hereby suspended, effective immediately. Please be advised that FTLA's Governing Authority has five business days to submit a proposed remedy to the conditions warranting FTLA's suspension or face possible termination of the Contract.
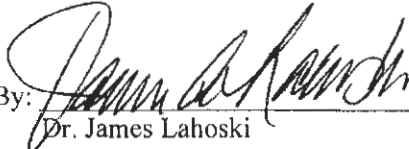
Finally, pursuant to Section 3314.072(D)(2) of the Ohio Revised Code, FTLA's Governing Authority is required to immediately notify FTLA's employees and the parents of FTLA's students of FTLA's suspension and the reason therefor. For your convenience, I have drafted and enclosed such a notice letter.

Additionally, we will be providing a School Choice Fair to any parent or family wanting or needing more assistance this Monday, December 9 from 9:00 a.m. until 10:00 a.m. at the Ohio Department of Administrative Services in the Walnut/Willow Conference Center, 4200 Surface Rd., Columbus, Ohio 43228.

At this time we will have representatives of NCOESC, as the sponsor, in concert with representatives of the Ohio Department of Education/Office of Community Schools available to assist you and answer questions.

NORTH CENTRAL OHIO EDUCATIONAL
SERVICE CENTER GOVERNING BOARD

By: _____
Dr. James Lahoski
Superintendent

Enclosure
cc: Mick Landon, NCOESC Governing Board President
       Thomas Shade, NCOESC Assistant Superintendent
       Mukhtar Ibrahim, FTLA Governing Authority Member
       Hassan Nuriso, FTLA Governing Authority Member
       Badawi Munye, FTLA Governing Authority Member
       Halima Bashow, FTLA Governing Authority Member
       Abdalla Kassim, FTLA Director
       David Hansen, Ohio Department of Education
       Joni Hoffman, Ohio Department of Education
       John Taracko, Ohio Department of Education
       Thomas C. Holmes, Esq.

TO: Employees of First Time Learners Academy and
        Parents of Students of First Time Learners Academy

FROM: Governing Authority of First Time Learners Academy

DATE: December 6, 2013

RE: Suspension of First Time Learners Academy

Dear Employees and Parents:

The Governing Authority of First Time Learners Academy regrets to inform you that the operations of First Time Learners Academy ("FTLA") have been suspended, effective immediately. The reasons for such action are as follows:

- Failure to properly educate FTLA students.

- Failure to ensure that FTLA students are taught by licensed teachers.

- Lack of adequate instructional materials.

- Unsanitary conditions.

- Lack of adequate funds.

- Failure to satisfy financial obligations when they become due, including but not limited to payment of sponsorship fee and payment for contracted services.

                        GOVERNING AUTHORITY OF FIRST
                        TIME LEARNERS ACADEMY

Exhibit: X

/

	Message	Thu, Oct 08, 2015 12:56 PM
From:	Krista Gerhart Jim Lahoski	
To:	CS Building Leaders CS Superintendents	

Subject: Fwd: Superintendent Meeting Reminder

Dear Community School Leaders,

REMINDER: Please see information below regarding the upcoming Superintendent's meeting.

If you would like to RSVP through me I will be happy to forward on or you can RSVP by emailing Debbie Husk at dhusk@ncoesc.org

Let me know if you have questions.

Thanks,

KG

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street
Marion, Ohio 43302
419.569.2182 (cell)
740.387.6625 (office)

"Every student can learn, just not on the same day, or the same way."

-George Evans

----- **Original Message** -----

Hello,

The North Central Ohio Educational Service Center will host a Superintendent's Meeting on

Thursday, October 22, 2015. The meeting will be from 9:15 a.m. - 12:30 p.m. at the Tiffin Campus, 928 West Market Street in Tiffin. We apologize as this meeting was originally being held in Upper Sandusky but we could not find a suitable venue for the meeting, so we are holding it in our facility.

The agenda will include the following:

-Legal Update on Contemporary Topics
-General Overview of ODE State Assessments

We will start with Breakfast at 9:15 and the Meeting starting at 10:00.

We also would ask that you invite your Principals to attend this meeting as the information shared may help them in their day to day contacts. Please invite them as you deem appropriate.

Please RSVP to Debbie Husk on or before Monday, October 19, so we can finalize food and meeting materials. She can be reached at dhusk@ncoesc.org or by calling 419-447-2927.

Also, please let us know of any contemporary legal topics that you would like discussed at this meeting. Please email these suggestions to Debbie by October 19th also.

Please let me know if you have any questions or if you have future agenda topic suggestions.

Please mark your calendar for tentative meeting on November 19, 2015. More details to follow.

Dr. Jim Lahoski
Superintendent/CEO
North Central Ohio ESC
928 West Market Street - Suite A
Tiffin, OH   44883
419.447.2927 (Office)
419.217.6210 (Cell)

X

Printed by: Krista Gerhart
Title: NCOESC News Notes for Community School Leaders_ 10-4-15 ...

Tuesday, October 27, 2015 10:14:19 AM
Page 1 of 2

	Message	Mon, Oct 05, 2015 9:27 AM
From:	Krista Gerhart	
To:	CS Building Leaders CS Superintendents	
Cc:	Jim Lahoski Cristy Ulsh Pam Rowland Mandy France Dara Dixon	

Subject: NCOESC News Notes for Community School Leaders_ 10-4-15

Attachments: NCOESC News Notes for Community School Leaders.docx / Microsoft Office Word Document ...
SST-Contact-Directory-2015-2016.pdf / Foxit Reader PDF Document (167K)

Dear Community School Leaders,

Good Morning!

Please find attached the first edition of: "*News Notes for Community School Leaders*".

In this issue you will find:
1 Testing/Assessment Updates
2 Special Education News
3 (ELL) English Learner Took Kit
4 Resident Educator Updates
5 Professional Development Opportunities/SST Contacts
6 Resources
7 For Teachers
8 The Wisdom of Yoggi Berra
9 October Reminders for Community Schools

Once you open the attached document, you will find that you can quickly find the topic you are most interested in my pressing the control key and clicking your mouse. This will take you directly to that section of the news notes. I have tested all hyperlinks and they have worked for me, but if you find something that is not working, please let me know.

My intent is to provide you intentional support that will meet the needs of your extremely busy schedule! I am open to any

Printed by: Krista Gerhart
Title: NCOESC News Notes for Community School Leaders_ 10-4-15 ...

Tuesday, October 27, 2015 10:14:19 AM
Page 2 of 2

suggestions you may have to offer!

Also, attached is a directory of the State Support Teams in Ohio. In the news notes, there is a link to an interactive map for all State Support Teams that will help you identify which region you are in. It is at the end of the section titled, "Professional Development". Many SSTs offer free professional development for teachers or teams of teachers.

Have a great week!

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street
Marion, Ohio 43302
419.569.2182 (cell)
740.387.6625 (office)

"Every student can learn, just not on the same day, or the same way."

-George Evans

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North Central Ohio Educational Service Center

NCOESC News Notes for Community School Leaders

October 4, 2015

News Topics at a Glance in this Edition:

(Easily access the topics of your choice by simply pressing the control key on your computer at the same time you click on the topic. This will take you directly to that particular section of the news!)

Testing/Assessment Updates:

Ohio Statewide Assessment Program Rules Book - Updated Version Posted October 1

The Ohio Statewide Assessment Program Rules Book provides a reference for school officials responsible for statewide testing in a district or building. It also provides a general overview of Ohio's statewide testing program and shares specific information pertaining to testing at each grade level. One content change was made regarding the new requirement in 2015 for chartered nonpublic schools and the Third Grade Reading Guarantee on page 51. More information & testing rule book are available at: http://1.usa.gov/1j3ERDg.

Scores set for industry credential and workforce readiness graduation option

The graduation requirements for the classes of 2018 and beyond include curriculum and three options to show readiness for next steps iu college and careers. To graduate through the industry credential and workforce readiness option, a student must earn 12 points through a State Board of Education-approved industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment.

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The State Board of Education set the readiness scores on WorkKeys for students choosing this option for high school graduation. More information is available from http://www.sstr1.org/?p=28348.

Ohio English Language Proficiency Assessment (OELPA)New Name for the English Language
Proficiency Assessment for the 21st century (ELPA21)
The name of the English Language Proficiency Assessment for the 21st century (ELPA21) has been changed to Ohio English Language Proficiency Assessment (OELPA). OELPA will refer to Ohio's test and ELPA21 will refer to the consortium in which Ohio is a member.

Assessment Updates
Ohio Department of Education
The Ohio Department of Education has announced updates to this year's testing schedule and posted test-related information for educators and families. The updated test book is due to be released in October. Information regarding this will be posted in Ed Blog as soon as it is released. Ed Blog is available at http://www.sstr1.org/?page_id=6011. The updates are listed below.

- Fall 2015 District Test Coordinator Checklist for Ohio's State Tests: http://www.sstr1.org/?p=28247
- Key Testing Dates: http://education.ohio.gov
- Ohio Graduation Tests (OGT): http://education.ohio.gov
- Ohio's State Tests – English Language Arts, Mathematics, Science, Social Studies: http://education.ohio.gov
- Testing Time for State Tests: http://www.sstr1.org/?p=28346
- Update on release of data for Ohio's State Tests: http://www.sstr1.org/?p=28257
- Performance Level Recommendations for Ohio's State Tests: http://www.sstr1.org/?p=28250
- Diagnostic Tests Guidance Manual: http://1.usa.gov/1iLcg4L
- Ohio Diagnostic Assessment: http://1.usa.gov/1O1NNUF
- State Board Sets State Percentages for 2015 Ohio School Report Card: http://www.sstr1.org/?p=28280
- New Graduation Requirements for Students Entering Ninth Grade for the First Time: http://1.usa.gov/1MY0zow
- Alternative reading promotion scores for 2015-2016: http://1.usa.gov/1juhkeA
- Math Reference Sheets for 2015-2016 State Tests: http://www.sstr1.org/?p=28332
- Calculator Guidance 2.0: http://www.sstr1.org/?p=28329
- Age Requirements Changing September 29 for the GED: http://1.usa.gov/1QJFT1x
- GED back-to-school discount now available: http://1.usa.gov/1OEpBJJ

COMMUNICATE information about Ohio's State Tests to parents and students
PowerPoint Presentation DEVELOPED by Ohio Department of Education
The Ohio Department of Education has developed a PowerPoint presentation designed for back-to-school nights, parent-teacher conference nights, and speaking engagements. School administrators and teachers can use it to help families understand when their children will be tested, in what subjects, and for how long. More information is available from http://www.sstr1.org/?p=28170.

District Test Coordinator News Note: K-8   *file:///C:/Users/kgerhart/AppData/Local/Temp/fcctemp/Attach0.html*

District Test Coordinator News Note: 9-12
file:///C:/Users/kgerhart/AppData/Local/Temp/fcctemp/Attach0%202.html

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Special Education News:

Office for Exceptional Children Memorandum #2015-1
Adding and Removing a Related Service to an IEP
This memo provides guidance to evaluation and Individualized Education Program (IEP) teams about the procedures necessary for adding or removing a related service for a student with a disability outside of the established re-evaluation date. More information is available from http://www.sstr1.org/?p=28193

2015 Special Education Determination | Rating
Ohio one of 36 states receiving 2015 determination of Needs Assistance
Every year, states receive a rating on their IDEA implementation, known as their determination. The U.S. Department of Education uses both procedural compliance and student results data to arrive at one of four determinations: (1) Meets Requirements, (2) Needs Assistance, (3) Needs Intervention, or (4) Needs Substantial Intervention. More information is available from http://www.sstr1.org/?p=28020.

Essential IEP, Essential ETR, and Postsecondary Transition
Livebinder From the Ohio Department of Education, Office for Exceptional Children The Ohio Department of Education, Office for Exceptional Children released publically their Resources for Essential IEP, Essential ETR, and Postsecondary Transition LiveBinder. More information is available from http://www.sstr1.org/?p=28041.

