Richland Academy of the Arts

Adopted:	June 25, 2015
Policy:	Community School Intervention Policy & Process
Purpose:	To ensure that Richland Academy makes it known to all schools at the outset, the general conditions for intervention and the types of actions and consequences that may ensue.
Statutory Requirement:	ORC 3314.023(E)

Interventions

Part of Appendix G of the Charter Contract

No special technical assistance or intervention will occur for a school receiving a "meets standards" or better on a particular measure.

The school has the responsibility to respond to all measures rated "Does Not Meet Standard" or "Falls Far Below Standard" with a proof of cure and adherence to cure. The Corrective Action Plan must be submitted within thirty days of findings and gain approval from the sponsor within forty-five days of the finding. Corrective Action Plans must demonstrate a thorough understanding of the weakness and why the measure was not met, a targeted plan to cure the particular weakness or weaknesses using recognized best practices and require monthly (at minimum) progress updates to Authorizer. Should the plan be showing lack of progress, after two months of data, the plan will be re-evaluation and changed, with either additional interventions or supplements.

The School should budget for a certain amount of expense due to required performance interventions, programs to collect data, and staff to assess and analyze performance data, as well as increased staff for tutoring or cure of deficiencies.

Examples of corrective activities related to Academic measures:
- Authorizer technical assistance
- Targeted coaching
- Targeted tutoring before and/or after school and/or weekends
- Training on Ohio report card indicators or components
- Implement new or revised OIP Decision Framework/Focused Plan, including SMART goals and action steps
- Report OIP implementation, including progress on SMART goals, to the Board and Sponsor monthly

- Utilize Data Teams
- Face to face meetings, increased reporting to Sponsor on progress
- Checklists, periodic data reporting
- Required academic or professional assistance
- Parent Engagement to support students in academics, attendance and curriculum
- Curriculum and assessment mapping and gap analysis
- Study of Ohio's New Learning Standards and the Next Generation of Assessments in Ohio
- OTES and OPES evaluations
- Visit schools serving similar students but getting "A" ratings to learn Best Practices
- Targeted professional development
- Meet any other requirements outlined in legislation or by ODE and submit any required reporting to ODE
- Abide by NCLB/ESSA or replacement regulation intervention requirements
- Provide formative assessment, Student Growth Measures and other targeted professional development
- Identify a Value-Added Leader and provide Value Added training to instructional staff
- Quarterly reporting of student academic learning gains to Board & Sponsor

Examples of corrective activities related to Diverse Learners (Special Education)
- Independent Special Education Audit
- Special Education training
- Sponsor technical assistance, including but not limited to Sponsor audit of files
- State audit of files, State training
- Legal review of practices and procedures targeted to issues discovered

Examples of corrective activities related to Fiscal or Financial Matters:
- Sponsor technical assistance
- Independent training
- Pre-audit exercise with qualified Treasurer consultant
- Enhanced and more accurate financial reports required, such as: additional financial documentation; debt-to-asset ratios; cash flow analyses; requirements of debt to service coverage rations; enrollment variances and withdrawal frequencies, requirements of minimum unrestricted cash, increased transparency enhancements for analytical purposes

Examples of corrective activities related to Mission:
- Sponsor assistance in assessing the ability of the School to realize its mission, which may include aspects of culture, parent satisfaction, or other visions stated by the school in its Contract, curriculum or programming
- Outside coaching or training, research, observations or remedies to meet stated goals
- Leadership training in area of desired goals, and an assessment of why they are not being reached and how to reach them more effectively

- Sponsor assessment of leadership with the Board or the administration and mutual plan to correct weaknesses in meeting mission.

