

Ohio Digital Learning School

Meeting Agenda

September 26, 2025

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 Kania, Vice President
- ☐ Gregory Fockler, Treasurer
- ☐ Tiffany Morrissey, Secretary
- ☐ Roula Braidy, 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*
- ☐ Adam Hauf, *Stride*
- ☐ Derek Schult, *Finance Manager, Stride*
- ☐ Lisa Zyriek, *Stride*
- ☐ Dawn Cummings, *Fiscal Officer*
- ☐ Rebekah Enz, Esq., *Board Legal Counsel*
- ☐ Kristin Katakis, *OCCS*
- ☐ Kaileigh Poe, *ODLS Office Administrator*
- ☐ Josh Goodall, *ODLS Assistant Academic Administrator*
- ☐ Jasmine Smith, *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 June 25, 2025, 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. Revised Budget and Five-Year Forecast

RESOLVED, that the Board of Directors approves and adopts the ODE Community School Budget for fiscal year 2025-2026 as presented;

FURTHER RESOLVED, that the Board of Directors approves and adopts the three-year forecast, October 2025 Submission, and authorizes the fiscal officer to submit the three-year forecast in the proper format, to the Ohio Department of Education and Workforce by the designated deadline.

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

D. Head of School Report

- **Number of Suspensions and Expulsions**
- **Staffing Updates**
- **[Local Report Card](#)**

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: _____

E. EMIS and SOES Resolution

WHEREAS, the Board of Directors has contracted with K12 Virtual Schools, LLC, to provide the day-to-day operations of the School; and

WHEREAS, K12 Virtual Schools, LLC, as part of its management services, provides trained and skilled School Options Enrollment System (“SOES”) and Education Management Information System (“EMIS”) staff members and support at the School and by its management team in an effort to ensure quality reporting to all databases maintained by the department for the collection of education data.

NOW THEREFORE, BE IT RESOLVED, that the Board of Directors hereby designates K12 Virtual Schools, LLC, as the School’s SOES and EMIS coordinator for the School.

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

F. Policy Approval

RESOLVED, that the Board of Directors hereby approves and adopts the following policies as presented:

- Special Education Model Policies and Procedures
- Child Find Policy
- Testing Policy

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

G. Special Education Manual

RESOLVED, that the Board of Directors approves and adopts the 2025-2026 ODLS Special Education manual pending legal review.

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

H. SPED Teacher Stipends

WHEREAS, that the Board of Directors finds a proper public purpose in the support of teachers and staff.

THEREFORE, BE IT RESOLVED, that the Board of Directors approves of stipends for teaching staff in an amount of \$200, \$300, \$400, \$500, \$600, or \$800 as determined by the Head of School.

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

I. Board Membership Discussion

J. EMO Evaluation

VI. Review of Policies

A. Annual Policy Review

RESOLVED, that the Board of Directors has reviewed and approves the following policies:

- Code of Ethics and Conflict of Interest
- Public Records Policy and Retention Schedule
- Homeless Student Policy
- Academic Prevention and Intervention Policy
- Parent Involvement Policy
- Career Advising Policy

FURTHER RESOLVED, that the Board of Directors has provided a copy of the Public Records Policy to the operator as the designated records custodian.

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

B. Health and Safety Policy Review

RESOLVED, that the Board of Directors hereby acknowledges that it has reviewed and approves the following policies and procedures in Section 300 of the Board Policy Manual to ensure the safety of students, employees, and other persons and to ensure that its policies and procedures comply with all applicable health and safety laws and regulations:

- Protective Eyewear Policy
- Bloodborne Pathogen Control Policy
- Chicken Pox Epidemic Policy
- Food Allergy Policy
- Medication Policy
- Search Policy
- Child Abuse or Neglect Reporting Policy
- Corporal Punishment Policy
- Tobacco Policy
- Seizure Disorder Policy

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

VII. Informational Reports

A. Legal Update

B. Sponsor Update

C. Stride Update

VIII. Confirmation of Next Meeting: Date: October 22, 2025
Time: 10:00 AM
Location: 1745 Indian Wood Circle
Suite 110
Maumee, Ohio 43537

IX. Adjournment

Motion: _____ Second: _____

Ohio Digital Learning School

Annual Meeting Minutes

June 25, 2025

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 10:06 AM.

II. Roll Call

Board Members Present:

Chris Canova, President

Chelsea Kania, Vice President

Tiffany Morrissey, Secretary

Board Members Absent:

Gregory Fockler, Treasurer

Roula Braidy, Director

Other Attendees:

Laura Houghton, *Operations Manager*

Brian Powderly, *Executive Director*

Angie Day, *ODLS Principal*

Erin Ramsey, *ODLS Academic Administrator of Special Programs*

Adam Hauf, *Stride*

Derek Schult, *Finance Manager, Stride*

Dawn Cummings, *Fiscal Officer*

Rebekah Enz, Esq., *Board Legal Counsel*

Kristin Katakis, *OCCS*

Kaleigh Poe, *ODLS Office Administrator*

Josh Goodall, *ODLS Assistant Academic Administrator*

Rick Crawford, *Insperity*

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; no modifications were requested.

25-26 RESOLVED, that the Board of Directors approves the minutes of the meeting of May 28, 2025, as presented.

Motion: Mr. Canova Second: Ms. Morrissey

Ayes: 3 Nays: 0

B. Financial Report

- **Federal Subgrant Expenditures**

Mr. Schult presented the financial report as of May 30, 2025, and discussed enrollment averages, revenue and expenses, and forecast changes. He reviewed assets, liabilities, and equity, and monthly cash flow. He discussed federal funds and the amount requested for the pull down, and noted that hybrid funds are not yet confirmed for FY 2026. A payment of \$500,000 was made to Stride. The Board discussed deficits and balanced budget credit.

25-27 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. Kania Second: Mr. Canova
Ayes: 3 Nays: 0

C. Head of School Report

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

Mr. Powderly presented the school report and provided an update on the hiring of staff. He reviewed academic data for the end of the year, and Ms. Day a more detailed analysis. She noted that the number of graduates was 368, and if combined with last year's summer graduates, the number would be over 400. The number of summer 2025 graduates will be confirmed by the September meeting. The school is working to add industry recognized credentials each year.

25-28 RESOLVED, that the Board of Directors accepts the state of the school report as presented, including the number of suspensions and expulsions.

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

D. Mission and Vision Statement

Ms. Day discussed the changes to the mission and vision statement and discussed input from the staff, students, learning coaches, and families. She noted upcoming changes to the school's mascot and colors.

25-29 RESOLVED, that the Board of Directors hereby approves and adopts the Mission Statement and Vision Statement as presented.

Motion: Mr. Canova Second: Ms. Kania
Ayes: 3 Nays: 0

E. 2025-2026 Employee Agreements, Salaries, and Bonuses

Ms. Houghton discussed the employee agreements, salaries, and bonuses, and noted that 51 employees have returned their agreements, two prior employees retired, and one employee moved out of state. The school's staff has a high return rate.

25-30 RESOLVED, that the Board of Directors approves the 2025-2026 employee agreements, salary changes and bonuses as budgeted as presented pending employees meeting all requirements for employment and final review of board legal counsel.

ANDERSON, HEIDI A

CAMPBELL, CHRISTINA MARIE

CASANOVA, CHRISTINA

COTE (LEADERS), RITA
CRUMP, EBONI
DOUP, ABIGAIL
EBERT, HOPE N
EDWARDS, LAURA
EVANS, BRANDON
FARLEY, MILLIE (DEREK)
FLUHARTY, COURTNEY
FORBES, JEFFREY
GATES, GALA
HERRMANN, LINDSAY
IANIRO, RACHEL
JACOBSEN, JANSON
JAMIEL, CASSAY RENEE
JOHNSON, JAMIE
KENNEDY, FROUKJE MARGARET BEYNEN
KING, CARA D
KRUICHUK, KERRIE
LAHETTA, KRISTEN R
LYNCH, MAGGIE
MANGAN, ANN
MCCULLOUGH, JULIE
MCDONALD, ERIN
MCDUGAL, DOMINIQUE
MILLHOUSE, NICHOLAS
MORENCY, DARIAN
POPE, SHAWNA
RICKARD, WILL
RIFE-ROARK, SUSAN
ROSE, TANYA C
ROSS, SARAH
ROWLAND, CHRISTINA
RUIZ FLINT PHAM, ELISABETH
SHELLS, STACEY
SLATER, EMILY
SULLIVAN, REBEKAH (KAYLA)

VONGUNTEN, ERIC
WALKER, SYLVIA
WARD, KRISTINA L
WEST, KATHERINE
WHITBY-SANFORD, NATALIE
WIEDEMANN, TAYLOR
WINTZ - FRENCH, BROOKE NICOLE
WOOD, LISA

Motion: Mr. Canova Second: Ms. Kania
Ayes: 3 Nays: 0

F. 2025-2026 Employee Handbook

Ms. Houghton discussed the 2025-2026 Employee Handbook and noted the change to the printers and ink section. She reviewed PTO updates and discussed how Insperity helps put together the employee handbook.

25-31 RESOLVED, that the Board of Directors approves and adopts the 2025-2026 employee handbook pending legal counsel review.

Motion: Ms. Kania Second: Mr. Canova
Ayes: 3 Nays: 0

G. Insperity Renewal

Ms. Houghton discussed the renewal with Insperity and related changes. She noted a 9.8% increase in medical plans, and reported that the new Insperity team has worked out well, and they have received much improved services.

25-32 RESOLVED, that the Board of Directors approves the renewal with Insperity pending board legal counsel review and authorizes the Board President to sign once in a form as advised by legal counsel.

Motion: Mr. Canova Second: Ms. Morrissey
Ayes: 3 Nays: 0

H. Gallagher Insurance

Ms. Cummings presented Gallagher Insurance information and went over a comparison document. Administrators will send out information to the board. She noted that the insurance covers directors and officers insurance. She reviewed premium changes, and noted an increase of just over \$4,000.

25-33 RESOLVED, that the Board of Directors approves the renewal with Insperity pending board legal counsel review and authorizes the Board President to sign once in a form as advised by legal counsel.

Motion: Ms. Morrissey Second: Mr. Canova
Ayes: 3 Nays: 0

I. Board Membership Discussion

The Board discussed potential members during the reappointment of Board members.

VI. Annual Meeting Discussion Items

A. Reappointment of Board Members

The Board discussed the reappointment Chris Canova, Tiffany Morrissey, and Roula Braidy. Mr. Canova discussed adding board members.

25-34 RESOLVED, that the Board of Directors reappoints Chris Canova, Tiffany Morrissey, and Roula Braidy for a term of three years, to expire at the annual board meeting of 2028.

FURTHER RESOLVED, that the hereby acknowledges the staggered terms of all board members as follows, effective until the annual organizational meeting held during the year designated.

Name	Year
Chris Canova	2028
Gregory Fockler	2026
Tiffany Morrissey	2028
Chelsea Kania	2027
Roula Braidy	2028

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

B. Election of Officers

The Board discussed officer positions. The current slate of officers will remain the same.

25-35 RESOLVED, that the Board of Directors elects the following slate of officers, to serve in such capacity for a term of one year (until the 2026 Annual Board Meeting), or until the election and qualification of their respective successors:

President	Chris Canova
Vice President	Chelsea Kania
Treasurer	Gregory Fockler
Secretary	Roula Braidy

Motion: Mr. Canova Second: Ms. Morrissey
Ayes: 3 Nays: 0

C. 2025-2026 Annual Board Meeting Calendar

The Board reviewed the 2025-2026 Annual Board Meeting Calendar. The following are the amended dates:

- August 8, 2025
- November 19, 2025
- February 11, 2025

25-36 RESOLVED, that the Board of Directors hereby approves and adopts the 2025-2026 Annual Board Meeting Calendar as amended.

Motion: Mr. Canova Second: Ms. Kania
Ayes: 3 Nays: 0

D. 2025-2026 Parent/Student Handbook

Ms. Houghton discussed the 2025-2026 Parent/Student Handbook and noted that links will be added due to website changes. New items changed software names and the Cell Phone Policy was added. She noted the additional locking from the system for truancy to encourage contact, but will not stay locked long term.

25-37 RESOLVED, that the Board of Directors hereby approves and adopts the 2025-2026 Parent/Student Handbook pending Board Legal Counsel review.

Motion: Ms. Morrissey Second: Mr. Canova
Ayes: 3 Nays: 0

VII. Informational Report

A. Legal Update

Ms. Enz presented the legal update.

B. Sponsor Update

Ms. Katakis presented the sponsor update and praised the school for a great job on compliance items.

C. Stride Update

Nothing further from Stride.

VIII. Confirmation of Next Meeting:

Date: August 8, 2025, 2024

Time: 10:00 AM

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

VIII. Adjournment: 11:07 AM

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

Board President/Secretary



OHIO DIGITAL
LEARNING SCHOOL

POWERED BY K12

BOARD PRESENTATION

August 2025

Financials

ACTION ITEMS & KEY DEADLINES

Board Financial Action Items:

- Approve payment to K12 - \$1,000,000
- Approve June, July, and August 2025 Bank Reconciliations
- Approve Three Year Forecast

Deadlines/Updates:

- 3-year forecast due October 8th

FINANCIAL SUMMARY

	Current Forecast	Previous Forecast	Variance Higher/(Lower)	% Change
Average Enrollment	1,459	1,612	(152)	-9%
Total Revenue	\$ 9,278,023	\$ 9,728,168	\$ (450,145)	-5%
Total Expenses	10,143,294	10,886,020	(742,726)	-7%
Deficit Prior to K12 Credit	\$ (865,271)	\$ (1,157,852)	\$ 292,581	-25%

CURRENT VS PRIOR FORECAST

	Current Forecast	Previous Forecast	Variance Higher/(Lower)	% Change
Average Enrollment	1,459	1,612	(152)	-9%
Total Funding	\$ 9,278,023	\$ 9,728,168	\$ (450,145)	-5%
Teacher Expenses	3,149,212	3,092,230	56,983	2%
Student Expenses	3,783,753	4,474,163	(690,410)	-15%
Student and Family Services Expenses	104,778	114,454	(9,676)	-8%
Administration & Governance Expenses	2,344,060	2,412,172	(68,113)	-3%
Technology Expenses	649,430	680,940	(31,510)	-5%
Insurance/Facilities/Other Expenses	112,061	112,061	-	0%
Total Expenses	10,143,294	10,886,020	(742,726)	-7%
Deficit Prior to K12 Credit	\$ (865,271)	\$ (1,157,852)	\$ 292,581	-25%

- **Revenue/Funding** – Decrease in enrollment.
- **Teacher Expenses** – Alignment to actuals.
- **Student Expenses** – Decrease in curriculum delivery, instructional materials, and computer expenses.
- **Student and Family Services Expenses** – Decrease in related services.
- **Administration & Governance** – Decreased due to decreased funding.
- **Technology Expenses** – Decreased along with funding.
- **Insurance/Facilities/Other Expenses** – No change.

BALANCE SHEET

FY25 6/30/2025		FY26 8/31/2025	FY26 7/31/2025	Change Previous Month	Change Previous Year
	<u>ASSETS</u>				
\$ 1,150,309	Cash	\$ 1,975,303	\$ 1,538,045	\$ 437,258	\$ 824,995
\$ 1,362,625	Accounts Receivable	\$ 1,451,541	\$ 1,399,654	\$ 51,887	\$ 88,916
\$ 23,013	Prepaid Assets	\$ 20,625	\$ 47,546	\$ (26,921)	\$ (2,388)
\$ 2,535,947	Total Assets	\$ 3,447,470	\$ 2,985,245	\$ 462,225	\$ 911,523
	<u>LIABILITIES</u>				
\$ 1,837,029	Accounts Payable	\$ 2,418,230	\$ 2,040,079	\$ 378,152	\$ 581,202
\$ 572,459	Other Current Liabilities	\$ 558,432	\$ 309,428	\$ 249,003	\$ (14,027)
\$ 2,409,487	Total Liabilities	\$ 2,976,662	\$ 2,349,507	\$ 627,155	\$ 567,174
	<u>EQUITY</u>				
\$ -	Retained Earnings	\$ 126,459	\$ 126,459	\$ -	\$ 126,459
\$ 126,459	Net Income	\$ 344,349	\$ 509,279	\$ (164,930)	\$ 217,889
\$ 126,459	Total Equity	\$ 470,808	\$ 635,738	\$ (164,930)	\$ 344,349
\$ 2,535,947	Total Equity & Liabilities	\$ 3,447,470	\$ 2,985,245	\$ 462,225	\$ 911,523

- **Accounts Receivable** - Accruals for Basic & SPED funding, 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.

SUMMARY CASH FLOW

	Actual July	Actual August	Budget September	Budget October	Budget November	Budget December	Budget January	Budget February	Budget March	Budget April	Budget May	Budget June
Beginning Cash Balance	\$ 1,150,309	\$ 1,538,045	\$ 1,975,303	\$ 1,293,227	\$ 1,185,631	\$ 1,078,195	\$ 1,470,749	\$ 1,063,224	\$ 955,612	\$ 946,895	\$ 961,467	\$ 852,660
Federal/State Funding	706,609	767,960	714,522	789,566	789,570	789,573	789,561	789,573	789,577	789,577	789,576	789,579
Other Income/Advance	36	46	59	39	36	32	44	32	29	28	29	26
Payments - Non-K12	(318,909)	(330,748)	(396,658)	(397,201)	(397,041)	(397,052)	(397,130)	(397,217)	(398,322)	(375,034)	(398,411)	(404,666)
Payments - K12	-	-	(1,000,000)	(500,000)	(500,000)	-	(800,000)	(500,000)	(400,000)	(400,000)	(500,000)	(561,000)
Ending Cash Balance	\$ 1,538,045	\$ 1,975,303	\$ 1,293,227	\$ 1,185,631	\$ 1,078,195	\$ 1,470,749	\$ 1,063,224	\$ 955,612	\$ 946,895	\$ 961,467	\$ 852,660	\$ 676,600

*****K12 Payment request of \$1,000,000 for September 2025 Board Approval**

FEDERAL FUNDS REPORT FY26

Program Name	Grant Year	Available Funding	Expenses Incurred YTD	Remaining Balance	Percentage Remaining	Funds Requested
Title I-A Improving Basic Programs	2025	173,908	164,328	9,580	6%	129,069
Title I-A Improving Basic Programs	2026	242,690	11,476	231,214	95%	
Title I - NC Supplemental School Improvement	2025	149,176	135,097	14,079	9%	116,903
Title I - NC Supplemental School Improvement	2026	259,213	7,372		0%	
Title II-A Supporting Effective Instruction	2025	27,415	12,035	15,380	56%	
Title II-A Supporting Effective Instruction	2026	33,705	-		0%	
Title IV-A Student Support and Academic	2025	23,674	12,913	10,761	45%	
Title IV-A Student Support and Academic	2026	11,578	681	10,897	94%	
IDEA-B Special Education	2025	384,166	384,166	-	0%	320,956
IDEA-B Special Education	2026	261,173	16,308	244,865	94%	
Expanding Opportunities for Each Child	2025	65,940	55,404	10,536	16%	7,962
Expanding Opportunities for Each Child	2026	114,969	3,198	111,771	97%	
Stronger Connections Grant	2025	7,128	-	7,128	100%	
Stronger Connections Grant	2026	7,128	-	7,128	100%	
Grand Total		\$ 1,761,863	\$ 802,979	\$ 673,338	38%	\$ 574,890



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

Have a Question or Concern?

Stop by your nearest
Huntington office or
contact us at:

1-800-480-2001

www.huntington.com/
businessresources

Huntington Unlimited Plus Checking

Account: -----6590

Statement Activity From: 06/01/25 to 06/30/25		Beginning Balance	\$820,391.28
		Credits (+)	1,241,472.76
		Electronic Deposits	1,241,443.05
		Interest Earned	29.71
Days in Statement Period	30	Debits (-)	876,296.20
Average Ledger Balance*	1,205,019.63	Regular Checks Paid	40,114.78
Average Collected Balance*	1,205,019.63	Electronic Withdrawals	336,181.42
		Other Debits	500,000.00
		Total Service Charges (-)	102.07
		Ending Balance	\$1,185,465.77

* The above balances correspond to the
service charge cycle for this account.

Average Percentage Yield Earned this period 0.030%

Other Credits (+)

Account:-----6590

Date	Amount	Description
06/13	791,118.44	STATE OF OHIO MAINT/WARR 061325 EDU0107556674 EDU01*COM0404225***NOTE: SCHOOL FINANCE PAYMENT - INVOICE #0404225 IRN 017643\
06/18	129,069.45	STATE OF OHIO MAINT/WARR 061825 EDU0107711291 EDU01*40WFS525*\
06/18	62,433.61	STATE OF OHIO MAINT/WARR 061825 EDU0107711428 EDU01*40WFS425*\
06/23	250,859.81	STATE OF OHIO MAINT/WARR 062325 EDU0107718916 EDU01*40WHMY25*\
06/23	7,961.74	STATE OF OHIO MAINT/WARR 062325 EDU0107718982 EDU01*40WHQN25*\
06/30	29.71	INTEREST PAYMENT

Checks (-)

Account:-----6590

Date	Amount	Check #	Date	Amount	Check #
06/05	1,014.40	12822	06/13	228.00	12859
06/05	1,355.82	12830*	06/17	209.39	12861*
06/26	330.93	12837*	06/27	208.90	12862
06/05	302.20	12838	06/17	1,700.00	12863
06/02	125.00	12843*	06/17	125.00	12865*
06/11	107.50	12851*	06/16	461.61	12867*
06/17	125.00	12853*	06/30	125.00	12868
06/16	13,375.00	12854	06/23	244.50	12869
06/16	149.00	12855	06/18	4,860.00	12870
06/23	125.00	12857*	06/18	149.00	12871
06/16	150.00	12858	06/24	2,911.66	12872

Investments are offered through the Huntington Investment Company, Registered Investment Advisor, member FINRA/SIPC, a wholly-owned subsidiary of Huntington Bancshares Inc.

The Huntington National Bank is Member FDIC. ®, Huntington® and 24-Hour Grace® are federally registered service marks of Huntington Bancshares Incorporated. The 24-Hour Grace® system and method is patented: US Pat. No. 8,364,581, 8,781,955, 10,475,118, and others pending. © 2025 Huntington Bancshares Incorporated.

Checks (-)
Account:-----6590

Date	Amount	Check #	Date	Amount	Check #
06/23	125.00	12873	06/23	125.00	12893*
06/20	197.72	12874	06/24	115.50	12894
06/18	150.00	12875	06/30	164.97	12895
06/17	225.00	12876	06/23	90.00	12897*
06/16	210.00	12877	06/26	446.20	12898
06/17	225.00	12878	06/24	177.00	12899
06/23	70.00	12879	06/24	225.00	12900
06/17	225.00	12880	06/24	99.98	12902*
06/30	325.00	12881	06/24	132.49	12903
06/23	225.00	12882	06/25	225.00	12904
06/16	149.82	12883	06/25	283.50	12906*
06/18	150.00	12884	06/24	100.00	12907
06/18	110.76	12885	06/23	69.64	12908
06/24	2,028.00	12886	06/23	233.45	12909
06/23	645.10	12888*	06/24	75.00	12910
06/25	355.50	12889	06/25	32.24	12913*
06/30	3,520.00	12891*	06/23	200.00	12914

(*) 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
06/03	1,242.42	ESERS WEB ACH CONTRIBUTE 250603 000000000577106
06/04	9,995.17	State Teachers R EDDP151019 285247 D448
06/06	184.04	LEASE SERVICES ACH PYMTS 250606 100-5360491-002
06/10	73.55	OHIO BUSINESS MA OHIO BUSIN ID65PDGCA3
06/13	180,179.89	ASF, DBA Insperi PAYROLL 250612 0004547200
06/20	19,907.28	State Teachers R EDDP151019 290367 D448
06/24	1,034.51	NETWORK INNOV CONS COLL 250624 2019211023 ACH06202025 1115001901252 ACH AUTOPAY
06/24	1,242.42	ESERS WEB ACH CONTRIBUTE 250624 000000000580655
06/26	500,000.00	ACH SETTLMNT REL DATE_FUND HNB HVACH OHIO DIGI
06/27	122,322.14	ASF, DBA Insperi PAYROLL 250626 0004547200

Service Charge Detail
Account:-----6590

Date	Service Charge (-)	Waives and Discounts (+)	Description
06/16	40.00		FRAUD PROTECTION SERVICE FEES
06/16	35.00		ONLINE PAYMENT CENTER FEES
06/16	.07		ACH ORIGINATION FEES
06/16	27.00		STOP PAYMENT
06/16	40.00		MONTHLY SERVICE FEE

Service Charge Detail

Account:-----6590

Date	Service Charge (-)	Waives and	Discounts (+)	Description
06/16			40.00	TOTAL RELATIONSHIP SERVICE FEE WAIVE

Service Charge Summary

Account:-----6590

Previous Month Service Charges (-)	\$142.07
Credits - Previous Month Charges (+)	40.00
Net Service Charges	\$102.07
Total Service Charges (-)	\$102.07

Balance Activity

Account:-----6590

Date	Balance	Date	Balance	Date	Balance
05/31	820,391.28	06/11	805,991.18	06/24	1,813,775.44
06/02	820,266.28	06/13	1,416,701.73	06/25	1,812,879.20
06/03	819,023.86	06/16	1,402,104.23	06/26	1,312,102.07
06/04	809,028.69	06/17	1,399,269.84	06/27	1,189,571.03
06/05	806,356.27	06/18	1,585,353.14	06/30	1,185,465.77
06/06	806,172.23	06/20	1,565,248.14		
06/10	806,098.68	06/23	1,821,917.00		

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 ABOUT YOUR TREASURY MANAGEMENT SERVICES AGREEMENT

If you have Treasury Management Services through Business Online, (e.g., Account Reconciliation, Automated Clearing House ("ACH"), Automated Sweep, business Security Suite, Cash Deposit and Fulfillment, controlled Disbursement, eBill Present & Pay, Electronic Deposit, Information Reporting, Integrated Payables, Lockbox Services, Wire Transfer, Zero Balance Accounting, etc.) please know that unless otherwise agreed upon, changes have been made to the Treasury Management Services Agreement, effective July 1, 2025. A copy of your Treasury Management Services Agreement can be viewed at www.huntington.com/TMServiceAgreement.

Changes to the Treasury Management Services Agreement (the "Agreement") are as follows:

1. PART I: GENERAL

The first two sentences of Section 13 is restated (additional/modified language italicized) as, "Termination of Service. *Unless otherwise specified in a separate Part, either* of us may terminate this Agreement, or suspend or terminate any of the Services provided, at any time upon notice to the other party, effective thirty (30) days after such notice is received."

1. PART IV: AUTOMATED SWEEP SERVICES

Insured Cash Sweep through the ICS® Network has been added as an option.

2. PART V: BUSINESS SECURITY SUITES

The fourth and fifth sentences of Section 1 is restated (additional/modified language italicized) as, "If you *have signed up for* our Payee Positive Pay option and the payee name or a reasonable variation thereof does not match the Check Register File, those checks will become Exception Checks and become part of the Exception List. If you *use the* "Pay but Correct" option, you may correct Exception Checks for the Check number or dollar amount."

3. PART VI: CASH DEPOSIT AND FULFILLMENT SERVICES

The first two sentences of Section 2 is restated (additional/modified language italicized) as "Electronic Coin and Currency Orders. Huntington provides coin and currency ordering via the telephone or on-line (*including mobile*) as part of its Vault Services."

4. PART X: ESCROW SOLUTION SERVICES

The following is added to Section 3:

G. You acknowledge that you are responsible for the activities of your sub-account holder(s), including but not limited to Losses. You agree to indemnify and hold us harmless against any third-party claims which arise from your activity or the activity of your sub-account holders.

H. Each sub-account shall maintain a credit balance. You acknowledge that you are responsible for any chargebacks, returns, disputes or other claims for each sub-account holder. You further acknowledge that we may charge any other account, including lines of credit, in order to maintain credit account balances.

A new Section 4. Reservation of Rights is added as follows:

A. We may, at any time and without advance notice, elect to decline, suspend or terminate a sub-account holder from participation in the Services for any reason, in our sole discretion.

B. We may share any information gathered in performing the Service to third parties in order to detect fraud, enhance the Service or its performance, for legal and regulatory purposes and for any other reasonable purpose.



IMPORTANT INFORMATION ABOUT YOUR HUNTINGTON ACCOUNT(S)

The Huntington National Bank ("we", "us", "our") has made important changes to your checking, savings and money market account(s) as described in this notice. Please retain this document for your records, as these changes apply to the *Funds Availability Policy* you received with your *Business Deposit Account Agreement* when you opened your account(s).

Effective July 1, 2025, Huntington is making the following changes to the *Funds Availability Policy*, *Business Banking Customers* you received with your *Business Deposit Account Agreement* at account opening:

Step Three: Determining If We Have Placed A Hold on Your Deposit, in section "Longer Delays May Apply" is updated as follows to adjust for inflation:

- a. The last sentence of the first paragraph of section 3(a) is updated to read as follows:

However, at least the first \$275 of each day's total deposits may be available on the first business day after the business day of deposit.

- b. Item 3(a)(ii) is updated to read as follows:

If you make deposits in any one day that exceed \$6,725.

If you have questions or would like a complete copy of any of these account documents, simply visit your local Huntington office, call your business banker, or call (800) 480-2001 to speak to a Business Customer Service Center Specialist. You may also obtain a copy here: [huntington.com/SmallBusiness](https://www.huntington.com/SmallBusiness).

Thank you for banking with Huntington.



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

Have a Question or Concern?

Stop by your nearest
Huntington office or
contact us at:

1-800-480-2001

www.huntington.com/
businessresources

Huntington Unlimited Plus Checking

Account: -----6590

Statement Activity From: 07/01/25 to 07/31/25		Beginning Balance	\$1,185,465.77
		Credits (+)	681,016.69
		Electronic Deposits	680,980.24
		Interest Earned	36.45
Days in Statement Period	31	Debits (-)	312,996.96
Average Ledger Balance*	1,430,411.34	Regular Checks Paid	37,426.56
Average Collected Balance*	1,430,411.34	Electronic Withdrawals	275,570.40
		Total Service Charges (-)	186.00
		Ending Balance	\$1,553,299.50

* The above balances correspond to the
service charge cycle for this account.

Average Percentage Yield Earned this period 0.030%

Other Credits (+)

Account:-----6590

Date	Amount	Description
07/14	679,795.23	STATE OF OHIO MAINT/WARR 071425 EDU0107720466 EDU01*COM0021326***NOTE: SCHOOL FINANCE PAYMENT - INVOICE #0021326 IRN 017643\
07/24	1,185.00	STATE OF OHIO MAINT/WARR 072425 EDU0107725253 EDU01*HSD555742926*\
07/28	0.01	SMKUJQ-NITEL ACCTVERIFY ST-T2N1D9N8A3K4
07/31	36.45	INTEREST PAYMENT

Checks (-)

Account:-----6590

Date	Amount	Check #	Date	Amount	Check #
07/07	959.72	12835	07/09	128.88	12919
07/18	350.00	12856*	07/08	100.00	12920
07/18	569.80	12864*	07/18	315.40	12921
07/07	24,672.94	12887*	07/16	209.97	12922
07/09	999.00	12890*	07/15	335.64	12924*
07/18	430.00	12892*	07/08	126.70	12925
07/02	225.00	12896*	07/28	125.00	12926
07/28	225.00	12905*	07/23	125.00	12927
07/23	20.63	12912*	07/16	125.00	12928
07/03	3,060.00	12915*	07/22	225.00	12930*
07/18	197.60	12916	07/31	99.00	12931
07/02	225.00	12917	07/31	641.44	12935*
07/08	23.18	12918	07/31	2,911.66	12937*

Investments are offered through the Huntington Investment Company, Registered Investment Advisor, member FINRA/SIPC, a wholly-owned subsidiary of Huntington Bancshares Inc.

The Huntington National Bank is Member FDIC.  Huntington and 24-Hour Grace are federally registered service marks of Huntington Bancshares Incorporated. The 24-Hour Grace system and method is patented: US Pat. No. 8,364,581, 8,781,955, 10,475,118, and others pending. © 2025 Huntington Bancshares Incorporated.

(*) 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
07/01	1,242.41	ESERS WEB ACH CONTRIBUTE 250701 000000000581926
07/03	13,149.48	State Teachers R EDDP151019 291691 D448
07/07	184.04	LEASE SERVICES ACH PYMTS 250706 100-5360491-002
07/11	112,483.30	ASF, DBA Insperi PAYROLL 250710 0004547200
07/14	73.55	OHIO BUSINESS MA OHIO BUSIN ID79P8PNCS
07/15	1,307.15	ESERS WEB ACH CONTRIBUTE 250715 000000000584173
07/16	11,169.02	State Teachers R EDDP151019 292571 D448
07/25	114,292.46	ASF, DBA Insperi PAYROLL 250724 0004547200
07/28	0.01	SMKUJQ-NITEL ACCTVERIFY ST-E1V5R1A4D6F5
07/29	262.20	Pitney Bowes DIRECT DEB 250728 PBLLeasing
07/29	7,519.00	8100OHIO-EDSCDOHTRWEB 000000001558960
07/30	1,034.51	NITEL NITEL ST-P6Q7L2Y5X4I6
07/30	1,404.25	ESERS WEB ACH CONTRIBUTE 250730 000000000586664
07/31	11,449.02	State Teachers R EDDP151019 293859 D448

Service Charge Detail

Account:-----6590

Date	Service Charge (-)	Waives and Discounts (+)	Description
07/15	43.00		FRAUD PROTECTION SERVICE FEES
07/15	35.00		ONLINE PAYMENT CENTER FEES
07/15	108.00		STOP PAYMENT
07/15	40.00		MONTHLY SERVICE FEE
07/15		40.00	TOTAL RELATIONSHIP SERVICE FEE WAIVE

Service Charge Summary

Account:-----6590

Previous Month Service Charges (-)	\$226.00
Credits - Previous Month Charges (+)	40.00
Net Service Charges	\$186.00
Total Service Charges (-)	\$186.00

Balance Activity

Account:-----6590

Date	Balance	Date	Balance	Date	Balance
06/30	1,185,465.77	07/08	1,141,497.30	07/16	1,694,275.02
07/01	1,184,223.36	07/09	1,140,369.42	07/18	1,692,412.22
07/02	1,183,773.36	07/11	1,027,886.12	07/22	1,692,187.22
07/03	1,167,563.88	07/14	1,707,607.80	07/23	1,692,041.59
07/07	1,141,747.18	07/15	1,705,779.01	07/24	1,693,226.59

Balance Activity**Account:-----6590**

Date	Balance	Date	Balance	Date	Balance
07/25	1,578,934.13	07/29	1,570,802.93	07/31	1,553,299.50
07/28	1,578,584.13	07/30	1,568,364.17		

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 ABOUT YOUR TREASURY MANAGEMENT SERVICES AGREEMENT

If you have Electronic Deposit Services (also known as "Remote Deposit Capture" or "RDC") please know that changes will be made to the Treasury Management Services Agreement, effective September 1, 2025. These changes are as follows:

Changes to Part IX: Electronic Deposit Services of the Treasury Management Services Agreement (the "Agreement") are as follows:

1. A sentence is added to the end of Section 1 as follows:

"Prior to using the Services, you represent and warrant that you have instituted policies and procedures regarding use of the Services and have trained your staff with access to the Services in accordance with such policies and procedures."

2. Section 1.C. is deleted in its entirety and replaced with the following:

A. **"Additional Company Responsibilities** In addition to instituting policies and procedures regarding use of the Services training its staff with access to the Services in accordance with such policies and procedures, Company also agrees as follows:

- (i) Company has implemented and continually maintains a cybersecurity program that includes administrative, technical, and physical safeguards designed to protect the confidentiality and the integrity of Electronic Files and IRDs;
- (ii) Company has shared previous three (3) years of Cybersecurity Events and remediation plans, if applicable;
- (iii) Company will report to us any successful Cybersecurity Event within three (3) business days of discovery by contacting your primary banking contact;
- (iv) Company has procedures in place to limit employee access to the history of deposits sent to Huntington via the Services;
- (v) Company retains records of Checks for the length of time required by your applicable state record retention laws;
- (vi) Company must shred any original Check after verification of deposit. Original Checks that have been deposited and verified must be destroyed within ninety (90) calendar days. Until you destroy any Check or image of the same, you must, at a minimum, keep such document in a secure locked area or in a password protected environment. If you create an image of the Check, you must create a read-only image that cannot be copied or reproduced; and,
- (vii) Company understands that appropriate scanner training and education materials can be accessed through the Web Portal."

IMPORTANT INFORMATION ABOUT YOUR HUNTINGTON ACCOUNT(S)

The Huntington National Bank ("we","us","our") has made important changes to your checking, savings and money market account(s) as described in this notice. Please retain this document for your records, as these changes apply to the *Funds Availability Policy* you received with your *Business Deposit Account Agreement* when you opened your account(s).

Effective July 1,2025, Huntington is making the following changes to the *Funds Availability Policy*, *Business Banking Customers* you received with your *Business Deposit Account Agreement* at account opening:

Step Three: Determining If We Have Placed A Hold on Your Deposit, in section "Longer Delays May Apply" is updated as follows to adjust for inflation:



- a. The last sentence of the first paragraph of section 3(a) is updated to read as follows:

However, at least the first \$275 of each day's total deposits may be available on the first business day after the business day of deposit.

- b. Item 3(a)(ii) is updated to read as follows:

If you make deposits in any one day that exceed \$6,725.

If you have questions or would like a complete copy of any of these account documents, simply visit your local Huntington office, call your business banker, or call (800) 480-2001 to speak to a Business Customer Service Center Specialist. You may also obtain a copy here: huntington.com/SmallBusiness.

Thank you for banking with Huntington.



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

Have a Question or Concern?

Stop by your nearest
Huntington office or
contact us at:

1-800-480-2001

www.huntington.com/
businessresources

Huntington Unlimited Plus Checking

Account: -----6590

Statement Activity From: 08/01/25 to 08/31/25		Beginning Balance	\$1,553,299.50
		Credits (+)	742,271.27
		Electronic Deposits	742,225.13
		Interest Earned	46.14
Days in Statement Period	31	Debits (-)	301,768.89
Average Ledger Balance*	1,810,856.92	Regular Checks Paid	75,075.24
Average Collected Balance*	1,810,856.92	Electronic Withdrawals	226,693.65
		Total Service Charges (-)	78.00
		Ending Balance	\$1,993,723.88

* The above balances correspond to the
service charge cycle for this account.

Average Percentage Yield Earned this period 0.029%

Other Credits (+)

Account:-----6590

Date	Amount	Description
08/13	690,996.29	STATE OF OHIO MAINT/WARR 081325 EDU0107728073 EDU01*COM0055526***NOTE: SCHOOL FINANCE PAYMENT - INVOICE #0055526 IRN 017643\
08/27	0.01	SMTAEX-NITELACCTVERIFY ST-S0T3X7Q4Q2N7
08/29	51,228.83	STATE OF OHIO MAINT/WARR 082925 TAX0600913711 TAX06*D-CASSDD-R11278162*CASINO TAX SCHO OL DISTRICT DISTRIBUTION: (614)466-7150\
08/29	46.14	INTEREST PAYMENT

Checks (-)

Account:-----6590

Date	Amount	Check #	Date	Amount	Check #
08/11	226.38	12860	08/05	1,500.00	12942
08/21	125.00	12866*	08/20	2,633.00	12945*
08/11	263.04	12911*	08/18	925.13	12946
08/11	243.94	12923*	08/18	66.00	12947
08/21	125.00	12929*	08/19	225.00	12948
08/06	9,825.00	12932*	08/19	60.00	12949
08/29	100.00	12933	08/21	222.16	12950
08/12	375.00	12934	08/18	10,881.00	12951
08/07	1,515.00	12936*	08/27	900.00	12953*
08/07	1,400.00	12938*	08/29	122.00	12954
08/08	450.00	12939	08/26	198.59	12955
08/05	4,200.00	12940	08/26	222.66	12956
08/04	21,913.68	12941	08/27	250.50	12957

Investments are offered through the Huntington Investment Company, Registered Investment Advisor, member FINRA/SIPC, a wholly-owned subsidiary of Huntington Bancshares Inc.

The Huntington National Bank is Member FDIC. ®, Huntington® and 24-Hour Grace® are federally registered service marks of Huntington Bancshares Incorporated. The 24-Hour Grace® system and method is patented: US Pat. No. 8,364,581, 8,781,955, 10,475,118, and others pending. © 2025 Huntington Bancshares Incorporated.

Checks (-)
Account:-----6590

Date	Amount	Check #	Date	Amount	Check #
08/29	750.00	12958	08/25	55.38	12975*
08/25	372.07	12960*	08/25	160.41	12976
08/26	242.45	12961	08/25	258.50	12977
08/28	188.30	12962	08/25	225.40	12978
08/26	212.56	12963	08/26	2,250.00	12982*
08/29	187.60	12964	08/26	5,940.00	12983
08/27	140.06	12967*	08/25	187.95	12985*
08/26	251.40	12968	08/27	225.00	12986
08/26	217.10	12969	08/05	1,200.00	14728*
08/27	131.32	12971*	08/20	2,911.66	1472846590*

(*) 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
08/06	184.04	LEASE SERVICES ACH PYMTS 250806 100-5360491-002
08/08	73.55	OHIO BUSINESS MA OHIO BUSIN ID85PGIAFS
08/08	107,635.39	ASF, DBA Insuperi PAYROLL 250807 0004547200
08/12	1,407.36	ESERS WEB ACH CONTRIBUTE 250812 000000000588967
08/13	11,020.52	State Teachers R EDDP151019 294910 D448
08/22	94,948.10	ASF, DBA Insuperi PAYROLL 250821 0004547200
08/26	1,290.66	ESERS WEB ACH CONTRIBUTE 250826 000000000591711
08/27	0.01	SMTAEX-NITEL ACCTVERIFY ST-T4L3R9W4F0X0
08/29	831.65	NITEL NITEL ST-L6S6J2P3Y2R6
08/29	9,302.37	State Teachers R EDDP151019 296391 D448

Service Charge Detail
Account:-----6590

Date	Service Charge (-)	Waives and Discounts (+)	Description
08/15	43.00		FRAUD PROTECTION SERVICE FEES
08/15	35.00		ONLINE PAYMENT CENTER FEES
08/15	40.00		MONTHLY SERVICE FEE
08/15		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
07/31	1,553,299.50	08/12	1,400,887.12	08/22	1,967,662.84
08/04	1,531,385.82	08/13	2,080,862.89	08/25	1,966,403.13
08/05	1,524,485.82	08/15	2,080,784.89	08/26	1,955,577.71
08/06	1,514,476.78	08/18	2,068,912.76	08/27	1,953,930.83
08/07	1,511,561.78	08/19	2,068,627.76	08/28	1,953,742.53
08/08	1,403,402.84	08/20	2,063,083.10	08/29	1,993,723.88
08/11	1,402,669.48	08/21	2,062,610.94		

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 ABOUT YOUR TREASURY MANAGEMENT SERVICES AGREEMENT

If you have Electronic Deposit Services (also known as "Remote Deposit Capture" or "RDC") please know that changes will be made to the Treasury Management Services Agreement, effective September 1, 2025. These changes are as follows:

Changes to Part IX: Electronic Deposit Services of the Treasury Management Services Agreement (the "Agreement") are as follows:

1. A sentence is added to the end of Section 1 as follows:

"Prior to using the Services, you represent and warrant that you have instituted policies and procedures regarding use of the Services and have trained your staff with access to the Services in accordance with such policies and procedures."

2. Section 1.C. is deleted in its entirety and replaced with the following:

A. **"Additional Company Responsibilities** In addition to instituting policies and procedures regarding use of the Services training its staff with access to the Services in accordance with such policies and procedures, Company also agrees as follows:

- (i) Company has implemented and continually maintains a cybersecurity program that includes administrative, technical, and physical safeguards designed to protect the confidentiality and the integrity of Electronic Files and IRDs;
- (ii) Company has shared previous three (3) years of Cybersecurity Events and remediation plans, if applicable;
- (iii) Company will report to us any successful Cybersecurity Event within three (3) business days of discovery by contacting your primary banking contact;
- (iv) Company has procedures in place to limit employee access to the history of deposits sent to Huntington via the Services;
- (v) Company retains records of Checks for the length of time required by your applicable state record retention laws;
- (vi) Company must shred any original Check after verification of deposit. Original Checks that have been deposited and verified must be destroyed within ninety (90) calendar days. Until you destroy any Check or image of the same, you must, at a minimum, keep such document in a secure locked area or in a password protected environment. If you create an image of the Check, you must create a read-only image that cannot be copied or reproduced; and,
- (vii) Company understands that appropriate scanner training and education materials can be accessed through the Web Portal."

IMPORTANT INFORMATION ABOUT YOUR HUNTINGTON ACCOUNT(S)

The Huntington National Bank ("we", "us", "our") has made important changes to your checking, savings and money market account(s) as described in this notice. Please retain this document for your records, as these changes apply to the *Funds Availability Policy* you received with your *Business Deposit Account Agreement* when you opened your account(s).

Effective July 1, 2025, Huntington is making the following changes to the *Funds Availability Policy*, *Business Banking Customers* you received with your *Business Deposit Account Agreement* at account opening:

Step Three: Determining If We Have Placed A Hold on Your Deposit, in section "Longer Delays May Apply" is updated as follows to adjust for inflation:



- a. The last sentence of the first paragraph of section 3(a) is updated to read as follows:

However, at least the first \$275 of each day's total deposits may be available on the first business day after the business day of deposit.

- b. Item 3(a)(ii) is updated to read as follows:

If you make deposits in any one day that exceed \$6,725.

If you have questions or would like a complete copy of any of these account documents, simply visit your local Huntington office, call your business banker, or call (800) 480-2001 to speak to a Business Customer Service Center Specialist. You may also obtain a copy here: huntington.com/SmallBusiness.

Thank you for banking with Huntington.

SCHOOL P&L - ROLL-UP ALL

\$ 836,448													
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	
	July	August	September	October	November	December	January	February	March	April	May	June Total	
Managed Enrollments													
K-5	-	-	-	-	-	-	-	-	-	-	-	-	-
MS	-	-	-	-	-	-	-	-	-	-	-	-	-
HS	1,076	1,270	1,470	1,640	1,608	1,573	1,560	1,674	1,647	1,571	1,445	1,445	1,576
Total Managed Enrollments	1,076	1,270	1,470	1,640	1,608	1,573	1,560	1,674	1,647	1,571	1,445	1,445	1,576
Funding Sources													
Basic Formula Funding - K-8 and HS	\$ 501,979	\$ 385,646	\$ 577,667	\$ 530,685	\$ 655,646	\$ 505,043	\$ 508,699	\$ 540,755	\$ 965,822	\$ 1,162,957	\$ 826,373	\$ 648,366	\$ 7,809,637
Special Education Funding - K-8 and HS	\$ 98,860	\$ 91,562	\$ 121,942	\$ 112,178	\$ 136,006	\$ 107,306	\$ 121,693	\$ 127,337	\$ 17,730	\$ 41,407	\$ 68,410	\$ 90,351	\$ 1,134,779
Other State Unrestricted Funds	\$ -	\$ 790	\$ 40,443	\$ 1,580	\$ 790	\$ 1,580	\$ -	\$ 38,125	\$ -	\$ 1,185	\$ 395	\$ 2,370	\$ 87,259
State Restricted Funds - Non-SPED	\$ -	\$ 15,788	\$ 18,782	\$ 18,951	\$ 28,426	\$ 20,971	\$ 22,414	\$ 18,951	\$ 18,951	\$ 25,471	\$ 53,134	\$ 34,548	\$ 276,388
State Restricted Funds - SPED	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal - Title Funds	\$ 1,289	\$ 30,706	\$ 17,506	\$ 16,399	\$ 28,668	\$ 19,591	\$ 17,683	\$ 32,736	\$ 18,425	\$ 34,105	\$ 34,247	\$ 49,998	\$ 301,351
Federal - IDEA Funds	\$ -	\$ 19,401	\$ 6,887	\$ 12,713	\$ 21,139	\$ 14,868	\$ 38,721	\$ 19,929	\$ 22,064	\$ 113,077	\$ 93,810	\$ 21,557	\$ 384,166
Other Federal Funds	\$ -	\$ 3,445	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,812	\$ 150	\$ -	\$ (3,445)	\$ 35,442	\$ 43,404
Other Funding/Inc - Included in M&T base	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Funding/Inc - Non M&T Base	\$ -	\$ 25	\$ 27	\$ 28	\$ 35	\$ 39	\$ 43	\$ 45	\$ 34	\$ 38	\$ 40	\$ 38	\$ 392
Interest Income / Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding	\$ 602,128	\$ 547,363	\$ 783,254	\$ 692,534	\$ 870,710	\$ 669,398	\$ 709,253	\$ 785,689	\$ 1,043,175	\$ 1,378,240	\$ 1,072,964	\$ 882,669	\$ 10,037,375
Instruction - Teachers	\$ -	\$ 210,917	\$ 173,335	\$ 155,984	\$ 191,778	\$ 173,488	\$ 181,200	\$ 168,413	\$ 160,463	\$ 142,924	\$ 209,373	\$ 205,437	\$ -
Salary - Regular	\$ -	\$ 128,111	\$ 105,995	\$ 93,595	\$ 97,601	\$ 100,130	\$ 83,832	\$ 97,440	\$ 95,484	\$ 95,595	\$ 97,119	\$ 112,553	\$ 1,107,456
Salary - Special Ed	\$ -	\$ 57,568	\$ 48,570	\$ 43,604	\$ 51,665	\$ 54,365	\$ 28,799	\$ 46,223	\$ 44,061	\$ 51,997	\$ 62,156	\$ 74,876	\$ 563,884
Salary - ICs / Advisors / Counselors	\$ -	\$ 23,672	\$ 18,711	\$ 17,984	\$ 18,282	\$ 18,951	\$ 18,781	\$ 18,477	\$ 18,132	\$ 18,152	\$ 18,420	\$ 18,673	\$ 208,234
Salary - Title	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Salary - Other	\$ -	\$ 1,566	\$ 59	\$ 0	\$ 29	\$ 42	\$ 39	\$ 33	\$ 26	\$ 26	\$ 32	\$ 36	\$ 1,887
Stipends	\$ -	\$ -	\$ -	\$ 800	\$ 24,200	\$ -	\$ 49,750	\$ 6,200	\$ 2,800	\$ (22,846)	\$ 31,646	\$ (700)	\$ 91,850
Salary - Part-Time Special	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Salary - Part-Time ICs / Advisors / Counselors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40	\$ (40)	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ 83,766	\$ 71,524	\$ 70,866	\$ 71,895	\$ 69,854	\$ 87,363	\$ 80,893	\$ 73,730	\$ 69,676	\$ 72,785	\$ 79,397	\$ 831,750
Bonus	\$ -	\$ 9,886	\$ 7,954	\$ 8,960	\$ 8,424	\$ 7,625	\$ 6,637	\$ 7,211	\$ 8,265	\$ 8,080	\$ 9,408	\$ 6,400	\$ 89,850
Travel	\$ -	\$ -	\$ 88	\$ (88)	\$ 145	\$ -	\$ 95	\$ -	\$ 393	\$ 165	\$ 188	\$ 1,903	\$ 2,889
Phone	\$ 675	\$ -	\$ 714	\$ 604	\$ 672	\$ 668	\$ 1,338	\$ 683	\$ -	\$ 1,186	\$ 288	\$ 402	\$ 7,231
Instructional Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Delivery	\$ -	\$ 11,220	\$ 11,220	\$ 11,440	\$ 10,780	\$ 10,780	\$ 10,560	\$ 10,340	\$ 10,340	\$ 10,340	\$ 10,780	\$ 1,100	\$ 108,900
K12 Charges-3rd Party Teacher	\$ -	\$ -	\$ -	\$ 450	\$ 600	\$ (375)	\$ 75	\$ 75	\$ 150	\$ 150	\$ -	\$ -	\$ 1,125
Teacher Laptops	\$ -	\$ -	\$ 9,018	\$ 2,696	\$ 149	\$ 2,732	\$ -	\$ 1,002	\$ 1,761	\$ 798	\$ -	\$ -	\$ 18,156
Non-Instructional Materials & Supplies	\$ -	\$ 502	\$ 257	\$ 235	\$ 153	\$ 270	\$ 100	\$ 145	\$ 95	\$ 95	\$ 160	\$ 416	\$ 2,333
Conf., Teacher Training & Prof. Dev.	\$ -	\$ 21,142	\$ 1,245	\$ 1,197	\$ 1,841	\$ 297	\$ 10,302	\$ 2,197	\$ 900	\$ 222	\$ 5,759	\$ 3,936	\$ 49,038
Printing, Mailing, Postage	\$ -	\$ 44	\$ 194	\$ -	\$ -	\$ 29	\$ -	\$ -	\$ -	\$ 5	\$ -	\$ 32	\$ 305
Tuition reimb.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ISP	\$ -	\$ 364	\$ 4,985	\$ 1,872	\$ -	\$ 5,362	\$ 2,235	\$ 375	\$ 4,517	\$ 1,046	\$ 510	\$ 5,662	\$ 26,928
Non-K12 Other	\$ 178	\$ 178	\$ 178	\$ 178	\$ 178	\$ 178	\$ 178	\$ 178	\$ -	\$ -	\$ -	\$ 99	\$ 1,526
Total Instruction - Teachers	\$ 853	\$ 338,018	\$ 280,713	\$ 254,395	\$ 286,616	\$ 270,908	\$ 300,084	\$ 272,512	\$ 260,519	\$ 234,687	\$ 309,251	\$ 304,785	\$ 3,113,340
	0.1%	61.8%	35.8%	36.7%	32.9%	40.5%	42.3%	34.7%	25.0%	17.0%	28.8%	34.5%	
Instruction - Students	\$ -	\$ 36,395	\$ 18,044	\$ (26,171)	\$ 2,289	\$ 30,693	\$ 2,558	\$ 11,261	\$ 20,958	\$ 40,151	\$ 3,213	\$ 529	\$ 139,921
Proctored Exams & Test Administration	\$ 198	\$ 94,281	\$ 106,858	\$ 182,123	\$ 177,356	\$ 169,094	\$ 334,375	\$ 187,442	\$ 280,907	\$ 264,646	\$ 285,265	\$ 308,478	\$ 2,391,024
Curriculum Delivery	\$ 84,449	\$ 30,233	\$ 75,524	\$ 50,694	\$ 28,973	\$ 9,813	\$ 48,816	\$ 27,162	\$ 34,128	\$ 21,035	\$ 1,916	\$ -	\$ 412,743
Instructional Materials	\$ -	\$ 106,237	\$ 100,837	\$ 106,860	\$ 106,191	\$ 89,481	\$ 90,909	\$ 114,716	\$ 116,562	\$ 111,747	\$ 79,527	\$ 62,452	\$ 1,085,520
Computer, Peripherals, & Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ISP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sales Tax	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
K12 Charges Other	\$ -	\$ 18,205	\$ 3,500	\$ 450	\$ 250	\$ 36,600	\$ 6,950	\$ 450	\$ 21,975	\$ 4,650	\$ 34,340	\$ 18,920	\$ 146,290
Non-K12 Other	\$ 1,695	\$ 2,829	\$ 1,273	\$ 959	\$ 7,755	\$ 1,958	\$ 3,683	\$ 22,645	\$ 2,399	\$ 16,937	\$ 16,335	\$ 6,734	\$ 85,200
Total Instruction - Students	\$ 86,342	\$ 288,180	\$ 306,036	\$ 314,915	\$ 322,815	\$ 337,639	\$ 487,291	\$ 363,675	\$ 476,930	\$ 459,165	\$ 420,597	\$ 397,113	\$ 4,260,698
	14.3%	52.6%	39.1%	45.5%	37.1%	50.4%	68.7%	46.3%	45.7%	33.3%	39.2%	45.0%	
Student and Family Services	\$ 3,768	\$ (1,928)	\$ 2,293	\$ 4,508	\$ 3,274	\$ 25,279	\$ 31,755	\$ 16,479	\$ 32,018	\$ 50,943	\$ (7,646)	\$ (9,072)	\$ 151,671
Special Ed Contracted Svcs & Other Related Exp.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 311	\$ 241	\$ 551
Field Trips	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hybrid Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School Events	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (194)	\$ 245	\$ -	\$ 51
Annual School Reports	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School Premiums	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-K12 Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Student and Family Services	\$ 3,768	\$ (1,928)	\$ 2,293	\$ 4,508	\$ 3,274	\$ 25,279	\$ 31,755	\$ 16,479	\$ 32,018	\$ 50,749	\$ (7,091)	\$ (8,832)	\$ 152,273
	0.6%	-0.4%	0.3%	0.7%	0.4%	3.8%	4.5%	2.1%	3.1%	3.7%	-0.7%	-1.0%	
School Administration & Governance	\$ 90,319	\$ 82,101	\$ 117,484	\$ 103,876	\$ 130,601	\$ 100,404	\$ 106,381	\$ 117,847	\$ 156,471	\$ 205,752	\$ 157,760	\$ 136,551	\$ 1,505,547
Educational Services	\$ 18,025	\$ 14,316	\$ 20,988	\$ 19,286	\$ 23,750	\$ 18,370	\$ 18,912	\$ 20,043	\$ 29,507	\$ 36,131	\$ 26,843	\$ 22,161	\$ 268,332
Oversight/Sponsor Fee	\$ -	\$ -	\$ 3,090	\$ -	\$ -	\$ -	\$ -	\$ 12,060	\$ -	\$ 3,720	\$ -	\$ 6,060	\$ 24,930
Legal Services	\$ -	\$ 14,828	\$ 11,265	\$ 11,589	\$ 11,211	\$ 11,272	\$ 11,394	\$ 11,230	\$ 11,419	\$ 11,443	\$ 11,621	\$ 11,527	\$ 128,801
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,400	\$ -	\$ 2,240	\$ 4,480	\$ -	\$ 1,700	\$ 11,820
Auditing - External	\$ -	\$ 843	\$ -	\$ 1,936	\$ 654	\$ 875	\$ 375	\$ 801	\$ 250	\$ 798	\$ 500	\$ 375	\$ 7,407
Board Development & Training	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 437	\$ 123	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 559
Administrator Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrator Phone	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Admin Computer, Peripherals, & Software	\$ -	\$ 38,462	\$ 35,788	\$ 32,004	\$ 33,192	\$ 34,252	\$ 34,048	\$ 33,566	\$ 33,012	\$ 27,007	\$ 23,931	\$ 28,669	\$ 353,931
Non-K12 Administrative Staff Salaries	\$ -	\$ 14,723	\$ 12,773	\$ 12,598	\$ 12,611	\$ 12,781	\$ 12,721	\$ 12,652	\$ 12,566	\$ 11,544	\$ 11,155	\$ 12,364	\$ 138,489
Non-K12 Administrative Staff Benefits	\$ -	\$ 1,837	\$ 1,702	\$ 1,737	\$ 1,823	\$ 1,554	\$ 1,744	\$ 1,734	\$ 1,707	\$ 1,383	\$ 1,358	\$ 3,581	\$ 20,161
Non-K12 Administrative Staff Bonus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Temporary employees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-K12 Other	\$ 907	\$ 907	\$ 1,813	\$ 5,416	\$ 907	\$ 907	\$ 1,082	\$ 907	\$ 907	\$ 2,107	\$ 907	\$ 761	\$ 17,526
Total School Administration & Governance	\$ 109,251	\$ 168,017	\$ 204,904	\$ 188,442	\$ 214,749	\$ 180,852	\$ 190,180	\$ 210,840	\$ 248,079	\$ 304,365	\$ 234,075	\$ 223,750	\$ 2,477,504
	18.1%	30.7%	26.2%	27.2%	24.7%	27.0%	26.8%	26.8%	23.8%	22.1%	21.8%	25.3%	
Technology	\$ 42,149	\$ 38,314	\$ 54,826	\$ 48,475	\$ 60,947	\$ 46,855	\$ 49,645	\$ 54,995	\$ 73,020	\$ 96,018	\$ 73,621	\$ 63,724	\$ 702,589
Technology Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-K12 Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Technology	\$ 42,149	\$ 38,314	\$ 54,826	\$ 48,475	\$ 60,947	\$ 46,855	\$ 49,645	\$ 54,995	\$ 73,020	\$ 96,018	\$ 73,621	\$ 63,724	\$ 702,589
	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	6.9%	7.2%	
Insurance / Facilities / Other	\$ 2,912	\$ 2,912	\$ 2,912	\$ 2,912	\$ 2,912	\$ 2,912	\$ 2,912	\$ 2,912	\$ 2,912	\$ 2,912	\$ 2,912	\$ 2,912	\$ 34,940
Rent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance/Repair Facility	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Water & Electric	\$ 408	\$ -	\$ 431	\$ 365	\$ 406	\$ 404	\$ 808	\$ 413	\$ -	\$ 716	\$ 174	\$ 243	\$ 4,368
Telephone	\$ 939	\$ 941	\$ 941	\$ -	\$ 2,050	\$ 957	\$ 1,035	\$ 1,035	\$ 1,035	\$ -	\$ 2,069	\$ 1,035	\$ 12,036
Internet Connection	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Conference calls	\$ 263	\$ 200	\$ 180	\$ 460	\$ 260	\$ 260	\$ 268	\$ 252	\$ 58	\$ 2			

Ohio Digital Learning School
Actuals for the Month
FY 2024-2025
June 2025

Funding Sources		
Basic Formula Funding - K-8 and HS	\$	648,366
Special Education Funding - K-8 and HS	\$	90,351
Other State Unrestricted Funds	\$	2,370
State Restricted Funds - Non-SPED	\$	34,548
State Restricted Funds - SPED	\$	-
Federal - Title Funds	\$	49,998
Federal - IDEA Funds	\$	21,557
Other Federal Funds	\$	35,442
Other Funding/Inc - Included in M&T base	\$	-
Other Funding/Inc - Non M&T Base	\$	38
Interest Income / Other	\$	-
Total Funding	\$	882,669

Instruction - Teachers		
Salary - Regular	\$	112,553
Salary - Special Ed	\$	74,876
Salary - ICs / Advisors / Counselors	\$	18,673
Salary - Title	\$	-
Salary - Other	\$	36
Stipends	\$	(700)
Salary - Part-Time Special	\$	-
Salary - Part-Time ICs / Advisors / Counselors	\$	-
Benefits	\$	79,397
Bonus	\$	6,400
Travel	\$	1,903
Phone	\$	402
K12 Instructional Materials	\$	-
K12 Curriculum Delivery	\$	1,100
K12 Charges-3rd Party Teacher	\$	-
Teacher Laptops	\$	-
Non-Instructional Materials & Supplies	\$	416
Conf., Teacher Training & Prof. Dev.	\$	3,936
Printing, Mailing, Postage	\$	32
Tuition reimb.	\$	-
ISP	\$	5,662
Other	\$	99
Total Instruction - Teachers	\$	304,786

Instruction - Students		
Proctored Exams & Test Administration	\$	529
K12 Curriculum Delivery	\$	308,478
K12 Instructional Materials	\$	-
K12 Computer, Peripherals, & Software	\$	62,452
ISP	\$	-
Sales Tax	\$	-
K12 Charges Other	\$	18,920
Other	\$	6,734
Total Instruction - Students	\$	397,113

Student and Family Services		
Special Ed Contracted Svcs & Other Related Exp.	\$	(9,072)
Field Trips	\$	241
Hybrid Program	\$	-
School Events	\$	-
Annual School Reports	\$	-
School Premiums	\$	-
Non-K12 Other	\$	-
Total Student and Family Services	\$	(8,832)

School Administration & Governance		
Educational Services	\$	136,551
Oversight/Sponsor Fee	\$	22,161
Legal Services	\$	6,060
Payroll Services	\$	11,527
Auditing - External	\$	1,700
Board Development & Training	\$	375
Administrator Travel	\$	-
Administrator Phone	\$	-
Admin Computer, Peripherals, & Software	\$	-
Non-K12 Administrative Staff Salaries	\$	28,669

Non-K12 Administrative Staff Benefits	\$	12,364
Non-K12 Administrative Staff Bonus	\$	3,581
Consultants	\$	-
Temporary employees	\$	-
Non-K12 Other	\$	761
Total School Administration & Governance	\$	223,750
Technology		
Technology Services	\$	63,724
Non-K12 Other	\$	-
Total Technology	\$	63,724
Insurance / Facilities / Other		
Rent	\$	2,912
Maintenance/Repair Facility	\$	-
Water & Electric	\$	-
Telephone	\$	243
Internet Connection	\$	1,035
Conference calls	\$	-
Copier / Fax Lease	\$	258
Outside Copying	\$	-
Office Postage and Shipping	\$	-
Office supplies and equipment	\$	353
Computer equip. & installation	\$	-
General Liability Insurance	\$	3,547
Bank fees	\$	291
Depreciation	\$	-
Other	\$	-
Total Insurance / Facilities / Other	\$	8,637
Total School Expenditures This Period	\$	989,177
Surplus (Deficit) This Period	\$	(106,509)

Ohio Digital Learning School
Actuals vs. Budget Report
FY 2024-2025

June 2025

Updated w/October Budget

	YTD Actuals	YTD Budget	Variance	% Variance
HS YTD Average Enrollment	1,576	1,416	161	11.3%
Total YTD Average Enrollment	1,576	1,416	161	11.3%

FUNDING SOURCES:

Basic Formula Funding - K-8 and HS	\$	7,809,637	\$	5,802,917	\$	2,006,720	34.6%
Special Education Funding - K-8 and HS	\$	1,134,779	\$	1,238,343	\$	(103,564)	-8.4%
Other State Unrestricted Funds	\$	87,259	\$	90,481	\$	(3,222)	-3.6%
State Restricted Funds - Non-SPED	\$	276,388	\$	290,072	\$	(13,685)	-4.7%
State Restricted Funds - SPED	\$	-	\$	-	\$	-	0.0%
Federal - Title Funds	\$	301,351	\$	353,276	\$	(51,925)	-14.7%
Federal - IDEA Funds	\$	384,166	\$	235,303	\$	148,863	63.3%
Other Federal Funds	\$	43,404	\$	76,513	\$	(33,109)	-43.3%
Other Funding/Inc - Included in M&T base	\$	-	\$	-	\$	-	0.0%
Other Funding/Inc - Non M&T Base	\$	392	\$	456	\$	(64)	-13.9%
Interest Income / Other	\$	-	\$	-	\$	-	0.0%
Total Funding	\$	10,037,375	\$	8,087,361	\$	1,950,014	24.1%

Instruction: Teachers

Salary - Regular	\$	1,107,456	\$	1,133,800	\$	(26,344)	-2.3%
Salary - Special Ed	\$	563,884	\$	586,585	\$	(22,701)	-3.9%
Salary - ICs / Advisors / Counselors	\$	208,234	\$	200,612	\$	7,623	3.8%
Salary - Title	\$	-	\$	-	\$	-	0.0%
Salary - Other	\$	1,887	\$	37,902	\$	(36,015)	-95.0%
Stipends	\$	91,850	\$	41,000	\$	50,850	124.0%
Salary - Part-Time Other	\$	-	\$	-	\$	-	0.0%
Contracted Intervention Specialists	\$	-	\$	-	\$	-	0.0%
Benefits	\$	831,750	\$	854,906	\$	(23,156)	-2.7%
Bonus	\$	89,850	\$	97,940	\$	(8,090)	-8.3%
Travel	\$	2,889	\$	1,231	\$	1,658	134.7%
Phone	\$	7,231	\$	8,047	\$	(816)	-10.1%
Instructional Materials	\$	-	\$	-	\$	-	0.0%
Curriculum Delivery	\$	108,900	\$	112,200	\$	(3,300)	-2.9%
K12 Charges - HS Teacher	\$	1,125	\$	300	\$	825	275.0%
Teacher Laptops	\$	18,156	\$	45,281	\$	(27,125)	-59.9%
Non-Instructional Materials & Supplies	\$	2,333	\$	1,950	\$	383	19.6%
Conf., Teacher Training & Prof. Dev.	\$	49,038	\$	58,019	\$	(8,981)	-15.5%
Printing, Mailing, Postage	\$	305	\$	445	\$	(140)	-31.5%
Tuition Reimbursement	\$	-	\$	-	\$	-	0.0%
ISP	\$	26,928	\$	25,986	\$	942	3.6%
Non-K12 Other	\$	1,526	\$	7,688	\$	(6,162)	-80.2%
Total	\$	3,113,340	\$	3,213,891	\$	(100,551)	-3.1%

Instruction: Students

Proctored Exams & Test Administration	\$	139,921	\$	175,550	\$	(35,629)	-20.3%
Curriculum Delivery	\$	2,391,024	\$	2,530,146	\$	(139,122)	-5.5%
Instructional Materials	\$	412,743	\$	569,440	\$	(156,697)	-27.5%
Computer, Peripherals, & Software	\$	1,085,520	\$	990,365	\$	95,155	9.6%
ISP	\$	-	\$	-	\$	-	0.0%
Sales Tax	\$	-	\$	-	\$	-	0.0%
K12 Charges Other	\$	146,290	\$	193,861	\$	(47,571)	-24.5%
Non-K12 Other	\$	85,200	\$	78,597	\$	6,602	8.4%
Total	\$	4,260,698	\$	4,537,959	\$	(277,261)	-6.1%

Student and Family Services

Special Ed Contracted Svcs & Other Related Exp.	\$	151,671	\$	52,857	\$	98,814	186.9%
Field Trips	\$	551	\$	185	\$	366	197.9%
Hybrid Program	\$	-	\$	-	\$	-	0.0%
School Events	\$	51	\$	6,500	\$	(6,450)	-99.2%
Annual School Reports	\$	-	\$	-	\$	-	0.0%
School Premiums	\$	-	\$	-	\$	-	0.0%
Non-K12 Other	\$	-	\$	7,628	\$	(7,628)	-100.0%
Total	\$	152,273	\$	67,170	\$	85,103	126.7%

School Administration & Governance

Educational Services	\$	1,505,547	\$	1,213,036	\$	292,512	24.1%
Oversight/Sponsor Fee	\$	268,332	\$	219,940	\$	48,393	22.0%
Legal Services	\$	24,930	\$	19,010	\$	5,920	31.1%
Payroll Services	\$	128,801	\$	136,505	\$	(7,705)	-5.6%

Updated w/October Budget					
	YTD Actuals	YTD Budget	Variance	% Variance	
Auditing - External	\$ 11,820	\$ 13,495	\$ (1,675)	-12.4%	
Board Development & Training	\$ 7,407	\$ 6,882	\$ 525	7.6%	
Administrator Travel	\$ 559	\$ -	\$ 559	0.0%	
Administrator Phone	\$ -	\$ -	\$ -	0.0%	
Admin Computer, Peripherals, & Software	\$ -	\$ -	\$ -	0.0%	
Non-K12 Administrative Staff Salaries	\$ 353,931	\$ 378,319	\$ (24,387)	-6.4%	
Non-K12 Administrative Staff Benefits	\$ 138,489	\$ 157,182	\$ (18,693)	-11.9%	
Non-K12 Administrative Staff Bonus	\$ 20,161	\$ 18,909	\$ 1,252	6.6%	
Consultants	\$ -	\$ -	\$ -	0.0%	
Temporary employees	\$ -	\$ -	\$ -	0.0%	
Non-K12 Other	\$ 17,526	\$ 11,132	\$ 6,394	57.4%	
Total	\$ 2,477,504	\$ 2,174,409	\$ 303,096	13.9%	
Technology					
Technology Services	\$ 702,589	\$ 566,083	\$ 136,505	24.1%	
Non-K12 Other	\$ -	\$ -	\$ -	0.0%	
Total	\$ 702,589	\$ 566,083	\$ 136,505	24.1%	
Insurance / Facilities / Other					
Rent	\$ 34,940	\$ 34,932	\$ 8	0.0%	
Maintenance / Repair Facility	\$ -	\$ -	\$ -	0.0%	
Water & Electric	\$ -	\$ -	\$ -	0.0%	
Telephone	\$ 4,368	\$ 4,341	\$ 26	0.6%	
Internet Connection	\$ 12,036	\$ 11,281	\$ 754	6.7%	
Conference Calls	\$ -	\$ -	\$ -	0.0%	
Copier / Fax Lease	\$ 2,972	\$ 2,662	\$ 310	11.7%	
Outside Copying	\$ -	\$ -	\$ -	0.0%	
Office Postage and Shipping	\$ 2,521	\$ 1,628	\$ 893	54.8%	
Office Supplies and Equipment	\$ 4,745	\$ 1,250	\$ 3,495	279.6%	
Computer Equip. & Installation	\$ -	\$ -	\$ -	0.0%	
General Liability Insurance	\$ 42,560	\$ 47,975	\$ (5,415)	-11.3%	
Bank Fees	\$ 1,378	\$ 1,680	\$ (302)	-18.0%	
Depreciation	\$ -	\$ -	\$ -	0.0%	
Non-K12 Other - Furniture/Misc	\$ -	\$ -	\$ -	0.0%	
Total	\$ 105,519	\$ 105,750	\$ (231)	-0.2%	
Total School Expenditures This Period	\$ 10,811,924	\$ 10,665,263	\$ 146,661	1.4%	
Surplus (Deficit) This Period	\$ (774,549)	\$ (2,577,902)	\$ 1,803,353	-70.0%	

Ohio Digital Learning School
Current Forecast vs. Previous Forecast
FY 2024-2025
June 2025

	Full Year				Notes
	Full Year Current Forecast	Full Year Previous Forecast	Variance	% Variance	

HS 9 Mth Average Enrollment	1,576	1,575	1	0.1%	
Total Average Enrollment	1,576	1,575	1	0.1%	

FTE	1,071	1,071	-	0.0%	

FUNDING SOURCES:

Basic Formula Funding - K-8 and HS	\$	7,809,637	\$	7,809,636	\$	1	0.0%	
Special Education Funding - K-8 and HS	\$	1,134,779	\$	1,134,779	\$	0	0.0%	
Other State Unrestricted Funds	\$	87,259	\$	90,481	\$	(3,222)	-3.6%	Unused funds to be rolled over to FY26
State Restricted Funds - Non-SPED	\$	276,388	\$	325,807	\$	(49,420)	-15.2%	Unused funds to be rolled over to FY26
State Restricted Funds - SPED	\$	-	\$	-	\$	-	0.0%	
Federal - Title Funds	\$	301,351	\$	374,174	\$	(72,823)	-19.5%	Unused funds to be rolled over to FY26
Federal - IDEA Funds	\$	384,166	\$	384,166	\$	-	0.0%	
Other Federal Funds	\$	43,404	\$	73,068	\$	(29,664)	-40.6%	Unused funds to be rolled over to FY26
Other Funding/Inc - Included in M&T base	\$	-	\$	-	\$	-	0.0%	
Other Funding/Inc - Non M&T Base	\$	392	\$	456	\$	(64)	-13.9%	Unused funds to be rolled over to FY26
Interest Income / Other	\$	-	\$	-	\$	-	0.0%	
Total Funding	\$	10,037,375	\$	10,192,568	\$	(155,192)	-1.5%	

Instruction: Teachers

Salary - Regular	\$	1,107,456	\$	1,090,902	\$	16,554	1.5%	
Salary - Special Ed	\$	563,884	\$	544,179	\$	19,706	3.6%	
Salary - ICs / Advisors / Counselors	\$	208,234	\$	207,142	\$	1,092	0.5%	
Salary - Title	\$	-	\$	-	\$	-	0.0%	
Salary - Other -	\$	1,887	\$	1,538	\$	349	22.7%	
Salary - Stipends	\$	91,850	\$	115,050	\$	(23,200)	-20.2%	Reduction in caseload stipends
Salary - Part-Time Special	\$	-	\$	-	\$	-	0.0%	
Contracted Intervention Specialists	\$	-	\$	181	\$	(181)	-100.0%	
Benefits	\$	831,750	\$	828,301	\$	3,449	0.4%	
Bonus	\$	89,850	\$	119,189	\$	(29,339)	-24.6%	Relcassification of retention bonuses
Travel	\$	2,889	\$	1,172	\$	1,717	146.5%	Teacher testing travel
Phone	\$	7,231	\$	7,664	\$	(433)	-5.7%	
Instructional Materials	\$	-	\$	-	\$	-	0.0%	
Curriculum Delivery	\$	108,900	\$	118,800	\$	(9,900)	-8.3%	
K12 Charges - HS Teacher	\$	1,125	\$	1,275	\$	(150)	-11.8%	
Teacher Laptops	\$	18,156	\$	20,000	\$	(1,844)	-9.2%	
Non-Instructional Materials & Supplies	\$	2,333	\$	1,918	\$	416	21.7%	
Conf., Teacher Training & Prof. Dev.	\$	49,038	\$	57,366	\$	(8,328)	-14.5%	
Printing, Mailing, Postage	\$	305	\$	406	\$	(101)	-24.9%	
Tuition Reimbursement	\$	-	\$	-	\$	-	0.0%	
ISP	\$	26,928	\$	24,751	\$	2,177	8.8%	
Non-K12 Other	\$	1,526	\$	9,115	\$	(7,589)	-83.3%	Alignment to year end actuals
Total	\$	3,113,340	\$	3,148,949	\$	(35,608)	-1.1%	

Instruction: Students

Proctored Exams & Test Administration	\$	139,921	\$	149,393	\$	(9,471)	-6.3%	
Curriculum Delivery (Student OLS)	\$	2,391,024	\$	2,378,588	\$	12,436	0.5%	
Instructional Materials (Student Materials)	\$	412,743	\$	413,864	\$	(1,121)	-0.3%	
Computer, Peripherals, & Software	\$	1,085,520	\$	1,150,891	\$	(65,371)	-5.7%	Alignment to year end actuals
ISP	\$	-	\$	-	\$	-	0.0%	
Sales Tax	\$	-	\$	-	\$	-	0.0%	
K12 Other	\$	146,290	\$	147,556	\$	(1,266)	-0.9%	
Non-K12 Other	\$	85,200	\$	89,139	\$	(3,939)	-4.4%	
Total	\$	4,260,698	\$	4,329,431	\$	(68,733)	-1.6%	

Student and Family Services

Special Ed Contracted Svcs & Other Related Exp.	\$	151,671	\$	189,992	\$	(38,321)	-20.2%	Reduction in year end related service actuals
Field Trips	\$	551	\$	311	\$	241	77.5%	
Hybrid Program	\$	-	\$	-	\$	-	0.0%	
School Events	\$	51	\$	6,500	\$	(6,450)	-99.2%	Graduation costs not yet finalized
Annual School Reports	\$	-	\$	-	\$	-	0.0%	
School Premiums	\$	-	\$	-	\$	-	0.0%	
Non-K12 Other	\$	-	\$	7,628	\$	(7,628)	-100.0%	Alignment to year end actuals
Total	\$	152,273	\$	204,431	\$	(52,157)	-25.5%	

School Administration & Governance

Management Services								
(Mgt. Fee 15% of designated revenue)	\$	1,505,547	\$	1,528,817	\$	(23,269)	-1.5%	
Oversight/Sponsor Fee								
(OCCS 3% of designated revenue)	\$	268,332	\$	278,107	\$	(9,774)	-3.5%	
Legal Services	\$	24,930	\$	19,010	\$	5,920	31.1%	Additonal year end invoice
Payroll Services	\$	128,801	\$	136,505	\$	(7,705)	-5.6%	Alignment to year end actuals
Auditing - External	\$	11,820	\$	13,495	\$	(1,675)	-12.4%	
Board Development & Training	\$	7,407	\$	7,032	\$	375	5.3%	
Administrator Travel	\$	559	\$	560	\$	(1)	-0.1%	
Administrator Phone	\$	-	\$	-	\$	-	0.0%	
Admin Computer, Peripherals, & Software	\$	-	\$	-	\$	-	0.0%	
Non-K12 Administrative Staff Salaries	\$	353,931	\$	354,631	\$	(700)	-0.2%	
Non-K12 Administrative Staff Benefits	\$	138,489	\$	138,651	\$	(162)	-0.1%	
Non-K12 Administrative Staff Bonus	\$	20,161	\$	25,970	\$	(5,809)	-22.4%	Update to bonus formula
Non-K12 Other	\$	17,526	\$	17,672	\$	(146)	-0.8%	
Total	\$	2,477,504	\$	2,520,450	\$	(42,946)	-1.7%	

Technology

Technology Services								
(Technology Fee 7% of designated revenue)	\$	702,589	\$	713,448	\$	(10,859)	-1.5%	
Non-K12 Other	\$	-	\$	-	\$	-	0.0%	
Total	\$	702,589	\$	713,448	\$	(10,859)	-1.5%	

Insurance / Facilities / Other

Rent	\$	34,940	\$	34,932	\$	8	0.0%	
Maintenance / Repair Facility	\$	-	\$	-	\$	-	0.0%	
Water & Electric	\$	-	\$	-	\$	-	0.0%	
Telephone	\$	4,368	\$	4,341	\$	26	0.6%	
Internet Connection	\$	12,036	\$	11,281	\$	754	6.7%	
Conference Calls	\$	-	\$	-	\$	-	0.0%	
Copier / Fax Lease	\$	2,972	\$	2,965	\$	7	0.3%	
Outside Copying	\$	-	\$	-	\$	-	0.0%	
Office Postage and Shipping	\$	2,521	\$	2,521	\$	(0)	0.0%	
Office Supplies and Equipment	\$	4,745	\$	4,745	\$	0	0.0%	
Computer Equip. & Installation	\$	-	\$	-	\$	-	0.0%	
General Liability Insurance	\$	42,560	\$	47,975	\$	(5,415)	-11.3%	Alignment to year end actuals
Bank Fees	\$	1,378	\$	1,400	\$	(22)	-1.6%	

Depreciation	\$	-	\$	-	\$	-	0.0%
Non-K12 Other	\$	-	\$	-	\$	-	0.0%
Total	\$	105,519	\$	110,161	\$	(4,642)	-4.2%
Total School Expenditures This Period	\$	10,811,924	\$	11,026,869	\$	(214,945)	-1.9%
Surplus (Deficit) This Period	\$	(774,549)	\$	(834,302)	\$	59,753	-7.2%

Ohio Digital Learning School
Forecast vs. Budget Report
FY 2024-2025
June 2025

	Full Year				Notes
	Full Year Forecast	Full Year Budget	Variance	% Variance	
HS Average Enrollment	1,576	1,465	112	7.6%	
Total Average Enrollment	1,576	1,465	112	7.6%	
FTE	1,071	969	102	10.5%	
FUNDING SOURCES:					
Basic Formula Funding - HS	\$ 7,809,637	\$ 5,802,917	\$ 2,006,720	34.6%	Increased enrollment and Hybrid funding
Special Education Funding - HS	\$ 1,134,779	\$ 1,238,343	\$ (103,564)	-8.4%	Change in SPED mix
Other State Unrestricted Funds	\$ 87,259	\$ 90,481	\$ (3,222)	-3.6%	
State Restricted Funds - Non-SPED	\$ 276,388	\$ 290,072	\$ (13,685)	-4.7%	Student Wellness & Success true up
State Restricted Funds - SPED	\$ -	\$ -	\$ -	0.0%	
Federal - Title Funds	\$ 301,351	\$ 353,276	\$ (51,925)	-14.7%	Unused funds to be rolled over to FY26
Federal - IDEA Funds	\$ 384,166	\$ 235,303	\$ 148,863	63.3%	Carryover plus increased funding for school year.
Other Federal Funds	\$ 43,404	\$ 76,513	\$ (33,109)	-43.3%	Unused funds to be rolled over to FY26
Other Funding/Inc - Included in M&T base	\$ -	\$ -	\$ -	0.0%	
Other Funding/Inc - Non M&T Base	\$ 392	\$ 456	\$ (64)	-13.9%	
Interest Income / Other	\$ -	\$ \$0	\$ -	0.0%	
Total Funding	\$ 10,037,375	\$ 8,087,361	\$ 1,950,014	24.1%	
Instruction: Teachers					
	44.21%	43.64%			
Salary - Regular	\$ 1,107,456	\$ 1,133,800	\$ (26,344)	-2.3%	Open positions
Salary - Special Ed	\$ 563,884	\$ 586,585	\$ (22,701)	-3.9%	Open positions
Salary - ICs / Advisors / Counselors	\$ 208,234	\$ 200,612	\$ 7,623	3.8%	
Salary - Title	\$ -	\$ -	\$ -	0.0%	
Salary - Other	\$ 1,887	\$ 37,902	\$ (36,015)	-95.0%	Open positions
Stipends	\$ 91,850	\$ 41,000	\$ 50,850	124.0%	Caseload stipends for SPED teachers
Salary - Part-Time Special	\$ -	\$ -	\$ -	0.0%	
Salary - Part-Time ICs / Advisors / Counselors	\$ -	\$ -	\$ -	0.0%	
Benefits	\$ 831,750	\$ 854,906	\$ (23,156)	-2.7%	
Bonus	\$ 89,850	\$ 97,940	\$ (8,090)	-8.3%	Open positions
Travel	\$ 2,889	\$ 1,231	\$ 1,658	134.7%	Teacher testing travel
Phone	\$ 7,231	\$ 8,047	\$ (816)	-10.1%	
Instructional Materials	\$ -	\$ -	\$ -	0.0%	
Curriculum Delivery	\$ 108,900	\$ 112,200	\$ (3,300)	-2.9%	
K12 Charges-3rd Party Teacher	\$ 1,125	\$ 300	\$ 825	275.0%	Shared math teacher
Teacher Laptops	\$ 18,156	\$ 45,281	\$ (27,125)	-59.9%	Planned laptop replacement moved to next year
Non-Instructional Materials & Supplies	\$ 2,333	\$ 1,950	\$ 383	19.6%	
Conf., Teacher Training & Prof. Dev.	\$ 49,038	\$ 58,019	\$ (8,981)	-15.5%	Align to actuals
Printing, Mailing, Postage	\$ 305	\$ 445	\$ (140)	-31.5%	
Tuition reimb.	\$ -	\$ -	\$ -	0.0%	
ISP	\$ 26,928	\$ 25,986	\$ 942	3.6%	
Non-K12 Other	\$ 1,526	\$ 7,688	\$ (6,162)	-80.2%	Align to actuals
Total	\$ 3,113,340	\$ 3,213,891	\$ (100,551)	-3.1%	
Instruction: Students					
Proctored Exams & Test Administration	\$ 139,921	\$ 175,550	\$ (35,629)	-20.3%	Align to actuals
Curriculum Delivery	\$ 2,391,024	\$ 2,530,146	\$ (139,122)	-5.5%	No block courses this year
Instructional Materials	\$ 412,743	\$ 569,440	\$ (156,697)	-27.5%	Decreased due to more widespread use of digital materials
Computer, Peripherals, & Software - Learning	\$ 1,085,520	\$ 990,365	\$ 95,155	9.6%	Increased enrollment
ISP	\$ -	\$ -	\$ -	0.0%	
Sales Tax	\$ -	\$ -	\$ -	0.0%	
K12 Charges Other	\$ 146,290	\$ 193,861	\$ (47,571)	-24.5%	Align to actuals for computers/hotspots for testing
Non-K12 Other	\$ 85,200	\$ 78,597	\$ 6,602	8.4%	
Total	\$ 4,260,698	\$ 4,537,959	\$ (277,261)	-6.1%	
Student and Family Services					
Special Ed Contracted Svcs & Other Related Exp.	\$ 151,671	\$ 52,857	\$ 98,814	186.9%	Open school psychologist position, increase in services for SPED s
Field Trips	\$ 551	\$ 185	\$ 366	197.9%	
Hybrid Program	\$ -	\$ -	\$ -	0.0%	
School Events	\$ 51	\$ 6,500	\$ (6,450)	-99.2%	Graduation costs not yet finalized
Annual School Reports	\$ -	\$ -	\$ -	0.0%	
School Premiums	\$ -	\$ -	\$ -	0.0%	
Non-K12 Other	\$ -	\$ 7,628	\$ (7,628)	-100.0%	Alignment to year end actuals
Total	\$ 152,273	\$ 67,170	\$ 85,103	126.7%	
School Administration & Governance					
Management Services					
(Mgt. Fee 15% of designated revenue)	\$ 1,505,547	\$ 1,213,036	\$ 292,512	24.1%	15% of revenue
Oversight/Sponsor Fee					Page 8 of 35
(OCCS 3% of designated revenue)	\$ 268,332	\$ 219,940	\$ 48,393	22.0%	3% of state revenue
Legal Services	\$ 24,930	\$ 19,010	\$ 5,920	31.1%	Align to actuals

	Full Year					
	Full Year Forecast	Full Year Budget	Variance	% Variance	Notes	
Payroll Services	\$ 128,801	\$ 136,505	\$ (7,705)	-5.6%		
Auditing - External	\$ 11,820	\$ 13,495	\$ (1,675)	-12.4%		
Board Development & Training	\$ 7,407	\$ 6,882	\$ 525	7.6%		
Administrator Travel	\$ 559	\$ -	\$ 559	0.0%		
Administrator Phone	\$ -	\$ -	\$ -	0.0%		
Admin Computer, Peripherals, & Software	\$ -	\$ -	\$ -	0.0%		
Non-K12 Administrative Staff Salaries	\$ 353,931	\$ 378,319	\$ (24,387)	-6.4%	Open positions	
Non-K12 Administrative Staff Benefits	\$ 138,489	\$ 157,182	\$ (18,693)	-11.9%	Open positions	
Non-K12 Administrative Staff Bonus	\$ 20,161	\$ 18,909	\$ 1,252	6.6%		
Consultants	\$ -	\$ -	\$ -	0.0%		
Temporary employees	\$ -	\$ -	\$ -	0.0%		
Non-K12 Other	\$ 17,526	\$ 11,132	\$ 6,394	57.4%	Align to actuals	
	\$ 2,477,504	\$ 2,174,409	\$ 303,096	13.9%		
Technology						
Technology Services						
(Technology Fee 7% of designated revenue)	\$ 702,589	\$ 566,083	\$ 136,505	24.1%	7% of revenue	
Non-K12 Other	\$ -	\$ -	\$ -	0.0%		
Total	\$ 702,589	\$ 566,083	\$ 136,505	24.1%		
Insurance / Facilities / Other						
Rent	\$ 34,940	\$ 34,932	\$ 8	0.0%		
Maintenance / Repair Facility	\$ -	\$ -	\$ -	0.0%		
Water & Electric	\$ -	\$ -	\$ -	0.0%		
Telephone	\$ 4,368	\$ 4,341	\$ 26	0.6%		
Internet Connection	\$ 12,036	\$ 11,281	\$ 754	6.7%		
Conference Calls	\$ -	\$ -	\$ -	0.0%		
Copier / Fax Lease	\$ 2,972	\$ 2,662	\$ 310	11.7%		
Outside Copying	\$ -	\$ -	\$ -	0.0%		
Office Postage and Shipping	\$ 2,521	\$ 1,628	\$ 893	54.8%		
Office Supplies and Equipment	\$ 4,745	\$ 1,250	\$ 3,495	279.6%	Aligned to actual expenses	
Computer Equip. & Installation	\$ -	\$ -	\$ -	0.0%		
General Liability Insurance	\$ 42,560	\$ 47,975	\$ (5,415)	-11.3%	Aligned to actual expenses	
Bank Fees	\$ 1,378	\$ 1,680	\$ (302)	-18.0%		
Depreciation	\$ -	\$ -	\$ -	0.0%		
Non-K12 Other	\$ -	\$ -	\$ -	0.0%		
Total	\$ 105,519	\$ 105,750	\$ (231)	-0.2%		
Total School Expenditures This Period	\$ 10,811,924	\$ 10,665,263	\$ 146,661	1.4%		
Surplus (Deficit) This Period	\$ (774,549)	\$ (2,577,902)	\$ 1,803,353	-70.0%		
Total K12 Expenses	\$ 6,353,738	\$ 6,175,431	\$ 178,307	2.9%		

Ohio Digital Learning School

Simple Cash Flow by Month

FY 2024-2025

June 2025

	Actual July	Actual August	Actual September	Actual October	Actual November	Actual December	Actual January	Actual February	Actual March	Actual April	Actual May	Actual June
Beginning Cash Balance	\$ 733,099	\$ 915,210	\$ 974,008	\$ 1,170,852	\$ 1,107,583	\$ 1,300,516	\$ 1,741,729	\$ 1,336,671	\$ 1,178,306	\$ 1,389,120	\$ 1,299,727	\$ 813,673
State and Federal Funding	619,641	595,241	570,613	649,703	1,989,346	856,721	679,593	676,406	1,017,055	1,118,746	991,201	1,272,756
Other Income/Advance	25	27	28	35	39	43	45	34	38	40	38	30
Payments - Non-K12	(292,555)	(361,469)	(373,798)	(313,007)	(446,451)	(415,552)	(334,695)	(334,805)	(356,279)	(333,179)	(477,294)	(436,150)
Payments - K12	(145,000)	(175,000)	-	(400,000)	(1,350,000)	-	(750,000)	(500,000)	(450,000)	(875,000)	(1,000,000)	(500,000)
Ending Cash Balance	\$ 915,210	\$ 974,008	\$ 1,170,852	\$ 1,107,583	\$ 1,300,516	\$ 1,741,729	\$ 1,336,671	\$ 1,178,306	\$ 1,389,120	\$ 1,299,727	\$ 813,673	\$ 1,150,309

Stride Inc.
K12 : SA : Full Financials OH Node : ODLS
A/P Aging Detail
As of June 30, 2025

Vendor	Transaction Type	Date	Document Number	Due Date	Age	Open Balance
Vendor						
K12 MANAGEMENT INC						
	Bill	12/18/2024	INV-003-17570 ODLS M&T	12/31/2024	190	\$124,198.69
	Bill	1/27/2025	INV-003-17959 ODLS M&T	1/31/2025	159	\$160,946.00
	Bill	2/25/2025	INV-003-18347 ODLS M&T	2/28/2025	131	\$172,334.00
	Bill	4/24/2025	INV-003-19209 ODLS M&T	4/24/2025	76	\$350,959.00
	Bill	4/24/2025	INV-003-19157 ODLS M&T	4/30/2025	70	\$167,833.00
	Bill	5/22/2025	INV-003-19608 ODLS M&T	5/31/2025	39	\$229,646.00
	Bill	6/19/2025	INV-003-20027 ODLS Misc	6/30/2025	9	\$5,675.98
	Bill	6/19/2025	INV-003-20061 ODLS M&T	6/30/2025	9	\$163,395.00
	Bill	6/19/2025	INV-003-20114 ODLS COM	6/30/2025	9	\$44,820.00
	Bill	6/19/2025	INV-003-20237 ODLS OLS1	6/30/2025	9	\$157,662.00
	Bill	6/19/2025	INV-003-20275 ODLS Test	6/30/2025	9	\$225.00
	Bill	6/19/2025	INV-003-20293 ODLS M&T trueup	6/30/2025	9	\$243,049.00
	Bill	6/19/2025	INV-003-20333 ODLS Testing Nirvar	6/30/2025	9	\$9,824.00
	Bill	6/20/2025	INV-003-20387 ODLS RSM	6/30/2025	9	\$1,056.00
	Bill	6/23/2025	INV-003-20421 ODLS PSM	6/30/2025	9	\$4,305.00
	Bill	6/27/2025	INV-003-20474 ODLS TOLS	6/23/2025	16	\$1,100.00
Total - K12 MANAGEMENT INC						\$1,837,028.67

Stride Inc.
K12 : SA : Full Financials OH Node : ODLS
Balance Sheet
End of Jun 2025

Financial Row	Amount
ASSETS	
Current Assets	
Bank	
OH10500 - Ohio Checking Huntington - 6590	\$1,150,308.63
Total Bank	\$1,150,308.63
Accounts Receivable	
11005 - Accounts Receivable - Schools	\$0.38
Total Accounts Receivable	\$0.38
Other Current Asset	
OH11001 - Ohio Prepaid Expenses	\$25,179.28
OH11100 - Ohio Intergovernmental Receivable	\$493,573.86
OH11150 - Ohio Unbilled Receivables	\$0.38
Total Other Current Asset	\$518,753.52
Total Current Assets	\$1,669,062.53
Total ASSETS	\$1,669,062.53
Liabilities & Equity	
Current Liabilities	
Accounts Payable	
20080 - Accounts Payable - School - Trade	\$1,837,028.67
Total Accounts Payable	\$1,837,028.67
Other Current Liability	
23000 - Deferred Revenue	
23001 - Deferred Revenue	\$118,096.45
Total - 23000 - Deferred Revenue	\$118,096.45
OH20001 - Ohio Accrued Liabilities	\$77,723.62
OH20100 - Ohio Intergovernmental Payable	\$34,972.31
OH20400 - Ohio Accrued Management & Technology Fee	\$146,914.93
OH21 - Ohio Payroll Liability	
OH21001 - Ohio Accrued July Salaries	\$204,242.82
OH21012 - Ohio STRS Employee W/H	\$21,046.29
OH21025 - Ohio SERS - Employee W/H	\$3,586.20
Total - OH21 - Ohio Payroll Liability	\$228,875.31
Total Other Current Liability	\$606,582.62
Total Current Liabilities	\$2,443,611.29
Equity	
Retained Earnings	\$0.00
Net Income	(\$774,548.76)
Total Equity	(\$774,548.76)
Total Liabilities & Equity	\$1,669,062.53

**Ohio Digital Learning School
YTD - Federal Funds Report
June 2025**

Program Name	FY25 Award plus Carryover	Expenses Incurred YTD	Remaining Balance	Percentage Remaining	Funds Requested
Title I-A Improving Basic Programs	173,908	157,947	15,961	9%	129,069
Title I - NC Supplemental School Improvement	149,176	130,006	19,170	13%	116,903
Title II-A Supporting Effective Instruction	27,415	12,035	15,380	56%	-
Title IV-A Student Support and Academic	23,674	1,363	22,312	94%	-
IDEA-B Special Education	384,166	384,166	-	0%	320,956
Expanding Opportunities for Each Child	65,940	43,404	22,536	34%	7,962
Stronger Connections Grant	7,128	7,128	-	0%	-
Grand Total	\$ 834,852.36	\$ 739,493.99	\$ 95,358.37	11%	\$ 574,889.63

Red Tab Name	NetSuite Fund #
Grant 1	572
2. Title I Suppl	536-01
3. Title II	590
5. Title-Other	599
6. IDEA	516
9. EOEC	572-02
11. Grant Other 3	N/A

Stride Inc.
K12 : SA : Full Financials OH Node : ODLS
Reconciliation Summary - OH10500 Ohio Checking Huntington - 6590

As of 6/30/2025

ID	Balance
Reconciled	
Cleared Deposits and Other Credits	1,244,576.43
Cleared Checks and Payments	(879,501.94)
Total - Reconciled	365,074.49
Last Reconciled Statement Balance - 05/31/2025	820,391.28
Current Reconciled Balance	1,185,465.77
Reconcile Statement Balance - 06/30/2025	1,185,465.77
Difference	0.00
Unreconciled	
Uncleared	
Checks and Payments	(35,157.14)
Total - Uncleared	(35,157.14)
Total - Unreconciled	(35,157.14)
Total as of 06/30/2025	1,150,308.63

	Current Forecast	Previous Forecast
Average Enrollment	1,576	1,575
Total Revenue	\$ 10,037,375	\$ 10,192,568
Total Expenses	10,811,924	11,026,869
Deficit Prior to K12 Credit	\$ (774,549)	\$ (834,302)

Variance		% Change
Higher/(Lower)		
	1	0%
\$	(155,192)	-2%
	(214,945)	-2%
\$	59,753	-7%

0%

[illegible]

0%
0%
0%

75000

OHIO DIGITAL LEARNING SCHOOL
Forecast vs. Budget Report
FY 2024-2025
June 2025

	Current Forecast
Average Enrollment	1,576
Total Funding	\$ 10,037,375
Teacher Expenses	3,113,340
Student Expenses	4,260,698
Student and Family Services Expenses	152,273
Administration & Governance Expenses	2,477,504
Technology Expenses	702,589
Insurance/Facilities/Other Expenses	105,519
Total Expenses	10,811,924
Deficit Prior to K12 Credit	\$ (774,549)

Previous Forecast	Variance Higher/(Lower)	% Change
1,575	1	0%
\$ 10,192,568	\$ (155,192)	-2%
3,148,949	(35,608)	-1%
4,329,431	(68,733)	-2%
204,431	(52,157)	-26%
2,520,450	(42,946)	-2%
713,448	(10,859)	-2%
110,161	(4,642)	-4%
11,026,869	(214,945)	-2%
\$ (834,302)	\$ 59,753	-7%

0

0

0

0

0

0

0

0

0

0

0

-29576.3 -29576.3

-45423.7 -45423.7

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0

75000

FY24 6/30/2024

FY24 6/30/2024	
\$	733,099
\$	313,823
\$	7,683
\$	1,054,604
\$	2,952,864
\$	453,969
\$	3,406,833
\$	-
\$	(2,352,229)
\$	(2,352,229)
\$	1,054,604

OHIO DIGITAL LEARNING SCHOOL

Simple Cash Flow by Month

FY 2024-2025

June 2025

	Actual July	Actual August	Actual September	Actual October	Actual November	Actual December	Actual January	Actual February	Actual March	Actual April	Actual May	Actual June
Beginning Cash Balance	\$ 733,099	\$ 915,210	\$ 974,008	\$ 1,170,852	\$ 1,107,583	\$ 1,300,516	\$ 1,741,729	\$ 1,336,671	\$ 1,178,306	\$ 1,389,120	\$ 1,299,727	\$ 813,673
Federal/State Funding	619,641	595,241	570,613	649,703	1,989,346	856,721	679,593	676,406	1,017,055	1,118,746	991,201	1,272,756
Other Income/Advance	25	27	28	35	39	43	45	34	38	40	38	30
Payments - Non-K12	(292,555)	(361,469)	(373,798)	(313,007)	(446,451)	(415,552)	(334,695)	(334,805)	(356,279)	(333,179)	(477,294)	(436,150)
Payments - K12	(145,000)	(175,000)	-	(400,000)	(1,350,000)	-	(750,000)	(500,000)	(450,000)	(875,000)	(1,000,000)	(500,000)
Ending Cash Balance	\$ 915,210	\$ 974,008	\$ 1,170,852	\$ 1,107,583	\$ 1,300,516	\$ 1,741,729	\$ 1,336,671	\$ 1,178,306	\$ 1,389,120	\$ 1,299,727	\$ 813,673	\$ 1,150,309

**Ohio Digital Learning School
YTD - Federal Funds Report
June 2025**

Program Name	FY25 Award plus Carryover	Expenses Incurred YTD	Remaining Balance	Percentage Remaining	Funds Requested
Title I-A Improving Basic Programs	173,908	157,947	15,961	9%	129,069
Title I - NC Supplemental School Improvement	149,176	130,006	19,170	13%	116,903
Title II-A Supporting Effective Instruction	27,415	12,035	15,380	56%	-
Title IV-A Student Support and Academic	23,674	1,363	22,312	94%	-
IDEA-B Special Education	384,166	384,166	-	0%	320,956
Expanding Opportunities for Each Child	65,940	43,404	22,536	34%	7,962
Stronger Connections Grant	7,128	7,128	-	0%	-
Grand Total	\$ 834,852	\$ 739,494	\$ 95,358	11%	\$ 574,890

Ohio Digital Learning School
Actuals for the Month
FY 2025-2026
July 2025

Funding Sources		
Basic Formula Funding - K-8 and HS	\$	562,153
Special Education Funding - K-8 and HS	\$	137,906
Other State Unrestricted Funds	\$	-
State Restricted Funds - Non-SPED	\$	-
State Restricted Funds - SPED	\$	-
Federal - Title Funds	\$	1,773
Federal - IDEA Funds	\$	698
Other Federal Funds	\$	198
Other Funding/Inc - Included in M&T base	\$	-
Other Funding/Inc - Non M&T Base	\$	-
Interest Income / Other	\$	-
Total Funding	\$	702,728

Instruction - Teachers		
Salary - Regular	\$	-
Salary - Special Ed	\$	-
Salary - ICs / Advisors / Counselors	\$	-
Salary - Title	\$	-
Salary - Other	\$	-
Stipends	\$	-
Salary - Part-Time Special	\$	-
Salary - Part-Time ICs / Advisors / Counselors	\$	-
Benefits	\$	-
Bonus	\$	-
Travel	\$	228
Phone	\$	400
K12 Instructional Materials	\$	-
K12 Curriculum Delivery	\$	-
K12 Charges-3rd Party Teacher	\$	-
Teacher Laptops	\$	-
Non-Instructional Materials & Supplies	\$	-
Conf., Teacher Training & Prof. Dev.	\$	11
Printing, Mailing, Postage	\$	-
Tuition reimb.	\$	-
ISP	\$	225
Other	\$	-
Total Instruction - Teachers	\$	864

Instruction - Students		
Proctored Exams & Test Administration	\$	-
K12 Curriculum Delivery	\$	-
K12 Instructional Materials	\$	-
K12 Computer, Peripherals, & Software	\$	-
ISP	\$	-
Sales Tax	\$	-
K12 Charges Other	\$	-
Other	\$	2,471
Total Instruction - Students	\$	2,471

Student and Family Services		
Special Ed Contracted Svcs & Other Related Exp.	\$	8,853
Field Trips	\$	-
Hybrid Program	\$	-
School Events	\$	-
Annual School Reports	\$	-
School Premiums	\$	-
Non-K12 Other	\$	-
Total Student and Family Services	\$	8,853

School Administration & Governance		
Educational Services	\$	105,409
Oversight/Sponsor Fee	\$	21,002
Legal Services	\$	-
Payroll Services	\$	-
Auditing - External	\$	-
Board Development & Training	\$	-
Administrator Travel	\$	-
Administrator Phone	\$	-
Admin Computer, Peripherals, & Software	\$	-
Non-K12 Administrative Staff Salaries	\$	-

Non-K12 Administrative Staff Benefits	\$	-
Non-K12 Administrative Staff Bonus	\$	-
Consultants	\$	-
Temporary employees	\$	-
Non-K12 Other	\$	907
Total School Administration & Governance	\$	127,318
Technology		
Technology Services	\$	49,191
Non-K12 Other	\$	-
Total Technology	\$	49,191
Insurance / Facilities / Other		
Rent	\$	2,912
Maintenance/Repair Facility	\$	-
Water & Electric	\$	-
Telephone	\$	242
Internet Connection	\$	1,035
Conference calls	\$	-
Copier / Fax Lease	\$	258
Outside Copying	\$	-
Office Postage and Shipping	\$	262
Office supplies and equipment	\$	46
Computer equip. & installation	\$	-
General Liability Insurance	\$	-
Bank fees	\$	-
Depreciation	\$	-
Other	\$	-
Total Insurance / Facilities / Other	\$	4,753
Total School Expenditures This Period	\$	193,450
Surplus (Deficit) This Period	\$	509,279

Ohio Digital Learning School
Actuals vs. Budget Report
FY 2025-2026

July 2025

May 2025 Board Approved Budget					
	YTD Actuals	YTD Budget	Variance	% Variance	
HS YTD Average Enrollment	1,282	1,271	11	0.9%	
Total YTD Average Enrollment	1,282	1,271	11	0.9%	
FUNDING SOURCES:					
Basic Formula Funding - K-8 and HS	\$ 562,153	\$ 526,768	\$ 35,385	6.7%	
Special Education Funding - K-8 and HS	\$ 137,906	\$ 110,397	\$ 27,510	24.9%	
Other State Unrestricted Funds	\$ -	\$ 6,157	\$ (6,157)	-100.0%	
State Restricted Funds - Non-SPED	\$ -	\$ 26,888	\$ (26,888)	-100.0%	
State Restricted Funds - SPED	\$ -	\$ -	\$ -	0.0%	
Federal - Title Funds	\$ 1,773	\$ 31,181	\$ (29,408)	-94.3%	
Federal - IDEA Funds	\$ 698	\$ 28,707	\$ (28,009)	-97.6%	
Other Federal Funds	\$ 198	\$ 6,089	\$ (5,891)	-96.7%	
Other Funding/Inc - Included in M&T base	\$ -	\$ -	\$ -	0.0%	
Other Funding/Inc - Non M&T Base	\$ -	\$ 38	\$ (38)	-100.0%	
Interest Income / Other	\$ -	\$ -	\$ -	0.0%	
Total Funding	\$ 702,728	\$ 736,225	\$ (33,496)	-4.5%	
Instruction: Teachers					
Salary - Regular	\$ -	\$ -	\$ -	0.0%	
Salary - Special Ed	\$ -	\$ -	\$ -	0.0%	
Salary - ICs / Advisors / Counselors	\$ -	\$ -	\$ -	0.0%	
Salary - Title	\$ -	\$ -	\$ -	0.0%	
Salary - Other	\$ -	\$ -	\$ -	0.0%	
Stipends	\$ -	\$ 4,813	\$ (4,813)	-100.0%	
Salary - Part-Time Other	\$ -	\$ -	\$ -	0.0%	
Contracted Intervention Specialists	\$ -	\$ -	\$ -	0.0%	
Benefits	\$ -	\$ 159	\$ (159)	-100.0%	
Bonus	\$ -	\$ 2,205	\$ (2,205)	-100.0%	
Travel	\$ 228	\$ 99	\$ 129	130.5%	
Phone	\$ 400	\$ 646	\$ (246)	-38.1%	
Instructional Materials	\$ -	\$ -	\$ -	0.0%	
Curriculum Delivery	\$ -	\$ -	\$ -	0.0%	
K12 Charges - HS Teacher	\$ -	\$ 94	\$ (94)	-100.0%	
Teacher Laptops	\$ -	\$ 4,190	\$ (4,190)	-100.0%	
Non-Instructional Materials & Supplies	\$ -	\$ 142	\$ (142)	-100.0%	
Conf., Teacher Training & Prof. Dev.	\$ 11	\$ 3,496	\$ (3,484)	-99.7%	
Printing, Mailing, Postage	\$ -	\$ -	\$ -	0.0%	
Tuition Reimbursement	\$ -	\$ -	\$ -	0.0%	
ISP	\$ 225	\$ 1,914	\$ (1,689)	-88.2%	
Non-K12 Other	\$ -	\$ 760	\$ (760)	-100.0%	
Total	\$ 864	\$ 18,516	\$ (17,652)	-95.3%	
Instruction: Students					
Proctored Exams & Test Administration	\$ -	\$ 14,584	\$ (14,584)	-100.0%	
Curriculum Delivery	\$ -	\$ -	\$ -	0.0%	
Instructional Materials	\$ -	\$ 110,888	\$ (110,888)	-100.0%	
Computer, Peripherals, & Software	\$ -	\$ -	\$ -	0.0%	
ISP	\$ -	\$ -	\$ -	0.0%	
Sales Tax	\$ -	\$ -	\$ -	0.0%	
K12 Charges Other	\$ -	\$ 13,393	\$ (13,393)	-100.0%	
Non-K12 Other	\$ 2,471	\$ 7,138	\$ (4,667)	-65.4%	
Total	\$ 2,471	\$ 146,003	\$ (143,532)	-98.3%	
Student and Family Services					
Special Ed Contracted Svcs & Other Related Exp.	\$ 8,853	\$ 8,333	\$ 519	6.2%	
Field Trips	\$ -	\$ 15	\$ (15)	-100.0%	
Hybrid Program	\$ -	\$ -	\$ -	0.0%	
School Events	\$ -	\$ 542	\$ (542)	-100.0%	
Annual School Reports	\$ -	\$ -	\$ -	0.0%	
School Premiums	\$ -	\$ -	\$ -	0.0%	
Non-K12 Other	\$ -	\$ 636	\$ (636)	-100.0%	
Total	\$ 8,853	\$ 9,526	\$ (674)	-7.1%	
School Administration & Governance					
Educational Services	\$ 105,409	\$ 110,428	\$ (5,019)	-4.5%	
Oversight/Sponsor Fee	\$ 21,002	\$ 19,115	\$ 1,887	9.9%	
Legal Services	\$ -	\$ 1,584	\$ (1,584)	-100.0%	
Payroll Services	\$ -	\$ 11,375	\$ (11,375)	-100.0%	

May 2025 Board Approved Budget					
	YTD Actuals	YTD Budget	Variance	% Variance	
Auditing - External	\$ -	\$ 1,125	\$ (1,125)	-100.0%	
Board Development & Training	\$ -	\$ 574	\$ (574)	-100.0%	
Administrator Travel	\$ -	\$ 47	\$ (47)	-100.0%	
Administrator Phone	\$ -	\$ -	\$ -	0.0%	
Admin Computer, Peripherals, & Software	\$ -	\$ -	\$ -	0.0%	
Non-K12 Administrative Staff Salaries	\$ -	\$ -	\$ -	0.0%	
Non-K12 Administrative Staff Benefits	\$ -	\$ -	\$ -	0.0%	
Non-K12 Administrative Staff Bonus	\$ -	\$ 2,022	\$ (2,022)	-100.0%	
Consultants	\$ -	\$ -	\$ -	0.0%	
Temporary employees	\$ -	\$ -	\$ -	0.0%	
Non-K12 Other	\$ 907	\$ 1,405	\$ (498)	-35.5%	
Total	\$ 127,318	\$ 147,674	\$ (20,357)	-13.8%	
Technology					
Technology Services	\$ 49,191	\$ 51,533	\$ (2,342)	-4.5%	
Non-K12 Other	\$ -	\$ -	\$ -	0.0%	
Total	\$ 49,191	\$ 51,533	\$ (2,342)	-4.5%	
Insurance / Facilities / Other					
Rent	\$ 2,912	\$ 2,911	\$ 1	0.0%	
Maintenance / Repair Facility	\$ -	\$ -	\$ -	0.0%	
Water & Electric	\$ -	\$ -	\$ -	0.0%	
Telephone	\$ 242	\$ 362	\$ (120)	-33.2%	
Internet Connection	\$ 1,035	\$ 940	\$ 94	10.0%	
Conference Calls	\$ -	\$ -	\$ -	0.0%	
Copier / Fax Lease	\$ 258	\$ 222	\$ 36	16.1%	
Outside Copying	\$ -	\$ -	\$ -	0.0%	
Office Postage and Shipping	\$ 262	\$ 136	\$ 127	93.3%	
Office Supplies and Equipment	\$ 46	\$ 250	\$ (204)	-81.6%	
Computer Equip. & Installation	\$ -	\$ -	\$ -	0.0%	
General Liability Insurance	\$ -	\$ 4,398	\$ (4,398)	-100.0%	
Bank Fees	\$ -	\$ 117	\$ (117)	-100.0%	
Depreciation	\$ -	\$ -	\$ -	0.0%	
Non-K12 Other - Furniture/Misc	\$ -	\$ -	\$ -	0.0%	
Total	\$ 4,753	\$ 9,335	\$ (4,581)	-49.1%	
Total School Expenditures This Period	\$ 193,450	\$ 382,587	\$ (189,137)	-49.4%	
Surplus (Deficit) This Period	\$ 509,279	\$ 353,638	\$ 155,641	44.0%	

	Full Year				Notes
	Full Year Current Forecast	Full Year Previous Forecast	Variance	% Variance	

HS 9 Mth Average Enrollment	1,612	1,612	-	0.0%	
Total Average Enrollment	1,612	1,612	-	0.0%	

FTE	1,090	1,090	-	0.0%	

FUNDING SOURCES:

Basic Formula Funding - K-8 and HS	\$	6,745,842	\$	6,745,842	\$	-	0.0%	
Special Education Funding - K-8 and HS	\$	1,654,873	\$	1,654,873	\$	-	0.0%	
Other State Unrestricted Funds	\$	73,881	\$	73,881	\$	-	0.0%	
State Restricted Funds - Non-SPED	\$	322,659	\$	322,659	\$	-	0.0%	
State Restricted Funds - SPED	\$	-	\$	-	\$	-	0.0%	
Federal - Title Funds	\$	547,187	\$	374,174	\$	173,013	46.2%	Increase in FY26 award
Federal - IDEA Funds	\$	261,173	\$	384,166	\$	(122,993)	-32.0%	Decrease in FY26 award
Other Federal Funds	\$	122,097	\$	73,068	\$	49,028	67.1%	Increase in FY26 award
Other Funding/Inc - Included in M&T base	\$	-	\$	-	\$	-	0.0%	
Other Funding/Inc - Non M&T Base	\$	456	\$	456	\$	-	0.0%	
Interest Income / Other	\$	-	\$	-	\$	-	0.0%	
Total Funding	\$	9,728,168	\$	9,629,119	\$	99,048	1.0%	

Instruction: Teachers

Salary - Regular	\$	926,203	\$	926,203	\$	-	0.0%	
Salary - Special Ed	\$	657,606	\$	657,606	\$	-	0.0%	
Salary - ICs / Advisors / Counselors	\$	198,225	\$	198,225	\$	-	0.0%	
Salary - Title	\$	-	\$	-	\$	-	0.0%	
Salary - Other -	\$	70,000	\$	70,000	\$	-	0.0%	
Salary - Stipends	\$	20,550	\$	20,550	\$	-	0.0%	
Salary - Part-Time Special	\$	-	\$	-	\$	-	0.0%	
Contracted Intervention Specialists	\$	-	\$	-	\$	-	0.0%	
Benefits	\$	859,235	\$	859,235	\$	-	0.0%	
Bonus	\$	92,602	\$	92,602	\$	-	0.0%	
Travel	\$	1,099	\$	1,099	\$	-	0.0%	
Phone	\$	7,183	\$	7,183	\$	-	0.0%	
Instructional Materials	\$	-	\$	-	\$	-	0.0%	
Curriculum Delivery	\$	117,370	\$	110,040	\$	7,330	6.7%	Align to actuals
K12 Charges - HS Teacher	\$	1,200	\$	1,275	\$	(75)	-5.9%	
Teacher Laptops	\$	50,281	\$	50,281	\$	-	0.0%	
Non-Instructional Materials & Supplies	\$	1,667	\$	1,667	\$	-	0.0%	
Conf., Teacher Training & Prof. Dev.	\$	56,107	\$	56,107	\$	-	0.0%	
Printing, Mailing, Postage	\$	399	\$	399	\$	-	0.0%	
Tuition Reimbursement	\$	-	\$	-	\$	-	0.0%	
ISP	\$	22,503	\$	22,503	\$	-	0.0%	
Non-K12 Other	\$	10,000	\$	10,000	\$	-	0.0%	
Total	\$	3,092,230	\$	3,084,975	\$	7,255	0.2%	

Instruction: Students

Proctored Exams & Test Administration	\$	150,000	\$	150,000	\$	-	0.0%	
Curriculum Delivery (Student OLS)	\$	2,488,141	\$	2,488,537	\$	(396)	0.0%	
Instructional Materials (Student Materials)	\$	425,215	\$	425,215	\$	-	0.0%	
Computer, Peripherals, & Software	\$	1,178,187	\$	1,196,761	\$	(18,574)	-1.6%	Align to actuals
ISP	\$	-	\$	-	\$	-	0.0%	
Sales Tax	\$	-	\$	-	\$	-	0.0%	
K12 Other	\$	147,556	\$	147,556	\$	-	0.0%	
Non-K12 Other	\$	85,064	\$	85,064	\$	-	0.0%	
Total	\$	4,474,163	\$	4,493,133	\$	(18,970)	-0.4%	

Student and Family Services

Special Ed Contracted Svcs & Other Related Exp.	\$	100,141	\$	100,141	\$	-	0.0%	
Field Trips	\$	185	\$	185	\$	-	0.0%	
Hybrid Program	\$	-	\$	-	\$	-	0.0%	
School Events	\$	6,500	\$	6,500	\$	-	0.0%	
Annual School Reports	\$	-	\$	-	\$	-	0.0%	
School Premiums	\$	-	\$	-	\$	-	0.0%	
Non-K12 Other	\$	7,628	\$	7,628	\$	-	0.0%	
Total	\$	114,454	\$	114,454	\$	-	0.0%	

School Administration & Governance

Management Services								
(Mgt. Fee 15% of designated revenue)	\$	1,459,157	\$	1,444,299	\$	14,857	1.0%	In line with revenue change
Oversight/Sponsor Fee								
(OCCS 3% of designated revenue)	\$	252,021	\$	252,021	\$	-	0.0%	
Legal Services	\$	25,678	\$	25,678	\$	-	0.0%	
Payroll Services	\$	150,156	\$	150,156	\$	-	0.0%	
Auditing - External	\$	14,845	\$	14,845	\$	-	0.0%	
Board Development & Training	\$	6,882	\$	6,882	\$	-	0.0%	
Administrator Travel	\$	560	\$	560	\$	-	0.0%	
Administrator Phone	\$	-	\$	-	\$	-	0.0%	
Admin Computer, Peripherals, & Software	\$	-	\$	-	\$	-	0.0%	
Non-K12 Administrative Staff Salaries	\$	331,141	\$	331,141	\$	-	0.0%	
Non-K12 Administrative Staff Benefits	\$	138,176	\$	138,176	\$	-	0.0%	
Non-K12 Administrative Staff Bonus	\$	16,557	\$	16,557	\$	-	0.0%	
Non-K12 Other	\$	17,000	\$	17,000	\$	-	0.0%	
Total	\$	2,412,172	\$	2,397,315	\$	14,857	0.6%	

Technology

Technology Services								
(Technology Fee 7% of designated revenue)	\$	680,940	\$	674,006	\$	6,933	1.0%	In line with revenue change
Non-K12 Other	\$	-	\$	-	\$	-	0.0%	
Total	\$	680,940	\$	674,006	\$	6,933	1.0%	

Insurance / Facilities / Other

Rent	\$	34,932	\$	34,932	\$	-	0.0%	
Maintenance / Repair Facility	\$	-	\$	-	\$	-	0.0%	
Water & Electric	\$	-	\$	-	\$	-	0.0%	
Telephone	\$	4,341	\$	4,341	\$	-	0.0%	
Internet Connection	\$	11,281	\$	11,281	\$	-	0.0%	
Conference Calls	\$	-	\$	-	\$	-	0.0%	
Copier / Fax Lease	\$	2,662	\$	2,662	\$	-	0.0%	
Outside Copying	\$	-	\$	-	\$	-	0.0%	
Office Postage and Shipping	\$	1,628	\$	1,628	\$	-	0.0%	
Office Supplies and Equipment	\$	3,000	\$	3,000	\$	-	0.0%	
Computer Equip. & Installation	\$	-	\$	-	\$	-	0.0%	
General Liability Insurance	\$	52,816	\$	52,816	\$	-	0.0%	
Bank Fees	\$	1,400	\$	1,400	\$	-	0.0%	

Depreciation	\$	-	\$	-	\$	-	0.0%
Non-K12 Other	\$	-	\$	-	\$	-	0.0%
Total	\$	112,061	\$	112,061	\$	-	0.0%
Total School Expenditures This Period	\$	10,886,020	\$	10,875,944	\$	10,076	0.1%
Surplus (Deficit) This Period	\$	(1,157,852)	\$	(1,246,825)	\$	88,973	-7.1%

Ohio Digital Learning School
Forecast vs. Budget Report
FY 2025-2026
July 2025

	Full Year				Notes
	Full Year Forecast	Full Year Budget	Variance	% Variance	
HS Average Enrollment	1,612	1,586	26	1.6%	
Total Average Enrollment	1,612	1,586	26	1.6%	
FTE	1,090	969	121	12.5%	

FUNDING SOURCES:

Basic Formula Funding - HS	\$	6,745,842	\$	6,321,217	\$	424,625	6.7%	Increased enrollment and transition funding
Special Education Funding - HS	\$	1,654,873	\$	1,324,758	\$	330,115	24.9%	Change in SPED mix
Other State Unrestricted Funds	\$	73,881	\$	73,881	\$	-	0.0%	
State Restricted Funds - Non-SPED	\$	322,659	\$	328,048	\$	(5,389)	-1.6%	Student Wellness & Success true up
State Restricted Funds - SPED	\$	-	\$	-	\$	-	0.0%	
Federal - Title Funds	\$	547,187	\$	374,174	\$	173,013	46.2%	Increase in FY26 award
Federal - IDEA Funds	\$	261,173	\$	344,486	\$	(83,313)	-24.2%	Decrease in FY26 award
Other Federal Funds	\$	122,097	\$	73,068	\$	49,028	67.1%	Increase in FY26 award
Other Funding/Inc - Included in M&T base	\$	-	\$	-	\$	-	0.0%	
Other Funding/Inc - Non M&T Base	\$	456	\$	456	\$	-	0.0%	
Interest Income / Other	\$	-	\$	\$0	\$	-	0.0%	
Total Funding	\$	9,728,168	\$	8,840,088	\$	888,079	10.0%	

Instruction: Teachers

		46.39%		44.53%				
Salary - Regular	\$	926,203	\$	931,287	\$	(5,084)	-0.5%	
Salary - Special Ed	\$	657,606	\$	657,606	\$	-	0.0%	
Salary - ICs / Advisors / Counselors	\$	198,225	\$	198,225	\$	-	0.0%	
Salary - Title	\$	-	\$	-	\$	-	0.0%	
Salary - Other	\$	70,000	\$	70,000	\$	-	0.0%	
Stipends	\$	20,550	\$	33,550	\$	(13,000)	-38.7%	Decrease in expected stipends
Salary - Part-Time Special	\$	-	\$	-	\$	-	0.0%	
Salary - Part-Time ICs / Advisors / Counselors	\$	-	\$	-	\$	-	0.0%	
Benefits	\$	859,235	\$	827,028	\$	32,206	3.9%	Increased benefits cost
Bonus	\$	92,602	\$	93,487	\$	(886)	-0.9%	
Travel	\$	1,099	\$	1,099	\$	-	0.0%	
Phone	\$	7,183	\$	7,183	\$	-	0.0%	
Instructional Materials	\$	-	\$	-	\$	-	0.0%	
Curriculum Delivery	\$	117,370	\$	121,260	\$	(3,890)	-3.2%	
K12 Charges-3rd Party Teacher	\$	1,200	\$	1,275	\$	(75)	-5.9%	
Teacher Laptops	\$	50,281	\$	50,281	\$	-	0.0%	
Non-Instructional Materials & Supplies	\$	1,667	\$	1,667	\$	-	0.0%	
Conf., Teacher Training & Prof. Dev.	\$	56,107	\$	56,107	\$	(0)	0.0%	
Printing, Mailing, Postage	\$	399	\$	406	\$	(7)	-1.7%	
Tuition reimb.	\$	-	\$	-	\$	-	0.0%	
ISP	\$	22,503	\$	22,503	\$	-	0.0%	
Non-K12 Other	\$	10,000	\$	9,115	\$	885	9.7%	
Total	\$	3,092,230	\$	3,082,080	\$	10,149	0.3%	

Instruction: Students

Proctored Exams & Test Administration	\$	150,000	\$	165,254	\$	(15,254)	-9.2%	Decrease in expected testing sites/duration
Curriculum Delivery	\$	2,488,141	\$	2,616,356	\$	(128,215)	-4.9%	Align to actuals
Instructional Materials	\$	425,215	\$	462,802	\$	(37,587)	-8.1%	Align to actuals
Computer, Peripherals, & Software - Learning	\$	1,178,187	\$	1,201,791	\$	(23,604)	-2.0%	Align to actuals
ISP	\$	-	\$	-	\$	-	0.0%	
Sales Tax	\$	-	\$	-	\$	-	0.0%	
K12 Charges Other	\$	147,556	\$	159,938	\$	(12,381)	-7.7%	Align to actuals
Non-K12 Other	\$	85,064	\$	85,660	\$	(596)	-0.7%	
Total	\$	4,474,163	\$	4,691,801	\$	(217,637)	-4.6%	

Student and Family Services

Special Ed Contracted Svcs & Other Related Exp.	\$	100,141	\$	100,000	\$	140	0.1%	
Field Trips	\$	185	\$	185	\$	-	0.0%	
Hybrid Program	\$	-	\$	-	\$	-	0.0%	
School Events	\$	6,500	\$	6,500	\$	-	0.0%	
Annual School Reports	\$	-	\$	-	\$	-	0.0%	
School Premiums	\$	-	\$	-	\$	-	0.0%	
Non-K12 Other	\$	7,628	\$	7,628	\$	-	0.0%	
Total	\$	114,454	\$	114,313	\$	140	0.1%	

School Administration & Governance

Management Services								
(Mgt. Fee 15% of designated revenue)	\$	1,459,157	\$	1,325,945	\$	133,212	10.0%	In line with revenue change
Oversight/Sponsor Fee								Page 7 of 13
(OCCS 3% of designated revenue)	\$	252,021	\$	229,379	\$	22,642	9.9%	In line with revenue change
Legal Services	\$	25,678	\$	19,010	\$	6,668	35.1%	Align to actuals

	Full Year					
	Full Year Forecast	Full Year Budget	Variance	% Variance	Notes	
Payroll Services	\$ 150,156	\$ 136,505	\$ 13,651	10.0%	Align to actuals	
Auditing - External	\$ 14,845	\$ 13,495	\$ 1,350	10.0%		
Board Development & Training	\$ 6,882	\$ 6,882	\$ -	0.0%		
Administrator Travel	\$ 560	\$ 560	\$ -	0.0%		
Administrator Phone	\$ -	\$ -	\$ -	0.0%		
Admin Computer, Peripherals, & Software	\$ -	\$ -	\$ -	0.0%		
Non-K12 Administrative Staff Salaries	\$ 331,141	\$ 331,141	\$ -	0.0%		
Non-K12 Administrative Staff Benefits	\$ 138,176	\$ 139,056	\$ (880)	-0.6%		
Non-K12 Administrative Staff Bonus	\$ 16,557	\$ 16,557	\$ -	0.0%		
Consultants	\$ -	\$ -	\$ -	0.0%		
Temporary employees	\$ -	\$ -	\$ -	0.0%		
Non-K12 Other	\$ 17,000	\$ 16,859	\$ 141	0.8%		
	\$ 2,412,172	\$ 2,235,389	\$ 176,783	7.9%		
Technology						
Technology Services						
(Technology Fee 7% of designated revenue)	\$ 680,940	\$ 618,774	\$ 62,166	10.0%	In line with revenue change	
Non-K12 Other	\$ -	\$ -	\$ -	0.0%		
Total	\$ 680,940	\$ 618,774	\$ 62,166	10.0%		
Insurance / Facilities / Other						
Rent	\$ 34,932	\$ 34,932	\$ -	0.0%		
Maintenance / Repair Facility	\$ -	\$ -	\$ -	0.0%		
Water & Electric	\$ -	\$ -	\$ -	0.0%		
Telephone	\$ 4,341	\$ 4,341	\$ -	0.0%		
Internet Connection	\$ 11,281	\$ 11,281	\$ -	0.0%		
Conference Calls	\$ -	\$ -	\$ -	0.0%		
Copier / Fax Lease	\$ 2,662	\$ 2,662	\$ -	0.0%		
Outside Copying	\$ -	\$ -	\$ -	0.0%		
Office Postage and Shipping	\$ 1,628	\$ 1,628	\$ -	0.0%		
Office Supplies and Equipment	\$ 3,000	\$ 3,000	\$ -	0.0%		
Computer Equip. & Installation	\$ -	\$ -	\$ -	0.0%		
General Liability Insurance	\$ 52,816	\$ 52,773	\$ 43	0.1%		
Bank Fees	\$ 1,400	\$ 1,400	\$ -	0.0%		
Depreciation	\$ -	\$ -	\$ -	0.0%		
Non-K12 Other	\$ -	\$ -	\$ -	0.0%		
Total	\$ 112,061	\$ 112,018	\$ 43	0.0%		
Total School Expenditures This Period	\$ 10,886,020	\$ 10,854,375	\$ 31,644	0.3%		
Surplus (Deficit) This Period	\$ (1,157,852)	\$ (2,014,287)	\$ 856,435	-42.5%		
Total K12 Expenses	\$ 6,497,766	\$ 6,508,141	\$ (10,375)	-0.2%		

