

Ohio Digital Learning School

Meeting Agenda

April 22, 2026

10:00 AM

1745 Indian Wood Circle

Maumee, Ohio 43537

Zoom link:

<https://us02web.zoom.us/j/81425972078?pwd=euykKhsSBPqNWopXtoaDo2JASrP7sl.1>

Meeting ID: 814 2597 2078

Passcode: 209285

I. Call to Order

II. Roll Call

Board Members:

- Chris Canova, President
- Chelsea Whetsel, Vice President
- Gregory Fockler, Treasurer
- Tiffany Morrissey, Secretary
- Jasmine Smith, Director

Other Attendees:

- Laura Houghton, *Operations Manager*
- Brian Powderly, *Executive Director*
- Theresa Bourgeois, *EMIS and Title I Coordinator*
- Angie Day, *ODLS Principal*
- Erin Ramsey, *ODLS Academic Administrator of Special Programs*
- Todd McIntire, *PVP, Stride*
- Derek Schult, *Finance Manager, Stride*
- Lisa Zyriek, *Stride*
- Dawn Cummings, *Fiscal Officer*
- Becky Enz, Esq., *Board Legal Counsel*
- Kristin Pallitta, *OCCS*
- Kaileigh Poe, *ODLS Office Administrator*
- Josh Goodall, *ODLS Assistant Academic Administrator*
- Katie Junga, *Potential Board Member*

III. Public Comment

IV. Review of Agenda

V. Action and Discussion Items

A. Approval of Minutes of Prior Meeting

RESOLVED, that the Board of Directors approves the minutes of the meeting of March 25, 2026, as presented.

Motion: _____ Second: _____
Ayes: _____ Opposed: _____

B. Financial Report

- **Federal Subgrant Expenditures**

RESOLVED, that the Board of Directors approves the financial update, bank reconciliation, and payment to Stride K12 as presented, including approval of federal subgrant expenditures.

Motion: _____ Second: _____
Ayes: _____ Opposed: _____

C. Head of School Report

- **Number of Suspensions and Expulsions**
- **Staffing Updates**

RESOLVED, that the Board of Directors accepts the state of the school report as presented, including the number of suspensions and expulsions.

Motion: _____ Second: _____
Ayes: _____ Opposed: _____

D. Student Age Requirements

RESOLVED, the Board of Directors approves changing the age range for admission to fourteen (14) through twenty-one (21) pursuant to ORC 3314.02 (A)(10) if at the time of their initial enrollment they are one grade level behind their cohort or experience crises that significantly interfere with their academic progress.

FURTHER RESOLVED, that the Board of Directors approves and adopts the revised Admissions, Enrollment and Residency Policy as presented reflecting this change;

FURTHER RESOLVED, that the Board of Directors approves and adopts the revised Education Plan and Mission Statement reflecting this change pending sponsor approval and authorizes the board president to sign any needed documents.

Motion: _____ Second: _____
Ayes: _____ Opposed: _____

E. Board Membership Discussion

RESOLVED, that the Board of Directors approves Katie Junga as a member of the Board of Directors for a term of three years to expire at the annual board meeting of 2029 pending sponsor approval.

Motion: _____ Second: _____
Ayes: _____ Opposed: _____

VI. Informational Reports

A. Legal Update

B. Sponsor Update

C. Stride Update

VIII. Confirmation of Next Meeting: Date: May 27, 2026
Time: 10:00 AM
Location: 1745 Indian Wood Circle
Suite 110
Maumee, Ohio 43537

IX. Adjournment

Motion: _____ Second: _____

Ohio Digital Learning School

Meeting Minutes

March 25, 2026

10:00 AM

1745 Indian Wood Circle

Maumee, Ohio 43537

Zoom link:

<https://us02web.zoom.us/j/81425972078?pwd=euykKhsSBPqNWopXtoaDo2JASrP7sl.1>

Meeting ID: 814 2597 2078

Passcode: 209285

I. Call to Order

The meeting was called to order at 10:10 AM.

II. Roll Call

Board Members Present:

Chelsea Whetsel, Vice President

Tiffany Morrissey, Secretary

Jasmine Smith, Director

Board Members Absent:

Chris Canova, President

Gregory Fockler, Treasurer

A quorum was established with three out of five board members present.

Other Attendees:

Laura Houghton, *Operations Manager*

Brian Powderly, *Executive Director*

Theresa Bourgeois, *EMIS and Title I Coordinator*

Angie Day, *ODLS Principal*

Erin Ramsey, *ODLS Academic Administrator of Special Programs*

Todd McIntire, *PVP, Stride*

Derek Schult, *Finance Manager, Stride*

Lisa Zyriek, *Stride*

Becky Enz, Esq., *Board Legal Counsel*

Kristin Pallitta, *OCCS*

Kaleigh Poe, *ODLS Office Administrator*

Josh Goodall, *ODLS Assistant Academic Administrator*

III. Public Comment

None.

IV. Review of Agenda

V. Action and Discussion Items

A. Approval of Minutes of Prior Meeting

The Board reviewed the meeting minutes and requested a correction to the date on the minutes to reflect February 18, 2026.

26-13 RESOLVED, that the Board of Directors approves the minutes of the meeting of February 18, 2026, as corrected.

Motion: Ms. Morrissey Second: Ms. Smith
Ayes: 3 Nays: 0

B. Financial Report

- **Federal Subgrant Expenditures**

Mr. Schult presented the financial report as of February 28, 2026, and discussed revenue and expenses, the 1-million-dollar payment to K12, and federal funds. The school is now receiving hybrid and CTE funding. The FY25 audit was completed with no findings. Mr. Schult reviewed the current verses prior year forecast, as well as the balance sheet with assets and liabilities.

26-14 RESOLVED, that the Board of Directors approves the financial update, and bank reconciliation, and a payment to Stride K12 as presented, including approval of federal subgrant expenditures.

Motion: Ms. Smith Second: Ms. Whetsel
Ayes: 3 Nays: 0

C. Fiscal Officer Waiver

The Board reviewed the fiscal officer waiver.

26-15 WHEREAS, pursuant to ORC 3314.011(A), every community school is required to have a designated fiscal officer employed or engaged by the governing authority;

WHEREAS, ORC 3314.011(D)(1) allows the governing authority to waive the requirement that the governing authority be the party responsible for employing or contracting with the fiscal officer for a one-year period;

THEREFORE BE IT RESOLVED, the governing authority waives the requirement to contract or employ the fiscal officer and designates Dawn Cummings as fiscal officer for the 2026-2027 school year, subject to sponsor approval.

Motion: Ms. Morrissey Second: Ms. Smith
Ayes: 3 Nays: 0

D. Head of School Report

- **Number of Suspensions and Expulsions**
- **Staffing Updates**

Mr. Powderly presented the school report and discussed enrollment and reported zero suspensions and expulsions. He reviewed the positive feedback from the student survey for at-risk students interested in more academic help. He discussed the end-of-course exams that took place in 25 sites across the state. Graduation will take place on June 11, 2026.

26-16 RESOLVED, that the Board of Directors accepts the state of the school report as presented, including the number of suspensions and expulsions.

Motion: Ms. Whetsel Second: Ms. Morrissey
Ayes: 3 Nays: 0

E. Policy Approval

Ms. Enz discussed the policies listed below.

26-17 RESOLVED, the Board of Directors approves and adopts the following policies as presented:

- Technology & Internet Safety Policy
- Artificial Intelligence Policy
- Imitation Protein Policy

Motion: Ms. Smith Second: Ms. Morrissey
Ayes: 3 Nays: 0

F. Admission Enrollment Residency Policy Revision Discussion

The Board discussed the potential revisions to the Admission, Enrollment, and Residency Policy.

G. Sponsor Contract Modification

The Board discussed the sponsor contract modification.

26-18 RESOLVED, that the Board of Directors hereby approves and adopts the sponsor contract modification and authorizes the Board Vice President to sign said modification pending legal counsel review.

Motion: Ms. Whetsel Second: Ms. Morrissey
Ayes: 3 Nays: 0

H. Board Membership Discussion

The Board discussed a potential member; Ms. Whetsel will send the resume for review.

VI. Informational Report

A. Legal Update

- **Sunshine Law Training**

Ms. Enz presented the legal update and gave a reminder to the Board to complete Sunshine Law training.

B. Sponsor Update

Ms. Pallitta presented the sponsor update and discussed the online learning day at the state house and the OCCS scholarship. She noted that all board members have completed Sunshine Law training.

C. Stride Update

Mr. McIntire presented the Stride update and discussed the focus on preparations for the testing season, as well as for next year. He noted the work on innovations to systems.

VII. Confirmation of Next Meeting:

Date: April 22, 2026

Time: 10:00 AM

Location: 1745 Indian Wood Circle
Suite 110
Maumee, Ohio 43537

VIII. Adjournment: 10:38 AM

Motion: Ms. Morrissey Second: Ms. Smith

Ayes: 3 Nays: 0

Approved by the Board of Directors of Ohio Digital Learning School on _____.

Board President/Secretary



**Ohio Digital
Learning School
by k12™**

Board Presentation

March 2026 Financials



Board Financial Action Items

- Approve Payment to K12 - \$700,000
- Approve March 2026 Bank Reconciliation

Deadlines/Updates

- None

Financial Summary

	Current Forecast	Previous Forecast	Variance Higher/(Lower)	% Change
Average Enrollment	1,131	1,166	(34)	-3%
Total Revenue	\$ 8,973,349	\$ 8,760,425	\$ 212,924	2%
Total Expenses	9,336,071	9,600,137	(264,066)	-3%
Deficit Prior to K12 Credit	\$ (362,722)	\$ (839,712)	\$ 476,990	-57%



Current vs. Prior Forecast

	Current Forecast	Previous Forecast	Variance Higher/(Lower)	% Change
Average Enrollment	1,131	1,166	(34)	-3%
Total Funding	\$ 8,973,349	\$ 8,760,425	\$ 212,924	2%
Teacher Expenses	3,165,717	3,195,743	(30,026)	-1%
Student Expenses	3,063,671	3,371,326	(307,655)	-9%
Student and Family Services Expenses	60,387	58,313	2,074	4%
Administration & Governance Expenses	2,309,763	2,252,865	56,898	3%
Technology Expenses	628,103	613,198	14,905	2%
Insurance/Facilities/Other Expenses	108,431	108,693	(262)	0%
Total Expenses	9,336,071	9,600,137	(264,066)	-3%
Deficit Prior to K12 Credit	\$ (362,722)	\$ (839,712)	\$ 476,990	-57%

Revenue/Funding	Increase in FTE.
Teacher Expenses	Staff reclassified to administration category.
Student Expenses	Decreasing along with enrollment.
Student & Family Services	Slight increase in related services.
Admin. & Governance	Management and oversight increasing along with funding. Staff reclassified from teacher category.
Technology	Increasing along with funding.
Insurance/Facilities	Immaterial change.



Current Forecast vs. Prior Year

	Current Year Forecast	Prior Year Actuals	Variance Higher/(Lower)	% Change
Average Enrollment	1,131	1,576	(445)	-28%
Total Funding	\$ 8,973,349	\$ 10,037,375	\$ (1,064,026)	-11%
Teacher Expenses	3,165,717	3,113,340	52,377	2%
Student Expenses	3,063,671	4,260,698	(1,197,027)	-28%
Student and Family Services Expenses	60,387	152,273	(91,886)	-60%
Administration & Governance Expenses	2,309,763	2,477,504	(167,741)	-7%
Technology Expenses	628,103	702,589	(74,486)	-11%
Insurance/Facilities/Other Expenses	108,431	105,519	2,911	3%
Total Expenses	9,336,071	10,811,923	(1,475,852)	-14%
Deficit Prior to K12 Credit	\$ (362,722)	\$ (774,549)	\$ 411,826	-53%

Revenue/Funding	Decrease in capture and enrollment. Current year includes hybrid funding and CTE funding.
Teacher Expenses	Net of three new grant funded positions and removal of IDEA caseload stipends.
Student Expenses	Decrease in testing, curriculum delivery, instructional materials and computers expenses.
Student & Family Services	Decrease in related services due to in-house psychologist.
Admin. & Governance	Decrease in management and oversight fees.
Technology	Decreased along with funding.
Insurance/Facilities	Slight increase in general liability insurance.



Balance Sheet

FY25 6/30/2025		FY26 3/31/2026	FY26 2/28/2026	Change vs. Previous Month	Change vs. Previous Year
	<u>ASSETS</u>				
\$ 1,150,309	Cash	\$ 899,411	\$ 1,335,616	\$ (436,205)	\$ (250,897)
\$ 1,362,625	Accounts Receivable	\$ 991,941	\$ 592,126	\$ 399,815	\$ (370,684)
\$ 23,013	Prepaid Assets	\$ 221,667	\$ 265,164	\$ (43,497)	\$ 198,654
\$ 2,535,947	Total Assets	\$ 2,113,019	\$ 2,192,906	\$ (79,887)	\$ (422,928)
	<u>LIABILITIES</u>				
\$ 1,837,029	Accounts Payable	\$ 1,238,351	\$ 1,856,847	\$ (618,496)	\$ (598,678)
\$ 572,459	Other Current Liabilities	\$ 1,573,172	\$ 1,379,541	\$ 193,631	\$ 1,000,714
\$ 2,409,487	Total Liabilities	\$ 2,811,523	\$ 3,236,388	\$ (424,865)	\$ 402,036
	<u>EQUITY</u>				
\$ -	Retained Earnings	\$ -	\$ -	\$ -	\$ -
\$ 126,459	Net Income	\$ (698,504)	\$ (1,043,482)	\$ 344,978	\$ (824,963)
\$ 126,459	Total Equity	\$ (698,504)	\$ (1,043,482)	\$ 344,978	\$ (824,963)
\$ 2,535,947	Total Equity & Liabilities	\$ 2,113,019	\$ 2,192,906	\$ (79,887)	\$ (422,928)

Accounts Receivable	Accruals for Basic & SPED, and federal funding.
Prepaid Assets	Rent, expenses for related services, liability insurance, and K12 expenses.
Accounts Payable	Mostly K12 charges.
Other Current Liabilities	K12 accruals for OLS, computers, and materials. Also includes an accrual for related services.



Cash Flow Summary

	Actual Jul-25	Actual Aug-25	Actual Sep-25	Actual Oct-25	Actual Nov-25	Actual Dec-25
Beginning Cash Balance	\$ 1,150,309	\$ 1,538,045	\$ 1,975,303	\$ 1,301,416	\$ 941,141	\$ 2,010,296
Federal/State Funding	706,609	767,960	732,293	267,146	1,442,147	475,164
Other Income/Advance	36	46	50	30	40	54
Payments - Non-K12	(318,909)	(330,748)	(406,231)	(377,451)	(273,032)	(331,919)
Payments - K12	-	-	(1,000,000)	(250,000)	(100,000)	(100,000)
Ending Cash Balance	\$ 1,538,045	\$ 1,975,303	\$ 1,301,416	\$ 941,141	\$ 2,010,296	\$ 2,053,595

	Actual Jan-26	Actual Feb-26	Actual Mar-26	Budget Apr-26	Budget May-26	Budget Jun-26
Beginning Cash Balance	\$ 2,053,595	\$ 1,168,404	\$ 1,335,878	\$ 899,411	\$ 692,890	\$ 695,713
Federal/State Funding	433,923	948,126	917,360	937,778	1,007,457	1,008,070
Other Income/Advance	51	32	38	27	21	21
Payments - Non-K12	(319,165)	(280,684)	(353,865)	(444,327)	(454,655)	(454,966)
Payments - K12	(1,000,000)	(500,000)	(1,000,000)	(700,000)	(550,000)	(550,000)
Ending Cash Balance	\$ 1,168,404	\$ 1,335,878	\$ 899,411	\$ 692,890	\$ 695,713	\$ 698,839

K12 Payment request of \$700,000 for April 2026 Board Approval



Federal Funds Summary

Program Name	Grant Year	Available Funding	Expenses Incurred YTD	Remaining Balance	Percentage Remaining	Funds Requested
Title I-A Improving Basic Programs	2026	253,974	107,788	146,186	58%	60,668
Title I - NC Supplemental School Improvement	2026	259,213	74,532	184,682	71%	42,508
Title II-A Supporting Effective Instruction	2026	50,698	6,945	43,753	86%	-
Title IV-A Student Support and Academic	2026	22,415	3,291	19,124	85%	2,044
IDEA-B Special Education	2026	261,173	170,417	90,756	35%	105,553
Expanding Opportunities for Each Child	2026	114,969	3,432	111,537	97%	3,000
Stronger Connections Grant	2026	7,128	-	7,128	100%	-
Grand Total		\$969,570	\$ 366,403	\$603,167	62%	\$213,773



OHIO DIGITAL LEARNING SCHOOL
 1745 INDIAN WOOD CIR STE 110
 MAUMEE OH 43537-4061

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Huntington Unlimited Plus Checking