Including Children with Disabilities in High-Quality Early Childhood Programs
Guidance from the U.S. Departments of Education and Health and Human Services
The U.S. Departments of Education and Health and Human Services released guidance that sets a vision for action that recommends states, districts, schools and public and private early childhood programs prioritize and implement policies that support inclusion, improve their infrastructure and offer professional development to strengthen and increase the number of inclusive high-quality early childhood programs nationwide. More information is available from http://www.sstr1.org/?p=28228.

ELL News:

English Language Toolkit Complements English Learner Guidance
U.S. Department of Education announced the completion of the *English Learner Tool Kit,* designed to support educators in ensuring equal access to a high-quality education for English Learners (EL). This tool kit complements the English Learner Guidance that was released in January 2015 by the U.S. Departments of Education and Justice to remind states and school districts of their civil rights obligations to EL students and Limited English Proficient parents. More information is available from
http://www2.ed.gov/print/about/offices/list/oela/english-learner-toolkit/index.html

Professional Development at the TESOL Conference in Conjunction with the Lau Resource Center
The statewide conference for Teachers of English to Speakers of Other Languages (TESOL) will be held at the end of October at the Columbus Convention Center.

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Resident Educator Updates:

Program Coordinator Updates

RESA Candidate results now available in CORE and PC RESA test account and new webpage for Program Coordinators has been added to the RESA website.

PC Test Account and Website: In response to feedback from Program Coordinators at our network meetings in late September, the Ohio RESA Team has added a new webpage to the Ohio RESA website specifically targeted for Program Coordinators that has the following features: Direct access to the sign-in page for the PC test account for the RESA submission system.

All resources designed explicitly for Program Coordinators
The latest RESA news most pertinent for Program Coordinators We invite you to check out this new page.
Log-in Information for the PC Test Account: Please use the following credentials to log-on to the PC Test account:
Username: resa_PC@educopia.com
Password: BuckeyeRESA2015 Please note that this is a communal tool for PCs and entries from the PC test account will be cleared on a weekly basis.

We are offering a webinar on the PC test account, scheduled for October 15th from 4-5 pm EST. To register to attend the webinar, please click here.
If after reviewing this information you still have questions, please contact the RESA Help Desk at (855) 538-8634, Monday - Friday, 2PM - 10PM EST or at resa@educopia.com.
The Ohio RESA Team

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Professional Development Opportunities/Upcoming Events:

The following PD Opportunities are being offered by North Central Ohio ESC

(If interested, please go to ncoesc.org & click on Professional Development under Programs & Services on the left side of the page)

- Crisis Prevention and Intervention training sessions offered by the North Central Ohio Educational Service Center. (See attached flyer)
- Year 1 & 2 Resident Educator Networking Sessions at NCOESC Tiffin Campus
- Year 3 & 4 Resident Educator Networking Sessions at NCOESC Tiffin Campus
- Resident Educator Mentor Academy Day 1 and Day 2 training
- Prep for 3rd grade AIR testing- November 6 at NCOESC Tiffin Campus
- Guidance Counselor's & Testing Coordinator Series

The upcoming PD is being offered by ODE (Registration is through STARS)

Search in STARS for professional development opportunities for the following topics: Building Vocabulary One Paper Fold at a Time, Writing with Rigor, Incorporating Reading and Writing into Mathematics, PBIS & Multi-Tiered Systems of Support (Some locations may not be close enough for you to travel, but most of these mentioned are either free or reasonably priced)

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The following are being offered by State Support Teams in your areas: (Most either free or at a reasonable fee)

- SST 7 - Positive Behavioral Interventions & Supports (PBIS) Team Training, Oct. 13-14, 2015 - (8:30 am - 3:30 pm *Location: SST 7, 1495 W. Longview Ave., Mansfield, OH 44906*
- SST 11-**Data Teams for Learning** – Oct. 28-29, 2015, **PBL Ohio** – click here for details, **Strategies for Diverse Learners**-to learn more go to: http://www.escco.org/programs-services/upcoming-professional-development/
- SST 3 - PBIS Network Meetings: http://www.esc-cc.org/Downloads/PBIS%20Leadership%20Network2.pdf
- SST 1- Promising Practices for School Success Webinar Series- can still be accessed on this website at: https://www.livebinders.com/play/play?present=true&id=1700928#anchor
  Opportunities for great staff development at practically no cost!

SSTs Interactive Map- go to: http://www.sstr1.org/?page_id=25438

> Click the map to view the State Support Team websites by region or use the tabs above to find each individual State Support Team with the counties served, telephone number, and website link.

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Resources:

The Ohio Department of Education, Office for Exceptional Children (OEC), has released their Resources for Essential IEP, Essential ETR, and Postsecondary Transition LiveBinder. The webpage holds the following resources: Essential ETR Resources, Essential IEP Resources & Transition Resources. To access, go to: http://www.livebinders.com/play/play?id=1765024

Teams Intervening Early to Reach All Students- Dr. Alan Coulter, Director of Education Initiatives at the Human Development Center, LSU- Presented at the Special Education Conference last week in Columbus- He shared the following website full of resources...his comprehensive data-use framework in support of MTSS (Multi-Tiered Systems of Support). Go to: https://www.hdc.lsuhsc.edu/tiers/

Once again, resources could be used for a building-wide focus on MTSS.

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For Teachers:

Emotional Health and Self-Renewal in Classrooms

(Originally titled "The 7 Habits of Highly Affective Teachers")

> In this article in *Educational Leadership*, author/consultant Rick Wormeli imagines some monologues that might be running through students' minds in an average classroom:
> - *This stuff is stupid.*
> - *This stuff is awesome.*
> - *This stuff is beyond me.*

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- *I'm not comfortable with this.*
- *Finally, something I'm good at.*
- *Maybe somebody will notice I can't read.*
- *Let's see her find a mistake in that one – it's perfect!*
- *Does the teacher know I didn't study last night?*

Students are by turns "anxious, overconfident, curious, indifferent, angry, amused, lonely, hopeful, embarrassed, empowered, afraid, excited, diminished," says Wormeli. Their emotions are often out of synch with the teacher's and with the school's expectation of conformity and compliance. Wormeli believes that when teachers ignore these emotional disconnects, they're jeopardizing teaching and learning – and their own mental health.

Wormeli suggests seven habits that teachers can use to foster a healthy emotional climate in their classrooms – and maintain their own sanity and humanity:

• *Find joy in others' success.* Celebrate students' intellectual milestones, says Wormeli. Give students an encouraging smile when they show improvement.

• *Cultivate perspective and reframe.* Don't take certain behaviors personally. Be kind rather than right some of the time. Try to see the big picture. "Teachers who have seen formerly frustrating students come back to visit as successful adults trust in the whole enterprise of schooling and growing up," says Wormeli. "Hall duty between classes isn't such a hardship when we realize it's an opportunity to connect with students outside class."

• *Look beyond stereotypes.* There's a tendency to pigeonhole students: a class clown, a geek, a mean girl, a drama queen. "When we see people as fully developed thinkers, they become more to us than our quick categorization reveals," says Wormeli. Visiting students' homes or watching them play soccer, paint a landscape, perform in a concert, or celebrate a religious milestone, we see a different side of them. "They are not just one more paper to grade. We think of them specifically as we plan our lessons, and we look forward to watching them progress."

• *Candidly discuss pedagogical issues.* Research tells us that certain practices are less than effective, says Wormeli: worksheet packets, lectures without opportunities to process content, oral dictation spelling tests as a measure of spelling, counting homework as 50 percent of a report card grade, percentage grades averaged together. Do we have frank discussions with colleagues about changing such practices? Do we work to persuade parents who push for outmoded practices?

• *Embrace humility.* "If someone critiques our teaching, if feels like they're critiquing us," says Wormeli. "In humility, however, we grow comfortable with the idea that we may be wrong… Let's invite administrators, parents, and students to evaluate us at any time."

• *Value intellect.* Teaching the same material year after year can be deadening. Wormeli suggests mixing things up curriculum-wise; attending an Edcamp; writing for publication; rethinking one's goals; writing a personal grading philosophy statement to make sure grades truly measure student learning.

• *Maintain passion and playfulness.* "Having fun with your subject and your students will give students permission to engage, even invest, in their learning," says Wormeli, "and it will elevate your spirits." Use props in lessons; play the part of different historical or literary characters; be a contestant in a review game; insert funny slides into presentations; make fun of your own errors; use students' names in test questions; get a colleague to burst into the classroom with a random piece of information; put a mystery box in the middle of the classroom with yellow police tape around it and a sign saying, *Warning: Open one week from today, only in the presence of an adult.*

"All these habits together create a feeling of emotional wellness," Wormeli concludes, "but they are habits, not incidents. Like muscles that atrophy in disuse, these habits have to be used frequently to achieve emotional health benefits."

"The 7 Habits of Highly Affective Teachers" by Rick Wormeli in *Educational Leadership*, October 2015 (Vol. 73, #2, p. 10-15), http://bit.ly/1VjnUpp; Wormeli can be reached at rwormeli@cox.net.

Registration Open for Focus Groups to Review Revised Technology Standards

The Ohio Department of Education seeks feedback on the draft revised technology standards from a wide spectrum of educators representing all content areas. Feedback will be used to refine the draft document for review and adoption by the State Board of Education. K–12 teachers, curriculum directors and administrators in the region are invited. To register, go to: http://content.govdelivery.com/accounts/OHED/bulletins/11cffbb

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The Wisdom of Yoggi Berra:

Baseball great Yogi Berra died at age 90 last week. Here are some of his more celebrated "Berraisms":

- Baseball is 90 percent mental. The other half is physical.
- I'd give my right arm to be ambidextrous.
- You wouldn't have won if we had beaten you.
- If the people don't want to come out to the park, nobody's going to stop them.
- It's like déjà vu all over again.
- It's tough to make predictions about the future.
- Always go to other people's funerals; otherwise they will not go to yours.
- You can observe a lot by watching.
- If you come to a fork in the road, take it.
- I didn't say half the things I've said

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October Reminders for Community Schools

Reminders for October:
Annual Reports- submit to sponsor by October 31, 2015
October 5-Year Forecast- submit to sponsor by October 30, 2015
Fall Site Visits Window- Begin October 12, 2015- November 20, 2015
Resident Educator CORE Window- NOW through November 15 (Hopefully your RE's are already in, but if not PLEASE let me know if you need **help** with this!)

Questions or comments about News *Notes for Community School Leaders* can be directed to:
Krista Gerhart
Director of Community Schools
North Central Ohio ESC

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nco esc North Central Ohio Educational Service Center

Dr. Jim Lahoski, Superintendent ▪ Mrs. Tina Peyton, Treasurer
Mr. Terry Conley, Deputy Superintendent ▪ Mrs. Brenda Luhring, Deputy Superintendent

	Urgent: Message	Mon, Sep 14, 2015 11:47 AM
From:	**Krista Gerhart**	
	"stacey.callahan@education.ohio.gov" <stacey.callahan@education.ohio.gov>	
To:	☐ CS Building Leaders ☐ CS Superintendents	

Subject: Career advising policy due Sept. 30

Dear CS Leaders,

The email below was received today from ODE....

Please email or call if you have questions.

Thanks,

KG

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street
Marion, Ohio 43302
419.569.2182 (cell)
740.387.6625 (office)

"Every student can learn, just not on the same day, or the same way."

-George Evans

----- **Original Message** -----

Sponsors – see reminder below. You may have already seen this in the recent EDCONNECTION of September 9th.

Reminder – career advising policy due Sept. 30
9/9/2015
A new Ohio law requires all public schools, including community schools, to adopt policies on career advising for the 2015-2016 school year. Carolyn George from the Ohio Department of Education has a short

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recording about the policy requirements. Examples of model policies, student success plans and other resources are available here. Each school can customize its policy and success plans based on needs and resources. Each school must submit its policy to the department at CareerConnections@education.ohio.gov by **Sept. 30.**

Stacey Callahan, M.S.
Lead Consultant
Office of Community Schools

25 South Front Street | Columbus, Ohio 43215-4183
(614) 466-2370 | (877) 644-6338
Stacey.callahan@education.ohio.gov
Education.ohio.gov

	Message	Mon, Aug 24, 2015 8:41 PM
From:	**Krista Gerhart**	
	The Ohio RESA Team <do-not-reply-ohio@educopia.com>	
	The Ohio RESA Team <do-not-reply-ohio@educopia.com>	
To:	CS Building Leaders CS Superintendents	

Subject: Fwd: Program Coordinator Webinar September 3: Launching the 2015-16 ...