Ohio Digital Learning School
Simple Cash Flow by Month
FY 2025-2026
July 2025

	Actual July	Budget August	Budget September	Budget October	Budget November	Budget December	Budget January	Budget February	Budget March	Budget April	Budget May	Budget June
Beginning Cash Balance	\$ 1,150,309	\$ 1,534,128	\$ 1,963,949	\$ 1,337,786	\$ 1,411,079	\$ 1,406,033	\$ 1,829,476	\$ 1,532,840	\$ 1,581,117	\$ 1,653,290	\$ 1,723,751	\$ 1,681,587
State and Federal Funding	702,692	820,448	820,436	820,454	820,452	820,452	820,440	820,448	820,447	820,445	820,443	820,444
Other Income/Advance	36	46	59	40	42	42	55	46	47	50	52	50
Payments - Non-K12	(318,909)	(390,673)	(396,658)	(397,201)	(397,041)	(397,052)	(397,130)	(397,217)	(398,322)	(375,034)	(398,411)	(404,666)
Payments - K12	-	-	(1,050,000)	(350,000)	(428,500)	-	(720,000)	(375,000)	(350,000)	(375,000)	(464,247)	(1,048,540)
Ending Cash Balance	\$ 1,534,128	\$ 1,963,949	\$ 1,337,786	\$ 1,411,079	\$ 1,406,033	\$ 1,829,476	\$ 1,532,840	\$ 1,581,117	\$ 1,653,290	\$ 1,723,751	\$ 1,681,587	\$ 1,048,876

Stride Inc.
K12 : SA : Full Financials OH Node : ODLS
A/P Aging Detail
As of July 31, 2025

Vendor	Transaction Type	Date	Document Number	Due Date	Age	Open Balance
Ameristay Hotel- Waverly	Bill	7/24/2025	07092025	7/9/2025	30	\$1,400.00
BUCKEYE HOTELS LLC DBA HOLIDAY INN EXPRESS	Bill	7/22/2025	OHDIG 083025	5/30/2025	70	\$5,850.00
BUCKEYE HOTELS LLC DBA HOLIDAY INN EXPRESS	Bill	7/22/2025	OHDIG ROOM 9001	8/20/2025	-12	\$450.00
Holiday Inn Express & Suites , Athens	Bill	7/22/2025	820-070825	7/8/2025	31	\$3,900.00
Holiday Inn Express & Suites , Athens	Bill	7/22/2025	820-082925	8/29/2025	-21	\$3,900.00
K12 MANAGEMENT INC	Bill	12/18/2024	INV-003-17570 ODLS M&T	12/31/2024	220	\$124,198.69
K12 MANAGEMENT INC	Bill	1/27/2025	INV-003-17959 ODLS M&T	1/31/2025	189	\$160,946.00
K12 MANAGEMENT INC	Bill	2/25/2025	INV-003-18347 ODLS M&T	2/28/2025	161	\$172,334.00
K12 MANAGEMENT INC	Bill	4/24/2025	INV-003-19157 ODLS M&T	4/30/2025	100	\$167,833.00
K12 MANAGEMENT INC	Bill	4/24/2025	INV-003-19209 ODLS M&T	4/24/2025	106	\$350,959.00
K12 MANAGEMENT INC	Bill	5/22/2025	INV-003-19608 ODLS M&T	5/31/2025	69	\$229,646.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20293 ODLS M&T trueup	6/30/2025	39	\$243,049.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20275 ODLS Test	6/30/2025	39	\$225.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20333 ODLS Testing Nirvana	6/30/2025	39	\$9,824.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20237 ODLS OLS1	6/30/2025	39	\$157,662.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20027 ODLS Misc	6/30/2025	39	\$5,675.98
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20114 ODLS COM	6/30/2025	39	\$44,820.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20061 ODLS M&T	6/30/2025	39	\$163,395.00
K12 MANAGEMENT INC	Bill	6/20/2025	INV-003-20387 ODLS RSM	6/30/2025	39	\$1,056.00
K12 MANAGEMENT INC	Bill	6/23/2025	INV-003-20421 ODLS PSM	6/30/2025	39	\$4,305.00
K12 MANAGEMENT INC	Bill	6/27/2025	INV-003-20474 ODLS TOLS	6/23/2025	46	\$1,100.00
K12 MANAGEMENT INC	Bill	7/17/2025	INV-003-20550 ODLS M&T	7/31/2025	8	\$146,915.00
K12 MANAGEMENT INC	Bill	7/28/2025	INV-003-20780 ODLS SOLS	7/24/2025	15	\$1,320.00
K12 MANAGEMENT INC	Bill	7/28/2025	INV-003-20633 ODLS Test	7/31/2025	8	\$125.00
K12 MANAGEMENT INC	Bill	7/28/2025	INV-003-20662 ODLS Misc	7/31/2025	8	\$3,068.31
K12 MANAGEMENT INC	Bill	7/28/2025	INV-003-20609 ODLS Hotspots	7/31/2025	8	\$90.00
K12 MANAGEMENT INC	Bill	7/28/2025	INV-003-20774 ODLS OLS	7/31/2025	8	\$198.00
Microtel Inn & Suites - Marietta	Bill	7/22/2025	820-060325	6/3/2025	66	\$4,200.00
Ohio Council of Community Schools	Bill	7/24/2025	11695	7/21/2025	18	\$21,913.68
PAMT INVESTMENT GROUP LLC DBA HAMPTON INN	Bill	7/22/2025	06042025	6/4/2025	65	\$1,500.00
RHD - FAIRLAWN LLC DBA RESIDENCE INN BY MARI	Bill	7/22/2025	F0358	6/10/2025	59	\$1,200.00
RUKH-JAGI HOLDING LLC D/B/A HOLIDAY INN CANTY	Bill	7/24/2025	820-082025	8/20/2025	-12	\$7,020.00
Total						\$2,040,078.66

Stride Inc.
K12 : SA : Full Financials OH Node : ODLS
Balance Sheet
End of Jul 2025

Financial Row	Amount
ASSETS	
Current Assets	
Bank	
OH10500 - Ohio Checking Huntington - 6590	\$1,538,045.17
Total Bank	\$1,538,045.17
Accounts Receivable	
11005 - Accounts Receivable - Schools	\$834,029.48
Total Accounts Receivable	\$834,029.48
Other Current Asset	
OH11001 - Ohio Prepaid Expenses	\$47,545.60
OH11100 - Ohio Intergovernmental Receivable	\$565,624.52
OH11150 - Ohio Unbilled Receivables	\$0.38
Total Other Current Asset	\$613,170.50
Total Current Assets	\$2,985,245.15
Total ASSETS	\$2,985,245.15
Liabilities & Equity	
Current Liabilities	
Accounts Payable	
20080 - Accounts Payable - School - Trade	\$2,040,078.66
Total Accounts Payable	\$2,040,078.66
Other Current Liability	
23000 - Deferred Revenue	
23001 - Deferred Revenue	\$137,315.04
Total - 23000 - Deferred Revenue	\$137,315.04
OH20001 - Ohio Accrued Liabilities	\$8,731.72
OH20100 - Ohio Intergovernmental Payable	(\$1,770.00)
OH20400 - Ohio Accrued Management & Technology Fee	\$165,162.13
OH21 - Ohio Payroll Liability	
OH21001 - Ohio Accrued July Salaries	(\$0.02)
OH21012 - Ohio STRS Employee W/H	\$7.12
OH21025 - Ohio SERS - Employee W/H	(\$17.78)
Total - OH21 - Ohio Payroll Liability	(\$10.68)
Total Other Current Liability	\$309,428.21
Total Current Liabilities	\$2,349,506.87
Equity	
Retained Earnings	\$126,459.40
Net Income	\$509,278.88
Total Equity	\$635,738.28
Total Liabilities & Equity	\$2,985,245.15

Ohio Digital Learning School
YTD - Federal Funds Report
July 2025

Program Name	Grant Year	Available Funding	Expenses Incurred YTD	Remaining Balance	Percentage Remaining	Funds Requested
Title I-A Improving Basic Programs	2025	173,908	164,328	9,580	6%	129,069
Title I-A Improving Basic Programs	2026	242,690	1,432	241,258	99%	
Title I - NC Supplemental School Improvement	2025	149,176	135,097	14,079	9%	116,903
Title I - NC Supplemental School Improvement	2026	259,213	-		0%	
Title II-A Supporting Effective Instruction	2025	27,415	12,035	15,380	56%	
Title II-A Supporting Effective Instruction	2026	33,705	-		0%	
Title IV-A Student Support and Academic	2025	23,674	12,913	10,761	45%	
Title IV-A Student Support and Academic	2026	11,578	341	11,237	97%	
IDEA-B Special Education	2025	384,166	384,166	-	0%	320,956
IDEA-B Special Education	2026	261,173	698	260,475	100%	
Expanding Opportunities for Each Child	2025	65,940	55,404	10,536	16%	7,962
Expanding Opportunities for Each Child	2026	114,969	198	114,771	100%	
Stronger Connections Grant	2025	7,128	-	7,128	100%	
Stronger Connections Grant	2026	7,128	-	7,128	100%	
Grand Total		\$ 1,761,863	\$ 766,612	\$ 702,333	40%	\$ 574,890

Stride Inc.
K12 : SA : Full Financials OH Node : ODLS
Reconciliation Summary - OH10500 Ohio Checking Huntington - 6590

As of 7/31/2025

ID	Balance
Reconciled	
Cleared Deposits and Other Credits	681,016.68
Cleared Checks and Payments	(313,182.95)
Total - Reconciled	367,833.73
Last Reconciled Statement Balance - 06/30/2025	1,185,465.77
Current Reconciled Balance	1,553,299.50
Reconcile Statement Balance - 07/31/2025	1,553,299.50
Difference	0.00
Unreconciled	
Uncleared	
Checks and Payments	(15,254.33)
Total - Uncleared	(15,254.33)
Total - Unreconciled	(15,254.33)
Total as of 07/31/2025	1,538,045.17

Ohio Digital Learning School
Actuals for the Month
FY 2025-2026
August 2025

Funding Sources		
Basic Formula Funding - K-8 and HS	\$	562,153
Special Education Funding - K-8 and HS	\$	137,906
Other State Unrestricted Funds	\$	1,185
State Restricted Funds - Non-SPED	\$	16,618
State Restricted Funds - SPED	\$	-
Federal - Title Funds	\$	17,757
Federal - IDEA Funds	\$	15,610
Other Federal Funds	\$	3,000
Other Funding/Inc - Included in M&T base	\$	-
Other Funding/Inc - Non M&T Base	\$	36
Interest Income / Other	\$	-
Total Funding	\$	754,267

Instruction - Teachers		
Salary - Regular	\$	118,663
Salary - Special Ed	\$	68,154
Salary - ICs / Advisors / Counselors	\$	24,668
Salary - Title	\$	-
Salary - Other	\$	7,175
Stipends	\$	3,000
Salary - Part-Time Special	\$	-
Salary - Part-Time ICs / Advisors / Counselors	\$	-
Benefits	\$	88,646
Bonus	\$	10,122
Travel	\$	218
Phone	\$	577
K12 Instructional Materials	\$	-
K12 Curriculum Delivery	\$	8,580
K12 Charges-3rd Party Teacher	\$	-
Teacher Laptops	\$	-
Non-Instructional Materials & Supplies	\$	316
Conf., Teacher Training & Prof. Dev.	\$	5,084
Printing, Mailing, Postage	\$	-
Tuition reimb.	\$	-
ISP	\$	1,553
Other	\$	439
Total Instruction - Teachers	\$	337,192

Instruction - Students		
Proctored Exams & Test Administration	\$	13,069
K12 Curriculum Delivery	\$	100,905
K12 Instructional Materials	\$	30,100
K12 Computer, Peripherals, & Software	\$	145,627
ISP	\$	-
Sales Tax	\$	-
K12 Charges Other	\$	18,340
Other	\$	4,414
Total Instruction - Students	\$	312,455

Student and Family Services		
Special Ed Contracted Svcs & Other Related Exp.	\$	1,061
Field Trips	\$	-
Hybrid Program	\$	-
School Events	\$	-
Annual School Reports	\$	-
School Premiums	\$	-
Non-K12 Other	\$	-
Total Student and Family Services	\$	1,061

School Administration & Governance		
Educational Services	\$	113,135
Oversight/Sponsor Fee	\$	21,002
Legal Services	\$	-
Payroll Services	\$	14,953
Auditing - External	\$	418
Board Development & Training	\$	-
Administrator Travel	\$	-
Administrator Phone	\$	-
Admin Computer, Peripherals, & Software	\$	-
Non-K12 Administrative Staff Salaries	\$	41,603

Non-K12 Administrative Staff Benefits	\$	18,010
Non-K12 Administrative Staff Bonus	\$	1,962
Consultants	\$	-
Temporary employees	\$	-
Non-K12 Other	\$	907
Total School Administration & Governance	\$	211,989
Technology		
Technology Services	\$	52,796
Non-K12 Other	\$	-
Total Technology	\$	52,796
Insurance / Facilities / Other		
Rent	\$	2,912
Maintenance/Repair Facility	\$	-
Water & Electric	\$	-
Telephone	\$	348
Internet Connection	\$	-
Conference calls	\$	-
Copier / Fax Lease	\$	258
Outside Copying	\$	-
Office Postage and Shipping	\$	-
Office supplies and equipment	\$	-
Computer equip. & installation	\$	-
General Liability Insurance	\$	-
Bank fees	\$	186
Depreciation	\$	-
Other	\$	-
Total Insurance / Facilities / Other	\$	3,704
Total School Expenditures This Period	\$	919,197
Surplus (Deficit) This Period	\$	(164,930)

Ohio Digital Learning School
Actuals vs. Budget Report
FY 2025-2026

August 2025

May 2025 Board Approved Budget					
	YTD Actuals	YTD Budget	Variance	% Variance	
HS YTD Average Enrollment	1,173	1,408	(235)	-16.7%	
Total YTD Average Enrollment	1,173	1,408	(235)	-16.7%	
FUNDING SOURCES:					
Basic Formula Funding - K-8 and HS	\$ 1,124,307	\$ 1,053,536	\$ 70,771	6.7%	
Special Education Funding - K-8 and HS	\$ 275,812	\$ 220,793	\$ 55,019	24.9%	
Other State Unrestricted Funds	\$ 1,185	\$ 12,313	\$ (11,128)	-90.4%	
State Restricted Funds - Non-SPED	\$ 16,618	\$ 53,777	\$ (37,158)	-69.1%	
State Restricted Funds - SPED	\$ -	\$ -	\$ -	0.0%	
Federal - Title Funds	\$ 19,530	\$ 62,362	\$ (42,832)	-68.7%	
Federal - IDEA Funds	\$ 16,308	\$ 57,414	\$ (41,106)	-71.6%	
Other Federal Funds	\$ 3,198	\$ 12,178	\$ (8,980)	-73.7%	
Other Funding/Inc - Included in M&T base	\$ -	\$ -	\$ -	0.0%	
Other Funding/Inc - Non M&T Base	\$ 36	\$ 76	\$ (40)	-52.0%	
Interest Income / Other	\$ -	\$ -	\$ -	0.0%	
Total Funding	\$ 1,456,995	\$ 1,472,450	\$ (15,455)	-1.0%	
Instruction: Teachers					
Salary - Regular	\$ 118,663	\$ 84,662	\$ 34,000	40.2%	
Salary - Special Ed	\$ 68,154	\$ 59,782	\$ 8,371	14.0%	
Salary - ICs / Advisors / Counselors	\$ 24,668	\$ 18,020	\$ 6,647	36.9%	
Salary - Title	\$ -	\$ -	\$ -	0.0%	
Salary - Other	\$ 7,175	\$ 6,364	\$ 811	12.7%	
Stipends	\$ 3,000	\$ 9,625	\$ (6,625)	-68.8%	
Salary - Part-Time Other	\$ -	\$ -	\$ -	0.0%	
Contracted Intervention Specialists	\$ -	\$ -	\$ -	0.0%	
Benefits	\$ 88,646	\$ 75,329	\$ 13,317	17.7%	
Bonus	\$ 10,122	\$ 4,409	\$ 5,713	129.6%	
Travel	\$ 445	\$ 198	\$ 248	125.5%	
Phone	\$ 977	\$ 1,292	\$ (315)	-24.4%	
Instructional Materials	\$ -	\$ -	\$ -	0.0%	
Curriculum Delivery	\$ 8,580	\$ 11,220	\$ (2,640)	-23.5%	
K12 Charges - HS Teacher	\$ -	\$ 188	\$ (188)	-100.0%	
Teacher Laptops	\$ -	\$ 8,380	\$ (8,380)	-100.0%	
Non-Instructional Materials & Supplies	\$ 316	\$ 284	\$ 32	11.4%	
Conf., Teacher Training & Prof. Dev.	\$ 5,095	\$ 12,651	\$ (7,556)	-59.7%	
Printing, Mailing, Postage	\$ -	\$ 44	\$ (44)	-100.0%	
Tuition Reimbursement	\$ -	\$ -	\$ -	0.0%	
ISP	\$ 1,778	\$ 3,828	\$ (2,050)	-53.6%	
Non-K12 Other	\$ 439	\$ 1,519	\$ (1,080)	-71.1%	
Total	\$ 338,056	\$ 297,794	\$ 40,262	13.5%	
Instruction: Students					
Proctored Exams & Test Administration	\$ 13,069	\$ 29,168	\$ (16,098)	-55.2%	
Curriculum Delivery	\$ 100,905	\$ 114,585	\$ (13,680)	-11.9%	
Instructional Materials	\$ 30,100	\$ 148,120	\$ (118,020)	-79.7%	
Computer, Peripherals, & Software	\$ 145,627	\$ 333,294	\$ (187,667)	-56.3%	
ISP	\$ -	\$ -	\$ -	0.0%	
Sales Tax	\$ -	\$ -	\$ -	0.0%	
K12 Charges Other	\$ 18,340	\$ 26,786	\$ (8,446)	-31.5%	
Non-K12 Other	\$ 6,884	\$ 14,277	\$ (7,392)	-51.8%	
Total	\$ 314,926	\$ 666,229	\$ (351,303)	-52.7%	
Student and Family Services					
Special Ed Contracted Svcs & Other Related Exp.	\$ 9,913	\$ 16,667	\$ (6,753)	-40.5%	
Field Trips	\$ -	\$ 31	\$ (31)	-100.0%	
Hybrid Program	\$ -	\$ -	\$ -	0.0%	
School Events	\$ -	\$ 1,083	\$ (1,083)	-100.0%	
Annual School Reports	\$ -	\$ -	\$ -	0.0%	
School Premiums	\$ -	\$ -	\$ -	0.0%	
Non-K12 Other	\$ -	\$ 1,271	\$ (1,271)	-100.0%	
Total	\$ 9,913	\$ 19,052	\$ (9,139)	-48.0%	
School Administration & Governance					
Educational Services	\$ 218,544	\$ 220,856	\$ (2,312)	-1.0%	
Oversight/Sponsor Fee	\$ 42,004	\$ 38,230	\$ 3,774	9.9%	
Legal Services	\$ -	\$ 3,168	\$ (3,168)	-100.0%	
Payroll Services	\$ 14,953	\$ 22,751	\$ (7,798)	-34.3%	

May 2025 Board Approved Budget					
	YTD Actuals	YTD Budget	Variance	% Variance	
Auditing - External	\$ 418	\$ 2,249	\$ (1,831)	-81.4%	
Board Development & Training	\$ -	\$ 1,147	\$ (1,147)	-100.0%	
Administrator Travel	\$ -	\$ 93	\$ (93)	-100.0%	
Administrator Phone	\$ -	\$ -	\$ -	0.0%	
Admin Computer, Peripherals, & Software	\$ -	\$ -	\$ -	0.0%	
Non-K12 Administrative Staff Salaries	\$ 41,603	\$ 30,104	\$ 11,499	38.2%	
Non-K12 Administrative Staff Benefits	\$ 18,010	\$ 12,287	\$ 5,723	46.6%	
Non-K12 Administrative Staff Bonus	\$ 1,962	\$ 4,045	\$ (2,082)	-51.5%	
Consultants	\$ -	\$ -	\$ -	0.0%	
Temporary employees	\$ -	\$ -	\$ -	0.0%	
Non-K12 Other	\$ 1,814	\$ 2,810	\$ (996)	-35.5%	
Total	\$ 339,307	\$ 337,740	\$ 1,567	0.5%	
Technology					
Technology Services	\$ 101,987	\$ 103,066	\$ (1,079)	-1.0%	
Non-K12 Other	\$ -	\$ -	\$ -	0.0%	
Total	\$ 101,987	\$ 103,066	\$ (1,079)	-1.0%	
Insurance / Facilities / Other					
Rent	\$ 5,823	\$ 5,822	\$ 1	0.0%	
Maintenance / Repair Facility	\$ -	\$ -	\$ -	0.0%	
Water & Electric	\$ -	\$ -	\$ -	0.0%	
Telephone	\$ 590	\$ 724	\$ (134)	-18.5%	
Internet Connection	\$ 1,035	\$ 1,880	\$ (846)	-45.0%	
Conference Calls	\$ -	\$ -	\$ -	0.0%	
Copier / Fax Lease	\$ 515	\$ 444	\$ 72	16.1%	
Outside Copying	\$ -	\$ -	\$ -	0.0%	
Office Postage and Shipping	\$ 262	\$ 271	\$ (9)	-3.4%	
Office Supplies and Equipment	\$ 46	\$ 500	\$ (454)	-90.8%	
Computer Equip. & Installation	\$ -	\$ -	\$ -	0.0%	
General Liability Insurance	\$ -	\$ 8,795	\$ (8,795)	-100.0%	
Bank Fees	\$ 186	\$ 233	\$ (47)	-20.3%	
Depreciation	\$ -	\$ -	\$ -	0.0%	
Non-K12 Other - Furniture/Misc	\$ -	\$ -	\$ -	0.0%	
Total	\$ 8,457	\$ 18,670	\$ (10,213)	-54.7%	
Total School Expenditures This Period	\$ 1,112,646	\$ 1,442,551	\$ (329,905)	-22.9%	
Surplus (Deficit) This Period	\$ 344,349	\$ 29,898	\$ 314,450	1051.7%	

	Full Year				Notes
	Full Year Current Forecast	Full Year Previous Forecast	Variance	% Variance	

HS 9 Mth Average Enrollment	1,459	1,612	(152)	-9.5%	
Total Average Enrollment	1,459	1,612	(152)	-9.5%	

FTE	978	1,090	(112)	-10.3%	

FUNDING SOURCES:

Basic Formula Funding - K-8 and HS	\$	6,462,036	\$	6,745,842	\$	(283,806)	-4.2%	Decrease in enrollment
Special Education Funding - K-8 and HS	\$	1,488,534	\$	1,654,873	\$	(166,339)	-10.1%	Decrease in enrollment
Other State Unrestricted Funds	\$	73,881	\$	73,881	\$	-	0.0%	
State Restricted Funds - Non-SPED	\$	322,659	\$	322,659	\$	-	0.0%	
State Restricted Funds - SPED	\$	-	\$	-	\$	-	0.0%	
Federal - Title Funds	\$	547,187	\$	547,187	\$	-	0.0%	
Federal - IDEA Funds	\$	261,173	\$	261,173	\$	-	0.0%	
Other Federal Funds	\$	122,097	\$	122,097	\$	-	0.0%	
Other Funding/Inc - Included in M&T base	\$	-	\$	-	\$	-	0.0%	
Other Funding/Inc - Non M&T Base	\$	456	\$	456	\$	-	0.0%	
Interest Income / Other	\$	-	\$	-	\$	-	0.0%	
Total Funding	\$	9,278,023	\$	9,728,168	\$	(450,145)	-4.6%	

Instruction: Teachers

Salary - Regular	\$	960,666	\$	926,203	\$	34,462	3.7%	Align to actuals
Salary - Special Ed	\$	662,159	\$	657,606	\$	4,553	0.7%	
Salary - ICs / Advisors / Counselors	\$	204,872	\$	198,225	\$	6,647	3.4%	
Salary - Title	\$	-	\$	-	\$	-	0.0%	
Salary - Other -	\$	70,811	\$	70,000	\$	811	1.2%	
Salary - Stipends	\$	23,550	\$	20,550	\$	3,000	14.6%	
Salary - Part-Time Special	\$	-	\$	-	\$	-	0.0%	
Contracted Intervention Specialists	\$	-	\$	-	\$	-	0.0%	
Benefits	\$	868,311	\$	859,235	\$	9,076	1.1%	
Bonus	\$	94,114	\$	92,602	\$	1,513	1.6%	
Travel	\$	1,088	\$	1,099	\$	(10)	-0.9%	
Phone	\$	7,116	\$	7,183	\$	(67)	-0.9%	
Instructional Materials	\$	-	\$	-	\$	-	0.0%	
Curriculum Delivery	\$	114,840	\$	117,370	\$	(2,530)	-2.2%	
K12 Charges - HS Teacher	\$	1,091	\$	1,200	\$	(109)	-9.1%	
Teacher Laptops	\$	50,281	\$	50,281	\$	-	0.0%	
Non-Instructional Materials & Supplies	\$	1,651	\$	1,667	\$	(16)	-0.9%	
Conf., Teacher Training & Prof. Dev.	\$	55,974	\$	56,107	\$	(133)	-0.2%	
Printing, Mailing, Postage	\$	395	\$	399	\$	(4)	-0.9%	
Tuition Reimbursement	\$	-	\$	-	\$	-	0.0%	
ISP	\$	22,292	\$	22,503	\$	(211)	-0.9%	
Non-K12 Other	\$	10,000	\$	10,000	\$	-	0.0%	
Total	\$	3,149,212	\$	3,092,230	\$	56,983	1.8%	

Instruction: Students

Proctored Exams & Test Administration	\$	135,811	\$	150,000	\$	(14,189)	-9.5%	Decrease in enrollment
Curriculum Delivery (Student OLS)	\$	2,248,735	\$	2,488,141	\$	(239,406)	-9.6%	Align to actuals
Instructional Materials (Student Materials)	\$	229,852	\$	425,215	\$	(195,363)	-45.9%	Align to actuals
Computer, Peripherals, & Software	\$	947,363	\$	1,178,187	\$	(230,824)	-19.6%	Align to actuals
ISP	\$	-	\$	-	\$	-	0.0%	
Sales Tax	\$	-	\$	-	\$	-	0.0%	
K12 Other	\$	132,836	\$	147,556	\$	(14,720)	-10.0%	
Non-K12 Other	\$	89,156	\$	85,064	\$	4,092	4.8%	
Total	\$	3,783,753	\$	4,474,163	\$	(690,410)	-15.4%	

Student and Family Services

Special Ed Contracted Svcs & Other Related Exp.	\$	90,465	\$	100,141	\$	(9,676)	-9.7%	Decrease in enrollment
Field Trips	\$	185	\$	185	\$	-	0.0%	
Hybrid Program	\$	-	\$	-	\$	-	0.0%	
School Events	\$	6,500	\$	6,500	\$	-	0.0%	
Annual School Reports	\$	-	\$	-	\$	-	0.0%	
School Premiums	\$	-	\$	-	\$	-	0.0%	
Non-K12 Other	\$	7,628	\$	7,628	\$	-	0.0%	
Total	\$	104,778	\$	114,454	\$	(9,676)	-8.5%	

School Administration & Governance

Management Services								
(Mgt. Fee 15% of designated revenue)	\$	1,391,635	\$	1,459,157	\$	(67,522)	-4.6%	In line with revenue change
Oversight/Sponsor Fee								
(OCCS 3% of designated revenue)	\$	238,517	\$	252,021	\$	(13,504)	-5.4%	
Legal Services	\$	25,678	\$	25,678	\$	-	0.0%	
Payroll Services	\$	150,156	\$	150,156	\$	-	0.0%	
Auditing - External	\$	14,845	\$	14,845	\$	-	0.0%	
Board Development & Training	\$	6,882	\$	6,882	\$	-	0.0%	
Administrator Travel	\$	560	\$	560	\$	-	0.0%	
Administrator Phone	\$	-	\$	-	\$	-	0.0%	
Admin Computer, Peripherals, & Software	\$	-	\$	-	\$	-	0.0%	
Non-K12 Administrative Staff Salaries	\$	339,233	\$	331,141	\$	8,092	2.4%	
Non-K12 Administrative Staff Benefits	\$	142,711	\$	138,176	\$	4,535	3.3%	
Non-K12 Administrative Staff Bonus	\$	16,844	\$	16,557	\$	287	1.7%	
Non-K12 Other	\$	17,000	\$	17,000	\$	-	0.0%	
Total	\$	2,344,060	\$	2,412,172	\$	(68,113)	-2.8%	

Technology

Technology Services								
(Technology Fee 7% of designated revenue)	\$	649,430	\$	680,940	\$	(31,510)	-4.6%	In line with revenue change
Non-K12 Other	\$	-	\$	-	\$	-	0.0%	
Total	\$	649,430	\$	680,940	\$	(31,510)	-4.6%	

Insurance / Facilities / Other

Rent	\$	34,932	\$	34,932	\$	-	0.0%	
Maintenance / Repair Facility	\$	-	\$	-	\$	-	0.0%	
Water & Electric	\$	-	\$	-	\$	-	0.0%	
Telephone	\$	4,341	\$	4,341	\$	-	0.0%	
Internet Connection	\$	11,281	\$	11,281	\$	-	0.0%	
Conference Calls	\$	-	\$	-	\$	-	0.0%	
Copier / Fax Lease	\$	2,662	\$	2,662	\$	-	0.0%	
Outside Copying	\$	-	\$	-	\$	-	0.0%	
Office Postage and Shipping	\$	1,628	\$	1,628	\$	-	0.0%	
Office Supplies and Equipment	\$	3,000	\$	3,000	\$	-	0.0%	
Computer Equip. & Installation	\$	-	\$	-	\$	-	0.0%	
General Liability Insurance	\$	52,816	\$	52,816	\$	-	0.0%	
Bank Fees	\$	1,400	\$	1,400	\$	-	0.0%	

Depreciation	\$	-	\$	-	\$	-	0.0%
Non-K12 Other	\$	-	\$	-	\$	-	0.0%
Total	\$	112,061	\$	112,061	\$	-	0.0%
Total School Expenditures This Period	\$	10,143,294	\$	10,886,020	\$	(742,726)	-6.8%
Surplus (Deficit) This Period	\$	(865,271)	\$	(1,157,852)	\$	292,581	-25.3%

Ohio Digital Learning School
Forecast vs. Budget Report
FY 2025-2026
August 2025

	Full Year				Notes
	Full Year Forecast	Full Year Budget	Variance	% Variance	
HS Average Enrollment	1,459	1,586	(127)	-8.0%	
Total Average Enrollment	1,459	1,586	(127)	-8.0%	

FTE	978	969	9	1.0%	

FUNDING SOURCES:

Basic Formula Funding - HS	\$	6,462,036	\$	6,321,217	\$	140,820	2.2%	Current funding based on FY25 enrollment
Special Education Funding - HS	\$	1,488,534	\$	1,324,758	\$	163,776	12.4%	Current funding based on FY25 enrollment
Other State Unrestricted Funds	\$	73,881	\$	73,881	\$	-	0.0%	
State Restricted Funds - Non-SPED	\$	322,659	\$	328,048	\$	(5,389)	-1.6%	Current funding based on FY25 enrollment
State Restricted Funds - SPED	\$	-	\$	-	\$	-	0.0%	
Federal - Title Funds	\$	547,187	\$	374,174	\$	173,013	46.2%	Increase in FY26 award
Federal - IDEA Funds	\$	261,173	\$	344,486	\$	(83,313)	-24.2%	Decrease in FY26 award
Other Federal Funds	\$	122,097	\$	73,068	\$	49,028	67.1%	Increase in FY26 award
Other Funding/Inc - Included in M&T base	\$	-	\$	-	\$	-	0.0%	
Other Funding/Inc - Non M&T Base	\$	456	\$	456	\$	-	0.0%	
Interest Income / Other	\$	-	\$	\$0	\$	-	0.0%	
Total Funding	\$	9,278,023	\$	8,840,088	\$	437,935	5.0%	

Instruction: Teachers

		45.74%		44.53%				
Salary - Regular	\$	960,666	\$	931,287	\$	29,378	3.2%	
Salary - Special Ed	\$	662,159	\$	657,606	\$	4,553	0.7%	
Salary - ICs / Advisors / Counselors	\$	204,872	\$	198,225	\$	6,647	3.4%	
Salary - Title	\$	-	\$	-	\$	-	0.0%	
Salary - Other	\$	70,811	\$	70,000	\$	811	1.2%	
Stipends	\$	23,550	\$	33,550	\$	(10,000)	-29.8%	Decrease in expected stipends
Salary - Part-Time Special	\$	-	\$	-	\$	-	0.0%	
Salary - Part-Time ICs / Advisors / Counselors	\$	-	\$	-	\$	-	0.0%	
Benefits	\$	868,311	\$	827,028	\$	41,282	5.0%	Increased benefits cost
Bonus	\$	94,114	\$	93,487	\$	627	0.7%	
Travel	\$	1,088	\$	1,099	\$	(10)	-0.9%	
Phone	\$	7,116	\$	7,183	\$	(67)	-0.9%	
Instructional Materials	\$	-	\$	-	\$	-	0.0%	
Curriculum Delivery	\$	114,840	\$	121,260	\$	(6,420)	-5.3%	
K12 Charges-3rd Party Teacher	\$	1,091	\$	1,275	\$	(184)	-14.4%	
Teacher Laptops	\$	50,281	\$	50,281	\$	-	0.0%	
Non-Instructional Materials & Supplies	\$	1,651	\$	1,667	\$	(16)	-0.9%	
Conf., Teacher Training & Prof. Dev.	\$	55,974	\$	56,107	\$	(133)	-0.2%	
Printing, Mailing, Postage	\$	395	\$	406	\$	(10)	-2.6%	
Tuition reimb.	\$	-	\$	-	\$	-	0.0%	
ISP	\$	22,292	\$	22,503	\$	(211)	-0.9%	
Non-K12 Other	\$	10,000	\$	9,115	\$	885	9.7%	
Total	\$	3,149,212	\$	3,082,080	\$	67,132	2.2%	

Instruction: Students

Proctored Exams & Test Administration	\$	135,811	\$	165,254	\$	(29,443)	-17.8%	Decrease in expected testing sites/duration
Curriculum Delivery	\$	2,248,735	\$	2,616,356	\$	(367,621)	-14.1%	Align to actuals
Instructional Materials	\$	229,852	\$	462,802	\$	(232,950)	-50.3%	Align to actuals
Computer, Peripherals, & Software - Learning	\$	947,363	\$	1,201,791	\$	(254,428)	-21.2%	Align to actuals
ISP	\$	-	\$	-	\$	-	0.0%	
Sales Tax	\$	-	\$	-	\$	-	0.0%	
K12 Charges Other	\$	132,836	\$	159,938	\$	(27,101)	-16.9%	Align to actuals
Non-K12 Other	\$	89,156	\$	85,660	\$	3,496	4.1%	
Total	\$	3,783,753	\$	4,691,801	\$	(908,047)	-19.4%	

Student and Family Services

Special Ed Contracted Svcs & Other Related Exp.	\$	90,465	\$	100,000	\$	(9,535)	-9.5%	
Field Trips	\$	185	\$	185	\$	-	0.0%	
Hybrid Program	\$	-	\$	-	\$	-	0.0%	
School Events	\$	6,500	\$	6,500	\$	-	0.0%	
Annual School Reports	\$	-	\$	-	\$	-	0.0%	
School Premiums	\$	-	\$	-	\$	-	0.0%	
Non-K12 Other	\$	7,628	\$	7,628	\$	-	0.0%	
Total	\$	104,778	\$	114,313	\$	(9,535)	-8.3%	

School Administration & Governance

Management Services								
(Mgt. Fee 15% of designated revenue)	\$	1,391,635	\$	1,325,945	\$	65,690	5.0%	In line with revenue change
Oversight/Sponsor Fee								Page 7 of 13
(OCCS 3% of designated revenue)	\$	238,517	\$	229,379	\$	9,138	4.0%	In line with revenue change
Legal Services	\$	25,678	\$	19,010	\$	6,668	35.1%	Align to actuals

	Full Year					
	Full Year Forecast	Full Year Budget	Variance	% Variance	Notes	
Payroll Services	\$ 150,156	\$ 136,505	\$ 13,651	10.0%	Align to actuals	
Auditing - External	\$ 14,845	\$ 13,495	\$ 1,350	10.0%		
Board Development & Training	\$ 6,882	\$ 6,882	\$ -	0.0%		
Administrator Travel	\$ 560	\$ 560	\$ -	0.0%		
Administrator Phone	\$ -	\$ -	\$ -	0.0%		
Admin Computer, Peripherals, & Software	\$ -	\$ -	\$ -	0.0%		
Non-K12 Administrative Staff Salaries	\$ 339,233	\$ 331,141	\$ 8,092	2.4%		
Non-K12 Administrative Staff Benefits	\$ 142,711	\$ 139,056	\$ 3,655	2.6%		
Non-K12 Administrative Staff Bonus	\$ 16,844	\$ 16,557	\$ 287	1.7%		
Consultants	\$ -	\$ -	\$ -	0.0%		
Temporary employees	\$ -	\$ -	\$ -	0.0%		
Non-K12 Other	\$ 17,000	\$ 16,859	\$ 141	0.8%		
	\$ 2,344,060	\$ 2,235,389	\$ 108,671	4.9%		
Technology						
Technology Services						
(Technology Fee 7% of designated revenue)	\$ 649,430	\$ 618,774	\$ 30,655	5.0%	In line with revenue change	
Non-K12 Other	\$ -	\$ -	\$ -	0.0%		
Total	\$ 649,430	\$ 618,774	\$ 30,655	5.0%		
Insurance / Facilities / Other						
Rent	\$ 34,932	\$ 34,932	\$ -	0.0%		
Maintenance / Repair Facility	\$ -	\$ -	\$ -	0.0%		
Water & Electric	\$ -	\$ -	\$ -	0.0%		
Telephone	\$ 4,341	\$ 4,341	\$ -	0.0%		
Internet Connection	\$ 11,281	\$ 11,281	\$ -	0.0%		
Conference Calls	\$ -	\$ -	\$ -	0.0%		
Copier / Fax Lease	\$ 2,662	\$ 2,662	\$ -	0.0%		
Outside Copying	\$ -	\$ -	\$ -	0.0%		
Office Postage and Shipping	\$ 1,628	\$ 1,628	\$ -	0.0%		
Office Supplies and Equipment	\$ 3,000	\$ 3,000	\$ -	0.0%		
Computer Equip. & Installation	\$ -	\$ -	\$ -	0.0%		
General Liability Insurance	\$ 52,816	\$ 52,773	\$ 43	0.1%		
Bank Fees	\$ 1,400	\$ 1,400	\$ -	0.0%		
Depreciation	\$ -	\$ -	\$ -	0.0%		
Non-K12 Other	\$ -	\$ -	\$ -	0.0%		
Total	\$ 112,061	\$ 112,018	\$ 43	0.0%		
Total School Expenditures This Period	\$ 10,143,294	\$ 10,854,375	\$ (711,082)	-6.6%		
Surplus (Deficit) This Period	\$ (865,271)	\$ (2,014,287)	\$ 1,149,016	-57.0%		
Total K12 Expenses	\$ 5,715,782	\$ 6,508,141	\$ (792,359)	-12.2%		

Ohio Digital Learning School
Simple Cash Flow by Month
FY 2025-2026
August 2025

	Actual July	Actual August	Budget September	Budget October	Budget November	Budget December	Budget January	Budget February	Budget March	Budget April	Budget May	Budget June
Beginning Cash Balance	\$ 1,150,309	\$ 1,538,045	\$ 1,975,303	\$ 1,293,227	\$ 1,185,631	\$ 1,078,195	\$ 1,470,749	\$ 1,063,224	\$ 955,612	\$ 946,895	\$ 961,467	\$ 852,660
State and Federal Funding	706,609	767,960	714,522	789,566	789,570	789,573	789,561	789,573	789,577	789,577	789,576	789,579
Other Income/Advance	36	46	59	39	36	32	44	32	29	28	29	26
Payments - Non-K12	(318,909)	(330,748)	(396,658)	(397,201)	(397,041)	(397,052)	(397,130)	(397,217)	(398,322)	(375,034)	(398,411)	(404,666)
Payments - K12	-	-	(1,000,000)	(500,000)	(500,000)	-	(800,000)	(500,000)	(400,000)	(400,000)	(500,000)	(561,000)
Ending Cash Balance	\$ 1,538,045	\$ 1,975,303	\$ 1,293,227	\$ 1,185,631	\$ 1,078,195	\$ 1,470,749	\$ 1,063,224	\$ 955,612	\$ 946,895	\$ 961,467	\$ 852,660	\$ 676,600

Stride Inc.

K12 : SA : Full Financials OH Node : ODLS

A/P Aging Detail

As of August 31, 2025

Vendor	Transaction Type	Date	Document Number	Due Date	Age	Open Balance
Derek Farley	Expense Report	8/5/2025	EXP-145-1958	8/5/2025	35	\$217.83
Derek Farley	Expense Report	8/18/2025	EXP-145-1978	8/18/2025	22	\$98.01
Katherine west	Expense Report	8/22/2025	EXP-145-1983	8/22/2025	18	\$168.98
Christina Campbell	Expense Report	8/12/2025	EXP-145-1972	8/12/2025	28	\$168.29
COURTYARD MANAGEMENT CORPORATION D/B/A	Bill	8/20/2025	20220628	7/22/2025	49	\$6,781.25
CPX STC ES LLC DBA CANDLEWOOD SUITES ST CL	Bill	8/20/2025	MTG SPACE RENTAL	7/21/2025	50	\$900.00
Devon Health Care Group LLC(Ohio)	Bill	8/20/2025	ODLSDHC_Jul25C	8/15/2025	25	\$33.00
FREMONT HOTEL CORPORATION DBA COMFORT II	Bill	8/20/2025	MTG RM 2025	7/16/2025	55	\$2,250.00
K12 MANAGEMENT INC	Bill	12/18/2024	INV-003-17570 ODLS M&T	12/31/2024	252	\$124,198.69
K12 MANAGEMENT INC	Bill	1/27/2025	INV-003-17959 ODLS M&T	1/31/2025	221	\$160,946.00
K12 MANAGEMENT INC	Bill	2/25/2025	INV-003-18347 ODLS M&T	2/28/2025	193	\$172,334.00
K12 MANAGEMENT INC	Bill	4/24/2025	INV-003-19209 ODLS M&T	4/24/2025	138	\$350,959.00
K12 MANAGEMENT INC	Bill	4/24/2025	INV-003-19157 ODLS M&T	4/30/2025	132	\$167,833.00
K12 MANAGEMENT INC	Bill	5/22/2025	INV-003-19608 ODLS M&T	5/31/2025	101	\$229,646.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20275 ODLS Test	6/30/2025	71	\$225.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20114 ODLS COM	6/30/2025	71	\$44,820.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20061 ODLS M&T	6/30/2025	71	\$163,395.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20293 ODLS M&T trueup	6/30/2025	71	\$243,049.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20237 ODLS OLS1	6/30/2025	71	\$157,662.00
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20027 ODLS Misc	6/30/2025	71	\$5,675.98
K12 MANAGEMENT INC	Bill	6/19/2025	INV-003-20333 ODLS Testing Nirvana	6/30/2025	71	\$9,824.00
K12 MANAGEMENT INC	Bill	6/20/2025	INV-003-20387 ODLS RSM	6/30/2025	71	\$1,056.00
K12 MANAGEMENT INC	Bill	6/23/2025	INV-003-20421 ODLS PSM	6/30/2025	71	\$4,305.00
K12 MANAGEMENT INC	Bill	6/27/2025	INV-003-20474 ODLS TOLS	6/23/2025	78	\$1,100.00
K12 MANAGEMENT INC	Bill	7/17/2025	INV-003-20550 ODLS M&T	7/31/2025	40	\$146,915.00
K12 MANAGEMENT INC	Bill	7/28/2025	INV-003-20609 ODLS Hotspots	7/31/2025	40	\$90.00
K12 MANAGEMENT INC	Bill	7/28/2025	INV-003-20662 ODLS Misc	7/31/2025	40	\$3,068.31
K12 MANAGEMENT INC	Bill	7/28/2025	INV-003-20774 ODLS OLS	7/31/2025	40	\$198.00
K12 MANAGEMENT INC	Bill	7/28/2025	INV-003-20633 ODLS Test	7/31/2025	40	\$125.00
K12 MANAGEMENT INC	Bill	7/28/2025	INV-003-20780 ODLS SOLS	7/24/2025	47	\$1,320.00
K12 MANAGEMENT INC	Bill	8/23/2025	INV-003-20823 ODLS M&T	8/31/2025	9	\$176,525.00
K12 MANAGEMENT INC	Bill	8/23/2025	INV-003-21144 ODLS SOLS	8/21/2025	19	\$8,580.00
K12 MANAGEMENT INC	Bill	8/23/2025	INV-003-20937 ODLS Test	8/31/2025	9	\$18,250.00
K12 MANAGEMENT INC	Bill	8/23/2025	INV-003-21034 ODLS COM	8/31/2025	9	\$193,120.00
K12 MANAGEMENT INC	Bill	8/23/2025	INV-003-20914 ODLS Misc	8/31/2025	9	\$722.93
K12 MANAGEMENT INC	Bill	8/23/2025	INV-003-21103 ODLS OLS	8/31/2025	9	\$330.00
K12 MANAGEMENT INC	Bill	8/23/2025	INV-003-21076 ODLS MAT	8/31/2025	9	\$21,250.00
K12 MANAGEMENT INC	Bill	8/23/2025	INV-003-20964 ODLS Hotspots	8/31/2025	9	\$90.00
Total						\$2,418,230.27

Stride Inc.
K12 : SA : Full Financials OH Node : ODLS
Balance Sheet
End of Aug 2025

Financial Row	Amount
ASSETS	
Current Assets	
Bank	
OH10500 - Ohio Checking Huntington - 6590	\$1,975,303.48
Total Bank	\$1,975,303.48
Accounts Receivable	
11005 - Accounts Receivable - Schools	\$834,029.48
Total Accounts Receivable	\$834,029.48
Other Current Asset	
OH11001 - Ohio Prepaid Expenses	\$20,625.10
OH11100 - Ohio Intergovernmental Receivable	\$617,511.56
OH11150 - Ohio Unbilled Receivables	\$0.38
Total Other Current Asset	\$638,137.04
Total Current Assets	\$3,447,470.00
Total ASSETS	\$3,447,470.00
Liabilities & Equity	
Current Liabilities	
Accounts Payable	
20080 - Accounts Payable - School - Trade	\$2,418,230.27
Total Accounts Payable	\$2,418,230.27
Other Current Liability	
23000 - Deferred Revenue	
23001 - Deferred Revenue	\$152,888.13
Total - 23000 - Deferred Revenue	\$152,888.13
OH20001 - Ohio Accrued Liabilities	\$197,342.14
OH20100 - Ohio Intergovernmental Payable	\$10,934.52
OH20400 - Ohio Accrued Management & Technology Fee	\$154,567.78
OH21 - Ohio Payroll Liability	
OH21001 - Ohio Accrued July Salaries	\$18,582.25
OH21002 - Ohio Accrued Bonus	\$12,083.96
OH21012 - Ohio STRS Employee W/H	\$10,824.38
OH21025 - Ohio SERS - Employee W/H	\$1,208.35
Total - OH21 - Ohio Payroll Liability	\$42,698.94
Total Other Current Liability	\$558,431.51
Total Current Liabilities	\$2,976,661.78
Equity	
Retained Earnings	\$126,459.40
Net Income	\$344,348.82
Total Equity	\$470,808.22
Total Liabilities & Equity	\$3,447,470.00

**Ohio Digital Learning School
YTD - Federal Funds Report
August 2025**

Program Name	Grant Year	Available Funding	Expenses Incurred YTD	Remaining Balance	Percentage Remaining	Funds Requested
Title I-A Improving Basic Programs	2025	173,908	164,328	9,580	6%	129,069
Title I-A Improving Basic Programs	2026	242,690	11,476	231,214	95%	
Title I - NC Supplemental School Improvement	2025	149,176	135,097	14,079	9%	116,903
Title I - NC Supplemental School Improvement	2026	259,213	7,372		0%	
Title II-A Supporting Effective Instruction	2025	27,415	12,035	15,380	56%	
Title II-A Supporting Effective Instruction	2026	33,705	-		0%	
Title IV-A Student Support and Academic	2025	23,674	12,913	10,761	45%	
Title IV-A Student Support and Academic	2026	11,578	681	10,897	94%	
IDEA-B Special Education	2025	384,166	384,166	-	0%	320,956
IDEA-B Special Education	2026	261,173	16,308	244,865	94%	
Expanding Opportunities for Each Child	2025	65,940	55,404	10,536	16%	7,962
Expanding Opportunities for Each Child	2026	114,969	3,198	111,771	97%	
Stronger Connections Grant	2025	7,128	-	7,128	100%	
Stronger Connections Grant	2026	7,128	-	7,128	100%	
Grand Total		\$ 1,761,863	\$ 802,979	\$ 673,338	38%	\$ 574,890

Stride Inc.
K12 : SA : Full Financials OH Node : ODLS
Reconciliation Summary - OH10500 Ohio Checking Huntington - 6590

As of 8/31/2025

ID	Balance
Reconciled	
Cleared Deposits and Other Credits	751,566.72
Cleared Checks and Payments	(311,142.34)
Total - Reconciled	440,424.38
Last Reconciled Statement Balance - 07/31/2025	1,553,299.50
Current Reconciled Balance	1,993,723.88
Reconcile Statement Balance - 08/31/2025	1,993,723.88
Difference	0.00
Unreconciled	
Uncleared	
Checks and Payments	(18,420.40)
Total - Uncleared	(18,420.40)
Total - Unreconciled	(18,420.40)
Total as of 08/31/2025	1,975,303.48

FY26 - October 2025 Submission

IRN No.: 017643

Type of School: Internet/Computer Based

Contract Term: June 30, 2030

School Name:

State

F

Operating Receipts

State Foundation Payments (3110, 3211)

Charges for Services (1500)

Fees (1600, 1700)

Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)

Total Operating Receipts

Operating Disbursements

100 Salaries and Wages

200 Employee Retirement and Insurance Benefits

400 Purchased Services

500 Supplies and Materials

600 Capital Outlay -New

700 Capital Outlay - Replacement

800 Other

819 Other Debt

Total Operating Disbursements

Excess of Operating Receipts Over (Under)

Operating Disbursements

Nonoperating Receipts/(Disbursements)

Federal Grants (all 4000 except fund 532)

State Grants (3200, except 3211)

Restricted Grants (3219, Community School Facilities Grant)

Donations (1820)

Interest Income (1400)

Debt Proceeds (1900)

Debt Principal Retirement

Interest and Fiscal Charges

Transfers - In

Transfers - Out

Total Nonoperating Revenues/(Expenses)

Excess of Operating and Nonoperating Receipts

Over/(Under) Operating and Nonoperating
Disbursements

Fund Cash Balance Beginning of Fiscal Year

Fund Cash Balance End of Fiscal Year

Actual	
Fiscal Year FY2023	Fiscal Year FY2024
\$ 5,881,729	\$ 6,934,795
-	-
-	-
66,227	97,037
\$ 5,947,956	\$ 7,031,832
\$ 2,169,861	\$ 2,304,521
998,821	886,287
2,086,479	2,855,046
1,325,891	1,504,388
-	52,102
-	2,500
198,692	136,672
-	-
\$ 6,779,744	\$ 7,741,515
\$ (831,787)	\$ (709,683)
\$ 371,950	\$ 643,371
158,749	185,561
-	-
-	-
876	310
-	-
-	-
-	-
-	-
-	-
\$ 531,575	\$ 829,242
\$ (300,212)	\$ 119,559
\$ 934,654	\$ 634,442
\$ 634,442	\$ 754,001

Assumptions

	Actual	
	Fiscal Year FY2023	Fiscal Year FY2024
<u>Staffing/Enrollment</u>		
Total Student FTE	832	933
Instructional Staff	44	44.00
Administrative Staff		
Other Staff	4	7.00
<u>Purchased Services</u>		
Rent	\$ 91,200.00	\$ 58,381.62
Utilities	-	4,425.68
Other Facility Costs	22,303.53	21,881.75
Insurance	32,810.16	40,466.41
Management Fee	-	-
Sponsor Fee	181,911.77	208,043.85
Audit Fees	-	14,500.10
Contingency	-	
Transportation	-	
Legal	14,237.50	19,010.00
Marketing	-	
Consulting	-	
Salaries and Wages		
Employee Benefits		
Special Education Services	80,956.70	50,006.67
Technology Services	-	-
Food Services		
Other	1,663,059.68	2,438,329.45
Total	\$ 2,086,479.34	\$ 2,855,045.53
<u>Financial Metrics</u>		
Debt Service Payments	\$ -	\$ -
Debt Service Coverage	0.00	0.00
Growth in Enrollment	0.00%	12.08%
Growth in New Capital Outlay	0.00%	0.00%
Growth in Operating Receipts	0.00%	18.22%
Growth in Non-Operating Receipts/Expenses	0.00%	56.00%
Days of Cash	50.32	29.91

Assumptions Narrative Summary

Description	Beginning Year Balance
FTE Review	\$ -
Loan A	\$ -
Loan B	\$ -
Line of Credit	\$ -
Notes, Bonds	\$ -
Capital Leases	\$ -
Payables (Past Due 180+ days)	\$ -
Total	\$ -

County: LUCAS

Ohio Digital Learning School
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
for the Fiscal Years Ended 2023 through 2025 Actual 2026 and
the Fiscal Years Ending 2027 through 2029 Forecasted

	Current	Forecast		
Fiscal Year FY2025	Fiscal Year FY2026	Fiscal Year FY2027	Fiscal Year FY2028	Fiscal Year FY2029
\$ 8,944,416	\$ 7,950,570	\$ 7,950,570	\$ 7,950,570	\$ 7,950,570
	-	-	-	-
	-	-	-	-
87,259	73,881	73,881	73,881	73,881
\$ 9,031,675	\$ 8,024,451	\$ 8,024,451	\$ 8,024,451	\$ 8,024,451
\$ 2,372,342	\$ 2,372,249	\$ 2,434,277	\$ 2,497,956	\$ 2,563,328
994,872	1,011,022	1,036,297	1,062,205	1,088,760
1,932,600	5,061,173	4,344,998	4,251,229	4,155,035
4,197,296	1,181,866	1,256,389	1,256,450	1,256,512
-	50,281	51,287	52,312	53,359
-	-	-	-	-
191,997	151,741	154,775	157,871	161,028
	-	-	-	-
\$ 9,689,106	\$ 9,828,332	\$ 9,278,023	\$ 9,278,022	\$ 9,278,022
\$ (657,431)	\$ (1,803,881)	\$ (1,253,572)	\$ (1,253,572)	\$ (1,253,572)
\$ 763,942	\$ 930,456	\$ 930,456	\$ 930,456	\$ 930,456
261,667	322,659	322,659	322,659	322,659
27,708	-	-	-	-
	-	-	-	-
422	456	456	456	456
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
\$ 1,053,739	\$ 1,253,572	\$ 1,253,572	\$ 1,253,572	\$ 1,253,572
\$ 396,308	\$ (550,309)	\$ (0)	\$ 0	\$ 0
\$ 754,001	\$ 1,150,309	\$ 600,000	\$ 600,000	\$ 600,000
\$ 1,150,309	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000

==



**Ohio Digital
Learning School
by K12™**

Brand Sneak Peek

August 2025

ODLS Platinum Rebrand & Refresh

New colors & Mascot
New website coming end
of October 2025

Star testing first round...tested 750 students at 25 testing site state-wide

Roughly 75% of students tested. Star provides baseline feedback to help demonstrate growth over time. Students must meet two of three Star testing window over the year.



School Overview

Print

Schools that receive the dropout prevention and recovery report card receive ratings for up to eight measures and four components.

Achievement Component

The Achievement component, previously called the High School Test Passage Rate component, represents the number of students who meet applicable criteria on assessments that are required for graduation.



Meets Standards

View More Data

Progress

The Progress component looks closely at the growth all students are making during the school year.



Meets Standards

View More Data

Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency.



Meets Standards

View More Data

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven, or eight years.



Exceeds Standards

View More Data



Special Education Profiles

Link to Profile Reports on IDEA Indicators



National Assessment of Education Progress in Ohio

Link to Ohio's NAEP Snapshot

Your School's Students



Suspensions and Expulsions 0

Staffing Update

Hiring & accepting resignation of IS Stevie Smith & Hiring of Renee Burke to operations team.



School Wide Professional Development

Ohio Council of Community Schools Convocation



NEW PLATFORMS IN CANVAS
AND POWERSCHOOL FOR 2025-
2026 SCHOOL YEAR.



CONTINUED FOCUS ON FLIPPED
CLASSROOM

September 2025
1029 students
125 and 168 in two
September cohorts



2024 - 2025 Report Card for Ohio Digital Learning School

[Print This Page](#)

Schools that receive the dropout prevention and recovery report card receive ratings for up to eight measures and four components.

Achievement Component

The Achievement component, previously called the High School Test Passage Rate component, represents the number of students who meet applicable criteria on assessments that are required for graduation.



Progress

The Progress component looks closely at the growth all students are making during the school year.



Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency.



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven, or eight years.

Graduation Rates

A Graduation rate is not calculated if there are not at least 10 students in the graduating class

46.4% of students graduated in 4 years
52.5% of students graduated in 5 years
55.9% of students graduated in 6 years
49.3% of students graduated in 7 years
45.4% of students graduated in 8 years
50.5% is the weighted average of all graduation rates.



Special Education Model Policies and Procedures



**Department of
Education &
Workforce**

Table of Contents

TABLE OF CONTENTS.....	1
INTRODUCTION.....	2
FREE APPROPRIATE PUBLIC EDUCATION (OAC 3301-51-02)	4
CHILD FIND (OAC 3301-51-03).....	7
CONFIDENTIALITY (OAC 3301-51-04)	8
PROCEDURAL SAFEGUARDS (OAC 3301-51-05).....	12
EVALUATION (OAC 3301-51-06).....	19
INDIVIDUALIZED EDUCATION PROGRAM (OAC 3301-51-07).....	29
STUDENT DISCIPLINE	41
NON-PUBLIC SCHOOLS (OAC 3301-51-08)	45
TRANSPORTATION (OAC 3301-51-10).....	48
COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES	49
GLOSSARY	51

Introduction

Purpose

The Ohio Department of Education and Workforce (the Department) Special Education Model Policies and Procedures provides a model for educational agencies to either adopt or a basis to create their own. The Special Education Model Policies and Procedures reflect existing regulations and explain procedural mechanisms; however, individual educational agencies have discretion and flexibility to enhance these Special Education Model Policies and Procedures in order to meet the needs of students and staff. It is the educational agency's responsibility to ensure the students' rights as written in the procedural safeguards are included when creating contracts or written agreements with other educational agencies or entities.

If an educational agency decides to adopt the Department's Special Education Model Policies and Procedures, the educational agency agrees to the written policies and procedures in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (hereafter referred to as the "Operating Standards"). The educational agency also agrees to use the [required special education forms](#) as stated on the Department's website.

This document, while comprehensive, does not include every requirement set forth in the IDEA, the regulations implementing IDEA, the Operating Standards, the Ohio Revised Code (ORC), and/or the Ohio Administrative Code (OAC). The educational agency recognizes its obligation to follow these laws, regardless of whether their provisions are restated in the Special Education Model Policies and Procedures.

In accordance with Ohio Revised Code 3323.02, the Department may require any state or local agency to provide documentation that special education and related services for children with disabilities provided by the agency are in compliance with the requirements of this chapter.

Notification

In accordance with federal IDEA 34 CFR 300.201, Ohio Revised Code 3323.08, and Ohio Administrative Code 3301-51-01, each educational agency is required to adopt and implement written policies and procedures approved by the Department. Educational agencies are required to notify the Department of their special education policies and procedures each school year through the [Monitoring System](#). If an educational agency decides to create their own Special Education Model Policies and Procedures, there will be an option for the educational agency to upload these policy and procedures for the Department to review and approve. Any educational agency that creates their own Special Education Model Policies and Procedures will be required to incorporate any updates and changes into their own policies and procedures provided by the Department. Verification of local school board approval of policies and procedures is required to be uploaded for all educational agencies annually. Annual due date is Nov. 30.

Contact Information:

Title	Name	Email	Phone Number
Special Education Administrator	Erin Ramsey	eramsey1@k12.com	567-200-4948
Educational Agency Contact for policies and procedures	Brian Powderly	bpowderly@k12.com	419-740-9007
State Support Team Region	1	esclew_lm@sstr1.or	419-720-8999

Free Appropriate Public Education(OAC 3301-51-02)

Policy

The educational agency ensures a Free and Appropriate Public Education (FAPE) is made available to all children with disabilities between the ages of three and twenty-one, inclusive, including children with disabilities who have been suspended or expelled from school, have failed or been retained in a course or grade, and are advancing from grade to grade.

Procedure

THE EDUCATIONAL AGENCY:

Makes FAPE available to every child eligible for special education services.

Begins special education services no later than the child's third birthday and has an IEP in effect for the child by that date.

If a child's third birthday occurs during the summer, the child's IEP team determines the date when IEP services begin.

Special education and related services eligibility is made on an individual basis by the group responsible within the child's school district of residence for making eligibility determinations.

ASSISTIVE TECHNOLOGY

Makes assistive technology devices and/or assistive technology services available to a child with a disability, if required, as a part of the child's special education, related services, and supplementary aids and services.

Makes the use of school-purchased assistive technology devices available in a child's home or in other settings if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

EXTENDED SCHOOL YEAR SERVICES (ESY)

Ensures that extended school year services are available as necessary to provide FAPE.

Provides extended school year services only if a child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. Additionally, the following is considered when determining if extended school year services should be provided:

- Whether extended school year services are necessary to prevent significant regression of skills or knowledge retained by the child so as to seriously impede the child's progress toward achieving the child's educational goals, and
- Whether extended school year services are necessary to avoid something more than adequately recoupable regression.

In implementing the requirements, an educational agency will not:

- Limit extended school year services to particular categories of disability, or
- Unilaterally limit the type, amount, or duration of those services.

NONACADEMIC SERVICES

Takes steps to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity to participate in those services and activities. This includes the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team.

Nonacademic and extracurricular services and activities shall include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the educational agency and assistance in making outside employment available.

PHYSICAL EDUCATION

Makes physical education services, specially designed, if necessary, available to every child with a disability receiving FAPE, unless the educational agency does not provide physical education to children without disabilities in the same grades.

If the educational agency serves a child with a disability who is enrolled in a separate facility, they must ensure that the child receives appropriate physical education services.

Regular physical education

The educational agency ensures that each child with a disability is afforded the opportunity to participate in the regular physical education program available to nondisabled children unless:

- The child is enrolled full time in a separate facility, or
- The child needs specially designed physical education, as prescribed in the child's IEP.

Special physical education

If specially designed physical education is prescribed in a child's IEP, the educational agency responsible for serving the child provides the services directly or makes arrangements for those services to be provided through another public or private program.

The educational agency ensures that adaptive physical education services are provided by an appropriately licensed provider.

PROGRAM OPTIONS

Ensures that children with disabilities served by the educational agency have access to a variety of educational programs and services available to nondisabled children in the area served by the school district, including art, music, industrial arts, consumer and homemaking education, and vocational education.

Ensures that children with disabilities have access to FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

SCHOOL DISTRICT OTHER THAN SCHOOL DISTRICT OF RESIDENCE

The educational agency ensures that a child with a disability who is living in its school district, even though the school district is not the child's school district of residence, is being served. The child's school district of residence retains responsibility for making FAPE available to the child.

The educational agency understands that their responsibility to serve a nonresident child with a disability living in the school district includes, but is not limited to, a child with a disability placed in a juvenile justice facility, institution, hospital, department, home, or other facility or entity located in the school district.

The student's district of residence is typically determined by the residential address of the student's parents.

THE SCHOOL DISTRICT OF RESIDENCE:

RESIDENTIAL PLACEMENT

If the school district of residence's IEP team determines placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the educational agency ensures that the program, including non-medical care and room and board, is provided at no cost to the parents of the child.

