

SPONSORSHIP NEWSLETTER OCTOBER 2024



DAYTON LEADERSHIP ACADEMIES - DAYTON EARLY COLLEGE ACADEMY - DECA PREP & DECA MIDDLE - IDEA GREATER CINCINNATI (PRICE HILL & VALLEY VIEW) - KIPP COLUMBUS - REGENERATION SCHOOLS (BOND HILL & AVONDALE) - REGENERATION MIDDLE SCHOOL - SCIOTOVILLE COMMUNITY SCHOOL - UNITED SCHOOLS COLUMBUS

High-Quality Instructional Materials HQIM

We have received some additional guidance regarding approved pre-kindergarten through grade five English language arts (ELA) core curriculum and instructional materials and pre-kindergarten through grade twelve evidence-based reading intervention programs. The Ohio Department of Education and Workforce's (ODEW) guidance about HQIM in ELA is [here](#) and their FAQ page is [here](#). Additional information can be found in our Compliance Refresher on page 4.

Three-Cueing Prohibition

Districts and schools may not use any core curriculum, instructional materials, or intervention program in grades pre-kindergarten through five that uses the three-cueing approach to teach students to read, unless the Department has granted them a waiver for individual students to do so. If a student has an individualized education program (IEP) that explicitly indicates the three-cueing approach is appropriate for the student's learning needs, a waiver is not required to be submitted for the student. Students with Reading Improvement and Monitoring Plans (RIMPs) are not eligible for waivers.

Core Programs Used Across Grade Levels

Schools using a core program that is not approved in all grades kindergarten through five will need to use a program from the Core Foundational Skills list or Core Comprehensive list that is approved for those grades. To meet requirements for [core curriculum and instructional materials](#), districts and schools may choose to use: a Core Comprehensive English Language Arts instructional program in those specific grades or opt to pair a Core Foundational Skills program with either a Core Comprehensive program or Core No Foundational Skills program.

Ohio School Safety Month

October is a time for school staff to review policies and practices for a safe school environment. The ODEW, Ohio School Safety Center, and Ohio Department of Mental Health and Addiction Services collaborated to develop the [Comprehensive School Safety Framework](#). Additional resources are below.

- October 9 and 11: [Drug Education Trainings](#)
- October 21 - 25: [National School Bus Safety Week](#)
- U.S. Department of Education [School Safety and Security](#) resources and [Safe Firearm Storage](#) resource

OHIO SCHOOL REPORT CARDS

Ohio school report cards for the 2023–2024 school year were released on September 13, 2024. You can find the reports and more information [here](#).

SCHOOL SITE VISITS

Fall school site visits are underway. Thank you to all the school leaders for welcoming our Fordham team into your buildings.

Other Resources

- [NCSRC Grant Opportunities](#)
- [Academic Achievement and Pandemic Recovery in Ohio](#), Vladimir Kogan
- [Khanmigo](#), free Kahn Academy AI for teachers
- [Youth at the Booth](#) Resources, Ohio Secretary of State
- [Ohio's urban charters pull ahead on the 2023–24 report card](#), Aaron Churchill

Impact 2024

We are proud to invite you to Fordham's **in-person governance and policy summit** on **Tuesday, November 12**, for gathering and networking with other board members and school leaders. Admission is free, but registration is required. **Event details and registration can be found [here](#).**



Training & Events

- [Rhode Island's Statewide Strategy for Addressing Chronic Absenteeism](#) – October 15, 1:00 p.m.
- [Has more equitable funding improved Ohio charter schools?](#) – October 17, 9:00–10:00 a.m. (in Columbus)
 - A Fordham report release event digging into charter school funding and outcome data
- [2024 OAASFEP Fall Leadership Conference](#) – October 28–29 in Columbus, Ohio
 - "Empowering Federal Program Leaders: Strategies for Effective Student Success"