Account: -----6590

Statement Activity From: 03/01/26 to 03/31/26		Beginning Balance	\$1,346,994.51
Days in Statement Period 31		Credits (+)	890,436.65
Average Ledger Balance* 1,473,040.09		Electronic Deposits	890,399.12
Average Collected Balance* 1,473,040.09		Interest Earned	37.53
* The above balances correspond to the service charge cycle for this account.		Debits (-)	1,327,726.48
		Regular Checks Paid	96,758.18
		Electronic Withdrawals	230,968.30
		Other Debits	1,000,000.00
		Total Service Charges (-)	78.00
		Ending Balance	\$909,626.68

Average Percentage Yield Earned this period 0.029%
 Interest paid last year \$482.03

Other Credits (+)

Account:-----6590

Date	Amount	Description
03/12	Title I 572 60,668.33	STATE OF OHIO MAINT/WARR 031226 EDU0107786462 EDU01*40XDKG26*\
03/12	Title I 536-01 42,507.91	STATE OF OHIO MAINT/WARR 031226 EDU0107786461 EDU01*40XDKF26*\
03/12	EOEC 3,000.00	STATE OF OHIO MAINT/WARR 031226 EDU0107787326 EDU01*40XDQ026*\
03/12	Title IV 2,043.78	STATE OF OHIO MAINT/WARR 031226 EDU0107787327 EDU01*40XDQ126*\
03/13	676,625.65	STATE OF OHIO MAINT/WARR 031326 EDU0107786256 EDU01*COM0302526***NOTE: SCHOOL FINANCE PAYMENT - INVOICE #0302526 IRN 017643\
03/17	IDEA 105,553.45	STATE OF OHIO MAINT/WARR 031726 EDU0107787565 EDU01*40XDSS26*\
03/31	37.53	INTEREST PAYMENT

Checks (-)

Account:-----6590

Date	Amount	Check #	Date	Amount	Check #
03/05	1,359.80	13171	03/11	304.50	13228
03/05	757.20	13209*	03/20	3,249.50	13229
03/02	592.36	13211*	03/16	115.17	13230
03/12	4,050.00	13213*	03/12	397.20	13231
03/03	263.49	13222*	03/11	800.00	13233*
03/09	360.00	13223	03/18	212.49	13234
03/09	215.00	13225*	03/23	225.00	13235
03/10	28,443.78	13226	03/17	945.00	13238*
03/10	1,725.00	13227	03/20	225.00	13239

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Checks (-)

Account:-----6590

Date	Amount	Check #	Date	Amount	Check #
03/19	509.00	13240	03/23	120.00	13258*
03/18	147.32	13241	03/23	225.00	13259
03/24	120.00	13242	03/26	119.76	13260
03/20	194.97	13243	03/25	278.88	13261
03/18	267.53	13245*	03/23	1,038.45	13263*
03/20	202.97	13246	03/26	11,448.00	13264
03/18	234.42	13247	03/23	21,107.60	13265
03/30	256.20	13248	03/23	210.00	13267*
03/20	3,600.00	13249	03/25	220.26	13268
03/18	6,960.00	13250	03/24	424.93	13269
03/27	319.84	13251	03/31	150.00	13274*
03/18	347.79	13252	03/31	225.00	13275
03/19	52.49	13253	03/31	225.00	13276
03/20	305.62	13254	03/31	75.00	13278*
03/31	2,911.66	13255	03/20	125.00	472846*
03/16	95.00	13256			

(*) Indicates the prior sequentially numbered check(s) may have 1) been voided by you 2) not yet been presented 3) appeared on a previous statement or 4) been included in a list of checks.

Other Debits (-)

Account:-----6590

Date	Amount	Description
03/06	184.04	LEASE SERVICES ACH PYMTS 260306 100-5360491-002
03/06	105,180.63	ASF, DBA Insperi PAYROLL 260305 0004547200
03/10	1,445.06	ESERS WEB ACH CONTRIBUTE 260310 000000000626008
03/11	9,296.31	State Teachers R EDDP151019 312367 D448
03/12	958.44	NITEL NITEL ST-S4T4A5J0D8K0
03/20	103,085.53	ASF, DBA Insperi PAYROLL 260319 0004547200
03/24	1,521.98	ESERS WEB ACH CONTRIBUTE 260324 000000000628449
03/25	500,000.00	ACH SETTLMNT REL DATE_FUND HNB HVACH OHIO DIGI
03/25	500,000.00	ACH SETTLMNT REL DATE_FUND HNB HVACH OHIO DIGI
03/25	9,296.31	State Teachers R EDDP151019 313488 D448

Service Charge Detail

Account:-----6590

Date	Service Charge (-)	Waives and Discounts (+)	Description
03/16	43.00		FRAUD PROTECTION SERVICE FEES
03/16	35.00		ONLINE PAYMENT CENTER FEES
03/16	40.00		MONTHLY SERVICE FEE
03/16		40.00	TOTAL RELATIONSHIP SERVICE FEE WAIVE

Service Charge Summary

Account:-----6590

Previous Month Service Charges (-)	\$118.00
Credits - Previous Month Charges (+)	40.00
Net Service Charges	\$78.00
Total Service Charges (-)	\$78.00

Balance Activity

Account:-----6590

Date	Balance	Date	Balance	Date	Balance
02/28	1,346,994.51	03/12	1,298,881.72	03/24	1,935,115.06
03/02	1,346,402.15	03/13	1,975,507.37	03/25	925,319.61
03/03	1,346,138.66	03/16	1,975,219.20	03/26	913,751.85
03/05	1,344,021.66	03/17	2,079,827.65	03/27	913,432.01
03/06	1,238,656.99	03/18	2,071,658.10	03/30	913,175.81
03/09	1,238,081.99	03/19	2,071,096.61	03/31	909,626.68
03/10	1,206,468.15	03/20	1,960,108.02		
03/11	1,196,067.34	03/23	1,937,181.97		

In the Event of Errors or Questions Concerning Electronic Fund Transfers (electronic deposits, withdrawals, transfers, payments, or purchases), please call either 1-614-480-2001 or call toll free 1-800-480-2001, or write to The Huntington National Bank Research - EA4W61, P.O. Box 1558, Columbus, Ohio 43216 as soon as you can, if you think your statement or receipt is wrong or if you need more information about an electronic fund transfer on the statement or receipt. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

1. Tell us your name, your business's name (if appropriate) and the Huntington account number (if any).
2. Describe the error or the transaction you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
3. Tell us the dollar amount of the suspected error. We will investigate your complaint or question and will correct any error promptly.

Verification of Electronic Deposits If you authorized someone to make regular electronic fund transfers of money to your account at least once every sixty days, you can find out whether or not the deposit has been received by us, call either 1-614-480-2001 or call toll free 1-800-480-2001.

Balancing Your Statement - For your convenience, a balancing page is available on our web site <https://www.huntington.com/pdf/balancing.pdf> and also available on Huntington Business Online.



**IMPORTANT INFORMATION REGARDING YOUR DEPOSIT ACCOUNT(S) AND/OR
TREASURY MANAGEMENT SERVICES**

EFFECTIVE JUNE 1, 2026

We are making the following changes to your business checking, savings, and/or money market account(s) as described in this notice. Unless otherwise specified, these changes are made as part of your *Business Account Charges Form*, which is part of your *Account Documents* (the "Agreement"). Please retain this document for your records.

We want to inform you of upcoming price changes for the Treasury Management Services listed below. These changes will be effective **June 1, 2026**, and reflected on your June analysis statement (received in July). Please note, not all price changes may impact you. For questions regarding specific Treasury Management price changes, please contact your Banker, Relationship Manager, Treasury Management Advisor or call us at 1-800-480-2001, Monday through Friday, 8:00am to 8:00pm ET and Saturday, 8:00am to 2:00pm ET.

- Automated Healthcare Solutions
- Business Online
- Business Security Suite
- Lockbox
- Remote Deposit Capture
- Image Cash Letter
- Safe Cash Manager
- Vault

As a reminder, use of your account on or after **June 1, 2026**, indicates your acceptance of the changes.

Ohio Digital Learning School

Actuals for the Month

FY 2025-2026

March 2026

Funding Sources

Basic Formula Funding - K-8 and HS	\$	1,125,391
Special Education Funding - K-8 and HS	\$	61,747
Other State Unrestricted Funds	\$	-
State Restricted Funds - Non-SPED	\$	16,329
State Restricted Funds - SPED	\$	-
Federal - Title Funds	\$	29,166
Federal - IDEA Funds	\$	18,002
Other Federal Funds	\$	432
Other Funding/Inc - Included in M&T base	\$	-
Other Funding/Inc - Non M&T Base	\$	32
Interest Income / Other	\$	-
Total Funding	\$	1,251,098

Instruction - Teachers

Salary - Regular	\$	82,919
Salary - Special Ed	\$	46,447
Salary - ICs / Advisors / Counselors	\$	17,365
Salary - Title	\$	-
Salary - Other	\$	6,435
Stipends	\$	6,500
Salary - Part-Time Special	\$	-
Salary - Part-Time ICs / Advisors / Counselors	\$	-
Benefits	\$	73,805
Bonus	\$	8,527
Travel	\$	300
Phone	\$	647
K12 Instructional Materials	\$	-
K12 Curriculum Delivery	\$	1,540
K12 Charges-3rd Party Teacher	\$	75
Teacher Laptops	\$	-
Non-Instructional Materials & Supplies	\$	69
Conf., Teacher Training & Prof. Dev.	\$	646
Printing, Mailing, Postage	\$	48
Tuition reimb.	\$	-
ISP	\$	5,782
Other	\$	219
Total Instruction - Teachers	\$	251,324

Instruction - Students

Proctored Exams & Test Administration	\$	8,162
K12 Curriculum Delivery	\$	185,782
K12 Instructional Materials	\$	7,825
K12 Computer, Peripherals, & Software	\$	37,549
ISP	\$	-
Sales Tax	\$	-
K12 Charges Other	\$	12,600
Other	\$	7,515
Total Instruction - Students	\$	259,433

Student and Family Services

Special Ed Contracted Svcs & Other Related Exp.	\$	7,729
Field Trips	\$	-
Hybrid Program	\$	-
School Events	\$	-
Annual School Reports	\$	-
School Premiums	\$	-
Non-K12 Other	\$	-
Total Student and Family Services	\$	7,729

School Administration & Governance

Educational Services	\$	187,660
Oversight/Sponsor Fee	\$	38,250
Legal Services	\$	-
Payroll Services	\$	11,279
Auditing - External	\$	6,960
Board Development & Training	\$	500
Administrator Travel	\$	-
Administrator Phone	\$	-
Admin Computer, Peripherals, & Software	\$	-
Non-K12 Administrative Staff Salaries	\$	30,951
Non-K12 Administrative Staff Benefits	\$	11,985
Non-K12 Administrative Staff Bonus	\$	1,767
Consultants	\$	-
Temporary employees	\$	-
Non-K12 Other	\$	907
Total School Administration & Governance	\$	290,258

Technology

Technology Services	\$	87,575
Non-K12 Other	\$	-
Total Technology	\$	87,575

Insurance / Facilities / Other

Rent	\$	2,912
Maintenance/Repair Facility	\$	-
Water & Electric	\$	-
Telephone	\$	391
Internet Connection	\$	944
Conference calls	\$	-

Copier / Fax Lease	\$	-
Outside Copying	\$	-
Office Postage and Shipping	\$	262
Office supplies and equipment	\$	-
Computer equip. & installation	\$	-
General Liability Insurance	\$	5,441
Bank fees	\$	115
Depreciation	\$	-
Other	\$	-
Total Insurance / Facilities / Other	\$	10,064
Total School Expenditures This Period	\$	906,382
Surplus (Deficit) This Period	\$	344,716

Ohio Digital Learning School
Board Meeting

APRIL 22, 2026



Current
Enrollment:
1086



Suspensions and Expulsions

0

Highest ever response rate for EOC & STAR testing at 93%.

$$(x-h)^2 + (y-k)^2 = r^2$$

$$x^2$$

$$F_y + F = 0$$

$$T = 2\pi \sqrt{\frac{1}{g}}$$

$$f = \frac{1}{2\pi} \sqrt{\frac{g}{1}}$$

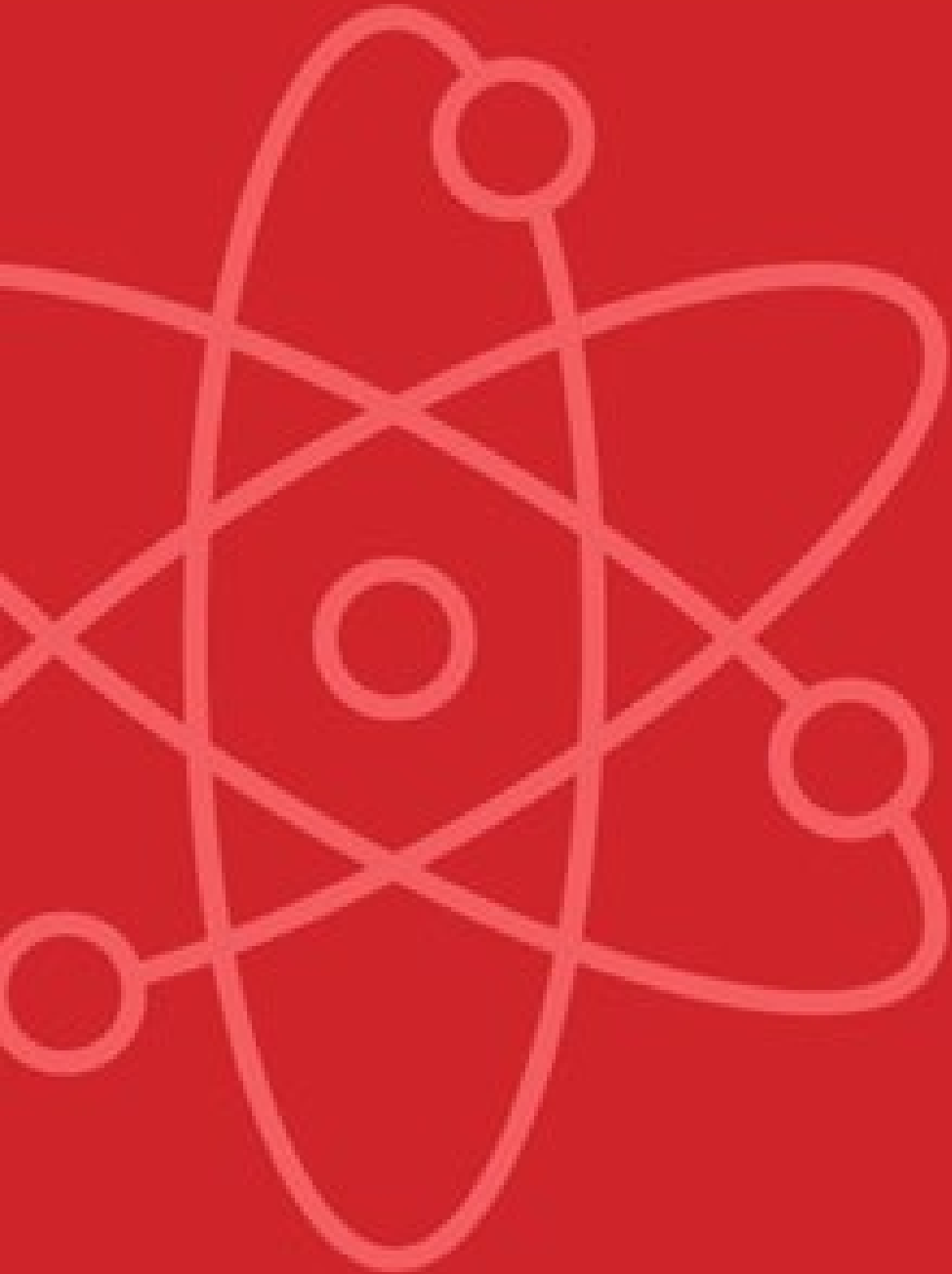
$$\left[\frac{d_1}{d_1 + d_2} \right]$$
$$\left[\frac{N}{2} (n-1) \right]$$
$$f_{Med}$$

A close-up photograph of a black graduation cap with a gold tassel, resting on a light-colored wooden table. The background is softly blurred, showing rows of wooden chairs in a graduation hall. The text is overlaid on the left side of the image.

2026 ODLS Salutatorian: Joseph
Ethan Grimm



2026 ODLS Valedictorian:
Shaylynn Marie Miller



- ▶ 2025 Stem Goes Red Scholarship Award/\$1000.00
- ▶ Dear Aniya,
- ▶ Thank you for taking the time to apply for the 2025 STEM Goes Red Scholarship.
- ▶ **CONGRATULATIONS!**
- ▶ Our review committee has finished reviewing all applications submitted and it is our pleasure to award you a scholarship in the amount of \$1,000. The competition was intense and you are commended for your academic achievements, activities and goals for the future. Your hard work and determination have made you a standout student and we are thrilled to support your educational journey!



ODLS Class
of 2026 ~save
the date:

THURSDAY
JUNE 11,
2026

Admission, Enrollment, & Residency Policy

The School offers grades nine through twelve and Admission to the School is open to any student grades nine through twelve and who is between-ages 14-21 and is at least one grade level behind or experiencing crises that interfere with academic progress such that they are prevented from continuing their traditional education program, who resides in any district in the State of Ohio and who is entitled to attend school per ORC Section 3313.64 or 3313.65.