Dear School Leaders,

Good evening!

Please forward the email below as appropriate.

Thanks,

KG

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street
Marion, Ohio 43302
419.569.2182 (cell)
740.387.6625 (office)

"No one would have crossed the ocean if he could have gotten off the ship in the storm." ~Charles Kettering

----- Original Message -----

View this email in your browser

https://gallery.mailchimp.com/8a30fb97fbf9dd7387734ea5e/images/303a8ecd-fd69-467e-ad9e-f898a0d5

Program Coordinator Webinar

Thursday, September 3 at 4PM EDT

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Earlier this month, the Ohio RESA Team launched the 2015-16 RESA. The Ohio RESA Team invites you to join us next Thursday for an interactive webinar that will:

- Cover key dates, deadlines and other essential information you will need to effectively support Resident Educators.
- Provide an overview to the 2015-16 RESA Instrument and RESA Participant Guide
  Update Program Coordinators about score reporting in 2014-15 and highlight changes in 2015-16.
  Remind Program Coordinators about how candidates with special circumstances or documented disabilities can apply for task modifications and/or accommodations.
  Answer questions from Program Coordinators about the 2015-16 RESA.

Webinar Details:

- **Date & Time:** Thursday, September 3 from 4PM-5PM EDT
- **Registration details:** Click here to register. After registering, you will receive a confirmation email containing information about joining the webinar.
- **Recording:** For those that cannot attend live, a video of the webinar and PDF of the presentation deck will be published on the Resources page of the Ohio RESA Website.

If you have any questions, please contact the RESA Help Desk by calling toll-free (855) 538-8634, Monday through Friday, 2 p.m.–10 p.m. EST, or by emailing resa@educopia.com.

Thank you in advance for all that you do to support Ohio's Resident Educators!

The Ohio RESA Team

https://gallery.mailchimp.com/

www.educopia.com

View this email in your browser

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| | Message | Sun, Oct 11, 2015 10:51 AM |

From:	Krista Gerhart
To:	CS Superintendents CS Principals
Cc:	Jim Lahoski Cristy Ulsh Pam Rowland Larry Hodge

Subject:	HB2_Fall Site Visits_Phys Ed PD
Attachments:	HB-2- passed 10.8.15.pdf / Foxit Reader PDF Document (248K)
	Physical Education Professional Development (Upcoming).pdf / Foxit Reader PDF Docume...

Dear Community School Leaders,

As you know, October 7, 2015, HB2 passed both the House & the Senate. At this point in time, this bill only requires the Governor's signature to become law.

It is reported that the Governor will sign, but nothing yet about how soon that will be. The new changes in law will then take effect 90 days after it is signed.

Attached is a Conference Committee Synopsis by topic for you to review. We will keep you updated as to when the bill actually gets signed into law and of course what changes or new laws will directly impact all of us.

Our Fall Onsites begin this week. We are looking forward to visiting your schools. Please have copies of teacher's lesson plans for the day/week of our visit and your staff roster verification form filled out. This will help save time for both of us!

Let us know as soon as possible if you have questions regarding the site visit.

Also attached is a Physical Education Professional Development opportunity....only two locations identified at this time, but more are to be announced.

Thanks,

KG

North Central Ohio Educational Service Center
333 East Center Street
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740.387.6625 (office)

"Every student can learn, just not on the same day, or the same way."

-George Evans

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	Message	Wed, Aug 05, 2015 8:03 PM
From:	Krista Gerhart Kathy Mohr	
To:	CS Building Leaders	
Cc:	Kathy Mohr	

Subject:	Fwd(2): Crisis Prevention and Intervention Training
Attachments:	CPI2015-16.pdf / Portable Document Format (PDF) (66K)

Building Leaders,

I know that some of you have already made plans and connections to get this training done for your staff, but I wanted to inform you about these options.

Please see the attached and the email below from Kathy Mohr about CPI Training at North Central Ohio ESC.

Let me know if you have any questions.

Thanks and have a great evening!

KG

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street
Marion, Ohio 43302
419.569.2182 (cell)
740.387.6625 (office)

"No one would have crossed the ocean if he could have gotten off the ship in the storm." ~Charles Kettering

----- Original Message -----

Please find attached the 2015-16 schedule for CPI training offered by the North Central Ohio Educational Service Center. Register online at http://www.ncoesc.org/pd/pdevents.php, by emailing pd@ncoesc.org or calling Stephanie Brown at 419-447-2927.

X

Thank you.

Kathleen Mohr
Director of Technology/Professional Development
North Central Ohio Educational Service Center
Tiffin Center
928 West Market Street
Tiffin, Ohio 44883
Tiffin Office: 419-447-2929 x172
Cell: 419-939-3645
kmohr@ncoesc.org

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	Message	Mon, Oct 05, 2015 6:43 PM
From:	Krista Gerhart	
To:	CS Building Leaders CS Superintendents	
Cc:	Cristy Ulsh Mandy France Dara Dixon	

Subject: Fwd: Breaking News_10-5-15

To All Community School Leaders:

Thanks,

KG

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street
Marion, Ohio 43302
419.569.2182 (cell)
740.387.6625 (office)

"Every student can learn, just not on the same day, or the same way."

-George Evans

----- Original Message -----

State Test Updates for 2015-2016
Math, ELA Blueprints Released for 2015-2016 State Tests
New practice site open for district test administrators

For school superintendents, principals and treasurers
Mark your calendar: Test your district's technology the week of Nov. 16
Districts are to verify all training for coaching permit applicants

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Permit terms for certain credential holders changing
Submit your intent to apply for Straight A grant funds

For curriculum directors, school counselors and teachers
Call open for blended learning experts
Register now for Rural Education National Forum, Oct. 26-27
New partnership helps GED students look beyond testing with career path exploration
Free activity, coloring and music resources available from ODNR
ISearch now features Research Starters, new STEM content; ISearch local rolling out

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
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740.387.6625 (office)

"Every student can learn, just not on the same day, or the same way."

-George Evans

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	Message	Sat, Jul 25, 2015 10:35 AM

From: **Krista Gerhart**
Kathy Mohr

To: CS Principals

Cc: **Kathy Mohr**   Cristy Ulsh   **Pam Rowland**

Subject: Fwd: Kindergarten Readiness Assessment training

Dear School Leaders,

If you have teachers that need KRA training, see the options below offered at both our Marion, Tiffin, & Mansfield Campus'. (see dates from Kathy Mohr's email below)

If these options do not fit your needs, there are other options across the state.

Please check with your the SST sites in your region for other options or search in STARS.

As you know, all Kindergarten teachers in Ohio must be trained & certified to administer the Kindergarten Readiness Assessment.

From ODE page- Kindergarten Readiness Assessment FAQs

Who can administer the assessment?

Educators administer the assessment but must (1) be employed by the student's school or district, (2) hold a valid Ohio Department of Education-issued permit, license or certificate, and (3) have successfully completed the required Kindergarten Readiness Assessment training. The department strongly recommends that each student's primary classroom teacher or another teacher who has regular contact with the student(s) (e.g., an intervention specialist or reading specialist) administer the assessment.

Here is the link to the FAQs on ODE's website:
http://education.ohio.gov/Topics/Early-Learning/Guidance-About-Kindergarten/Ohios-Kindergarten-Readiness-Assessment/New-Kindergarten-Readiness-Assessment-FAQ#FAQ1661

Pleaes let me know if you have questions.

X

Thanks,

KG

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
333 East Center Street
Marion, Ohio 43302
419.569.2182 (cell)
740.387.6625 (office)

"No one would have crossed the ocean if he could have gotten off the ship in the storm." ~Charles Kettering

----- Original Message -----

The dates have been set for the KRA training in our area. The training will be offered at the below sites:

North Central Ohio ESC Tiffin Campus, 928 West Market Street, Tiffin - August 11, 2015, 8:30-3:30
- One day onsite with follow-up activities

North Central Ohio ESC Marion Campus, 333 East Center Street, Tiffin - August 14, 2015, 8:30-3:30
- One day onsite with follow-up activities

State Support Team Region 7, 1495 West Longview, Suite 200, Mansfield - August 19-20
- Two day onsite training

Registration is through STARS. Please check there for details. Thank you.

Kathleen Mohr
Director of Technology/Professional Development
North Central Ohio Educational Service Center
Tiffin Center
928 West Market Street
Tiffin, Ohio 44883
Tiffin Office: 419-447-2929 x172
Cell: 419-939-3645
kmohr@ncoesc.org

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	Message	Thu, Sep 10, 2015 11:23 AM
From:	■ **Krista Gerhart**	
To:	▢ CS Superintendents ▢ CS Principals ▢ CS Treasurers	
Cc:	■ Jim Lahoski ▣ Cristy Ulsh ■ Pam Rowland ■ Dara Dixon	

Subject:	Required Community School/Sponsor Annual Reports
Attachments:	■ Annual Report'15-16_Template.doc / Microsoft Office Word 97 - 2003 Document (29K)

Dear Community School Leaders,

Good Morning!

Whether your year has just begun or you are in full swing, I hope this email finds you feeling like routines are getting established and things are falling in to place!

This email is being sent as a reminder that all community schools and their governing boards (Per ORC 3314.03 (A) (11) (G)) must do an annual report and submit it to their school's sponsor on or before **October 31ˢᵗ** of each school year.

To maintain compliance, the above ORC indicates that the Governing Authorities and Schools must do the following:

1) The Governing Authority must submit a report of the school's activities and how the school has done in terms of meeting the goals and performance standards in the 2014-15 school year.

2) The Governing Authority must also submit a report of its financial status during the 2014-15 school year.

3) The School & Governing Authority must submit an annual report to the sponsor and make them available to parents/caregivers of all students enrolled in the school within four months of the end of every school   year.

In turn, the sponsor then must submit an annual report for each community school they sponsor to ODE and the Office of Community Schools no later than **November 30ᵗʰ** of each school year.

In the Sponsorship Annual Reports the sponsor must address the following for each school:

X

a. Education   b. Finance/Fiscal Accountability/Sustained Enrollment   c. Governance Accountability & Oversight   d. Academic Assessment and Accountability   e. Sponsor Accountability & Oversight

The sponsor is required to provide a rating for component (a-d) listed above for each school in their report submitted to ODE/OCS as follows: Overall Compliant (1), Partially Compliant (2), Noncompliant (3).

These requirements for Community Schools and Sponsors are a vital part of the partnership formed between us as your sponsor and your school. This is also important to overall compliance for both parties and provides an opportunity to reflect on progress made towards our goals for continuous improvements.

I have attached a template for you to use in preparing your reports.

Please submit your school's annual report to us on or before the deadline date above.

Let me know if you have any questions.

Thanks,

KG

Krista L. Gerhart
Director for Community Schools
North Central Ohio Educational Service Center
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Marion, Ohio 43302
419.569.2182 (cell)
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"Every student can learn, just not on the same day, or the same way."

-George Evans

X

Entity has not yet received a sponsorship agreement, and therefore has not been evaluated.

North Central Ohio ESC Application Rubric Highlights

For your information and possible future use, the review team highlighted specific questions for areas that needed clarification and/or more specificity. These questions are below. The full rubric follows.