Child Find (OAC 3301-51-03)

Policy

The educational agency ensures all children from birth through age 21 suspected of being a child with a disability and in need of special education, are identified, located, and evaluated. This includes:

- Homeless children or wards of the state
- Highly mobile children, including migrant children
- Children who are advancing from grade to grade
- Children with disabilities attending nonpublic schools, regardless of the severity of their disability, are identified, located, and evaluated as required by the IDEA

Procedure

THE EDUCATIONAL AGENCY:

When aware of a child between the ages of birth to age 3 who has or may have a disability, the educational agency either:

- Refers the child directly to the county agency responsible for implementing Early Intervention services under Part C of the IDEA, **or**
- Provides the parents with the referral information to make the referral themselves.

THE SCHOOL DISTRICT:

Annually reports data to be examined by the Department to determine if significant disproportionality based on race and ethnicity is occurring in the school district with respect to:

- The identification of children as children with disabilities
- The educational placement of a child with a disability
- The incidence, duration, and type of disciplinary removals from educational placement, including suspensions and expulsions

Confidentiality (OAC 3301-51-04)

Policy

Each educational agency ensures it provides adequate notice to fully inform the parents about the confidentiality requirements of IDEA Part B Confidentiality, including:

- A description of the notice given in the native languages of the various population groups in the educational agency, county, or other area served
- A description of the children on whom personally identifiable information is maintained, including:
 - The types of information sought
 - The methods the State intends to use in gathering the information (including the sources from whom information is gathered)
 - The uses to be made of the information
- A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information
- A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Right and Privacy Act (FERPA) and implementing regulations

Each educational agency ensures that parental consent is obtained before personally identifiable information is disclosed to parties, other than officials of participating agencies, unless the information is contained in education records, and the disclosure is authorized without parental consent.

The educational agency ensures that the parent's consent is **in writing, signed, and dated** and must:

- Specify the records to be disclosed
- State the purpose of the disclosure
- Identify the party or class of parties to whom the disclosure may be made

Procedure

EACH EDUCATIONAL AGENCY:

Protects the confidentiality of personally identifiable information during use, collection, storage, retention, disclosure, and destruction of information;¹

Assumes responsibility for ensuring the confidentiality of any personally identifiable information;

Ensures all persons collecting or using personally identifiable information receive training or instruction regarding the policies and procedures of the educational agency; and

Maintains for public inspection a current listing of the names and positions of those employees who may have access to personally identifiable information.

¹ 34 C.F.R. 300.610 to 300.628, the Family Educational Rights and Privacy Act of 1974, August 1974, (FERPA) and its regulations at 34 CFR, Part 99

REQUIRED PARENTAL CONSENT

Understands that parental consent is not required before personally identifiable information is released to officials of participating agencies for the purposes of meeting a requirement of confidentiality².

Parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, is obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

DISCIPLINARY RECORDS

When a child transfers from one educational agency to another, the sending educational agency ensures:

- The transmission of any of the child's records includes both the child's current IEP
- Any statement of current or previous disciplinary action that has been taken against the child is transmitted to the same extent that the disciplinary information for a child who does not have a disability is transmitted
 - The statement required shall specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because of a special circumstance.

The record shall include the following:

- Any information that is relevant to the safety of the child and other individuals involved with the child
- A description of any other behavior engaged in by the child that required disciplinary action, and a description of the disciplinary action taken

An educational agency transmits copies of the records only to the extent that the transmission is permitted by FERPA, even if that transmission is to another educational agency.

An educational agency reporting a crime committed by a child with a disability ensures that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

PARENTAL REQUEST TO AMEND EDUCATION RECORDS

The educational agency ensures that a parent can request education records be amended if the parent believes that the education record is inaccurate, misleading, or violates the privacy or other rights of the child.

The educational agency ensures that a decision on whether to amend the information is made within a reasonable period of time of receipt of the request.

If the educational agency decides to refuse to amend the information in accordance with the request, the educational agency ensures the parent is informed of the refusal and advises the parent of the right to a hearing.

² 34 CFR 300.610 Confidentiality

HEARING FOR EDUCATION RECORDS

Provides, on parental request, an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

A hearing held under this rule must be conducted according to the procedures in 34 C.F.R. 99.22. The records hearing shall be held within a reasonable period of time after the educational agency has received the request.

DESTRUCTION OF EDUCATION RECORDS

Notifies parents when personally identifiable information is collected, maintained, or is no longer needed to provide educational services to the child.

Ensures the information is destroyed at the request of the parents. However, a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without time limitation.

PARENTAL ACCESS RIGHTS

Permits parents to inspect and review any education records relating to their children that are collected, maintained, or used by the educational agency. The educational agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing or resolution session and in no case more than forty-five days after the request has been made.

The parent has a right to:

- Make a reasonable request for explanations and interpretations of the records and to receive a response from the participating educational agency within a reasonable time
- Request that the educational agency provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records
- Have a representative of the parent inspect and review the records

Presumes that the parent has authority to inspect and review records relating to the parent's child, unless the educational agency has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

Ensures that all children's information is protected by allowing the parents to inspect and review only the information relating to their child or be informed of that specific information when an education record includes information on more than one child.

CHILDREN'S RIGHTS

Has policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.

When the child reaches the age of majority, the rights regarding education records must also be transferred to the student.

PERSONNEL ACCESS TO EDUCATION RECORDS

The participating educational agency keeps a record of parties obtaining access to education records collected, maintained, or used (except access by parents and authorized employees of the participating educational agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

FEES

All special education records must be transferred to the new educational agency or nonpublic school regardless of fees owed to the educational agency.

Each participating agency may charge a fee for copies of records that are made for parents under this rule if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.

A participating agency shall not charge a fee to search for or to retrieve information under this rule.

SCHOOL DISTRICT OF RESIDENCE:

If a child is enrolled, or is going to enroll, in a nonpublic school that is not located in the school district of the parent's residence, parental consent is obtained before any personally identifiable information about the child is released between officials in the school district where the nonpublic school is located and officials in the school district of the parent's residence.

Procedural Safeguards (OAC 3301-51-05)

Policy

The school district of residence ensures that children with disabilities, their parents, and educational agencies are provided an opportunity to resolve disputes regarding identification, evaluation, or educational placement of a child with a disability or the provision of a free appropriate public education (FAPE).

Procedure

THE EDUCATIONAL AGENCY:

PRIOR WRITTEN NOTICE

The educational agency ensures a prior written notice:

- Is provided to the parents within thirty days, any time a prior written notice is required
- Provides the educational agency's proposed actions or refusal to act regarding the student's disability identification, evaluation or educational placement and/or provision of FAPE
- Is provided to the parent prior to implementing any changes regarding its proposals or refusals to initiate services
- Is provided to the parents prior to a change of placement that is a result of a disciplinary action
- Is written in understandable language to the general public
- Is provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so
- Is completed fully

The educational agency ensures the prior written notice includes:

- A description of the action proposed or refused by the educational agency
- An explanation of why the educational agency proposes or refuses to take the action
- A description of each evaluation procedure, assessment, record, or report the educational agency used as a basis for the proposed or refused action
- A statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained
- A description of other options that the IEP team considered and the reasons why those options were rejected
- A description of other factors that are relevant to the school district's proposal or refusal
- An educational agency's contact information for parents to obtain assistance in understanding the provisions of this rule

If the native language or other mode of communication of the parent is not a written language, the educational agency provides written evidence that it took steps to ensure that:

- The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication

- The parent understands the content of the notice

OPPORTUNITY TO EXAMINE EDUCATION RECORDS

Affords the parent of a child with a disability an opportunity to inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

PARENT PARTICIPATION IN MEETINGS

Ensures the parent of a child with a disability is afforded an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child.

Provides the parent invitation notice consistent with the parent participation requirements to ensure that parents of children with disabilities have the opportunity to participate in meetings.

A meeting does not include:

- Informal or unscheduled conversations involving school district personnel
- Conversations on issues such as teaching methodology, lesson plans, or coordination of service provision
- Preparatory activities that school district personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting

PARENT INVOLVEMENT IN PLACEMENT DECISIONS

Ensures that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.

If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the school district must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

A placement decision may be made by a group without the involvement of a parent, if the school district is unable to obtain the parent's participation in the decision. In this case, the school district must have a record of its attempts to ensure their involvement.

INDEPENDENT EDUCATION EVALUATION AT PUBLIC EXPENSE

An independent education evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the educational agency responsible for the education of the child. The IEE may be conducted at public expense.³ "Public expense" means that the school district of residence either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

An IEE at public expense occurs after a parent disagrees with an evaluation completed by the educational agency. A parent is entitled to only one IEE at public expense each time the educational agency conducts an evaluation with which the parent disagrees, even if the parent had signed the evaluation team report (ETR) in agreement.

³ The parent can get a parent-paid IEE at any time.

Each educational agency must provide parents, upon request for an IEE at public expense, information about where an IEE may be obtained, and the educational agency's criteria applicable for an IEE.

The educational agency's IEE criteria must include the location of the evaluation and the qualifications of the examiner. The criteria must be the same criteria that the educational agency uses when it initiates an evaluation, and consistent with the parent's right to an IEE.

An educational agency may not impose conditions or timelines related to obtaining an IEE, except for the criteria described above.

If a parent requests an IEE, the educational agency must, without unnecessary delay, either

- File for a due process hearing to show that its evaluation is appropriate, or
- Provide the IEE, unless the educational agency demonstrates in a hearing that the evaluation obtained by the parent did not meet the educational agency's criteria.

If the educational agency files a due process complaint, and the final hearing officer's decision is that the district's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense.

If a hearing officer requests an IEE as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.

The educational agency may ask why the parent objects to its evaluation. However, the educational agency may not require the parent to provide an explanation nor unreasonably delay either providing the IEE or filing a due process complaint to defend the educational agency's evaluation.

PARENT INITIATED EVALUATIONS

If the parent shares a private evaluation and the evaluation meets the IEE criteria:

- The educational agency must consider the evaluation in any decision regarding the provision of FAPE to the child.
- The evaluation may be presented by a party as evidence at a hearing on a due process complaint.

THE SCHOOL DISTRICT:

Provides every parent a copy of "[A Guide to Parents Rights in Special Education](#)," at minimum:

- To the parents of a child with a disability one time per school year
- Upon the initial referral or parent's request for evaluation, or
- Upon receipt of the first due process complaint in the current school year
- In accordance with the discipline procedures, and
- Upon request by a parent.

Makes reasonable efforts to obtain the informed consent from the parent in writing for an initial evaluation and re-evaluation to determine whether the child is a child with a disability.

Ensures a parent:

- is fully informed of all information relevant to the action the district intends to take
- receives that information in the parent's native language, or other primary mode of communication, and in understandable terms

- understands and agrees in writing to the district's intended action to be carried out by the consent. Whenever applicable, the consent must describe the action to be taken and list any records to be released and to whom
- understands that the granting of consent is voluntary and can be revoked at any time. If the parent revokes consent, the revocation starts on the date the consent was revoked

Understands that the parental consent for initial evaluation does not mean consent for initial provision of special education and related services.

If the child is a ward of the state and is not residing with the child's parent, the school district is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

- The school district cannot discover the whereabouts of the parent of the child despite reasonable efforts to do so
- The rights of the parent of the child have been terminated in accordance with state law, or
- The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

The school district does not violate its child find and evaluation obligation if it declines to pursue the evaluation.

PARENTAL CONSENT FOR REEVALUATION

Each school district ensures informed parental consent is obtained prior to conducting any reevaluation of a child with a disability.

If the parent refuses to consent to the reevaluation, the school district of residence may, but is not required to, pursue the reevaluation by using the consent override procedures — including the mediation procedures or the due process procedures.

The school district of residence does not violate its obligation to the Administrative Code for child find and evaluation if it declines to pursue the reevaluation.

The informed parental consent need not be obtained if the school district can demonstrate that:

- It made reasonable efforts to obtain such consent, and
- The child's parent has failed to respond.

PARENTAL CONSENT FOR CHANGE OF PLACEMENT

A change of placement is a change from one option on the continuum of alternative placements to another, that affects the student's least restrictive environment (LRE).

Informed parental consent is obtained before making a change of placement of a child with a disability.

Informed parental consent does not have to be obtained before:

- A change of placement if the district of residence can demonstrate that it made reasonable efforts to obtain consent and the parent has failed to respond, or
- The change of placement is the result of a disciplinary action.

REVOCATION OF PARENTAL CONSENT

If the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district shall not:

- Continue to provide special education and related services to the child, but shall provide prior written notice before ceasing the provision of special education and related services
- Use mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services shall be provided to the child
- Be held in violation of the requirement to make FAPE available to the child for the failure to provide the child with further special education and related services, and
- Be required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services.

PARENTAL CONSENT FOR REEVALUATIONS

The school district ensures informed parental consent is obtained to reevaluate.

The school district of residence does not violate its obligation under child find and reevaluations if it declines to pursue the due process hearing or mediation for the reevaluation.

Parental consent is needed for a functional behavioral assessment (FBA).

THE SCHOOL DISTRICT OF RESIDENCE

If the parent of a child does not provide consent for initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, the school district of residence may, but is not required to, pursue the initial evaluation of the child by using the consent override procedures of mediation or filing a request for a due process hearing.

PARENTAL CONSENT FOR SERVICES

The school district of residence ensures reasonable efforts to obtain informed consent from the parent are made for the initial provision of special education and related services to the child.

If the parent of the child refuses or fails to respond to a request to provide consent to the initial provision of special education and related services, the school district of residence will not:

- Use the due process procedures including the mediation procedures in order to obtain an agreement or a ruling that services may be provided to the child
- Be held in violation of the requirement to make FAPE available to the child, and
- Be required to convene an IEP team meeting or develop an IEP.

SURROGATE PARENTS

The idea of a surrogate parent was established to ensure that children with special education needs who do not have parental representation have the same protections as all other children eligible for special education services.

The surrogate parent has the right to participate just as a parent would, as defined in IDEA and Ohio Administrative Code, in all matters relating to special education decisions.

A school district of residence creates a surrogate parent selection process that includes how to:

- Determine whether a child needs a surrogate parent, and
- Assign a surrogate parent to the child.

The school district of residence ensures that a person selected as a surrogate parent:

- Is not an employee of the Department, the school district, or any other agency that is involved in the education or care of the child
- Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents
- Has knowledge and skills that ensure adequate representation of the child, and
- Has successfully completed the Department's parent training prior to acting on behalf of the child.

A surrogate parent is required to be appointed by the district of residence superintendent under the following circumstances:

- No parent can be identified
- The educational agency, after reasonable efforts, cannot locate a parent
- The child is a ward of the state under the laws of Ohio, or
- The child is an unaccompanied homeless youth as defined in Section 725 (6) of the McKinney-Vento Homeless Assistance Act.

In Ohio, a foster parent is not considered a "parent." Therefore, the superintendent of the district of residence may only appoint a foster parent as a surrogate parent if the foster parent meets the criteria and completes the surrogate parent training.

Whenever a child is placed in child protection custody and the parents have retained legal rights to make educational decisions and can be contacted by the educational agency to act as the parent on behalf of their child in the special education process, the educational agency must treat the parent as the educational decision maker. The educational agency cannot appoint a surrogate parent for a child when there is another person in the child's life who qualifies as a parent under IDEA and whose rights to make educational decisions for the child have not been terminated.

In the case of a child who is a ward of the state, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, and the judge's appointee must meet the abovementioned criteria.

If a surrogate parent is appointed by a judge overseeing the child's case, upon the request of the judge, the school district of residence will confirm that the person appointed meets the requirements.

If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent."

In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to the requirements for selecting a surrogate parent until a surrogate parent can be appointed that meets all of the abovementioned requirements.

In the case of a child who has reached the age of majority in the state of Ohio, the child may request a surrogate parent.

Assignment of surrogate parents is as follows:

- A surrogate parent shall be assigned as soon as possible but no later than 30 days from the date that it is determined that the child needs the surrogate.
- The school district of residence maintains the ultimate responsibility for the assignment of a surrogate parent for all students with disabilities residing in the district. If requested by the school district of residence and mutually agreed upon, the school district of attendance, county board of developmental disabilities (county board of DD), or other educational agency may appoint the surrogate parent.

The surrogate parent will:

- Represent the child in all matters relating to the identification, evaluation and educational placement of the child and the provision of FAPE to the child
- Review a child's educational records as needed to make informed special education decisions for the child
- When appropriate, provide consent to evaluation and re-evaluation
- Agree or disagree to the IEP, evaluation team report, and educational placement changes
- Disagree with or dispute the recommendations of the educational agency by requesting mediation, filing a formal written complaint, or by requesting a due process hearing

Evaluation (OAC 3301-51-06)

Policy

The educational agency ensures a referral process is in place to determine whether a child is a child with a disability.

The school district of residence ensures that all initial evaluations are conducted and reevaluations are completed for children residing within the district using the Department's required [evaluation team report form](#) (PR-06).

Procedure

EDUCATIONAL AGENCY/SCHOOL DISTRICT/SCHOOL DISTRICT OF RESIDENCE

INTERVENTIONS

Each educational agency uses a multi-disciplinary team to determine appropriate interventions to resolve concerns for any preschool or school-age child who is performing below grade-level standards. An educational agency ensures they do not use interventions to delay unnecessarily a child's evaluation and eligibility determination for special education services. The intervention and the evaluation can occur concurrently. If such interventions have not been implemented prior to referral for evaluation, appropriate interventions should be implemented during the same sixty-day time frame during which the school district conducts a full and individual evaluation.

REQUEST/REFERRAL FOR EVALUATION

Either a parent of a child or an educational agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

An educational agency will, within 30 days of receipt of a request for an evaluation, either obtain parental consent for an initial evaluation or provide to the parent a prior written notice stating that the educational agency does not suspect a disability and will not conduct an evaluation.

Screening for instructional purposes is not an evaluation. If a teacher or a specialist screens a child for instructional strategies for curriculum implementation, this screening is not an evaluation for special education and related services.

EVALUATION PLANNING

As part of the initial evaluation, and as part of any reevaluation, the evaluation team shall complete the [evaluation planning form](#) which guides the evaluation process. Information gathered through the evaluation process will be summarized in an evaluation team report (ETR).

EVALUATION TEAM

A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, and the education needs of the child. The qualified professionals must be based on the student's needs and information being reviewed.

"Evaluation team for a child suspected of having a specific learning disability" means the parents and a group of qualified professionals, which must include:

- The child's regular teacher, or

- If the child does not have a regular education teacher, a regular classroom teacher qualified to teach a child of the child's age, or
- For a child of less than school-age, an individual qualified by the Department to teach a child of the child's age, and
- At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial teacher, and
- A representative of the school district of residence.

At a minimum, the representative of the school district must meet the following requirements:

- Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child
- Qualified to provide or supervise the provision of instruction in the preschool general education curriculum, if applicable
- Authorized to make decisions about the use of school district resources for special education and related services
- Qualified to interpret the instructional implications of evaluation results.

CONDUCTING A REVIEW

The evaluation team may conduct a review of existing evaluation data without a meeting.

SOURCE OF DATA

The educational agency must administer such assessments and other evaluation measures as needed to produce the data identified from the review of existing evaluation data.

INITIAL EVALUATION

The school district of residence ensures an evaluation is conducted before the initial provision of special education and related services. Either a parent of a child or an educational agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

Within 30 days of receipt of a request for an evaluation, the district either obtains parental consent for an initial evaluation or provides to the parent prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.

The initial evaluation:

- Must be conducted within 60 days of receiving parental consent for the evaluation
- Must consist of procedures to determine:
 - If the child is a child with a disability as defined in the definition section of the Operating Standards⁴
 - The educational needs of the child

TIMELINES

- The educational agency provides parents its intention to evaluate or not evaluate on a prior written notice. If the educational agency intends to evaluate, it must obtain consent from the parent within 30 days.
- Once the educational agency receives parental consent to evaluate, the evaluation must be completed within 60 days.

⁴ Ohio Administrative Code 3301-51-10(B)(10)

TIMELINE EXCEPTIONS

The 60-day time frame does not apply to a school district if:

- The parent of a child repeatedly fails or refuses to produce the child for the evaluation, or
- A child enrolls in a new school district of residence after the relevant time frame begins and prior to a determination by the child's previous school district of residence as to whether the child is a child with a disability as defined in this rule.

This exemption only applies if the school district of residence is making sufficient progress to ensure a prompt completion of the initial evaluation, and the parent and school district agree to a specific time when the evaluation will be completed.

CHILDREN WHO TRANSFER EDUCATIONAL AGENCIES IN THE SAME STATE

An educational agency has 30 days from the date the prior educational agency's evaluation was received to either:

- Accept the evaluation from the prior educational agency, or
- Obtain consent for a reevaluation. A reevaluation under this section must be conducted within 60 days of parent consent.

The educational agency has a process for accepting the evaluation or obtaining consent for an initial evaluation when a child transfers from an out of state school.

EVALUATION PROCEDURES

The educational agency ensures prior written notice is provided to the parents of a child with a disability that describes any evaluation procedures the school district proposes to conduct.

The educational agency uses the evaluation [planning form](#).

In conducting the evaluation, the educational agency must use:

- A variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 - Whether the child is a child with a disability as described in the definition section of the Operating Standards
 - The child's special education and related services, that enable the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities)
- More than a single source of information as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child
- Technically sound instruments that may assess the relative contribution of cognitive, behavioral, physical or developmental factors

THE EDUCATIONAL AGENCY ENSURES:

Assessments and other evaluation materials used to assess a child:

- Are selected and administered so as not to be discriminatory on a racial or cultural basis
- Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child

knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so

- Are used for the purposes for which the assessments or measures are valid and reliable
- Are administered by trained and knowledgeable personnel
- Are administered in accordance with any instructions provided by the producer of the assessments

Assessment and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

A child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. Preschool children must be assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning, and behavioral function.

For assessments of children with disabilities who transfer from one educational agency to another educational agency in the same school year during an evaluation, the prior and subsequent educational agencies must coordinate to complete the evaluation as expeditiously as possible.

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

The assessment reports provide relevant information for professionals to determine the educational needs of the child.

MEDICAL CONSULTATION

A medical consultation is suggested for preschool or school-age children on a continuing basis, especially when school authorities observe that there has been a change in the child's behavior or educational functioning, or when new symptoms are detected.

The evaluation for preschool age children shall include the following specialized assessments:

- In cases where the disability is primarily the result of a congenital or acquired physical disability, a physical examination is to be completed by a licensed doctor of medicine or doctor of osteopathy.
- Vision examination is to be conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment.
- An audiological examination is to be completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

The educational agency is responsible for paying if it is requesting medical consultation because this is a fulfillment of its obligations to provide FAPE.

ADDITIONAL REQUIREMENTS FOR EVALUATIONS

Review of existing evaluation data on the child includes:

- Evaluations and information provided by the parents of the child
- Current classroom-based, local, or state assessments and classroom-based observations in multiple situations such as subject areas, settings, and with different instructors
- Observations by teachers and related services providers but the observation must be conducted by someone other than the teacher delivering the instruction
- Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development
- Data from previous interventions, including:
 - Interventions that are designed to meet students' needs
 - For the preschool child, data from early intervention, community, or preschool program providers
- Any relevant trend data beyond the past twelve (12) months, including the review of current and previous IEPs

Identify any additional data needed, based on the review and the input from the child's parents to:

- Determine whether the child is a child with a disability, and the educational needs of the child; or in the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child
- Consider the present levels of academic achievement and related developmental needs of the child, and whether the child:
 - Needs special education and related services, or
 - Continues to need special education and related services, in the case of a reevaluation of a child, and
- Determine whether any additions or modifications are needed to enable the child to:
 - Meet the measurable annual goals in the IEP
 - Participate, as appropriate, in the general education curriculum

If the evaluation team or the IEP team determines that no additional data is needed to determine the child's eligibility or educational needs, the educational agency must notify the parents of:

- The determination and the reasons for the determination
- The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs

DETERMINATION OF ELIGIBILITY

Upon completion of the administration of assessments and other evaluation measures:

- The evaluation team and the parent of the child determines whether the child is a child with a disability and the educational needs of the child
- The educational agency provides a copy of the evaluation team report (documentation of determination of eligibility) prior to the next IEP meeting and in no case later than 14 days from the date of eligibility determination; and at no cost to the parent

EVALUATION TEAM REPORT

Upon completion of the administration of assessments and other evaluation measures, the evaluation team must meet to review the components of the written evaluation report and to create the evaluation team report (ETR) which shall include:

- The individual evaluator's assessment
- The team summary
- If applicable, the specific learning disability documentation for determination
- Eligibility determination
- After the evaluation team meeting, the participants of the meeting must include names, titles and signatures, including the parent, and an indication of whether or not they are in agreement with the eligibility determination
- A statement of disagreement by any team member who is not in agreement with the team's determination of disability

PROCEDURES FOR DETERMINING ELIGIBILITY AND EDUCATIONAL NEED

In interpreting the evaluation data for eligibility determination and the educational needs, each educational agency must:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior
- Ensure the information obtained from all of these sources is documented and carefully considered

If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child within 30 days of the child's eligibility determination.

SPECIAL RULE FOR ELIGIBILITY DETERMINATION

A child cannot be determined to be a child with a disability if the determinant factor is:

- Lack of appropriate instruction in reading, including the essential components of reading instruction, or
- Lack of appropriate instruction in math, or
- Limited English proficiency.

CHANGE IN ELIGIBILITY

- An evaluation must be conducted prior to changing a child's eligibility or determining the child is no longer a child with a disability.
- An evaluation is not required if the child is graduating from secondary school with a regular high school diploma or due to age eligibility for provision of FAPE.
- Whenever a child's eligibility terminates due to graduation or aging out, a summary of academic achievement and functional performance must be provided prior to the child's graduation. It must include recommendations on how to assist the child in achieving the postsecondary goals.

SPECIFIC LEARNING DISABILITY (SLD)

The Department's criteria for determining whether a child has a specific learning disability ensures an educational agency:

- Does not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability
- Permits the use of a process based on the child's response to evidence-based intervention
- Permits the use of other alternative research-based procedures for determining whether a child has a specific learning disability

The educational agency ensures use of the state's criteria in determining whether a child has a SLD.

In addition, the educational agency must use the forms required by the Department, Evaluation Team Report [PR-06](#), and complete Part 3: *Documentation for Determining the Existence of a Specific Learning Disability* of PR-06 when the educational agency suspects the child has a SLD.

Additional team members for SLD determination:

The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the following:

- The child's parents
- A team of qualified professionals
- At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher, **and**
- The child's regular teacher, **or**
- If the child does not have a regular education teacher, a regular classroom teacher qualified to teach a child of his or her age, **or**
- For a child of less than school age, an individual qualified to teach a child of his or her age.

Determining the existence of a specific learning disability

The school district must develop written procedures for the implementation of any method used to determine the existence of a SLD that, at a minimum, incorporate guidelines developed by the Department and as specified in this rule.

The team members may determine that a child has a specific learning disability if:

- The child does not achieve adequately for the child's age or to meet state-approved grade-level standards, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards, in one or more of the following areas:
 - Oral expression
 - Listening comprehension
 - Written expression
 - Basic reading skills
 - Reading fluency skills
 - Reading comprehension
 - Mathematics calculation
 - Mathematics problem solving
- The child does not make sufficient progress to meet age or state-approved grade-level standards when using a process based on the child's response to scientific, research-based intervention in one or more of the areas identified above, **or**
- The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group (including parent, teachers, and related service providers) to be

relevant to the identification of a specific learning disability, using appropriate assessments, **and**

- The group determines that its findings are not primarily the result of the following:
 - A visual, hearing, or motor disability
 - An intellectual disability
 - Emotional disturbance
 - Cultural factors
 - Environmental or economic disadvantage, **or**
 - Limited English proficiency.

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents

The educational agency must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes, unless extended by mutual written agreement of the child's parents and a group of qualified professionals:

- If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction
- Whenever a child is referred for an evaluation

Evidence-based interventions

An evaluation may, but is not required to, utilize a process based on the child's response to evidence-based intervention to determine whether a child has a SLD. This process:

- Begins when sufficient data have been gathered and analyzed under conditions of targeted and intensive individualized intervention conditions, there is evidence of an inadequate response to intervention on the part of the child, and the group determines that the child's needs are unlikely to be met without certain specialized instruction in addition to the regular classroom instruction
- Employs interventions that are evidence-based and provided at appropriate levels of intensity, frequency, duration, and integrity, relative to the child's identified needs
- Is based on results of evidence-based, technically adequate assessment procedures that assess ongoing progress while the child is receiving evidence-based instruction, and that have been reported to the child's parents
- Includes the analysis of data to determine whether a disparity is present between actual and expected performance in both the child's rate of progress in developing skills and in the child's level of performance on measures assessing one or more of the academic areas
- May not be used to unnecessarily delay a child's evaluation for determining special education eligibility

Observation

The educational agency ensures that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

The group members in determining whether a child has a specific learning disability must decide to:

- Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation, or
- Have at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.

In the case of a child of preschool age, a group member must observe the child in an environment appropriate for a child of that age.

Specific documentation for the eligibility determination

For a child suspected of having a specific learning disability, the documentation of the determination of eligibility must contain a statement of:

- Whether the child has a specific learning disability
- The basis for making the determination, including the justification that the determination has been made according to the eligibility process
- The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning
- The educationally relevant medical findings, if any
- Whether there is a determination of the existence of a specific learning disability
- If the child has participated in a process that assesses the child's response to evidence-based intervention:
 - The instructional strategies used and the student-centered data collected
 - The documentation that the child's parents were notified about:
 - The Department's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided
 - Strategies for increasing the child's rate of learning
 - The parents' right to request an evaluation

Each group member must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

ADDITIONAL PROCEDURES FOR IDENTIFYING CHILDREN WITH MULTIPLE DISABILITIES

The evaluation team or the IEP team, including the parents of the child, may determine the child has multiple disabilities if the child exhibits:

- A combination of two or more areas of disability, except for a combination that includes a specific learning disability
- A severe or profound deficit in communication or adaptive behavior documented through the use of individually administered standardized instruments which have been validated for the specific purpose of measuring communication or adaptive behavior

RE-EVALUATION TEAM

Re-evaluation team means the IEP team and other qualified professionals.

A school district of residence must ensure that a reevaluation of each child with a disability is conducted.

- If the educational agency determines that the child's educational or related services needs, including improved academic achievement and functional performance, warrant a reevaluation, **or**
- If the child's parent or teacher requests a reevaluation, **or**
- In order to make a change in the disability category.

A reevaluation must occur at least once every three years but may not occur more than once a year unless the parent and educational agency agree otherwise. The educational agency and the parent may agree not to conduct a reevaluation, and this decision must be documented in a prior written notice.

If the team, including parent, deem a full evaluation is not necessary, the optional form [Agreement to Waive Reevaluation \(OP-4\)](#) can be used, or the educational agency's own form.

Individualized Education Program (OAC 3301-51-07)

Policy

The educational agency ensures that an IEP is developed and implemented for each child with a disability and that services identified in the child's IEP are provided as agreed upon with the child's school district of residence.

Procedure

THE EDUCATIONAL AGENCY/SCHOOL DISTRICT/SCHOOL DISTRICT OF RESIDENCE:

CHILDREN ATTENDING OTHER EDUCATIONAL AGENCIES INCLUDING OTHER CARE FACILITIES

The school district of residence:

- Ensures the development and implementation of an IEP for each child with a disability residing in the school district regardless of which educational agency implements the IEP
- Is responsible for initiating and conducting meetings for the purpose of developing, reviewing and revising the IEP of a child with a disability
- Follows the same procedural safeguards as it does for all children with disabilities when providing special education services for a child with a disability in another educational agency
- Keeps on file a copy of the child's current evaluation team report and the IEP
- Ensures that a child with a disability who is placed in or referred to a nonpublic school or facility by a public school district is provided special education and related services, at no cost to the parents, and the child's education meets the applicable academic standards
- Ensures the child maintains all the rights of a child with a disability who is served by a public school district

The educational agency:

Ensures cooperation with other educational agencies that serve children with disabilities in institutions or other care facilities to ensure that:

- These children have access to a free appropriate public education in their least restrictive environment, a regular public-school setting, when appropriate and as specified in the IEP
- A child with a disability who is placed in or referred to a nonpublic school or other care facility by a public school district is provided:
 - Special education and related services at no cost to the parents and in conformance with an IEP education that meets the IEP requirements
 - An education that meets applicable academic and operating standards and the standards of the educational agency
 - The rights of a child with a disability who is served by a public school district

Develops a process to ensure:

- Prior to the child's placement or referral to a nonpublic school or facility, the educational agency must initiate and conduct a meeting to develop an IEP for the child.
- The educational agency must ensure that a representative of the nonpublic school or facility attends the meeting, whether via a virtual platform or a conference call.
- Any IEP meeting initiated and conducted by the nonpublic school or facility must include the parents and public school district representative.
- Parents and the public school district representative are involved in any decision and agree to any proposed changes in the IEP before those changes are implemented.
- Students' IEPs are implemented, appropriately developed to address the students' educational and behavioral needs and are written in compliance with state and federal regulations.
- The child's school district of residence is invited to the IEP team meetings. IEP team meetings should not occur without the school district or residence representation.

CONTENTS OF AN INDIVIDUALIZED EDUCATION PROGRAM

IEP contents must include the following:

- A statement that discusses the child's future:
 - The family and child's preferences and interests are an essential part of the planning process. The IEP team will document the planning information in the IEP.
- An acknowledgment of whether there are any special instructional factors.
- A statement of the child's present levels of academic achievement and functional performance, including:
 - How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children), or
 - For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.
- A statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives designed to:
 - Meet the child's needs that resulted from the child's disability so that the child will be involved in and make progress in the general education curriculum
 - Meet each of the child's other educational needs that resulted from the child's disability
- A description of:
 - How the child's progress towards the annual goals will be measured
 - When periodic reports on the child's progress will be provided (such as using quarterly or other periodic reports, concurrent with the issuance of report cards)
 - How to align the alternate academic achievement standards in benchmarks or short-term objectives, for children who take the alternate assessment
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child
- A statement of the program modifications or supports for school personnel that will be provided to enable the child:
 - To advance appropriately toward attaining the annual goals

- To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities
 - To be educated and participate with other children with disabilities and nondisabled children in the activities
- An explanation as to the reason the child will not participate with nondisabled children in the regular class and activities
- A statement of appropriate individualized accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments
- A statement based on the Alternate Assessment Participation Decision Making Tool completed by the IEP team that includes:
 - The reason the child cannot participate in the statewide or districtwide assessment of student achievement
 - The particular alternate assessment selected is appropriate for the child
- The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications

DEVELOPMENT OF AN IEP

The required IEP form is the [PR-07](#).

In developing each child's IEP, the IEP team must consider:

- The strengths of the child
- The concerns of the parents for enhancing the education of their child
- The results of the initial or most recent evaluation of the child
- The results of the child's performance on any state or district-wide assessment programs, as appropriate
- The academic, developmental and functional needs of the child

The IEP team must consider the following special factors:

- If the child's behavior impedes the child's learning or that of others, then consider the use of positive behavioral interventions and supports (PBIS) and other strategies to address that behavior.
- If the child has limited English proficiency, the child's language needs as those needs relate to the child's IEP
- If the child is blind or visually impaired:
 - Provide instruction in braille and the use of braille, unless the IEP team determines that based on the results of the evaluation, instruction in braille or the use of braille is not appropriate for the child
 - Conduct an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille)
 - Ensure that additional requirements for IEPs for children who are blind or visually impaired are implemented
- The communication needs of the child, and for a child who is deaf or hard of hearing, consider:
 - The child's language and communication needs

- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode
- Academic level
- Full range of needs, including opportunities for direct instruction in the child's language and communication mode
- Whether the child needs assistive technology devices and services

Progress reports are provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability.

DETERMINING EXTENDED SCHOOL YEAR (ESY) SERVICES

ESY services must be provided only if a child's IEP team determines that the services are necessary for the provision of FAPE to the child.

The IEP team should consider if extended school year services are necessary to:

- Prevent significant regression of skills or knowledge retained by the child to seriously impede the child's progress toward their educational goals
- Avoid something more than adequately recoupable regression of skills or knowledge

Extended school year services signify special education and related services:

- Are provided to a child with a disability beyond the normal school year of the educational agency, in accordance with the child's IEP
- At no cost to the parents
- Meet the standards of the Department

Extended school year services:

- May happen at any time the school is not in session
- Are provided beyond the normal school year of the educational agency which includes both the days of the school year and the hours of the school day
- Are not the same as summer school, compensatory services or enrichment programs
- Shall not:
 - Limit extended school year services to particular categories of disability, or
 - Unilaterally limit the type, amount or duration of those services.

Consideration for the IEP team:

- Extended school year services as part of the IEP process for children transitioning from Part C services. An educational agency shall not require any child to have previous school experience to receive extended school year services. The IEP team can use the data from Part C services.
- If the child's third birthday is during a time the school is not in session, the IEP team is not going to begin services on or before the break.
- The IEP team must determine whether the time the student will need to re-learn the skills lost is excessive, particularly compared to the time it takes nondisabled students to regain skills lost during a school break.
- The IEP team may need to collect further data and reconvene later in the school year to determine if extended school year services are needed. The team would then enter the date on the IEP when it plans to reconvene to make the determination based on data collected.

- The IEP team should consider emerging skills as part of the IEP process for children who are exhibiting beginning skillsets.
- The IEP team must consider extended school year services as part of the IEP process for children transition from part C services. A school district shall not require any child to have previous school experience to receive extended school year services. Based upon data available from the part C system, the IEP team shall determine if extended school year services are required.

Denial of ESY can be a denial of FAPE.

POST-SECONDARY TRANSITION

If the child will be 14 years old before the end of this IEP, the educational agency must do the following:

- Notify the parent that the purpose of the meeting will be to consider postsecondary goals and transition services for the child.
- Invite the child to the meeting.
- Identify any other agency that will be invited to send a representative, if the parent consents.
- Identify the transition service needs of the child, including the child's courses of study (such as participation in advanced-placement courses or a vocational education program).
- Identify appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.
- Review and update postsecondary goals annually.

The IEP team may decide to include the child at a younger age, if determined appropriate.

COMPONENTS OF THE POST-SECONDARY TRANSITION SECTION OF THE IEP

Prior to or by the 14th birthday, the child must complete an age-appropriate transition assessment and the IEP must include:

- Post-secondary training and education
- Competitive integrated employment
- Independent living, if applicable
- Appropriate measurable goals based on the age-appropriate assessment for:
 - Postsecondary training and education
 - Competitive integrated employment
 - Independent living (if assessment data supports the need)
- The courses of study
- The transition services/activities needed to assist the child in reaching those goals

FAILURE TO MEET TRANSITION OBJECTIVES

If a participating agency other than the educational agency fails to provide the transition services described in the IEP, the educational agency must reconvene the IEP team to identify alternative strategies to meet the transition objectives written in the IEP.

There is nothing in the Operating Standards that relieves any educational agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that

the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

NON-ACADEMIC AND EXTRACURRICULAR ACTIVITIES

All students with disabilities, including parentally-placed students in nonpublic schools, are afforded the opportunity to participate in any non-academic and extracurricular activities as their nondisabled peers.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

The educational agency ensures written least restrictive environment policies and procedures requirements are met.

The educational agency shall ensure that to the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled.

Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

CONTINUUM OF ALTERNATIVE PLACEMENT

Each educational agency must ensure that a continuum of alternative placement is available to meet the needs of children with disabilities. The continuum of alternative placement may include instruction in one or more of these environments during the school day:

- Regular classes – general education with or without supplemental aids/services
- Special classes – resource room or self-contained classroom
- Special schools; separate schools
- Home instruction
- Hospitals, residential treatment, and institutions

Educational agencies ensure provisions are made for supplementary services (such as resource room or itinerant instruction) in conjunction with regular class placement.

EDUCATION PLACEMENT

In determining the educational placement of a child with a disability, including a preschool child with a disability, each educational agency must ensure that the placement decision is:

- Made by a group of qualified professionals, including the parents and other persons knowledgeable about the child
- Based on the interpretation of the evaluation data, and the placement options
- Made in conformity with the least restrictive environment provisions

The child's placement is:

- Determined at least annually
- Based on the child's IEP
- As close as possible to the child's home; unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that the child would attend if nondisabled. Location does not mean placement. For example, if an educational agency has one multiple disability classroom and it is not in the school building closest to the child's

home, that is not a change on the continuum. The services and access to general education peers are not changing.

In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that the child needs, and the child is not removed from being educated in an age-appropriate general education classroom solely because of modifications in the general education curriculum.

Placing a child on virtual school due to behavior is a change of placement because the child is receiving IEP services in an alternate setting.

STATEWIDE AND DISTRICTWIDE TESTING

The educational agency must have a procedure for testing all children with disabilities to ensure the provision of their accommodations as written in the IEP.

The educational agency ensures that students with disabilities are included in general state- and districtwide assessment programs. Federal laws provide clear expectations that states will align achievement assessments with academic content standards. In Ohio, these are the three ways to assess student achievement of academic content standards:

- Participation in the general assessment with universal or designated supports (most students)
- Participation in the general assessment with allowable accommodations (some students with disabilities and English learners)
- Participation in an alternate assessment (small number of students with the most significant cognitive disabilities)

Accommodations for students with disabilities must be documented on the IEPs. Other accessibility features are not required to be documented to be provided. However, if there is an accessibility feature that an IEP team wants to ensure a student receives, the IEP team should document the feature on the student's IEP.

IEP SIGNATURE

Only the initial IEP requires parents' signature to implement the IEP.

IEP annual reviews, revisions, and amendments do not require a parent's signature to implement the IEP, unless there is a change in placement. Ohio does not require a signature (section 15 of the IEP) but requires the parent to participate in the meetings/decisions. The parent would have signed the participant page of the IEP.

Initial IEP: A parent may give consent to the full IEP services, for partial IEP services, or refuse all services.

Annual review IEP: A parent may sign in agreement with the implementation of the IEP or sign in disagreement to specific services in the IEP.

The parent is required to provide consent for a change in placement.

INITIAL IEP

The initial IEP must be developed within 30 calendar days of the eligibility determination that the child needs special education and related services.

For an initial IEP, the parent must provide consent by signing to implement:

- The special education and related services as specified in the IEP, or
- Certain areas in the IEP, or
- Not initiating special education and related services as specified in the IEP.

Eye examination for initial IEPs

The educational agency in which the child is enrolled ensures that parents are notified that the child is required to undergo a comprehensive eye exam within three months of starting IEP services, unless the child underwent such an examination within the nine-month period immediately prior to being identified with disabilities.

No student shall be prohibited from initiating, receiving, or continuing to receive IEP services prescribed in the student's IEP because he or she has not undergone the required eye examination.

IEP TEAM MEMBERS

Required members of the IEP team include:

- The child's parents
- At least one general education teachers, if the child is or may be participating in the regular education environment
- At least one special education teacher of the child or, where appropriate, a special education provider of the child
- An educational agency may designate an educational agency member of the IEP team to serve as the educational agency representative. A representative of the educational agency who:
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
 - Knows the general education curriculum
 - Knows about the availability of resources of the educational agency
- Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously
- Individuals who have knowledge or special expertise regarding the child, including related services personnel, can be invited based on the parents or educational agency determination
- The child must be invited to all IEP meetings starting at age 14 (if appropriate at a younger age)
- Note: The related service provider is not a required team member, unless the related service is the only specially designed instruction that the student receives. Then the related services provider takes the place of the intervention specialist as a required team member.

ADDITIONAL IEP TEAM MEMBERS FOR CHILD UNDER PART C (EARLY INTERVENTION)

At the request of the parent, an invitation to the initial IEP team meeting must be sent to the early intervention service coordinator or another representative to assist with the smooth transition of services.

IEP MEETINGS

Parent participation

The educational agency ensures that one or both parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate, including:

- Notifying the parents of the meeting in a reasonable time to ensure that they will have an opportunity to attend
- Scheduling the meeting at a mutually agreed upon time and place

Parent invitation

A notice to a parent regarding an IEP meeting includes the following:

- The purpose
- Time and location of the meeting
- Who will be in attendance:
 - A list of individuals invited, such as the early intervention service coordinator or other representatives of the Part C system at the initial IEP meeting
 - Individuals who have knowledge or special expertise about the child
- If the IEP will be in effect when the child turns 14, and if determined appropriate by the IEP team, the notice must indicate:
 - The child will be invited to the meeting
 - The purpose of the meeting must include:
 - The development of a statement of postsecondary transition services needs
 - Consideration of the postsecondary goals and transition services
 - Any other agency identified as a representative of the child

Other methods to ensure parents participation

If neither parent can attend an IEP team meeting, the educational agency uses other methods to ensure parent participation, including individual or conference telephone calls, virtual meetings consistent with and related to alternative means of meeting participation.

Conducting an IEP team meeting without a parent in attendance

The educational agency keeps a record of its attempts to arrange a mutually agreed upon time and place, such as:

- Detailed records of telephone calls made or attempted and the results of those calls
- Copies of correspondence sent to the parents and any responses received
- Detailed records of visits made to the parents' home or place of employment and the results of those visits

A meeting can be conducted without a parent in attendance if the abovementioned attempts have been unsuccessful.

General education teacher requirement

A general education teacher who is a member of a child's IEP team, must participate in the development of the IEP, including the determination of:

- Appropriate positive behavioral interventions and supports and other strategies for the child
- Supplementary aids and services, program modifications and support for school personnel

Secondary Transition services participants

- The educational agency invites a child with a disability to attend the child's IEP team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

- If the child does not attend the IEP team meeting, the educational agency takes other steps to ensure that the child's preferences and interests are considered.
- The educational agency invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services with the consent of the parents or a child who has reached the age of majority.

IEP Team attendance and excusal

- All IEP team members are required to participate in the meetings.
- A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a child with a disability and the educational agency agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- A member of the IEP team may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:
 - The parent and the educational agency consent to the excusal in writing
 - The member submits in writing their input into the development of the IEP to the parent and the IEP team prior to the meeting

Use of interpreters

The educational agency takes necessary measures to ensure that the parent understands the proceedings of the IEP team meeting, such as arranging for an interpreter for parents with deafness or whose native language is other than English or any other necessary accommodations.

IMPLEMENTATION OF IEPs

Each educational agency ensures the IEP is developed and implemented for each child with a disability, and the services identified in the child's IEP are provided as agreed upon with the child's school district of residence.

Each child identified as a child with a disability within its jurisdiction has an IEP on or before the child's third birthday and at the beginning of each subsequent school year.

The IEP shall be implemented as soon as possible following the IEP meeting or within 30 days of special education eligibility determination.

Accessibility of IEP to teachers and others

The educational agency ensures that the child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for implementing the IEP, and that each teacher and provider is informed of:

- The teacher's and provider's specific responsibilities related to implementing the child's IEP
- The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP

PROGRESS REPORT

IEP and transition progress reports must include:

- A description of progress toward the completion of the IEP goals and transition services provided to the parent at least as often as report cards are issued to all children

- If the school district provides interim reports to all children, progress reports are provided to all parents of a child with a disability concurrent with the issuance of progress reports for students without a disability.

REVIEW AND REVISION OF IEPs

The educational agency ensures the IEP team:

- Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved
- Revises the IEP, as appropriate, to address:
 - Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate
 - The results of any reevaluation conducted
 - Information about the child provided to, or by, the parents
 - The child's anticipated needs or
 - Other matters

In conducting a review of the child's IEP, the IEP team must consider the special factors.

A regular education teacher of the child, as a member of the IEP team, must participate in the review and revision of the IEP of the child.

AMENDMENT AND MODIFICATION OF IEP

If changes are needed to be made to an IEP after the annual IEP review, the parent of a child with a disability and the educational agency may agree to not reconvene a full IEP team meeting for the purposes of making those changes to the IEP, but may develop a written document to amend or modify the child's current IEP.

If the IEP team amends or modifies the current IEP, the educational agency ensures that the child's full IEP team, teachers, and providers are informed of those changes.

The annual review date for the amended or modified IEP does not change. The review date will change upon a complete review and revision of the child's IEP.

After amending the IEP, the educational agency must send a copy of the amended IEP to the parent within 30 days of the date the IEP was amended.

IEP TRANSFERS

IEPs for children who transfer school districts in the same state

When a child with an IEP in effect transfers within Ohio and enrolls in a new educational agency within the same school year, the new educational agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous educational agency), until the new educational agency either:

- Adopts the child's IEP from the previous educational agency, or
- Develops and implements a new IEP that meets the requirements of the Operating Standards **within 30 days.**

IEPs for children who transfer from another state

When a child with an IEP that had been in effect in another state transfers to an educational agency in Ohio and enrolls within the same school year, the new educational agency (in consultation with the parents) ensures FAPE (including services comparable to those described in the child's IEP from the previous out of state school) is provided to the child, until the new educational agency decides if it needs to:

- Adopt the out of state IEP (if determined to meet Ohio requirements, or
- Conduct an initial evaluation (if determined to be necessary by the new school district), or
- Develop and implement a new IEP that meets the requirements of the Operating Standards.

TRANSFER OF RIGHTS AT AGE OF MAJORITY

When a child with a disability reaches the age of majority under Ohio law (eighteen years of age), all rights accorded to parents under Part B of the IDEA usually transfer to the child.

- By the child's 17th birthday, the IEP must include a statement that the child has been informed of the child's rights that will transfer to the child on reaching the age of majority (18 years old).
- The parent and the child must sign and date this section of the IEP.

For children who are incarcerated in an adult or juvenile state or local correctional institution, the educational agency must provide notice to the parent and child of the transfer of rights at age of majority.

All education rights that the parent had would transfer at age of majority to the child who is incarcerated in an adult or juvenile state or local correctional institution.

INCARCERATED YOUTH

The IEP team must amend the child's IEP to address placement at the juvenile detention center or adult jails and make amendments to the IEP as necessary to ensure FAPE is provided to the child.

TRANSMITTAL OF EDUCATION RECORDS BETWEEN EDUCATIONAL AGENCIES

The new educational agency must obtain the child's education records within 30 days of the child's enrollment, including the IEP and supporting documents, as well as any other records relating to the provision of special education or related services to the child, from the previous educational agency in which the child was enrolled.

All special education records must be transferred to the new educational agency or nonpublic school regardless of fees owed to the educational agency.

The previous educational agency must respond to the request for the education records within 30 days of the notification of the child's enrollment into the new educational agency.

Student Discipline

Policy

The school district of residence ensures that children with disabilities, their parents, and public agencies are provided an opportunity to resolve disputes regarding identification, evaluation, or educational placement of a child with a disability or the provision of a free appropriate public education (FAPE).

Procedure

THE EDUCATIONAL AGENCY:

REMOVALS

May remove a child with a disability who violates a code of student conduct from his or her current placement for not more than 10 consecutive school days. The regulation does not permit using repeated disciplinary removals of 10 school days or less as a means of avoiding the change in placement options.⁵

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if:

- The removal is for more than 10 consecutive school days, **or**
- The child has been subjected to a series of removals that constitute a pattern because:
 - The series of removals total more than 10 school days in a school year
 - The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals and
 - Additional factors, such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another

Determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

REMOVAL NOTIFICATION

Notifies parent of the decision to remove a child from his or her current placement on the date the educational agency makes the decision and provides the parent with the procedural safeguard notice.

Provides prior written notice to the parent of a child with a suspected or confirmed disability prior to a change in placement that is a result of a disciplinary action.

MANIFESTATION DETERMINATION

Conducts a manifestation determination review within 10 school days of any decision to change the child's placement because of a misconduct violation.

The educational agency and the relevant IEP team members, including parents, must:

⁵ Federal register, vol 71 no. 156 page 46715

- Review all relevant information in the child's file, including the child's IEP, teacher's observations, and any relevant information provided by the parents
- Determine if the conduct in question was caused by the child's disability, or if it was the direct result of the educational agency's failure to implement the child's IEP

If the misconduct was determined to be a manifestation of the child's disability, the IEP team must:

- Conduct a functional behavioral assessment (FBA), **or**
- If an FBA was completed before the behavior that resulted in the change of placement occurred, review the behavior intervention plan (BIP) and modify as needed to address the behavior, and
- Return the child to their prior placement unless the team determined otherwise based on the BIP

If the change of placement is more than 10 days and the manifestation determination hearing concluded that the child's behavior which resulted in the violation was not related to the disability, then the educational agency can proceed as it would with a nondisabled child.

If the removal is a change of placement, the educational agency must provide the parent a prior written notice and the child's IEP team must determine:

- The appropriate services
- The interim alternative educational setting for the child to receive special education and related services

SERVICES

Must, for a child with a disability who has been removed from the child's current placement:

- Continue to provide educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP
- Conduct a functional behavioral assessment
- Provide behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur

The services required may be provided in an interim alternative educational setting.

After a child with a disability has been removed from the child's current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement under this rule, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Is only required to provide services during periods of removal to a child with a disability who has been removed from the child's current placement for ten school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

Although not required, educational agencies are encouraged to provide services during such short-term removals to assist children with disabilities to continue to make progress toward their IEP goals

and prevent them from falling behind. (See OSEP's Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions July 19, 2022.)

SPECIAL CIRCUMSTANCES

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the Department of Education and Workforce or an educational agency
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an educational agency, or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an educational agency.

PROTECTIONS FOR CHILDREN NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

A child who has not been determined to be eligible for special education and related services but who has engaged in behavior that violated a code of student conduct may assert any of the protections provided under IDEA if the educational agency had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

AN EDUCATIONAL AGENCY'S BASIS OF KNOWLEDGE

An educational agency has knowledge that a child is a child with a disability before the behavior that precipitated the disciplinary action occurred, if:

- The parent of the child expressed concern in writing that the child is in need of special education and related services to:
 - A supervisory or administrative personnel of the appropriate educational agency, **or**
 - A teacher of the child
- The parent of the child requested an evaluation of the child, or
- The teacher of the child, or other personnel of the educational agency, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the educational agency or to other supervisory personnel of the educational agency.

An educational agency would not be deemed to have knowledge if the parent of the child:

- Did not allow an evaluation of the child, or
- Refused services, or
- After an evaluation, the child was determined to not be a child with a disability.

CONDITIONS THAT APPLY IF NO BASIS OF KNOWLEDGE

If an educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

The educational agency eligibility determination decision must take into consideration information from the evaluation conducted by the educational agency and information provided by the parents.

If the child is determined to be a child with a disability, the agency must provide special education and related services.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

May report a crime committed by a child with a disability to appropriate authorities or state law enforcement and judicial authorities.

Non-Public Schools (OAC 3301-51-08)

Policy

Each educational agency locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private schools, including religious, elementary schools, and secondary schools, located in the educational agency's geographical boundaries.

Each school district ensures equitable services and participation for eligible children who are attending a chartered or non-chartered nonpublic school located within the district's geographical boundaries.

The school district ensures timely and meaningful consultation with the chartered and non-chartered nonpublic school officials to determine if any children attending those nonpublic schools are eligible for equitable services.

Procedure

THE EDUCATIONAL AGENCY:

CHILD FIND FOR PARENTALLY PLACED NONPUBLIC SCHOOL CHILDREN WITH DISABILITIES

The child find process must be designed to ensure:

- The equitable participation of parentally placed private school children
- An accurate count of those eligible children

DISTRICT PLACEMENT IN NONPUBLIC SCHOOLS

Before a public school district places a child with a disability in, or refers a child to, a nonpublic school or facility, the district must initiate and conduct a meeting to develop an IEP for the child in accordance with the IEP rule.

The educational agency must ensure that a representative of the nonpublic school or facility attends the meeting. If the representative cannot attend, the educational agency must use other methods to ensure participation by the nonpublic school or facility, including individual or conference telephone calls or virtual meetings.

After a child with a disability enters a nonpublic school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the nonpublic school or facility at the discretion of the public educational agency.

If the nonpublic school or facility initiates and conducts these meetings, the public educational agency must ensure that the parents and an educational agency representative:

- Are involved in any decision about the child's IEP
- Agree to any proposed changes in the IEP before those changes are implemented

Even if a nonpublic school or facility implements a child's IEP, responsibility for compliance with this rule remains with the public educational agency and the Department.

CONSULTATION

To ensure timely and meaningful consultation, the school district where the nonpublic school is located must consult with nonpublic school representatives and representatives of parents of parentally placed nonpublic school children with disabilities during the design and development of special education and related services for the children regarding the child find process:

- How parentally placed nonpublic school children suspected of having a disability can participate equitably
- How parents, teachers, and nonpublic school officials will be informed of the process

In carrying out the requirements of child find, the educational agency must undertake activities similar to the activities undertaken for the educational agency's public-school children.

When conducting child find, evaluations and service activities, the educational agency where the nonpublic school is located must follow all the IDEA and the FERPA confidentiality requirements when serving children with disabilities attending chartered and non-chartered nonpublic schools.

OUT-OF-STATE PARENTALLY PLACED CHILDREN

Children from out of state who are parentally placed in an Ohio nonpublic school fall under the child find obligation. Each educational agency must fulfill its child find obligations for parentally placed children including religious, elementary schools and secondary schools located in the education agency's geographical boundaries whose residence is in another state.

The child find process must be completed in a time period comparable to that for students attending public schools in the educational agency's geographical boundaries.

The cost of child find requirements, including individual evaluations, may not be considered in the determination that the educational agency has met its obligation to expend proportionate share funds to provide equitable services.

EVALUATIONS

The public school district in which the nonpublic school is located is responsible for conducting the evaluations either directly or through contract.

District of residences are responsible for conducting the evaluations of homeschooled children.

IEP AND INDIVIDUALIZED SERVICES PLAN

Only the public school district in which the nonpublic school is located can develop an individual service plan (ISP). The public school district must initiate and conduct meetings to develop, review, and revise a services plan and ensure that a nonpublic school representative attends each meeting.

Consultation process

The consultation process among the school district where the nonpublic school is located, nonpublic school officials, and representatives of parents of parentally placed nonpublic school children with disabilities, including how the process will operate throughout the school year to ensure that parentally placed children with disabilities identified through the child find process can meaningfully participate in special education and related services.

Provision of special education and related services

How, where, and by whom special education and related services will be provided for parentally placed nonpublic school children with disabilities, including a discussion of:

- The types of services, including direct services and alternate service delivery mechanisms
- How special education and related services will be apportioned if funds are insufficient to serve all parentally placed nonpublic school children
- How and when those decisions will be made
- Written explanation by the school district regarding services

If the school district where the nonpublic school is located disagrees with the views of the nonpublic school officials on the provision of services or the types of services (whether provided directly or through a contract), the school district where the nonpublic school is located shall provide to the nonpublic school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract.

The services plan must:

- Be developed to meet IEP requirements as outlined in the IEP rule and to the extent appropriate
- Be individually developed for each participating child using the services plan form, i.e., IEP form, included in the school districts' approved forms
- Be developed, reviewed, and revised consistent with the IEP requirements

Homeschooled and parentally placed children who accept the Jon Peterson Special Needs or Autism Scholarship give up the right to FAPE.

THE SCHOOL DISTRICT OF RESIDENCE

Is not required to pay for the cost of FAPE of a child with a disability at a nonpublic school or facility if:

- The school district of residence made FAPE available to the child in the public school, **and**
- The parents elected to place the child in the nonpublic school or facility.

Transportation (OAC 3301-51-10)

Policy

The public school district ensures transportation is provided for a child if transportation is written in the IEP as a related service.

The public school district ensures transportation is provided to a parentally placed nonpublic school child with a disability if it is necessary for the child to benefit from or participate in the services.

Procedure

School district means city, local, exempted village, educational service center, community school, STEM school, boarding school, or county board of developmental disabilities, for purposes of this rule.

Special transportation means vehicle transportation service required by the individualized education program of a child with disabilities or any applicable state or federal law

Children with disabilities in this rule refers to those ages 3-21.

THE SCHOOL DISTRICT

Ensures that:

- Transportation is provided to and from school, between schools, and in and around school buildings during normal school hours and outside of normal school hours if included on the child's individualized education program
- The school district establishes when the child's needs are such that information to ensure the safe transportation and well-being of the child is necessary to provide such transportation

Weekend travel on Saturday or Sunday for residential schools is permitted.

COMMUNITY SCHOOL:

A community school governing authority shall provide or arrange transportation free of any charge for any child with disabilities enrolled in the school for whom the child's individualized education program specifies transportation in accordance with section 3314.091 of the Revised Code.

PARENTALLY PLACED:

For transportation purposes, a child with disabilities that is parentally placed in a nonpublic school shall be entitled to transportation the same as any child without disabilities attending a nonpublic school in accordance with section 3327.01 of the Revised Code.

Comprehensive Coordinated Early Intervening Services

Policy

The school district ensures use of 15% of its IDEA Part B allocation for comprehensive coordinated early intervening services (CCEIS) if the Department determines that a district has significant disproportionality based on race or ethnicity with respect to the identification of children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions.

Procedure

Comprehensive coordinated early intervening services include:

- Activities that include professional development, educational and behavioral evaluations, services and supports to the identified student population as described above
- A review and assessment of the factors contributing to the significant disproportionality, including a lack of access to scientifically based instruction; economic, cultural or linguistic barriers to appropriate identification or placement in particular educational settings; inappropriate use of disciplinary removals; lack of access to appropriate diagnostic screenings; differences in academic achievement levels, and
- A review of the policies, practices, or procedures contributing to the significant disproportionality, including a policy, practice, or procedure that results in a failure to identify, or the overidentification of, a racial or ethnic group (or groups).

When identified as significantly disproportionate, the district must use 15% of its IDEA Part B Allocation to serve children ages three through grade 12, particularly, but not exclusively, children in those groups identified as significantly disproportionate:

- Children who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment
- Children with disabilities, but not limited only to such children
- Preschool children

Funds must be expended within the period of availability of the fiscal year in which the funds were reserved. The amount budgeted for comprehensive coordinated early intervening services and the budget narrative of the use of funds must be documented in the district's IDEA Part B grant application for the fiscal year in which the funds were reserved.

Educational agencies that are mandated to budget and expend 15% of their IDEA Part B allocation for these services are obligated to track and report the following:

- The amount of the reserved funds that are expended within a fiscal year and any carryover of unexpended funds to the following fiscal year
- The number of students who receive comprehensive coordinated early intervening services

- Of those students who received comprehensive coordinated early intervening services, the number who subsequently received special education and related services within two years after receiving comprehensive coordinated early intervening services

Glossary

College Credit Plus (CCP)

CCP classes are college-level courses that permit students to earn college credit while earning credits to graduate from high school. CCP courses must meet certain standards to maintain college-level accreditation. Districts are not required to implement individualized education programs (IEPs) for CCP classes and college-level courses may not be permitted to implement every accommodation and modification listed in a student's IEP.

Destruction

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Educational Agency

- School districts, including school districts of service, open enrollment school districts, community schools
- The Ohio Department of Youth Services, and joint vocational school districts
- Juvenile justice facilities, educational service centers, county boards of developmental disabilities
- Any department; division; bureau; office; institution; board; commission; committee; authority; or other state or local agency, other than a school district or an agency administered by the Department of Developmental Disabilities, that provides or seeks to provide special education or related services to children with disabilities, unless [Chapter 3323](#) of the Revised Code or a rule adopted by the state board of education specifies that another school district, other educational agency, or other agency, department, or entity is responsible for ensuring compliance with Part B of the IDEA.

Education Records

Records that are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution and covered under the definition of "education records" in 34 C.F.R. Part 99 (January 14, 2013) (the regulations implementing the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA))

Free Appropriate Public Education (FAPE)

Free appropriate public education (FAPE) means students receive special education and related services that are provided at public expense, under public supervision and direction, and without charge; those services meet the standards of the Department; include an appropriate preschool, elementary school, or secondary school education; and are provided in conformity with a student's Individualized Education Program (IEP).

Individualized Education Program (IEP)

An IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.

Initial Evaluation Team

The initial evaluation team includes the parents and a group of qualified professionals.

Informed Parental Consent

The parent:

- Has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language, or other mode of communication
- Understands and agrees in writing to the carrying out of the activity for which the parent's consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom
- Understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Least Restrictive Environment (LRE)

Children with disabilities must be educated in the same environment as children without disabilities as much as possible based on the children's needs. For specific requirements of LRE, see [Ohio Administrative Code 3301-51-09](#).

Modification

- Changes what a student is taught or expected to learn
- Modifications to grade-level learning change the expectation to learn the full breadth and/or depth of content

Parent

- A biological or adoptive parent of a child (**Exception:** unless biological or adoptive parent lacks legal authority to make educational decision for the child)
- A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not if the child is a ward of the State)
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare, or
- A surrogate parent who has been appointed.

Participating Agency

Any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

Personally Identifiable Information

Information that contains:

- The name of the child, the child's parent, or other family member
- The address of the child
- A personal identifier, such as the child's social security number or student number, or
- A list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

Public Expense

The district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent of the student.

Prior Written Notice

A written notice provided to the parent of the educational agency's proposals or refusal regarding initiating or changing the identification, evaluation or placement of the children.

Re-Evaluation Team

The re-evaluation team includes the IEP team and other qualified professionals.

Student Profiles

Summarize all current and relevant strengths, educational needs and performance levels of the child.

Transfer of student records

Requires schools to provide a transfer student's records to the new school within 5 days of the request. Schools can withhold records if a student owes \$2,500 or more.