No Discrimination:

The School does not discriminate in admissions based on race, religion, creed, color, disability, gender, national origin, economic status or sexual orientation.

Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

The School will not limit enrollment on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Should the racial composition of the School's enrollment violate a Federal desegregation order, the School shall take corrective measures to comply with desegregation.

Capacity & Lottery:

The school shall limit enrollment at the school to 1,953 students. When the number of applicants for admission exceeds the School's capacity, admissions will be determined by a lottery of applicants. Preference shall be given to students attending the school the previous year, to students who reside in the district in which the school is located, and to siblings of students attending the school the previous year.

Enrollment:

To enroll, parents/guardians must submit the following to the School:

- Completed registration form
- Student's birth certificate
- Photo identification of parent/guardian enrolling the student
- Student's current immunization record (must be presented within fourteen days of enrollment)
- Custody paperwork, if applicable
- **Proof of Residency/Address Verification** - one (1) of the following in the parent/guardian/student name, showing the complete address, and date:
 - A deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill;
 - A utility bill or receipt of utility installation issued within ninety days of enrollment;
 - A paycheck or paystub issued to the parent or student within ninety days of the date of enrollment that includes the address of the parent's or student's primary residence;

- The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence;
- Notifications from Social Security and/or Job and Family Services dated within thirty days.
- Notarized affirmation from parent(s) of current resident address.
- PNC/Pinnacle address verification with green category of verification.
- When a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. 11434a, or when a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in accordance with division (F)(13) of section 3313.64 of the Revised Code and the McKinney-Vento Homeless Assistance Act," 42 U.S.C. 11431 et seq

Annual Verification/Monthly Review/Update Information:

Upon the enrollment of each student and on an annual basis, the School shall verify to the Ohio Department of Education the school district in which the student is entitled to attend school under section 3313.64 or 3313.65 of the Ohio Revised Code.

Parents/guardians/students 18 years of age and older are required to provide the school with one of the above-specified documents as Proof of Residency/Address Verification annually and at any time a change of address, residency or custody changes, or at other time upon request of the School.

Overview

The Ohio Council of Community Schools (Council) believes that successful community schools promote student learning through a clear vision and high expectations. It has been our experience that quality educational outcomes occur through the deliberate and planned integration of curricular tools, instructional methods and assessments throughout the course of a charter contract.

In responding to the core components below, please detail essential elements which link the school's philosophy with academic outcomes. Educational Plans frequently detail the use of specific methods, techniques or curricular materials which the school will use to impact student achievement. Explaining these processes and tools will enable the Council to effectively monitor charter contract compliance.

Mission, Vision, and Core Values

A. Mission

The Ohio Digital Learning School (ODLS) will deliver high-quality individualized academic and holistic supports to its students between the ages of ~~14~~16 and 21 who have fallen behind in expected high school credits, have had gaps in completing high school, or need an education alternative due to crises that significantly interfere with academic progress for a variety of reasons. As a Dropout Prevention and Recovery school, ODLS will provide career path planning, including an Individual Career Plan for each student, and career path curriculum resulting in a high school diploma and preparation for future success in college and life.

Accomplishing the School's mission will be measured by student attainment of the fixed and comparable measures from SMART goals in credit acquisition as measured by course passing rates, attendance rates, graduation rates, Individual Career Plan implementation, and individual student academic growth as measured by the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments.

B. Vision

The Ohio Digital Learning School will engage students to become their own advocates in education through high expectations and goal setting. Individual self-awareness and advocacy skills will result in increased success in college and career attainment.

C. Core Values

The Ohio Digital Learning School's core values are passion, accountability, and courage.

Every staff member will be *passionate* about the unique population and individual needs of the students we serve. That passion will be instilled in the student culture through daily interactions with school staff both on- and offline and while engaging live daily class sessions with content teachers.

There will be a culture of *accountability*. Staff will be accountable to students and families to provide an excellent education. Students and families will be accountable to engage and actively participate in the education process. Students will be taught to hold themselves accountable to their goals.

It takes *courage* for our students to face the outside circumstances that have impacted their educational path and to continue to pursue their high school diploma despite those obstacles. The staff will provide a holistic approach to enable continued engagement and commitment to educational goals.

I. Educational and Cultural Outline

A. Instructional Practices

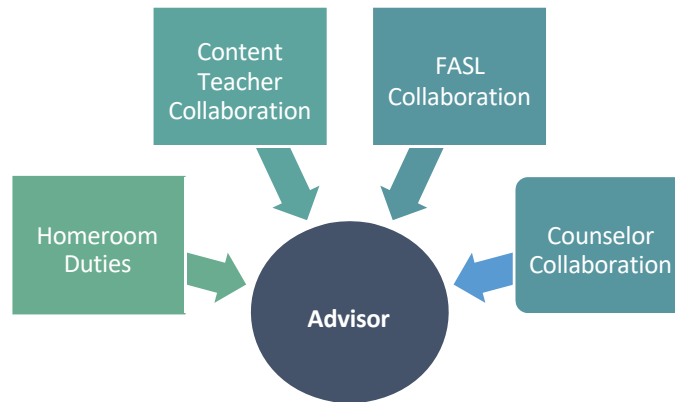
Instructional Program

With the full-service school model provided by our partner, K12, ODLS will offer an effective public education that meets the unique needs of its students and families ensuring that every student reaches his or her true potential in accordance with the Ohio Learning Standards. ODLS will distinguish itself from other existing virtual high schools in Ohio because it will focus on at-risk and drop-out students in need of an alternative choice for their public school education. Knowing that all students do not learn in the same way, the School will provide a new and innovative model that may be a better fit for certain students, many of whom have fallen behind long before high school and most likely have given up on the goal of graduation. ODLS understands that individual students and families should have access to an array of high quality public education options. It will be recognized as a student-centered school, looking at each student as an individual and matching teaching method to individual learning styles and student performance.

As required for a DOPR school by OAC 3301-102-10, ODLS will develop an Individual Career Plan for each student including a Graduation Plan that specifies the student's matriculation to a two-year degree program, acquiring a business and industry credential, or entering an apprenticeship. The Career Plan will be developed soon after the student start date then reviewed and updated as needed once per semester. The Advisor and Guidance Counselor team will provide career counseling and graduation planning and support for the student related to the Individual Career Plan as required by OAC 3301-102-10. They will closely monitor credit deficiencies and acquisitions throughout the student's enrollment to ensure that the goals of the Individual Career Plan are met (see G. Outcome Support Teams below).

Advisor Model

The School will assign each student an Advisor who knows the student, serves as the student and Learning Coach's first point of contact for holistic academic oversight, and helps guide the student through the digital experience.



The Advisor manages the homeroom duties for a group of students and works closely with content teachers to monitor the overall progress of the student. The teacher and Advisor have the benefit of focusing their efforts on one role and administrators are able to tailor professional development, staff meetings, and professional learning communities to the needs of their respective roles.

Critical duties such as welcoming students, providing consistent communication and contact, and overseeing each student’s academic progress and engagement are carried out by one person for each student. Students are assigned to advisor groups in a way that best meets the needs of the student (e.g., grade level, multi-grade level with family groupings, looping, cohort, etc.). All teachers assigned to the student will communicate engagement concerns to the Advisor. In addition to providing critical duties, the Advisor is primarily responsible for reporting any engagement concerns to the Family Academic Support Lead (FASL), a member of the Family Academic Support Team (FASTeam) in order to provide the appropriate support services, if required, for each student.

Additionally, each student shall be assigned at least one teacher of record who shall be primarily responsible for the academic development and achievement of the student. This teacher will visit with the student at various regional and statewide events and school-sponsored gatherings throughout the year, pursuant to ORC 3314.21.

Instructional Framework

K12’s instructional model combines online technology with traditional instruction and materials. State licensed teachers provide both synchronous instruction (when the student and the teachers are online together) and asynchronous instruction (when the student is working more independently off-line). Teachers support students and work in conjunction with Learning Coaches to ensure student success.

Students will have one subject-specific teacher for each subject studied. The teacher will be responsible for conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, providing instructional feedback, and assigning course grades through the learning management system, the Online High School. This approach will allow the parent to focus on serving as a Learning Coach and guide to her/his student to help them achieve academic excellence.

On a daily basis, parents and students will have access to the Online High School, which provides real time data on student achievement and progress related to course assignments and assessments and engagement data. Students and teachers will have “landing pages” that help them to easily stay on top of what is important for them each day. Students can view their schedules across all courses in one view, including their live Class Connect sessions. Teachers will create and manage the daily plans of students to ensure adequate pacing and progress through course activities.

Role of a Learning Coach

Learning Coaches are usually the student's parent or another responsible adult who is dedicated to making sure their child receives a quality education. A Learning Coach supports the student in the learning process while they are enrolled in the School. They are responsible for ensuring their student is on track with assignments and coursework as well as communicating with their teachers throughout the school year. Learning Coaches play an active role. Learning Coaches are not required to be fluent in English. In those cases where Learning Coach involvement in the learning process is not available to students, ODLS will provide the needed advocacy, progress monitoring, content, and other support from the School's teaching and support staff and community members. The typical time commitment for a Learning Coach varies but is generally 1-2 hours/day for high school students.

The K12 program is set up to help parents succeed in their role through extensive support features, such as lesson guides, tools, videos, and opportunities to talk with other parents of current students. An array of these tools can be found on the K12 website: <https://www.k12.com/discover-more/parent-activities-support.html>.

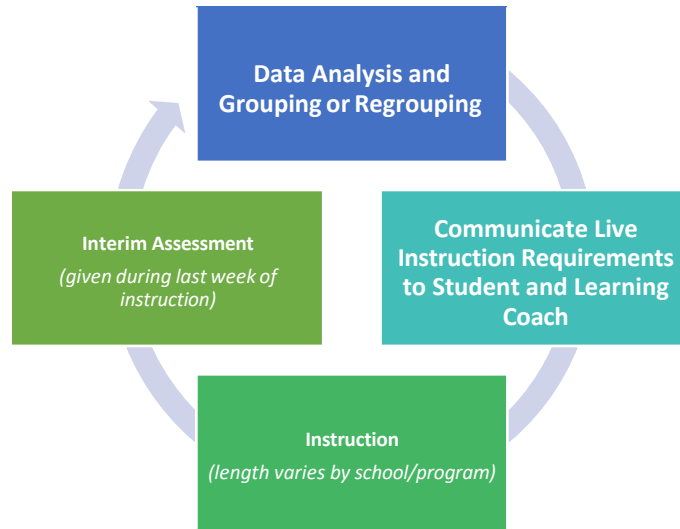
Synchronous Instruction

Synchronous instruction is an essential component of the School's instructional model. Teachers provide direct instruction and support in “Class Connect” sessions using Blackboard Collaborate, a web-based conferencing platform. Students will attend Class Connect sessions by logging on to Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and engage in lesson topics synchronously with teachers and fellow students.

The frequency and objective(s) of synchronous instruction are based on the specific needs of students, Ohio Learning Standards, and the School's model. ODLS will establish a synchronous instructional cycle; a predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need. Prior to each instructional cycle, teachers and academic leaders will collaborate to analyze student performance data in core content areas. Based on this analysis, students are assigned to the appropriate synchronous “Class Connect” sessions, which include targeted instruction for students that do not demonstrate proficiency in grade level standards and objectives. The frequency and duration of required synchronous instructional sessions is dependent on each student's academic needs.

A formative interim assessment will be given during the last week of each instructional cycle. In the week following an instructional cycle, teachers and academic leaders work collaboratively to analyze data and regroup students for the next instructional cycle. The entire instructional cycle (instruction, assessment, data analysis/student grouping, and student/parent communication of requirements)

generally lasts 6-8 weeks with one week between cycles set aside for teachers and academic leaders to evaluate data and regroup students.



As part of a comprehensive instructional model, the School will establish a Response to Intervention (RTI) multitier approach to the early identification and support of student learning. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the RTI process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and integrated as part of the instructional cycles.

Synchronous instruction will be an essential component of ODLS' instructional model. Teachers will be able to interact and build relationships with students, assess skill level and provide individualized instruction to meet the academic needs of each student. Below is a list of some of the uses of synchronous instruction:

- Standards based synchronous instruction for both large and small groups
- Synchronous instruction using the K12 curriculum lessons
- Remediation for small groups based on assessment data
- Support/Remediation for individual students based on assessment data
- Enrichment for accelerated learners
- General office hours and drop-in tutoring
- Skill assessments
- Test taking skills and practice questions for state testing
- Classroom/Community building activities
- Science experiments
- Student and/or group projects
- Book clubs
- Literature circles

- Writing workshops

Asynchronous Instruction

K12 courses meet a wide variety of student learning preferences and follow well-researched and proven instructional methods. Learning Coaches monitor student performance and progress in courses. Teachers, students, and Learning Coaches collaborate and meet to ensure the success of every student.

Using the K12 Online High School platform, teachers can provide asynchronous instructional and assessment materials directly inside the online course itself. Teachers have a significant level of control over the delivery of and access to online course activities. Teachers can assign release conditions to course content and activities to control when and if a student is provided that content or activity. Release conditions can be customized to be triggered by specific student behaviors and performance in the course which provides a powerful tool for the differentiation of asynchronous instruction. An example of a release condition is the teacher setting up a unit exam that can only be accessed by students in the course who have completed the coursework and/or mastered the content for that unit.

Teachers can also employ audio and video to create a sense of teacher presence in courses and utilize online discussions to develop communities of learning within their courses.

Most of K12's core math and English language arts high school curricula have been updated since 2016 to utilize the new "Summit" curriculum format. The Summit courses are standards-based and provide enhanced features to further support students and teachers. Students are automatically assigned differentiated content based on the results of a Learner Readiness Assessment at the start of each semester. Built-in interim assessments allow teachers to employ data-driven instruction through the use of enhanced Summit assessment reporting based on state standards. The result is a course that makes it easier than ever to differentiate instruction for students while increasing visibility into student readiness for high-stakes state testing.

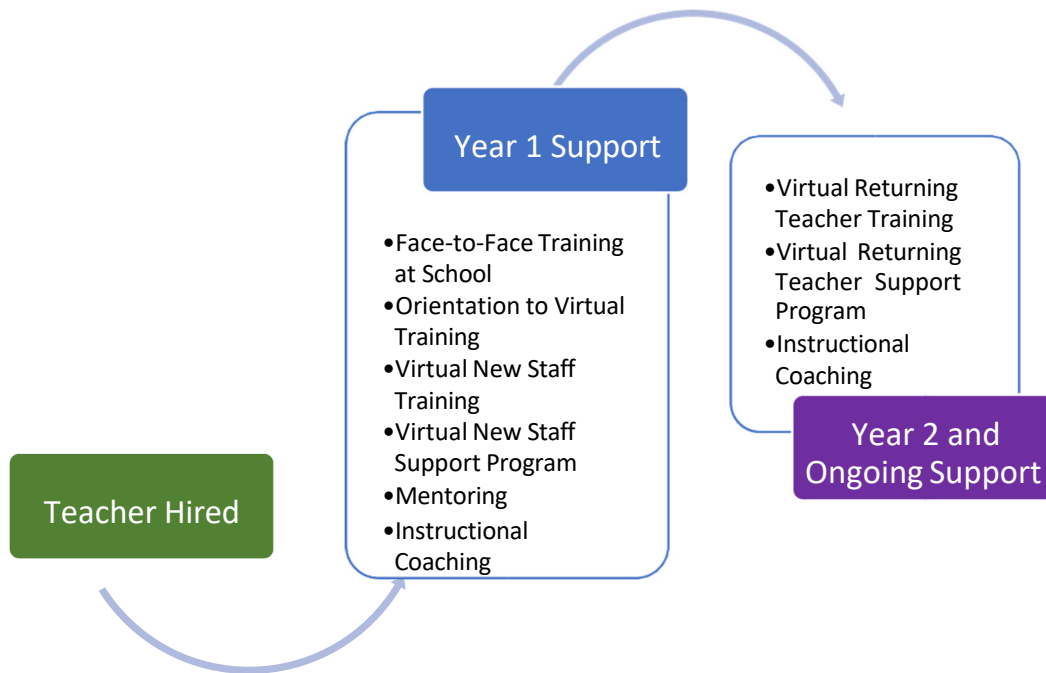
Teacher Professional Development

In order to monitor and support teachers as they implement the instructional programming, the Board will contract with K12 to provide a robust professional development program as it pertains to virtual learning and associated best practices. The School will provide professional development based on the School's mission, culture, student data analysis, and state required annual professional development for all teachers and other staff. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies required to meet the needs of students and their families. Each teacher will have an Individual Development Plan that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest.

During a teacher's first year, K12 will provide new teachers with Virtual New Staff Training, Virtual New Staff Support Program, a mentor, and an Instructional Coach (IC) for math and English Language Arts teachers.

Returning teachers will receive refresher training through the Virtual Returning Teacher Training, Virtual Returning Teacher Support Program, and one-on-one instructional coaching. Both new and returning teachers will also be provided with monthly professional development opportunities through K12.