Question	Follow-up
Section II: Application Process & Decision-Making	
7	This score is based on application document templates submitted by NCOESC. Per the 2015 Auditor of State's Special Audit of Community School Sponsors, NCOESC did not have an application process in place in 2013, but has since created one. Because no new schools have been opened since the establishment of this new process, there is no evidence that this application process has been utilized. Please submit three examples of applications reviewed most recently and the scoring rubrics used to evaluate them.
8	See follow-up described for Question 7.
10	Because NCOESC did not provide specific information on its staff members who review applications, this score was informed by insufficient evidence. Please provide the names and resumes of individuals who served as reviewers for the three most recent application reviews.
Section III: Sponsor Performance Contracting	
12	Please submit evidence of academic data analysis meetings and/or academic performance reports generated as a result of reviews. If an annual report is produced, please also submit three example reports for each year they were generated.
15	Please submit evidence indicating instances of any school that was out of compliance with the contract or the performance standards. For each case, describe when you realize the school was not meeting the standards, when you contacted the governing authority, and what consequence was enforced as a result.
Section V: Sponsor Oversight & Evaluation	
24	The consistency with which the sponsor provides feedback to its schools is difficult to determine based on the evidence submitted. Please turn in additional examples of feedback on monitoring and compliance of schools.
26	Please describe how the ESC assesses its own compliance requirements and provide supporting documentation.
Section VI: Sponsor Termination & Renewal Decision-Making	
28	Please provide the reports and other information reviewed prior to making the renewal decision for North Central Academy.
31	Please submit examples of communication regarding school closure processes and procedures; also submit the Closing Assurances for those schools whose process is completed.

EDUCATIONAL SERVICE CENTER (ESC) SPONSORSHIP APPLICATION RUBRIC

Name of Organization: North Central Ohio ESC

Reviewed by: K. King, S. Cherry, and J. Hoffman   Date: November 20, 2015

Rate each of the items on a 4-point scale using the following criteria:

1	**Poor response:** Does not answer the question or response is vague; marginal evidence of quality practices
2	**Limited response:** Response is incomplete; fails to address what is required or expected; insufficient evidence of quality practices
3	**Average response:** Response is complete; sufficient evidence of quality practices provided
4	**Strong response:** Clear, thorough, and convincing response; evidence indicates consistent use of quality practices

Put each numerical rating in the scoring box located below each question. Enter comments/notes to justify the rating in the Comments section of each question. Submit the scoring summary for each section in the table provided at the end of the rubric.

Section I: Sponsor Commitment & Capacity

1. Describe your organization's mission, strategic vision and core values. How has sponsoring a conversion community school supported or extended the organization's vision and values? Please provide any examples, such as mission statement, a strategic plan, board resolutions or policies; feel free to use hyperlinks to the organization's website.

Poor	Limited	Average	Strong
• The sponsor's mission for sponsoring schools is broad or sponsor has no mission. • The sponsor's vision for sponsoring is vague or absent, with no defined priorities, no strategic goals, and no core values.	• The sponsor states a clear mission for sponsoring community schools. • The sponsor articulates a broad vision for sponsoring, with broad goals over an undefined period of time.	• The sponsor states a clear mission for quality sponsoring. • The sponsor articulates and implements a vision and plan for sponsoring, including general goals and timelines for achievement.	• The sponsor states a clear mission for quality sponsoring. • The sponsor articulates and implements an intentional strategic vision and plan for sponsoring, including clear priorities, specific goals, and time frames for achievement.

Score: 2

Comments: NCOESC has a mission statement, vision, and goals for sponsoring community schools. However, there is no mention of community school sponsorship on the ESC's website. While the goals outlined in the NCOESC Strategic Planning Model are specific and includes an analysis of the strengths and weaknesses of sponsoring activities, they do not include specific timelines for achievement.

2. Do you intend to open additional or assume sponsorship of existing conversion schools? If so, describe your organization's plan for sponsoring additional community schools. How many and what type of additional community schools do you plan to sponsor in the future? In which counties and districts will the schools be located?

Informational only – no score	

Comments: NCOESC appears to be willing to sponsor schools who successfully complete their vetting process, but they do not have an estimate on the number or type of additional community schools they might sponsor in the future.

3. Describe the level of financial resources your organization has had available for on-going sponsoring activities. Please provide a budget of your organization's yearly revenue and expenditures specific to sponsoring activities.

Poor	Limited	Average	Strong
• The sponsor has no financial resources earmarked specifically for sponsoring activities.	• The sponsor's financial resources are not sufficient to carry out all needed sponsoring activities.	• The sponsor has sufficient financial resources to carry out all needed sponsoring activities.	• The sponsor has sufficient financial resources to fulfill its sponsoring responsibilities in accordance with national standards and commensurate with the scale of its community school portfolio.

Score: 2

Comments: North Central Ohio does allocate substantial financial resources to carry out sponsoring responsibilities (e.g. technical assistance, compliance monitoring). However, due to unanticipated school closing costs during FY15, the ESC did not have enough revenue to cover school closure.

4. Describe the frequency and the areas of professional development/trainings in which your staff is engaged relative to community school sponsorship. For example, do any staff attend national, state or ODE conferences and workshops?

Poor	Limited	Average	Strong
• Sponsor staff **rarely participates in professional development**, internally or externally provided. • PD shows **no alignment** with the sponsor's functions.	• Sponsor staff **sporadically participates in professional development** internally or externally provided, and typically only what is required by ODE. • PD shows **some alignment** with the sponsor's functions or in response to needed corrections.	• Sponsor staff **regularly participates in professional development**, internally or externally provided, and beyond what is required by ODE. • PD is **aligned with sponsor functions and takes into account identified needs** (as determined by its self-improvement process). • Sponsor staff **attends national conferences** with PD focus (e.g., NACSA, iNACOL, etc.)	• Sponsor staff **continuously participates in professional development** beyond what is required by ODE and that **complements the sponsor's improvement efforts and that takes into account staff member's strengths and weaknesses**. • The sponsor is **able to provide examples of how professional development is incorporated into its ongoing work**.

Score: 4

Comments: Sponsor staff frequently participate in professional development, with over 10 conferences being attended in the past six months. The specific trainings mentioned by the sponsor appear to be those that would directly impact the staff's understanding of various sponsoring issues, from legal updates to auditing issues. NCOESC also demonstrates its commitment to ongoing development through its memberships with OACSA and OAPCS.

5. What policies and practices has your organization implemented to avoid potential conflicts of interest in working with the schools it sponsors? Please provide a copy of your conflict of interest policy and examples of signed conflict of interest statements, if available.

Poor	Limited	Average	Strong
• **Schools** sponsored by the sponsor **have limited or no autonomy**. • **Numerous conflicts of interest exist** between the sponsor and the community schools it sponsors. [e.g., *staff and boards may overlap, sponsor may require school to purchase services from sponsor, schools may not be afforded appropriate autonomy, funds may be co-mingled, etc.*] • **Decision making is not transparent**; it is **unclear what or if criteria are being used** by the sponsor to make decisions. • Community school**s are improperly offered incentives by the sponsor and/or required by the sponsor to make choices that may not be in their best interest.** [e.g., *may only contract with the sponsor for various services, contract services from sponsor in exchange for reduced sponsoring fee, etc.*]	• **Evidence of conflicts of interest exists** between the sponsor and the community schools it sponsors. [*e.g., the sponsoring district's superintendent fills the role of the community school's superintendent with no accommodations for independent oversight of his/her role as community school superintendent.*] • **Decision making is not transparent** and the **criteria used** to make them are **inconsistently applied and not fully understood by sponsor staff**. • **In some instances**, the sponsor's **decisions are improperly influenced by a management company or a community school's governing authority**. [e.g.*, for example, a management company with multiple affiliated schools implies action related to one school will impact the others.*]	• **No conflicts of interest** (both in staffing and funding) exist between the sponsor and the community schools it sponsors. • While **decision making is transparent to community schools** and **appears to be based upon merit**, the process and criteria for making decisions are **not fully transparent to the public**.	• **No conflicts of interest** (both in staffing and funding) exist between the sponsor and the community schools it sponsors. • The sponsor has a **written policy** that effectively **prevents conflicts of interest, assures decision making is transparent and based upon merit**. • The **sponsor's funding** is structured in a manner that **avoids conflicts of interest, inducements, incentives, or disincentives that might compromise its judgment in sponsor approval and accountability decision making**.

Score: 2

Comments: The sponsor has a conflict of interest policy in place that all ESC staff are required to follow, but there does not appear to a policy for its governing board.

6. How do you assess your organization's performance as a sponsor? Please provide any examples pertaining to an annual review by the board of the strategic plan goals achieved; or a continuous improvement plan, if applicable; or stakeholder input about services provided; etc.

Poor	Limited	Average	Strong
• The sponsor **rarely examines its work** to ensure it is meeting its Ohio sponsoring obligations and applicable laws. • The sponsor **does not examine its operations** for the purpose of improvement. • **Does not evaluate self as a sponsor.**	• The sponsor **sporadically examines its work** to ensure it is meeting its Ohio sponsoring obligations and applicable laws. • The sponsor **occasionally looks to improve its operations, but does not follow a structured process**	• The sponsor **regularly examines its work** to ensure it is meeting its Ohio sponsoring obligations and applicable laws. • The sponsor **follows a defined improvement process to evaluate its work against its goals and outcomes**. • The sponsor **uses the findings** from its self-evaluation **when making improvements in its practices**.	• The sponsor **continuously uses a defined improvement process** to evaluate its work against its goals and outcomes and to ensure it is meeting its Ohio sponsoring obligations and applicable laws. • The sponsor **implements strategic action steps based upon the findings from its rigorous self-evaluation** to improve its performance as a sponsor. • The sponsor **continuously and rigorously evaluates its work against national standards** for quality community school sponsors. • The sponsor **reports annually to its governing entity the progress** it is making on its strategic goals.

Score: 3

Comments: The ESC does not seem to have evaluated itself over the course of their four+ years of sponsoring schools, but it did recently implement a process for doing so. In June, the ESC used NACSA's self-evaluation tool to assess its strengths and weaknesses, and it is using this information to develop a strategic plan. The ESC presented the outline of a proposal for the plan, however it isn't clear whether implementation has begun.

Section II: Sponsor Application Process & Decision-Making (*Note: If the organization has not recently opened or planned to open a new school, and has not taken on or has no plans to take sponsorship of existing schools anytime within the next two years, skip this section.*)

7. Describe the application process that developers follow in seeking sponsorship from your organization. Include a timeline.

Poor	Limited	Average	Strong
• The sponsor has **no formal application process – no written application**. • The sponsor's application **timeline is not defined**. • Application **guidance is absent or undocumented and varies** depending upon which staff member responds to questions by the public. • The application process **does not include interviewing applicants**.	• The sponsor **has an application process; however**, it is **undocumented and loosely defined**. • **Timelines** are **loosely defined**. • Applications are **accepted in the same calendar year as the statutory contract adoption date**, leaving **little time for contract negotiations**. • The **application is not readily available to the public**. • The **application provides limited directions on the content and format** expected of applicants. • The sponsor **does not document the criteria it uses to evaluate its applications**. • The application process **may include an** interview with applicants.	• The sponsor **follows and explains a systemic application process; however**, it is **not fully documented**. • The sponsor **typically follows a defined timeline** for reviewing sponsor applications. The **planning stage is at least six months** long. • The **application is readily available to the public**. • The application **provides general directions on content and format** expected of applicants. (e.g., does not include resources or references to assist the applicant.) • The sponsor **documents the general criteria it uses to evaluate its applications**. However, these criteria are **not publicized as part of the application process**. • The application process **includes interviewing final applicants**.	• The sponsor **follows a documented systematic application process**. • The sponsor's **timeline allows for a pre-opening stage of least nine months** so that the application **process is carried out with quality and integrity**. It **aligns with the school year and provides ample time** to adequately complete the application, plan, and prepare for the school's opening. • The sponsor's application **guidance is documented, detailed and readily available to the public through the sponsor's website.** (e.g., includes the procedure to submit (word length, font size, electronic/paper), includes references to assist the applicant, etc.). • The application provides **clear directions on required content and format**. • The sponsor **documents and clearly communicates** to applicants the **criteria it uses to evaluate its applications**. • Application **clearly states** the sponsor's **sponsoring priorities**. • The process **includes interviewing final applicants before adopting a contract**.