Child Find Policy

Purpose

In accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Ohio Operating Standards for the Education of Children with Disabilities (OAC 3301-51), it is the School's policy to assist the State of Ohio in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive Free and Appropriate Public Education (FAPE). The School is committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have. This includes:

- Homeless children or wards of the State
- Highly mobile children, including migrant children
- Children who are advancing from grade to grade
- Children with disabilities attending nonpublic schools, regardless of the severity of their disability.

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: List Paragraph, Bulleted + Level: 1 +
Aligned at: 0.25" + Indent at: 0.5"

The School aims to identify disabilities such as autism, deaf-blindness, hearing impairment, including deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, and/or visual impairment including blindness.

Referral and Evaluation Procedures

The School encourages parents, guardians, relatives, public and private agency employees, and concerned citizens to help schools find any child, birth through age 21, who may have a disability and needs special education and related services. The School will contact the parents or guardians of the child to find out if the child needs to be evaluated. Free testing is available to families to determine whether or not a special need exists. If a need is identified, the child can begin receiving special education and related services.

Formatted: Font: Bold

A referral for special education evaluation may be made by a parent, school personnel, or any concerned party who suspects a child may have a disability. Upon receipt of a referral, the School will follow timelines and procedures consistent with the Operating Standards (OAC 3301-51-06), including either obtaining parental consent for an initial evaluation or providing prior written notice to the parents that the School does not suspect a disability and will not be conducting an evaluation. One of these actions must be completed within thirty (30) days of the School receiving a request for an evaluation.

Data reporting

Pursuant to OAC 3301-51-01 (C), the School will annually report to ODEW data related to its child find practices related to disproportionality with regard to race and ethnicity, including data about the identification of such students as students with disabilities, the educational placement of such children and the rates of disciplinary action.

Ohio Digital Learning School
Date Approved: _____

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Testing Policy

This policy applies to all State mandated tests whether provided via online testing or pencil and paper testing. This Policy does not apply to commercial tests. The School shall follow the rules and procedures set by the commercial test provider.

Formatted: Font: Not Bold

Security

- The School Leader is designated as the Test Coordinator and is responsible for ensuring during the entire time state-mandated assessments are in possession/control of the School that security and administration of assessments are in accordance with State guidelines and this Policy.
- The Test Coordinator is responsible for ensuring all state-mandated assessment materials which are considered part of an assessment, including, but not limited to, oral or written directions, reading passages, writing prompts or styles, charts, graphs, maps, and tables, whether digital/online or pencil and paper, or any recorded student responses are secured and not made available to unauthorized parties.
- At no time shall any test materials be left unattended or unsecured.
- The Test Coordinator shall develop a list of all persons designated as Examiners/Test Administrators ("Examiner") and the number of test copies each Examiner is to be given.
- No person shall reveal, cause to be revealed, release, cause to be released, reproduce or cause to be reproduced any secure assessment materials through any means or medium including, but not limited to, electronic, photographic, photocopy, written, paraphrase, or oral.
- In addition to the guidelines listed in this policy, all Department of Education and Workforce guidelines for test security shall be followed.
- The Testing Coordinator is responsible for ensuring that all the assessment administration and security provisions adopted by the State are followed explicitly by the School's staff and Examiners.

Pre-Assessment Procedures

- Upon receipt at the School, the Test Coordinator shall be the only person to open all testing materials.
- It shall be the Test Coordinator's responsibility to check received tests to ensure they are correct in number and form.
- All testing materials shall be secured in a dedicated, locked storage cabinet that is only accessible to the Test Coordinator or a designee. Except when tests are being distributed, used, and/or collected, they are to remain secured or attended at all times.
- All digital/online materials shall be secured according to the statewide testing software specifications.

- Prior to October 1st of each school year the School shall discuss all test security provisions with staff members who have access to assessment materials. Prior to October 1st of each School year the School shall provide written notification of the test security provisions and actions to be taken in response to any violations, including the Ohio Department of Education and Workforces's Electronic Device Policy and Social Media Policy, to all employees who have access to assessment materials, all families enrolled in the School, and any other person authorized to be in the assessment room. Students and staff shall be verbally reminded of these provisions prior to the administration of any assessments.

Assessment Procedures

- Each Examiner is responsible for ensuring that all assessment provisions are met while each administration session, including makeup sessions, is in progress. Each Examiner must account for all test materials, received from the Testing Coordinator, which includes, but is not limited to all CDs containing English audio and foreign language translations of the assessments, all answer documents, and all tape recorded student responses from translation sessions. At the end of each testing session, each Examiner shall return all test materials to the designated secured location. For each testing location and session, the Examiners shall develop, monitor, and implement a sign in/out system, which shall include, where applicable, the code numbers of each test distributed, as well as the signature of the person taking/returning the tests.
- All Examiners shall abide by the test publishers designed testing procedures.
- No unauthorized person shall be permitted to be in an assessment room during any assessment session or be permitted to have access to any secure assessment materials.
- No student shall take any assessment more than once during any assessment administration period unless authorized by the Ohio Department of Education and Workforce.
- Except for accommodations made in accordance with the rules adopted by the State Board of Education, only materials specifically designated by the Ohio Department of Education and Workforce shall be provided to students and/or permitted in the assessment administration room during testing.
- The Examiners and monitors assigned to an assessment administration room shall be informed of, and agree to follow, all prescribed assessment administration and assessment security provisions. Examiners and monitors must remain in the assigned assessment administration room during the entire administration of any assessment to assure compliance with rules governing assessment administration.

Post Assessment Procedures

- Upon completion of all testing, including all make-up testing sessions, all tests shall be secured in a dedicated, locked storage cabinet that is only accessible to the Test Coordinator or a designee. The Testing Coordinator shall contact the State Department of Education and Workforce and arrange for the return of all statewide assessments and assessment procedures.

Violations & Investigations

- Any suspected test security violations, including, but not limited to cheating, missing test materials, or electronic access compromise shall be reported to the Test Coordinator immediately upon discovery. The Test Coordinator shall report any alleged assessment security violation to the Ohio Department of Education and Workforce as soon as it becomes known.
- The Test Coordinator shall promptly investigate or cause to be investigated the suspected violation. The Test Coordinator shall provide an individual accused of a violation of this policy written notice of the possible violation and notice of the accused's right to appear at an informal hearing to challenge the reason for the possible violation or to explain the accused's actions.
- Within ten (10) school days of the conclusion of the Test Coordinator's investigation of a possible violation, a written report shall be filed with the Ohio Department of Education and Workforce describing the cause of the violation and the results of the investigation, including any corrective action taken.
- If the Department of Education and Workforce assigns an investigator to hold a hearing regarding an alleged violation, a School representative shall be present at any and all such hearings. It is imperative that all employees shall testify honestly and openly.
- If the result of the investigation reveals cheating or wrong-doing by a staff member, it shall be grounds for termination in addition to actions available to the Ohio Department of Education and Workforce. If the result of the investigation reveals cheating or wrong-doing by a student, the student shall be subject to corrective action.
- If a violation of the test security procedures is determined to have any effect on the score, the test score will be invalidated.

Electronic Devices During Testing

Students shall not be permitted to bring electronic devices (including, but not limited to, cell phones, smartwatches, and other wi-fi enabled, non-testing devices) into the testing room before, during, or after test sessions if testing is still in progress. Accessing an electronic device during testing can be grounds for an invalidation and will result in an investigation as described in this policy.

Formatted: Font: Not Bold

LEP Student Testing

- A student identified as limited English proficient (LEP) pursuant to OAC 3301-13-11 (A) who has been enrolled in a school within the United States for less than 180 school days and who was not previously exempted from taking the spring administration of the statewide reading or writing achievement test, shall be granted a one-year exemption from any required statewide reading and writing achievement test. This does not include any

test required to determine English language proficiency

- Prior to the student being granted an exemption, the school shall first assess the student's progress in learning English pursuant to standards adopted by the ODEW.
- A student identified as limited English proficient shall annually take Ohio's approved English language proficient test.
- The following accommodations shall be allowed for limited English proficient students during administration of any proficiency or achievement test:
 - Use of dictionaries, including, but not limited to English to primary language or primary language to English
 - Extended time to complete the test, not to exceed one school day.
- The following accommodations shall be provided to any limited English proficient student who has been enrolled in schools in the U.S. less than three years and scores at either the beginning or intermediate level of English language proficiency:
 - Standardized English audio recording of a test
 - Test to be read aloud by an examiner
 - Standardized audio recording translated into native language
 - Bilingual interpreter to orally translate the test
 - A written bilingual form of a test in Spanish for grades three through eight only.
- When a student is no longer classified as limited English proficient, the student shall take all required proficiency or achievement tests, unless an IEP indicates otherwise.
- Any limited English proficient student who has been enrolled in schools in the United States for less than two years and for whom no appropriate accommodations are available shall not be required to take assessments required pursuant to ORC 3301.0712 (B)(1), nationally standardized assessments that measure college and career readiness. However, the School shall not prohibit a student who is not required to take the assessment from taking the assessment.

School Testing Plan

The School shall implement a testing plan which includes the following:

- Testing Schedule that corresponds to the State approved testing time frame
- Procedures for identifying LEP students that comply with OAC 3301-13-11 (A)
- Procedures for students with disabilities

- Procedures for identifying students testing at the accelerated level
- Procedures for make-up testing
- Procedures for administration of testing, including providing directions, monitoring, and display of reference materials
- Procedures for administering practice tests
- Procedures for interruptions during testing
- Procedures for student dismissal upon completion of test
- Procedures for release of assessment results



**OHIO DIGITAL
LEARNING SCHOOL**

POWERED BY STRIDE K12

SPECIAL EDUCATION MANUAL

SY 2025-2026

Contents

ODLS Special Education Policy	3
Special Education Program	4
Child Find Query	5
Enrollment and Intake Procedures	7
Confidentiality	9
Special Education Records	11
Special Education Student Files	14
Parental Training Opportunities	15
Parent Engagement	16
Delivery of Services	17
Specially Designed Instruction.....	17
Dissemination of Information.....	18
Procedural Safeguards & Parent and Student Rights	19
Surrogate Parents	23
Parent Consent.....	26
Evaluation and Identification of Students with Disabilities	31
Initial Evaluations	32
Reevaluation Timelines	41
Independent Educational Evaluation	43
Eligibility	49
Additional Procedures for Identifying Students with Specific Learning Disabilities	52
Parent IEP & Eligibility Meeting Notification Process.....	55
Parent Request for IEP Meeting.....	56
Prior Written Notice by the District	57
IEP Meeting Protocols	59
Transition Services	64
Summary of Performance.....	66
Transfer of Rights.....	68
Functional Behavior Assessment/Behavior Intervention Plans	70
Reporting IEP Progress.....	71
Extended School Year Services (ESY)	72
Exit from Special Education/Parent Revocation	75

Signature Collection.....	77
Related Services	78
Transportation	81
Assistive Technology	84
Accessible Instructional Materials	85
Manifestation Determination.....	86
Dispute Resolution	91
Stay Put.....	96
When to Provide Prior Written Notice, Informed Consent and Procedural Safeguards Notice	99

ODLS Special Education Policy

The Board of Trustees of Ohio Digital Learning School is committed to providing a free appropriate public education to all children eligible for special education services ages 3 through 21 who have been identified in accordance with applicable State and Federal laws, rules, and regulations. Furthermore, the Board of Trustees is committed to the goal that children with disabilities have equal access to and the opportunity for full participation in education, independent living and economic self-sufficiency.

The Head of Schools is expected to oversee all special education programs and to assign a member of the administrative staff, the Academic Administrator-Special Programs, the responsibility of supervising these programs. The Academic Administrator-Special Programs is responsible for the implementation and evaluation of procedures pertaining to the identification of students with disabilities, the evaluation of disabilities and evaluation procedures, the design of Individualized Education Programs (IEP) plans, and placement. The IEP determined for each identified student is developed in accordance with the student's individual needs and is designed to assist the student in accessing and progressing in the general curriculum. The plan provides for regular evaluation of the student's needs, progress, and effectiveness of the program being offered.

Although ODLS requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in ODLS's educational and testing programs. Alternative Assessments may be required. Students are expected to make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets.

In order to satisfy the requirements of the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities ("Ohio Operating Standards"), the Board of Trustees has adopted the Model Policies and Procedures ("Model Policies") promulgated by the Ohio Department of Education's Office of Exceptional Children (ODE-OEC), which is incorporated by reference into this policy. The Model Policies are organized into seven sections: Free Appropriate Public Education (FAPE), Confidentiality, Child Find, Procedural Safeguards, Evaluation, Individualized Educational Program (IEP), Least Restrictive Environment (LRE), and Parentally Placed Nonpublic School Children

While the Model Policies and Procedure issued by the ODE-OEC are comprehensive, the document does not include every requirement set forth in the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), the regulations implementing the IDEIA, the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities, the Ohio Revised Code, and/or the Ohio Administrative Code. As such, the Board reaffirms its obligation to follow these laws and regulations, regardless of whether their provisions are restated in the Model Policies.

A copy of the Model Policies and Procedures are available at ODLS's office in Maumee, Ohio.

R.C. 3323.05, 3323.051, 3323.08

A.C. 3301-51-01 et seq., 3301-51-02(F)

IDEIA, 20 U.S.C. 1400 et seq.

34 C.F.R. Part 300

SpecialEducationProgram

Special Education Program

The OHIO DIGITAL LEARNING SCHOOL (ODLS) follows federal and Ohio guidelines regarding providing a free and appropriate public education (FAPE) to students eligible for special education services under the supervision of the school's Special Education Department. The Ohio special education manual serves as a basis for policies and procedures for the Special Education Department.

The ODLS Special Education Department is led by the Academic Administrator of Special Programs and supported the Stride K12 Regional and National Special Programs Managers.

As ODLS is a virtual learning environment, special educational services and support are provided through online meeting rooms, phone meetings, and electronic communications. This environment requires constant communication from not only teachers and staff at the school but also from parents, students, and designated learning coaches for this educational experience to be successful.

Ohio Digital Learning School takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities. Referrals can be made to agencies that aid individuals with disabilities and employment of students, including both employment by the school district and assistance in making outside employment available.

Link to Ohio Operating Standards (Updated 2024):

<https://education.ohio.gov/getattachment/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance/Operating-Standards-Booklet-June-2024.pdf.aspx?lang=en-US>

Link to Individuals with Disabilities Act (Updated 2024): <https://sites.ed.gov/idea/>

Link to Ohio Revised Code (Updated 2024): <https://codes.ohio.gov/ohio-revised-code>

Ohio Department of Education Website:

<http://education.ohio.gov/>

Child Find Query

Federal Guidelines §300.111 Child find.

1. General.

- a) The state must have in effect policies and procedures to ensure that—
 - i) All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
 - ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

Ohio Guidelines

1. General

- a) The child find policies and procedures that each school district adopts and implements under this rule shall ensure that:
 - i) All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state, and children with disabilities attending nonpublic schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
 - ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.
- a) Use of the term developmental delay
 - i) The following provisions apply with respect to implementing the child find requirements of this rule:
 - (i) The Ohio department of education has adopted in rule 3301-51-11 of the Administrative Code a definition of “developmental delay” under 34 C.F.R. 300.8(b) (October 13, 2006) and under that section has determined in rule 3301-51-01 of the Administrative Code that the term applies to children aged three through five years;
 - (ii) A school district is not required to adopt and use the term developmental delay for any children within its jurisdiction;
 - (iii) If a school district uses the term developmental delay for children described in rule 3301-51-01 of the Administrative Code as

experiencing developmental delays, the school district must conform to both the state's definition of that term in rule 3301-51-11 of the Administrative Code and to the age range of three through five years of age which is the age range subset that has been adopted by the Ohio department of education in rule 3301-51-01 of the Administrative Code.

2. Other children in child find
 - a) Child find must also include:
 - i. Children who are suspected of being a child with a disability under the definition of child with a disability in paragraph (B) (10) of rule 3301-51-01 of the Administrative Code and in need of special education, even though they are advancing from grade to grade; and
 - ii. Highly mobile children, including migrant children.
3. Construction
 - a) Nothing in the IDEA requires that children be classified by their disability so long as each child who has a disability that is listed in the definition of a child with a disability in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the IDEA.

ODLS Best Practices

1. Child find questions are completed by the parent within the online enrollment portal. These questions are asked again by the Personal Admissions Liaison (PAL) during the enrollment approval and placement process.
2. Once the school year begins, all staff will be trained on child find responsibilities and procedures.
 - a) The assigned staff member will again conduct a probe to determine if the student has any academic needs.
 - i) This is done through the National Child Find Tracker
 - ii) Students are checked in the Ohio District Data Exchange (ODDEX)
 - b) If a parent indicates that they have academic concerns, the teacher will make an immediate referral to the Case Manager and document the concern in TVS notes. The Case Manager will follow up on the referral.
 - c) Any special education or evaluation records shared by the parent with the assigned homeroom teacher are forwarded to the special education department so that they can be reviewed by the Academic Administrator of Special Programs or designee to determine next steps.

Enrollment and Intake Procedures

When a student with a disability enrolls in ODLS, a transfer IEP meeting will be held within 30 days of the student's first day of logging into the online learning system to review the existing records and develop the IEP to reflect the needs of the student. The procedures below address the four situations in which a student would enroll into ODLS and provision of special education services would be decided.

ODLS Best Practices

Procedures for all incoming students:

1. Students from other districts within Ohio:
 - a) The School Psychologist reviews the Evaluation Team Reports received during the enrollment process.
 - b) The Special Education Teacher of Record must review all IEP documents received during the enrollment process.
 - c) If there are any questions about the documents, the Academic Administrator of Special Programs or designee will be contacted for guidance or clarification.
 - d) See Process for "All NEW Incoming Students"

For any students transferring from outside Ohio, the above procedure will be followed, and additional steps may need to be taken.

2. Within 30 days of the student's funding start date, a team meeting will be held to either:
 - a) Accept the out-of-state Evaluation Team Report or Multifactorial Evaluation and conduct an initial IEP meeting.
 - b) If the out of state Evaluation Team Report or Multifactorial Evaluation is not accepted, obtain consent for evaluation to make a referral for a comprehensive evaluation. During this process, every effort will be made to provide comparable services as stated in the most recent IEP received.
3. If the recommendation is that the student's Evaluation Team Report MEETS Ohio eligibility requirements:
 - a) An IEP meeting is scheduled, an initial IEP is developed, and the meeting held. Parent signs in agreement of the IEP
 - i) Upon receipt of parental agreement (Section 14), the newly developed IEP will be implemented immediately.
 - ii) The eligibility due date will remain the same.
4. If the recommendation is that the student's Evaluation Team Report WILL NOT MEET Ohio eligibility requirements, then:

- a) The School Psychologist will convene a team meeting per ODLS procedures and send out a Notice of the Meeting to the parent within 3 days of the receipt of records.
- b) The team, at a minimum, shall consist of the special education teacher, regular education teacher, parent/parent, student (as appropriate), and a district representative. An explanation of the evaluation and eligibility determination processes will be documented in the minutes and Parental Consent for Evaluation will be obtained and the eligibility decision meeting will be scheduled at that time (See Parental Consent section)
- c) The eligibility decision must be made within 60 days of the receipt of the signed Parental Consent for Evaluation.
- d) If the student is determined to be eligible, that date will be the initial eligibility date, and an IEP will be developed.
 - i) The development of the IEP and Parental Consent for Placement must be completed within 30 days from the date of the eligibility decision.
- e) The newly developed IEP will be implemented immediately.

Procedures for Students WITHOUT Current IEP's Enrolling at ODLS:

1. If a student had a private evaluation and is seeking special education services, the Special Education Department will review the documents received.
 - a) If teachers have questions about the documents they received, they should contact their Special Education Manager or designee for guidance.
 - i) ODLS has 30 days to review the evaluation and determine if a disability is suspected.
 - ii) Prior written notice will be sent explaining whether the school suspects a disability or not.
2. If a student transfers from a private special educational setting and has a Service Plan and seeking special education services, the type of disability and severity must be considered.
 - a) Teachers should contact their Special Education Manager or designee. The Special Education Manager or designee will attend the IEP meeting to give guidance on appropriate services to be provided.
 - i) ODLS has 30 days to review the evaluation and determine if a disability is suspected.
 - ii) Prior written notice will be sent explaining whether the school suspects a disability or not.
3. If a parent requests an immediate psychological evaluation or referral to special education, an immediate referral for Multi-Tiered Systems of Support (MTSS) will be made by ODLS staff.
 - a) The School Psychologist will review the documentation and referral
 - b) They will then complete a PR-O1 notifying the family that the student has been referred to the MTSS team and then and evaluation will not be completed at this time.

Confidentiality

Confidentiality is one of the rights afforded to parents in the Parent Rights /Procedural Safeguards document. Confidentiality of educational records is a basic right shared by all children in public schools and their parents. These fundamental rights are described in the Family Educational Rights and Privacy Act (FERPA) of 1974, which applies to all students, not just those with disabilities.

Federal Guidelines

1. All district personnel (including contracted employees) are governed by confidentiality requirements and will receive annual training and information regarding the law. Written and dated parental consent must be obtained before personally identifiable information can be disclosed to unauthorized individuals, organizations, or agencies (unless otherwise authorized to do so under FERPA).
2. Personally, identifiable information includes the following:
 - a) the name of the student, the student's parent, or other family member;
 - b) the student's address;
 - c) any personal identifier such as the student's social security number or student number; and
 - d) any personal characteristics or other information that would make it possible to identify the student.
3. FERPA allows parents to inspect and review all educational records of their child maintained by an educational agency that receives federal funds. This includes all public schools and most private schools. The school must comply with a request to inspect records within a reasonable amount of time, and in no case more than 45 days after the request has been made.

Ohio Guidelines

1. Each school district, county board developmental disabilities (county board of DD), and other educational agency shall adopt and implement written policies and procedures, approved by the Ohio department of education, office for exceptional children, that afford parents the opportunity to examine records in accordance with the procedures of 34 C.F.R. 300.610 to 300.628 (October 13, 2006) and ensure the protection of the confidentiality of any personally identifiable information in regard to the collection, use, storage, disclosure, retention, and destruction of that information.
2. Consent
 - a) Parental consent must be obtained before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance with this rule, unless the information is contained in education

records, and the disclosure is authorized without parental consent under 34 C.F.R. Part 99 (January 14, 2013).

- b) The parent's consent must be in writing, signed, and dated and must:
 - (1) Specify the records to be disclosed;
 - (2) State the purpose of the disclosure; and
 - (3) Identify the party or class of parties to whom the disclosure may be made.
- c) Except as provided in paragraphs (M)(2)(a) and (M)(2)(b) of this rule, parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of this rule and 34 C.F.R. Part 300 (October 13, 2006).
- d) Parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with rule 3301-51-07 of the Administrative Code.
- e) If a child is enrolled, or is going to enroll in a nonpublic school that is not located in the school district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the school district where the nonpublic school is located and officials in the school district of the parent's residence.

3. Safeguards

- a) Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- b) One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.
- c) All persons collecting or using personally identifiable information must receive training or instruction regarding the policies and procedures of the school district, county board of DD, and other educational agency under 34 C.F.R. Part 99 (January 14, 2013).
- d) Each participating agency must maintain for public inspection a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

ODLS Best Practices

- 1. The Ohio Digital Learning School staff adheres to all portions of FERPA in regard to student educational records and personal information.
- 2. Any correspondence, electronic or otherwise, referencing a student will only include the student's first initial, last name, or student identification number.

Special Education Records

Federal Guidelines

1. Terms

- a) Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b) Education records means the type of records covered under the definition of “education records” in 34 CFR part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- c) Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the Act. (Authority: 20 U.S.C. 1221e–3, 1412(a)(8), 1417(c))

2. §300.614 Record of access.

- a) Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. (Authority: 20 U.S.C. 1412(a)(8); 1417(c))

3. §300.613 Access rights.

- a) Each participating agency must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under this part.
- b) The agency must comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to §300.507 or §300.530 through 300.532, or resolution session pursuant to §300.510, and in no case more than 45 days after the request has been made.
- c) The right to inspect and review education records under this section includes—
 - i) The right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
 - ii) The right to request that the agency provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
 - iii) The right to have a representative of the parent inspect and review the records.

An agency may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised that the parent does not have the

authority under applicable Ohio law governing such matters as guardianship, separation, and divorce. (Authority: 20 U.S.C. 1412(a)(8); 1417(c))

Ohio Guidelines

1. Terms

- a) “Destruction” means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b) “Education records” means the type of records covered under the definition of education records in 34 C.F.R. Part 99 (January 14, 2013) (the regulations implementing the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA)).
- c) “Participating agency” means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the Individuals with Disabilities Education Act, as amended and specified in the Individuals with Disabilities Education Improvement Act of 2004, December 2004 (IDEA).

2. Record of access

- a) Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

3. Access rights

- a) Each participating agency must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under this rule. The agency must comply with a request without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any hearing pursuant to rule 3301- 51-05 of the Administrative Code or resolution session pursuant to rule 3301- 51-05 of the Administrative Code, and in no case more than forty-five days after the request has been made.
- b) The right to inspect and review education records under this rule includes:
 - i) The right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
 - ii) The right to request that the agency provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
 - iii) The right to have a representative of the parent inspect and review the records.

An agency may presume that the parent has authority to inspect and review records relating to the parent’s child unless the agency has been advised that the parent does

not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

4. Records on more than one child
 - a) If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
5. Destruction of information
 - a) The public agency must inform parents when personally identifiable information collected, maintained, or used under this rule is no longer needed to provide educational services to the child.
 - b) The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without time limitation.

ODLS Best Practices

1. Special Education Records Request Procedures
 - a) Request current documents from parent during the enrollment process.
 - b) Upon receiving information that there is a student with special needs approved for enrollment in ODLS or enrolled in ODLS, the school will contact the previous school to ensure we have the most up-to-date document. It is not unusual for special education records to be kept at another school or the district main office.
 - c) ODLS will send a first request for records along with a release of information signed by the parent to each student's previous district containing a cover sheet asking that the student's special education records be sent to ODLS. The required documents will be specified on the fax cover sheet. The fax confirmation sheet will be kept in the student file. Please note parental permission is not required when records are requested by authorized school personnel.
 - d) If the requested special education records have not been received within 5 calendar days, in whole or in part, a second fax for request of records will be sent. If partial special education records were received, it will be indicated on the second fax along with what documentation is still needed. The fax confirmation sheet, if applicable, should be kept in the student's file.
 - e) The status of each student's records request will be updated in the ODLS special education student tracker to meet compliancy timelines.

Special Education Student Files

ODLS has created a designated process for organizing/saving files. ODLS has an internal IEP document review process prior to finalizing any actions within the IEP system or student file. The school has a designated process in place for organizing/saving student files.

Special Education Record Maintenance Files:

All Students digital files will be housed in the ODLS Special Programs Sharepoint Site in the documents section under enrolled students.

Within that folder will be the following folders:

1. Withdrawn

- i. Withdrawn/Exited/Graduates Students will have a folder (last name, first initial) inside the withdrawn folder

2. Active:

- ii. Active Students will be listed alphabetical and will have a folder (last name, first initial) . Within each student folder are sub folders that include: ETR, GRAD info, IEP, MDR, Other, Progress, Transition

All Students digital finalized files will also be housed in the ODLS laserfiche system.

Teacher of Record:

Each assigned special education teacher is responsible for ensuring that all required items are in the student's special education folder. Special Education staff are expected to update the files at the ODLS office at least once a month throughout the school year and as necessary in the summer months. If any documents are missing, the special education teacher will contact the ODLS compliancy coordinator and ask that a faxed record request or certified letter record request be made. The type of request will be determined by the number of requests that had been made previously.

Parental Training Opportunities

As the child's learning coach, the parent or designee is a partner in the learning process. Professional development is an opportunity for parents/ learning coaches to learn more about curriculum and gain strategies to help their child develop the necessary academic, functional, and vocational skills. It can also be utilized to assist parents in navigating the special education process. General training for all parents/learning coaches begins with enrollment and continues throughout the year through the Family Forums.

Specific training for parents of students with disabilities will be based on need and input by parents and staff. Input will be sought initially through a needs assessment, with follow-up completed at the annual IEP review. Professional development may take many forms from training modules, to websites, publications, and coaching by staff and contracted service personnel. In addition, informational recordings on suggested topics will be developed by staff members for parents to access.

When direct training is provided to parents by contracted related service personnel, or the on-staff behavioral specialist, data will be collected regarding the provision of those services. Internal Monitoring will occur in this area.

Parent Engagement

The Ohio Digital Learning School views parents as a vital part of the learning process and encourages parents to not only take a leading role in their child's education but to be an active participant in the IEP process. Ohio Digital Learning School staff work to provide parents with the support and tools necessary to ensure that their student is successful in the virtual learning environment. If a parent is struggling to support their student in this unique environment, ODLS staff will work with that parent to provide various strategies to assist them in providing the student the best learning environment.

It is the parent's responsibility to attend scheduled IEP meetings, keep an open line of communication with teachers and therapists, return all IEP and eligibility paperwork in a timely manner, and be an active participant in their child's education.

If a parent does not follow through on the above items, it could jeopardize the student's enrollment status. ODLS teachers and administration will provide notice to families regarding any noncompliant action that may compromise the student's enrollment status. Prior to a change in a special education student's placement, notice will be given to the parent and the IEP team will conduct a manifestation determination meeting to determine whether the conduct in question is directly related to the student's disability.

ODLS Best Practices

ODLS has implemented a school wide policy based on State of Ohio guidelines regarding attendance and non-compliance for any required class connect sessions or services.

Examples of required sessions or services include:

- Remediation sessions as outlined in a student's IEP
- Intervention sessions for students in the RTI process
- Special Education services as outlined in a student's IEP
- Related services as outlined in a student's IEP or 504 Plan

Delivery of Services –

Specially Designed Instruction

Specially designed instruction means organized and planned instructional activities typically provided by an appropriately qualified special education professional that modify, as appropriate the content, methodology, or delivery of instruction. What makes instruction truly individualized and specially designed for a student with a disability and different from what a general education student receives is how the instruction is linked to the student's IEP goals and objectives. SDI is planned, organized and meaningful in that it is an intentional and systematic process that specifically addresses the student's needs as expressed in the IEP goals and objectives.

The IEP requires detailed information on the type of service, the goals addressed, the title of the provider, the location of instruction, the start and end dates of instruction, the amount of time for instruction needed to obtain a specific goal(s) and the frequency of instruction.

The amount and frequency of instruction related to the IEP goals and the provision of related services is based on the individual needs of the student. When making decisions regarding amount and frequency of services, IEP team members should consider the student's present levels of performance, the gap between their performance and that of same aged peers, the effect of the disability on student's ability to access and progress in the general curriculum, the amount of growth that is expected, and how the specially designed instruction is provided.

Specially designed instruction includes the location of services. The Office of Special Programs has approved the use of “virtual classroom” as the language to be used in the IEP to describe the location of services. This phrase should replace the previously used phrase, “telephone and web-based tools”.

Internal Monitoring will occur in this area.

Dissemination of Information

The area of Special Education is frequently changing. It is imperative that those involved in providing instructional services to students and those monitoring special education programs are informed and current in the field, especially as it relates to compliance. Therefore, ODLS will provide opportunities for professional development, coaching, and feedback to staff to support growth and best practices. These opportunities will be ongoing throughout the year, will consist of large group, small group and individual training, and be varied in format. An on-line repository of training materials and resources will be maintained to provide staff with current information and school requirements. This will include procedures and internal monitoring systems.

It is important to remember that because staff may be added throughout the school year, retraining will be necessary on some topics. Additionally, the flow of information should not be limited to a “top down” format. The Special Education Department will be structured to elicit feedback, information and questions from staff.

Procedural Safeguards & Parent and Student Rights

Federal Guidelines §300.504 Procedural safeguards notice.

1. General

- a. A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents only one time a school year, except that a copy must be given to the parents—
- b) Upon initial referral or parent request for evaluation;
- c) Upon receipt of the first Ohio complaint under §§300.151 through 300.153 and upon receipt of the first due process complaint under §300.507 in a school year;
- d) In accordance with the discipline procedures in §300.530(h); and
- e) Upon request by a parent.

2. Internet Web site.

- a) A public agency may place a current copy of the procedural safeguards notice on its Internet Web site if a Website exists.

3. Contents.

The procedural safeguards notice must include a full explanation of all of the procedural safeguards available under §300.148, §300.151 through 300.153, §300.300, §300.502 through 300.503, §300.505 through 300.518, §300.520, §300.530 through 300.536 and §300.610 through 300.625 relating to:

- a) Independent educational evaluations;
- b) Prior written notice;
- c) Parental consent;
- d) Access to education records;
- e) Opportunity to present and resolve complaints through the due process complaint and Ohio complaint procedures, including—
- f) The time period in which to file a complaint;
- g) The opportunity for the agency to resolve the complaint; and
- h) The difference between the due process complaint and the Ohio complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;
- i) The availability of mediation;
- j) The child's placement during the pendency of any due process complaint;
- k) Procedures for students who are subject to placement in an interim alternative educational setting;

- l) Requirements for unilateral placement by parents of children in private schools at public expense;
 - m) Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
 - n) Ohio-level appeals (if applicable in the Ohio);
 - o) Civil actions, including the time period in which to file those actions; and
 - p) Attorneys' fees.
4. Notice in understandable language.
- The notice required under paragraph (a) of this section must meet the requirements of §300.503(c). (Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1415(d))

Ohio Guidelines

Procedural safeguards notice

1. General

- a) A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents only one time a school year, except that a copy also must be given to the parents:
 - i. Upon initial referral or parent request for evaluation;
 - ii. Upon receipt of the first due process complaint under paragraph (K)(7) of this rule in a school year;
 - iii. In accordance with the discipline procedures in paragraph (K)(20) of this rule; and
 - iv. Upon request by a parent.

2. Internet web site

A school district may place a current copy of the procedural safeguards notice on its internet web site if a web site exists, but the school district must still provide parents a printed copy of the procedural safeguards' notice.

3. Contents of notice

- a) The procedural safeguards notice must include a full explanation of all of the procedural safeguards available under rule 3301-51-02 of the Administrative Code, rule 3301-51-04 of the Administrative Code, and this rule including:
 - i. Independent educational evaluations; 3301-51-05 Procedural safeguards
 - Page | 70
 - ii. Prior written notice;
 - iii. Parental consent;
 - iv. Access to education records;
 - v. Opportunity to present and resolve complaints through the due process complaint and state complaint procedures, including:
 - The time period in which to file a complaint;

- The opportunity for the school district of residence to resolve the complaint; and
 - The difference between the due process complaint and the state complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;
- vi. The availability of mediation;
 - vii. The child's placement during the pendency of any due process complaint;
 - viii. Procedures for children who are subject to placement in an interim alternative educational setting;
 - ix. Requirements for unilateral placement by parents of children in nonpublic schools at public expense;
 - x. Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
 - xi. State-level appeals;
 - xii. Civil actions, including the time period in which to file those actions; and
 - xiii. Attorneys' fees.
4. Notice in understandable language
 5. The notice required under paragraph (I)(1) of this rule must meet the requirements of paragraph (H)(3) of this rule.

ODLS Best Practices

1. Parents and children have many rights under the special education law, Individuals with Disabilities Education Act (IDEA). It is important that parents and children understand their rights to a free appropriate public education (FAPE).
2. The term "appropriate" is based on the educational needs of the individual child that are outlined in the Individualized Education Program (IEP). The IEP is deemed a working document created by a team of educators and the family that establishes goals for a child to achieve in order to succeed.
3. It is the responsibility of the school to provide parents with notice of their rights annually in their preferred language. Parents also have a responsibility to participate in the education of their children. Parents do so by participating in meetings and giving consent to allow the school to provide the supports and services that both the parents and school agree are necessary for a child to be successful.
4. Parents will be provided a copy of the Ohio parental rights notification at least once a year and at the following events;
 - a) Parent request
 - b) Initial referral or parental request for evaluation
 - c) Receipt of the first Ohio complaint
 - d) Receipt of the first due process hearing request

4. Notification by the school district to the parent of a disciplinary removal of a student from school that would constitute a change of placement.
5. During any IEP meeting, the teacher leading the meeting will provide the procedural safeguards and provide the parent and/or student the opportunity to ask any questions.

Links:

https://education.ohio.gov/getattachment/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education/ODE_ParentRights_040617.pdf.aspx

Surrogate Parents

Federal Guidelines- §300.519 Surrogate parents

1. General - Each public agency must ensure that the rights of a child are protected when—
 - a) No parent (as defined in §300.30) can be identified;
 - b) The public agency, after reasonable efforts, cannot locate a parent;
 - c) The child is a ward of the Ohio under the laws of that Ohio; or
 - d) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a(6)).
2. Duties of public agency
 - a) The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—
 - i. For determining whether a child needs a surrogate parent; and
 - ii. For assigning a surrogate parent to the child.
3. Wards of the State
 - a) In the case of a child who is a ward of the state, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements in paragraphs (d)(2)(i) and (e) of this section.
4. Criteria for selection of surrogate parents
 - a) The public agency may select a surrogate parent in any way permitted under Ohio law.
 - b) Public agencies must ensure that a person selected as a surrogate parent—
 - i. Is not an employee of the SEA, the LEA, or any other agency that is involved in the education or care of the child;
 - ii. Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
 - iii. Has knowledge and skills that ensure adequate representation of the child.

Ohio Guidelines

1. General- Each school district must ensure that the rights of a child are protected when:
 - a) No parent (as defined in rule 3301-51-01 of the Administrative Code) can be identified;
 - b) The school district, after reasonable efforts, cannot locate a parent;
 - c) The child is a ward of the state under the laws of Ohio; or
 - d) The child is an unaccompanied homeless youth as defined in Section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)), as amended and specified in Title X, Part C, of the No Child Left Behind Act of 2001, January 2002, 42 U.S.C. 11431.

2. Duties of the school district
 - a) The duties of a school district of residence under paragraph (E)(1) of this rule include the assignment of an individual to act as a surrogate for the parents. This must include a method:
 - i) For determining whether a child needs a surrogate parent; and
 - ii) For assigning a surrogate parent to the child.
3. Wards of the state
 - a) In the case of a child who is a ward of the state, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements in paragraphs (E)(4)(c)(i), (E)(4)(c)(iv), and (E)(5) of this rule.
4. Criteria for selection of surrogate parents
 - a) A surrogate parent shall be assigned as soon as possible but no later than thirty days of the date that it is determined that the child is in need of the surrogate.
 - b) The school district of residence maintains the ultimate responsibility for the assignment of a surrogate parent. If requested by the school 3301-51-05 Procedural safeguards Page | 64 district of residence and mutually agreed upon, the school district of attendance, county board of developmental disabilities (county board of DD), or other educational agency may appoint the surrogate parent.
 - c) The school district of residence must ensure that a person selected as a surrogate parent:
 - i) Is not an employee of the Ohio department of education, the school district, or any other agency that is involved in the education or care of the child;
 - ii) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents;
 - iii) Has knowledge and skills that ensure adequate representation of the child;
 - iv) Has successfully completed the training prescribed by the Ohio department of education prior to acting on behalf of the child.
5. Non-employee requirement; compensation
 - a) A person who is otherwise qualified to be a surrogate parent under paragraph (E)(4) of this rule is not an employee of the school district solely because the person is paid by the school district to serve as a surrogate parent.
6. Civil damages
 - a) Pursuant to section 3323.051 of the Revised Code, neither the surrogate parent nor the authority that assigned the surrogate parent shall be liable in civil damages for acts of the surrogate parent unless such acts constitute willful or wanton misconduct,
7. Appointment of surrogate by a judge
 - a) If a surrogate parent is appointed by a judge overseeing the child's case, upon the request of the judge, the school district of residence will confirm that the person

- appointed meets the requirements in paragraphs (E)(4)(c)(i), (E)(4)(c)(iv), and (E)(5) of this rule.
8. Child who has reached the age of majority
 - a) A child who has reached the age of majority may request a surrogate parent.
 9. Unaccompanied homeless youth
 - a) In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to paragraph (E)(4)(c)(i) of 3301-51-05 Procedural safeguards
Page | 65 this rule, until a surrogate parent can be appointed that meets all of the requirements of paragraph (E)(4) of this rule.
 10. Surrogate parent responsibilities
 - a) The surrogate parent may represent the child in all matters relating to:
 - b) The identification, evaluation, and educational placement of the child; and
 - c) The provision of FAPE to the child.

ODLS Best Practices

Under extenuating circumstances, when a legal guardian cannot be located, the Special Education Department will assist in selecting a surrogate to invite to the meeting, per Ohio guidelines.

Parent Consent

Federal Guidelines- Section 300.300, regarding parental consent, has been revised, as follows:

1. Paragraph (a) of §300.300, regarding consent for initial evaluation, has been changed to provide that the public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability must, after providing notice consistent with §300.503 and §300.504, obtain informed consent, consistent with §300.9, from the parent of the child before conducting the evaluation. A new paragraph (a)(1)(iii) has been added to require a public agency to make reasonable efforts to obtain the informed consent from the parent for an initial evaluation.
2. Section 300.300(a)(3), regarding a parent's failure to provide consent for initial evaluation, has been changed to clarify, in a new paragraph (a)(3)(ii), that the public agency does not violate its obligation under §300.111 and §300.301 through §300.311 if it declines to pursue the evaluation.
3. Section 300.300(b), regarding parental consent for services, has been modified by a new paragraph (b)(2) that requires a public agency to make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services.
4. Section 300.300(c)(1), regarding parental consent for reevaluations, has been modified to clarify that if a parent refuses to consent to a reevaluation, the public agency may, but is not required to, pursue the reevaluation by using the consent override procedures in §300.300(a)(3), and the public agency does not violate its obligation under §300.111 and §§300.301 through 300.311 if it declines to pursue the evaluation or reevaluation.
5. A new §300.300(d)(4) has been added to provide that if a parent of a child who is home schooled or placed in a private school by the parent at the parent's expense, does not provide consent for an initial evaluation or a reevaluation, or the parent fails to respond to a request to provide consent, the public agency (A) may not use the consent override procedures (described elsewhere in §300.300), and (B) is not required to consider the child eligible for services under the requirements relating to parentally-placed private School children with disabilities (§§300.132 through 300.144).
6. A new §300.300(d)(5) has been added to clarify that in order for a public agency to meet the reasonable efforts requirement to obtain informed parental consent for an initial evaluation, initial services, or a reevaluation, a public agency must document its attempts to obtain parental consent using the procedures in §300.322(d).

Ohio Guidelines- Parental consent

1. Parental consent for initial evaluation
 - a) The school district proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under the definition of "child with a

- disability” in rule 3301-51-01 of the Administrative Code must, after providing notice consistent with the requirements of this rule, obtain informed consent, consistent with the definition of “consent” in rule 3301-51-01 of the Administrative Code, from the parent of the child before conducting the evaluation.
- b) Parental consent for initial evaluation must not be construed as consent for the initial provision of special education and related services
 - c) The school district must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability.
2. For initial evaluations only, if the child is a ward of the state and is not residing with the child’s parent, the school district is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:
- a) Despite reasonable efforts to do so, the school district cannot discover the whereabouts of the parent of the child;
 - b) The rights of the parents of the child have been terminated in accordance with state law; or
 - c) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
3. If the parent of a child enrolled in a school district or seeking to be enrolled in a school district does not provide consent for initial evaluation under this rule, or the parent fails to respond to a request to provide consent, the school district of residence may, but is not required to, pursue the initial evaluation of the child by utilizing the procedural safeguards in Subpart E of Part B of the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004, December 2004 (IDEA) (including the mediation procedures or the due process procedures under this rule).
- a) The school district does not violate its obligation under rule 3301- 51-03 of the Administrative Code for child find and under rule 3301- 51-06 of the Administrative Code for evaluations if it declines to pursue the evaluation.
4. Parental consent for services
- a) A school district of residence that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child.
 - b) The school district of residence must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child.
 - c) If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to

provide consent for the initial provision of special education and related services, the school district of residence:

- i. Shall not use the procedures in Subpart E of Part B of the IDEA, including the mediation procedures or the due process procedures described in this rule, in order to obtain agreement or a ruling that services may be provided to the child;
 - ii. Will not be considered to be in violation of the requirement to make FAPE available to the child for the failure to provide the child with the special education and related services for which the school district of residence requests consent; and
 - iii. Is not required to convene an individualized education program (IEP) team meeting or develop an IEP under rule 3301-51-07 of the Administrative Code for the child for the special education and related services for which the school district of residence requests such consent.
5. Revocation of parental consent
 - a) If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district:
 - i. Shall not continue to provide special education and related services to the child, but shall provide prior written notice in accordance with paragraph (H) of this rule before ceasing the provision of special education and related services;
 - ii. Shall not use the procedures in Subpart E of Part B of the IDEA, including the mediation procedures or the due process procedures described in this rule, in order to obtain agreement or a ruling that the services shall be provided to the child;
 - iii. Shall not be considered to be in violation of the requirement to make FAPE available to the child for the failure to provide the child with further special education and related services; and
 - iv. Shall not be required to convene an individualized education program (IEP) team meeting or develop an IEP pursuant to rule 3301-51-07 of the Administrative Code for the child for further provision of special education and related services.
6. Parental consent for reevaluations
 - a) Subject to paragraph (C)(4)(b) of this rule, each school district:
 - i. Must obtain informed parental consent, in accordance with paragraph (C)(1) of this rule, prior to conducting any reevaluation of a child with a disability.

- b) If the parent refuses to consent to the reevaluation, the school district of residence may, but is not required to, pursue the reevaluation by using the consent override procedures described in paragraph (C)(1)(e) of this rule.
 - i. The school district of residence does not violate its obligation under rule 3301-51-03 of the Administrative Code for child find and under rule 3301-51-06 of the Administrative Code for reevaluations if it declines to pursue the reevaluation.
 - c) The informed parental consent described in paragraph (C)(4)(a) of this rule need not be obtained if the school district can demonstrate that:
 - i. It made reasonable efforts to obtain such consent; and
 - ii. The child's parent has failed to respond.
 - 7. Parental consent for a change of placement
 - a) A "change of placement" means a change from one option on the continuum of alternative placements to another.
 - b) Informed parental consent must be obtained before making a change of placement of a child with a disability.
 - c) Informed parental consent need not be obtained before:
 - i. A change of placement if the school district of residence can demonstrate that it has made reasonable efforts, as described in rule 3301-51-07 of the Administrative Code, to obtain consent,
 - ii. and the child's parent has failed to respond
 - d) A change of placement of a child with a disability that is the result of disciplinary action taken in accordance with paragraph (K)(20) of this rule.
 - i. Reviewing existing data as part of an evaluation or a reevaluation; or
 - ii. Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.
 - 8. Parental consent for use of public benefits or insurance
 - a) Informed parental consent must be obtained prior to the initial use of public benefits or insurance to pay for special education and related services with notice of rights under this provision provided annually.
 - b) Parental refusal or withdrawal of consent for the use of public benefits or insurance to pay for special education and related services may not be used by a district to deny the child or parent access to required services at no cost to the parent.
 - 9. Other consent requirements
 - a) A school district may not use a parent's refusal to consent to one service or activity under paragraph (C)(1) or (C)(5)(b) of this rule to deny the parent or child any other service, benefit, or activity of the school district, except as required by this rule.

- b) To meet the reasonable efforts requirement in paragraphs (C)(1)(c), (C)(1)(d)(i), (C)(2)(b), (C)(4)(b)(i), and (C)(5)(c)(i) of this rule, the school district must document its attempts to obtain parental consent using the procedures in rule 3301-51-07 of the Administrative Code.

ODLS Best Practices

1. The district is required to obtain informed written consent for any action requested.
 - a) Parental consent is voluntary and may be revoked at any time.
 - b) Consent is required for the following actions:
 - i. to conduct an initial evaluation;
 - ii. to conduct a reevaluation;
 - iii. initial placement to receive special education and related services on the IEP; and
 - iv. before disclosure of personally identifiable information that is subject to confidentiality.
 - c) Consent for the initial evaluation does not provide consent for initial placement.
 - i. Consent for the initial evaluation may be given electronically.
 - d) The eligibility decision must be made within 60 calendar days of receipt of the virtually or physically signed parental consent document.
2. If during the reevaluation/redetermination process, a parent refuses consent for evaluation, the special education teacher will contact the Special Education Manager or designee for further guidance.

Evaluation and Identification of Students with Disabilities

A student will be referred for evaluation based on information received from the parent, school staff, the intervention process, and other sources with information regarding the child. It is expected that during the evaluation process current observable data will be obtained from multiple sources in all areas discussed during the planning meeting and required by state and federal law. The evaluation team, which should include the parent(s), will review the collected information and determine eligibility for special education services. Reevaluations of previously identified students will also require planning; assessment results from multiple sources, input from the parent(s) and a team decision to determine continued eligibility.

The special education services the student receives will be documented in the individualized education program (IEP) and individually tailored to meet the needs of the student. The IEP should provide sufficient details to allow service providers the information necessary to provide services to the student that will allow the student to access and progress in the general curriculum. The IEP should be developed by a team including the parent(s), and student, when appropriate, and reviewed on an annual basis.

It is expected that all federal timelines will be adhered to and the forms required by Ohio Department of Education will be used. (Refer to Special Programs Manual for additional details)

Internal Monitoring will occur in this area.

Initial Evaluations

Federal Guidelines- §300.301 Initial evaluations.

1. General.

- a) Each public agency must conduct a full and individual initial evaluation, in accordance with §§300.305 and 300.306, before the initial provision of special education and related services to a child with a disability under this part.
- b) Request for initial evaluation. Consistent with the consent requirements in §300.300, either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

2. Procedures for initial evaluation

- a) The initial evaluation:
 - i) Must be conducted within 60 days of receiving parental consent for the evaluation; or
 - ii) If the state establishes a timeframe within which the evaluation must be conducted, within that timeframe; and
 - (1) Must consist of procedures:
 - (2) To determine if the child is a child with a disability under §300.8; and
 - (3) To determine the educational needs of the child.
 - (a) Exception.
 - (i) The timeframe described in paragraph (c)(1) of this section does not apply to a public agency if—
 - (ii) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
 - (b) A child enrolls in a school of another public agency after the relevant timeframe in paragraph (c)(1) of this section has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability under §300.8. (e)
- b) The exception in paragraph (d)(2) of this section applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed. (Authority: 20 U.S.C. 1414(a))

3. Evaluation procedures (§300.304)

4. Notice.

- a) The public agency must provide notice to the parents of a child with a disability, in accordance with §300.503, that describes any evaluation procedures the agency proposes to conduct.
- b) Conduct of evaluation. In conducting the evaluation, the public agency must:
 - i) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining—
 - (1) Whether the child is a child with a disability under §300.8; and (ii)
 - (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
 - (a) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
 - (b) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- c) Other evaluation procedures.
 - i) Each public agency must ensure that:
 - (1) Assessments and other evaluation materials used to assess a child under this part:
 - (a) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (b) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
 - (c) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (d) Are administered by trained and knowledgeable personnel; and
 - (e) Are administered in accordance with any instructions provided by the producer of the assessments.

- (f) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (g) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- (h) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- (i) Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with §300.301(d)(2) and (e), to ensure prompt completion of full evaluations.
- (j) In evaluating each child with a disability under §§300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.
- (k) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

(Authority: 20

U.S.C. 1414(b)(1)-(3), 1412(a)(6)(B))

Ohio Guidelines- Initial evaluations

1. General

- a) General Each school district of residence must conduct a full and individual initial evaluation, in accordance with this rule, before the initial provision of special education and related services under Part B of the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004, December 2004 (IDEA) to a child with a disability residing in the school district.
- b) Request for initial evaluation Consistent with the consent requirements in rule 3301-51-05 of the Administrative Code, either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.
- c) A school district of residence will, within thirty days of receipt of a request for an evaluation from either a parent of a child or a public agency, either obtain parental consent for an initial evaluation or provide the parents a prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.

2. Procedures for the initial evaluation:

- a) Must be conducted within sixty days of receiving parental consent for the evaluation; and
- b) Must consist of procedures:
 - i. To determine if the child is a child with a disability as defined in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code; and
 - ii. To determine the educational needs of the child.

3. Exception

- a) The time frame described in paragraph (B)(4)(a) of this rule does not apply to a school district if:
 - i. The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
 - ii. A child enrolls in a new school district of residence after the relevant time frame in paragraph (B)(4)(a) of this rule has begun, and prior to a determination by the child's previous school district of residence as to whether the child is a child with a disability as defined in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code.
 - iii. The exception in paragraph (B)(5)(b) of this rule applies only if the subsequent school district of residence is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent school district agree to a specific time when the evaluation will be completed.

4. Screening for instructional purposes is not evaluation
 - a) The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.
5. Evaluation procedures
 - a) The school district of residence must provide notice to the parents of a child with a disability, in accordance with rule 3301-51-05 of the Administrative Code that describes any evaluation procedures the school district proposes to conduct.
6. Conduct of evaluation
 - a) In conducting the evaluation, the school district must:
 - i. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 1. Whether the child is a child with a disability as defined in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code; and
 2. The content of the child's individualized education program (IEP), including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities);
 - b) Not use any single source of information, such as a single measure or score, as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
 - c) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
 - d) A child enrolls in a new school district of residence after the relevant time frame in paragraph (B)(4)(a) of this rule has begun, and prior to a determination by the child's previous school district of residence as to whether the child is a child with a disability as defined in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code.
 - e) The exception in paragraph (B)(5)(b) of this rule applies only if the subsequent school district of residence is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent school district agree to a specific time when the evaluation will be completed.
7. Screening for instructional purposes is not evaluation
 - a) The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

8. Evaluation procedures
 - a) Notice -The school district of residence must provide notice to the parents of a child with a disability, in accordance with rule 3301-51-05 of the Administrative Code that describes any evaluation procedures the school district proposes to conduct.
9. Conduct of evaluation
 - a) In conducting the evaluation, the school district must:
 - i. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 1. Whether the child is a child with a disability as defined in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code; and
 2. The content of the child's individualized education program (IEP), including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities);
 3. Not use any single source of information, such as a single measure or score, as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
 4. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
 5. Other evaluation procedures
 - a. Each school district must ensure that:
 - i. Assessments and other evaluation materials used to assess a child under this rule:
 1. Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 2. Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

3. Are used for the purposes for which the assessments or measures are valid and reliable;
4. Are administered by trained and knowledgeable personnel; and
5. Are administered in accordance with any instructions provided by the producer of the assessments.
 - a. Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
 - b. Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
 - c. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
 - d. Assessments of children with disabilities who transfer from

one school district to another school district in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with paragraphs (B)(5)(b) and (B)(6) of this rule, to ensure prompt completion of full evaluations.

- e. In evaluating each child with a disability under paragraphs (E) to (G) of this rule, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- f. Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.
- g. Medical consultation shall be encouraged for a preschool or school age child on a continuing basis, especially when school authorities feel that there has been a change in the child's behavior or educational functioning or when new symptoms are detected; and
 - i. For preschool-age children, as appropriate, the evaluation shall include the following specialized assessments:
 - ii. Physical examination completed by a licensed

- Doctor of Medicine or Doctor of osteopathy in cases where the disability is primarily the result of a congenital or acquired physical disability;
- iii. Vision examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment; and
- iv. An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

ODLS Best Practices

1. The initial evaluation must be completed within 60 calendar days from the date virtual signature for parental consent is received by ODLS.
2. The School Psychologist or designee will collaborate with the Related Services Coordinator who will manage evaluation referrals.
3. The School Psychologists will communicate the ODLS timeline and any relevant procedures to the contracted evaluators. The School Psychologist will monitor the contracted evaluators and evaluation results will be reviewed with the parents at the ETR eligibility meeting.
4. The contracted evaluator will complete the relevant portions of the Comprehensive Eligibility forms as directed by the School Psychologists or Special Education Administration.
5. The special education teacher and School Psychologists will collaborate to schedule the eligibility meeting prior to the end of the 60-day timeline.
6. Parents have the right for their child to have a reevaluation at least every three years. The parents or the IEP team can request a reevaluation more frequently. Generally, comprehensive evaluations shall not occur more frequently than one time per year unless the parent and the school agree that one is needed. See Redeterminations/Reevaluations procedures below for more information.

7. Finally, parents have the right to be involved in the decision about their child's eligibility and the programs and services the child needs as part of the initial evaluation and any subsequent reevaluations or redeterminations.

Reevaluation Timelines

Federal Guidelines- §300.303 Reevaluations

1. General
 - a) Each public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with §§300.304 through 300.311—
 - b) If the public agency determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
 - c) If the child's parent or teacher requests a reevaluation.
2. Limitation
 - a) A reevaluation conducted under paragraph (a) of this section—
 - i. May occur not more than once a year, unless the parent and the public agency agree otherwise; and
 - ii. Must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary. (Authority: 20 U.S.C. 1414(a)(2))
 - iii. §300.305 Additional requirements for evaluations and reevaluations

Review of existing evaluation data.

3. As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must
 - a) Review existing evaluation data on the child, including— Evaluations and information provided by the parents of the child;
 - i. Current classroom-based, local, or Ohio assessments, and classroom-based observations; and
 - ii. Observations by teachers and related service providers; and (2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine Whether the child is a child with a disability, as defined in §300.8, and the educational needs of the child; or
 - iii. In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;
 - b) The present levels of academic achievement and related developmental needs of the child;
 - i. Whether the child needs special education and related services; or
 - ii. In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - iii. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.
4. Conduct of review

- a) The group described in paragraph (a) of this section may conduct its review without a meeting.
- 5. Source of data
 - a) The public agency must administer such assessments and other evaluation measures as may be needed to produce the data identified under paragraph (a) of this section.
- 6. Requirements if additional data are not needed
 - a) If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency must notify the child's parents of—
 - i. That determination and the reasons for the determination; and
 - ii. The right of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs. (2) The public agency is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.
- 7. Evaluations before change in eligibility
- 8. Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability.
- 9. The evaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under Ohio law.
- 10. For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

Independent Educational Evaluation

Federal Guidelines §300.502 Independent educational evaluation

1. General

- a) The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to paragraphs (b) through (e) of this section.
- b) Each public agency must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in paragraph (e) of this section.
- c) For the purposes of this subpart—
 - i) Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question; and
 - ii) Public expense means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with §300.103.
- d) Parent right to evaluation at public expense.
- e) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency, subject to the conditions in paragraphs (b)(2) through (4) of this section.
- f) If a parent requests an independent educational evaluation at public expense, the public agency must, without unnecessary delay, either—
 - i) File a due process complaint to request a hearing to show that its evaluation is appropriate; or
 - ii) Ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a hearing pursuant to §§300.507 through 300.513 that the evaluation obtained by the parent did not meet agency criteria.
- g) If the public agency files a due process complaint notice to request a hearing and the final decision is that the agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.
- h) If a parent requests an independent educational evaluation, the public agency may ask for the parent's reason why he or she objects to the public evaluation.
- i) However, the public agency may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.
- j) A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

2. Parent-initiated evaluations
 - a) If the parent obtains an independent educational evaluation at public expense or shares with the public agency an evaluation obtained at private expense, the results of the evaluation—
 - i) Must be considered by the public agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child; and
 - ii) May be presented by any party as evidence at a hearing on a due process complaint under subpart E of this part regarding that child.
 - b) Requests for evaluations by hearing officers.
 - i) If a hearing officer requests an independent educational evaluation as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.
3. Agency criteria
 - a) If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained,
 - b) including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the public agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.
4. Except for the criteria described in paragraph (e)(1) of this section, a public agency may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense. (Authority: 20 U.S.C.1415(b)(1) and (d)(2)(A))

Ohio Guidelines- Independent educational evaluation

1. General
 - a) The parents of a child with a disability have the right under this rule to obtain an independent educational evaluation of the child, subject to paragraphs (G)(2) to (G)(5) of this rule.
 - b) Each school district of residence must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the district's criteria applicable for independent educational evaluations as set forth in paragraph (G)(5) of this rule.
 - c) The following terms are defined as they are used in this rule:
 - i) "Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the child in question; and
 - ii) "Public expense" means that the school district of residence either pays for the full cost of the evaluation or ensures that the evaluation is

otherwise provided at no cost to the parent, consistent with rule 3301-51-02 of the Administrative Code.

- d) Parent right to evaluation at public expense
 - e) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the school district of residence, subject to the conditions in paragraphs (G)(2)(b) to (G)(2)(d) of this rule.
 - f) If a parent requests an independent educational evaluation at public expense, the school district of residence must, without unnecessary delay, either
 - i) File a due process complaint to request a hearing to show that its evaluation is appropriate; or
 - ii) Ensure that an independent educational evaluation is provided at public expense, unless the school district of residence demonstrates in a hearing pursuant to paragraphs (K)(2) and (K)(7) to (K)(13) of this rule that the evaluation obtained by the parent did not meet district criteria.
 - g) If the school district files a due process complaint notice to request a hearing and the final decision is that the school district's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.
 - h) If a parent requests an independent educational evaluation, the school district of residence may ask for the parent's reason why the parent objects to the public evaluation.
 - i) However, the school district may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.
 - i) A parent is entitled to only one independent educational evaluation at public expense each time the school district conducts an evaluation with which the parent disagrees.
2. Parent-initiated evaluations
- a) If the parent obtains an independent educational evaluation at public expense or shares with the school district an evaluation obtained at private expense, the results of the evaluation:
 - i) Must be considered by the school district of residence, if it meets district criteria, in any decision made with respect to the provision of FAPE to the child; and
 - ii) May be presented by any party as evidence at a hearing on a due process complaint under Subpart E of Part B of the IDEA regarding that child.
 - b) Requests for evaluations by hearing officers. If a hearing officer requests an independent educational evaluation as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.

3. School district criteria
 - a) If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district of residence uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.
 - b) Except for the criteria described in paragraph (G)(5)(a) of this rule, a school district of residence may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

ODLS Best Practices- Independent Evaluation

1. As an Independent Evaluation is conducted by an outside entity, the evaluator may not be under contract with the school or K12.
 - a) Prior to independent evaluation taking place, the parent must agree to the evaluator, from a list of three provided by the school.
 - b) The parent then chooses from the provided list.
 - c) It is recommended that Schools refer to resources from their Department of Education to determine Ohio approved ranges of IEE cost.
2. Independent Education Evaluations
 - a) Statement of purpose
 - i) The following is the rights of a parent under the Ohio Administrative Code 3301-51-05 for an Independent Education Evaluation
 - b) Independent educational evaluation
3. General
 - a) The parents of a child with a disability have the right under this rule to obtain an independent educational evaluation of the child, subject to paragraphs (G)(2) to (G)(5) of this rule.
 - b) Each school district of residence must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the district's criteria applicable for independent educational evaluations as set forth in paragraph (G)(5) of this rule.
 - c) The following terms are defined as they are used in this rule:
 - i) "Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the child in question; and
 - ii) "Public expense" means that the school district of residence either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with rule 3301-51-02 of the Administrative Code.
 - d) Parent right to evaluation at public expense

- e) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the school district of residence, subject to the conditions in paragraphs (G)(2)(b) to (G)(2)(d) of this rule.
 - f) If a parent requests an independent educational evaluation at public expense, the school district of residence must, without unnecessary delay, either:
 - i) File a due process complaint to request a hearing to show that its evaluation is appropriate; or
 - ii) Ohio Digital Learning School policy in regard to Independent Educational Evaluation (IEE):
4. Legal Guardians
- a) When a legal guardian requests an IEE, the school will ask which area(s) of concern the family has with the testing in order to determine which new testing needs to be done
5. Once the area(s) is made known, the school will provide the legal guardian with a list of providers that they can choose from to complete the testing in the area (s) of concern.
- a) The parent will choose the provider that they are satisfied with and the school will ask the provider to complete the testing.
 - b) Once the testing is complete, the team will meet to determine whether any changes need to be made to the ETR or IEP as a result of the new testing.
6. Criteria for the evaluator completing the testing
- a) Qualifications of the evaluator:
 - i) Must be licensed in the field for which the evaluator will be completing the IEE
 - b) Must be able to complete a full evaluation with a summary of results
 - c) The evaluator testing must focus on how the student is impacted in the educational setting, focusing primarily on how the student is unable to access the grade level curriculum that they are currently completing.
7. Geographic considerations:
- a) Because Ohio Digital Learning School has students all around the state, every attempt will be made to find an evaluator that lives within 100 miles.
 - b) If the evaluator requires the family to travel to the evaluator's office, the school will pay for mileage. No hotel expenses will be paid for.
 - c) If it is possible, the school will arrange for the evaluator to meet at the nearest library.
8. Cost considerations:
- a) Behavior Analyst Evaluation \$750
 - b) Hearing Screening \$150
 - c) Occupational Therapy Evaluation \$400
 - d) Physical Therapy Evaluation \$400

e) Academic/Intelligence Evaluation	\$700
f) Speech Evaluation	\$375

Note to families: In order to have the district pay for the IEE, you must either follow these criteria or demonstrate that unique circumstances are present and that these criteria should not apply. If you wish to have an evaluator complete testing that is not on the school's approved list, your evaluator will need to meet the school's criteria listed above under qualifications, geographic and cost considerations.

Eligibility

Federal Guidelines- §300.306 Determination of eligibility.