K12 Teacher Training and Support Life Cycle



Virtual New Staff Training

New teachers hired at ODLS will be Ohio licensed teachers and generally highly experienced. The K12 provided Virtual New Staff Training introduces teachers to the K12 model, curriculum, systems, communication, instruction, and community through customizable paths, using synchronous and asynchronous learning and is intended to complement school-specific, school-delivered start-up training for new staff.

This training includes an orientation plus modules delivered in a variety of synchronous and asynchronous formats. This time is also used for teachers to work from their home environments, practicing skills they learn during the training and familiarizing themselves with the tools of the learning management systems such as lesson planning and tracking student progress. Throughout start-up and the school year, new teachers are provided a school-based mentor to help them adapt to local school policy and practices. At the end of the Virtual New Staff Training each new teacher is also assigned an IC to offer support as they transition to teaching in the virtual environment.

Teacher In-Year Support Programs (ongoing)

K12 is committed to providing a seamless layer of support for teachers beyond the 30 days of start-up or refresher training provided in Virtual New Staff Training and Virtual Returning Teacher Training. Both the K12 New Teacher Support Program and Virtual Returning Teacher Support Programs were created to provide continuous support to teachers through one-on-one instructional coaching at the school level, as well as extensive assistance through school-level group meetings and staff development built on the foundation established in the new and returning teacher trainings. These programs are comprehensive wrap-around training and support programs for new and returning teachers that include an IC, induction activities, and targeted training.

Additional support is provided in the following manner:

- A trained IC works directly with each teacher to observe lessons and to offer feedback prior to formal administrative observations.
- ICs work collaboratively with each new teacher to develop an Individual Development Plan, based on the observation and professional goals identified during the welcome meeting. Collectively, ICs work together to create year-long support plans tailored to meet the specific needs of the School's teachers,
- Support group meetings are conducted for new teachers to foster professional growth particularly of first year teachers through collaboration, dialogue, and reflection on the practice and profession of virtual teaching.

Instructional Coaching

The instructional coaching program model is a research-based design (research examples in footnote).¹ ICs work closely with math and English language arts teachers through observation and support. ICs are focused on teacher actions and student outcomes. Research supports an IC role that is entirely focused on supporting teachers, thus ICs do not carry a student load. The IC is a non-evaluative peer to the teacher who works with the teacher on a regularly set schedule. ICs support, guide, and teach teachers how to be more effective, but they do not discipline, prepare, or have input in formal evaluations of teachers.



ICs will be assigned to math and English language arts teachers based on their expertise in subject areas and grade bands. Each IC will have no more than thirty teachers to work with at any

given time. There will be two IC paths: one for teachers new to virtual learning or teachers who need improvement and another path assigned to veteran teachers who have mastered their skills.

School Based Training

Professional development will be a partnership between the School and K12 and provided for all ODLS staff as required by role and/or licensure. In addition to K12 provided professional development opportunities, ODLS will provide a local professional development program that is aligned to the School's comprehensive continuous improvement plan, curriculum map and assessment calendar, providing opportunities to instructional and support staff for growth in data-driven instruction, instructional practices, and instructional leadership. ODLS' school based professional development program will address the needs of experienced as well as new teachers and administrators.

¹ Hattie, J., & Timperley, H., (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. DOI: 10.3102/003465430298487.

Knight, Jim, (2007). *Instructional Coaching: A partnership approach to improving instruction*. Corwin Press

Marzano Research Laboratory (marzanoresearch.com) Marzano, R.J. (2003). *What Works in Schools*. Alexandria, VA: ASCD .

Roberts, S. M., & Pruitt, E. Z. (2009). *Schools as professional learning communities: Collaborative activities and strategies for professional development* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Research Basis for K12 Curriculum

K12 provides a rich, research-based curriculum that has been proven to deliver strong student achievement and growth. The program is designed to meet the needs of ODLS' diverse student population by integrating multiple assessment tools, cognitive learning strategies, and instructional supports. The pedagogical approach incorporates development of a research-based curriculum with built-in cognitive science-based learning strategies and a design that anticipates and assesses for common misconceptions that interfere with student learning and progress. K12 provides a full service product unique in the e-learning space through its award-winning curriculum and instructional supports, training, and professional development for teachers designed to leverage best practices from brick and mortar classrooms that are adapted to the e-learning environment.

A Research-based Pedagogical Basis

Extensive and ongoing research ensures that the K12 curriculum is based on sound principles of instructional design and delivery. The research base includes:

- Cognitive Science Research on How Students Learn
- Research on the Structure of Expert Knowledge: (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area

- Research on General Instructional Principles: empirically-tested principles of online instruction using multimedia resources
- Research on Teaching Specific Topics and Addressing Possible Misconceptions: helping students overcome misconceptions related to complex instructional objectives
- iNACOL National Standards for Quality Online Courses, version 2: including online course guidelines for content, instructional design, student assessment, technology, and course evaluation and support
- Proven Strong Student Achievement and Outcomes: performance evaluations based on a variety of assessments administered throughout the school year to inform and evaluate the teaching and learning cycle
- A Curriculum Designed to Meet Diverse Needs: providing unit-level and lesson-level goals and objectives, online and offline activities, and other attributes to meet diverse student needs
- Multiple Assessment Tools and Strategies: assessment tools and strategies linked to learning objectives allowing students to demonstrate what they have learned in a variety of ways

Research on How Students Learn

Research has consistently shown that the most effective instruction is based on what is known about how students learn and how subject area knowledge develops. K12 uses research on learning that encompasses all major categories of research described in recent summaries by the National Research Council and major professional research and practice groups (e.g., the American Psychological Association, the National Reading Panel, the National Math Panel, the American Educational Research Association), as well as hundreds of papers, books, and articles by cognitive science researchers. K12 has longstanding experience in translating the large all encompassing findings of major research initiatives into the particularities of course structure, individual units and lessons, and the structure, scaffolding, and sequence of individual interactive assets.

The National Research Council (2005) has organized two volumes of research on learning around three fundamental principles which K12 draws on as organizing principles for curriculum development:

- Instruction must engage students' prior knowledge because "new understandings are constructed on a foundation of existing understandings and experiences" (p. 4). This means it is important to assess what prior knowledge students have and either build on that knowledge or remediate as necessary before introducing new content. Further, it has been found that many students have serious misconceptions or partial understandings particularly in science and math that must be addressed during instruction. Consistent with these and other widely-replicated research findings, the K12 curriculum has adapted a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on pre-requisites in lessons, taking care to build on knowledge that students

mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). Misconceptions are addressed through subject-specific methods.

- Both factual knowledge and conceptual understanding are necessary to support the kind of learning that provides a foundation for future learning and competence in novel situations. “Knowledge of facts and knowledge of important organizing ideas are mutually supportive” and both must be taught effectively. To address this challenge, K12 has developed frameworks for organizing curriculum around the “big ideas” in a subject area and for teaching to achieve the integration of conceptual understanding and factual knowledge across the curriculum.
- Metacognition, or self-monitoring of learning and thinking, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less aware of how to overcome obstacles to their own learning than higher achieving students. To improve students’ awareness of and ability to evaluate their own learning, K12 incorporates research-tested supports for metacognitive thinking into its courses and has also developed an academic skill course that explicitly teaches metacognitive skills. Some of the metacognitive strategies the K12 team relies on include:
 - Frequent assessments (usually at the end of each lesson, unit, and semester, and sometimes within or at the beginning of lessons) and self-assessments (Thorndike, 1913; Chi, 2009, Ericsson et al., 2003)
 - Modeling of self-monitoring behaviors (Palincsar & Brown, 1984)
 - Comprehension questions before, during, and after instruction (National Reading Panel, 2000; Paris & Stahl, 2005)
 - Prompts to think about whether one understands an explanation or is making progress in solving a problem (Whimbey & Whimbey, 1975)
 - Self-explanations (trying to explain a concept or how to solve a problem improves learning even if the explanation is not graded (Aleven & Koedinger, 2002; Chi, 2009)
 - Strategies for remembering information which younger and lower achieving students need to be taught (Keeney et al., 1967)

Research on General Instructional Principles

For both online and offline instructional activities, K12 draws on empirically-tested general principles of instruction, including multimedia design principles. K12’s Assessment and Research and Instructional Design teams have created summaries of these principles, and the Course Development teams are trained on the principles and how to apply them before and during course production.

The respective team’s research on general strategies is organized by types of knowledge, since different strategies are required to teach different types of knowledge. Major categories of knowledge include the following:

conceptual understanding, memorized facts and skills, problem solving strategies, and metacognition. K12 uses empirically-validated techniques to build student motivation to learn.

Several research-based strategies are implemented to help students overcome misconceptions related to big ideas (e.g., Klahr, 2000; Minstrell & Kraus, 2005; White, 1994; Vosniadou et al., 2001; White & Frederickson, 1998):

- Introduce known examples and bridging analogies.
- Create cognitive conflict (e.g., Students predict what will happen in a situation and then see that the prediction is wrong). Then show students how to resolve this conflict.
- Present analogies and visual models.
- Use computer-based MicroWorlds.

Since many different researchers (e.g., Clark, Mayer, and Sweller) have demonstrated that worked examples are the best way to show students how to solve problems, K12 makes extensive use of worked examples to teach problem solving across grade levels and curricula. The basic components of a worked example are: (1) a problem, (2) an expert solution with each step shown, and (3) an explanation for each step. For more complex problems, K12 applies a research-inspired scaffolding approach: students review examples of expert problem solving, then try to solve partially worked examples, working up gradually to solving whole problems. Following the worked examples, students practice solving problems, moving from accuracy to speed (if necessary) and automaticity (in some cases).

Strategies for improving metacognition are described at the end of the section on “How Students Learn” above. The strategies for building motivation draw on the finding that the real motivation for learners is learning and that the ability to demonstrate improvement in a skill provides motivation (Merrill, 2006). Since learners of all ages are more motivated when they can see the usefulness of what they are learning (Cognition and Technology Group at Vanderbilt, 1998; McCombs, 1996; Pintrich and Schunck, 1996), K12 also reinforces throughout its curricula how important concepts and skills will be necessary both for future learning and in many kinds of activities beyond school.

School Calendar

ODLS will offer a school term that complies with Ohio’s compulsory attendance laws and requirements for minimum attendance hours. A final version of the calendar will be approved by the Board.

ODLS’ model is fluid and flexible. Students will follow a self-paced schedule according to the instructional model of attending five hours of live instruction, five days per week, thirty-six weeks per year, with additional asynchronous sessions that will total more than the required 920 hours of instruction time per year. Students will be required to attend all live sessions as scheduled by the teacher/course. However, there will be some flexibility for students to complete coursework outside of their live sessions that best meets their schedule. Although we will encourage students to learn at their own pace, they will meet all Ohio state requirements for instructional time and attendance days. Parents (or responsible adults) and students will record student daily hours of attendance using the attendance tracking system that will be part of the Online High School, the K12 learning management system. Attendance records will be submitted to teachers on a regular basis. Teachers will also be able to monitor daily student attendance through the Online High School. Teachers will

be responsible for submitting attendance records to ODLS administrators in accordance with ODLS rules.

B. Assessment

Not all students learn in the same way. The individualized, yet structured nature of our model centers on data driven instruction for every student. Teachers will differentiate instruction based on individual student needs, while they ensure each student masters standards. Assessment data from nationally norm-referenced tests to measure growth as well as readiness, formative, and summative assessments will be the foundation for data driven instruction.

ODLS will administer multiple types of assessments throughout the school year for different purposes. The table below lists the planned assessments, their purpose, and the timeframe in which they will be administered. More information about the assessments and how assessment data will inform instruction and improve academic outcomes follows the table.

Assessment	Purpose	Timeframe
NWEA Measures of Academic Progress (Reading and Mathematics)	NRT, Diagnostic, Student Growth Measure, RTI and cohort placement	Required Fall and Spring
Readiness and Course Assessments	Summit Course readiness assessments to determine strengths and weaknesses in meeting state standards; Lesson Assessments to verify mastery of objectives; Unit Assessments to determine retention of key learning objectives; and Semester Assessments to verify mastery of key course learning objectives	Throughout each course
Formative Interim Assessments	Test mastery of material taught in previous instructional cycle	At the end of each instructional cycle
End of Course Ohio State Tests	Pathway option to demonstrate State requirement to be college/career ready; State Assessments to measure content specific standards proficiency. Results used to measure Value Added	Fall, Spring, Summer

College and Career Readiness Tests (ACT or SAT)	Pathway option to demonstrate State requirement to be college/career ready; Opportunity provided to all students in 11 th grade cohort to earn remediationfree scores on the ACT or SAT	Spring
Alternate Assessment for Students with Significant Cognitive Disabilities (Grade 10 English Language Arts, Math, Science, Social Studies)	Achievement-based one-on-one assessment for students with significant cognitive disabilities	Spring
Ohio English Language Proficiency Assessment	State Assessment to measure English language proficiency in four language domains	Spring
Vocational Assessments	To inform ICP goals and provide students with career counseling	1 month after start date

NWEA MAP Growth Assessments

In the fall or during student onboarding, the norm-referenced NWEA MAP Reading and Mathematics assessments will be administered to all ODLS students as required for Dropout Prevention and Recovery (DOPR) schools. NWEA MAP (Reading and Mathematics) assessments will be administered again in the winter and spring to drive goals and measure growth.

Readiness Assessments

In addition to the NWEA MAP assessments, beginning of the course Summit curriculum readiness assessments will identify strengths and weaknesses in meeting state standards for each student. These assessments offer an initial benchmark for student skill level which allows teachers to differentiate instruction based on student needs. All students will take these readiness assessments. Assessment results will provide data to be used when grouping students for each instructional cycle.

Course Assessments

- *Lesson Assessments* are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or the entire lesson is advisable. When content is presented using platforms that support adaptivity, lesson assessments can also determine the learner path, i.e. the sequence of learning objects that make up a particular student’s journey through a lesson.
- *Unit Assessments* show whether the student has retained key learning objectives for the unit and identify specific objectives students may need to review before moving on.
- *Semester Assessments* verify student mastery of key learning objectives for the course.

Teachers will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, combined with integrated assessments and a comprehensive learning system, provides parents and teachers

with the support needed to deliver an unparalleled education. Teachers can proactively monitor individual student academic progress through ongoing lesson and unit assessments tracked in “real time” through the learning management system, the Online High School.

K12 curriculum assessments employ a variety of formats, allowing students to demonstrate what they have learned in a number of ways. Some assessment items are presented, answered, and scored by the computer. Others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, matching, technology enhanced items (drag and drop, sequencing, etc.), short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills and metacognitive knowledge. In simple terms, metacognition is being aware of what you know and don't know, understanding what you will need to know for a certain task and having an idea of how to use your current skills to learn what you don't know. This is how teachers want students to approach new learning, with students feeling empowered and not overwhelmed, armed with a toolbox of strategies that help them tackle new learning and easily make connections to what they already know. Because these strategies do not come naturally to a lot of students, they must be explicitly taught, and research shows doing so makes a big difference in student performance.

Formative Interim Assessments

Formative interim assessments will be given for math and English language arts at the end of each instructional cycle in all grades. This data is then collected and will be analyzed to determine participation as well as the best intervention/teaching strategies to employ in the next instructional cycle. Formative interims will be aligned to the state assessment blueprint, state standards, and curriculum. Assessments will test student mastery of material taught in preceding instructional cycle(s). Formative interims will be administered either:

- by using formative assessments embedded in the Summit courses or
- by using teacher created or curated items delivered by approved third party programs.

State Assessments

ODLS students are required to take all state mandated assessments. They will take these assessments at the appropriate grade levels and based on their individual needs. State assessments planned for ODLS students currently include the End of Course Ohio State Tests, College and Career Readiness Tests, Alternate Assessment for Students with Significant Cognitive Disabilities, and Ohio English Language Proficiency Assessment. Information from these assessments provide the administration and teachers an understanding of the strengths and weaknesses of the student population. This data assists with targeting resources, planning and scheduling professional development, and allocating instructional time. This information will also be shared with our sponsor and our parents as a snapshot of performance for the school year in the ODLS Annual Report.

State assessments will be administered to demonstrate the progress that students and the School have made against established educational goals and are used for state and federal accountability purposes. The assessments will be administered on the schedule set by the Ohio Department of

Education. Student performance will be shared with each student and his/her parents/guardians. Where possible, the School will ask for access to prior results on all state assessments and other standardized assessments to help develop a baseline for performance measurements.

To earn a high school diploma, ODLS students will complete the required minimum number of credits in specific subjects required by the State and also demonstrate they are ready for college or a career by choosing one of these two pathways:

- End of Course Ohio State Tests (earn at least 18 points combined on math, English, science and social studies State tests)
- College and Career Readiness Tests (earn remediation-free scores in math and English language arts on either the ACT or SAT)

The *Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)* is aligned to Ohio's

Learning Standards–Extended (OLS-E) and designed to allow students with significant cognitive disabilities to demonstrate their knowledge and skills in an appropriately rigorous assessment. The AASCD measures the performance of these students against Ohio's Learning Standards-Extended (OLS-E). The test assists educators, parents, and related service providers in determining the level of academic skill that the students have attained up to the point of assessment. The assessment will provide information that allows educators to build and maintain instruction aligned with academic expectations.