> **Score: 3**

Comments: North Central Ohio ESC has adopted a highly systematic, well-documented application process, which includes many best practices. Applicants are given clear directions on format, submission, and timeline, and the sponsor clearly articulates its sponsoring priorities. Clear criteria for each application section are included, as are a scoring guide, score card, and listing of additional documentation required. While the application appears to be readily available to the public upon request, it is not available on the sponsor's website.
.
Follow-up: This score is based on application document templates submitted by NCOESC. Per the 2015 Auditor of State's Special Audit of Community School Sponsors, NCOESC did not have an application process in place in 2013, but has since created one. Because no new schools have been opened since the

establishment of this new process, there is no evidence that this application process has been utilized. Please submit three examples of applications reviewed most recently and the scoring rubrics used to evaluate them.

8. Describe all elements of the application, including documents that your organization requests from developers (please include all supporting documents, such as the application, rubric and interview guide and any links to the organization's website, if available).

Poor	Limited	Average	Strong
• The sponsor **does not have a written application**.	• The application **includes few questions**. • The **questions are very broad** in nature and **do not provide enough data to thoroughly evaluate** the applicant's **educational and business plans and capacities**.	• **General** application **questions, covering four main areas of school planning and operations** [education plan, governance, finance (including market research) and accountability] along with **suggested attachments, provide adequate data for analyzing** an applicant's plans and capacities. *[For example: Describe the demographics of the students that the school will serve and of the charter in which the school will be located. Why is the school being proposed in this location?* *Generally describe the school's curriculum plan and provide an overview of the instructional design and program to be emphasized by the school.]*	• **Comprehensive, detailed** application **questions cross-reference the four main areas** of school planning and operations [education plan, governance, finance (including market research) and accountability] provide **extensive data for rigorous evaluation** of the applicant's plans and capacities. *[For example: Describe the needs assessment of the school's target neighborhood and student population, including current student demographics and academic performance of other schools in the charter in which the school will be located. Explain the academic impact of the proposed school model on the students and charter. Describe the process used to assess local need and provide evidence that the charter approves of the proposed school.* *Explain the school's curriculum, its alignment to the Ohio Standards and benchmarks, specific instructional materials to be used to implement the curriculum, and the process your school will follow to evaluate, review and revise its curriculum on an annual basis.*

Score: 4

Comments: NCOESC's application questions are rigorous, detailed, and require applicants to submit extensive data and evidence of planning. The scoring rubric informs the applicant of criteria and method for scoring.

Follow-up: See follow-up described for Question 7.

9. Describe the criteria that your organization considers in reviewing applications for the replication of an existing school; for consideration of a currently operating school from another sponsor.

Poor	Limited	Average	Strong
• **No additional criteria** are required of existing school operators and/or replicators of existing schools. • Sponsor **does not look for any evidence of past success or the capacity for growth**. • **No additional criteria** are required of the existing school seeking to be switch sponsors. • Sponsor **does not look for any evidence of past success or the capacity to operate successfully.**	• **While no additional criteria are required**, the sponsor completes a **cursory look of the current school's academic success *or* a consideration for the school's capacity to expand and operate successfully.**	**For community school operators/ replicators:** • Sponsor **requires** the applicant to **meet the following criteria**: 　○ **Clear evidence of capacity** to **operate a new school successfully** while **maintaining quality in existing schools**; 　○ **Document educational, organizational, and financial performance records** based on **all existing schools**; 　○ Must **explain any never-opened, terminated, or non-renewed schools**; 　○ Must **present a growth plan, business plan, and most recent financial audits**; and 　○ **Meet at least one of the following indicators of effectiveness to earn approval** for replication: high academic, organization, and/or financial success to earn approval for replication. **For community schools changing sponsors**: • While **no additional criteria** are required, the **sponsor reviews** the existing school's **financial audits** (where available), **academic success and the school's capacity to operate successfully, meeting and/or exceeding it performance targets.** • The application **process may include *either*** a face to face **interview with the applicant *or* contact with** the school's **current sponsor.** • The sponsor **does not consider contracting with a community school that is being non-renewed by its current sponsor.**	**For community school operators/ replicators:** • Sponsor **requires** the applicant to **meet the following criteria**: 　○ **Clear evidence of capacity** to **operate a new school successfully** while **maintaining quality in existing schools**; 　○ **Document educational, organizational, and financial performance records** based on **all existing schools**; 　○ Must **explain any never-opened, terminated, or non-renewed schools**; 　○ Must **present a growth plan, business plan, and most recent financial audits**; and 　○ **Meet multiple indicators of effectiveness in all of the following areas**: high academic, organization, and financial success to earn approval for replication. *Examples of success include*: never had an un-auditable school; no general education or special education school rated below the top two LRC categories; no dropout prevention and recovery schools rated below "meets", etc. **For community schools changing sponsors:** • Sponsor **requires the applicant to provide educational, organizational, and financial performance records to evaluate** the school's capacity to operate successfully, meeting and/or exceeding its performance targets. • The application **process includes** a face to face **interview with the applicant *and* contact** with the school's **current sponsor**. • The application **process may include visiting** the school and/or attending a board meeting. • The sponsor **does not consider contracting with a community school that is being non-renewed by its current sponsor.**

Poor	Limited	Average	Strong
			• The **sponsor's process** to consider sponsoring a currently operating school is **publicly available**.

Score: 2

Comments: The application process for replicators or schools seeking change in sponsorship is embedded within the regular application (Section VII). The sponsor indicates that it will examine a range of factors to determine if the school should be replicated. There is no evidence, however, that the application has been used by the sponsor in spite of the fact that its portfolio includes a number of schools that were previously overseen by different sponsors.

10. Describe the level of expertise of those who review applications, including existing staff and external sources.

Poor	Limited	Average	Strong

• **Review team members** have **little to no experience working in or sponsoring community schools**. At least one review team member is **trained in school finance, but has limited experience** applying the knowledge.
 	
• **No external sources are sought in education related areas for which the review team members lack expertise**. These areas include:
  ○ Community schools;
  ○ Curriculum, instruction and assessment;
  ○ Special education and ELL instruction;
  ○ School accountability;
  ○ School facilities;
  ○ School law;
  ○ School finance; and,
  ○ School governance.
	• The sponsor has **at least one dedicated reviewer with limited experience** (less than two years) working in or sponsoring community schools, and **at least one other reviewer who may have limited knowledge in one or more of the following areas**:
	  ○ Curriculum, instruction and assessment;
	  ○ Special education and ELL instruction;
	  ○ School accountability;
	  ○ School facilities;
	  ○ School law;
	  ○ School finance; and/or
	  ○ School governance.
	• When existing reviewers do not have the range of expertise needed, the sponsor **sometimes contracts with external sources** to complete particular aspects of the application review.
		• The sponsor has **at least one dedicated reviewer with two or more years of experience** working in or sponsoring community schools.
		
		• **Other reviewers are certified** (where appropriate) **and have experience working in the following areas**:
		  ○ Curriculum, instruction and assessment;
		  ○ Special education and ELL instruction;
		  ○ School accountability;
		  ○ School facilities;
		  ○ School law;
		  ○ School finance; and,
		  ○ School governance.
		
		• When existing reviewers do not have the range of expertise needed, the **sponsor contracts with external sources** to complete particular aspects of the application review.
			• **Many of the reviewers have practiced in community schools or sponsoring for several years**, and have **diverse expertise** (and **certification** where appropriate) **in the following areas**:
			  ○ Curriculum, instruction and assessment;
			  ○ Special education and ELL instruction;
			  ○ School accountability;
			  ○ School facilities;
			  ○ School law;
			  ○ School finance; and,
			  ○ School governance.
			
			• When existing staff do not have the range of expertise needed, the **sponsor contracts with external sources** to complete particular aspects of the application review.

Score: 2

Comments: The ESC did not make it clear in its application which members of the sponsor staff are responsible for reviewing applications, or whether additional reviewers are contracted to assist with the process. The response indicated that reviewers have broad expertise, but these statements could not be confirmed by the information provided.

Follow-up: Because NCOESC did not provide specific information on its staff members who review applications, this score was informed by insufficient evidence. Please provide the names and resumes of individuals who served as reviewers for the three most recent application reviews.

11. Provide details of applications that were both approved and denied by your organization over the past five years, including reasons for both approvals and denials.

Informational only – no score	

Comments: In 2013-14, six applications were submitted to NCOESC. Of these, three were initially approved. None of the three approved schools successfully opened, due to low enrollment, lack of fiscal viability, and inability to secure a facility. The ESC appears to have improved its processes based on its experiences in its initial years of sponsoring.

Section III: Sponsor Performance Contracting

12. Describe your organization's process and the frequency for reviewing school performance against measures included in the contract on an annual basis.

Poor	Limited	Average	Strong
• The sponsor lacks a formal structure for annually reviewing school performance measures. **Or** • The sponsor annually reviews the school's legal compliance, but does not include a review of school performance against accountability measures. The sponsor does not provide a report to the school as to its annual performance.	• The sponsor meets the basic requirement for twice annual reviews. • The sponsor's review of school performance is minimal, focused mainly on the school's compliance with laws and with limited examination of school performance against accountability measures. The sponsor's report to the school is provided inconsistently.	• The sponsor's frequency of reviews exceeds the basic requirement, and includes gathering information based on two or more of the following: academic performance, classroom observations, interviews with school staff, governing authority members, parents. • The sponsor's review of school performance is aligned with performance measures described in the contract. The school receives a report about its performance annually.	• The sponsor's frequency of reviews exceeds the basic requirement, and includes gathering information based on three or more of the following: academic performance, classroom observations, interviews with school staff, governing authority members, parents. • The sponsor's review of school performance is aligned with performance measures described in the contract. The school receives a report about its performance following each review.

Score: 3

Comments: NCOESC reviews its schools two times per year, and also appears to analyze academic data during a third review for schools that use internal benchmark assessments. In addition to providing compliance oversight, the sponsor says that it evaluates the school's academic performance against the measures described in the contracts. For the majority of school contracts, these performance measures are not strong. NCOESC states that it considers the school's diagnostic data, other measures of student academic performance, and classroom observations. Other than the site visit report, it is not clear if the schools received an annual report on academic performance.

Follow-up: Please submit evidence of academic data analysis meetings and/or academic performance reports generated as a result of reviews. If an annual report is produced, please also submit three example reports for each year they were generated.

13. Describe the breadth and scope of the performance measures set forth in the school(s)' contracts. Are these measures differentiated among contracts? If so, how and why? [*Note: if your organization has revised its performance framework and the revised framework is not yet in use, please provide a copy.*]

Poor	Limited	Average	Strong

Most contracts include:
 	
• **Vague measures** of student performance, such as local **report card ratings** or statewide assessments.
 	
• **No specific metrics and targets** for school-wide performance (e.g., "80% proficiency in 3rd grade reading and math OAA)
	Most contracts include:
	
	• **Multiple measures** of student performance , which **may include** the following:
	  ○ **Statewide assessments,**
	  ○ **Attendance,** or
	  ○ *(If applicable)* **graduation rates.**
	
	• **Metrics and targets** for school-wide performance are **vague** (e.g., meet state standards)
	
	• **Targets** are for the all students group; they **do not include subgroups** of students.
		All contracts **may include** the following:
		
		• **Multiple measures** of student performance, such as:
		  ○ **Proficiency rates** on state assessments
		  ○ *(If applicable)* **student academic growth,**
		  ○ *(If applicable)* **graduation rates,**
		  ○ **Attendance,** and
		  ○ *(If applicable)* **post-secondary enrollment** after high school.
		
		• **Metrics and targets** for **school-wide** performance **are specific** (e.g., 80% proficiency in 3rd grade reading, meet or exceed value added, etc.)
		