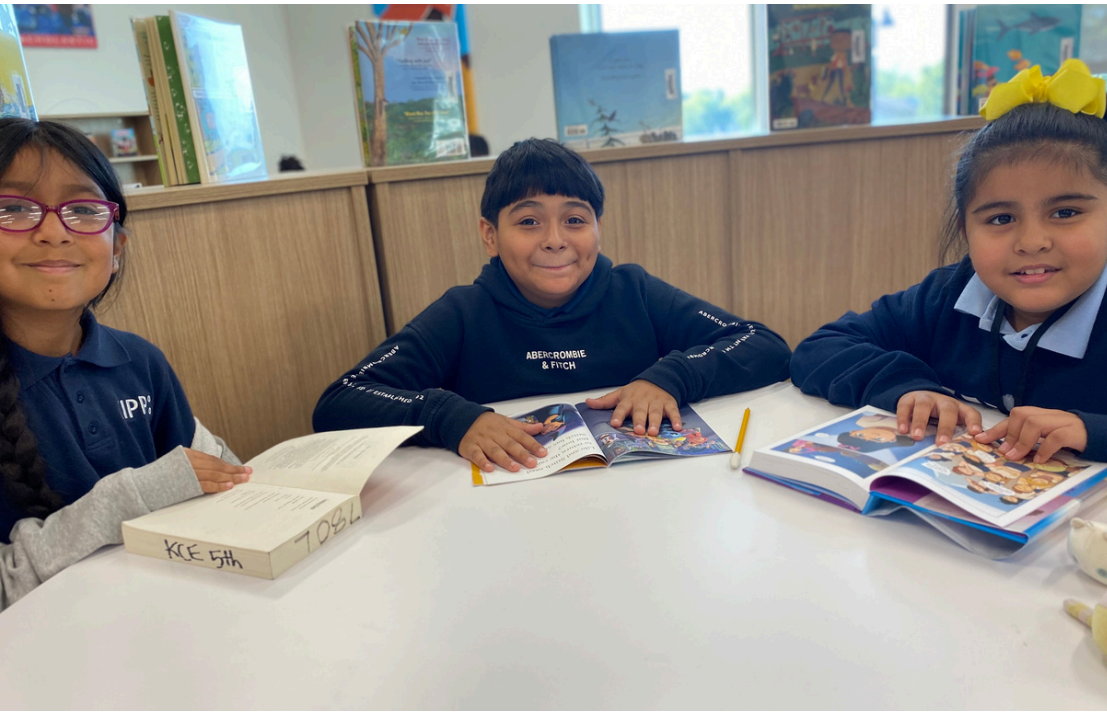


Third Thursday Virtual Networking Meetings



Thursday, October 17th at 11:00 a.m. – This month's topic is **PBIS and Restraint and Seclusion**. We'll be diving into the implementation of positive behavior intervention supports (PBIS), the use of restraint and seclusion, policy requirements and tracking. Please [email Theda](#) if you would like anyone added to the invitation list.

November: In-Person Event (Hilliard, Ohio) December: Internal Assessments & Data Reporting



KIPP Libraries

This year has offered exceptional times for KIPP Elementary and KIPP Primary students as they enjoy their beautiful library spaces in the 2024-2025 school year. KIPP Primary students have been busy in their second year with their library getting to know each other, reading books emphasizing kindness, practicing taking turns, using materials, and much more. KIPP Elementary students have been enjoying their first year in their new library and kicked things off with a Scholastic Book Fair! It has been an excellent start to the year for these KIPPsters.



Compliance and Epicenter Requirements

10/13/24 - Current Mailing Address List All Parents; Parental Involvement Policy; State Testing and Assessment Calendar

10/15/24 - Fall Assessment Data

10/16/24 - Alternative Performance Frameworks; Mission Specific Goals Progress Report; Teacher Retention Report

10/20/24 - Anti-Harrassment and Bullying Policy; Conduct of Academic Prevention and Intervention Services Policy; Parent Information District Screening Health and Developmental Disorders; Staff Handbook; Student Handbook

10/22/24 - Annual Budget

10/24/24 - Monthly Enrollment Verification

10/27/24 - Annual Report of Special Education Services and Expenditures; Policy on Career Advising

10/31/24 - Annual Report

11/2/24 - Attendance Policy

11/3/24 - Affidavit for Criminal Background Checks; Fire and Safety Drill Log; Roster of Staff, Faculty, and Administrators

Compliance Refresher

Literacy Curriculum [ORC 3313.6028](#)

Beginning not later than the 2024-2025 school year, each district, community school, and STEM school must use core curriculum and instructional materials in English language arts and reading intervention programs from the lists established by the Department. Districts, community schools, and STEM schools may begin using or implementing materials from the lists at any time during the 2024-2025 school year.

The ODEW expects districts and schools replacing their core curriculum and instructional materials and/or reading intervention programs to use the 2024-2025 school year as a transition period to complete all of the following activities:

- Local board adoption of Department-approved core curriculum and instructional materials and reading intervention programs.
- Procurement and distribution of board-adopted core curriculum and instructional materials and/or reading intervention programs.
- Provide professional learning to educators to support teachers in learning new materials and/or programs.

After completing these steps during the transition period, districts and schools are expected to use the approved instructional materials in the instruction of English language arts and reading in core instruction and intervention.

How we verify compliance:

1. Schools' contracts, as a responsibility of the governing authority, include compliance with the code section noted above.
2. Schools must submit their list of curriculum materials each fall as an Epicenter requirement. Schools will receive feedback from their School Quality Analyst (SQA) if they are not using approved materials for instructional materials and intervention programs. They will need to resubmit their curriculum materials once the transition year activities are completed, during the 2024-2025 school year.