The *Ohio English Language Proficiency Assessment (OELPA)* is an English language proficiency test composed of four tests which measure a student's English skills in each of the four language domains: listening, reading, writing, and speaking. Students who have been identified as English learners will be required to take the OELPA annually. A student who achieves an overall score of "proficient" on the OELPA will be reclassified as a former English learner. While the student will no longer be eligible for accommodations specific to English learners, ODLS will monitor the progress of former English learners for two years following reclassification; assure that reclassified students will have needed supports to participate in the district's education program; and will be retested as needed.

Student Participation in State Assessments

Student participation in State required assessments will be assured through a variety of mechanisms. As part of the enrollment process, the School will make clear to parents and students that state required assessment participation is required as part of enrollment in the School. Parents will also be asked to sign an enrollment acceptance form acknowledging that enrollment includes participation in State testing. Second, a testing schedule, including State required assessments, will be made available to parents and students as part of the School calendar, which will be available on the School's website as well as in the Parent/Student Handbook. The Handbook will also include a section on State standardized assessments and student participation in them. Finally, prior to the scheduled State required assessment dates, teachers will be in contact with parents and students about upcoming assessments, their required participation, and information on where students will take the assessments.

School teachers and administrators will administer, and proctor State required assessments at facilities with classroom style settings (local libraries, local schools, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate) within reasonable driving distance of students' homes, maximizing student accessibility to test sites. For online tests, the School will secure the use of computer labs at sites such as community colleges or will bring mobile computer labs with Wi-Fi hotspots to regional testing location(s). These mobile labs will consist of laptops designated for testing purposes set up and secured to meet testing security guidelines. The site locations will depend on the number of students who are subject to testing and where they live. Parents will be responsible for getting students to and from testing sites. Students will not be permitted to take the state required tests in their homes. If transportation to and from test sites is an issue for students, the Head of School will work with families to ensure that transportation is not a barrier to equal access for all students. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students' Individualized Education Plans (IEPs). Transportation for special education students will be provided in accordance with all applicable state and federal laws.

The School will follow the guidelines established by the Ohio Department of Education for proper test administration and security. Testing site coordinators, proctors, and other staff involved in test administration will receive training in proper test handling procedures so that testing security is not compromised. The School will ensure that all appropriate staff have knowledge of ethical testing practices and procedures and understand how to secure, administer, and handle the state required tests while in their possession.

Vocational Assessments

Regular career and academic guidance in a homeroom model will be the focus of the final plan developed to meet ORC 3313.6020. As a foundation for the creation of the Individualized Career Plan, students, within their first 30 days of their start date, will take a career interest inventory through Graduation Alliance's *Voyager*. Based on the students' interests, they will receive guidance on potential career choices which will help them build a plan of study while enrolled at ODLS.

During the senior year at ODLS, students will be required to take a course called "Achieving Your Career and College Goals" (see course description below). This course will help the students further explore their plans after graduation along with providing the skills necessary for post-secondary success.

Achieving Your Career and College Goals Course Description:

Students explore their options for life after high school and implement plans to achieve their goals. They identify their aptitudes, skills, and preferences, and explore a wide range of potential careers. They investigate the training and education required for the career of their choice and create a plan to be sure that their work in high school is preparing them for the next step. They also receive practical experience in essential skills such as searching and applying for college, securing financial aid, writing a resume and cover letter, and interviewing for a job.

Using Assessment Data to Inform Instruction and Improve Academic Outcomes

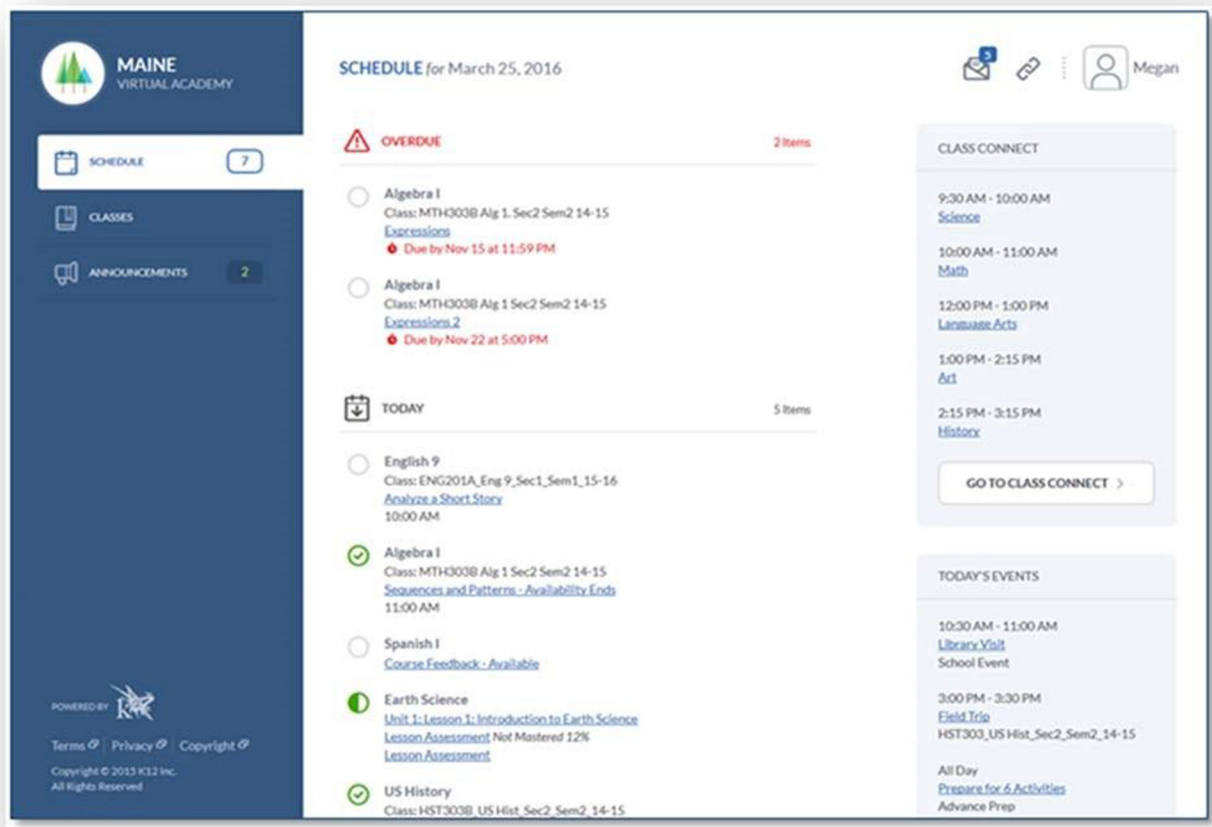
Diagnostic and formative assessments are critical to improving student achievement. Instructional personnel will use assessments to monitor the progress of their students. Teachers will use the data

and information gathered from these assessments to alter instruction on a regular basis and provide intensive interventions where deficiencies have been identified. Prior year state assessment results will be gathered during the enrollment process so teachers and school leaders are able to identify students who did not score at proficient or above. Board-approved goals will be based on data from all available sources which is reviewed throughout the course of the school year in order to ensure progress. Passing rates, diagnostic results, and state assessment results will be regularly shared during Board meetings.

Data from diagnostic testing will be reviewed at the subject, classroom, and student level by administrators and teachers in order to review the success of intervention strategies with struggling students. The results will be shared, tracked and goals will be created. The NWEA MAP score reports and quarterly progress and engagement reports will be sent to all students and families. Students will be placed in grade levels based on graduation cohort year which is the spring of the first year of freshmen classes as determined by a transcript review upon enrollment. Final determination of credit acquisition will be made by a Highly Qualified Teacher specific to the content and subject area of the high school course. The graduation plan, aligned with the Individual Career Plan, will be provided to students in grades 9-12 each semester. All documents will be available to all appropriate staff members through a protected shared folder.

The K12 learning management system, called the Online High School, provides teachers, students, parents and Learning Coaches with an array of tools to track progress.

Student View: Example of a Student Landing Page on the Online High School Learning Management Platform



In the Online High School, teachers and students will be kept aware of areas needing attention, such as discussion posts and items submitted to – or scored and returned from – teachers. With a single link, students can take part in course activities and teachers can manage and score student work submissions and posts.

Courses are organized by units and lessons. Lesson content is explicitly designed for online instruction, and progress through course content is tracked automatically and monitored by teachers. The Online High School platform provides both computer- and teacher-scored assessment tools including:

- Traditional and technology-supported question types
- A dropbox tool for student work submission and teacher feedback
- Asynchronous online discussion capabilities
- An online rubric tool for efficient and consistent scoring and feedback of student work

Teachers will also have a high degree of control over the content and assessments in a course. Teachers can:

- Add original content and assessments to courses
- Search for and add educational resources from the K12 Learning Object Repository (LOR), a database of open educational resources available to teachers using the K12 curriculum

- Search for and add K12 content and activities from the Peak Library
- Share their original content and assessments with teachers across the K12 network via the Teacher Shared LOR
- Set start and end dates to control student access to content
- Use release conditions to provide differentiated instruction to students based on course performance

C. Special Student Populations

ODLS welcomes the opportunity to serve students with disabilities. The founders believe strongly that all students have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as contributing members of society.

ODLS will work to accommodate students with all disabilities who are using the K12 web-based courses in a distance learning setting. ODLS will offer necessary accommodations by procuring the technology and other services required in the student's Individualized Education Program (IEP) to aid students in navigating through their courses. Further, K12's experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Child Find

The School enrollment application, a conference call with a K12 placement counselor, and conference calls with an ODLS general education teacher will all provide a query for the parent to indicate a special education or gifted education student. In addition, a careful review of previous school records, after enrollment approval, by ODLS' Special Programs Manager will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. ODLS' general education teachers will be provided professional development prior to and during the school year about their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Posting and public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the School website and will be sent via electronic and/or U.S. Postal Service mail to all enrolled families.

Evaluation

When screening (Child Find) indicates that a student may be eligible for special education services, ODLS will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a student has a disability and the nature and extent of the special education/related services that the student requires. The evaluation will be completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the student, and the legal guardians/parents. The report generated from the

evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. ODLS uses a three tiered Response to Intervention (RTI) and all students will be served appropriately based on their placement within these tiers.

Parents may request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the Special Programs Manager. Parents have the right to request an independent educational evaluation. When requested by parents, ODLS will provide them with information about where an independent evaluation may be obtained.

K12 Special Programs Enrollment Team

The K12 special programs enrollment team will work with School leaders to create an effective enrollment plan for students with special needs and/or families who have concerns about their child's possible needs for special education services. The main goal of the special programs enrollment team is to connect with families early in the enrollment process to ensure their questions, concerns, and needs are being met early so students can transition into their classrooms, ready and prepared to reach their maximum learning potential.

The enrollment planning process begins with an initial meeting with the School's Special Programs Manager and school leaders. Team members will discuss the guidelines for enrolling students with special needs, as pertaining to the state requirements, the Child Find query process, required enrollment documents, and necessary early enrollment talking points for families. Based on this initial meeting, school leaders will provide a statement of usage identifying the steps to enrollment and the parties responsible for each task. The finalized process will assist the families so they are ready and prepared for learning according to their IEPs.

School enrollment plans will be finalized annually at the beginning of each enrollment year to determine best practices for the upcoming school year. Adjustments will be made annually as needed to better meet the needs of families and school personnel.

Special Education Services and Support

All identified students with a disability will have an IEP meeting upon enrollment with the appropriate team members in attendance. The notices/invitations will be issued addressing the virtual nature of the school setting. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification(s), and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to Ohio's Learning Standards. Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, the School's staff will implement a Functional Behavioral Assessment and a Behavioral Intervention Plan. The IEP team will consider, when appropriate,

strategies including positive behavioral interventions and support to address that behavior through the IEP process.

Students with special needs will be supported by their general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, will be located within the geographical vicinity of the student. These related services may be provided through contracts with a private agency/provider.

ODLS believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/reevaluation.

Students with disabilities will participate in the general education program to the greatest extent possible offered by ODLS and as determined by the IEP team. The School's special education teachers will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through web-conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team. ODLS will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at any time, the student receiving special education services or programs within the general education classroom will not miss any general education instruction. Possible exceptions to this would be related services at a contractor's office or students who may be better served through a functional or life skills curriculum outside of the general education classroom.

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by a highly qualified general education teacher as well as file review and monitoring of timelines by the School's Special Programs Manager.

Based on K12's experience serving special needs students in statewide programs across the United States, ODLS projects that the School will provide special education services across all disability categories including: autism, emotional disturbance, traumatic brain injury, deafness/hearing impaired, specific learning disability, intellectual disabilities, other health impaired, physical disability, speech/language, and blind/visual impairment.

ODLS believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails, and web conferencing tools.

Accommodations

In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students have access to grade level curriculum. The following table provides examples of those accommodations which are instructional and assessment enhancements.

Instructional Enhancements	Assessment Enhancements
<ul style="list-style-type: none"> • Use interactive groupings of students in structured and purposeful settings. • Draw on student background and knowledge. • Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context. • Use graphic organizers to model organization skills and to engage students in the process. • Use online manipulatives and connect learning experiences to real life. • Use community experts as resources and as models. • Minimize interruptions and distractions during time-on-task. • Check often for understanding among students. • Teach students organizational and study skills. • Ensure access to resources in the languages, reading levels, and interests of the students. 	<ul style="list-style-type: none"> • Use multiple forms of assessment such as performance-based assessments. • Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks; use calculators and dictionaries; and minimize distractions and interruptions. • Integrate technology into a variety of assessment settings. • Remind students to use self- monitoring strategies and clarify directions. • Ensure that language and academic skills are assessed appropriately. • Take dictation for students; allow for tape and/or video recordings. • Use multiple measures of assessment to access language and academic skills of second language learners. • Include samples of second language learners' work as anchors when developing rubrics and other scoring devices.

Related Services

Special services required in a student’s IEP (as listed below) will either be provided by a licensed therapist or individual employed by or contracted by the School, ensuring that appropriate licensure and background checks are completed. Therapy may be delivered in home, virtually or face-to-face, or the parent may provide transportation to a contracted therapy agency within a reasonable distance of their home.

- Mobility training
- Adaptive therapy
- Assistive technology evaluations
- Counseling services

- Psychological services
- Speech and language services
- Occupational therapy
- Physical therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing

K12 Related Services Team

The K12 Related Services Team will provide support to the School upon request by locating therapists, tracking service delivery, provider contract management, therapist credential tracking, invoice verification and development of effective processes surrounding the provision of related services to eligible students. The main goal of the K12 Related Services Team is to ensure that students are receiving their therapy services as assigned and that the School is compliant in the provision of these services.

K12 also offers the Related Service Manager (RSM), a K12 proprietary online database that tracks all aspects of related service delivery. This system allows for the tracking of service delivery, therapist credentials, contracts, invoicing, and much more. Reports are available from this system that allow the School to see how many students receive services, what types of service, how many sessions were delivered, how many sessions are still owed, the total cost of each service by student and vendor, and timeframe of service delivery. Logins are controlled and allow access to assigned students at the School, teacher, provider, and therapist levels.

English Learners

ODLS will first identify English Learner (EL) students, students whose primary language is not English, during the enrollment and Child Find process. All families will answer a series of online questions as a first effort of Child Find including the Home Language Survey (HLS) questions. The HLS is the first and primary effort to collect required native/primary language information about the student and/or family. Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

A placement counselor will verbally ask the parent/legal guardian these same questions again. Finally, after approved enrollment, the general education teacher will ask the student or parent/guardian these same questions a third time. All parties asking these questions will be provided professional development on EL indicators and their obligation in routing positive responses to the appropriate ESL point of contact. Additionally, school records will be requested from any student that was previously enrolled in a school within the United States and will be reviewed for EL indicators. Those students with positive responses to any of the HLS questions will be referred to the ESL point of contact. The ESL contact will talk with the family to determine if ESL services were previously received, identify current language needs of the student, and review prior school records, including any previous ESL evaluations, program plans, etc. that could help the School determine next steps. If deemed appropriate based on positive responses to the HLS

questions, steps will be taken to screen and then assess the student to determine eligibility status and develop an appropriate English Learning Plan.

Once students are identified as English Learners (EL), ODLs will increase English proficiency of EL students by providing high-quality language instructional programs that are based on scientifically-based research. The School will employ an appropriately licensed ESL or bilingual teacher, as defined by state regulations, for the EL identified students. The ESL teacher can provide support to the students within the distance learning school by: relating background information and experiences to the students to better grasp a concept; scaffolding instruction to aid the students in comprehension; adjusting speech or content; and providing project-based learning experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers. The Ohio English Language Proficiency Assessment (OELPA), an annual language proficiency assessment, will be administered to all active EL students to monitor individual student language growth and overall program effectiveness (see Section C. Assessment above). Exit criteria for EL students will be consistent with state and federal requirements.

Professional development will be provided to all staff on the following: knowledge and use of effective pedagogy in instructing English Learners, methods for implementing instructional strategies (such as Sheltered Instruction Observation Protocol (SIOP)) that ensure that academic instruction in English is meaningful and comprehensible, and Universal Design for Learning (UDL).