1. General.

- a) Upon completion of the administration of assessments and other evaluation measures—

- b) A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in §300.8, in accordance with paragraph (b) of this section and the educational needs of the child; and
 - c) The public agency provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.
- 2. Special rule for eligibility determination.
 - a) A child must not be determined to be a child with a disability under this part—
 - i) If the determinant factor for that determination is—
 - ii) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA);
 - b) Lack of appropriate instruction in math; or
 - c) Limited English proficiency; and (2) If the child does not otherwise meet the eligibility criteria under §300.8(a).
 - d) Procedures for determining eligibility and educational need.
- 3. In interpreting evaluation data for the purpose of determining if a child is a child with a disability under §300.8, and the educational needs of the child, each public agency must—
 - a) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and (ii) Ensure that information obtained from all of these sources is documented and carefully considered.
- 4. If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child in accordance with §§300.320 through 300.324.

Ohio Guidelines- Determination of eligibility

- 1. General upon completion of the administration of assessments and other evaluation measures:
 - a) A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in rule 3301-51-01 of the Administrative Code, in accordance with paragraph (G)(2) of this rule and the educational needs of the child; and
 - b) The school district provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.
- 2. The written evaluation team report shall include:
 - a) A summary of information obtained during the evaluation process; and
 - b) The names, titles and signatures of each team member, including the parent, and an indication of whether or not they are in agreement with the eligibility determination. Any team member who is not in agreement with the team's determination of disability shall submit a statement of disagreement.
- 3. The school district must provide a copy of the evaluation team report and the documentation of determination of eligibility or continued eligibility to the parents prior to the next IEP meeting and in no case later than fourteen days from the date of eligibility determination.
- 4. Special rule for eligibility determination:
 - a) A child must not be determined to be a child with a disability under this rule:
 - i) If the determinant factor for that determination is:
 - (1) Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in Section 1208(3) of the Elementary and Secondary Education Act of 1965, as amended and specified in the No Child Left Behind Act of 2001, January 2002, 20 U.S.C. 6301 (ESEA)
 - ii) Lack of appropriate instruction in math; or

- iii) Limited English proficiency; and (b) If the child does not otherwise meet the eligibility criteria under paragraph (B)(10) of rule 3301-51-01 of the Administrative Code.
 - b) Procedures for determining eligibility and educational need:
 - i) (a) In interpreting evaluation data for the purpose of determining if a child is a child with a disability as defined in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code, and the educational needs of the child, each school district must:
 - ii) Draw upon information from a variety of sources, including aptitude and achievement tests, state and districtwide assessments, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and
- 5. Ensure that information obtained from all of these sources is documented and carefully considered.
- 6. If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child in accordance with rule 3301-51-07 of the Administrative Code.

ODLS Best Practices

1. Once the evaluation is completed, the eligibility team, including the parent, will decide whether the student is eligible for special education services.
 - a) This involves meeting eligibility requirements as described by Ohio's approved 13 eligibility categories. The parent is included on the team and is provided a copy of the evaluation report as well as a copy of the eligibility decision.
2. Many times a parent will request a copy of the evaluation report prior to the eligibility meeting in order to read and understand the results of the evaluation. The law does not require that the parent be provided with a copy prior to the eligibility decision.
 - a) On occasion, it is appropriate to provide it prior to a meeting.
 - b) Other times, the report is not provided until a time at which the evaluation specialist can meet with the parent to explain the results of the evaluation.
 - c) Many of the assessments that are administered as part of the evaluation have results that are reported in numbers that have little meaning to a parent or others until an explanation is also provided. If the results are confusing or upsetting to the parent, it may be necessary to conduct a meeting to discuss the results of the evaluation and then convene a later meeting for the eligibility decision.
3. In order to be eligible to receive special education services, the student must meet the requirements of one or more of the following categories:
 - a) Federal Eligibility Categories
 - i) Autism Spectrum Disorder (AUT)
 - ii) Deaf-Blind (D/B)
 - iii) Deafness (D)
 - iv) Developmental Delay (DD)- Preschool Only
 - v) Emotional Disturbance (ED)
 - vi) Hearing Impairment (HI)
 - vii) Intellectual Disability (ID)
 - viii) Multiple Disabilities (MD)
 - ix) Orthopedic Impairment (OI)
 - x) Other Health Impairment (OHI)
 - xi) Specific Learning Disability (SLD)
 - xii) Speech Impairment (SI)

- xiii) Language Impairment (LI)
- xiv) Traumatic Brain Injury (TBI)
- xv) Visual Impairment, including Blindness (VI)
- xvi) Additional Ohio Eligibility Categories
 - (1) Speech and Language Impairment (SLI)
 - (2) Other Health Impairment- Major or Minor (OHI)

Additional Procedures for Identifying Students with Specific Learning Disabilities

Federal Guidelines §300.307 Specific learning disabilities.

1. General.

- a) A state must adopt, consistent with §300.309, criteria for determining whether a child has a specific learning disability as defined in §300.8(c)(10). In addition, the criteria adopted by the state—
 - b) Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in §300.8(c)(10);
 - c) Must permit the use of a process based on the child's response to scientific, research-based intervention; and
 - d) May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in §300.8(c)(10).
2. Consistency with state criteria.

A public agency must use the state criteria adopted pursuant to paragraph (a) of this section in determining whether a child has a specific learning disability. (Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6))

Ohio Guidelines Specific Learning Disability

1. General

- a) The Ohio department of education adopts in this rule, criteria for determining whether a child has a specific learning disability as defined in paragraph (B)(10)(d)(x) of rule 3301-51-01 of the Administrative Code. The criteria adopted by the state in this rule:
 - i) Do not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in paragraph (B)(10)(d)(x) of rule 3301-51-01 of the Administrative Code;
 - ii) Permit the use of a process based on the child's response to scientific, research-based intervention; and
 - iii) Permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability as defined in paragraph (B)(10)(d)(x) of rule 3301-51-01 of the Administrative Code.
- b) Consistency with state criteria
- c) A school district must use the state criteria adopted in this rule pursuant to paragraph (H)(1) of this rule in determining whether a child has a specific learning disability.
Additional group members
- d) The determination of whether a child suspected of having a specific learning disability is a child with a disability, as defined in rule 3301-51-01 of the Administrative Code, must be made by the child's parents and a team of qualified professionals which must include:
 - i) The child's regular teacher; or
 - ii) If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of the child's age; or
 - iii) For a child of less than school-age, an individual qualified by the Ohio department of education to teach a child of the child's age; and
 - iv) At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

2. Determining the existence of a specific learning disability

- a) The group described in paragraph (G) of this rule may determine that a child has a specific learning disability, as defined in paragraph (B)(10)(d)(x) of rule 3301-51-01 of the Administrative Code, if:

- i) The child does not achieve adequately for the child's age or to meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:
 - (1) Oral expression;
 - (2) Listening comprehension;
 - (3) Written expression;
 - (4) Basic reading skill;
 - (5) Reading fluency skills;
 - (6) Reading comprehension;
 - (7) Mathematics calculation; or
 - (8) Mathematics problem-solving.
 - b) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in paragraph (H)(3)(i) of this rule when using a process based on the child's response to scientific, research-based intervention; or
 - c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with paragraphs (E) and (F) of this rule; and
 - d) The group determines that its findings under paragraphs (H)(3)(a)(i) to (H)(3)(a)(iii) of this rule are not primarily the result of:
 - i) A visual, hearing, or motor disability;
 - ii) Mental retardation;
 - iii) Emotional disturbance;
 - iv) Cultural factors;
 - v) Environmental or economic disadvantage; or
 - vi) Limited English proficiency.
- 3. To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in paragraphs (E) to (G) of this rule:
 - a) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.
- 4. The school district must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the time frames described in paragraphs (B) and (D) of this rule, unless the time frames are extended by mutual written agreement of the child's parents and a group of qualified professionals, as described in paragraph (G)(1)(a) of this rule:
 - a) If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described in paragraphs (H)(3)(b)(i) and (H)(3)(b)(ii) of this rule; and
 - b) Whenever a child is referred for an evaluation.
- 5. An evaluation may utilize a process based on the child's response to scientific, research-based intervention to determine whether a child has a specific learning disability. This process:

- a) Begins when sufficient data have been gathered and analyzed under conditions of targeted and intensive individualized intervention conditions, when there is evidence of an inadequate response to intervention on the part of the child, and the group determines that the child's needs are unlikely to be met without certain specialized instruction in addition to the regular classroom instruction;
 - b) Employs interventions that are scientifically-based and provided at appropriate levels of intensity, frequency, duration, and integrity, relative to the child's identified needs;
 - c) Is based on results of scientifically-based, technically adequate assessment procedures that assess ongoing progress while the child is receiving scientifically-based instruction, and that have been reported to the child's parents;
 - d) Includes the analysis of data described in paragraphs (H)(3)(b)(i) and (H)(3)(b)(ii) of this rule to determine whether a discrepancy is present between actual and expected performance, in both the child's rate of progress in developing skills, and in the child's level of performance on measures assessing one or more of the academic areas listed in paragraph (H)(3)(a)(i) of this rule;
 - e) May not be used to delay unnecessarily a child's being evaluated to determine eligibility for special education services.
6. A school district may use alternative, research-based procedures for determining whether a child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, if prior approval of the procedures has been granted by the Ohio department of education.
 7. The school district must develop written procedures for the implementation of any method used to determine the existence of a specific learning disability that, at a minimum, incorporate guidelines developed by the Ohio department of education as specified in this rule.

ODLS Best Practices

ODLS follows state and federal guidelines regarding identifying a student with Specific Learning Disabilities

Parent IEP & Eligibility Meeting Notification Process

Federal Guidelines

The public agency must provide notice to the parents of a child with a disability, in accordance with §300.503, that describes any evaluation procedures the agency proposes to conduct.

Ohio Guidelines

The public agency must provide notice to the parents of a child with a disability, in accordance with §300.503, that describes any evaluation procedures the agency proposes to conduct.

ODLS Best Practices

1. Parental input will be gathered for the IEP and ETR meeting dates and times.
2. If, after 3 varied attempts (see examples below) the teacher cannot reach the parent, a date/time will be set by school staff allowing for 5 days notification through email.
3. If the parent does not respond to the three attempts, ODLS will hold the IEP meeting or reevaluation meeting to maintain timelines.
4. Initial eligibility meetings cannot be held without the parent.
5. Initial IEP meetings can be held without the parent to maintain timelines, however, special education services will not start until the IEP is signed by the parent.
 - a) Notice #1 – Email
 - b) Notice #2 – Email
 - c) Notice #3 – Phone
 - d) Notice #4 - Certified letter containing Notice of Meeting
6. If the parent responds and indicates that they wish to participate in the development of the IEP, but cannot meet, school staff must document the multiple good faith attempts to involve the parent before conducting the IEP without the parent.
 - a) This should only be done if the delay of the IEP meeting will cause timelines to not be met.
7. The parent may opt to waive the 5-day notification and hold the IEP meeting earlier.
 - a) This is documented within the notes of the IEP and the parent signs the notice of meeting indicating that they have chosen to waive this right.

Parent Request for IEP Meeting

ODLS Best Practice

1. Upon request for an IEP meeting from a parent or other team member, the assigned special education teacher will gather parent input for meeting time and date within 3 days of the initial request, allowing a 5-day notification of the meeting time/date to the IEP team.
2. Notice of Meeting will be sent to parent via email.

If the request is not honored or the meeting is unnecessarily delayed the parent may contact the Lead Special Education Teacher (Elementary, Middle, or High School) or the Special Education Manager at the school for assistance.

Prior Written Notice by the District

Federal Guidelines

1. Written prior notice to the parents of the child, in accordance with subsection (c)(1), whenever the local educational agency—
 - a) proposes to initiate or change; or
 - b) refuses to initiate or change, the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to the child.
2. Content of prior written notice.

- a) The notice required by subsection (b)(3) shall include—
 - i) a description of the action proposed or refused by the agency;
 - ii) an explanation of why the agency proposes or refuses to take the action and a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
 - iii) a statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
 - iv) sources for parents to contact to obtain assistance in understanding the provisions of this part;
 - v) a description of other options considered by the IEP Team and the reason why those options were rejected; and
 - vi) a description of the factors that are relevant to the agency's proposal or refusal.

Ohio Guidelines

1. Prior notice by the school district; content of notice
 - a) Notice Written notice that meets the requirements of paragraph (H)(2) of this rule must be given to the parents of a child with a disability a reasonable time before the school district of residence:
 - b) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
 - c) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
2. Content of notice
 - a) The notice required under paragraph (H)(1) of this rule must include:
 - i) A description of the action proposed or refused by the school district;
 - ii) An explanation of why the school district proposes or refuses to take the action;
 - iii) A description of each evaluation procedure, assessment, record, or report the school district used as a basis for the proposed or refused action;
 - iv) A statement that the parents of a child with a disability have protection under the procedural safeguards of this rule and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
 - v) Sources for parents to contact to obtain assistance in understanding the provisions of this rule;
 - vi) A description of other options that the IEP team considered and the reasons why those options were rejected; and
 - vii) A description of other factors that are relevant to the school district's proposal or refusal.
3. Notice in understandable language
 - a) The notice required under paragraph (H)(1) of this rule must be:
 - b) Written in language understandable to the general public; and
 - c) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
 - d) If the native language or other mode of communication of the parent is not a written language, the school district must take steps to ensure:
 - i) That the notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
 - ii) That the parent understands the content of the notice; and
 - iii) That there is written evidence that the requirements in paragraphs (H)(3)(b)(i) and (H)(3)(b)(ii) of this rule have been met.

4. Additional notice requirements
 - a) Prior written notice shall be provided to the parents of a child with a suspected or confirmed disability within thirty days of the date of referral.
 - b) Prior written notice shall be provided to the parents of a child with a suspected or confirmed disability prior to a change of placement that is a result of a disciplinary action.

ODLS Best Practices

1. ODLS will inform the legal guardian of actions being proposed or refused regarding their child by giving written notice before proposing or refusing to initiate or change the following:
 - a) identification (process to determine eligibility),
 - b) evaluation (nature and scope of assessment procedures),
 - c) educational placement (educational placement of children including graduation), or
 - d) FAPE (the provision of a free appropriate public education to children).
2. A Prior Written Notice is written after an IEP meeting to summarize events of the meeting.
3. At other times, the parent will make a request and ODLS will respond in writing.
4. The prior written notice will contain
 - a) a description of the action refused or proposed by the district;
 - b) an explanation of why the district refuses or proposes to take the action;
 - c) a description of the evaluation procedure, assessment, records, or report used as a basis for the proposed or refused action;
 - d) a statement that the parents have the protections of the procedural safeguards;
 - e) the sources for the parents to contact to understand the procedural safeguards;
 - f) a description of other options the IEP team considered and the reasons why those options were rejected
 - g) and a description of other factors that are relevant to the district's proposal or refusal.

IEP Meeting Protocols

Federal Guidelines §300.324 Development, review, and revision of IEP.

Development of IEP—

1. General.
 - a) In developing each child's IEP, the IEP Team must consider—
 - b) The strengths of the child;
 - c) The concerns of the parents for enhancing the education of their child;

- d) The results of the initial or most recent evaluation of the child; and
 - e) The academic, developmental, and functional needs of the child.
2. Consideration of special factors.
- a) The IEP Team must— In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
 - b) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 - c) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
 - d) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - e) Consider whether the child needs assistive technology devices and services.
 - f) Requirement with respect to regular education teacher.
 - g) A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of—
 - h) Appropriate positive behavioral interventions and supports and other strategies for the child; and
 - i) Supplementary aids and services, program modifications, and support for school personnel consistent with §300.320(a)(4).
3. Agreement
- a) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the public agency may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.
 - b) If changes are made to the child's IEP in accordance with paragraph (a)(4)(i) of this section, the public agency must ensure that the child's IEP Team is informed of those changes.
4. Consolidation of IEP Team meetings.
- a) To the extent possible, the public agency must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.
5. Amendments.
- a) Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in paragraph (a)(4) of this section, by amending the IEP rather than by redrafting the entire IEP.
 - b) Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.
 - c) Review and revision of IEPs:
6. General.
- a) Each public agency must ensure that, subject to paragraphs (b)(2) and (b)(3) of this section, the IEP Team—
 - b) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
7. Revises the IEP, as appropriate, to address—

- a) Any lack of expected progress toward the annual goals described in §300.320(a)(2), and in the general education curriculum, if appropriate;
 - b) The results of any reevaluation conducted under §300.303;
 - c) Information about the child provided to, or by, the parents, as described under §300.305(a)(2);
 - d) The child's anticipated needs; or other matters.
 - e) Consideration of special factors.
8. Review
- a) In conducting a review of the child's IEP, the IEP Team must consider the special factors described in paragraph (a)(2) of this section.
 - b) Requirement with respect to regular education teacher.
 - c) A regular education teacher of the child, as a member of the IEP Team, must, consistent with paragraph (a)(3) of this section, participate in the review and revision of the IEP of the child.
 - d) Failure to meet transition objectives:
 - e) Participating agency failure.
 - f) If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with §300.320(b), the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.
9. Construction.
- a) Nothing in this part relieves any participating agency, including an Ohio vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.
10. Children with disabilities in adult prisons:
- a) Requirements that do not apply.
11. The following requirements do not apply to children with disabilities who are convicted as adults under Ohio law and incarcerated in adult prisons:
- a) The requirements contained in section 612(a)(16) of the Act and §300.320(a)(6) (relating to participation of children with disabilities in general assessments).
 - b) The requirements in §300.320(b) (relating to transition planning and transition services) do not apply with respect to the children whose eligibility under Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.
12. Modifications of IEP or placement.
- a) Subject to paragraph (d)(2)(ii) of this section, the IEP Team of a child with a disability who is convicted as an adult under Ohio law and incarcerated in an adult prison may modify the child's IEP or placement if the Ohio has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.
 - b) The requirements of §§300.320 (relating to IEPs), and 300.112 (relating to LRE), do not apply with respect to the modifications described in paragraph (d)(2)(i) of this section. (Authority: 20 U.S.C. 1412(a)(1), 1412(a)(12)(A)(i), 1414(d)(3), (4)(B), and (7); and 1414(e))

Ohio Guidelines- Development, review, and revision of IEP

Development of IEP

1. General

- a) In developing each child's IEP, the IEP team must consider:
 - i) The strengths of the child;
 - ii) The concerns of the parents for enhancing the education of their child;

- iii) The results of the initial or most recent evaluation of the child;
 - iv) The results of the child's performance on any state or districtwide assessment programs, as appropriate; and
 - v) The academic, developmental, and functional needs of the child.
- 2. Consideration of special factors
- 3. The IEP team must:
 - a) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
 - b) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 - c) In the case of a child who is blind or visually impaired:
 - i) Provide for instruction in braille and the use of braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the child; and
 - ii) Ensure that the requirements for IEPs for children with visual impairments are implemented as provided in section 3323.011 of the Revised Code;
 - d) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - e) Consider whether the child needs assistive technology devices and services.
 - f) Requirement with respect to regular education teacher
 - g) A regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of: Appropriate positive behavioral interventions and supports and other strategies for the child; and
 - h) Supplementary aids and services, program modifications, and support for school personnel consistent with paragraph (H)(1)(e) of this rule.
- 4. Agreement
 - a) In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and the school district may agree not to convene an IEP team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.
 - b) If the IEP team amends or modifies the child's current IEP, as described in paragraph (L)(1)(d)(i) of this rule, the annual review date for the amended or modified IEP does not change. The annual review date will change upon a complete review and revision of the child's IEP as outlined in paragraph (L)(2) of this rule.
 - c) If changes are made to the child's IEP in accordance with paragraph (L)(1)(d)(i) of this rule, the school district must ensure that the child's IEP team is informed of those changes.
- 5. Consolidation of IEP team meetings
 - a) To the extent possible, the school district must encourage the consolidation of reevaluation meetings for the child and other IEP team meetings for the child.
- 6. Amendments
 - a) Changes to the IEP may be made either by the entire IEP team at an IEP team meeting, or as provided in paragraph (L)(1)(d) of this rule, by amending the IEP rather than by redrafting the

entire IEP. When an IEP is amended the school district shall send a copy of the amended IEP to the parent within thirty days of the date the IEP was amended.

7. Review and revision of

IEPs General

- a) Each school district must ensure that, subject to paragraphs (L)(2)(b) and (L)(2)(c) of this rule, the IEP team:
 - b) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
 - c) Revises the IEP, as appropriate, to address:
 - d) Any lack of expected progress toward the annual goals described in paragraph (H)(1)(c) of this rule, and in the general education curriculum, if appropriate;
 - i) The results of any reevaluation conducted under rule 3301-51-06 of the Administrative Code;
 - ii) Information about the child provided to, or by, the parents, as described under paragraph (F)(1)(b) of rule 3301-51-06 of the Administrative Code;
8. The child's anticipated needs; or other matters.
9. Consideration of special factors
- a) In conducting a review of the child's IEP, the IEP team must consider the special factors described in paragraph (L)(1)(b) of this rule.
10. Requirement with respect to regular education teacher
- a) A regular education teacher of the child, as a member of the IEP team, must, consistent with paragraph (L)(1)(c) of this rule, participate in the review and revision of the IEP of the child.
11. Failure to meet transition objectives
12. Participating agency failure
- a) If a participating agency, other than the school district, fails to provide the transition services described in the IEP in accordance with paragraph (H)(2) of this rule, the school district must reconvene the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.
13. Construction
14. Nothing in this rule relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.
15. Children with disabilities in adult prisons
- a) Requirements that do not apply
 - b) The following requirements do not apply to children with disabilities who are convicted as adults under state law and incarcerated in adult prisons:
16. The requirements contained in Section 612(a)(16) of the IDEA and paragraph (H)(1)(g) of this rule (relating to participation of children with disabilities in general assessments).
17. The requirements in paragraph (H)(2) of this rule (relating to transition planning and transition services) do not apply with respect to the children whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.
18. Modifications of IEP or placement
- a) Subject to paragraph (L)(4)(b)(ii) of this rule, the IEP team of a child with a disability who is convicted as an adult under state law and incarcerated in an adult prison may modify the child's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.
 - b) The requirements of paragraphs (E) and (H) of this rule do not apply with respect to the modifications described in paragraph (L)(4)(b)(i) of this rule.

ODLS Best Practices

1. All IEP Meetings (unless otherwise agreed to) are to be held in an online meeting room with the option of a participant participating by teleconference.
2. IEP Meetings can be recorded at the request of an IEP team member. The recording will be available to the parent, teacher and administration for review within the online school calendar.
3. The IEP team consists of the legal guardian, student, regular education and special education teachers and a district representative. A legal guardian may request any additional participants.
4. All IEP Meetings will be concluded with a Prior Written Notice summarizing what was discussed at the meeting.
5. ORDER OF THE MEETING
The legal guardian will be provided with Procedural Safeguards.
 - a) An introduction of each team member along with their role is to be done by the meeting facilitator or by each member themselves.
 - b) A draft copy of the IEP will be posted on the screen so updates can be made as the meeting progresses.
 - c) Each section of the IEP will be reviewed and updated as appropriate with input from IEP team members. Not all sections will be applicable to every student.
 - d) Once the IEP has been reviewed and updated in its entirety, the actions to be taken as a result of the IEP meeting should be reviewed.
 - e) The meeting facilitator should ask if there are any further questions and/or concerns. Address as appropriate.
 - f) The meeting facilitator will gather signatures
 - g) The meeting facilitator should officially conclude the meeting by thanking everyone for attending and by providing their contact information.

Transition Services

Federal Guidelines- Transition services

1. Transition services means a coordinated set of activities for a child with a disability that—
 - a) Is designed to be within a result-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - ii) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:

- (1) Instruction;
 - (2) Related services;
 - (3) Community experiences;
 - iii) The development of employment and other post-school adult living objectives; and
 - iv) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- 2. Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education. (Authority: 20 U.S.C. 1401(34))

Ohio Guidelines- Transition services

- 1. Beginning no later than the first IEP to be in effect when the child turns fourteen, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:
 - a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to
 - i) training
 - ii) education
 - iii) if assessment data supports the need, independent living skills
 - b) Appropriate measurable post-secondary goals based on age appropriate transition assessments related to
 - i) integrated employment in a competitive environment; and
 - ii) transition services (including courses of study) needed to assist the child in reaching those goals.

ODLS Best Practices

Secondary transition planning is a coordinated set of activities designed to help students with disabilities and their families think about their life after high school, identify long-range goals, and then create a secondary school experience to help students gain the skills and connections they need to achieve these goals.

- 1. Transition requirements begin no later than in the first individualized education program (IEP) that will be in effect when the student is 14
 - a) To confirm that secondary transition plans are in place by the student's 14th birthday, an internal monitoring system has been put in place to ascertain if the required code has been entered into EMIS.
- 2. Transition Service Plans must be developed for each child turning 14 during the current IEP.
 - a. The transition plan must be updated annually
 - b. Transition Plan must include measurable postsecondary goals and transition services (including courses of study) needed to assist the student in reaching those goals. This is found in
 - i. Step 1 - Future Planning and Step 3 – Profile which are designed to identify the student's strengths, preferences, interests, and needs.
 - c. Using age- appropriate assessments in three areas, the plan should

- encompass the student's course of study and include measurable postsecondary goals for students based on age-appropriate transition assessments related to training/education, employment, and independent living skills (if appropriate) and a description of transition services.
- d. This is found in Step 4 – Postsecondary Transition and Step 5 – Postsecondary Transition Services.
 3. Training and guidance for special education teachers on developing Transition Plans will be provided by ODLS leadership staff.
 4. The plan details the student's needs based on an age appropriate standardized/formal assessment and the course of study (diploma type) the child plans to earn.
 5. This must be updated at least annually and is the road map to post-secondary outcome goals (what the student plans to do after high school).
 - a. To facilitate the development of the secondary transition plan the following steps will be taken:
 - i. Student and Parent interviews
 - ii. Review of current classroom assessments, individual evaluations, school wide testing, and statewide testing
 - iii. Consultation with Transition Staff
 - iv. Transition Survey
 6. When students turn 18, all due process rights transfer to them.
 7. They must be informed of this Transfer of Rights at age 17.
 8. To ensure that secondary transition plan meets the requirement of the law, the individual plan will be self-reviewed by the intervention specialist who wrote the plan, utilizing the Indicator 13 Checklist.

Transition services may require support from multiple outside local agencies such as Bureau of Vocational Rehabilitation and Department of Developmental Disabilities, for the purpose of making choices, develop connections, and access services.

Summary of Performance

Federal Guidelines. §300.305 (e) (3) Summary of Performance

1. For a child whose eligibility under this part terminates under circumstances described in paragraph (e) (2) of this section, a public agency must provide the child with a summary of the child's:
 - a) academic achievement and functional performance,
 - b) which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

2. §300.305 (e) (2) The evaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.

Ohio Guidelines

Ohio Operating Standards for the Education of Children with Disabilities 3301-51-06 (5) (c)

1. Evaluations before change in eligibility
2. Except as provided in paragraph (F)(5)(b) of this rule, a school district must evaluate a child with a disability in accordance with paragraphs (E) to (I) of this rule before determining that the child is no longer a child with a disability.
3. The evaluation described in paragraph (F)(5)(a) of this rule is not required before the termination of a child's eligibility under this rule due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for a free appropriate public education (FAPE) under state law.

For a child whose eligibility terminates under circumstances described in paragraph (F)(5)(b) of this rule, a school district must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

ODLS Best Practices

1. Reevaluation is not needed when the student:
 - a) graduates with a regular diploma, or
 - b) exceeds the age of eligibility for FAPE (by the end of their 21st birthday). The student may complete the school year currently enrolled.

ODLS must, however, provide the student with a summary of academic and functional performance that includes recommendations for meeting postsecondary goals when the student is graduating with a regular diploma or aging out of school. Best practice would also include providing the summary of performance for the student who receives a special education diploma or other exit document.

Transfer of Rights

Federal Guidelines §300.520 Transfer of parental rights at age of majority.

1. General.

- a) A state may provide that, when a child with a disability reaches the age of majority under state law that applies to all children (except for a child with a disability who has been determined to be incompetent under state law)—
 - i) The public agency must provide any notice required by this part to both the child and the parents; and
- b) All rights accorded to parents under Part B of the Act transfer to the child;

- c) All rights accorded to parents under Part B of the Act transfer to children who are incarcerated in an adult or juvenile, state or local correctional institution; and
- 2. Whenever a state provides for the transfer of rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency must notify the child and the parents of the transfer of rights.
- 3. Special rule
 - a) A state must establish procedures for appointing the parent of a child with a disability, or, if the parent is not available, another appropriate individual, to represent the educational interests of the child throughout the period of the child's eligibility under Part B of the Act if, under state law, a child who has reached the age of majority, but has not been determined to be incompetent, can be determined not to have the ability to provide informed consent with respect to the child's educational program. (Authority: 20 U.S.C. 1415(m))

Ohio Guidelines- Transfer of parental rights at age of majority

- 1. Beginning no later than one year before a child with a disability (except for a child with a disability who has been determined to be incompetent under Ohio law) reaches the age of majority under Ohio law (eighteen years of age), the IEP must include a statement that the child and parent have been informed of the child's rights under Part B of the Act that will transfer to the child upon reaching the age of majority.
- 2. When a child with a disability reaches the age of majority under Ohio law (eighteen years of age) that applies to all children (except for a child with a disability who has been determined to be incompetent under Ohio law):
 - a) All rights accorded to parents under Part B of the IDEA and Chapter 3323. of the Revised Code transfer to the child;
 - b) All rights accorded to parents under Part B of the IDEA and Chapter 3323. of the Revised Code transfer to children who are incarcerated in an adult or juvenile, state or local correctional institution; and
 - c) The school district of residence must provide the notice required by this rule

ODLS Best Practices

- 1) In Ohio, when a student reaches 18 years old, he/she is an adult unless legal action is taken.
 - a) On or before a student's 17th birthday and during the IEP meeting, ODLS informs the legal guardian and the student that, at age 18, the student attains the age of majority in Ohio and will become his or her own educational decision maker.
 - b) ODLS may also inform legal guardians of other options or about where to get more information about guardianships, powers of attorney, and any other options. For example, it may be that for some students, a guardianship or a more limited form of transfer of rights would be necessary.
- 2) Beginning at age 18, the school is to send all notices to both the legal guardian and the student, but the student will provide informed written consent for any action requested by ODLS.

- a) When the student turns 18, he or she becomes the educational decision maker; but, while the student is eligible under the IDEA, the legal guardian retains the right to all notices of meetings, notices of changes in program or placement, and notices of evaluations.

Functional Behavior Assessment/Behavior Intervention Plans

Federal Guidelines

Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Ohio Guidelines

1. A functional behavioral assessment (FBA) must be conducted when the IEP team determines that the student's behavior is a manifestation of the student's disability.
2. An FBA may be conducted, as determined appropriate by the student's IEP team, if the student's behavior results in disciplinary action that changes the child's placement on the continuum of alternative placement options.

A behavior intervention plan needs to follow the FBA and be attached to the IEP.

ODLS Best Practices

1. Prior to starting any FBA data collection, legal guardian consent must be obtained.
2. The special education teacher has 30 school days to gather information, analyze data, develop a behavior intervention plan, and hold an IEP Meeting.
3. A referral is made to Behavior Services Liaison or a contracted behavior specialist indicating that a Functional Behavior Assessment may be necessary.
4. Parent/Guardian, General Education Teacher (at least one), Academic Advisor (at least one), and Special Education Teacher complete Behavior Referral form.
5. Behavior Services Liaison or contracted behavior specialist completes FBA Summary Documentation
6. Analyze data to develop Behavior Intervention Plan and hold IEP meeting to review and finalize plan.

Reporting IEP Progress

Federal Guidelines

1. How the child's progress toward meeting the annual goals will be measured; and

2. When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

Ohio Guidelines

1. Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children.
If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability.

ODLS Best Practices

1. Progress Monitoring should be a fluid and consistent daily routine for all special education services.
2. Data should drive the IEP goals and interventions and show positive growth.
3. If positive growth towards goals is not achieved, interventions and IEP goals should be revisited and amended as appropriate to meet the individual needs of each student.
4. This guide is to assist schools in assuring progress monitoring and services documentation, data collection and review and appropriate service implementation to assist in student growth and achievement.
5. Progress reports are provided semi-annually (every 18 Weeks) at the time that report cards are sent out.

Extended School Year Services (ESY)

Federal Guidelines

§300.106 Extended school year services.

1. General.

- a) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.
 - b) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§300.320 through 300.324, that the services are necessary for the provision of FAPE to the child.
- 2. In implementing the requirements of this section, a public agency may not—
 - a) Limit extended school year services to particular categories of disability; or
 - b) Unilaterally limit the type, amount, or duration of those services.
- 3. Definition.
 - a) As used in this section, the term extended school year services means special education and related services that—
 - i) Are provided to a child with a disability—
 - ii) Beyond the normal school year of the public agency;
 - iii) In accordance with the child's IEP; and
 - iv) At no cost to the parents of the child; and
- 4. Meet the standards of the SEA. (Approved by the Office of Management and Budget under control number 1820-0030) (Authority: 20 U.S.C. 1412(a)(1))

Ohio Guidelines

Extended school year services

- 1. General
 - a) Each school district must ensure that extended school year services are available as necessary to provide FAPE, consistent with this rule.
 - b) Extended school year services must be provided only if a child's IEP team determines, on an individual basis, in accordance with rule 3301-51-07 of the Administrative Code, that the services are necessary for the provision of FAPE to the child.
 - c) Additionally, the school district shall consider the following when determining if extended school year services should be provided:
 - i) Whether extended school year services are necessary to prevent significant regression of skills or knowledge retained by the child so as to seriously impede the child's progress toward the child's educational goals; and
 - ii) Whether extended school year services are necessary to avoid something more than adequately recoupable regression.
- 2. In implementing the requirements of this rule, a school district shall not:
 - a) Limit extended school year services to particular categories of disability; or
 - b) Unilaterally limit the type, amount, or duration of those services.
- 3. Definition
 - a) As used in this rule, the term "extended school year services" means special education and related services that:
 - i) Are provided to a child with a disability:

- ii) Beyond the normal school year of the school district;
- iii) In accordance with the child's IEP; and
- iv) At no cost to the parents of the child; and
- v) Meet the standards of the Ohio department of education.

ODLS Best Practices

1. The determination of ESY eligibility must be based on empirical and qualitative data collected by the IEP committee for individual skills. The IEP committee must take into account not only retrospective data, but also, predictive data on recoupment abilities (will the recoupment take 9 weeks or more?).
2. The key question before the IEP committee is whether the child needs services in the summer in order to secure the minimum benefits of a free and appropriate public education in the fall.
3. Also, please note that it is important to remember that ESY services are not provided to enhance a student's education or to provide a student with the best possible education program.
4. Nor are ESY services to be provided as "compensatory time" to help a student who has missed some school to "catch up".
5. ESY services are required when determined to be necessary for a child to not have significant loss over the summer period.
6. An "appropriate" program, rather than the "best" possible program, must be made available.
7. There are six factors that the IEP team should consider in deciding if the child is eligible for ESY as a related service:
 - a) Progression and recoupment - is the child likely to lose critical skills or fail to recover these skills within a reasonable time;
 - b) Degree of progress toward IEP goals and objectives;
 - c) Emerging skills/breakthrough opportunities - will a lengthy summer break cause significant problems for a child who is learning a key skill, like reading;
 - d) Interfering Behavior - does the child's behavior interfere with his or her ability to benefit from special education;
 - e) Nature and/or severity of disability;
 - f) Special circumstances that interfere with the child's ability to benefit from special education.

Exit from Special Education/Parent Revocation

Federal Guidelines

1. If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency—
 - a) May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with Sec.300.503 before ceasing the provision of special education and related services;

- b) May not use the procedures in subpart E of this part (including the mediation procedures under Sec.300.506 or the due process procedures under Sec.300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child;
- c) Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- d) Is not required to convene an IEP Team meeting or develop an IEP under Sec. 300.320 and 300.324 for the child for further provision of special education and related services.

Ohio Guidelines

- a) Shall not continue to provide special education and related services to the child, but shall provide prior written notice in accordance with paragraph (H) of this rule before ceasing the provision of special education and related services;
- b) Shall not use the procedures in Subpart E of Part B of the IDEA, including the mediation procedures or the due process procedures described in this rule, in order to obtain agreement or a ruling that the services shall be provided to the child;
- c) Shall not be considered to be in violation of the requirement to make FAPE available to the child for the failure to provide the child with further special education and related services; and
- d) Shall not be required to convene an individualized education program (IEP) team meeting or develop an IEP pursuant to rule 3301-51-07 of the Administrative Code for the child for further provision of special education and related services.

ODLS Best Practices

1. ODLS must reevaluate a child with a disability before determining that the child is no longer a child with a disability who requires special education services. At this meeting, the team must agree that the student no longer qualifies for any of the disability categories.
2. Additionally, reevaluation is not needed when the student:
 - a) graduates with a regular diploma, or
 - b) exceeds the age of eligibility for FAPE (by the end of their 21st birthday).
The student may complete the school year currently enrolled.
3. ODLS must, however, provide the student with a summary of academic and functional performance that includes recommendations for meeting postsecondary goals when the student is graduating with a regular diploma or aging out of school.
 - a) Best practice would also include providing the summary of performance for the student who receives a special education diploma or other exit document.
4. If a parent/legal guardian requests that their child be taken out of special education services, the IEP team must conduct an IEP meeting.

- a) The parents should be fully informed of the consequences of exiting special education, to include the removal of related services, academic support, excusal of state assessments, and accommodations.
- 5. Section 14 must be signed by the legal guardian under change of placement indicating that they are revoking consent.
 - a) The appropriate box will be checked indication this request to revoke services.

Signature Collection

ODLS Best Practices

- a) IEP meetings take place in a virtual setting. All efforts are made to obtain parent and student participation via virtual setting (zoom, teams, or other LMS platform) but there are instances where a IEP Team Meeting will need to be held via phone in order to obtain family participation.
- b) The IEP meeting is guided by viewing IEP Anywhere directly.
- c) At the end of the meeting the finalized IEP documents are shown on the facilitator's computer screen
 - i) The parent is given permission to sign the document using the drawing tool embedded in the software to sign the document or through the sharing feature in SameGoal. Once the parent signs the document, permission is then granted to each of the remaining

meeting participants to sign as appropriate.

- d) The final document with signatures is sent to the parent using TotalView and marked as a note.
- e) If the parent/student are not in attendance:
 - i) The intervention specialist will share the document via SameGoal.
 - ii) They will also send an email via TV to request that they review the document and sign.
 - iii) If the parent has not done this within 5 days the document will be finalized.
 - (1) The Intervention Specialist will then email the finalized copy to the parent through TV.

Related Services

Federal Guidelines §300.34 Related services.

1. General

- a) Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes
 - i) speech- language pathology and
 - ii) audiology service
 - iii) interpreting services
 - iv) psychological services
 - v) physical and occupational therapy
 - vi) Recreation
 - (1) including therapeutic recreation
 - vii) early identification and assessment of disabilities in children,
 - viii) counseling services,
 - (1) including rehabilitation counseling,
 - ix) orientation and mobility services,
 - x) medical services for diagnostic or evaluation purposes.
 - xi) school health services
 - xii) school nurse services
 - xiii) social work services in schools
 - xiv) parent counseling and training

2. Exception;

- a) services that apply to children with surgically implanted devices, including cochlear implants.
- b) Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.

3. Nothing in paragraph (b)(1) of this section—

- a) Limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services (as listed in paragraph (a) of this section) that are determined by the IEP Team to be necessary for the child to receive FAPE.
- b) Limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or
- c) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly, as required in §300.113(b).

Ohio Guidelines

1. General:

- a) “Related services” means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes
 - i) speech- language pathology and
 - ii) audiology services
 - iii) interpreting services
 - iv) psychological services
 - v) physical and occupational therapy
 - vi) recreation
 - (1) including therapeutic recreation
 - vii) early identification and assessment of disabilities in children,
 - viii) counseling services,
 - (1) including rehabilitation counseling,
 - ix) orientation and mobility services,
 - x) medical services for diagnostic or evaluation purposes.
 - xi) school health services
 - xii) school nurse services
 - xiii) social work services in schools
 - xiv) parent counseling and training

2. Exception;

- a) services that apply to children with surgically implanted devices, including cochlear implants.
- b) Related services do not include a medical device that is surgically implanted, the optimization of that device’s functioning (e.g., mapping), maintenance of that device, or the replacement of that device.

3. Nothing in paragraph (B)(54)(a)(i) of this rule:

- a) Limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services (as listed in this rule) that are determined by the IEP team to be necessary for the child to receive FAPE.
 - i) Limits the responsibility of a school district to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or
- b) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly, as required in rule 3301-51-02 of the Administrative Code.

ODLS Best Practices

Due to the virtual nature of ODLS, in most cases, the provision of related services will need to be contracted. Therefore, in order to make arrangements for an evaluation to qualify for related services, or for the provision of services to be available at the beginning of the IEP period, it is critical the Related Services department be informed.

The following steps will be implemented so that the provision of related services is complaint and timely:

1. ODLS provides related services to all eligible students according to what is prescribed by the Individual Education Plan.
 - a) Contracts are secured with private clinics, therapists, hospitals and local districts throughout the state to provide therapy for ODLS students.
 - b) ODLS is responsible for providing related services and will attempt to secure services within a reasonable distance from the student's residence.
2. Once a student has been identified as needing related services as outlined on their IEP, it is the responsibility of the assigned special education teacher to notify the school's Related Service Manager, so that a service provider can be assigned to the student.
 - a) Once a therapist is identified, the therapist contacts the family to set up the therapy schedule.
 - b) It is the contracted provider's responsibility to provide all required documentation of services within given timelines and to notify ODLS of any absences from therapy and/or any concerns that they may have regarding the student.
 - c) It is the parent's responsibility to ensure their student attends therapy sessions and to notify ODLS of any concerns with the contract provider or any changes that may prohibit the student from attending therapy.
3. If a student has consistent truancy, the IEP team will meet to determine if services are still deemed necessary.
 - a) The parent has the right to decline services for their student at any time.

4. Compensatory Services

- a) When a student has not been provided therapy services that are deemed appropriate on the student's IEP due to the school's failure to locate a therapist, that student is owed compensatory services.
- b) These services can be delivered within a normal school week in conjunction with current services or during school breaks when normal services would not be provided.
- c) The determination as to the appropriate method of delivering compensatory services should be done in consultation with the therapist as some students will not benefit from additional services within small time frames.
- d) A plan for the delivery of compensatory services will be developed by the IEP team within 2 weeks of a therapy provider being identified.
- e) Compensatory services will not be provided when the parent has declined a provider who is within a reasonable distance (60-minute drive or less) from the student's home address.
- f) Compensatory services are calculated using the start date of the services on the IEP and the first day that therapy has been provided.
- g) Compensatory services will not be provided for sessions that are missed due to student or parent illness, transportation issues, or general truancy.
- h) The compensatory plan will be based upon the statement of assurance provided to the parent at previous IEP meeting.
- i) The IEP team will meet to determine appropriate therapy frequency and duration and then Ohio within the IEP the time frame that services will be delivered and how they will be delivered.

Transportation

Federal Guidelines- Transportation

1. General.

- a) If necessary, for the child to benefit from or participate in the services provided under this part, a parentally placed private school child with a disability must be provided transportation:
 - b) From the child's school or the child's home to a site other than the private school; and
 - c) From the service site to the private school, or to the child's home, depending on the timing of the services.
- 2. LEAs are not required to provide transportation from the child's home to the private school.
- 3. Cost of transportation.
- 4. The cost of the transportation described in paragraph (b)(1)(i) of this section may be included in calculating whether the LEA has met the requirement of § [300.133](#).

Ohio Guidelines

- 1. Definitions.
 - a) The term disabilities includes the following:
 - i) autism,
 - ii) deaf-blindness,
 - iii) deafness, hearing impairment
 - iv) cognitive disability
 - v) multiple disabilities
 - vi) orthopedic impairment
 - vii) other health impairment
 - viii) serious emotional disturbance
 - ix) specific learning disability
 - x) speech or language impairment
 - xi) traumatic brain injury
 - xii) visual impairment including blindness
 - xiii) any other conditions as identified in division (A) of section 3323.01 of the Revised Code.
 - b) Special transportation means vehicle transportation service required by the individualized education program or any applicable state or federal law.
 - c) Transportation means travel to and from school, between schools, and in and around school buildings, and may include the following:
 - d) Travel to and from school, between schools, and in and around school buildings during normal school hours and outside of normal school hours if included on the individual education program.
 - e) Specialized equipment, such as special or adapted vehicles, lifts, and ramps, if required to provide special transportation for a child with disabilities.
 - f) Fitting and/or retrofitting vehicles with specialized equipment, such as car seats, securement systems, and harnesses.

- g) Employment of aides for particular special education vehicles if deemed necessary by the school district.
- h) Alternative pick-up and drop-off locations, such as the curb, driveway, or front door of the child's home, if determined to be appropriate based upon the individual needs of the child.
- i) Other travel that may be arranged by the school district with no reimbursement from the state.
- j) School district means city, local, exempted village, educational service center, community school, STEM school, boarding school, or county board of developmental disabilities, for purposes of this rule.
- k) Children with disabilities in this rule refers to those aged three through twenty-one.
- l) Weekend travel on Saturday or Sunday for residential schools is permitted.
- m) Department means the Ohio department of education.
- n) State residential schools.
- o) This paragraph refers to the Ohio state school for the blind and the Ohio state school for the deaf.
- p) Reimbursement for transportation to and from the school district of residence shall be approved by the department for eligible children with disabilities placed in the Ohio state school for the blind and the Ohio state school for the deaf.
- q) Reimbursement claims for weekend travel and/or daily travel shall be approved by the department for eligible children with disabilities placed in the Ohio state school for the blind and the Ohio state school for the deaf.

2. Eligibility.

- a) Reimbursement for special education transportation may be approved by the department's office of pupil transportation for children with disabilities attending a special education program approved by the department's office for exceptional children, and/or attending a regular class in a public school.
- b) School district transportation personnel shall be consulted in the preparation of the individualized education program when transportation is required as a related service and when the child's needs are such that information to ensure the safe transportation and well-being of the child is necessary to provide such transportation.
- c) When required by the individualized education program, transportation will be provided based upon the unique needs of an individual child.
- d) A community school governing board shall provide or arrange transportation free of any charge for any disabled student enrolled in the school for whom the student's individualized education program specifies transportation.
- e) For transportation purposes, a child with disabilities attending a nonpublic school, placed by parent, guardian, or others, shall be entitled to transportation the same as any child without disabilities attending a nonpublic school in accordance with section 3327.01 of the Revised Code.

3. General requirements

- a) Each school district shall establish its own reasonable travel time. Travel time is defined as beginning at the initial pickup of the child and ending with the final arrival at the school destination.
- b) The school district shall develop its travel time standard, approved by the individual board of education, and shall consider the following factors: age of child, condition of disability, geographic size of school district, location of special education class, traffic patterns, and roadway conditions.

ODLS Best Practices

- 1. If transportation is required in order for a student to receive services as outlined on their IEP, ODLS will work with the family to ensure that appropriate transportation is provided.
- 2. Transportation arrangements will vary depending on the service location and transportation options in that area of the Ohio.
- 3. Arrangements may include bus tokens, taxi credits, contracts with local transportation providers, or reimbursement to the parent directly based on the federal mileage rate.
- 4. Reimbursement for mileage will be approved by the Special Education Manager or designee.
- 5. Proper documentation must be submitted in order for reimbursement to be made.

Assistive Technology

ODLS Best Practices

- 1. Assistive technology (AT) is a component of the educational programs of students with disabilities.
- 2. Assistive Technology Devices are any items, equipment, products, or system, whether acquired commercially, teacher-made, modified, or customized, that are used to

increase, maintain, or improve the functional capabilities of children with disabilities. The following are some examples of assistive technology that may be available to students with disabilities;

- a) adapted toys
 - b) switches
 - c) computers,
 - d) amplification systems,
 - e) wheelchairs,
 - f) memory aids,
 - g) magnifiers,
 - h) augmentative communication devices.
3. Assistive Technology Services are services needed to support effective use of AT devices. AT services may include:
- a) training or technical assistance for the child and/or the child's family, and
 - b) training or technical assistance for professionals, employers, or other individuals who are substantially involved in the major life functions of an individual with a disability

ODLS will provide assistive technology and or adapted materials as needed to provide each child FAPE.

Accessible Instructional Materials

ODLS Best Practices

1. ODLS will provide print instructional materials in an accessible format to students who are blind or other print disabled.

- a) These materials must be provided in a timely manner, usually about the same time as the traditional materials are received by other students, unless unusual circumstances exist.
 - i) Accessible formats include
 - ii) braille
 - iii) audio
 - iv) digital text
 - (1) but do not include the altering of the content.

It is the special education teacher's responsibility to notify the Academic Administrator-Special Programs Administrator or designee of any special instructional materials needed by students on their caseload as soon as possible in order to allow sufficient time for such materials to be delivered to the student.

Manifestation Determination

Federal Guidelines

1. Manifestation determination.

- a) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.
 - b) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.
 - c) If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to remedy those deficiencies.
- 2. Determination that behavior was a manifestation.
 - a) If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must:
 - i) Either:
 - (1) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
 - (2) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - (3) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.
- 3. Special circumstances.
 - a) School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:
 - b) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a SEA or an LEA;
 - c) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a SEA or an LEA; or

- d) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a SEA or an LEA.
- 4. Notification.
 - a) On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice described in §300.504.
- 5. Definitions.
 - a) For purposes of this section, the following definitions apply:
 - b) Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).
 - c) Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
 - d) Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United Ohio’s Code.
 - e) Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United Ohio’s Code. (Authority: 20 U.S.C. 1415(k)(1) and (7))

Ohio Guidelines

- 1. Manifestation determination
 - a) Within ten school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent, and relevant members of the child’s IEP team (as determined by the parent and the school district) must review all relevant information in the child’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
 - ii) If the conduct in question was the direct result of the school district’s failure to implement the IEP.
 - b) The conduct must be determined to be a manifestation of the child’s disability if the school district, the parent, and relevant members of the child’s IEP team determine that a condition in either paragraph (K)(20)(e)(i)(a) or (K)(20)(e)(i)(b) of this rule was met.

- c) If the school district, the parent, and relevant members of the child's IEP team determine the condition described in paragraph (K)(20)(e)(i)(b) of this rule was met, the school district must take immediate steps to remedy those deficiencies.
- 2. Determination that behavior was a manifestation
 - a) If the school district, the parent, and relevant members of the IEP team make the determination that the conduct was a manifestation of the child's disability, the IEP team must:
 - i) Either:
 - (1) Conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
 - (2) If a behavioral intervention plan already has been developed, review the behavioral intervention plan and the implementation of the plan, and modify it, as necessary, to address the behavior; and
 - (3) Except as provided in paragraph (K)(20)(g) of this rule, return the child to the placement from which the child was removed, unless the parent and the school district agree to a change of placement as part of the modification of the behavioral intervention plan.
- 3. Special circumstances
 - a) School personnel may remove a child to an interim alternative educational setting for not more than forty-five school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:
 - b) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the Ohio department of education or a school district;
 - c) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the Ohio department of education or a school district; or
 - d) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the Ohio department of education or a school district.
- 4. Notification
 - a) On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a

code of student conduct, the school district must notify the parents of that decision and provide the parents the procedural safeguards notice described in paragraph (I) of this rule.

5. The following terms are defined as they are used in this rule:

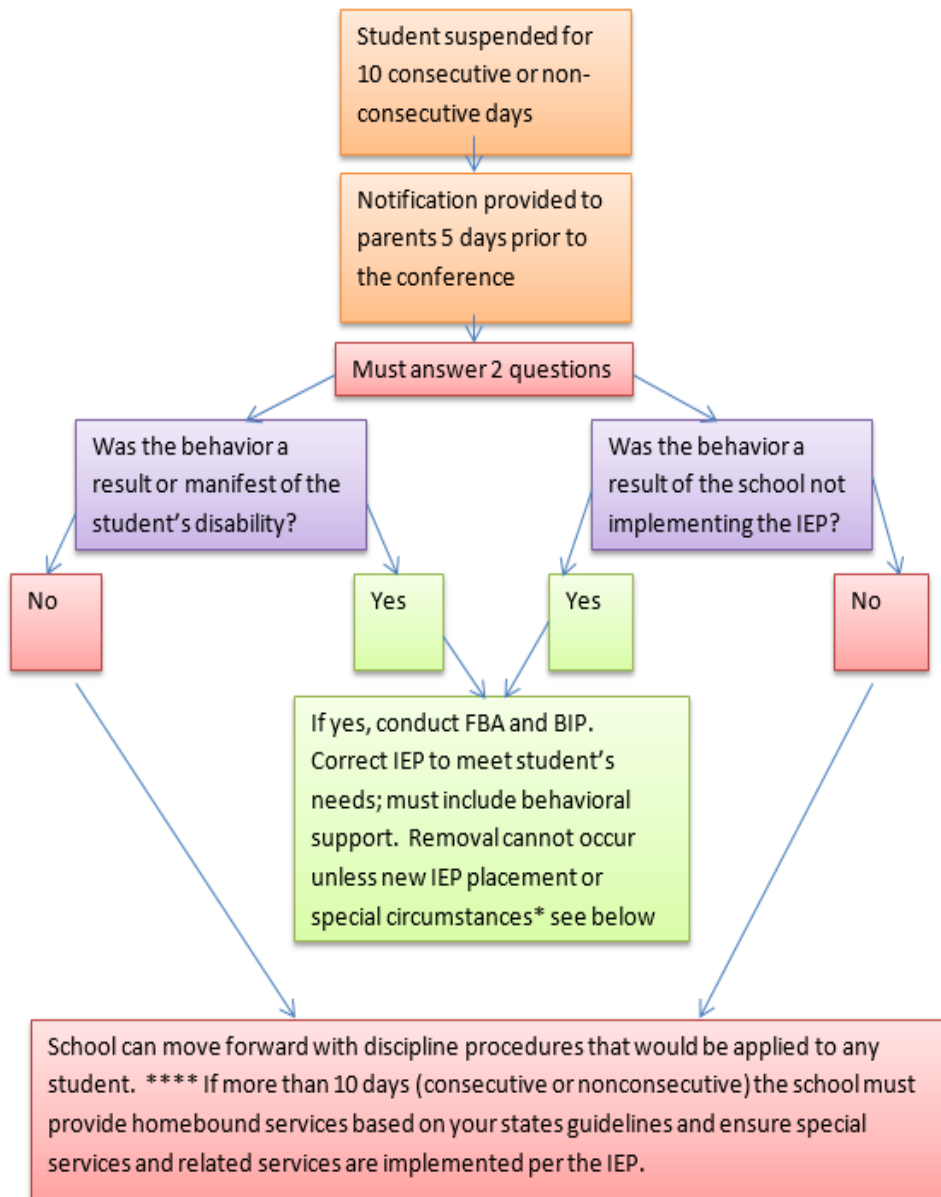
- a) “Controlled substance” means a drug or other substance identified under schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act as amended and specified in the Anabolic Steroids Control Act of 1990, November 1990, 21 U.S.C. 812(c).
- b) “Illegal drug” means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that act or under any other provision of federal law.
- c) “Serious bodily injury” has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of Title 18, United States Code.
- d) “Weapon” has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of Title 18, United States Code.
- e)

ODLS Best Practices

The following steps will be taken when holding a meeting.

1. The MDR Staff member will send an Invitation for Manifestation Determination Review (PR-02) to the parent or student of age via email, and/or phone call (voice message left if call is unanswered).
2. All contacts will be noted in TVS notes under the student’s profile.
3. The MDR Staff member will send a calendar invite to
 - a. Appropriate Staff Members
 - b. Attendance Officer
 - c. Director of Student Services
 - d. ODLS Special Program’s Calendar
4. The MDR Staff member will hold Manifestation Determination Meeting
 - a. For a Disciplinary action - Amend IEP or adapt IEP – If behavior is a Manifestation of the student’s disability
 - b. For Attendance only - Proceed with disciplinary process if behavior is NOT a manifestation of the student’s disability in accordance with H.B. 410
 - c. Email PR-03 & PR-01 to the parent / student of age via TVS & mark as note.

Manifestation Determination Flowchart



Dispute Resolution

Federal Guidelines- §300.152 Minimum Ohio complaint procedures.

1. Time limit; minimum procedures.
 - a) Each SEA must include in its complaint procedures a time limit of 60 days after a complaint is filed under §300.153 to—
 - i) Carry out an independent on-site investigation, if the SEA determines that an investigation is necessary;
 - ii) Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
 - iii) Provide the public agency with the opportunity to respond to the complaint, including, at a minimum:
 - b) At the discretion of the public agency,
 - i) a proposal to resolve the complaint; and an opportunity for a parent who has filed a complaint and the public agency to voluntarily engage in mediation consistent with §300.506;
 - ii) Review all relevant information and make an independent determination as to whether the public agency is violating a requirement of Part B of the Act or of this part; and
 - iii) Issue a written decision to the complainant that addresses each allegation in the complaint and contains:
 - iv) Findings of fact and conclusions; and
 - v) The reasons for the SEA's final decision.
2. Time extension; final decision; implementation.
 - a) The SEA's procedures described in paragraph (a) of this section also must:
 - i) Permit an extension of the time limit under paragraph (a) of this section only if:
 - ii) Exceptional circumstances exist with respect to a particular complaint; or
 - iii) The parent (or individual or organization, if mediation or other alternative means of dispute resolution is available to the individual or organization under Ohio procedures) and
 - iv) the public agency involved agree to extend the time to engage in mediation pursuant to paragraph (a)(3)(ii) of this section, or to engage in other alternative means of dispute resolution, if available in the Ohio; and
 - v) Include procedures for effective implementation of the SEA's final decision, if needed, including—
 - (1) Technical assistance activities;
 - (2) Negotiations; and
 - (3) Corrective actions to achieve compliance.
3. Complaints filed under this section and due process hearings under §300.507 and §§300.530 through 300.532.

4. If a written complaint is received that is also the subject of a due process hearing under §300.507 or §§300.530 through 300.532, or contains multiple issues of which one or more are part of that hearing, the Ohio must set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing.
 - a) However, any issue in the complaint that is not a part of the due process action must be resolved using the time limit and procedures described in paragraphs (a) and (b) of this section.
5. If an issue raised in a complaint filed under this section has previously been decided in a due process hearing involving the same parties:
 - a) The due process hearing decision is binding on that issue; and
 - b) The SEA must inform the complainant to that effect.
 - c) A complaint alleging a public agency's failure to implement a due process hearing decision must be resolved by the SEA.
6. §300.153 Filing a complaint.
 - a) An organization or individual may file a signed written complaint under the procedures described in §§300.151 through 300.152.
 - b) The complaint must include—
 - i) A statement that a public agency has violated a requirement of Part B of the Act or of this part;
 - ii) The facts on which the statement is based;
 - iii) The signature and contact information for the complainant; and
 - iv) If alleging violations with respect to a specific child—
 - v) The name and address of the residence of the child;
 - vi) The name of the school the child is attending;
7. In the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), available contact information for the child, and the name of the school the child is attending:
 - a) A description of the nature of the problem of the child, including facts relating to the problem; and
 - b) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.
8. The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with §300.151.
9. The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the SEA. (Approved by the Office of Management and Budget under control numbers 1820–0030 and 1820–0600) (Authority: 20 U.S.C. 1221e–3)

Ohio Guidelines- Adoption of state complaint procedures

1. General
 - a) The Ohio department of education shall adopt written procedures for:
 - i) Resolving any complaint, including a complaint filed by an organization or individual from another state, that meets the requirements of paragraph (K)(6) of this rule by:
 - (1) Providing for the filing of a complaint with the Ohio department of education; and
 - (2) At the Ohio department of education's discretion, providing for the filing of a complaint with a school district of residence and the right to have the Ohio department of education review the school district of residence's decision on the complaint; and
 - (3) Widely disseminating to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities, the state procedures under paragraphs (K)(4) to (K)(6) of this rule.
2. Remedies for denial of appropriate services
 - a) In resolving a complaint in which the Ohio department of education has found a failure to provide appropriate services, the Ohio department of education, pursuant to its general supervisory authority under Part B of the IDEA, must address:
 - i) The failure to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); and
 - ii) Appropriate future provision of services for all children with disabilities
3. Minimum state complaint procedures
 - a) Time limit; minimum procedures
4. The Ohio department of education shall include in its complaint procedures a time limit of sixty days after a complaint is filed under paragraph (K)(6) of this rule to:
 - a) Carry out an independent on-site investigation, if the Ohio department of education determines that an investigation is necessary;
 - b) Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
 - c) Provide the school district of residence with the opportunity to respond to the complaint, including, at a minimum:
 - i) At the discretion of the school district of residence, a proposal to resolve the complaint; and
 - ii) An opportunity for a parent who has filed a complaint and the school district of residence to voluntarily engage in mediation consistent with paragraph (K)(3) of this rule;
 - iii) Review all relevant information and make an independent determination as to whether the school district is violating a requirement of Part B of the IDEA or of this rule; and

- iv) Issue a written decision to the complainant that addresses each allegation in the complaint and contains:
 - (1) Findings of fact and conclusions; and
 - (2) The reasons for the Ohio department of education's final decision.
 - 5. Filing a complaint
 - a) An organization or individual may file a signed written complaint under the procedures described in paragraphs (K)(4) to (K)(5) of this rule.
 - b) The complaint must include:
 - i) A statement that a school district of residence has violated
 - ii) The facts on which the statement is based;
 - iii) The signature and contact information for the complainant; and
 - iv) If alleging violations with respect to a specific child:
 - (1) The name and address of the residence of the child;
 - (2) The name of the school the child is attending;
 - 6. In the case of a homeless child or youth (within the meaning of Section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2), as amended and specified in Title X, Part C, of the No Child Left Behind Act of 2001, January 2002, 42 U.S.C. 11431), available contact information for the child, and the name of the school the child is attending;
 - a) A description of the nature of the problem of the child, including facts relating to the problem; and
 - b) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.
 - 7. The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with paragraph (K)(4) of this rule.
 - 8. The party filing the complaint must forward a copy of the complaint to the school district of residence at the same time the party files the complaint with the Ohio department of education.
 - 9.
- ODLS Best Practices
- 1. Disputes that are resolved at the school level may preserve and even strengthen the relationship between the school and the parent.
 - 2. While the parent always has the right to request Mediation or a Due Process Hearing and should always be informed of this right, many times issues can be resolved at a less intense level as system personnel and parents seek mutual understanding and agreement.
 - 3. The following four (4) step process may be used to resolve problems before they grow to the level requiring Mediation or a Due Process Hearing:
 - a) Contact the assigned Special Education Teacher via email and/or by phone.
 - b) Hold an IEP team meeting to discuss concerns of the IEP team members.

- c) Contact the Special Education Manager via email and/or by phone.
- d) If issue is unresolved, contact the ODLs Head of School via email and/or by phone.

Stay Put

Federal Guidelines

1. During the pendency of any administrative or judicial proceeding, including mediation (if the school district or other public entity voluntarily agrees to participate in mediation), unless the school district and the parents or student (if at least 18 years of age or emancipated) otherwise agree, the student shall remain in his or her present educational placement and continue in his or her present eligibility status and special education and related services, if any.
2. If mediation fails to resolve the dispute between the parties, the parent (or student if 18 years of age or older or emancipated) shall have 10 days after the mediation concludes to file a request for a due process hearing in order to continue to invoke the “stay-put” provisions of this subsection (j).
3. The costs for any special education and related services or placement incurred following 60 school days after the initial request for evaluation shall be borne by the school district if the services or placement is in accordance with the final determination as to the special education and related services or placement that must be provided to the child, provided that during that 60-day period there have been no delays caused by the child’s parent.

Ohio Guidelines

1. Your child must remain or stay put in the current educational placement while a due process complaint is in progress, unless you and the school district agree that your child’s educational placement can change.
2. Your child’s current educational placement is the one described in his or her most recently implemented IEP.
3. If your child has been placed in an interim alternative educational setting (IAES – a temporary learning setting outside of the school) because of discipline by the school district, your child stays in that educational setting until the hearing officer makes a decision or until the district’s discipline of your child ends, whichever happens first;
 - a) If the due process complaint involves admission to the district, your child, with your permission, must be placed in the district until due process is completed.
 - b) If the due process complaint involves the application to begin services under the school age part of the law because your child has turned 3 years old and is no longer eligible for services under the early intervention part of the law, the school district is not required to provide the early interventional services that your child has not been receiving.
4. If your child is found eligible for special education services and the parent consents to the initial provision of services, then the school district must provide those services that are not in dispute between the parent and the district.
5. If the review officer agrees with your child’s parents that a change of placement is appropriate, the placement must be treated as an agreement between the state and the parents for purposes of stay put.

ODLS Best Practices

ODLS will follow guidelines regarding Stay Put.

When to Provide Prior Written Notice, Informed Consent and Procedural Safeguards Notice

(Whose IDEA Is This?)