		• **Targets include** all students and **subgroups** of students.
			All contracts **include all of the following** student measures:
			  ○ **Proficiency rat**es on state assessments,
			  ○ **Student academic growth,**
			  ○ **Graduation rates,**
			  ○ **Attendance,**
			  ○ *(If applicable)* **post-secondary enrollment** after high school, and
			  ○ *(If applicable)* **student performance on other valid and reliable assessments** as laid out in the contract.
			• **Metrics and targets** are specific and **rigorous**.
			• **Targets include** all students and **subgroups** of students.
			• **At a minimum**, targets are set that **compare** the school's student performance **to the state**, **schools serving similar populations** and/or **schools in the same geographical area**.
			• **Mission-specific academic goals may be included**; such goals include specific metrics and targets.

Score: 1

Comments: In scoring this category, we examined six of the sponsor's contracts and found that performance standards vary widely across schools. Of the six contracts examined, only one contained multiple measures of student performance with clear targets for all indicators and student subgroups (this school has been closed). Most of the standards are vague, stating items such as "all students will increase achievement." Some of the schools did not appear to have any performance standards. The sponsor indicates that new and renewal contracts will include differentiated accountability frameworks that will include measures for academics, fiscal, organization, and management.

14. Describe the performance standards and criteria a school must achieve in order for its contract to be renewed.

Poor	Limited	Average	Strong
• Contracts **rarely define** the performance standards and criteria and **conditions for renewal**.	• **Most** contracts **broadly define** the performance standards **and criteria and conditions for renewal**.	• **Most** contracts **define** the performance standards and **criteria and conditions for renewal**.	• **All** contracts **clearly define and detail** performance **standards and criteria and conditions for renewal**.

Score: 2

Comments: While the contracts mention the conditions for non-renewal, they do not include any language regarding the criteria and conditions for renewal. The sponsor indicates that it is reviewing its renewal process. However, there is nothing in the contract regarding the renewal process or what schools need to do to ensure that their contracts get renewed.

15. Are there consequences for failing to meet the standards and metrics in the contract? If so, how are these communicated to the school?

Poor	Limited	Average	Strong
• Contracts **rarely define the consequences for meeting or not meeting** standards and conditions. • Consequences either rarely communicated to the school or not communicated at all • The sponsor **rarely enforces consequences** for **failing to meet compliance** requirements **or performance** expectations.	• **Most** contracts **broadly define the consequences** for meeting or not meeting standards and conditions. • Consequences may be communicated to the school, but not in a timely or systematic way • The sponsor **occasionally enforces consequences** for **failing to meet compliance** requirements **or performance** expectations.	• **Most** contracts **define the consequences** for meeting or the consequences for not meeting standards and conditions. • Consequences are communicated to the school in a timely and systematic way • The sponsor **regularly enforces consequences** for **failing to meet compliance** requirements, **and sometimes performance expectations**.	• **All** contracts **clearly define and detail the consequences** for meeting or the consequences for not meeting standards and conditions. • Consequences are communicated to the school in a timely and systematic way • The sponsor **predetermines intervention actions** for failure to meet contract requirements and **clearly articulates and enforces stated consequences** for **failing to meet performance** expectations **or compliance** requirements.

Score: 2

Comments: The contracts state the consequences for not meeting the standards and metrics according to the contract template language, but they do not define consequences for performing at various levels compared to the accountability measures of the contract. The extent to which the sponsor enforces consequences to schools for failing to meet compliance requirements or performance expectations is unclear, as is whether the schools receive timely notification in these instances.

Follow-up: Please submit evidence indicating instances of any school that was out of compliance with the contract or the performance standards. For each case, describe when you realize the school was not

meeting the standards, when you contacted the governing authority, and what consequence was enforced as a result.

Section IV: School History & Performance (*Note: This section is not scored; it is for informational purposes only*)

16. Provide a list of all community schools for which your organization has been a sponsor and indicate their current status (open; open and on probation; suspended; closed (non-renewed); closed (voluntary); closed (terminated); or contract assumed by another sponsor).

Informational only – no score	

Comments: Of 21 total schools, two closed voluntarily, five were terminated, and 2 more are open on probation.

17. Indicate which, if any, schools failed to open after payments were initiated. If any, please provide details of why the schools did not open.

Informational only – no score	

Comments: Three schools failed to open after payments were initiated; in each occurrence, lack of opening was the result of the CEO's decision, and funds were returned to Ohio Department of Education.

18. For schools that closed prior to the end of the academic year; provide details of why the schools closed. Did any closed school leave unpaid debts to vendors, staff, ODE, etc.?

Informational only – no score	

Comments: Five schools closed prior to the end of the academic year. The reasons for these closures include: health and safety standard violation, lack of enrollment, failure to provide license teachers and to properly educate students, unsanitary conditions, inadequate funds, among others. All five schools are currently being audited. Some schools have outstanding debts.

19. Indicate which, if any, schools have had findings for recovery and/or been deemed unauditable by the Auditor of State over the past 5 years.

Informational only – no score	

Comments: Three schools (TTLA for Boys, TTLA for Girls, and Secor Gardens) are currently deemed unauditable, but each is undergoing a new audit at the time of the sponsorship application. The Academy for Educational Excellence has a findings for recovery.

20. Indicate which schools' contracts have been renewed.

Comments: North Central Academy and Hardin County have both undergone contract renewed.

21. Does your organization sell services to any of its schools? If so, what services? How are the services and charges arranged? Are service agreements part of the community school contract?

Comments: NCOESC sells a variety of different services to its schools. Service agreements are separate contracts that must be approved by a school's governing board.

Section V: Sponsor Oversight & Evaluation

22. Describe your organization's system for monitoring school accountability and compliance. What is the protocol for on-site school reviews; what information is collected during these reviews? If available, please provide a copy of any guidance documents about the oversight and monitoring process used to explain to sponsored schools.

Poor	Limited	Average	Strong
• The sponsor's oversight and evaluation **system is reactive, focused** only on the school's **compliance** with laws. • The sponsor **rarely enforces consequences** for **failing to meet compliance** requirements **or performance** expectations. • During an onsite review, **data are collected from a school employee** available at the school on the day of the review. • The sponsor's onsite **reviewers receive very little training on** the site visit **process** and **no protocols are used**.	• The sponsor's oversight and evaluation **system is minimal; focusing mainly on** the school's **compliance** with laws and with **limited examination of academic performance**. • The sponsor **occasionally enforces consequences** for **failing to meet compliance** requirements **or performance** expectations. • During an onsite review, **data are collected from a school employee available** at the school on the day of the review. • The sponsor has an **onsite visit protocol; however,** its onsite **reviewers are not trained on the tool**; and therefore, • There is **no evidence of consistent use of the protocol across reviewers**.	• The sponsor's oversight and evaluation **system is proactive, collecting and/or accessing and reviewing and/or analyzing data on** the school's **compliance** with laws and against **performance targets** stated in the contract. Combined, **these sources of data inform** contract **renewal, termination, and intervention decisions**. • The sponsor **regularly enforces consequences** for **failing to meet compliance** requirements, **and sometimes performance expectations**. • During an onsite review, **data are collected from school administrators and a sample of instructors**. • The sponsor's onsite **reviewers are trained** on and **regularly use observation and interview protocols**. • There is **evidence of consistent use of the protocols across reviewers**. • **Data may be collected**	• The sponsor implements a **comprehensive performance accountability and compliance monitoring system** that is **defined by** the community school **contract** and that **provides the information necessary to make rigorous and standards-based renewal, termination, and intervention decisions.** • The sponsor **predetermines intervention actions** for failure to meet contract requirements and **clearly articulates and enforces stated consequences** for **failing to meet performance** expectations **or compliance** requirements. • During an onsite review, **data are collected consistently from a variety of stakeholders**, which **may include the community school's governing board members**, **administrators**, **teachers**, **students**, **parents**, and **staff from the management company** (if applicable). • Reviewers receive **ongoing training, formal or informal, on the purpose, criteria, process**

Poor	Limited	Average	Strong
		through a **variety of means and throughout the school year**.	**and protocols** of conducting onsite visits. • **Additionally, training is provided as needed to remain current with changes in law**. • **Data may be collected** through a **variety of means and throughout the school year**.

Score: 3

Comments: As presented for the 2015-2016 school year, NCOESC has a proactive oversight system that takes into account compliance and student achievement data. NCOESC also communicates the steps in this process, including data collection, with the school with ample notice. While there is evidence that the sponsor has enforced consequences with schools that were out of compliance in the past (e.g. five mid-year closures, two instances of probation), it is unclear how many additional consequences should have been enforced, if any. Training procedures for reviewers is also unclear.

23. Describe the roles, responsibilities and levels of experience of the staff members who monitor school accountability and compliance. Please provide the names and resumes of those individuals.

Poor	Limited	Average	Strong
• The sponsor's **dedicated staff member(s) have little to no experience working in or sponsoring** community schools. **At least one** staff member is **trained in school finance, but has limited experience applying the knowledge**. • **No external sources are sought in education related areas for which the sponsoring staff lacks expertise**. These areas include: ○ Community schools; ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance.	• The sponsor has **at least one dedicated staff member with less than two years** of experience working in or sponsoring community schools, and a **member** who **is trained and has limited experience working** in the area of **school finance**. • **Other staff have limited training and limited experience** working in the following areas: ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. • **When existing staff do not have the range of expertise needed, the sponsor sometimes contracts with external sources** to complete particular aspects of work.	• The sponsor has **at least one dedicated staff member with two or more years of experience** working in or sponsoring community schools, and a **member** who is **trained and experienced** in the area of **school finance**. • Other **staff are certified and have experience** working in the following areas: ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; and, ○ School finance; and, ○ School governance. • When existing staff do not have the range of expertise needed, **the sponsor contracts with external sources to complete particular aspects of work**.	• **Many** of the sponsoring **staff have practiced in community schools or sponsoring community schools for several years**, **and have diverse expertise in the following areas**: ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; and, ○ School finance; and, ○ School governance. • When existing staff do not have the range of expertise needed, the **sponsor contracts with external sources to complete particular aspects of work**.

Poor	Limited	Average	Strong

Score: 3

Comments: NCOESC has three staff members who have been working with community schools since 2013. Additional staff have demonstrated expertise in a wide range of fields related to sponsor responsibilities.

24. How does your organization share monitoring and compliance information with the schools? Please include examples of feedback (e.g., site visit reports, e-mails, and monthly financial/enrollment reports).

Poor	Limited	Average	Strong
• The sponsor **rarely reviews the monitoring and compliance issues** of each school. When or **if reviewed**, the sponsor **provides few details** and **feedback** that is **rarely of value to the school**.	• The sponsor **minimally reviews** the **monitoring and compliance issues** of each school, and **provides occasional feedback** with **limited details** and that are of **limited use to the school**.	• The sponsor **reviews and provides monthly feedback on** the monitoring and compliance issues of each school.	• The sponsor **reviews and provides monthly or more immediate feedback** on the monitoring and compliance issues of each school.

Score: 3

Comments: Sponsor provides feedback to its schools after each of the three formal site visits conducted each year, as well as after the monthly financial reviews carried out at the schools. Feedback is communicated through emails and formal financial and enrollment reports.

Follow-up: The consistency with which the sponsor provides feedback to its schools is difficult to determine based on the evidence submitted. Please turn in additional examples of feedback on monitoring and compliance of schools.

25. What circumstances have led or would lead your organization to intervene in a school's operations? Please provide any examples, if applicable, including corrective action plans, probation or suspension notices.