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development using instructional goals, methods, materials, and assessments that are flexible and work for everyone.

The principles of UDL have been integrated into the Every Student Succeeds Act (ESSA) and into the design and implementation practices in a number of ways at K12:

- Planning and design of curriculum, instruction, and assessment are promoted in a proactive manner, considering flexibility in presentation, response, and motivation for students in the front end of product development.
- Throughout their educational materials and services, K12's professional development and training, implementation, and evaluation are responsive to students' tiered needs of supports.

UDL principles are also compatible with and facilitate the accessibility compliance of K12 materials and services. K12 design practices take into account students' needs, preferences, and abilities to interact with K12 curriculum. These design practices have positively influenced efforts to meet web content accessibility guidelines and also support individual needs for accommodations and the use of assistive technologies.

UDL has influenced the planning, development, authoring, editing, and production of new course development and efforts to improve the access flexibility of existing curriculum assets within K12 products and services. Considerable training and professional development and other resources have been deployed to maximize this type of proactive development strategy and make on-going

school services support more effective. Please see the section titled *Educational Plan and School Culture Outline, Part A*, for information about K12 curriculum.

Differentiated Learning

ODLS will provide differentiated learning support through assistive technology tools and a tiered system of instruction based on UDL principles.

Assistive Technology

Due to the unique online nature of the K12 curriculum, assistive technology tools can be accessed by all students based on their individual needs. With the support of the K12 Assistive Technology Resource Guide, all staff members will have tools and strategies at their disposal upon identification of student need. A sampling of differentiation support tools includes but is not limited to, text to speech software, speech to text software, lowering readability of grade level text while maintaining grade level standards, translation tools, highlighting tools, zoom text, visual dictionary, word prediction software, and visual graphs and web support.

Through the use of the K12 curriculum, ODLS will have access to a unique approach to educating all students by having the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and through targeted interventions and supports. Every student will be supported by an Individualized Career Plan that is dependent on individual student needs and validated by student data.

Within the Online High School, lessons are created with multiple learning styles in mind. Content is rich with visual, auditory, and other student learning supports and the curriculum is able to customize student experiences by using adaptive learning pathways based on student diagnostic assessment data. All lessons provide opportunities for students to engage in remediation or accelerated activities, based on the student's performance data.

RTI/MTSS

ODLS will implement a Response to Intervention/Multi-Tier System of Supports (RTI/MTSS), a multi-tiered research-based approach for early identification and support of students' learning and behavioral needs that is aligned with the School's comprehensive continuous improvement plan. Through the implementation of a tiered system of instruction, teachers implement teaching strategies based on UDL principles and work proactively to design lessons to meet all learner needs through differentiated strategies. Through the implementation of a Universal Screener Tool, students' academic strengths and weaknesses are identified before the beginning of the school year or after enrollment approval.

RTI/MTSS Pyramid of Support

Using a multi-tiered approach to efficiently differentiate instruction for all students, ODLS will create systems and procedures for continual data analysis, regular data conferences, and ongoing teacher training. Struggling learners at Tiers I, II and III will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. Advanced learners will be provided opportunities for enrichment. Data analysis will be used to inform and evaluate each student and

their unique learning needs regardless of tiered level. Through the implementation of regular data conferences, students will be identified proactively as at-risk, on track or advanced students. Students identified as at-risk or advanced will have measurable action steps developed in response to the data analysis; action steps will include SMART goals, instructional strategies, and a system for follow-up to monitor progress on each of the identified individual students. Decisions about the intensity and duration of interventions will be based on individual student response to instruction. These services will be provided by a variety of personnel, including general education teachers, special educators, and specialists.

ODLS will have a defined tiered system procedures manual that will be aligned to state requirements. In addition to weekly data team meetings, tiered team members will conduct a “deeper data dive” on those students identified in Tier II or Tier III support. Depending on the type of identified need, academic and/or behavioral, needs can be addressed through intervention support and data collection to validate each student’s response to instruction. Tiered teams are composed of a diverse background of stakeholders, often including a grade level administrator, math teacher, English teacher, and other content area staff.

Students identified as the most at-risk or students that need additional enrichment are ranked using universal screener data, state assessment data, and teacher recommendation. Tier II supports are created based on individual student needs, with a focus on small group, differentiated sessions aligned to address each identified student need. Interim assessments are utilized to continuously drive instruction and to adjust interventions based on student data and response to instruction. Students that need more intensive supports are supported in Tier III. Tier III students receive individualized targeted instruction in one-on-one or small group settings.

The K12 online curriculum makes “live” and continuous student data review seamless. Since student progress towards each lesson is recorded and tracked instantly within the online dashboard, teachers and tiered teams are able to analyze and pinpoint specific academic needs of each student. K12 courses provide students with diagnostic assessments four times a year that allow schools to track student growth in each subject and to proactively target specific areas of need. In addition to diagnostic assessments, courses have built in formative assessments throughout each course for continual progress monitoring and student data to drive instruction.

504 Accommodations

Using the Child Find strategy previously described, ODLS will first identify students with an active 504 referral, or those students in need of a new 504 referral as part of the enrollment process. When the decision is made to initiate a Section 504 referral, the parent(s) (or guardian(s), if applicable) will be notified. A Section 504 Referral Form will be completed by the student’s teacher(s) with input from others who work with the student, including the parent. Once a referral is made, the evaluation for determining Section 504 eligibility is based on the type of suspected disability, the impact of the disability in the educational environment, and the type of services or accommodations that may be needed. There are no specific evaluation requirements for Section 504; however, the evaluation must be sufficient to accurately and completely assess the nature and extent of the disability and the impact of the disability on a specific major life activity. This includes ensuring that the evaluation methods and materials are (a) in the native language of the student; (b) nondiscriminatory; and (c) empirically appropriate to test for the suspected disabilities.

If the committee determines that a student is disabled, the committee will determine what services or accommodations are required to enable the student to receive an appropriate education and to provide the student an equal opportunity.

Special Programs Audits

Ensuring that the School is in compliance with federal and state special education regulations (including those related to the ESSA) is a key support that K12 will provide to ODLS. Each year an audit of special education files and operational procedures by the K12 regional special programs manager will take place to identify any areas that may need to be addressed to ensure ongoing compliancy. The results of the audit will be shared with the School and any potential compliancy concerns will be addressed through training and follow up by the regional special programs manager. In addition, the School will be provided support in development of a local special education procedure manual that outlines school requirements for compliancy aligned with state and local requirements.

K12 will support ODLS by building sustainable systems and procedures. Annually, all English Learner manuals and Multi-Tiered Systems of Support procedural manuals will be reviewed using a critical component check sheet. Each manual check sheet is aligned to the Office of Civil Rights, Department of Education (including ESSA), Department of Justice, and/or research based evidence (as appropriate). The goal of each manual review is to identify program strength and weaknesses, and identify targeted supports, training, and resources needed to create stronger and compliant programs.

As determined appropriate and necessary, desk audits of English Learner programs and federal Title programs aligned to the ESSA requirements will occur. The intent of a desk audit is to ensure schools have and implement compliant and educationally sound programs. Much like the critical component check sheet, the intention of the desk audit is to identify program strengths and weaknesses, and identify targeted supports, training, and resources needed to create stronger and compliant programs. All desk audit rubrics are aligned to the Office of Civil Rights, Department of Education, Department of Justice, individual state departments of education, and/or research based evidence (as appropriate).

Special Programs Reporting Compliancy

State reporting and review of funding submissions are critical to special programs; submissions must be timely and accurate. Based on the level of support outlined in the Educational Products and Services Agreement (EPSA), at least twice a year, the School's leadership team will meet with the K12 Internal Review team to evaluate funding submission due dates as well as internal documentation of requirements. State requirements for special programs will be heavily researched to ensure guidelines are understood for successful submissions in order to yield appropriate funding for students enrolled at the School who meet the submission requirements. The K12 Internal Review team will aim to review identified special program submissions prior to submission to the authority to verify special programs status, participation, and compliance, as well as student demographics, are reflected accurately. As reviews are completed, findings will be shared with the Head of School, Special Programs Manager, regional operations manager, school Operations Manager, regional compliance director, and regional finance manager, as necessary, to ensure that inaccuracies are

rectified prior to submission to the authority. Compliance reporting changes will be made as needed should processes need refinement.

Additionally, the K12 Public Schools Data Analytics team will work with School leadership to produce management reviews of key special program data points to help monitor and ensure compliance. The related service metric sent to ODLS on a regular basis will provide a view of the number of students receiving special program services as well as the timeline for those services to be set up and provided.

D. School Culture and Climate

Strategies for a safe and orderly school climate

ODLS will expect positive behavior from all students, teachers, staff, and parents/Learning Coaches. The School environment will be one that ensures the care, safety, and welfare of all students and staff members. Promoting positive interactions and preventing potential conflict will be a priority. ODLS will follow a Positive Behavior Interventions and Support (PBIS) policy and will foster a culture of accountability, respect, and engagement.

Efforts to promote positive interactions and solutions to potential conflict will be exhaustive. As an online school, students receive their education through the use of a computer and are typically in their own homes. The School does not have a brick and mortar building where students attend. The only times students are together are during state-required testing administration and other sanctioned events, such as picnics, field trips and other educational events. In the event that a student's behavior presents a threat of imminent harm to self or others, the student's family, if present, would be the first line of contact in order to determine how best to calm the child down. If the student began to threaten to hurt self or others, the police would be notified.

The School's administrative office will have an emergency plan in place for staff and parents and students who may be visiting the office. The emergency plan will be annually reviewed according to the schedule set by the State.

As an online school, Internet safety will be a primary concern for our students. ODLS will (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, other forms of electronic communications, and access to inappropriate information. All student computers provided by K12 will be equipped with web filtering software such as McAfee SiteAdvisor that prohibits students from going to unsafe sites. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes. To the extent practical, steps shall be taken to promote the

safety and security of users of the ODLS online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors. Education, supervision and monitoring shall be the responsibility of all members of the ODLS staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

ODLS will develop Internet Safety Policies that set standards and acceptable use of Internet services with regard to: safety on the Internet; appropriate behavior while online, on social networking Web sites, and in chat rooms; and cyberbullying awareness and response.

Behavior Management and Discipline for General and Special Populations

ODLS will follow a Positive Behavior Interventions and Support (PBIS) policy and will foster a culture of accountability, respect, and engagement.

The ODLS Student Code of Conduct/Student Discipline Code will designate sanctions for the infractions of rules, excluding corporal punishment (no employee of ODLS will administer corporal punishment to a student enrolled at ODLS (under section ORC 3319.41)), which shall: 1. relate in kind and degree to the infraction; 2. help the student learn to take responsibility for his/her actions; 3. be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

The Board is committed to the School-wide use of PBIS with students. School Personnel shall work to prevent the need for the use of restraint and/or seclusion. PBIS 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.

Only school personnel who are properly trained will be permitted to physically restrain and/or seclude a student if there is immediate risk of physical harm to the student and/or others; there is no other safe and effective intervention possible; and the physical restraint or seclusion is used in a manner that is age and developmentally appropriate and protects the safety of all children and adults at the event. Training in methods of PBIS and the use of restraint and seclusion will be provided to all school personnel deemed appropriate by the Head of School. Training will be in accordance with Ohio law.

Every use of restraint and seclusion shall be documented and reported in accordance with this Policy. Terms of this policy shall be defined consistent with OAC 3301-35-15.

Family Involvement and Communication to Support Learning

Parent-teacher communication, or in the case of ODLS which will enroll adult-aged students, student-teacher communication, is a vital cornerstone to maintain the unique partnership between

the School, the students, and the parents. Teachers are the first point of contact for academic questions. Respectful, productive communication is expected among students, parents, and teachers. The teacher is also an important link of communication with the ODLS administrative office.

The School will have a defined communication plan as outlined in the Instructional Plan section above. Students and parents will have regular communication with teachers via telephone, email, and within synchronous classes.

Measuring Student and Family Satisfaction

Parents and students will help to continuously evaluate the operation of the School both online and offline. ODLS will annually survey parents and students online to determine their satisfaction with their overall experience. Criteria of the survey will include the enrollment process, curriculum, instruction, learning management system, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other students and parents. Parents and students may supply critiques and/or endorsements regarding their experience at the School.

Extra-Curricular Activities

K12 hosts national online clubs that provide a great way for students to engage in live and recorded sessions throughout the year in topics that are of interest to them. National club sessions typically begin in September and run through May. They will be open to all ODLS students.

Students may also have opportunities to connect with local clubs hosted by the School. All activities will focus on developing a strong sense of community among students and often include a school council, a community service club, and additional clubs depending on student interest (e.g., Arts, Debate, Chess, Robotics, etc.).

School based club offerings may meet online or face-to-face. For example, a school based Robotics club may find a central area in which to meet and may have a fun, competitive element. Some K12 managed public school based programs have had travel clubs with destinations all over the world and student councils that attend state conventions.

Suspension/Expulsion Policies

A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parents or guardians have the responsibility to follow the procedures set forth herein in a respectful and timely fashion.

"Suspension" is the temporary exclusion of a student for a period not to exceed ten school days. Violations which may lead to suspension include: abusive language or conduct; cheating; disruptive behavior (including use of tobacco) and/or minor infractions; unauthorized LMS access; indecent exposure or conduct; burglary; abusive language or conduct directed at a school employee or trustee; false information; interference with the education process and bullying (including cyber-bullying); vandalism; theft; and harassment (including race/color, national origin, disability, sexual).

Any combination of the above offenses may lead to expulsion, following the due process procedures.

In accordance with the law, the Head of School may seek to permanently exclude a student, sixteen years of age or older, who has been convicted of or adjudicated delinquent for committing the following offenses: carrying a concealed weapon or conveying or possessing a deadly weapon or dangerous ordinance on property owned or controlled by the School or at a school-related activity; possessing, selling, or offering to sell controlled substances on property owned or controlled by the School or at a school-related activity; complicity to commit any of the above offenses, regardless of where the complicity occurred.

In accordance with law, any student, sixteen years of age or older, who has been convicted or adjudicated delinquent for committing the following offenses may be subject to permanent exclusion: rape, gross sexual imposition or felonious sexual penetration; murder, manslaughter, felonious or aggravated assault; complicity to commit rape or murder as described, regardless of the location of the complicity.

The above statement of policy on permanent exclusion will be posted at a central location at the School headquarters and placed in the Student/School handbook.

II. Proposed Outcomes and Supports

A. Proposed Outcomes

ODLS' achievement of the School's mission will be measured by student attainment of the fixed and comparable measures from mission-specific SMART goals in credit acquisition as measured by course passing rates, attendance rates, graduation rates, Individual Career Plan implementation, and individual student academic growth as measured by NWEA MAP. At the appropriate time, ODLS will work with OCCS to align the OCCS goals to the Ohio School Report Card using a template provided by OCCS.

- By June 30 of each contract year, each 9th-12th grade student will attend 83% of expected time each year as demonstrated by individual student attendance rates.
- The School attendance rate, as measured by percent of expected time, will increase by 2% in year 1, 2% in year 2, and 1% in year 3 or charter contract as demonstrated by schoolwide attendance rate.
- By June 30 of each contract year, each 9-12th grade student will pass 70% of assigned courses as evidenced by course passing rates.

- The School passing rate of assigned courses will increase by 2% in year 1, 2% in year 2 and 1% in year 3 of the charter contract as evidenced by schoolwide passing rate.
- The 4th, 5th, 6th, 7th and 8th year graduation rates will meet the statewide drop-out prevention and recovery schools' average rate in the applicable year.
- Graduating students at ODLS who choose the Ohio State Test graduation pathway will earn at least 18 points on the seven end-of-course state assessments and students who choose the College and Career Readiness pathway will earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.
- By the end of each NWEA MAP testing period as defined by Ohio Department of Education, 75% of enrolled ODLS students will complete the Reading and Math MAP assessments.
- By the second month of school enrollment, 100% of ODLS students will have an Individual Career Plan that will be reviewed twice annually by June 30 of school year.
- By June 30 of each contract year, the total number of grades 9-12 students who are proficient in core subject areas of math, science, English language arts, and social studies will increase by at least 25% as demonstrated by grade-level standards based assessments, NWEA MAP, and/or state tests.
- By June 30 of each contract year, 80% or more students in grades 9-12 below grade level will make a minimum of 1.25 years growth as demonstrated by progress measures on NWEA MAP and/or state tests.
- By June 30 of each contract year, 80% or more students in grades 9-12 at or above grade level will make a minimum of 1 year growth as demonstrated by progress measures on NWEA MAP and/or state tests.

Intentional analysis of progress towards the mission-specific goals will be a part of the School's culture. K12 provides and regularly monitors a variety of student-level data. The data will be provided and analyzed at different levels of the School's organization.

The School's administration, teachers, and the Family Academic Support Team (see Section G. Outcome Support Teams) will closely monitor student attendance in synchronous sessions, student progress, and achievement in individual course assessments, NWEA MAP performance levels and growth by grade level, credit acquisition, and student attendance in relation to expected percent of time. This information, along with enrollment and withdrawal numbers, student demographics, special education populations, graduation year cohorts, ethnicity balance, and family and teacher satisfaction survey results will be reported as available by the School's administrative staff to the Board. The Board will, pursuant to the charter contract, report these findings to the authorizer and ODE, as applicable.