Steps in the Special Education Process	Action Required		
	Notification or Informed Consent	Prior Written Notice to Parents PR-01	<i>Whose IDEA Is This?</i>
1. Procedural safeguards must be provided to the parents once a year			X
2. Procedural safeguards must be provided upon request of the parents			X
3. Initial referral for a suspected disability		X	X
4. Initial evaluation	Informed consent (Parent Consent for Evaluation PR-04 form)	X	
5. Eligibility determination		X	
6. IEP meeting	Notification (Parent Invitation to Meeting PR-02 form)	Provide after an IEP, if parents do not agree or do not attend the meeting	
7. Reevaluation with assessments conducted	ormed consent (Parent Consent for Evaluation PR-04 form)	Provide before, and after if	

		parents do not agree or disability category changes	
8. Reevaluation without further assessments conducted	Notification	May use this form to notify before, and provide after, if parents do not agree or disability category changes	
9. No reevaluation conducted		X	
10. Transfers from out of state and out of district	Informed consent (Parent Consent for Evaluation PR-04 form) (If an evaluation is to be conducted)	Provide only after an IEP, if parents do not agree	If moved from out of state
11. Change of placement	Informed consent (IEP PR-07 form)	Provide only after an IEP, if parents do not agree	
12. Change in the type and amount of services		Provide only after an IEP, if parents do not agree	
13. Exit from special education	Notification (Summary of performance if graduating or aging out of special education)	X	
14. District refuses services requested by parents		X	
15. District proposes/refuses to		X	

change disability category			
16. Releasing personally identifiable information	Informed consent (written consent)		
17. Destruction of personally identifiable information	Notification prior to destruction		
18. Transfer of parental rights	Statement included in IEP PR-07 form		X
19. Upon receipt of the first due process complaint or upon receipt of first state complaint in school year			X
20. Disciplinary change in placement		X	X
21. Revocation of consent		X	

Prior Written Notice, Informed Consent and Procedural Safeguards Notice (*Whose IDEA Is This?*)

- Procedural safeguards must be provided to the parents once a year.
The school district must give a copy of the procedural safeguards notice (*Whose IDEA Is This?*) to the parents at least once a year, except as noted below:
 - Upon initial referral or the parents request for evaluation;
 - Upon request by the parents;
 - Upon receipt of the first due process complaint or state complaint in a school year; and
 - Upon a change in placement for disciplinary action.
- Procedural safeguards must be provided upon request of the parents.
The school district must give a copy of the procedural safeguards notice (*Whose IDEA Is This?*) to the parents whenever the parents request.
- Initial referral for a suspected disability
On the date of the referral, the district must provide the parents with a copy of the procedural safeguards notice (*Whose IDEA Is This?*). For a parental referral, the date of referral is the date that the district received either the verbal or written request from the parents to conduct an evaluation. For a district referral, the date of referral is the date that the screening or review team decided an evaluation should be conducted.
See [Evaluation – 6.2 Request and Referral for Initial Evaluation](#).

Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the Prior Written Notice to Parents PR-01 form to the parents if the district does not suspect a disability.

4. Initial evaluation

Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the Prior Written Notice PR-01 form to the parents and receive written, informed consent (Parent Consent for Evaluation PR-04 form) from the parents prior to conducting any assessments as part of an initial evaluation. A description of any evaluation procedures the district proposes to conduct must also be provided to the parents. (If the notice relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requires parental consent.)

5. Eligibility determination

If the evaluation team determines that a child is not eligible for special education and related services the district will provide the parents the Prior Written Notice to Parents PR-01 form once this determination is made. If the evaluation team determines that a child is eligible for special education and related services, see Item number 6, IEP Meeting.

6. IEP Meeting

The district must use the required Parent Invitation PR-02 form to notify and invite the parents to an IEP meeting. Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate. This requires that the district:

- Notify the parents of the IEP meeting early enough to ensure that they have an opportunity to attend; and
- Schedule the meeting at a mutually agreed upon time and place.

A district must provide the Prior Written Notice to Parents PR-01 form after an IEP meeting, if the parents do not agree with the IEP or any portion of the IEP or do not attend the meeting.

A district must provide prior written notice to the parents and receive written, informed consent from the parents before the initial placement of a child in special education. The IEP PR-07 form serves as prior written notice unless the parents disagree with the IEP. Written informed consent to initiate special education and related services is provided through the parents' signature on the IEP form.

7. Reevaluation with assessments conducted

A district must provide the Prior Written Notice to Parents PR-01 form and obtain informed parental consent (Parent Consent for Evaluation PR-05 form) before conducting any tests or assessments as part of a reevaluation of a child with disabilities,

unless the district has provided notice and the parents have failed to respond to reasonable attempts to obtain consent.

The district must provide the Prior Written Notice to Parents PR-01 form after the reevaluation is completed, if the parents disagree with the reevaluation or the reevaluation results in a change in the child's disability category.

8. Reevaluation without further assessments conducted

If the evaluation team determines that no additional data are needed to determine that the child continues to be a child with a disability and to determine the child's educational needs, the evaluation team must notify the child's parents. The notification that no further assessments are necessary must include:

- The team's determination and the reasons for the determination; and
- The parents' right to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

The Prior Written Notice to Parents PR-01 form may be used for this notification as long as it includes the information listed directly above.

The district must provide the Prior Written Notice to Parents PR-01 form after the reevaluation is completed, if the parents disagree with the reevaluation or the reevaluation results in a change in the child's disability category.

9. No reevaluation conducted

If the IEP team, including the parents, agrees that a reevaluation of a child is unnecessary, the district must provide the Prior Written Notice to Parents PR-01 form.

10. Transfers from out of state and out of district

Upon the enrollment of a child with an existing IEP from another district or state, the district must convene the IEP team and determine if the team will accept the existing IEP or change the existing IEP. If the parents disagree with the IEP team on the IEP that will be implemented by the district, the Prior Written Notice to Parents PR-01 form must be provided to the parents. See [IEP – 7.1 General](#).

Transfers from out of state

If the child moved into the district from another state, the district must provide the parents with a copy of the procedural safeguards notice (*Whose IDEA Is This?*).

If the district determines that a new evaluation is necessary for a child who transfers from out of state, the evaluation is considered an initial evaluation and the district must provide the Prior Written Notice to Parents PR-01 form and obtain written parental consent (Parent Consent for Evaluation PR-05 form). See [Evaluation – 6.2 Request and Referral for Initial Evaluation](#).

Transfers from out of district

If the child transfers into the district from another district in the state, the district provides the parents with a copy of the procedural safeguards notice (*Whose IDEA Is This?*) if the sending school district had not provided the parents with a copy during the current school year.

If the IEP team refers a child who transfers from another district in the state for additional evaluation, the evaluation is considered to be a reevaluation. The district must provide the Prior Written Notice to the Parents PR-01 form and obtain written parental consent

(Parent Consent for Evaluation PR-05 form). See [Evaluation – 6.5 Reevaluation](#).

11. Change of placement

The district must provide the Prior Written Notice to Parents PR-01 form after an IEP meeting, if the parents do not agree with the IEP team's proposed change of placement on the continuum of alternative placement options. The district may not change the child's placement until the parents consent to the proposed change of placement.

12. Change in the type and amount of services

The district must provide the Prior Written Notice to Parents PR-01 form after an IEP meeting, if the parents do not agree with the changes in the types and amount of services being proposed. The district may then proceed to implement the IEP.

13. Exit from special education

The district must provide the Prior Written Notice to Parents PR-01 form whenever a child exits special education. In addition, for a child whose eligibility for special education terminates because the child is graduating with a regular diploma or exceeding the age eligibility for special education, the school district must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

14. District refuses services requested by parents

The district must provide the Prior Written Notice to Parents PR-01 form to the parents any time the district refuses the request of the parents to provide special education and related services to the child.

15. District proposes/refuses to change disability category

The district must provide the Prior Written Notice to Parents PR-01 form to the parents any time the district proposes or refuses to change the child's disability category. The ETR and the documentation of eligibility can be considered a prior written notice if all the elements required in a prior written notice are present in the ETR and determination of eligibility.

16. Releasing personally identifiable information
The district must obtain written parental consent prior to releasing any personally identifiable information about the child to any person or agency not entitled by law to see it, and to a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
17. Destruction of personally identifiable information
The school district must inform the parents when personally identifiable information collected, maintained and used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a child's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. This notification may be in writing or provided verbally. If provided verbally, the school district should document this notification in the child's education record.
18. Transfer of parental rights
One year before the child's 18th birthday, the district must notify both the child and the parents of the parental rights, under Part B, that will transfer to the child upon reaching the age of majority. The district also must provide the child with a copy of the procedural safeguards notice (*Whose IDEA Is This?*). This notification is documented on the child's IEP PR-07 form.
19. Upon receipt of the first due process complaint or upon receipt of the first state complaint in the school year
The school district must give the parents a copy of the procedural safeguards notice (*Whose IDEAs This?*) upon receipt of the parents' first due process request. The Ohio Department of Education, Office for Exceptional Children gives the parents a copy of the procedural safeguards (*Whose IDEA Is This?*) upon the parents' filing of the first state complaint within the school year.
20. Disciplinary change in placement
Whenever a change of placement occurs due to disciplinary action, a copy of the procedural safeguards notice (*Whose IDEAs This?*) and Prior Written Notice PR- 01 form must be provided.

21. Revocation of consent (must be in writing)

The district must provide the Prior Written Notice to Parents PR-01 form if the parents of a child with a disability revoke consent in writing for the continued provision of all special education and related services. This notice must include:

- A summary of all of the supports and services the child will no longer receive, and any change in educational placement that will occur as a result of the revocation of consent.
- Statements that once the revocation takes effect, the district will not be considered to be in violation of its requirement to make FAPE available, is not required to convene an IEP meeting or develop an IEP, is not required to conduct a three year reevaluation, is not required to offer the child the discipline protections available under IDEA and is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services.
- A statement that by revoking consent for special education and related services for the child, the parent is not waiving the right to request an initial evaluation or to receive services in the future.



OASBO 457 Deferred Compensation Plan

For employees of Ohio's public schools

457(b) plan

As an employee of an Ohio public school, you are eligible to participate in a 457(b) deferred compensation plan to supplement your Ohio SERS, STRS, or PERS basic retirement plan.

Participating in a 457(b) plan does not reduce the amount you may contribute to a 403(b) program – this means you can potentially contribute twice as much money on a tax-deferred basis for retirement.



If you already participate in a 403(b) plan, you may consider participating in a 457(b) plan.

What is a 457(b) deferred compensation plan?

457(b) plans are supplemental tax-deferred plans available to employees of Ohio's public school districts, which allow pre-tax contributions and Roth 457 contributions (if elected by your public school district) up to the IRS limit. For current IRS limits on retirement savings account contributions, go to www.voya.com/IRSlimits.

- Special catch-up available for those age 50 and older
- Catch-up of underutilized amounts allowed in the last 3 years prior to the year in which you reach your plan's normal retirement age

Note: You cannot use both catch-up provisions during the same year. The greater of the two catch-up amounts is available for use. See your local financial professional for more information about the availability of these catch-up contributions.

How does a 403(b) plan compare to a 457(b) plan?

Both plans offer you a way to set aside money for retirement on a tax deferred basis, but there are certain differences between the two plan types (see below).

403(b) / 457(b) Plan Comparison	
403(b)	457(b)
• A supplemental way to save for retirement • Pre-tax (and Roth 403(b) where available) contributions • Tax-deferral* • Available to you at retirement or severance from employment as a lump sum or a series of payments • Portable – can be rolled over to a traditional or Roth IRA or other eligible retirement plan • In-service hardship withdrawals are restricted by the terms of the employer's plan and the Internal Revenue Code (Code) and may be subject to a review and approval process by the employer. • Withdrawals will be subject to the IRS 10% premature distribution penalty tax prior to attaining age 59½, unless another exception applies	• A supplemental way to save for retirement • Pre-tax (and Roth 457 where available) contributions • Tax-deferral* • Available to you at retirement or severance from employment as a lump sum or a series of payments • Portable – can be rolled over to a traditional or Roth IRA or other eligible retirement plan • Unforeseeable emergency withdrawals are restricted by the terms of the employer's plan and the Internal Revenue Code, and may be subject to a review and approval process by employer • No IRS 10% premature distribution penalty tax imposed for withdrawal of 457(b) benefits; however, the IRS 10% premature distribution penalty tax may apply to withdrawals of non-457 amounts that were rolled into the 457(b) plan unless an IRS exception applies.

* Taxes are due upon withdrawal.

Why did your school district add the OASBO 457 Deferred Compensation Plan as a benefit to you?

Legislation gave public school employees the opportunity to defer more money to save for retirement through more than one supplemental retirement plan. You now have the choice to contribute to 403(b) or 457(b) plan, or both, with separate contribution limits for each plan.

Since a 457 plan does not impose the IRS 10% premature distribution penalty tax on contributions made to that plan, they may be a better fit for school employees who retire prior to attaining age 55. (the IRS 10% premature distribution penalty tax may apply to withdrawals of non-457 amounts that were rolled into the 457(b) plan an IRS exception applies).

Of course, withdrawals are taxed as ordinary income in the year the money is received. Special rules apply to distributions of Roth amounts. Withdrawals from a 457(b) plan are

permitted upon severance from employment, death, attaining age 59½, or an approved unforeseeable emergency (as defined by the Internal Revenue Code). Any release of funds from the plan will be at the sole discretion of the employer.

Who may be interested in the school district's OASBO 457 Deferred Compensation Plan?

Newly Hired: Newly hired teachers who may exit the profession within a few years may wish to consider a 457(b) plan. Because contributions (and attributable earnings) to 457 plans are not subject to the IRS 10% premature distribution penalty tax that may be imposed by the IRS on early withdrawals from other qualified plan types, these monies are available to withdraw as they see fit upon severance from employment with the sponsoring school. 457(b) withdrawals will be taxed as ordinary income in the year the money is distributed. Special rules apply to distributions of Roth amounts.

Younger Retirees: 457(b) plans can be used by those who are eligible to retire prior to attaining age 55 and who cannot access their 403(b) accounts without incurring the IRS 10% premature distribution penalty tax.

Newly "Rehired" Retirees: Due to a national shortage of both educators and administrators, there seems to be a growing trend for educators to retire from one district, draw their retirement benefits from STRS, PERS, or SERS, and then seek reemployment in the same or new district. Many employees want the opportunity to maximize their savings during these years. The contribution limit in 457(b) plans is in addition to any contributions you make to a 403(b) Tax Deferred Annuity.

Super Savers: Some educators want to maximize their retirement savings. If a public school district offers both a 403(b) and 457(b) plan, employees may defer income into both plans to the maximum deferral limit for that year. Special catch-up provisions also can help increase the amount a plan participant may defer (an individual's compensation will affect the maximum deferral available).



Time

The sooner you begin saving for retirement, the longer your dollars have to potentially accumulate and compound with tax-deferred earnings before you need them.

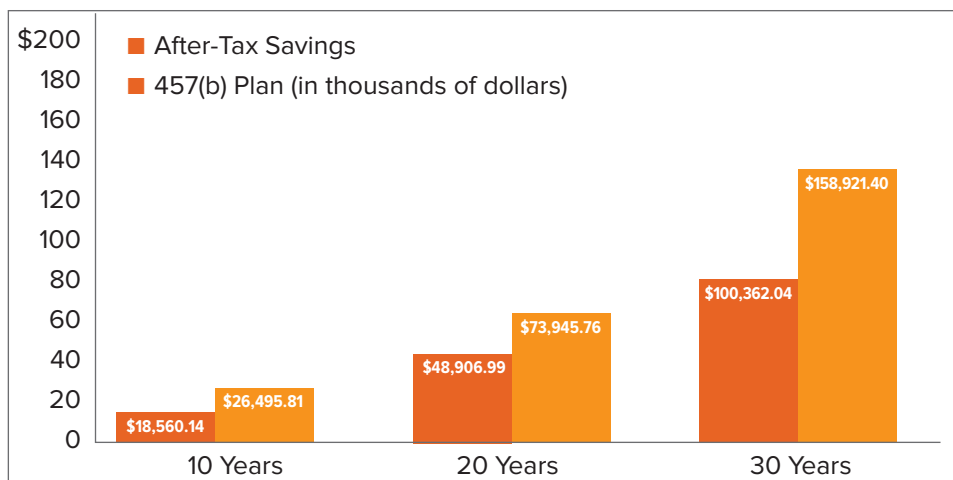
The long-term savings potential

Compare how the \$75 biweekly contributions could accumulate over time when federal income taxes are assessed at 25%, and the investments earn an assumed 6.0% annual rate of return. By contributing on a tax-deferred basis and leaving earnings to compound over a long period of time, more value may accrue than if taxes were paid every year with an after-tax savings plan.

	After-Tax Savings Plan	457(b) Plan
Biweekly contribution	\$75.00	\$75.00
Less income tax (25%)	-18.75	-0.00
Net biweekly contribution	56.25	75.00
Net yearly contribution	\$1,462.50	\$1,950.00
After 10 Years		
Total contribution	\$14,625.00	\$19,500.00
Investment earnings at 6.0%	+5,246.85	+6,995.81
Less income tax on earnings (25%)	-1,311.71	-0.00
Total	\$18,560.14	\$26,495.81
After 20 Years		
Total contribution	\$29,250.00	\$39,000.00
Investment earnings at 6.0%	+26,209.32	+34,945.76
Less income tax on earnings (25%)	-6,552.33	-0.00
Total	\$48,906.99	\$73,945.76
After 30 Years		
Total contribution	\$43,875.00	\$58,500.00
Investment earnings at 6.0%	+75,316.05	+100,421.40
Less income tax on earnings (25%)	-18,829.01	-0.00
Total	\$100,362.04	\$158,921.40
After-tax value following lump-sum distribution	\$100,362.04	\$119,191.05

These figures assume a hypothetical rate of return and do not reflect the performance of any specific product or investment. Systematic investing does not assure a profit or protect against loss. You should consider your ability to invest consistently in up as well as down markets. Hypothetical cumulative annual earnings are taxed at 25% (based on current Federal Tax Rates) at year end. These figures do not include fees or expenses that the product would assess, including a mortality and expense risk charge (M&E) and a deferred sales charge. If included, these fees would reduce the figures shown above. Refer to the prospectus/prospectus summary for more information on fees. Income tax is due upon distribution of amounts from the tax-deferred plan. Lower maximum tax rates on capital gains and dividends would make the investment return for the taxable investment more favorable, thereby reducing the difference in the performance between the accounts posted above. Consider your personal investment horizon as well as your current and anticipated income bracket when making an investment decision, as these may further impact the results of this illustration. Bear in mind that changes in tax rates and tax treatment of investment earnings may impact the comparative results.

Withdrawals of 457(b) contributions and earnings are not subject to the IRS 10% premature distribution penalty tax.



Your biweekly contribution amount is important to your retirement accumulations over time. Compare these notable potential results when we increase the 457(b) biweekly contribution by \$5 and keep all previous assumptions, including the 6% annual rate of return compounded biweekly, the same.

457(b) Accumulation Amount		
Accumulation Years	\$75 Biweekly Contribution	\$80 Biweekly Contribution
1 year	\$2,010.18	\$2,144.19
10 years	26,495.81	28,262.19
20 years	73,945.76	78,875.48
30 years	158,921.40	169,516.16

This is a hypothetical illustration. Your actual results may vary. Systematic investing does not assure a profit or protect against loss. You should consider your ability to invest consistently in up as well as down markets.

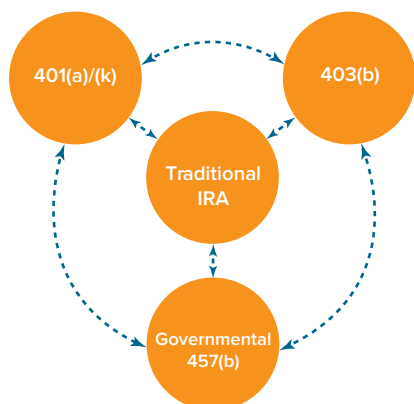
Other opportunities with a 457(b) plan

Rollover flexibility: When you retire or otherwise sever employment, you have many options if you choose to roll over your money. Rollovers can be made between eligible governmental 457(b) plans and to 403(b), 401(a)/(k) plans, and traditional and Roth IRAs. Please note: if you roll non-457 money into a governmental 457(b) plan, that money may still be subject to an IRS 10% premature distribution penalty tax if it's withdrawn from the 457(b) plan prior to age 59½ unless another exception applies.

Income tax credit: Federal legislation created a non-refundable tax credit for eligible taxpayers who make elective deferrals to certain retirement plans, including governmental 457(b) and 403(b) plans. Credits can be up to 50% of the first \$2,000 in contributions. Please be sure to check with your tax adviser for details.

If you qualify, you get BOTH the income tax credit on the current year's federal individual income tax return as well as full deductibility from the current year's income of your elective deferrals.

Please carefully consider the benefits of existing and potentially new retirement accounts and any differences in features. Rollover assets may be subject to an IRS 10% premature distribution penalty tax. Neither Voya Financial® nor its affiliated companies or representatives offer legal or tax advice. Seek the advice of a tax attorney or tax adviser prior to making a tax-related insurance/investment decision.



Your local financial professional can help you build a portfolio of funds available within the 457(b) plan that is suitable to your own risk tolerance and personal time horizon.

Voya® and the OASBO 457 Plan

Voya Retirement Insurance and Annuity Company has been chosen as an issuer of variable annuity products for the OASBO 457 Deferred Compensation Plan. The Voya family of companies is one of the world's leading providers of investment and financial services. With a diverse array of products and services, we specialize in helping individuals find the solutions that best help meet their unique financial objectives.

What kind of services will I receive from Voya?

One-on-one education and

enrollment: Avoid voicemail menus. In today's world, you may have experienced the frustration of "self implementation" in a variety of goods and services. At Voya, our financial professionals are committed to reducing your frustration and working with you face-to-face to:

- Explain the program
- Answer your questions
- Make enrollment easier

Retirement needs analysis: It provides information about the amount of income you may receive at retirement, but also hypothetically estimates the amount of income you may need at retirement (adjusted for inflation). The difference is your "retirement income gap." You can use this analysis to develop a plan that fits your budget, and helps you stay on track towards attaining your retirement objectives.

Asset allocation: Today, investors are looking for ways to reduce risk and volatility in their holdings. A landmark study showed that asset allocation decisions, more than any other factor, affected the long-term performance of an investment portfolio ("Determinants of Portfolio Performance," by Brinson, Hood and Beebower, presented in Financial Analysts Journal (May –June, 1992), updated in 1996). Using diversification/asset allocation as part of your investment strategy neither assures nor guarantees better performance and cannot protect against loss in declining markets. Your local financial professional can inform you about the asset allocation options available within the 457(b) plan so that you can choose those suitable to your own risk tolerance and personal time horizon.

Toll-free account access

We want to make it easier to do business with Voya. That means giving you the services and options you want, when you want. Our toll-free line features:

- 24 hour, seven days a week account balance information and investment allocation changes
- Daily account valuations and same-day fund transfers, provided the request is received in good order before the close of the New York Stock Exchange (generally 3 p.m. Central Time)
- Prompt, written confirmation of all transactions
- Toll-free options for hearing- and vision-impaired employees

Account access online

You can access your account information via the Internet – just log on to **oasbo.beready2retire.com** for:

- Account information
- Allocation changes
- Investment option performance history
- Transaction history



Customer service line (1-800-584-6001)

Our customer service associates are also available Monday through Friday, 7 a.m. to 8 p.m. CT to respond to participant inquiries. If you prefer, you may be connected with a multilingual operator to handle your requests.

Features at a glance

The OASBO 457 Deferred Compensation Plan is designed to be lower cost and portable, with the following features:

- No front-end sales charges – 100% of your contribution is invested in your variable annuity account
- No maintenance fee
- 0.70% Mortality and Expense Risk Charge (fund management fees and other fund operating expenses will also apply)
- 10-year deferred sales charge with waivers at separation from service, retirement, death, or unforeseeable emergency withdrawal
- Loans are available (Please note: loans will reduce your account balance, may impact your withdrawal value and limit participation in future growth potential. Other restrictions may apply).

Diverse investment options

The OASBO 457 Deferred Compensation Plan offers a broad menu of more than 90 investment options through a variable annuity contract issued by Voya Retirement Insurance and Annuity Company. Refer to the prospectus for more information about the specific risks of investing in the various assets classes. In addition, you have access to a Fixed Account with principal and minimum interest rate guarantees (guarantees are based on the claims-paying ability of Voya Retirement Insurance and Annuity Company).

For more information about the OASBO 457 Plan, contact your local office:

Cleveland regional office
(serving NE Ohio)
216-447-3790

Columbus regional office
(serving Central & SE Ohio)
1-800-862-4287 or 614-431-5000

Cincinnati/Dayton regional office
(serving SW & NW Ohio)
1-800-451-4702, or 937-353-5462

Enrollment checklist

- ☐ Schedule an appointment with an a local financial professional*
- ☐ Determine your retirement objectives
- ☐ Determine your investment needs
- ☐ Select your portfolio
- ☐ Choose beneficiary
- ☐ Enroll

* Registered representative of Voya Financial Advisors, Inc. (member SIPC).

oasbo.beready2retire.com/



Variable annuities are long-term investments designed for retirement purposes. [Early withdrawals prior to age 59½ will be subject to a 10% premature distribution penalty tax, unless an exception applies.] Money taken from the annuity will be taxed as ordinary income in the year the money is distributed. Account values fluctuate with market conditions, and when surrendered the principal may be worth more or less than its original amount invested. An annuity does not provide any additional tax deferral benefit, as tax deferral is provided by the plan. Annuities may be subject to additional fees and expenses to which other tax-qualified funding vehicles may not be subject. However, an annuity does provide other features and benefits, such as lifetime income payments and death benefits, which may be valuable to you.

The Ohio Association of School Business Officials is a not-for-profit educational management organization dedicated to learning, utilizing, and sharing the best methods and technology of school business administration. OASBO created the 457 Deferred Compensation Plan to assist its members in offering a high-quality, consistent retirement plan throughout Ohio. The 457 Deferred Compensation Plan is for the benefit of the public school employees in Ohio.

Insurance products, annuities and retirement plan funding issued by (third party administrative services may also be provided by) Voya Retirement Insurance and Annuity Company ("VRIAC"), Windsor, CT. VRIAC is solely responsible for its own financial condition and contractual obligations. Plan administrative services provided by VRIAC or Voya Institutional Plan Services LLC ("VIPS"). VIPS does not engage in the sale or solicitation of securities. All companies are members of the Voya® family of companies. **Securities distributed by Voya Financial Partners LLC (member SIPC) or third parties with which it has a selling agreement.** All products and services may not be available in all states.

149968 806141_0823 © 2023 Services Company. All rights reserved. CN3070841_0825



Voya.com

PLAN
INVEST
PROTECT



PERFORMANCE UPDATE

Voya Retirement Insurance and Annuity Company

OHIO VIRTUAL ACADEMY OASBO 457

Variable Annuity Account C, Non-Standardized Returns with and without a Deferred Sales Charge

Average Annual Total Returns as of: 08/31/2025 (shown in percentages)

Variable annuities are long-term investment vehicles designed for retirement purposes which allow you to allocate contributions among variable investment options that have the potential to grow tax-deferred with an option to receive a stream of income at a later date. Early withdrawals from variable annuities may be subject to surrender charges, and if taken prior to age 59 1/2, a 10% IRS penalty may apply. Withdrawals will also reduce the applicable death benefit and cash surrender value/account value.

The performance data quoted represents past performance. Past performance does not guarantee future results. For month-end performance, which may be lower or higher than the performance data shown, please call 800-584-6001. Investment return and principal value of an investment will fluctuate so that, when sold, an investment may be worth more or less than the original cost.

These numbers reflect total Separate Account charges of 0.70% on an annual basis and the applicable deferred sales charge (for those returns specified by the column heading), which declines over 10 years as follows: 5%, 5%, 5%, 5%, 5%, 4%, 4%, 3%, 3%, 2%. They also assume reinvestment of all dividends (ordinary income and capital gains) and are net of management fees and other fund operating expenses.

Depending upon the type of contract in which you participate, you have either received prospectuses and/or prospectus summaries for the separate account and the funds/variable investment options (vios). You should consider the investment objectives, risks and charges, and expenses of the variable product and its underlying fund options carefully before investing. The prospectus contains this and other information. Anyone who wishes to obtain a free copy of the separate account and/or fund/vios prospectuses may call their Voya representative or the number above. Please read the prospectus or prospectus summaries carefully before investing.

Returns less than one year are not annualized. Fund Inception Date is the date of inception for the underlying fund, and is the date used in calculating the periodic returns. The fund inception date indicates the inception date of the underlying investment portfolio, which may precede the portfolio's inclusion in the product.

	Without a Deferred Sales Charge				With a Deferred Sales Charge				Fund
Investment Options	1-Yr	3-Yr	5-Yr	10-Yr / Inception	1-Yr	3-Yr	5-Yr	10-Yr / Inception	Inception Date
Stability of Principal									
Money Market - Taxable									
Voya Government Money Market Portfolio - Class I (1)	3.55	3.77	2.05	1.13	-1.62	2.01	1.22	1.13	01/01/1980
The 7-day annualized Subaccount yield as of 08/31/2025 is 3.29%, which more closely reflects current earnings. (4)									
Stability of Principal									
Voya Fixed Plus Account (4565) (3)(5)	3.00	3.00	3.00	3.00					
This fund is not part of the product's separate account.									
Voya Fixed Plus Account (4566) (3)(6)	3.00	3.00	3.00	3.00					
This fund is not part of the product's separate account.									
Bonds									
Global Bond									
Templeton Global Bond Fund - Class A	3.00	1.27	-2.12	-0.91	-2.15	-0.45	-2.92	-0.91	09/18/1986
Voya Global Bond Portfolio - Initial Class	3.17	3.18	-2.24	0.94	-1.99	1.43	-3.03	0.94	11/08/2004
High Yield Bond									
Victory Pioneer High Yield VCT Portfolio - Class I	6.35	7.34	4.20	4.07	1.03	5.52	3.35	4.07	05/01/2000
Voya High Yield Portfolio - Institutional Class	7.02	7.66	3.63	4.43	1.67	5.84	2.78	4.43	05/03/2004
Inflation-Protected Bond									
American Century Inflation-Adjusted Bond Fund - Inv Class	3.98	1.24	0.38	1.82	-1.22	-0.48	-0.43	1.82	02/10/1997
PIMCO VIT Real Return Portfolio - Administrative Class	4.70	1.99	0.72	2.24	-0.53	0.26	-0.09	2.24	09/30/1999
Intermediate Core Bond									



Investment Options	Without a Deferred Sales Charge				With a Deferred Sales Charge				Fund Inception Date
	1-Yr	3-Yr	5-Yr	10-Yr / Inception	1-Yr	3-Yr	5-Yr	10-Yr / Inception	
American Funds The Bond Fund of America® - Class R-4	2.50	2.05	-1.17	1.30	-2.63	0.32	-1.98	1.30	05/28/1974
Voya U.S. Bond Index Portfolio - Class I	1.86	1.82	-1.68	0.75	-3.23	0.09	-2.48	0.75	03/07/2008
Intermediate Core-Plus Bond									
TCW MetWest Total Return Bond Fund - Class M Shares	2.15	2.04	-1.65	0.93	-2.96	0.31	-2.45	0.93	03/31/1997
TCW Securitized Bond Fund - Class N	2.61	1.67	-2.08	0.49	-2.52	-0.06	-2.88	0.49	03/01/1999
Voya Intermediate Bond Portfolio - Class I	3.22	3.43	-0.60	1.75	-1.94	1.68	-1.41	1.75	05/23/1973
Short-Term Bond									
Lord Abbett Short Duration Income Fund - Class R4	4.66	3.87	1.67	1.84	-0.57	2.11	0.84	1.84	11/04/1993
Asset Allocation									
Lifecycle									
Voya Solution 2030 Portfolio - Service Class (2)	8.71	10.20	6.40	6.91	3.28	8.33	5.54	6.91	10/03/2011
Voya Solution 2035 Portfolio - Service Class (2)	9.83	11.79	7.57	7.55	4.34	9.89	6.70	7.55	04/29/2005
Voya Solution 2040 Portfolio - Service Class (2)	11.19	13.29	8.74	8.38	5.63	11.37	7.86	8.38	10/03/2011
Voya Solution 2045 Portfolio - Service Class (2)	12.11	14.27	9.52	8.67	6.51	12.33	8.63	8.67	04/29/2005
Voya Solution 2050 Portfolio - Service Class (2)	12.54	14.69	9.72	8.86	6.91	12.74	8.83	8.86	10/03/2011
Voya Solution 2055 Portfolio - Service Class (2)	12.72	14.73	9.81	8.83	7.09	12.78	8.91	8.83	03/08/2010
Voya Solution 2060 Portfolio - Service Class (2)	12.68	14.79	9.77	8.81	7.05	12.84	8.87	8.81	02/09/2015
Voya Solution 2065 Portfolio - Service Class	12.69	14.83	9.83	10.65	7.06	12.88	8.94	9.77	07/29/2020
Voya Solution 2070 Portfolio - Service Class									08/11/2025
Voya Solution Income Portfolio - Service Class (2)	6.00	6.36	3.14	4.14	0.70	4.55	2.30	4.14	04/29/2005
Lifestyle									
Voya Solution Aggressive Portfolio - Initial Class (2)	12.79	14.84	10.64	9.41	7.15	12.89	9.74	9.41	05/01/2013
Voya Solution Balanced Portfolio - Initial Class (2)	9.46	10.62	7.07	6.98	3.99	8.74	6.20	6.98	07/02/2007
Voya Solution Balanced Portfolio - Service Class (2)	9.20	10.35	6.77	6.71	3.74	8.48	5.90	6.71	07/02/2007
Voya Solution Conservative Portfolio - Initial Class (2)	5.60	5.63	2.90	3.81	0.32	3.84	2.06	3.81	04/30/2010
Balanced									
Global Allocation									
American Funds Capital Income Builder® - Class R-4	12.30	11.70	8.84	6.62	6.68	9.81	7.95	6.62	05/20/2002
Voya Global Perspectives® Portfolio - Class I	8.72	8.01	3.34	5.15	3.29	6.18	2.50	5.15	04/25/2013
Moderate Allocation									
Calvert VP SRI Balanced Portfolio	9.07	12.76	8.12	8.66	3.62	10.85	7.24	8.66	09/02/1986
Impax Sustainable Allocation Fund - Investor Class	5.85	8.07	5.55	6.91	0.55	6.24	4.69	6.91	08/10/1971
VY® Invesco Equity and Income Portfolio - Initial Class	8.38	9.71	10.01	7.66	2.96	7.85	9.12	7.66	12/10/2001
VY® T. Rowe Price Capital Appreciation Portfolio - Service	10.19	11.90	9.96	10.28	4.68	10.00	9.06	10.28	01/24/1989
Moderately Conservative Alloc									
Voya Balanced Income Portfolio - Institutional Class	9.92	9.43	5.60	5.98	4.42	7.57	4.75	5.98	04/28/2006
Large Cap Value/Blend									
Large Blend									
Amana Income Fund - Investor Class	5.10	13.29	10.38	10.60	-0.16	11.37	9.48	10.60	06/23/1986
American Funds Fundamental Investors® - Class R-4	18.49	20.71	14.07	12.93	12.57	18.67	13.14	12.93	08/01/1978
American Funds Washington Mutual Investors Fund - Class R-4	13.33	16.58	14.18	12.42	7.66	14.61	13.25	12.42	07/31/1952
Ave Maria Rising Dividend Fund	2.69	11.20	11.20	10.30	-2.45	9.32	10.29	10.30	05/02/2005
Invesco V.I. Core Equity Fund - Series I	15.44	17.87	12.29	10.30	9.67	15.87	11.37	10.30	05/02/1994
Neuberger Berman Quality Equity Fund - Trust Class Shares	13.99	19.14	14.03	11.97	8.29	17.12	13.11	11.97	03/16/1994
Voya Growth and Income Portfolio - Class I	15.41	18.21	15.37	13.26	9.64	16.20	14.44	13.26	12/31/1979
Voya Index Plus LargeCap Portfolio - Class I	13.93	17.71	13.51	12.94	8.23	15.71	12.59	12.94	09/16/1996
Voya Russell™ Large Cap Index Portfolio - Class I	16.02	19.86	13.85	14.33	10.22	17.83	12.93	14.33	03/04/2008
VY® Columbia Contrarian Core Portfolio - Service Class	13.97	19.22	13.84	13.07	8.28	17.20	12.91	13.07	12/10/2001
Large Value									
Columbia Intrinsic Value Fund - Institutional Class	11.07	13.21	13.00	10.19	5.51	11.29	12.08	10.19	10/15/1990
Fidelity® VIP Equity-Income Portfolio - Initial Class	10.19	13.59	13.10	10.30	4.68	11.66	12.18	10.30	10/09/1986
Voya Corporate Leaders 100 Fund - Class I	13.56	16.47	14.29	12.02	7.88	14.49	13.36	12.02	06/30/2008
Voya Large Cap Value Portfolio - Institutional Class	9.88	13.31	14.66	10.33	4.38	11.39	13.73	10.33	05/11/2007
Voya Russell™ Large Cap Value Index Portfolio - Class S	8.62	12.34	11.58	9.18	3.19	10.43	10.68	9.18	05/01/2009
VY® Invesco Comstock Portfolio - Service Class	10.68	13.56	16.56	10.41	5.15	11.64	15.61	10.41	05/01/2002
VY® Invesco Growth and Income Portfolio - Service Class	10.21	12.72	14.68	9.41	4.70	10.81	13.74	9.41	10/04/1993

Investment Options	Without a Deferred Sales Charge				With a Deferred Sales Charge				Fund Inception Date
	1-Yr	3-Yr	5-Yr	10-Yr / Inception	1-Yr	3-Yr	5-Yr	10-Yr / Inception	
VY® T. Rowe Price Equity Income Portfolio - Service Class	6.28	10.18	12.68	9.35	0.97	8.31	11.76	9.35	01/24/1989
Large Cap Growth									
Large Growth									
Alger Responsible Investing Fund - Class A	18.30	20.80	10.83	14.12	12.38	18.75	9.93	14.12	12/04/2000
Amana Growth Fund - Investor Class	4.67	15.50	11.89	14.86	-0.56	13.54	10.98	14.86	02/03/1994
American Funds The Growth Fund of America® - Class R-4	22.36	22.64	12.40	14.21	16.25	20.56	11.49	14.21	12/01/1973
Fidelity® VIP Contrafund Portfolio - Initial Class	19.94	24.72	13.99	14.64	13.94	22.60	13.06	14.64	01/03/1995
Fidelity® VIP Growth Portfolio - Initial Class	13.52	21.35	13.63	16.66	7.84	19.29	12.71	16.66	10/09/1986
Invesco V.I. American Franchise Fund - Series I	19.33	23.28	10.90	14.52	13.36	21.19	10.00	14.52	07/03/1995
Voya Large Cap Growth Portfolio - Institutional Class	19.09	21.84	11.71	14.37	13.13	19.78	10.80	14.37	05/03/2004
Voya Russell™ Large Cap Growth Index Portfolio - Class I	19.96	24.39	14.67	17.72	13.96	22.29	13.74	17.72	05/01/2009
VY® T. Rowe Price Growth Equity Portfolio - Initial Class	17.30	21.80	8.99	13.29	11.44	19.73	8.10	13.29	11/28/1997
Small/Mid/Specialty									
Mid-Cap Blend									
Invesco Main Street Mid Cap Fund® - Class A	11.62	12.27	11.01	8.52	6.04	10.36	10.11	8.52	08/02/1999
Voya Index Plus MidCap Portfolio - Class I	6.42	11.67	12.48	8.52	1.10	9.78	11.56	8.52	12/16/1997
Voya Russell™ Mid Cap Index Portfolio - Class I	11.33	12.38	10.83	9.69	5.76	10.48	9.93	9.69	03/04/2008
Mid-Cap Growth									
Columbia Variable Portfolio - Acorn Fund	4.21	8.65	3.88	7.41	-1.00	6.81	3.03	7.41	05/03/1995
Voya MidCap Opportunities Portfolio - Class I	19.69	13.65	8.85	10.81	13.71	11.72	7.97	10.81	05/05/2000
Voya Russell™ Mid Cap Growth Index Portfolio - Class S	24.67	17.75	9.51	11.44	18.44	15.75	8.62	11.44	05/01/2009
VY® Baron Growth Portfolio - Service Class	-6.56	4.60	3.68	8.92	-11.23	2.82	2.84	8.92	05/01/2002
VY® T. Rowe Price Diversified Mid Cap Growth Port - Initial	24.74	17.34	10.83	12.35	18.50	15.35	9.93	12.35	12/10/2001
Mid-Cap Value									
BlackRock Mid-Cap Value Fund - Investor A Shares	6.43	10.21	13.65	9.28	1.11	8.35	12.73	9.28	02/01/1995
Columbia Select Mid Cap Value Fund - Class A Shares	6.84	10.62	13.76	8.93	1.50	8.75	12.83	8.93	11/20/2001
Lord Abbett Series Fund Mid Cap Stock Portfolio - CI VC	2.52	11.02	12.17	6.68	-2.61	9.14	11.25	6.68	09/15/1999
VY® American Century Small-Mid Cap Value Portfolio- Service	4.14	7.86	11.37	8.50	-1.07	6.03	10.47	8.50	05/01/2002
VY® JPMorgan Mid Cap Value Portfolio - Service Class	3.99	8.87	11.77	7.66	-1.20	7.03	10.86	7.66	05/01/2002
Small Blend									
Invesco V.I. Main Street Small Cap Fund - Series I	7.69	11.44	11.92	9.43	2.31	9.55	11.01	9.43	05/01/1998
Loomis Sayles Small Cap Value Fund - Retail Class	4.57	11.34	13.15	8.12	-0.66	9.45	12.23	8.12	05/13/1991
Voya Index Plus SmallCap Portfolio - Class I	4.35	9.24	12.10	7.96	-0.87	7.39	11.19	7.96	12/19/1997
Voya Russell™ Small Cap Index Portfolio - Class I	7.06	9.18	8.99	7.81	1.70	7.33	8.10	7.81	03/04/2008
Voya Small Company Portfolio - Class I	5.59	10.29	9.79	7.22	0.31	8.42	8.89	7.22	12/27/1996
VY® JPMorgan Small Cap Core Equity Portfolio- Service Class	1.81	7.27	8.40	7.79	-3.28	5.45	7.52	7.79	05/01/2002
Small Growth									
Allspring Small Company Growth Fund - Institutional Class									06/01/1997
Voya SmallCap Opportunities Portfolio - Class I	4.43	12.39	7.81	7.15	-0.79	10.49	6.93	7.15	05/06/1994
Small Value									
Allspring Special Small Cap Value Fund - Class A	-2.00	7.02	10.38	7.43	-6.90	5.21	9.48	7.43	05/07/1993
Franklin Small Cap Value VIP Fund - Class 2	4.92	10.64	11.97	8.57	-0.33	8.76	11.06	8.57	05/01/1998
Macquarie Small Cap Value Fund - Class A	4.42	8.06	12.48	7.68	-0.80	6.23	11.57	7.68	06/24/1987
VY® Columbia Small Cap Value II Portfolio - Service Class	5.62	9.17	13.88	7.84	0.34	7.32	12.96	7.84	05/01/2006
Specialty - Commodities Broad									
PIMCO CommodityRealReturn Strategy Fund® - Admin Class	13.75	-1.55	10.12	3.40	8.07	-3.22	9.23	3.40	02/14/2003
Specialty - Equity Prec Metals									
Victory Precious Metals and Minerals Fund - Class A Shares	64.24	37.89	7.82	14.40	56.03	35.55	6.95	14.40	08/15/1984
Specialty - Global Real Estate									
VY® CBRE Global Real Estate Portfolio - Institutional Class	-0.76	3.96	5.42	3.83	-5.72	2.19	4.56	3.83	01/03/2006
Specialty - Health									
BlackRock Health Sciences Opportunities Port - Inv A Shares	-9.44	5.29	3.62	7.44	-13.97	3.51	2.77	7.44	12/21/1999
Specialty - Real Estate									
Cohen & Steers Real Estate Securities Fund, Inc. - Class A	-1.76	3.76	6.60	6.90	-6.68	2.00	5.73	6.90	09/02/1997
Cohen & Steers Realty Shares, Inc.	-1.03	3.90	6.84	6.95	-5.98	2.14	5.97	6.95	07/02/1991
VY® CBRE Real Estate Portfolio - Service Class	-5.09	2.48	6.78	5.25	-9.83	0.75	5.91	5.25	01/24/1989
Specialty - Technology									

Investment Options	Without a Deferred Sales Charge				With a Deferred Sales Charge				Fund Inception Date
	1-Yr	3-Yr	5-Yr	10-Yr / Inception	1-Yr	3-Yr	5-Yr	10-Yr / Inception	
Macquarie Science and Technology Fund - Class Y	27.52	26.96	13.68	15.70	21.14	24.81	12.76	15.70	06/09/1998
Global / International									
Diversified Emerging Mkts									
Invesco Developing Markets Fund - Class A	7.62	6.88	-0.61	4.16	2.24	5.06	-1.42	4.16	11/18/1996
VY® JPMorgan Emerging Markets Equity Portfolio - Service	17.84	8.84	0.58	6.58	11.95	6.99	-0.24	6.58	02/18/1998
Foreign Large Blend									
Lazard International Equity Portfolio - Open Shares	14.61	16.50	8.45	5.29	8.87	14.53	7.57	5.29	01/23/1997
The Hartford International Opportunities Fund - Class R4	13.21	13.89	7.16	6.09	7.55	11.96	6.29	6.09	07/22/1996
Voya International Index Portfolio - Class I	12.40	16.10	9.09	6.38	6.78	14.13	8.20	6.38	03/04/2008
Foreign Large Growth									
American Funds EUPAC Fund® - Class R-4	10.60	13.11	5.21	6.38	5.07	11.19	4.36	6.38	04/16/1984
Artisan International Fund - Investor Shares	23.83	19.90	7.80	7.17	17.64	17.87	6.93	7.17	12/28/1995
Fidelity® VIP Overseas Portfolio - Initial Class	7.62	15.33	7.56	7.03	2.24	13.38	6.68	7.03	01/28/1987
Foreign Large Value									
Voya Intl High Dividend Low Volatility Port - Initial Class	22.56	18.97	11.34	6.23	16.43	16.96	10.43	6.23	01/03/2006
Foreign Small/Mid Blend									
Voya Multi-Manager International Small Cap Fund - Class I	22.79	16.79	10.32	8.03	16.65	14.81	9.43	8.03	08/31/1995
Foreign Small/Mid Growth									
Columbia Variable Portfolio - Acorn International Fund	0.46	6.71	1.45	4.05	-4.56	4.90	0.62	4.05	05/03/1995
Global Large-Stock Blend									
Voya Global Insights Portfolio - Initial Class	18.31	16.59	7.77	9.40	12.40	14.61	6.89	9.40	05/01/2002
Global Large-Stock Growth									
American Funds New Perspective Fund® - Class R-4	15.29	17.39	9.71	11.68	9.52	15.40	8.82	11.68	03/13/1973
Global Large-Stock Value									
Voya Global High Dividend Low Volatility Prtf - Class I	13.52	12.99	10.70	8.19	7.85	11.08	9.80	8.19	03/05/2015
Global Small/Mid Stock									
American Funds SMALLCAP World Fund® - Class R-4	7.06	9.04	4.09	7.61	1.71	7.19	3.24	7.61	07/24/2002

The risks of investing in small company stocks may include relatively low trading volumes, a greater degree of change in earnings and greater short-term volatility.

Foreign investing involves special risks such as currency fluctuation and public disclosure, as well as economic and political risks.

Some of the Funds invest in securities guaranteed by the U.S. Government as to the timely payment of principal and interest; however, shares of the Funds are not insured nor guaranteed.

High yielding fixed-income securities generally are subject to greater market fluctuations and risks of loss of income and principal than are investments in lower yielding fixed-income securities.

Sector funds may involve greater-than average risk and are often more volatile than funds holding a diversified portfolio of stocks in many industries. Examples include: banking, biotechnology, chemicals, energy, environmental services, natural resources, precious metals, technology, telecommunications, and utilities.

PERFORMANCE UPDATE

Voya Retirement Insurance and Annuity Company

OHIO VIRTUAL ACADEMY OASBO 457

Variable Annuity Account C, Standardized Returns with a Deferred Sales Charge

Average Annual Total Returns as of: 06/30/2025 (shown in percentages)

The performance data quoted represents past performance. Past performance does not guarantee future results. For month-end performance, which may be lower or higher than the performance data shown, please call 800-584-6001. Investment return and principal value of an investment will fluctuate so that, when sold, an investment may be worth more or less than the original cost.

These numbers reflect total Separate Account charges of 0.70% on an annual basis and the applicable deferred sales charge, which declines over 10 years as follows: 5%, 5%, 5%, 5%, 5%, 4%, 4%, 3%, 3%, 2%. They also assume reinvestment of all dividends (ordinary income and capital gains) and are net of management fees and other fund operating expenses.

Returns less than one year are not annualized. VAA Inception Date is the date on which contributions were first received in this fund under the Variable Annuity Account, and is the date used in calculating the periodic returns.

Investment Options	1-Mo	3-Mo	YTD	1-Yr	3-Yr	5-Yr	10-Yr	Incept	VAA Inception Date
Stability of Principal									
Money Market - Taxable									
Voya Government Money Market Portfolio - Class I (1)	-4.74	-4.21	-3.43	-1.48	1.87	1.08	1.06		09/30/1975
<i>The 7-day annualized Subaccount yield as of 06/30/2025 is 3.31%, which more closely reflects current earnings. (4)</i>									
Bonds									
Global Bond									
Templeton Global Bond Fund - Class A	-2.70	2.37	7.87	4.10	-1.22	-3.22	-1.41		05/03/2004
Voya Global Bond Portfolio - Initial Class	-2.92	-0.24	2.18	3.34	1.13	-2.25	0.83		03/23/2005
High Yield Bond									
Victory Pioneer High Yield VCT Portfolio - Class I	-3.22	-2.22	-1.49	2.91	6.23	4.11	3.50		05/03/2004
Voya High Yield Portfolio - Institutional Class	-3.55	-1.70	-0.76	3.61	6.68	3.74	4.16		05/10/2006
Inflation-Protected Bond									
American Century Inflation-Adjusted Bond Fund - Inv Class	-4.12	-4.76	-0.97	-0.36	-0.58	-0.10	1.60		05/11/2009
PIMCO VIT Real Return Portfolio - Administrative Class	-3.94	-4.74	-0.46	0.31	0.18	0.24	1.95		05/03/2004
Intermediate Core Bond									
American Funds The Bond Fund of America® - Class R-4	-3.45	-3.91	-1.42	0.08	-0.03	-1.94	1.24		05/14/2008
Voya U.S. Bond Index Portfolio - Class I	-3.58	-4.00	-1.62	-0.34	-0.29	-2.55	0.72		05/16/2008
Intermediate Core-Plus Bond									
TCW MetWest Total Return Bond Fund - Class M Shares	-3.37	-3.90	-1.15	0.29	-0.06	-2.39	0.86		05/15/2013
TCW Securitized Bond Fund - Class N	-3.26	-3.85	-0.62	1.35	-0.51	-2.96	0.44		05/21/2015
Voya Intermediate Bond Portfolio - Class I	-3.46	-3.64	-1.15	0.71	1.39	-1.32	1.66		05/31/1978
Short-Term Bond									
Lord Abbett Short Duration Income Fund - Class R4	-4.40	-3.69	-2.43	0.16	1.82	0.90		1.54	05/09/2016
Asset Allocation									
Lifecycle									
Voya Solution 2030 Portfolio - Service Class (2)	-1.89	1.17	1.33	5.08	8.18			1.19	11/22/2021
Voya Solution 2035 Portfolio - Service Class (2)	-1.49	2.33	2.06	6.03	9.79	8.08	6.77		05/12/2005
Voya Solution 2040 Portfolio - Service Class (2)	-1.24	3.36	2.86	7.15	11.29			2.75	11/24/2021

Investment Options	1-Mo	3-Mo	YTD	1-Yr	3-Yr	5-Yr	10-Yr	Incept	VAA Inception Date
Voya Solution 2045 Portfolio - Service Class (2)	-1.00	4.20	3.33	7.82	12.22	10.27	7.78		05/20/2005
Voya Solution 2050 Portfolio - Service Class (2)	-0.88	4.51	3.33	8.10	12.65			4.27	12/02/2021
Voya Solution 2055 Portfolio - Service Class (2)	-0.82	4.62	3.35	8.14	12.73	10.53	7.91		06/18/2010
Voya Solution 2060 Portfolio - Service Class (2)	-0.76	4.60	3.38	8.21	12.75			4.43	10/08/2021
Voya Solution 2065 Portfolio - Service Class	-0.83	4.61	3.49	8.21	12.82			8.65	08/12/2020
Voya Solution 2070 Portfolio - Service Class									
Voya Solution Income Portfolio - Service Class (2)	-2.67	-1.03	0.12	2.82	4.35	2.99	3.82		05/25/2005
Lifestyle									
Voya Solution Aggressive Portfolio - Initial Class (2)	-0.86	4.09	1.56	7.93	13.07	11.30	8.42		07/05/1995
Voya Solution Balanced Portfolio - Initial Class (2)	-1.75	1.47	0.06	5.03	8.76	7.34	6.31		07/05/1995
Voya Solution Balanced Portfolio - Service Class (2)	-1.72	1.42	-0.04	4.86	8.49	7.08	6.04		07/28/2008
Voya Solution Conservative Portfolio - Initial Class (2)	-3.07	-1.87	-1.18	2.24	3.71	2.65	3.53		06/23/2008
Balanced									
Global Allocation									
American Funds Capital Income Builder® - Class R-4	-2.25	1.19	6.18	11.69	8.81	8.28	5.97		05/21/2015
Voya Global Perspectives® Portfolio - Class I	-2.07	2.01	2.07	6.02	6.11	2.98	4.50		05/12/2014
Moderate Allocation									
Calvert VP SRI Balanced Portfolio	-1.62	1.96	-1.18	4.94	10.73	8.60	7.96		05/31/1989
Impax Sustainable Allocation Fund - Investor Class	-1.80	1.82	-0.48	2.16	5.92	5.67	6.27		02/21/2001
VY® Invesco Equity and Income Portfolio - Initial Class	-0.89	-0.37	-0.47	5.46	8.29	9.85	6.98		03/22/2005
VY® T. Rowe Capital Appreciation Portfolio - Service	-1.95	0.89	0.50	5.34	10.57	10.00	9.83		05/05/2005
Moderately Conservative Alloc									
Voya Balanced Income Portfolio - Institutional Class	-2.63	0.00	0.91	6.39	7.44	5.40	5.31		04/03/1989
Large Cap Value/Blend									
Large Blend									
Amana Income Fund - Investor Class	-0.58	4.73	3.18	3.25	11.31	11.18	9.88		09/29/2008
American Funds Fundamental Investors® - Class R-4	1.07	9.46	5.75	13.00	19.09	14.78	12.10		05/14/2008
American Funds Washington Mutual Investors Fund - Class R-4	-0.90	3.06	3.16	9.91	14.12	14.30	11.59		05/03/2004
Ave Maria Rising Dividend Fund	-4.77	-5.28	-1.88	4.97	10.66	12.06	9.42		05/04/2015
Invesco V.I. Core Equity Fund - Series I	0.28	6.00	1.09	9.71	16.06	13.45	9.35		05/10/1999
Neuberger Berman Quality Equity Fund - Trust Class Shares	-2.10	2.86	-0.38	9.35	17.72	15.04	11.16		05/04/2006
Voya Growth and Income Portfolio - Class I	-0.04	3.54	-0.05	8.64	16.16	16.05	12.20		05/01/1975
Voya Index Plus LargeCap Portfolio - Class I	-0.77	4.98	-0.92	7.59	16.07	14.29	11.98		10/31/1996
Voya Russell™ Large Cap Index Portfolio - Class I	0.07	5.93	0.60	8.80	17.95	15.13	13.39		05/14/2008
VY® Columbia Contrarian Core Portfolio - Service Class	0.30	5.68	0.44	5.95	17.01	14.76	12.10		05/21/2002
Large Value									
Columbia Intrinsic Value Fund - Institutional Class	-1.80	-0.05	0.84					-2.97	11/21/2024
Fidelity® VIP Equity-Income Portfolio - Initial Class	-2.08	-0.50	2.54	7.81	11.02	13.12	9.22		05/31/1994
Voya Corporate Leaders 100 Fund - Class I	-0.82	1.99	3.30	12.10	14.90	14.90	11.18		05/07/2015
Voya Large Cap Value Portfolio - Institutional Class	-2.00	-2.41	0.49	7.57	11.67	14.93	9.36		05/31/2007
Voya Russell™ Large Cap Value Index Portfolio - Class S	-1.88	-2.47	1.52	7.83	10.18	11.68	8.19		07/17/2009
VY® Invesco Comstock Portfolio - Service Class	-0.82	-0.94	1.61	7.17	11.78	16.32	9.27		05/06/2002
VY® Invesco Growth and Income Portfolio - Service Class	0.45	0.97	0.21	7.70	11.55	14.72	8.48		05/02/2005
VY® T. Rowe Price Equity Income Portfolio - Service Class	-2.48	-3.29	0.43	3.53	8.22	12.56	8.24		05/12/2003
Large Cap Growth									
Large Growth									
Alger Responsible Investing Fund - Class A	1.08	13.80	1.74	7.08	19.22	12.36	12.95		05/12/2009
Amana Growth Fund - Investor Class	-0.07	8.11	-1.02	-1.45	14.23	13.40	14.20		09/29/2008
American Funds The Growth Fund of America® - Class R-4	1.49	11.86	4.48	14.45	21.59	13.90	13.43		05/03/2004
Fidelity® VIP Contrafund Portfolio - Initial Class	1.44	10.99	4.71	11.62	22.92	15.55	13.60		05/31/1995
Fidelity® VIP Growth Portfolio - Initial Class	0.77	9.69	0.40	5.71	20.09	15.47	15.88		05/31/1994
Invesco V.I. American Franchise Fund - Series I	2.27	15.14	0.16	9.62	21.34	12.89	13.74		04/27/2012

Investment Options	1-Mo	3-Mo	YTD	1-Yr	3-Yr	5-Yr	10-Yr	Incept	VAA Inception Date
Voya Large Cap Growth Portfolio - Institutional Class	1.50	12.36	-0.17	8.90	21.47	13.14	13.63		06/18/2010
Voya Russell™ Large Cap Growth Index Portfolio - Class I	0.88	10.99	-0.49	8.83	22.91	16.94	16.90		07/17/2009
VY® T. Rowe Price Growth Equity Portfolio - Initial Class	0.72	11.01	-0.23	6.66	20.92	10.79	12.73		11/28/1997
Small/Mid/Specialty									
Mid-Cap Blend									
Invesco Main Street Mid Cap Fund® - Class A	-1.71	4.13	-1.54	9.60	11.44	10.88		12.55	05/15/2020
Voya Index Plus MidCap Portfolio - Class I	-2.03	1.98	-4.71	2.88	10.71	12.27	7.55		05/04/1998
Voya Russell™ Mid Cap Index Portfolio - Class I	-1.48	2.85	-0.99	8.27	11.19	11.00	8.71		05/15/2008
Mid-Cap Growth									
Columbia Variable Portfolio - Acorn Fund	-0.14	5.91	-9.00	0.66	9.10	3.84	6.14		05/03/2004
Voya MidCap Opportunities Portfolio - Class I	-1.42	10.02	-0.03	9.04	14.73	9.74	10.03		08/02/2001
Voya Russell™ Mid Cap Growth Index Portfolio - Class S	-0.97	11.89	3.57	18.51	17.79	10.24	10.61		08/07/2009
VY® Baron Growth Portfolio - Service Class	-3.32	-3.38	-8.43	-1.06	5.52	5.88	8.42		05/01/2002
VY® T. Rowe Price Diversified Mid Cap Growth Port - Initial	-0.40	12.80	4.53	19.27	17.91	11.22	11.57		12/26/2002
Mid-Cap Value									
BlackRock Mid-Cap Value Fund - Investor A Shares	-1.36	0.10	-0.70	3.50	7.91	13.07	8.25		05/18/2009
Columbia Select Mid Cap Value Fund - Class A Shares	-1.50	0.23	-2.58	2.76	8.70	13.63	7.80		05/13/2008
Lord Abbett Series Fund Mid Cap Stock Portfolio - CI VC	-1.99	-2.29	-6.22	0.58	9.48	11.29	5.77		07/26/2001
VY® American Century Small-Mid Cap Value Portfolio- Service	-3.07	-4.91	-5.58	1.07	4.80	10.62	7.31		05/02/2002
VY® JPMorgan Mid Cap Value Portfolio - Service Class	-2.98	-2.85	-5.09	3.91	7.50	11.59	6.80		05/03/2002
Small Blend									
Invesco V.I. Main Street Small Cap Fund - Series I	-2.07	1.90	-4.36	4.52	9.71	11.71	7.99		09/22/2004
Loomis Sayles Small Cap Value Fund - Retail Class	-1.18	-0.12	-6.61	-2.48	9.63	12.17	6.48		05/13/2008
Voya Index Plus SmallCap Portfolio - Class I	-1.16	-0.53	-8.77	-1.01	6.47	11.05	6.46		05/04/1998
Voya Russell™ Small Cap Index Portfolio - Class I	0.09	2.84	-7.19	1.27	7.06	8.02	6.07		05/15/2008
Voya Small Company Portfolio - Class I	-1.50	-1.37	-7.06	3.74	6.76	8.91	5.90		05/30/1997
VY® JPMorgan Small Cap Core Equity Portfolio- Service Class	-0.91	1.07	-7.99	-1.67	5.68	8.04	6.48		06/03/2005
Small Growth									
Allspring Small Company Growth Fund - Institutional Class									
Voya SmallCap Opportunities Portfolio - Class I	1.13	2.53	-9.18	-4.27	10.15	6.49	5.54		08/03/2001
Small Value									
Allspring Special Small Cap Value Fund - Class A	-2.94	-5.92	-12.06	-7.56	3.72	9.22	5.96		01/16/2001
Franklin Small Cap Value VIP Fund - Class 2	-0.73	-0.03	-6.68	2.27	7.93	10.83	7.11		08/31/2001
Macquarie Small Cap Value Fund - Class A	-1.53	-0.24	-5.68	1.03	5.85	11.57	6.30		05/10/2013
VY® Columbia Small Cap Value II Portfolio - Service Class	-0.45	0.15	-8.87	-1.07	5.90	12.74	6.15		05/08/2006
Specialty - Commodities Broad									
PIMCO CommodityRealReturn Strategy Fund® - Admin Class	-2.28	-8.33	1.24	0.77	-3.14	11.70	1.65		08/14/2014
Specialty - Equity Prec Metals									
Victory Precious Metals and Minerals Fund - Class A Shares	-2.68	7.70	48.18	50.82	21.91	6.31		6.99	06/29/2020
Specialty - Global Real Estate									
VY® CBRE Global Real Estate Portfolio - Institutional Class	-4.51	-1.30	-0.88	3.05	2.11	5.24	3.28		09/05/2008
Specialty - Health									
BlackRock Health Sciences Opportunities Port - Inv A Shares	-2.92	-9.50	-6.41	-11.51	1.69	3.58	6.64		05/04/2015
Specialty - Real Estate									
Cohen & Steers Real Estate Securities Fund, Inc. - Class A	-4.43	-4.43	-1.43	3.91	2.24	6.54		5.89	06/04/2018
Cohen & Steers Realty Shares, Inc.	-4.40	-3.98	-1.11	4.83	2.47	6.78	6.83		05/13/2011
VY® CBRE Real Estate Portfolio - Service Class	-5.93	-6.69	-6.92	-1.18	0.88	6.22	4.92		05/04/2006
Specialty - Technology									
Macquarie Science and Technology Fund - Class Y	5.33	21.62	10.22	14.71	26.01	15.06	14.33		08/15/2014
Global / International									
Diversified Emerging Mkts									

Investment Options	1-Mo	3-Mo	YTD	1-Yr	3-Yr	5-Yr	10-Yr	Incept	VAA Inception Date
Invesco Developing Markets Fund - Class A	-0.65	2.76	5.02	0.60	4.30	0.07	2.24		02/21/2001
VY® JPMorgan Emerging Markets Equity Portfolio - Service	0.79	6.87	11.13	7.88	5.43	1.91	4.74		05/09/2005
Foreign Large Blend									
Lazard International Equity Portfolio - Open Shares	-2.22	7.17	16.28	16.27	12.98	9.16		5.52	05/25/2016
The Hartford International Opportunities Fund - Class R4	-2.09	5.66	11.98	11.34	11.16	8.14		7.10	06/16/2016
Voya International Index Portfolio - Class I	-2.67	5.78	14.05	11.34	12.91	9.20	5.53		05/13/2008
Foreign Large Growth									
American Funds EUPAC Fund® - Class R-4	-1.34	7.30	9.81	7.04	10.39	6.17	5.41		05/03/2004
Artisan International Fund - Investor Shares	-0.31	10.69	20.78	23.02	16.99	8.93	6.00		05/12/2008
Fidelity® VIP Overseas Portfolio - Initial Class	-2.47	6.97	13.63	10.21	14.17	9.09	6.57		05/31/1994
Foreign Large Value									
Voya Intl High Dividend Low Volatility Port - Initial Class	-3.10	5.24	19.74	22.75	14.43	11.14	5.14		04/25/2008
Foreign Small/Mid Blend									
Voya Multi-Manager International Small Cap Fund - Class I	-0.08	12.89	18.57	19.65	14.13	11.23		7.87	06/06/2016
Foreign Small/Mid Growth									
Columbia Variable Portfolio - Acorn International Fund	-0.36	13.23	12.12	4.30	6.56	3.43	3.58		05/09/2007
Global Large-Stock Blend									
Voya Global Insights Portfolio - Initial Class	-0.23	6.82	4.36	7.47	14.11	8.62	8.22		03/22/2005
Global Large-Stock Growth									
American Funds New Perspective Fund® - Class R-4	-0.54	8.67	6.34	11.00	15.65	11.74	11.00		05/03/2004
Global Large-Stock Value									
Voya Global High Dividend Low Volatility Prtf - Class I	-3.40	-0.86	7.03	14.01	10.09	10.72	7.02		03/06/2015
Global Small/Mid Stock									
American Funds SMALLCAP World Fund® - Class R-4	0.69	9.10	1.78	3.35	7.81	4.77	6.55		05/15/2008

The risks of investing in small company stocks may include relatively low trading volumes, a greater degree of change in earnings and greater short-term volatility.