Poor	Limited	Average	Strong
• The sponsor is **unaware of its obligation to intervene** in accordance with Ohio law. • **The conditions that trigger intervention are never articulated** by the sponsor to its schools. • The sponsor **never or rarely provides schools with timely notice of contract violations** and/or provides **little to no information on performance deficiencies**. • There is **no evidence that the sponsor** (based upon its own	• The sponsor is **generally aware of its obligation to intervene** with a community school in accordance with Ohio law. • The community school **contract states the conditions that may trigger** intervention. • The sponsor **occasionally provides schools with timely notice of contract violations**, and/or **minimal notice of performance deficiencies**. • There is **minimal or limited evidence that the sponsor**	• The sponsor **establishes and makes known to the school in the contract the conditions that may trigger intervention and the types of actions and consequences** that may ensue. • The sponsor **provides timely notice of contract violations and performance deficiencies**. • There is evidence that the sponsor **almost always intervenes** in the community school's operations **to correct compliance issues or**	• The sponsor **establishes and makes known to schools at the outset an intervention policy stating the general conditions that may trigger intervention and the types of actions and consequences** that may ensue. • The sponsor **gives schools clear, adequate, evidence-based, and timely notice of contract violations and performance deficiencies**. • The sponsor **initiates intervention** in the community school's operations **in a timely manner** and **clearly linked to**

Poor	Limited	Average	Strong
oversight or evidence from ODE and/or AOS that a compliance issue(s) exist), **intervenes or follows-up on issues with schools in which compliance problems are identified**.	**intervenes with problems related to compliance** which are identified during its own oversight or when identified by an external agency, such as ODE or AOS. • When **intervention occurs,** it is **usually very prescriptive** in nature **and/or** the sponsor **defaults to another entity**, such as ODE or AOS, **for intervention guidance**.	**problems in the school's overall performance**, b**ased upon the sponsor's oversight, or evidence from ODE and/or AOS.**	**correcting specific deficits** in the school's **overall performance**. • The sponsor **allows school reasonable time and opportunity for remediation in non-emergency situations**. • **Intervention strategies clearly preserve school autonomy and responsibility** (e.g., identifying what the school must remedy without prescribing solutions; and understanding that the school may choose a different path).

Score: 2

Comments: We acknowledge the ESC's actions related to intervention. A relatively high proportion of the sponsor's schools have failed to launch, closed prior to the contract term and had other operational difficulties leading to intervention, some of which could have been prevented by more timely action by the sponsor.

26. Describe how your organization ensures the autonomy of its schools while providing appropriate levels of oversight. Please provide, if available, any communications or written documents that may expand upon roles and responsibilities, apart from required contract language.

Poor	Limited	Average	Strong
• The sponsor is **inappropriately overly involved in the day-to-day operational decisions** of the schools it sponsors and/or **operates more as a "program" of the sponsor.** • Regardless of demonstrated success, **all schools have limited or no autonomy** over decision-making. • The sponsor **collects data in a manner that is burdensome to the school**, without thought to protect students and public interests. • The sponsor **never examines its own compliance requirements to** possibly **minimize burden and increase the autonomy** of its schools.	• The sponsor is **inappropriately slightly involved in the day-to-day operational decisions** of the schools it sponsors. • The sponsor **collects data in a manner that is burdensome** to the school, without thought to protect students and public interests. • Sponsor **may or rarely (no more than once every two years) examines its own compliance requirements** to possibly minimize burden and increase the autonomy of its schools.	• The sponsor has **limited involvement** in the day-to-day operations of the schools it sponsors, **targeting those that have demonstrated poor performance or non-compliance**. • The sponsor **collects data in a manner that minimizes administrative burden** on the school, and protects student and public interests. • Sponsor **occasionally (once or twice every two years) examines its own compliance requirements** to possibly minimize burden and increase the autonomy of its schools.	• The sponsor has **no involvement** in any school's authority over its day-to-day operations, **unless required to as part of its contractual obligations pertaining to intervention**. • The sponsor **collects data in a manner that minimizes administrative burden** on the school, and protects student and public interests. • The sponsor **annually reviews its own compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements or other considerations.**

Score: 3

Comments: The sponsor's schools appear to have autonomy in decision-making, and the sponsor does not seem to be involved in the day-to-day operations of its schools. However, Inherent conflict (with respect to involvement in a school's operations) exists when a sponsor sells services to a school. The sponsor has a proactive compliance binder system with its schools that seems to streamline data reporting and minimize administrative burden.

Follow-up: Please describe how the ESC assesses its own compliance requirements and provide supporting documentation.

Section VI: Sponsor Termination & Renewal Decision-Making

27. Describe the process used for renewing a school's contract. Is a written application required? If so, please provide a sample of the application and rubric.

Poor	Limited	Average	Strong
• The sponsor **does not have an application process for** contract **renewal**.	• The sponsor **may have an application renewal process**, but **does not consistently require** schools to follow the process, **nor** does it **specify criteria for renewal**.	• The sponsor **has an application process and requires all** schools seeking renewal to **apply through a renewal application**. • The **guidance** regarding the renewal process is **non-specific as to criteria, content and/or format**; • The **process may allow a school to present additional evidence** regarding its performance.	• The sponsor **has an application process and requires all** schools seeking renewal to **apply through a renewal application**. • The **requirements for renewal are publicly available** and include **written guidance** regarding the process, content and format for renewal applications, as well as **criteria/standards used to evaluate** the applicant and a timeline. • The application **provides the school an opportunity** and reasonable time to **respond to the cumulative report**; correct the record, if needed; and **present additional evidence regarding its performance**.

Score: 1

Comments: North Central Ohio ESC does not have a contract renewal process in place at this time. The ESC is currently working to develop a written application for contract renewal.

28. What evidence does your organization consider before deciding to renew or non-renew a school's contract? Does your organization provide a report to its schools prior to contract renewal? If so, describe how that report is structured and what is included in it.

Poor	Limited	Average	Strong

• Contract renewal is almost always assumed or made based upon factors other than school performance.
 	
• **Does not provide** the community school a report on its cumulative performance, **other than the Sponsor's Compliance Review report** submitted annually to the department.
	• The contract **renewal decision is based upon a limited body of academic and operational evidence** (e.g., recent financial audits, recent compliance monitoring reports, or the school's most recent state accountability report card).
	
	• **May annually provide** the community school with a report, **but it does not relate to the school's performance against its contract; and/or**
	
	• **When a report is given, it does not include multiple years** of performance data against its contract term.
		• The contract **renewal decision is based upon a substantial body of evidence of legal compliance and performance. These data inform renewal decisions**.
		
		• **Evidence may include** at least two of the following:
		  o **Multiple years of student achievement;**
		  o **Multiple measures of student achievement**, including statewide assessments and measures;
		  o **Financial audits**; or
		  o **Site visit reports and/or other compliance reports**.
		
		• **Annually provides each community school with a report of its performance;**
		
		• **The report includes multiple years but may not include the school's entire charter term.**
			• The sponsor **bases the renewal process and renewal decisions on thorough analysis of a comprehensive body of objective evidence defined by the performance framework in the charter contract.**
			
			• **Evidence includes at least all** of the following:
			  o **Multiple years of student achievement; multiple measures of student achievement;**
			  o **Financial audits;**
			  o **Site visit reports and/or other compliance reports; and,**
			  o **Status reports on corrective action plans** or other required interventions, if necessary.
			
			• As referenced in the school's contract, provides each community school, **in advance of the renewal decision, a cumulative performance report that summarizes the school's performance record over the charter term and states the sponsor's summative findings concerning the school's performance and its prospects for renewal.**

Score: 2

Comments: North Central Ohio ESC does consider multiple sources of evidence when it makes contract renewal decisions. Monthly financial reports, legal compliance, and site visit reports are all factors in determining whether or not to renew the contract. While the sponsor indicates that it provides annual reports to its schools, it does not specify whether a cumulative report would be given to each school prior to contract renewal. It is also unclear whether the annual reports compare the school's performance to its contract measures. Ultimately, renewal decisions are not defined by a performance framework in the charter contract, so some ambiguity in the process remains.

Follow-up: Please provide the reports and other information reviewed prior to making the renewal decision for North Central Academy.

29. What is the role of your organization's board in deciding to renew or non-renew a school's contract? Please provide examples of board structure, involvement/actions pertaining to such decisions.

Poor	Limited	Average	Strong
• The **sponsor's governing board designates all school renewal or non-renewal decisions** to staff and/or **accepts** contract decision-making **recommendations with only a cursory review**, taking action perfunctorily as part of routine business.	• The **sponsor's governing board typically designates school renewal or non-renewal decisions to staff**, which provides the board with **general recommendations for which contracts to approve**. Decisions are typically made with **limited information** provided by the staff and **without consideration of the sponsor's broad vision**.	• The **sponsor's governing board**, while **formally making all school renewal and non-renewal decisions**, **relies upon** their **staff** to **carefully review** and recommend contract decisions **aligned with their sponsoring vision** and plan**.	• The **sponsor's governing board actively participates in all school renewal and non-renewal decisions to ensure that all such actions are consistent with the sponsor's strategic vision** and plan for quality sponsoring.

Score: 3

Comments: NCOESC takes its renewal and non-renewal recommendations to its governing authority. The governing authority then formally votes to renew or non-renew the schools.

30. Has your organization ever renewed a contract with a school that did not meet all of the performance standards specified in its contract? Please explain the rationale, and in the case of a renewal of a school that failed to meet performance standards, were additional requirements placed upon the school?

Poor	Limited	Average	Strong
• The sponsor **grants renewal to all schools regardless of failure** to meet the terms and academic achievement targets in their contract, **fiscal or organizational problems**, or **compliance with the law**.	• The sponsor **inconsistently grants renewal to schools, even those that have failed** to meet the terms and academic achievement targets in their contract; **have fiscal or organizational problems**; or **have been out of compliance** with the law. *Note: This approach to renewal decisions is evident regardless of the strength of the performance framework.*	• The sponsor **grants renewal to schools that are fiscally and organizationally viable and that meet most** of the **following criteria**: o Achieve their contractual academic standards and targets; or o Faithful to the terms of their contract. *Note: Even in the absence of a strong performance framework, the sponsor consistently applies performance-based criteria in making renewal decisions.*	• The sponsor **only grants renewal to schools that are fiscally and organizationally viable based on criteria in the school's performance framework with rigorous, specifically goals and targets**: o Achieve their contractual academic standards and targets; and o Faithful to the terms of their contract. *Note: it is assumed that an exemplary sponsor uses a performance framework with rigorous, specific goals and targets.*

Score: 2

Comments: Two of NCOESC's schools, Hardin County and North Central Academy, were both renewed at the end of 2015. North Central Academy's Report Card information shows poor academic performance. Hardin County's Report Card information also shows poor performance.

31. Describe your process, including staff and allocation of resources, in completing the closure of a school.

Poor	Limited	Average	Strong

• The sponsor is unaware of its obligation to oversee school closure.
 	
• In the event of a school closure, the sponsor has no formal policy or procedure for school's to follow. The closing school might default to the ODE guidance.
 	
• The sponsor does not oversee the closure process.
	• The sponsor is **aware of its obligation** to oversee school closur**e**; however, it **lacks the capacity to oversee**; when a school has closed, the sponsor **may or may not have submitted the Closing Assurances to ODE**.
	
	• **In the event of a school closure**, the sponsor has **no formal policy or procedure for school's to follow**. The closing school **might default to the ODE guidance**.
	
	• The sponsor **does ensure that student records are returned to the home school district**.
		• The sponsor is **aware of its obligation** to oversee school closure.
		
		• The sponsor **may have a formal policy, but at a minimum follows ODE's guidance**.
		
		• **In the event of a school closure, the sponsor oversees the school's governing board and leadership in carrying out a closure process that**:
		  o **Informs parents**,
		  o **Transitions student records** to the home school district,
		  o **Disposes of school funds, property, and assets** in accordance with law; and
		  o **Submits Closing Assurances to ODE**
			• The sponsor is **aware of its obligation** to oversee school closure.
			• The sponsor has a formal policy for overseeing school closure.
			• In the event of a school closure, the sponsor oversees and works with the school's governing board and leadership in **carrying out a detailed closure protocol that ensures**:
			  o **Timely notification to parents** including assistance in finding new placements
			  o **Orderly transition of students records** to home school district,
			  o **Disposition of school funds, property, and assets** in accordance with law; and
			  o **Submits Closing Assurances to ODE**
			• **The sponsor carries out or has the capacity and commitment to carry out the closure to the extent possible if school's governing authority fails to carry out the protocols**.

Score: 3

Comments: The sponsor appears to rely on ODE's community school closure guidance document when closing a school. It indicates that it is currently going through the closure process for one of its schools. The sponsor has already gone through the closure process previously with other community schools. While the sponsor has experience in the closure process, it does not appear to have a formal school closure process in place.