B. Outcome Support Teams

Ohio Digital Learning School will use the Ohio Improvement Process (OIP) model to evaluate and inform student instruction using student assessment and performance data as its basis. The OIP model is a multi-stage and multilevel progress monitoring process, which takes into consideration summative and formative data collected, measuring the success of the School's instructional program. The teachers hold weekly Teacher Based Team (TBT) meetings. The Building Leadership Team (BLT) holds quarterly meetings, using data from the TBT meetings. The Community School Leadership Team (CSLT) meets bi-annually and members are also on the BLT. The progress towards goals is regularly shared with the Board members in the form of trend data reports.

In addition to the OIP implementation, K12 will facilitate ODLs' use of the individual data meeting structure from *Leverage Leadership: A Practical Guide to Building Exceptional Schools* (2012) by Paul Bambrick-Santoyo, among other leverages, to hold individual teachers accountable for individual students' assessments and performance data. The data meetings are a continuous yearly effort rooted in the improvement cycle: collect data, evaluate data, provide informed instruction; collect data; etc.

The Data Driven Instruction model's individual teacher data meetings, along with TBTs, the BLT, and the CSLT meetings focus on current, accurate and useful data directly related to the School's mission, and goals. The School leaders analyze assessment data and track progress toward meeting or exceeding one year's growth.

ODLS will hold weekly subject specific data meetings between the course teacher and Instructional Support to review data in depth and determine adjustments to pacing and curriculum maps. All students will be provided live daily targeted interventions hosted by a school staff member, using an adaptive program based on internal assessments in mathematics and English language arts. Depending on their roles, the entire school staff will monitor progress through regular interim assessments and weekly assignments during TBT and data meetings. For End of Course tested subjects, teachers will incorporate American Institute for Research (AIR) released questions and AIR-type questions into weekly constructed response questions. The school-wide professional development focus is on increasing Depth of Knowledge.

Students and parents are also expected to attend, participate, and respond to the individual students' data. Using the homeroom as a "safe" place to discuss performance data, students are instructed in social emotional learning to understand that actions are choices and choices can be made differently integrated within the college and career counseling. The Advisor discusses the students' interim data individually and guides the student and parent or Learning Coach towards achievement and behavior goals in order to improve.

Built into the School's structure will be the Family Academic Support Team (FASTeam), which consists of a FASTeam Lead, a Family Resource Coordinator, Family Academic Support Liaisons, a Family Engagement Coordinator (this position will be added after Year 1), and a Compliance Liaison. The purpose of the FASTeam is to monitor students' overall academic and social health and attendance. The FASTeam effectively "ties together" the students' educational experiences at the School and is responsible for building the School's community.

Family Academic Support Liaisons (FASLs) are advisors of sorts that serve as the facilitators in orientation courses to ensure that students are ready to learn and to succeed. The FASL role is similar to a Dean of Students role because they focus on ensuring students are attending their daily classes and engaging in the learning process. In addition, the FASLs serve as an important administrative resource, helping to pull together teachers and Learning Coaches for conferences when students need support.

In the few instances where the above still aren't able to reach the student, the FASLs will work with the Compliance Liaison to reach students who have reached truancy status. The Family Resource Coordinator is crucial as this person assists students with non-academic issues related to social, emotional, or cognitive development, and personal health and safety areas such as homelessness or juvenile delinquency.

Each FASTeam member is expected to attend the TBT meetings for their individual caseload to add consideration of the external and circumstantial anecdotal data of the students and develop the Back on Track plan with the academic teachers.

The Advisor and Guidance Counselor team provide career counseling and graduation planning and work alongside the FASTeam. During the weekly career counseling period, the Advisor builds the Individual Career Plan based on the student's career interest survey. During the initial Individual Career Plan meeting, the Advisor will go over the results of the career interest survey and resources available to the student on an online college and career planning platform like Graduation Alliance's *Voyager* that helps students organize and plan their futures. If the student agrees to the outcome, the career goal will be recorded on the Individual Career Plan. The student's historical grades and Graduation Plan will be reviewed, providing an individual path to graduation. The Advisor will then guide the student through the remainder of the high school courses the student will take based on the career field and develop the post-secondary goal of entering a two-year degree, acquiring the necessary credential or entering into an apprenticeship. The student's teachers, Advisor, and Guidance Counselor will have access to the Individual Career Plan for reference.

Students enrolled in credit recovery courses receive an additional layer of support provided through the Guidance Counselor and the credit recovery instructional staff. The credit recovery instructional staff engage the student in the curriculum and instructional opportunities to provide individualized interventions and support. The Guidance Counselor closely monitors credit deficiencies and credit acquisitions throughout the student's enrollment to ensure the goals of the Individual Career Plan are met.

Katie Junga

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10+ years of AEC experience

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About

Results-driven and dedicated marketing professional with a curious and analytical mindset. Strong creative intuition and a passionate storyteller driven to expand reach, visibility, and awareness through audience-focused content and strategy. Proven track record for managing multiple priorities, taking ownership, fulfilling responsibilities, and exceeding expectations. Excellent problem-solver able to adapt and learn quickly in fast-paced environments. Outstanding communication and interpersonal skills, an expert editor and researcher mastering in copywriting; establishes strong rapport and fosters positive working relationships with all levels of management, associates, and clients. Loves quality content, a strong visual brand, using a consistent voice in messaging, and a good challenge.

Education

Bachelor of Arts: English
Concentration in Writing
The University of Toledo
December 2007
Graduated Cum Laude

Skills

- Strong Writer, Proofreader, and Editor
- Expert-Level Marketing Coordination
- Relationship and Team Building
- Social Media Marketing and Digital Advertising
- Research Analysis and Strategic Planning
- Engaging Content Curator and Creator
- Graphic Design Capabilities
- Attention to Detail
- Speechwriting and Presentation Design
- Effective Project Management
- Agility and Critical Thinking
- Video Production / Coordination, Script Writing

Experience

SSOE Group | www.ssoe.com 1001 Madison Avenue, Toledo, Ohio

SSOE is an internationally ranked architecture and engineering firm with offices across the U.S. and around the world. Headquartered in Toledo, the firm provides quality project solutions to high-tech and general manufacturing clients in the semiconductor, automotive, battery, food, chemical, and glass industries. SSOE also provides forward-thinking design across healthcare and general building sectors such as corporate workplace, education, and government / judicial.

Strategic Content Manager | Senior Associate 2022 – Present

- In this role, I'm responsible for elevating the SSOE brand, optimizing the usage and distribution of strategic and targeted content, keeping abreast of best practices, and helping to amplify exposure and promotion for SSOE across various marketing channels and platforms. This position reports directly to the Director of Marketing & Communications and is part of the Marketing Leadership Team.
- Promoted to Associate in August 2022 and to Senior Associate in October 2024. To reach these levels within the firm, leadership, accountability, and expertise must be demonstrated in project management, business development / marketing, client management, and administrative management.
- Focused on developing exceptionally written content to create memorable brand experiences through carefully crafted messaging; able to work in many mediums, is a strong editor, and an efficient project manager.
- Translates the strategies and priorities outlined in the corporate marketing plan into tactical content development, execution, and distribution planning with significant hands-on involvement in content development and special projects from idea to execution.
- Creates high-level messaging in key areas of the business to support strategic initiatives and growth objectives for others to draw from when developing their own content, executing the development and distribution of thought leadership pieces, promotional / persuasive content, digital marketing, website copy, social media, and other relevant mediums to key audiences.
- Oversees the firm's social media strategy, calendar, ensures consistency in brand voice, look and feel across platforms, and manages sponsored content / campaigns while regularly reporting on campaign analytics and effectiveness.
- Ensures account managers, business developers, and seller-doers are equipped to fully leverage the content developed, advises executive-level leadership on outside speaking opportunities, and leads the initial promotional campaigns for acquisitions.
- Responsible for strategic public relations opportunities and speechwriter for the CEO.

Senior Marketing Coordinator | Marketing Communications Team Lead 2021 – 2022

- In March 2021, was promoted to Team Lead with additional leadership responsibilities in addition to my existing Senior Marketing Coordinator responsibilities; with only weeks under my belt as a team lead, I filled in for the Marketing Communications Manager, overseeing the Marketing Communications team and operations while she was out on leave for 12 weeks; took over workload distribution and other supervisory responsibilities, in addition to content review and development; during this time, was recognized by the Director of Marketing, for "taking initiative, working out solutions, and knowing when it was the right time to ask for help"; this also took place during my own time of peak workload, which included a key role in the iCIMS rollout and leading a social media team for the Toledo-area V Project—an SSOE-sponsored outreach project in response to the COVID-19 pandemic—that I was asked to be involved in at the request of CEO.
- Recognized by the CEO for my work on the V Project, where I served (as a representative of SSOE) as community manager for the grassroots social media effort, which included Facebook, Twitter, Instagram, and YouTube; received great feedback from V Project participants, a mix of

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in linkedin.com/in/katiejunga

Software & Digital Platform Knowledge

INTERMEDIATE TO EXPERT-LEVEL KNOWLEDGE

- Adobe InDesign and Photoshop
- Mailchimp
- Microsoft Word and PowerPoint
- LinkedIn, Twitter, and Facebook for Business
- WordPress
- Google Analytics

WORKING KNOWLEDGE

- Adobe Illustrator and Premiere
- Google Ads
- Instagram for Business
- Microsoft Excel
- Canva
- LinkedIn Sales Navigator

Training, Conferences, and Continuing Education

• AMPLIFY ALLYSHIP (MARCH 2026)

A Toledo-based event designed to equip local leaders with actionable strategies and practical tools centered around aligning AI, leadership decisions, and people strategy to drive measurable impact in their organization.

• SMARTWIN (FEBRUARY 2025)

SmartWIN is an Atlanta-based B2B marketing conference tailored for the AEC industry. The event focuses on high-level marketing strategies, BD, and networking for professional service providers.

• DEAI ALLIANCE OF NORTHWEST OHIO'S

DIVERSITY SUMMIT (APRIL 2024 & MARCH 2023)

A Toledo-based event at which SSOE's CEO and Director of Diversity, Equity, and Inclusion are prominent that facilitates conversations around how to elevate underrepresented groups in the community.

• EPIC TOLEDO LEADERSHIP SUMMIT (NOVEMBER 2023)

This one-day conference will bring together a diverse group of experts, thought leaders, and professionals who have successfully embraced change and harnessed shifting perspectives to drive innovation and growth.

Experience (continued)

Senior Marketing Coordinator | Marketing Communications Team Lead (continued)

Toledo-area marketers, business leaders (including some of our clients), and community advocates; the program also received recognition from Ohio Governor Mike DeWine.

- Maintained the same high-level performance in managing SSOE's industry-leading social media presence as always, despite the additional responsibility and increased workload; to provide some context using metrics, SSOE's LinkedIn following has increased by 93%, Facebook has increased by 43%, and Twitter has increased by 22% (the latter, admittedly, a slower burn) from August 2018 to June 2022 under my management; my manager recognized me for "significantly evolv[ing] our social media presence and continu[ing] to position SSOE in a way that genuinely reflects our culture externally, while maintaining a focus on important initiatives."
- Led 44 total targeted / sponsored marketing and recruitment campaigns on LinkedIn in 2021—generating more than a million total impressions with our content.

Senior Marketing Coordinator, Corporate 2019 – 2021

- In 2019, was promoted to Senior Marketing Coordinator for providing consistent, high-quality marketing communications support to SSOE's internal clients.
- Continued to elevate SSOE's social media following on LinkedIn, Twitter, and Facebook, creating various campaigns and sponsored placements to strategically targeted audiences for both marketing and recruitment purposes; managed a \$15,000 LinkedIn budget.
- In addition to content development and creative projects, also served in a project manager type of role to streamline communications between Marketing staff and internal clients.

Marketing Coordinator, Corporate 2014 – 2019

- Recruited by ITS Technologies to work at SSOE in 2014; responsibilities included recruitment marketing, new brochures and updates, auxiliary public relations, website updates, photography and video shoot coordination, tradeshows, social media management and content development, office graphics, and direct mail campaigns.
- In this role, began taking SSOE's social media to the next level by researching the best ways to post; making small, but consistent upgrades over time; being extremely responsive to comments and messages; began establishing a "digital rapport" with clients, partners, and media outlets who would tag SSOE in their posts; found creative ways to share news that tied in with SSOE's brand; grew the firm's LinkedIn following to over 10,000, Facebook following to over 1,700, and took a rather inactive Twitter account and ensured SSOE had regular, interesting content.
- In 2017, received an SSOE Leadership Award for my work on an internal project team that launched Newforma, a project information management platform, for an internal marketing campaign, "Project Information Management Takes Flight at SSOE with Newforma," which promoted the software's features and its ability to make project management easier for employees.
- A major contributor to SSOE's Lean Project Delivery project; observed the pilot team across several months as they implemented the Kanban Method as a way to visualize their work, developed or assisted with countless internal communications, and—with support from the Chief Administrative Officer—adapted the more than 100-page manual from which all SSOE's internal coaches were trained and what was ultimately rolled out corporate-wide; also condensed this originally two-day training into an eight-hour training and developed engaging takeaways and presentations for trainees at all levels.
- Provided marketing leadership on the development and launch of SSOE's Benefits SharePoint, the firm's first external SharePoint page, and leveraged it as a benefit for recruitment.

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Training, Conferences, and Continuing Education

(continued)

- **OWEN'S CORNING WOMEN'S LEADERSHIP SUMMIT (JUNE 2023 & AUGUST 2022)**

This single-day summit allows women to meet with other empowering women across the region and focus on their own self development and growth by learning and connecting with others through personal and impactful stories.

- **SMPS AMPLIFY A|E|C IN ATLANTA (JULY 2022)**

At this multi-day conference, speakers covered the newest in leadership innovation, business evolution, and professional advancement.

- **REINVENT YOUR MARKETING AND BUSINESS DEVELOPMENT WITH LINKEDIN (JUNE 2020)**

In this webinar, Principal / Creative Director at Substance151 shared her best practices for optimizing your firm's company page and key employee profiles on LinkedIn.

Substance151 is a strategic brand communications firm for professional services organizations on the edge of evolution.

- **SMPS HEARTLAND REGIONAL CONFERENCE IN DETROIT (MAY 2019)**

The theme of this multi-day conference was "Focus Forward" and explored more targeted, individualized approaches to marketing, branding trends and best practices, public relations, and internal communications.

- **SMPS SOUTHEAST MICHIGAN "FALL IN LOVE WITH SOCIAL MEDIA" EVENT (OCTOBER 2019)**

Held at Plymouth Orchards and Cider Mill in Michigan, this educational session was led by MLive's Social Media Director Eric Hultgren, who shared his tips for using social media for business success.

- **NORTHWEST OHIO PRSA SOCIAL MEDIA MIXER (APRIL 2017)**

Held at The Collaborative in Downtown Toledo, this marketing event focused on social media and PR integration.

- **SMPS BUILD BUSINESS IN INDIANAPOLIS (JULY 2017)**

This multi-day conference, dubbed "the Seller-Doer Symposium," was created specifically for technical professionals who are also responsible for bringing in work through business development activities.

- **SMPS BUILD BUSINESS IN PHILADELPHIA (AUGUST 2016)**

The theme of this two-day conference was "Synthesis," which explored the power of marketers to ignite, innovate, and execute through an integration of ideas.

Experience (continued)

Dillard's | www.dillards.com

5001 Monroe Street, Toledo, Ohio

Dillard's ranks among the nation's largest fashion apparel and furnishings retailers with annual revenues exceeding \$6 billion. The company operates nearly 300 locations spanning 29 states, of which more than 10% include an in-store Aveda Salon. I worked at the salon for nine years to supplement my income while gaining AEC marketing experience.

Salon Coordinator

2006 – 2015

- Developed professional relationships with clients and cosmetologists; provided expertise regarding high-end salon products, educating consumers on at-home skin and hair care based on their personal needs.
- **Achieved high marks from salon, store, and district management for my sales approach and was named the Toledo store's "Employee of the Month" twice (the only salon employee to ever earn this distinction at the time), despite typically working just 10-15 hours per week; also earned a \$500 bonus for having an extremely positive evaluation from a secret shopper.**
- Informed clients of promotions and services available; managed appointments and arranged displays and merchandise; motivated stylists to increase retail sales and client retention, provided valuable services with a creative approach to enhance the overall customer / client experience.

The Mannik & Smith Group | www.manniksmithgroup.com

1800 Indian Wood Circle, Maumee, Ohio

The Mannik & Smith Group is a privately owned engineering and environmental consulting firm that, at the time, had offices throughout Ohio and Michigan but has since expanded further with offices also in Alabama and West Virginia. Headquartered in Maumee, Ohio, the firm currently employs over 350 professionals.