Foreign investing involves special risks such as currency fluctuation and public disclosure, as well as economic and political risks.

Some of the Funds invest in securities guaranteed by the U.S. Government as to the timely payment of principal and interest; however, shares of the Funds are not insured nor guaranteed.

High yielding fixed-income securities generally are subject to greater market fluctuations and risks of loss of income and principal than are investments in lower yielding fixed-income securities.

Sector funds may involve greater-than average risk and are often more volatile than funds holding a diversified portfolio of stocks in many industries. Examples include: banking, biotechnology, chemicals, energy, environmental services, natural resources, precious metals, technology, telecommunications, and utilities.

Additional Notes

Not all investment options are available under all contracts, plans or jurisdictions.

(1) YOU COULD LOSE MONEY BY INVESTING IN THE FUND. ALTHOUGH THE FUND SEEKS TO PRESERVE THE VALUE OF YOUR INVESTMENT AT \$1.00 PER SHARE, IT CANNOT GUARANTEE IT WILL DO SO. AN INVESTMENT IN THE FUND IS NOT A BANK ACCOUNT AND IS NOT INSURED OR GUARANTEED BY THE FEDERAL DEPOSIT INSURANCE CORPORATION OR ANY OTHER GOVERNMENT AGENCY. THE FUND'S SPONSOR IS NOT REQUIRED TO REIMBURSE THE FUND FOR LOSSES, AND YOU SHOULD NOT EXPECT THAT THE SPONSOR WILL PROVIDE FINANCIAL SUPPORT TO THE FUND AT ANY TIME, INCLUDING DURING PERIODS OF MARKET STRESS.

(2) There is no guarantee that any investment option will achieve its stated objective. Principal value fluctuates and there is no guarantee of value at any time, including the target date. The "target date" is the approximate date when you plan to start withdrawing your money. When your target date is reached, you may have more or less than the original amount invested. For each target date Portfolio, until the day prior to its Target Date, the Portfolio will seek to provide total returns consistent with an asset allocation targeted for an investor who is retiring in approximately each Portfolio's designation Target Year. Prior to choosing a Target Date Portfolio, investors are strongly encouraged to review and understand the Portfolio's objectives and its composition of stocks and bonds, and how the asset allocation will change over time as the target date nears. No two investors are alike and one should not assume that just because they intend to retire in the year corresponding to the Target Date that that specific Portfolio is appropriate and suitable to their risk tolerance. It is recommended that an investor consider carefully the possibility of capital loss in each of the target date Portfolios, the likelihood and magnitude of which will be dependent upon the Portfolio's asset allocation. On the Target Date, the portfolio will seek to provide a

Additional Notes

combination of total return and stability of principal.

The Voya Solution / Target Date PortfoliosSM are actively managed and the asset allocation adjusted over time. The portfolios may merge with or change to other portfolios over time. Refer to the prospectus for more information about the specific risks of investing in the various asset classes included in the The Voya Solution / Target Date PortfoliosSM.

Stocks are more volatile than bonds, and portfolios with a higher concentration of stocks are more likely to experience greater fluctuations in value than portfolios with a higher concentration in bonds. Foreign stocks and small and midcap stocks may be more volatile than large cap stocks. Investing in bonds also entails credit risk and interest rate risk. Generally investors with longer timeframes can consider assuming more risk in their investment portfolio.

(3)The Investment Option is not part of the Separate Account. The returns listed do not include the impact of contract charges. Please refer to the contract to determine which Fixed Interest Options are available for your specific plan.

The CURRENT rate for the Voya Short Term Guaranteed Accumulation Account (4559) is 3.00%, expressed as an annual effective yield, and is guaranteed between 08/30/2025 and 09/29/2028.

The CURRENT rate for the Voya Long Term Guaranteed Accumulation Account (4560) is 3.00%, expressed as an annual effective yield, and is guaranteed between 08/30/2025 and 09/30/2030.

Deposits received from 08/30/2025 through 09/30/2025 will receive this rate of interest. The annual rate of interest applied to your account may be higher or lower than the current rate. For more information regarding the GAA rates and terms, call 1-800-GAA-FUND.

(4)The current yield reflects the deduction of all charges that are deducted from the total return quotations shown, except the maximum 5% deferred sales charge.

(5)The current rate for the Voya Fixed Plus Account (4565) MC 945, Fund 4565 is 3.00%, expressed as an annual effective yield. The current rate may change and be higher or lower than the previously identified rate but is guaranteed not to be less than the calendar year floor rate of 3.00%, which will not change through 12/31/2025. In addition, the current rate is guaranteed not to be less than the Guaranteed Minimum Interest Rate of 3.00%. VRIAC will not apply a decrease to the current rate following a rate change initiated solely by us prior to the last day of the three-month period measured from the first day of the month in which such change was effective. Note: The current rate for an initial investment in the fixed account previously identified may be in effect for less than a full three-month period. Guarantees are based on the claims-paying ability of Voya Retirement Insurance and Annuity Company.

(6)The current rate for the Voya Fixed Plus Account (4566) MC 945, Fund 4566 is 3.00%, expressed as an annual effective yield. The current rate may change and be higher or lower than the previously identified rate but is guaranteed not to be less than the calendar year floor rate of 3.00%, which will not change through 12/31/2025. In addition, the current rate is guaranteed not to be less than the Guaranteed Minimum Interest Rate of 3.00%. VRIAC will not apply a decrease to the current rate following a rate change initiated solely by us prior to the last day of the three-month period measured from the first day of the month in which such change was effective. Note: The current rate for an initial investment in the fixed account previously identified may be in effect for less than a full three-month period. Guarantees are based on the claims-paying ability of Voya Retirement Insurance and Annuity Company.

Operations Evaluation

Ohio Digital Learning School

2024-2025

Complete the below to evaluate the operations in the past year for ODLS.

Student Enrollment – How effective have efforts been in increasing/maintaining student enrollment (retention & recruitment)?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Attendance – How is student attendance as compared to similarly situated schools? Has the Management Company sufficiently supported and created mechanisms to increase student attendance?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Curriculum – How well has the Management Company supplied a curriculum that aligns with the state standards? How well has the curriculum been implemented and supported?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Reporting – How well has the Management Company supplied information/documents (requested or otherwise) to the Sponsor and Board in an accurate and timely manner?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Communication – How well has the Management Company communicated relevant and desired information to the Board? (i.e. information requested by your Board, information required by your sponsor contract or otherwise requested by your sponsor)

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Relationship & Transparency with the Board – How effectively has the Management Company developed and maintained its relationship with the Board? Has the Management Company been honest and transparent with the Board in its operations, intentions, and direction?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

External Relationships – How effective has the Management Company been in reflecting positively on the school? Has the Management Company helped develop and maintain positive relationships with the school's sponsor, other service providers, and the community at large? Has the Management Company been cooperative with reasonable requests of the sponsor?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Student Discipline – How well has the Management Company handled discipline and behavior issues?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Technology – Has the Management Company purchased equipment, software, hardware, computers, and other tools to adequately fit the curriculum and mission of the school? Have updates been adequate?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Financials – How well has the Management Company performed in working with the Board’s fiscal officer in supplying financial information for submitting financial reports and budgets? Has this cooperation been done in a timely and accurate manner?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Financial Viability - How well has the Management Company created a framework for the school to be financially viable?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Teachers and Staff – How well has the Management Company performed in hiring and maintaining adequate numbers of staff? How well has the Management Company performed in hiring and maintaining highly qualified staff? Have positions been filled in a timely manner?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Administrator – How effective has the Management Company been in hiring and maintaining an Administrator? How supportive has the Management Company been in supporting and providing assistance to the Administrator?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Staff Support and Professional Development – How effective has the Management Company been in providing support to the teachers and non-instructional staff? What has the Management Company done to provide professional development?

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Sponsor Contract Compliance – How well has the Management Company complied with all aspects of the sponsor contract? (Keeping the school off of probation? Avoiding the need for Corrective Action Plans?) How well has the management company communicated compliance with the sponsor contract to your Board? (Reporting on CAP?)

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

Responsiveness to Corrective Action– How quickly, responsively, and collaboratively has the Management Company worked toward corrective actions requested by the sponsor? (i.e. How quickly has management resolved issues with enrollment, staffing, academics, curriculum, and materials?)

1 = Very poor	2 = Needs significant improvement	3 = Satisfactory	4 = Good	5 = Excellent
☐	☐	☐	☐	☐

Comments:

CODE OF ETHICS & CONFLICT OF INTEREST POLICY

I. PURPOSE

The purpose of this Code of Ethics and Conflict of Interest Policy is to promote the honest and ethical conduct of the directors, officers and employees of the Corporation, including: (i) the ethical handling of actual or apparent conflicts of interest; (ii) full, fair, accurate, timely and understandable disclosure; (iii) compliance with all applicable governmental rules and regulations; (iv) prompt internal reporting of violations; and, (v) accountability for adherence to this Code of Ethics. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to non-profit corporations and Ohio community schools.

II. DEFINITIONS

1. Interested Person. Any director, officer, or member of a committee with governing board delegated powers of the Corporation who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:
 - (a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - (b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

III. PROCEDURES

1. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.
2. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall thereupon determine whether the disclosure shows that a conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest.
 - a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
 - b. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
 - e. For purposes of federal grants, related party transactions are prohibited with regard to employees, contractors, and service providers. Any employee, officer, or agent of the Corporation is prohibited from participating in the selection, award, or administration of the contract if a real or apparent conflict of interest exists.
4. Violations of the Conflict of Interest Policy.
 - a. If the board or committee has reasonable cause to believe that a person has failed to disclose actual or possible conflicts of interest or has violated this policy, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose or violation.

- b. If, after hearing the response of the person and making such further investigation as may be warranted in the circumstances, the board or committee determines that the person has in fact failed to disclose an actual or possible conflict of interest or has violated this policy, it shall take appropriate disciplinary and corrective action.
- 5. Prohibited Relationships and Acts. The foregoing notwithstanding, the limitations specified below shall apply to all of the Corporation's directors, officers and applicable employees, and any situation violating such limitations shall constitute a violation of this policy, not subject to waiver or approval by the board or otherwise:
 - (i) No member of the governing board shall be an officer or employee of an education management organization or a sponsor having a business relationship with the Corporation.
 - (ii) No director, officer, or employee of the Corporation may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
 - (iv). No member of the governing board shall during the time of membership also serve as a member of a school district board of education.
 - (v) No member of the governing board shall owe money to the state in relation to a closed community school or have an unresolved finding for recovery against him or her as listed in the state audit database.
 - (vi) No member of the governing board shall have been convicted of a crime that would cause that member to be ineligible for a teaching license.
 - (vii) No member of the governing board shall have been convicted or have pled guilty to theft in office under Ohio Revised Code 2921.41 or a substantially similar offense in another state.

IV. RECORDS OF PROCEEDINGS

The minutes of the board and all committees with board-delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

V. COMPENSATION

- (a) A voting member of the board of directors who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation other than the compensation as authorized under the Ohio Revised Code for compensation to community school governing board members.
- (b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

VI. ANNUAL CONFLICT OF INTEREST STATEMENTS

Each director, officer and employee shall at the time of election, appointment or employment, and every annually thereafter, sign a statement which affirms that such person:

- (a) Has received a copy of this Code of Ethics and Conflict of Interest Policy,
- (b) Has read and understands this Code of Ethics and Conflict of Interest Policy,
- (c) Has agreed to comply with this Code of Ethics and Conflict of Interest Policy, and
- (d) Understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
- (e) Understands that all members of the governing board of a community school are subject, without limitation, to the provisions of the Ohio Ethics Law as set forth in Ohio Revised Code Chapter 102, which include postemployment, confidentiality, conflict of interest, gifts, and representation restrictions. All members of the governing board of a community school are also subject, without limitation, to Ohio Revised Code Sections 2921.42 and 2921.43, which include public contract, nepotism, and supplemental compensation restrictions. These restrictions also apply to all officers and employees of a community school, although teachers and other educators who do not perform, and have no board to perform, supervisory or administrative functions are not subject to the post-employment and conflict of interest restrictions in R.C. 102.03.

VII. COMPLIANCE WITH LAWS, RULES AND REGULATIONS

Recognition of the public interest must be a permanent commitment of the Corporation in the conduct of its affairs. The activities of the Corporation's directors, officers and employees must always be in full compliance with both the letter and spirit of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter, the Corporation's Code of Regulations and all other laws, rules and regulations applicable to the Corporation's purposes and business. Furthermore, no such person should assist any third party in violating any applicable law, rule or regulation. This principle applies whether or not such assistance is, itself, unlawful. The Corporation's directors, officers and employees must respect and obey the laws of the cities, states and countries in which the Corporation operates and avoid even the appearance of impropriety. When there is a doubt as to the lawfulness of any proposed activity, advice must be sought from the Corporation's president, the directors and/or legal counsel.

Violation of applicable laws, rules or regulations may subject the Corporation, as well as any director, officer or employee involved, to severe adverse consequences, including imposition of injunctions, monetary damages, fines and criminal penalties, including imprisonment. Directors, officers and applicable employees who fail to comply with this Code of Ethics and applicable laws will be subject to disciplinary measures up to and including termination of employment or relationship with the Corporation.

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.
- (b) Whether partners and joint venture arrangements and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable purposes, and do not result in inurement or impermissible private benefit.

PUBLIC RECORDS POLICY

The Board of Directors recognizes that openness leads to a better informed citizenry, which leads to better government and better public policy. It is the mission and intent of the School, as a public office, to at all times fully comply with and abide by both the spirit and the letter of Ohio's Public Records Act.

Definition

A "record" is defined to include the following: A document in any format (paper or electronic) that is created, received by, or comes under the jurisdiction of the School that documents the organization, functions, policies, decisions, procedures, operations, or other activities of the School as a public office.

A "public record" is a "record" that is being kept by the School at the time a public records request is made, subject to applicable exemptions from disclosure under Ohio or federal law. The School's public records will be organized and maintained in such a way that they can be made available for inspection and copying.

Public Records Requests

Public records will be available for inspection during regular business hours. Public records will be made available for inspection promptly. Copies of public records will be made available within a reasonable period of time. "Prompt" and "reasonable" take into account the volume of records requested, the proximity of the location where the records are stored, the necessity for any legal review and redaction, and other facts and circumstances of the records requested.

It is the goal of School that all requests for public records will be acknowledged or documented in writing.

Responding to Requests

Although no specific language is required to make a request for public records, the requester must at least identify the records requested with sufficient clarity to allow the School to identify, retrieve, and review the records.

Requesters shall not be required to make a request in writing. Requesters shall not be required to provide his or her identity or the intended use of the requested public record(s). However, in accordance with Ohio law the School may ask for a written request, the requester's identity, and/or the intended use of the information requested, if (1) a written request or disclosure of identity or intended use would benefit the requester by enhancing the School's ability to identify, locate, or deliver the public records that have been requested; and (2) the requester is first told that a written request is not required and that the requester may decline to reveal the requester's identity or intended use.

In processing the request, the School does not have an obligation to create new records or perform a search or research for information in the School's records. An electronic record is deemed to

exist so long as a computer is already programmed to produce the record through the School's standard use of sorting, filtering, or querying features.

In processing a request for inspection of a public record, an agent of the School may accompany the requester during inspection to make certain original records are not taken or altered.

A copy of the most recent edition of the Ohio Sunshine Laws Manual is available via the Attorney General's website (www.ohioattorneygeneral.gov/YellowBook) for the purpose of educating those involved with the School as to the obligations under Ohio's Public Records Act, Ohio's Open Meetings Act, records retention laws, and Personal Information Systems Act.

Electronic Records

Records in the form of e-mail, text messaging, and instant messaging, including those sent and received via a hand-held communications device, are to be treated in the same fashion as records in other formats, such as paper or audiotape.

Public record content transmitted to or from private accounts or personal devices is subject to disclosure. All employees or representatives of the School are required to retain e-mail records and other electronic records in accordance with applicable records retention schedules.

Denial and Redaction of Records

If the requester makes an ambiguous or overly broad request or has difficulty in making a request such that the School cannot reasonably identify what public records are being requested, the School may deny the request. Upon such denial, the School must then provide the requester an opportunity to revise the request by informing the requester of the manner in which records are maintained and accessed by the School.

If the School withholds, redacts, or otherwise denies requested records, the School shall provide an explanation, including legal authority, for the denial(s). If the initial request was made in writing, the explanation shall also be in writing. If portions of a record are public and portions are exempt, the exempt portions may be redacted and the rest shall be released. When making public records available for public inspection or copying, the School shall notify the requester of any redaction or make the redaction plainly visible.

Delinquent Child Policy - Sealed Records

Purpose: To preserve, protect and maintain confidential records that have been sealed in accordance with Sections 2151.356 and 2151.357 of the Ohio Revised Code.

Policy: In the event that the school board receives notice that the ODLS is in possession of records that have been ordered sealed pursuant to Section 2151.356 of the Revised Code from (i) a court of competent jurisdiction (ii) the person whose record has been sealed, or (iii) any other source sufficient to impute knowledge thereof, then the Head of School shall abide by the following:

Maintenance, Submission and Non-Disclosure of Sealed Records

- Records custodian shall place all records that have been ordered sealed pursuant to Section 2151.356 of the Ohio Revised Code in a separate file in which only sealed records are maintained. The sealed records shall, as soon as practicable, be provided to the Court ordering the records sealed consistent with ORC 2151.357. The Head of School or authorized designee/records custodian shall implement administrative policies and procedures for the protection, maintenance and preservation of all sealed records consistent with this Policy.
- No employee of ODLS or Board member shall knowingly release, disseminate, or make available for any purpose involving employment, bonding, licensing, or education to any person or to any department, agency, or other instrumentality of the state or of any of its political subdivisions any information or other data concerning any arrest, taking into custody, complaint, indictment, information, trial, hearing, adjudication, or correctional supervision, the records of which have been sealed pursuant to section 2151.356 of the Ohio Revised Code and the release, dissemination, or making available of which is not expressly permitted by Ohio law.
- Nothing contained in this Policy shall prohibit ODLS from retaining records regarding an adjudication that a student is a delinquent child that was used as the basis for the student's permanent exclusion under sections 3301.121 and 3313.662 of the Revised Code.

Permitted Inspections of Sealed Records

- ODLS may permit the inspection of records that have been sealed under Section 2151.356 of the Ohio Revised Code but only if in compliance with ORC 2151.357(E).

Copying and Mailing Costs

The School may charge those seeking public records the actual cost of making copies, not including labor. The charge for paper copies is 10 cents per page. The charge for electronic files downloaded to a compact disc is \$3 per disc. For purposes of cybersecurity the School will not transmit records by transfer to a requestor's provided device, such as flash or jump drive, external hard drive, or any other device required to be connected to the School's computers or technological devices.

The School may require that a requester pay in advance for the actual costs involved in providing the copy. The requester may choose whether to have the record duplicated upon paper or in electronic format.

If a requester asks that documents be delivered, he or she may be charged the actual cost of the postage and mailing supplies, or other actual costs of delivery. The School shall not charge for e-mailed records.

Records Custodian

The Board may by resolution designate a records custodian. If no designation is made by resolution, by adoption of this policy the School's Operator/Educational Management Organization, if any, is designated as the Records Custodian. The School's designated fiscal officer shall be the Records Custodian for all financial records.

Records Retention

The School's records shall be maintained in accordance with the attached Records Retention Schedule. The Retention Schedule does not imply that all records listed have been or should be created by the School. The Retention Schedule only applies to records belonging to the School/Board as a public office. The records that are the property of an operator or vendor, if any, shall be maintained in accordance with the operator or vendor's retention policy.

This policy and accompanying Records Retention Schedule shall be available at the School facility.

Homeless Student Policy

The School provides an educational environment that treats all students equally. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. Accordingly, the School will enroll each homeless student in the school determined to be in the student's best interest. This commitment to the educational rights of homeless or unaccompanied youth applies to all services, programs, and activities provided or made available. The School shall fully comply with McKinney-Vento Homeless Assistance Act.

The School shall designate a staff member to be the school liaison for homeless students ("School Liaison"). The School shall display the contact information for the School Liaison in the building. Homeless issue awareness training shall be provided to all staff members. All questions and concerns of the staff members should be referred to the School Liaison.

The School Liaison for Homeless Students shall ensure that the parent or guardian of a homeless student and any unaccompanied youth is:

- Assisted in accessing transportation to the selected school
- Provided assistance in exercising the right to attend the school of his/her choice
- Serviced without being labeled as homeless by school personnel
- Provided the information in this policy in a manner and form understandable to the parent or guardian, and if necessary, in the native language of the parent or guardian
- Assisted in the Dispute Resolution process as outlined herein

Eligibility:

A student may be considered eligible for services as a "Homeless Child" under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- With other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubling up")
- In emergency or transitional shelters
- In a hotel/motel, trailer park (not deemed residential), campground, or similar situation due to lack of alternatives
- At a bus or train station, park, car, or abandoned building, public spaces, substandard housing
- Abandonment in hospitals
- Living in a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings
- Living in one of the above situations and who are migratory.

Students in Foster Care

While not included in the definition of homeless per the McKinney-Vento Act, the School must still provide the following to students in foster care pursuant to Title I of the Every Student Succeeds Act:

- Students in foster care have a right to a best interest determination when placed into foster care or experiencing a change in foster care placement,
- Students in foster care have a right to remain in their school of origin,
- Students in foster care have a right to transportation services to and from their school of origin, and
- Students in foster care have a right to immediate enrollment and school records transfer.

All students in foster care are eligible for Title I services, even if they are attending a building that is not Title I eligible. For more information on students in foster care, refer to policy number 235, Student in Foster Care Policy.

Placement: The School shall make school placement determinations on the basis of the best interest of the student. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student's parent or guardian or otherwise not in the best interest of the student.

To the extent feasible, the School shall comply with a request made by parents regarding school placement regardless of whether the student lives with the homeless parents or is temporarily residing elsewhere.

Immediate Enrollment: Should a dispute arise over eligibility, school selection, or enrollment the dispute resolution procedures shall be followed as provided herein and the student shall be immediately enrolled during the pendency of the dispute and all appeals. Proof of residence, birth certificate, immunization records, and other documentation cannot serve as a barrier to enrollment in a school.

School Selection: The eligible student has the right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which he/she currently resides (School of Residency)

Participation in Programs: Eligible students have a right to access all of the school's programs and services on the same basis as all other students, including special education, school breakfast and lunch, and any extra-curricular activities.

Transportation: Any eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

Dispute Resolution: The student, parent or guardian has the right to appeal any School determination of eligibility, school selection, or enrollment. The School Liaison will guide the student, parent or guardian through the entire dispute resolution process. The School Liaison will assist in both the local and state-level appeals process, if necessary. This includes recording evidence that will be used to write an appeal if a parent, guardian or unaccompanied youth

cannot do so by him or herself and providing access to School materials, such as copiers and fax machines.

Should a dispute arise over eligibility, school selection, or enrollment in a school the following procedure is to be followed:

1. The School shall immediately enroll the child/unaccompanied youth in the school in which he/she is seeking enrollment, pending resolution of the dispute, including all appeals. Enrollment for these purposes is defined as attending classes and participating fully in school activities.
2. Upon determination of eligibility, enrollment, or school selection, the School will provide a written explanation of any decisions made to parents, guardians or unaccompanied youth. The School should use Attachment 1 in order to capture all relevant information. Regardless of what form is used, the written explanation should be easy to understand and free of jargon. When appropriate, the School will translate the decision into the recipient's dominant language. At a minimum, the written explanation of how the School reached its decision regarding eligibility, school selection, or enrollment will include:
 - A description of the action that the School proposed or refused
 - An explanation of why the School proposed or refused the action
 - A description of any other options the School considered
 - The reasons why the School rejected any other options
 - A description of any other factors relevant to the School's decision and information related to the eligibility or best interest determination. (This includes the facts, witnesses and evidence relied upon and their sources.)
 - Appropriate timelines to ensure any relevant deadlines are met
 - Contact information for the School liaison and state homeless education coordinator and a brief description of their roles
 - Notice to the recipient of their right to file an appeal, including step-by-step instructions of how to file an appeal
3. The School will refer the student, parent or guardian to the School Liaison who will initiate the dispute resolution process as quickly as possible. The Liaison will make sure that the Schools follows the dispute resolution process. The Liaison also must ensure that unaccompanied youth receive the same rights to appeal the School's eligibility, school selection or enrollment decision as parents and guardians. The role of the Liaison is to assist the student, parent or guardian through the duration of the dispute resolution process. The process will be open and transparent among those involved.
4. Following an appeal at the School level, if the student, parent or guardian still disagrees with the determination, they may appeal to the Department of Education and Workforce. The School Liaison will forward all written documentation and related documents to the state coordinator for Homeless Education at the Department of Education and Workforce. The School Liaison may use Attachment 2 to help capture all relevant information. Upon receipt of any requested documentation, the state coordinator for Homeless Education will investigate the dispute and request applicable documentation. The Department of Education and Workforce will make a decision within 15 school days from the receipt of all necessary materials. The

Department will provide the final decision to the School superintendent, building principal, School Liaison, and parent, guardian or unaccompanied youth. All parties must immediately adhere to the final determination.

Academic Prevention/Intervention Policy

In accordance with Section 3313.6012 of the Ohio Revised Code, the Board of Directors (the “Board”) of the School adopts this Academic Prevention/Intervention Policy in order to address prevention and intervention services within the School.

ASSESSMENTS

The School shall assess student achievement and needs in all program areas in compliance with State law, the rules adopted by the State Board of Education and the Community School Contract. The purpose of such assessments will be to determine the progress of students and to assist in attaining student performance objectives and educational achievement goals of the School.

STATE-REQUIRED TESTS

The School shall administer all State-mandated tests to students at the times designated by the State Board of Education. “Achievement tests” for purpose of this Policy are defined as those aligned with the Ohio academic content standards and model curriculum, designed to measure a student’s level of skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement. .

“Diagnostic assessments” for purposes of this Policy are defined as those aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level. The School will administer diagnostic assessments pursuant to Section 3301.0715 of the Revised Code.

All statewide tests shall be administered in accordance with Rules 3301-13-01 and according to procedures outlined in 3301-13-02 of the Ohio Administrative Code.

In addition to achievement tests and diagnostic assessments, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but are not limited to, teacher observation techniques, cumulative student records, and/or student performance data collected through standard testing programs.

Any student receiving special education services may be excused from taking any particular test required if the individualized education program (“IEP”) developed for the student excuses the student from taking that test and instead specifies that an alternative assessment method be used. The Alternative Assessment for a Student with Disability (“AASWD”) is approved by the Department of Education to evaluate the performance of students with the most significant cognitive disabilities for whom regular assessments, even with accommodations, are not appropriate. In general, the IEP shall not excuse the student from taking a test unless no reasonable accommodation can be made to enable the

student to take the test. In that case, the school shall use AASWD to test students needing an alternate form of assessment.

The School shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher grade level, except as provided by law.

INTERVENTION SERVICES

In accordance with this Policy, the School shall provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, social studies or science achievement test and/or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment. Intervention services will be commensurate with the student's test performance in each such test area including prevention, intervention, or remediation. Such prevention, intervention or remediation programs may include, but is not limited to, remedial program content, one-on-one teacher/student interaction, computer-assisted remedial course material, student-specific tutoring intervention and/or small group interaction.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, the School shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608 or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

For each student required to be offered intervention services, the School may involve the student's parent or guardian and classroom teacher in developing the intervention strategy, and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

THIRD GRADE READING GUARANTEE

If applicable to the grade levels served by the School, the School shall administer the required achievement tests, perform remediation and retain students as set forth in the School's Third Grade Reading Guarantee Policy.

PROCEDURES FOR THE REGULAR COLLECTION OF STUDENT PERFORMANCE DATA

The School shall develop procedures for the regular collection of student performance data; a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

The School shall keep records for each student including the following:

- A. A unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2);
- B. A list or designation of which tests are required and which tests are not required;
- C. A list or designation of which tests, required or not required, are taken and which are not taken at each test administration period;
- D. Score for each test taken;
- E. Whether each student attained the requisite performance standard designated for each required test;
- F. What if any tests must still be taken;
- G. Whether or not intervention must be provided; and
- H. For each test required for graduation, the date passed must be recorded on the student's transcript. No information shall be on the student's transcript for a test not passed. When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

PROCEDURES FOR USING STUDENT PERFORMANCE DATA TO EVALUATE THE EFFECTIVENESS OF INTERVENTION SERVICES AND, IF NECESSARY, TO MODIFY SUCH SERVICES.

The School shall utilize diagnostic and performance assessments that are nationally-normed and aligned with State-standards to measure student performance data. Data will be collected to determine student performance in reading and math and the effectiveness of intervention services.

The student performance will be measured after each diagnostic and performance assessments and compared with previous assessments to determine gains in each relevant subject category. Intervention and remediation programs may include by way of illustration, one-on-one tutoring, computer-assisted remedial curriculum, small group intervention and/or one-on-one student/teacher interaction will be employed. Subsequent diagnostic and performance assessments will be employed after implementation of intervention and remediation programs to determine efficacy and effectiveness of such programs.

This policy shall be reviewed annually.

Parent Involvement Policy

The School recognizes that the involvement of parents (hereinafter including guardians/caretakers/foster caregivers) and families in their children's education is critical to students' success. In order to accomplish the goal of welcoming, encouraging, and promoting parental/family involvement, the School shall:

1. Create a welcoming school climate.

- Provide a welcome packet for all parents visiting the school, including important school contact information, school calendar and information about the vision and mission of the school.
- Have teachers make personal contacts with families through e-mail, phone calls or home visits.
- Hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building and meet other families.

2. Provide families information related to child development and creating supportive learning environments.

- Provide information for parents on typical development and appropriate parent and school expectations for various age groups.
- Print suggestions for parents on home conditions and activities that support learning at each grade level.
- Partner with local agencies to provide resources to families.

3. Establish effective school-to-home and home-to-school communication.

- Provide information for parents on homework policies and on monitoring and supporting student work at home.
- Send home student work for parent review and comment.
- Allow access so families can frequently monitor their children's progress.
- Clearly communicate school policies to all families.
- Establish formal mechanisms for families to communicate to administrators and teachers as needed (e.g., phone numbers, e-mail addresses, weekly hours for families to call or meet).
- Create a "suggestion or comment" box (electronic or onsite) for families to anonymously provide their questions, concerns and recommendations.

4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.

- Provide training and materials for parents on how to improve children's study skills or learning in various academic subjects.
- Make regular homework assignments that require students to discuss with their families what they are learning in class.

- Provide information on community resources and activities that link to student learning skills and talents, including summer programs for students.
 - Inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home.
 - Engage families in opportunities to work with their children in setting their annual academic and career goals.
5. Engage families in school planning, leadership and meaningful volunteer opportunities.
- Invite parents to be involved at the School, including Title One planning.
 - Identify family volunteer interests, talents and availability, matching these resources to school programs and staff-support needs.
(Recurring volunteers will be required to comply with background check policies of the School.)
 - Create volunteer recognition activities such as events, certificates and thank-you cards.
 - Host events which encourage interaction among parents.
6. Connect students and families to community resources that strengthen and support students' learning and well-being.
- Through school-community partnerships, facilitate families' access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education.
 - Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.
 - Connect students and families to service-learning projects in the community.
 - Invite community partners to share resources at annual open houses or parent-teacher conferences.

Career Advising Policy

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and district residents. The policy is posted on the school's website.

The School's plan for career advising includes, providing:

1. Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education.
2. Career advising to students in grades 6-12, which includes meeting with each student at least once annually to discuss academic and career pathway opportunities.
3. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
 - a. Identifying students who are at risk of dropping out of school using a local, research-based method with input from teachers, school counselors and other appropriate school staff.
 - b. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.
 - i. Before the School develops a student's Student Success Plan, the School will invite the student's parent/guardian to assist. If parent/guardian does not participate in the plan development, the School will provide the parent/guardian a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.
4. Training for employees on how to advise students on career pathways, including use of the tools available in OhioMeansJobs K-12 and other online sources provided by the School.
5. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit through College Credit Plus.
6. Information on courses that can award students both traditional academic and career-technical credit including, but not limited to, the School's policy on credit flexibility and instructions for students to access the educational option.
7. Documentation on career advising for each student and student's parent, guardian or custodian to review, as well as schools that the student may attend in the future. These include activities that support the student's academic, career and social/emotional development.
8. Supports necessary for students to successfully transition from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and/or English language arts.

9. Information regarding career fields that require an industry-recognized credential certificate, associate's degree, bachelor's degree, graduate degree, or professional degree.
10. Information about ways a student may offset the costs of post-secondary education, including the following:
 - a. Reserve officer training corps;
 - b. College credit plus program
 - c. Ohio guaranteed transfer pathways initiative
 - d. Joint academic programming or dual enrollment opportunities.

Protective Eyewear Policy

Staff and Students shall wear eye protection which complies with Federal and State standards when working in areas involving:

- flying particles
- molten materials
- acids, caustic, or explosive materials
- chemical oases or vapors
- potentially injurious light radiation
- welding, milling, sawing, drilling, turning, shaping, cutting, grinding, buffing

Bloodborne Pathogen Control Policy

Staff and students incur some risk of infection and illness each time they are exposed to bodily fluids or other potentially infectious materials. While the risk of exposure to body fluids due to casual contact with individuals in the school environment is very low, the School provides this exposure control plan to eliminate or minimize exposure to bloodborne pathogens, which include the human immunodeficiency virus (HIV), which causes AIDS and the hepatitis B virus (HBV).

This Exposure Control Plan includes:

- Determination of exposure
- Implementation of various methods of exposure control, including:
 - Universal precautions
 - Engineering and work practice controls
 - Personal protective equipment
 - Housekeeping
- Hepatitis B vaccination
- Post-exposure evaluation and follow-up
- Communication of hazards to employees and training
- Recordkeeping
- Procedures for evaluating circumstances surrounding exposure incidents

Chicken Pox Epidemic Policy

Pursuant to Ohio law, a school may deny admission to a student who is exempted from the chicken pox immunization requirement. To deny admission to a pupil, the director of the state department of health will notify the School Leader that a chicken pox epidemic exists in the school's population. A chicken pox epidemic is defined as the occurrence of cases of chicken pox in numbers greater than expected in the school's population or for a particular time.

Once the director of health notifies the School Leader that the epidemic no longer exists, the School may no longer deny admission to a student exempted from the chicken pox immunization requirement.

A student may be exempted from the chicken pox immunization requirement if:

1. The student has had natural rubeola and presents a signed statement from the student's parent, guardian or physician to that effect and is not required to be immunized against rubeola.
2. The student has had natural mumps and presents a signed statement from the student's parent, guardian or physician to that effect and is not required to be immunized against mumps.
3. The student has had natural chicken pox and presents a signed statement from the student's parent, guardian, or physician to that effect and is not required to be immunized against chicken pox.
4. The student presents a written statement of the student's parent or guardian, in which the parent or guardian declines to have the student immunized for reasons of conscience, including religious convictions, is not required to be immunized.
5. A student whose physician certifies in writing that such immunization against any disease is medically contraindicated is not required to be immunized against that disease.

To ensure academic status of students denied admission during a chicken pox epidemic, the school will ensure students denied admission are provided with all course work during such absence to be turned in upon return to school. Access to instructors will be available via the telephone, email, or other electronic manner. If the parent or guardian of the student is unable to pick up such course work or the student is otherwise unable to access work, the student will have time equal to the time off school to complete such course work. The student will be permitted to make-up all missed tests and quizzes.

Food Allergy Policy

In accordance with Section 3313.719 of the Ohio Revised Code, the Board has adopted this policy to help protect students with peanut or other food allergies.

Parent/student Responsibility:

- A. Parents/Guardians of students or students age 18 or older (“Parents”) with allergies are required to notify the School in writing of any known allergies at the beginning of each school year or upon learning of such allergy if the school year has already begun.
- B. Parents of students with life threatening allergies must:
 - 1. Ensure that the student has access to emergency medications if prescribed while at the School or School sponsored events.
 - 2. Execute any forms required by the School, including an Authorization of Student Possession and Use of an Epinephrine Autoinjector Form, Authorization of Student Possession and Use of an Asthma Inhaler, and/or Food Allergy Action Plan (the “Plan”).
 - 3. Obtain written approval from the student’s physician permitting the student to carry and use medication, if applicable, in accordance with the School’s Medication Policy.
 - 4. Cooperate with the School to formulate the Food Allergy Action Plan.
 - 5. Provide current emergency contact information and update regularly.
- C. Parents are responsible for educating their student about managing his or her allergy at School, including but not limited to:
 - 1. Safe and unsafe foods
 - 2. Strategies for avoiding exposure to unsafe foods
 - 3. Symptoms of allergic reactions
 - 4. How and when to tell a School staff that he or she is having an allergy-related problem; and
 - 5. Provide current emergency contact information and update regularly

School Responsibility:

For students with life threatening allergies, the School shall:

- A. Develop a plan (“Plan) which addresses (1) what actions will be taken to avoid exposure at the School, and (2) what actions will be taken in the event of student exposure. The Plan will be developed through consultation with the student’s Parent and the recommendations of the student’s physician or allergist. Once created, this Plan will be reviewed and updated as needed.
- B. The School will share the Plan with appropriate School staff and assist all staff who interact with the student on a regular basis to understand the Plan and be informed of what to do in an emergency.
- C. With the consent of the Parent, the Plan may provide a mechanism for the School to provide notice to the student’s classmates and/or the Parents of the student’s classmates regarding a life threatening food allergy in the School.
- D. The School will follow the procedures detailed in its approved Medication Administration Policy.

The School welcomes input on this policy from parents, students, School employees and volunteers, and community members.

SEARCH POLICY

To maintain a safe and orderly educational environment, School officials may search the person or property, including vehicles, of students, visitors, and others on School property and at or during a School sponsored event, whenever they reasonably suspect a violation of law or of School policies.

School officials may seize any illegal, unauthorized, or contraband materials discovered in the search.

There is no right or expectation of privacy in School lockers or other storage areas or property owned by the School or its affiliates, contractors, or designees.

Random or periodic general inspections of School property may be conducted by School officials or their designees for any reason or no reason at any time without notice, and without consent.

The Board of Directors of the School hereby authorizes the use of metal detectors and canines for searches.

Child Abuse or Neglect Reporting Policy

The Board of Directors will cooperate with the identification and reporting of suspected cases of child abuse or neglect in accordance with the law.

Pursuant to Ohio law, every board member and staff member at the school, who knows or has reasonable cause to suspect child abuse or neglect must immediately report that knowledge or suspicion. For purposes of this policy, a staff member is any individual working at the school whether employed directly by the Board of Directors or employed or contracted by an operator or other service provider.

For purposes of this policy, any reference to parent or parents shall mean the parents, guardians or custodians of the child.

Definitions

A. Abused Child

An abused child is any child who is the victim of sexual activity; is endangered pursuant to criminal law; exhibits evidence of physical or mental injury inflicted by other than accidental means; or because of the acts of the parents suffers physical or mental injury that harms or threatens to harm the child's health or welfare.

B. Neglected Child

A neglected child is any child who is abandoned by the child's parents; who lacks adequate parental care because of the faults or habits of the child's parents; whose parents refused to provide proper or necessary subsistence, education, medical or surgical treatment; whose parents refused to provide special care made necessary by the child's physical or mental condition; or other criteria established by law.

Procedure for Reporting

- A. Any staff member at the school shall report any suspected case that reasonably indicates child abuse or neglect. Any staff member who suspects that a child is being, has been, or faces the threat of being abused or neglected must immediately report the suspicion to the public children's services agency or local law enforcement agency. The report to either agency shall be made either by telephone or in person. If requested by the receiving agency, a written report shall be provided.
- B. The reporting individual shall promptly notify the school leader that a report has been made. The school leader shall verify and document that the suspected case was properly reported. The identity of the reporting person shall be confidential subject only to disclosure pursuant to court order or consent.
- C. The public children's agency or local law enforcement is responsible for the investigation of the case and staff members should not attempt to pressure the student into divulging information.

Training Requirement

Within two (2) years of commencing employment, each School staff member shall complete at least four (4) hours of in-service training in the prevention of child abuse, violence, substance abuse, the promotion of positive youth development, and youth suicide awareness and prevention. Thereafter, each staff member shall complete training on youth suicide awareness and prevention every two (2) years and all other above topics every five (5) years.

The in-service training shall also incorporate (1) training on school safety and violence prevention, including human trafficking content; (2) training on the Board's harassment, intimidation and bullying policy; (3) training on the prevention of substance abuse; (4) training on youth suicide awareness and prevention; and (5) for those staff employed to work in middle school or high school grades, training on prevention of dating violence.

Penalty

Pursuant to Ohio law, any person who violates the child abuse reporting statute is liable for compensatory and exemplary damages to the child who would have been the subject of the report that was not made.

Violation of the statute or policy may also result in additional discipline measures, including termination of employment.

Corporal Punishment Policy

The Board of Directors does not condone the use of unreasonable force or fear in student discipline.

No staff member or school bus driver shall resort to physical force or violence to compel compliance by a student. Staff members may use removal from the classroom as a disciplinary measure if necessary. Suspension and Expulsion may also be utilized in compliance with the School's Suspension and Expulsion Policy.

All staff members and school bus drivers may use and apply such amount of force and restraint as is reasonable and necessary: to quell a disturbance threatening physical injury to others; to obtain possession of weapons or other dangerous objects upon the student's person or within the student's control; for the purpose of self-defense; or for the protection of persons or property. In the event force or restraint is necessary, staff members should use procedures in compliance with the School's Positive Behavior Interventions and Support Restraint & Seclusion Policy.

Corporal punishment is not permitted. If a staff member or school bus driver inflicts or threatens to inflict unnecessary, unreasonable, irrational, or inappropriate force upon a student, s/he may be subject to discipline and possibly criminal charges.

Medication Policy

The School does not administer medication (prescription or otherwise) other than as provided in this policy, the School's Food Allergy Policy, and the Seizure Disorder Policy.

Per Ohio Revised Code Section 3313.716 students are permitted to possess and use a metered dose or dry powder Asthma Inhaler to alleviate or prevent asthmatic symptoms at the School.

Per Ohio Revised Code Section 3313.718(B) and 3314.03(A)(11)(d) students are permitted to carry and use an epinephrine auto-injector to treat anaphylaxis (an intense allergic reaction). In order for a student to properly possess or use an epinephrine autoinjector at the School, written approval from the Student's physician and parent must be signed and received by the School.

For all medications including asthma inhalers and epinephrine autoinjectors, written approval by the Student's physician must include all information as detailed herein below or as indicated on the Food Allergy Action Plan, if applicable. If a student has a serious food allergy, the Parent must complete a Food Allergy Action Plan.

"Written Approval" hereunder must include the following information:

1. The name and address of the Student;
2. The name of the School and class in which the student is enrolled;
3. The name of the medication and the dosage to be administered;
4. The times or intervals at which each dosage of the medication is to be administered;
5. The date the administration of the medication is to begin;
6. The date the administration of the medication is to cease (if applicable);
7. Acknowledgement that the physician has determined that the Student is capable of possessing and using the auto injector appropriately and has provided the Student with training in the proper use;
8. Any severe adverse reactions that should be reported to the physician and one or more phone numbers at which the physician can be reached in an emergency;
9. Instructions outlining procedures to follow if the asthma inhaler does not provide adequate relief;
10. A list of adverse reactions that may occur to an individual for whom the asthma inhaler was not intended uses the medication;
11. At least one emergency telephone number for contacting the physician and one number for contacting the parent/guardian.
12. And any other special instructions.

Should any information regarding the medication change, the parent must submit a revised written statement. All medications must be in the prescribed container.

The School shall acquire and retain copies of each request and accompanying statement. The statement shall be given to the employee authorized to administer the drug by the next school day after receipt.

The School shall store the medication in a locked location in the school office or other location as determined by School personnel that meets legal requirements for storage. Any drugs that require refrigeration shall be stored in a refrigerator located in a place not commonly used by students.

Properly trained School staff may administer epinephrine in an emergency situation, in accordance with the Written Approval and/or the student's Food Allergy Action Plan when emergency medical service providers are not immediately available and the exigency of the circumstance require immediate action. School staff will immediately request assistance from an emergency medical service provider whenever a student is administered epinephrine at the School or at an activity, event, or program sponsored by the School. This request for medical assistance applies whether the student self-administers the medication or a School staff administers it to the student.

Students with Diabetes

All students enrolled in the School will receive appropriate and needed diabetes care in accordance with an order signed by the treating physician. The care includes any of the following:

1. Checking and recording blood glucose levels and ketone levels, or assisting the student with the check.
2. Responding to blood glucose levels outside of the student's target range.
3. Administering glucagon or other prescribed emergency treatment during a case of severe hypoglycemia.
4. Administering or assisting in the administration of insulin
5. Providing oral diabetes medication
6. Understanding schedules and food intake for meals and snacks to calculate medication dosages pursuant to the physician's order.
7. Following the physician's instructions regarding meals, snacks, and physical activity
8. Administering diabetes medication as long as the following conditions are met:
 - a. Administered by a school nurse, or in the absence of a school nurse an employee trained in diabetes care.
 - i. Any training shall be coordinated by a school nurse or a licensed health care professional with expertise in diabetes;
 - ii. Each year the training shall take place prior to the beginning of the school year, or as needed, not later than fourteen days after receipt of a physician's order;
 - iii. Any individual who completes the required training shall be considered by the Board as qualified to administer diabetes care.
 - iv. The school nurse or licensed health care professional shall provide follow up training and supervision.
 - b. The school receives a written request with the following information:
 - i. The name and address of the student;
 - ii. The school and class in which the student is enrolled;
 - iii. The name of the drug and the dosage to be administered;

- iv. The times or intervals at which each dosage of the drug is to be administered;
 - v. The date the administration of the drug is to begin;
 - vi. The date the administration of the drug is to cease;
 - vii. Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency;
 - viii. Special instructions for administration of the drug, including sterile conditions and storage.
- c. The parent agrees to submit a revised statement upon any changes.
 - d. The person administering the drug has a copy of the statement
 - e. The medication is in the prescribed container

Within fourteen days of receipt of a physician's order regarding a student with diabetes, the School shall inform the student's parent/guardian that the student may be entitled to a 504 plan.

Upon written request of a parent/guardian, a student with diabetes shall be permitted to attend to their own care in accordance with the Physician's order if the student's treating physician determines the student capable of performing the tasks. The student shall be permitted to perform the care tasks in any area and to possess all necessary supplies and equipment. If the student uses the medical equipment for purpose other than the student's own care, the School may revoke the student's permission to attend to their own care.

The School, members of the Board, and employees of the School are not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from providing care or performing duties associated with diabetes care unless the act or omission constitutes willful or wanton misconduct.

No later than the last day of December of each year, the School shall report to the Ohio Department of Education and Workforce, the following information:

1. The number of students with diabetes enrolled during the previous school year.
2. The number of errors associated with the administration of diabetes medication during the previous school year.

Tobacco Policy

Definitions:

"Smoke" means to burn any substance containing tobacco, including a lighted cigarette, cigar, or pipe, or to burn a clove cigarette.

"Use tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco.

"Tobacco products" includes e-cigarettes, electronic nicotine delivery systems (ENDS), and other electronic smoking or vaping devices (including JUUL's, myBlu, Mojo, etc.).

This policy does not apply to any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce and eliminate nicotine or tobacco dependence.

Prohibition:

No student shall smoke or use tobacco or tobacco products or possess any substance containing tobacco in any area under the control of the School or at any activity supervised by the School.

No student shall use or possess any substance containing betel nut in any area under the control of the School or at any activity supervised by the School.

Enforcement/Disciplinary Measures:

1. The first violation of this policy shall result in confiscation of tobacco products, notification to parents and/or guardians if the student is under 18 years of age, and at least one the following:
 - a. A student meeting and individual student assessment with a chemical health educator or designated staff to discuss commercial tobacco use and school policy.
 - b. Student participation in tobacco education program.
 - c. Offering student information about available cessation programs and resources.

Additional disciplinary measures may be implemented at the discretion of the school leader in accordance with the Student Code of Conduct.

2. The second violation of this policy shall result in confiscation of tobacco products, notification to parents and/or guardians if the student is under 18 years of age, and offering the student information about available cessation programs, as well as at least one of the following:
 - a. A student meeting and individual student assessment with a chemical health educator or designated staff with parents and/or guardians to discuss commercial tobacco use and school policy.
 - b. Student participation in a tobacco education program.

Additional disciplinary measures may be implemented at the discretion of the school leader in accordance with the Student Code of Conduct.

3. The third and any subsequent violation of this policy shall result in confiscation of tobacco products, notification of parents and/or guardians if the student is under 18 years of age, offering student information about available cessation programs, and student participation in a tobacco education program as well as at least one of the following:
 - a. A student meeting and individual student assessment with a chemical health educator or designated staff with parents and/or guardians to discuss commercial tobacco use and school policy.
 - b. Other disciplinary measure.

Resources:

For educational materials and local tobacco cessation programs, visit <https://odh.ohio.gov/know-our-programs/tobacco-use-prevention-and-cessation/welcome-to>

Seizure Disorder Care Policy

Seizure Action Plans

Per Ohio Revised Code Section 3313.7117 the Board of Directors establishes this policy regarding seizure action plans for students.

The Board of Directors directs the school nurse or other employee to collaborate with the parent/guardian to develop an individualized seizure action plan for each student enrolled at the School with an active seizure disorder diagnosis. The plan shall include the following:

- A written request signed by the student's parent, guardian, or other person having care or charge of the student, to have seizure disorder prescriptions administered to the student; and
- A written statement from the student's treating practitioner providing information on each drug prescribed to the student for a seizure disorder.

The seizure action plan shall only be effective for the school year during which it was written and must be renewed at the beginning of each school year. The plan shall be maintained in the office of the School nurse or School Administrator if the School does not employ a nurse.

The School nurse, or a School Administrator if the School does not employ a nurse, shall provide written notice of the existence and content of each seizure action plan to each employee, contractor, and volunteer who regularly interacts with the student, has legitimate educational interest in the student or is responsible for the direct supervision of the student, or is responsible for the transportation of the student to or from school. The School nurse or a School administrator if the School does not employ a school nurse, shall ensure all of these such individuals are as required by law trained in the care of students with seizure disorders.

The School nurse, or a School administrator if the School does not employ a school nurse, shall coordinate seizure disorder care at the School.

Training

The Board of Directors designates the **School Administrator**, in addition to the School nurse, to be trained on the implementation of seizure action plans every two years. The School shall provide or arrange for the training of the employee. The training must include and be consistent with guidelines and best practices established by a nonprofit organization that supports the welfare of individuals with epilepsy and seizure disorders, such as the Epilepsy Alliance Ohio or Epilepsy Foundation of Ohio or other similar organizations as determined by the Department of Education and Workforce, and the training must address all of the following:

- Recognizing the signs and symptoms of a seizure;
- The appropriate treatment for a student who exhibits the symptoms of a seizure; and
- Administering drugs prescribed for seizure disorders.

Additionally, the Board of Directors requires each person employed at the School as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders within ninety days of employment.

Seizure Medication Administration

A drug prescribed to a student with a seizure disorder shall be provided to the school nurse or another person at the school who is authorized to administer it to the student if the school does not employ a full-time school nurse. The drug shall be provided in the container in which it was dispensed by the prescriber or a licensed pharmacist.

Drugs as prescribed for seizure disorder that are to be administered to students pursuant to this policy and Ohio Revised Code 3313.7117 may be kept in an easily accessible location.

A student may possess a drug prescribed to the student designed to prevent the onset of a seizure or to alleviate symptoms of a seizure if the following apply:

- The student has written approval of the student's physician and if the student is a minor the written approval of the parent/guardian or other person having care or charge of the student. The physician's approval shall include the following:
 - Student's name and address
 - Name of the drug and the dosage to be administered
 - Circumstances under which the drug is to be administered to the student
 - How the drug is to be administered to the student
 - Written instructions that outline procedures school personnel should follow in the event the drug does not prevent the onset of a seizure or alleviate the symptoms of a seizure
 - Any severe adverse reactions that may occur and that should be reported to the physician
 - Any severe adverse reactions that may occur to another student for whom the drug is not prescribed should the student receive a dose
 - At least one emergency phone number for the physician
 - At least one emergency phone number for the parent/guardian or other caretaker
 - Any special instructions from the physician
- The School leader/principal and the nurse, if there is a nurse assigned to the building, shall receive copies of the written approvals.

Any individuals described in this policy may administer a prescribed seizure drug if the individual has received a copy of the written approval issued by the student's physician which contains the information required by this policy and received training regarding the circumstances under which the drug is to be administered and how to administer the drug



LEGAL UPDATE

For Ohio Community School Boards



BUDGET BILL - HOUSE BILL 96

Ohio's biennium budget bill signed into law this summer has numerous education related provisions which will go into effect at various times throughout the school year and beyond. Some of the highlights are as follows:

- Eliminates the annual submission of comprehensive plans to sponsors.
- Changes the requirement that child sexual abuse in-service training be provided by law enforcement or prosecutors. Rather, schools must develop their own in consultation with experienced agencies or persons.
- Requires changes to policy addressing habitual truancy.
- Allows multiple community schools to create a transportation consortium.
- Permits any community school to be located in multiple facilities in more than one school district under the same charter contract.

DOPR DESIGNATION



The budget bill changes the qualifications for "dropout prevention and recovery" (DOPR) school to a school that enrolls only students who are between ages 14 and 21, and who are at least one grade level behind their cohort age group or who experience crises that significantly interfere with their academic progress such that they are prevented from continuing their traditional educational programs. For the next two school years, however, community schools that *primarily* serve students enrolled in DOPR program may continue operating as-is.

Question & Answer:

Q:Did HB 96 address anything about the evolving use of AI?

A: Yes, the bill will require schools to adopt a policy on the use of Artificial Intelligence by July 1, 2026. The Department of Education and Workforce will be required to develop by December 31, 2025 a model policy addressing the appropriate use of AI by students and staff for educational purposes.



[330-962-6776](tel:330-962-6776)



www.AmyGoodsonLaw.com



Amy@AmyGoodsonLaw.com



OCCS BOARD BRIEF *September 2025*

Ohio Digital Learning School

Regional Representative's Report:

- School staff are required to complete a series of annual trainings by the end of September to ensure safety, compliance, and readiness for the school year. Trainings include Child Abuse Mandatory Reporting, Sudden Cardiac Arrest, Seizure Disorders, and Crisis Management/De-Escalation. Kristin will be working with school leaders to collect training documentation by the September 30 deadline.
- In September, Kristin Katakis will begin gathering data for the First Trimester Compliance review. This process involves a site visit, reviewing policies and examining postings in the building, as well as on the school's website.
- School leaders were recently invited to share the *Your Time. Your Choice. Signing Day* event with families of students in grades 4–12. Held at the University of Toledo on September 27, 2025, this free event includes admission to the UT vs. Akron football game, lunch, and prevention activities. Students will have the opportunity to pledge to live substance-free while learning about important issues such as vaping, marijuana use, fentanyl poisoning, teen domestic violence, and online safety. This is a meaningful opportunity for schools and families to support students in making healthy and safe choices for their future. Click [here](#) to register.

COMPLIANCE AND TECHNICAL ASSISTANCE

Career-Tech Course Grade and Class Standing Calculation Policy

Effective September 30, 2025, [state law](#) requires high schools with students enrolled in career technical education courses to adopt and implement a policy for awarding grades and calculating class standing for those courses. This policy must match the school's policy for advanced standing or honors courses, including procedures for awarding weighted grades and enhancing class standing.

OCCS recommends that schools consult with their legal counsel before adopting any new policies.

Student Absence Policy: The current statutory language regarding attendance policy parameters for brick and mortar schools and DOPR e-schools will be repealed effective September 30, 2025, and replaced with [new language](#). Schools are required to adopt an updated policy to address student absences by August 1, 2026.

The policy must:

- Be developed in consultation with the juvenile court of the county or counties in which the school is located, the parents/guardians, and the appropriate state and local agencies.
- Acknowledge that student absences from school for any reason, whether excused or unexcused, take away from instructional time and have an adverse effect on student learning.
- Identify strategies to prevent students from becoming chronically absent.
- Include procedures for notifying a student's parent, guardian, or custodian when the student has been absent from school for several hours determined by the

MAIN OFFICE

3131 Executive Parkway,
Suite 306
Toledo, OH 43606
ohioschools.org
419.720.5200

LEADERSHIP

Lenny Schafer
Executive Director
lenny@ohioschools.org
419.720.5200

Jason Wall
Associate Executive
Director of Development
jason@ohioschools.org
419.720.5200

Tony Cardinal
VP of External Oversight
tony@ohioschools.org
330.800.7552

Darrin Becorder
VP of Internal Oversight
darrin@ohioschools.org
419.724.9479

Judy Sgambati
Data Analyst
judy@ohioschools.org
419.720.5200

Adrianne Shreve
Director of Fiscal Oversight
adrianne@ohioschools.org
419.720.5202

Scott McClain
Director of Oversight
scott@ohioschools.org
330.690.1680

governing board, which number shall not exceed 5% of the minimum number of hours required in the school year.

- Establish a tiered system that provides more intensive interventions and support for students with greater numbers of absences and includes resources to help students and their families address the root causes of the absences.
- Provide for one or more absence intervention teams to work with students at risk of becoming chronically absent and their families to improve the students' attendance at school.
- Prohibit suspending, expelling, or otherwise preventing a student from attending school based on the student's absences.

The policy must also align with any school improvement plan developed under state or federal law. OCCS recommends that schools consult with their legal counsel before updating policies.

Promotion and Retention Policy

Effective September 30, 2025, amended [State law](#) changes the criteria for student retention.

- The retention requirement for students who have been truant for more than 10% of the required school days has been removed.
- The law now prohibits the promotion of a student to the next grade level if the student has failed two or more of the required curriculum subject areas in the current grade, unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

FISCAL

NEW Three-Year Forecast

With the passage of House Bill 96, the old Five-Year Forecast has become the Three-Year Forecast. A comparison was published in the August Board Brief. For FY26, the fall Three-Year Forecast will be due to OCCS on October 3, 2025, and to the Ohio Department of Education and Workforce (DEW) by October 15, 2025. Currently, the new template is not available. DEW has assured us that it will be released shortly. OCCS will be in communication with the school treasurer to assure that all deadlines are met.

Department of Education and Workforce Community School Annual Budget

As in years past, the Ohio Department of Education and Workforce (DEW) requires each community school to submit a Community School Annual Budget. This document must be completed with the prescribed template, then approved by the governing authority and submitted to OCCS for review. OCCS will then remit it to DEW. The template can be found [here](#). Guidance can be found [here](#).

Make sure that the Community School Annual Budget:

- Aligns with the approved budget for the school and the expenses reported on the three-year forecast.
- Detailed and reasonable assumptions must support amounts.
- The board approval (either signed meeting minutes or a separate signed resolution) must be submitted to OCCS by December 1, 2025.

Elisabeth Webb

Director of Compliance
elisabeth@ohioschools.org
419.720.5200

Todd Burger

Director of Special Education
todd@ohioschools.org
419.724.9478

Jessica Blair

Director of School Improvement
jessica@ohioschools.org
419.720.5208

Kait Pizzimenti

Associate Director of Special Education
kait@ohioschools.org
419.720.5200

REGIONAL REPS

Wendy Rowland

Southwest Ohio
wendy@ohioschools.org
513.314.2902

Danielle Hier

Northeast Ohio
danielle@ohioschools.org
330.801.4080

Megan Howard

Northeast Ohio
megan@ohioschools.org
740.424.6349

Kristin Katakis

Northwest Ohio
kristin@ohioschools.org
419.779.8114

Stephanie Trawick

Central Ohio
stephanie@ohioschools.org
614.395.1610

Tara Jones

Central Ohio
tara@ohioschools.org
614.406.2585

School treasurers will submit the document to OCCS by emailing Adrienne Shreve, adrienne@ohioschools.org, by October 17, 2025.

ACADEMICS

FREE Khan Academy Resources

As a follow-up from the OCCS Convocation with Sal Khan, if your school is interested in partnering with Khan Academy to get Khanmigo for teachers and students for **FREE** in Ohio, the quickest way is to visit districts.khanacademy.org and click the "Request a Demo" link at the bottom of the page and fill out an intake form.

Constitution Day

Wednesday, September 17, is Constitution Day. Educational institutions receiving federal funding must plan an education program commemorating Constitution Day. This day commemorates the formation and signing of the U.S. Constitution by 39 brave men on September 17, 1787, recognizing that all who are born in the United States or by naturalization have become citizens.

Graduation Requirements for the Class of 2026

Graduation requirements for the class of 2026 have not changed from last year's requirements. As a reminder, please see [Ohio Graduation Requirements](#).

ASSESSMENT

2025 Report Card Data Review and Verification Open

Superintendents must complete the review and verification between Monday, August 18, through Friday, September 5. This review is imperative to ensure accurate data is reflected on your school's Local Report Card.

Who checks this important data for your school? Has it been done yet?

Spring 2026 SAT and ACT Vendor Selection Survey August 18 - September 19

The annual vendor selection survey for district selection of college and career readiness tests (ACT or SAT) was sent to superintendents on August 18 and will remain open until September 19, 2025.

- Each vendor's updated spring 2026 informational presentations can be found on the Department's [State-Funded ACT](#) and [State-Funded SAT](#) webpages.

Are your school's Juniors taking the ACT or SAT this school year?

SPECIAL EDUCATION

ODEW/Office of Exceptional Children Special Education Profile – Required Action

As a part of your school's corrective action for the 2024-2025 Special Education Profile, the Systemic Improvement Plan Evidence is due September 19, 2025, through the OH|ID portal.

OCCS Schools Special Education Desk Audits

The OCCS Special Education team has started reaching out to school leadership and special education coordinators to initiate the Special Education Desk Audit process. School teams will be asked to provide a roster of currently enrolled students with disabilities (SWD) and

Elisabeth Webb

Director of Compliance
elisabeth@ohioschools.org
419.720.5200

Todd Burger

Director of Special Education
todd@ohioschools.org
419.724.9478

Jessica Blair

Director of School Improvement
jessica@ohioschools.org
419.720.5208

Kait Pizzimenti

Associate Director of Special Education
kait@ohioschools.org
419.720.5200

REGIONAL REPS

Wendy Rowland

Southwest Ohio
wendy@ohioschools.org
513.314.2902

Danielle Hier

Northeast Ohio
danielle@ohioschools.org
330.801.4080

Megan Howard

Northeast Ohio
megan@ohioschools.org
740.424.6349

Kristin Katakis

Northwest Ohio
kristin@ohioschools.org
419.779.8114

Stephanie Trawick

Central Ohio
stephanie@ohioschools.org
614.395.1610

Tara Jones

Central Ohio
tara@ohioschools.org
614.406.2585

to communicate the preferred method of access to SWD files. Audits will take place in September and October. Once completed, a meeting will be scheduled to discuss preliminary results and to schedule an on-site visit, if appropriate.

OCCS Schools Needs Assessment

The OCCS Needs Assessment was due in Epicenter on August 30, 2025. Over the course of September, the OCCS Special Education team will review the submitted data and will reach out to schools to provide any identified technical assistance.

UPCOMING EVENTS

September is National Suicide Prevention Month

The [Suicide Prevention Lifeline](#), the [National Alliance on Mental Illness](#), and the [National Child Traumatic Stress Network](#) have provided resources and information on the proper ways to raise awareness about suicide and what steps should be taken if you suspect someone may be contemplating suicide. On these websites, schools can find free downloads for brochures, posters, and social media guidelines that provide additional information, including contact information for the suicide prevention lifeline.

Hispanic Heritage Month

From September 15 to October 15, schools are encouraged to celebrate the cultures, histories, and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean, and Central and South America in their lesson planning. The theme for 2025 is "Collective Heritage: Honoring the Past, Inspiring the Future, Embracing Rich Traditions, old and new." For more information on celebrating the month, click [here](#).

September is Attendance Awareness Month

Student success starts with school attendance. Educators, parents and families, community partners, and even students can do their part to tackle absenteeism.

Elisabeth Webb

Director of Compliance
elisabeth@ohioschools.org
419.720.5200

Todd Burger

Director of Special Education
todd@ohioschools.org
419.724.9478

Jessica Blair

Director of School Improvement
jessica@ohioschools.org
419.720.5208

Kait Pizzimenti

Associate Director of Special Education
kait@ohioschools.org
419.720.5200

REGIONAL REPS

Wendy Rowland

Southwest Ohio
wendy@ohioschools.org
513.314.2902

Danielle Hier

Northeast Ohio
danielle@ohioschools.org
330.801.4080

Megan Howard

Northeast Ohio
megan@ohioschools.org
740.424.6349

Kristin Katakis

Northwest Ohio
kristin@ohioschools.org
419.779.8114

Stephanie Trawick

Central Ohio
stephanie@ohioschools.org
614.395.1610

Tara Jones

Central Ohio
tara@ohioschools.org
614.406.2585