Follow-up: Please submit examples of communication regarding school closure processes and procedures; also submit the Closing Assurances for those schools whose process is completed.

Section VII: Technical Assistance and Sponsor Requirements in Rule & Law

32. Describe how your organization provides technical assistance to its schools.

Poor	Limited	Average	Strong
• Technical assistance, **if provided** to schools, is **reactive to problems that arise**. • The sponsor **does not assess** the technical assistance **needs of the schools** it sponsors.	• **Most** technical assistance provided by the sponsor is **reactive to problems**. • The sponsor **occasionally solicits information about** the technical assistance **needs of the schools** it sponsors. • The sponsor **sporadically provides the technical assistance identified as needed** by the schools.	• **The sponsor routinely provides timely comprehensive technical assistance in response to issues, problems and concerns identified by either the sponsor or the school.** • The sponsor **regularly assesses or solicits information about** the technical assistance **needs of the schools** it sponsors. • The sponsor **routinely provides the technical assistance identified as needed** by the schools. • The sponsor **regularly solicits feedback** on the quality and impact of the technical assistance that it provides to the schools.	• **The sponsor always provides timely comprehensive technical assistance in response to issues, problems and concerns identified by either the sponsor or the school.** • **Almost all** technical assistance is **proactive, intended to prevent problems** from arising in the schools it sponsors. • The sponsor **regularly assesses or solicits information about** the technical assistance **needs of the schools** it sponsors. • The **sponsor always provides the technical assistance identified as needed** by the schools. • The sponsor **continuously solicits feedback on the quality and impact of the technical assistance** that it provides to the schools it sponsors.

Score: 2

Comments: The ESC is to be commended on formalizing a delivery method for technical assistance (the first edition of a newsletter) and generally increasing the frequency of sharing information with schools. It is not clear that other than the site visits, similar technical assistance outreach was practiced in prior years.

33. Describe the roles, responsibilities and levels of experience of the staff members who provide technical assistance to community schools sponsored by your organization.

Poor	Limited	Average	Strong
• **Beyond** what is stated in the **contract**, the sponsor **cannot explain the distinction in roles and responsibilities** between the sponsor staff and the community schools it sponsors.	• While **not documented beyond** what is in the **contract**, the sponsor is **able to explain in general** terms how the roles and responsibilities differ between its staff and the community schools it sponsors. • The community school**s** it sponsors **do not understand** the responsibilities of the sponsor.	• While **not documented beyond** what is in the **contract**, the sponsor has and is **able to clearly explain** the roles and responsibilities of its staff relative to those of the community schools it sponsors. • The community school**s** it sponsors **generally understand** the responsibilities of the sponsor.	• Roles and responsibilities of the sponsoring staff are **clearly separated, documented and delineated** from the community schools it sponsors. • The community school**s** it sponsors **clearly understand** the responsibilities of the sponsor.

Score: N.A.

Comments: Due to incongruity between question 33 and the corresponding rubric, this question has been omitted for all ESC sponsor applicants.

34. How do you provide legal updates to your sponsored schools? Please provide any sample communications, or other means of disseminating legal updates.

Poor	Limited	Average	Strong
• The sponsor **never or rarely updates schools** on changes to rule and law that impact the schools' operations.	• The sponsor **sporadically updates schools** on changes to rule and law that impact the schools' operations, but has **no process for doing so**. • The sponsor's updates **may include directing schools to another credible source** for this information (e.g., OAPCS).	• The sponsor **has a process that it uses to at least annually**, informs schools on changes to rule and law that impact the schools' operations. • The sponsor's updates **may include directing schools to another credible source** for this information (e.g., OAPCS, OCQE).	• The sponsor **continually ensures that schools are informed in a timely manner** of changes to rule and law that impact the schools' operations, ensuring that schools are in compliance as quickly as needed. • The sponsor's updates **may include directing schools to another credible source** for this information (e.g., OAPCS, OCQE).

Score: 2

Comments: The ESC provides legal updates to its schools by email as well as in person at professional meetings that it offers, but it is unclear how frequently or formally this communication occurs.

35. How do you make your sponsored schools aware of professional development opportunities?

Poor	Limited	Average	Strong
• The sponsor **never provides information about PD opportunities** for its schools.	• The sponsor **sporadically provides information about PD opportunities** for its schools. *Or* • **Is prescriptive or mandating that its schools participate** in certain PD, **excepting** a topic-specific training that is **a requirement of the contract.**	• The sponsor **shares information about PD opportunities** for its schools, **which may or may not be community school specific**. • The sponsor **may provide PD directly on certain topics** (e.g., annual meeting for updates) • While the sponsor shares information about PD opportunities, **it is the school's independent decision as to whether or not it participates**, **excepting** a topic specific training that is **a requirement of the contract**.	• The sponsor **provides its schools with multiple sources of information** about PD opportunities for its schools. *Or* • The sponsor **provides at least some of the PD directly to** its schools, **based upon school need**. • While the sponsor **encourages and promotes high quality PD**, it is the **school's independent decision as to whether or not it participates**, **excepting** a topic specific training that is **a requirement of the contract.**

Score: 4

Comments: The sponsor provides its schools with multiple professional development opportunities. It primarily makes its schools aware of these opportunities through emailed notifications that may include web links to additional information. NCOESC regularly emails information about internal and external PD opportunities to its schools, both in newsletters and in individual emails. These offerings are not always community school specific.

36. Identify those within your organization who serve as the liaisons to the governing authority. Describe how your organization ensures that the roles and responsibilities of the liaisons and governing authority remain separate.

Poor	Limited	Average	Strong
• Beyond what is stated in the community school contract, the sponsor has no written policy and no explanation that differentiates its roles and responsibilities from those of the community school's governing authority. In the absence of clarity, both parties frequently have misunderstandings and their mutual respect is low. • The sponsor rarely works to maintain a solid relationship with their assigned schools' governing authority members (e.g., rare communication; no attendance at board meetings). • The sponsor provides little guidance to its governing authorities.	• **While not documented beyond what is stated in the community school contract**, the **sponsor is able to explain** in general terms **how its roles and responsibilities differ** from the school's governing authority. **However, both parties may view the roles and responsibilities differently**. • While the **sponsor tries to maintain a solid relationship** with their assigned schools' governing authority members, **differing opinions and misunderstandings between** the sponsor and governing authorities occasionally **leads to a lack of respect between both parties** (e.g., limited communication, sporadically or not attending board meetings).	• **While not documented beyond what is stated in the community school contract**, the sponsor and the school's governing authority **describe roles and responsibilities that are understood and respected by both parties**. • The sponsor **regularly works to maintain a solid relationship** with their assigned schools' governing authority members (e.g., **regular communication**, **attending at least two board meetings annually** for each school).	• **Beyond what is stated in the community school contract**, **roles and responsibilities** of the sponsoring staff are **clearly separated, documented and delineated** from the governing authorities of the community schools it sponsors. **This clear delineation is understood and respected by both parties**. • The sponsor **continuously works to maintain a solid relationship** with their assigned schools' governing authority members [e.g., **frequent communication** (newsletters, for example), **attending as many board meetings as possible**; **directly informing board members** about compliance concerns, high stakes reviews, and so on].

Score: 3

Comments: The ESC's contracts with its community schools do outline the roles and responsibilities of the school's governing board. Sponsor staff responsibilities are defined by the contract template language. Individuals working in the community school department of the NCOESC serve as liaisons with the governing authorities of the sponsored schools. The liaisons keep the governing authorities updated on any compliance issues as well as inform them about any legislative changes that will impact them. The sponsor appears to be aware of its roles and responsibilities and how they differ from those of the governing authority.

Name of Organization: North Central Ohio ESC

Reviewed by: K. King, S. Cherry, and J. Hoffman   Date: November 20, 2015

REVIEWER SUMMARY:

Section	Points Received	Maximum Points Possible
I: Sponsor Commitment & Capacity	13	20
II: Sponsor Application Process & Decision-Making	11	16
III: Sponsor Performance Contracting	8	16
IV: School History & Performance	NA	NA
V: Sponsor Oversight & Evaluation	14	20
VI: Sponsor Termination & Renewal Decision-Making	11	20
VII: Technical Assistance and Sponsor Requirements in Rule & Law	11	16
TOTAL POINTS	**68**	**108**
SCORE PERCENTAGE	**63.0%**	

APPLICATION SCORING:

Score Percentage	Standard	Minimum Points Needed (of 104)
90% or Higher	**Highly Recommended** for an interview: Is clearly aligned with NACSA principles for quality sponsoring. Move forward to an interview.	93.6
75% - 89.9%	**Recommended** for an interview: Meets standards and is aligned with NACSA principles for quality sponsoring. Move forward to an interview.	78
60% - 74.9%	**Not Recommended for an interview without additional information:** Partially meets or fails to meet standards and is either slightly aligned or not aligned with NACSA principles for quality sponsoring. Refer for submission of additional information.	62.4
59.9% or Less	**Fails to meet standards** and is not aligned with NACSA principles for quality sponsoring. Refer for development activities.	<62.4

Sent via e-mail

January 20, 2016

Dr. James Lahoski, Superintendent
North Central Ohio ESC
333 East Venter Street
Marion, OH 43302-4101

Dear Dr. Lahoski:

As you know, House Bill 64 required Educational Service Centers (ESCs) that sponsor conversion community schools to enter into a sponsor agreement with the Ohio Department of Education (ODE) to continue sponsoring community schools (Ohio Revised Code Division 3314.02(B)(2)). To that end, North Central Ohio ESC submitted a sponsorship application in late October.

In early November, House Bill 2 was signed into law; it becomes effective on February 1, 2016. House Bill 2 amended the provision specifying that ESCs must have a sponsor agreement with ODE by adding an effective date of July 1, 2017. In light of this new deadline, ODE is offering the ESC an opportunity to either accept the initial application score or to withdraw and reapply at a later date.

ODE has reviewed your application; your application scoring rubric is enclosed. North Central Ohio ESC received 68 of a possible 108 points, for a score of 63%. A minimum score of 75% is needed to proceed to an interview, which is a prerequisite for approval of a sponsorship agreement. The ESC scored below that threshold and therefore cannot be approved for a sponsorship agreement at this time. The ESC has the following options: continue with the application process; withdraw and reapply later this year; or choose not to continue as a sponsor effective June 30, 2017 or the expiration of your sponsored community schools' contracts, whichever is earlier.

As a current sponsor of conversion community schools, if you choose to continue with the application process, the next step is to partner with us in developing a plan toward improvement in your sponsorship practices. Successful completion of the milestones required in the development plan is likely to lead to a sponsor agreement with ODE.

If you decide to withdraw and reapply later this year, the application scoring rubric is an excellent guide for improving practices, which may help you with the upcoming sponsor evaluation. Keep in mind that all sponsors will be evaluated on the three components (academic, compliance and quality practices) and have ratings issued in October 2016. For operating sponsors, portions of the sponsor application may be skipped if the sponsor has a rating of effective or higher on the relevant component, or an area of the component. In any event, all ESCs must have an approve sponsor agreement with ODE in effect by July 1, 2017 to continue as sponsors.

25 South Front Street   (877) 644-6338
Columbus, Ohio 43215   For people who are deaf or hard of hearing,
education.ohio.gov   please call Relay Ohio first at 711.

Please email us with your decision by February 1, 2016. If you have any questions, contact Kaela King (kaela.king@education.ohio.gov or 614-387-2262) of the Office of Quality School Choice at ODE.

Thank you for your patience and cooperation.

Respectfully,

Joni Hoffman
Director, Sponsor Evaluation
Office of Quality School Choice

Attachment

cc: Steven Gratz, Senior Executive Director, Center for Student Support and Education Options
     Frank Stoy, Director, Sponsor Development, Office of Quality School Choice
     Stacy Cherry, Evaluator, Office of Quality School Choice
     Stacey Callahan, Lead Consultant, Office of Quality School Choice

Application Status: Pending

Application Rationale: Application is currently in-process with the
                         Ohio Department of Education.