Marketing Coordinator, Corporate

2013 – 2014

- Managed Facebook and LinkedIn pages for the multidisciplinary firm; in three months, was able to more than double the followers on both platforms by creating content specifically for the target audience, posting consistently, and continually updating and researching social media strategy.
- Created signage, advertisements, and corporate marketing pieces using Adobe software and Microsoft Publisher; working closely with project managers of various disciplines to prepare presentations for conferences, tradeshows, and client meetings using Microsoft PowerPoint and PREZI.
- Maintained the company's client relationship management database in relation to current clients and prospects; assembled monthly website analytics for the company website and social media pages, preparing a report reviewed at board meetings and monthly marketing meetings.
- Supported literature needs and advertising; responsible for writing and editing copy for various types of engineers, scientists, archaeologists, technicians, and professionals; composed press releases and award nomination packages; assisted in drafting grant proposals.
- Managed all proposals going out of the corporate office for various clients including municipalities, the Ohio Department of Transportation, the Ohio Turnpike and Infrastructure Commission, and private-sector clients; this involved internal coordination with professionals at all levels and across various disciplines, often from different offices and sometimes from other firms serving as subcontractors.
- Coordinated events hosted or sponsored by the firm; was responsible for leading a team of employees at various levels in deciding on a nonprofit the corporate office would support which led to me organizing a themed lunch-and-learn where the Director of the Daughter Project, a nonprofit that aids victims of sex trafficking, came to speak. The event was very well attended and received, and I solicited help from my colleagues to bring in food to share as I received no funding

Katie Junga

Writer, marketer, content developer,
and social media strategist with
10+ years of AEC experience

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Training, Conferences, and Continuing Education

(continued)

- **WORDPRESS WORDCAMP (OCTOBER 2015)**
Held at the University of Michigan in Ann Arbor, this one-day conference offered tips for using your website to create an exceptional customer journey and best practices for using WordPress.
- **PRYOR LEARNING SEMINARS / CAREERTRACK SOCIAL MEDIA MARKETING CONFERENCE (FEBRUARY 2014)**
This one-day seminar in Downtown Toledo explored topics like which platforms to choose and for what purpose, assessment; analytics, writing for social media, what and when to post, social media strategy, and metrics to gauge success.
- **LINKEDIN: A BUSINESS DEVELOPMENT STRATEGY (JULY 2014)**
Traveled to Grand Rapids, Michigan to hear expert trainer Shari Pash discuss tools for uncovering the power of LinkedIn and maximizing prospecting prowess and business development using the LinkedIn platform.

Volunteerism

ST. FRANCIS DE SALES CHAPPUIS SOCIETY

During the 2025–26 school year, I'm honored to serve as one of several St. Francis de Sales Chappuis Society Committee Chairs. As the Homecoming Chair, I organized and oversaw the coat check and concessions for the October 11th dance, coordinated school donations, and connected parent volunteers to support the event. I also led decorations and flyer / t-shirt designs for the mother / son dance. As a soccer parent, I also jump in to help with athletic concessions whenever needed—and I love joining my son in earning his service hours whenever I can, most recently at Family House.

BLACC EMPLOYEE RESOURCE GROUP

BLACC, an acronym for Black Leaders and Collaborative Changemakers, represents the interest of Black / African Americans by collaborating with other Employee Resource Groups at SSOE and partnering closely with Human Resources. BLACC fosters a supportive network that's open to all who support the Black / African American experience at the firm. I joined BLACC as an ally in June 2024 and served as Communications Lead in 2025.

Experience (continued)

for it. I continued to share information about the nonprofit with the office and ways to get involved, which led to the firm sponsoring the Daughter Project's family-friendly comedy show, where I also volunteered.

Sunrise Windows | www.sunrisewindows.com 200 Enterprise Drive, Temperance, Michigan

Sunrise Windows is a leading manufacturer of premium performing, energy-efficient, custom-made replacement vinyl windows and sliding doors, selling its products through specialty window dealers, home improvement contractors, and building products distributors. Founded in 1994, it was a relatively young company that had already experience an estimated annual revenue of \$50 million at the time.

Marketing Assistant | Marketing Coordinator | Customer Relations 2011 – 2013

- Managed the company's first consumer rebate program in 2011 and 2012, which aimed and succeeded in driving leads to dealers; provided the marketing support for regional sales blitzes in 2011 and 2012, events that proved to be extremely fruitful in obtaining fresh prospects and new dealers. **Sunrise Windows, with a Marketing Department of just four, was honored with *Window & Door Magazine's Crystal Achievement Award for Most Innovative Marketing in 2012 for this program.***
- Coordinated logistical details and arrangements for meetings, shows, and special events; arranged travel accommodations as needed; promoted company-sponsored conferences to territory managers in 14 markets, along with their network of dealers.
- Wrote and proofed copy, scheduled direct mail and email campaigns, compiled target lists, and researched relevant information like current suppliers; created executive-level presentations for strategy, sales, and board meetings, showing strong knowledge of Microsoft PowerPoint.
- Entered new customers and leads into the customer relationship management database and updated existing information to maintain marketing records; responsible for creating and organizing lists for mailings and customer intelligence measurement; assembled monthly website analytics for seven brands, which assisted in the development of websites, brand strategies, and lead generation.
- Prepared a report and presentation for executive leadership that displayed information I collected from warranty registrations that served as the pitch that ultimately led to the launch of the online warranty registration website.
- Provided literature needs and advertising support; responsible for writing copy and editing quarterly newsletter distributed to dealers in 35 states; composed press releases consistently chosen by industry-leading magazines highlighting our recent product enhancements.
- Toward the end of my tenure, also assisted in the restructuring of the Customer Relations Department, providing inside sales support to territory managers and managing their dealer accounts and orders during a time of major internal transition and new executive leadership at the helm.

First Federal Bank of the Midwest | www.first-fed.com 417 W. Dussel Drive, Maumee, Ohio

First Federal Bank of the Midwest, now Premier Bank, is a community bank headquartered in Defiance, Ohio. First Federal provided traditional banking services, including residential, commercial, and consumer loans, as well as a broad range of deposit account services for retail and commercial customers. At the time, the Maumee branch served a majority of commercial customers often depositing large amounts of cash that had to be carefully documented, counted, and managed.

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Volunteerism

(continued)

JUNIOR ACHIEVEMENT OF NORTHWEST OHIO

Cherry Street Mission has served the homeless and poor in Northwest Ohio and Southeast Michigan—24 hours a day, 7 days a week, 365 days a year—since 1947. In November 2013, I volunteered to deliver Thanksgiving meals to several families living in the inner-city of Toledo.

In April 2023, I volunteered at Start High School, part of the Toledo Public Schools District, to present in person to students in an Engineering Design / CAD class on “Workplace Writing.”

THE DAUGHTER PROJECT

The Daughter Project is a nonprofit organization based in Northwest Ohio aimed at rehabilitating victims of sex trafficking and assisting with prevention.

In October 2014 and 2015, I was involved with the annual family-friendly comedy show event. All ticket proceeds—totaling over \$20,000 each year—and benefiting The Daughter Project. I assisted with promoting the fundraising event and served as an usher during the show.

CHERRY STREET MISSION MINISTRIES

Cherry Street Mission has served the homeless and poor in Northwest Ohio and Southeast Michigan—24 hours a day, 7 days a week, 365 days a year—since 1947. In November 2013, I volunteered to deliver Thanksgiving meals to several families living in the inner-city of Toledo.

In December 2021, I also joined some of my fellow SSOE colleagues in serving lunch to the community.

Experience (continued)

Customer Service | Investment Assistant | Marketing Partner (Hybrid Role) 2007 – 2010

- Identified customer needs and referred financial products and services to consumers and small business customers, building customer loyalty through courtesy and friendliness that lead to successfully constructing professional relationships with account holders.
- Coordinated the schedule for the financial advisor at 13 branches in Ohio and Michigan; researched information on investment products and maintained up-to-date knowledge on the financial markets; provided support to clients that personalized service and strengthened relationships.
- Organized the administrative details of a major transition in changing broker dealers that involved a large amount of paperwork and correspondence between the bank, broker dealers, and clients.
- Was proactive in intercepting a fraudulent check, managed to detain the perpetrator until the authorities arrived, thus stopping a Detroit-based crime ring from continuing to steal money from my employer; recognized by First Federal’s corporate headquarters and the Maumee Police Department for my efforts.
- Served as the liaison between Corporate Marketing and the Maumee branch due to my aptitude for sales and knack for creativity, putting together campaigns to increase accounts and working within a predefined budget.

Toledo Review | The University of Toledo 2801 Bancroft Street, Toledo, Ohio

Toledo Review was the inaugural edition of The University of Toledo’s first literary magazine. Professor Timothy Geiger, a published, award-winning poet and letterpress printer, served as editor. The editorial staff was made up of several students majoring in English at the university, including myself.

Editorial Staff 2007

- Researched topics, handled written material reviews, edited, and made revisions according to the tone, style, and form as required to meet expectations of both the editor and readers; monitored and ensured delivery in adherence to production deadlines.



LEGAL UPDATE

For Ohio Community School Boards



OPEN MEETINGS

For purposes of Ohio’s Open Meetings Act, a meeting is:

- prearranged gathering of...
- majority of members of the public body...
- conducting or discussing public business.

A public body must:

- take action and deliberate on public business in open session
- give appropriate notice of meetings
- take and maintain minutes of meetings

Not a “Meeting”

Open house
Graduation ceremony
School sporting event
Training
Any other gathering, even if a quorum is present, if the board members are *not* discussing or deliberating about school business

Executive session topics:

- Hiring, firing, discipline, compensation of public employees
- purchase or sale of property
- pending/imminent litigation
- matters required by law to be kept confidential
- collective bargaining
- security arrangements
- a few others not generally relevant to community schools

PUBLIC RECORDS



A public record is:

- any document, device, or item regardless of form/medium...
- created or received by or coming under the jurisdiction of a public office...
- Which documents the organization, functions, policies, decisions, procedures, operations, or activities of the office.

If something is a public record, the public office must:

- provide inspection or copies
- within a prompt/reasonable period of time
- to any requestor

*Note: emails and texts can be public records

Question & Answer:

Q: Can our community school board meet virtually?

A: House Bill 257 effective April 9th allows certain public bodies who are not compensated to meet virtually for most purposes if the board adopts a policy including amongst other requirements:

- 72 hours advance notice of the meeting
- Board members indicate their virtual attendance 48 hours prior
- Virtual access to the public via a widely available platform
- Board members must be able to be seen and heard at all times
- All votes must be taken by a roll call
- Meeting cannot involve significant hiring decisions or nonroutine expenditures



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Regional Representative’s Report:

- Thank you to those who have completed the required Sunshine Law training. We kindly ask that all remaining trainings be completed by May 1. The short training video and instructions for can be found at the following link: [Amy Goodson Sunshine Law FY26](#)
- Third trimester compliance worksheets have been completed and submitted in collaboration with school leadership. The review process included key areas such as College Credit Plus (CCP) participation, attendance and truancy, as well as suspension, expulsion, and removal reporting. Thank you, Ms. Houghton, for your support with this important compliance item.

COMPLIANCE AND TECHNICAL ASSISTANCE

Sunshine Law Manual 2026

Ohio Attorney General Dave Yost released the 2026 edition of the Sunshine Laws Manual, which provides information on the Ohio Public Records and Open Meetings Acts. The updated manual will address law changes and legal decisions from this past year. The manual can be found [here](#).

Artificial Intelligence Model Policy and Resources

As a reminder, state law requires schools to adopt an AI policy by July 1, 2026. Schools may adopt the [newly released model policy](#) as written or customize to meet their needs. The ODLS governing board approved the AI Policy on March 25, 2026.

- The model policy addresses appropriate use of AI by students and staff, promotes ethical practices and academic integrity, and sets standards for data privacy and security. The policy also provides guidance for integrating AI into curriculum, evaluating third-party tools, and aligning with existing policies on bullying, academic integrity, and procurement.
- Additionally, a [new package of resources](#) is available to help teachers build AI skills across subjects in alignment with Ohio's Computer Science and Technology Standards. The resources were designed to offer practical tips for using AI across subject areas, while promoting digital citizenship, critical thinking, and ethics.
- Content integration resources are also available for English language arts, mathematics, science, social studies, fine arts, financial literacy, physical education, and world languages and cultures.

Ohio Swatting Law

[State law](#) makes "swatting" a **felony** in Ohio. Swatting means reporting or causing to be reported false or misleading information to a law enforcement agency, emergency service provider, or public safety answering point, knowing the information is false or misleading, with reckless disregard as to whether the report may cause bodily harm to any individual as a direct result of an emergency response to the report, and under circumstances where the report is reasonably likely to cause an emergency response from a law enforcement agency, emergency service provider, or public safety answering point and the report does cause an emergency response.

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- The Ohio School Safety Center (OSSC) works with the Statewide Terrorism Analysis and Crime Center and FBI as well as schools and local law enforcement to investigate these threats.
- The OSSC encourages schools to communicate with students, staff, and community members about the appropriate way to report threats and concerns of safety through the school's anonymous reporting system, directly to local law enforcement or through the use of the state's Safer Ohio School Tip Line.
- For more information related to swatting and how to handle these type of threats, OSSC created an informational bulletin [here](#) to be shared with school staff.

Schools and Districts Must Submit Annual Hearing and Vision Data by June 1

[Ohio law](#) requires schools and districts to submit hearing and vision data annually to the Ohio Department of Health.

- Schools and districts can provide their information in the [hearing and vision screening surveys](#) through June 1.
- The [Ohio Department of Health's Children's Hearing and Vision Program](#) webpage offers additional information on the requirements, guidelines, and training for vision and hearing screening.
- Contact Melissa Herrick at Melissa.Herrick@odh.ohio.gov or (614) 466-1995 for questions regarding **hearing** screening, training, or reporting.
- Contact Molly Nelson at Molly.Nelson@odh.ohio.gov or (614) 466-4183 for questions regarding **vision** screening, training, and reporting.

Attendance Dashboard Coming Soon

On April 15, ODEW will launch a new Statewide Attendance Dashboard at Attendance.Ohio.gov. This tool will provide parents, school staff members, and the public with attendance data for every school and district across the state. The dashboard will be updated regularly. For additional information on the database and attendance resources, click [here](#).

LEGISLATION

Governor's State of the State Address

On March 10, 2026, Governor Mike DeWine delivered his final State of the State Address where he highlighted past accomplishments and introduced his upcoming legislative priorities.

Governor DeWine's Key Legislative Priorities in Education (2026)

Early Literacy & Reading Achievement:

- Expand statewide adoption of the Science of Reading in pre-K through 12th grade.
- Support schools with regional expert teams and additional ReadOhio coaches to ensure full implementation.

Attendance & School Engagement:

- Introduce a Statewide Attendance Dashboard to track and improve student attendance, aiming to close achievement gaps.

Physical & Mental Well-Being:

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- Propose legislation requiring one hour of daily recess for students in kindergarten through 8th grade.

Artificial Intelligence (AI) Regulations for Children:

- Ban the creation, possession, or distribution of AI-generated child pornography.
- Hold tech companies accountable if AI encourages self-harm, harm to others, or other dangerous content.
- Require automatic parental controls on digital platforms and devices.

GOVERNANCE

Charter Contract Amendments and Updates

As mentioned previously, the charter contract between the governing authority and OCCS is being updated. Most of the changes are statutory updates. Matthew Trzcinski, Contract Analyst, has finalized the language and has been working with your attorney during their review and sign-off.

- Regarding timing, we will be working to secure governing authority approval and contract execution by May 1, 2026. The ODLS governing board approved the contract amendment resolution on March 25, 2026.
- Please contact Mr. Trzcinski if you have any questions. He may be reached by phone at (419) 724-9472 or by email at matthew@ohioschools.org.

FISCAL

Federal Programs: Spring is Time for Reflection and Planning

- School Year 2025-2026 Federal Title Program dollars should be used by June 30, 2026.
- Federal Program plans and budgets for the 2026-2027 school year should be discussed now and then board approved by June 30, 2026.

Do you know what programs are being funded with federal funds? How are you monitoring the effectiveness of these programs?

ASSESSMENT

Spring 2026 Test Administration Windows: Dropout Prevention and Recovery

Assessment Window: January 19 - March 27, 2026

Results available for Districts:

- Math/Science/Social Studies: Immediate
- English Language Arts: April 27, 2026

Ohio English Language Proficiency Assessment (OELPA): February 2 - March 27, 2026

- Printed family reports are due in districts and schools on June 8, 2026.

Alternate Assessment (AASCD): February 23 - April 17, 2026

- Results available for Districts: immediately after test submission
- Printed family reports are due in districts and schools on June 1, 2026.

Summer 2026 Test Administration Windows

Summer high school end-of-course: June 22-July 3, 2026

Results available for Districts:

- Math/Science/Social Studies: July 10, 2026

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- ELA: August 6, 2026

Printed family reports for summer OST testing are due in districts on September 7, 2026.

VIRTUAL SCHOOLS

US Distance Learning Association National Conference

The USDLA National Conference has long been an event where leaders, educators, instructional designers and others mingle, discuss e-learning technology and learn from an audience broader than our own.

- Where: Cleveland Marriott Downtown at Key Tower, Cleveland, OH
- When: June 22- 25, 2026
- Cost: Discounted rate of just \$149 for K-12 attendees for the entire conference.

[Registration information](#), Registration code: USDLA-K12OHIO-149

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