Examples of corrective activities related to Governance:
- Authorizer technical assistance
- Training using trainer suggested by or acceptable to Sponsor
- Workout session held by Sponsor
- Review and required changes of Code of Regulations, governance policies, or other rules or practices affecting governance
- Recommendations of Sponsor, to be followed by Board, as to any dysfunction and options for resolving the same
- Clear guidance written into policy and adherence to guidance, as to roles and responsibilities
- Required replacement of absenteeism or members hampering business or quorum
- Required agreement of Board to dismiss board member or officer violating policy, law, procedure, rules, the Code or other customary good governance precepts.
- Technical Assistance in procedure, minutes, motions, notices, or similar governance matters

Responsibilities of the Sponsor:
1. Review, Approve or Disapprove Corrective Action Plans
2. Require the school to complete the OIP process to address academic deficiencies
3. Provide Technical Assistance resources
4. Place the school into probationary, suspension or termination status when needed

Comments on Statutory Interventions
A non-renewal may occur in accordance with any cause allowed by Chapter 3314 of the Ohio Revised Code (Code) or the Contract.

Probation may be used for any cause allowed by the code, including but not limited to:
- Untimely submissions or lack of cooperation in submissions required by the State or the Sponsor for two or more time per year, or for over 5 business days.
- Lack of compliance with laws or the Contract
- Lack of progress on Academics
- Any fiscal matter of any level of risk
- Governance, administrative or minor financial issues that can be adequately corrected by a Plan to Cure acceptable to Sponsor
- Potential or actual ethics or conflicts violations

Suspension is more likely used for matters such as, but not limited to:
- Health or safety matters
- Consistent lack of progress on academics
- Money owed to the State or its agencies, vendors or the Sponsor that is delinquent, overextended or may or does render insolvency

- Inability to make payroll
- Undisclosed debt or obligations
- Lack of accuracy in or misrepresentation, cheating or fraud in any reporting figures, data, testing results that is not corrected within timeframes allowed by law or which create financial, reputational, governance or academic risk
- Other matters of noncompliance, the magnitude or risk of which may be assessed by Sponsor as good cause or allowed by the Code
- Uncorrected or actual ethics or conflict violations
- Inability to meet, or lack of progress in meeting, the terms of the Contract, the laws, rules, regulations or requirements, or the reasonable requests of Sponsor geared to correct deficiencies

Corrective Action Plan template provided by Sponsor

Richland Academy of the Arts Community Schools Sponsorship
Corrective Action Plan
Format Document

A Corrective Action Plan (CAP) may be requested when the school is faced with financial, academic, operational or other severe difficulty requiring board action and is an interim step before Probationary Status. The CAP allows the school to systematically plan an approach to solve the problem. This document outlines the timetable and format for writing and submitting a CAP.

Step 1: A Problem is brought to the attention of the sponsor or other involved parties.

Step 2: Sponsor's Initial contact to school – the sponsor contacts the School via a phone call or email.

Step 3: Sponsor Written Request for Corrective Action Plan is sent to the School and the board. This request contains:

⇨ **An Initial Deficiency Statement** outlining the sponsor's understanding of the problem.

⇨ **A Corrective Action Plan Format Document. (See steps listed below)**

⇨ **A Deadline** for submission of the CAP.

Step 4: A CAP Team is assembled to write the CAP and submit it to the sponsor by the deadline.

⇨ **Extensions to the CAP deadline** may be requested in writing and must be signed by the board president and submitted to the sponsor within a week of the CAP deadline.

⇨ **The Sponsor will respond** to an extension request within 2 business days.

⇨ **Probationary Status** will be issued to the **Board** for failure to submit a CAP within the stated deadline or if an approved CAP is not followed toward the resolution of the problem.

Step 5: Sponsor Determination of the CAP and a written response to the board will be sent within 1 week of submission.

Step 6: Approved CAP is carried out according to the plan. Periodic and ongoing reports to the board and the sponsor should be submitted as to the progress of the CAP, its Actions, Results and Deadlines.

Step 7: Formal CAP Completion Letter will be submitted to the board upon resolution of the problem.

Step 8: An Intent to Suspend may be issued to the Board for failure to submit and complete a CAP within the within the required timelines provided by the sponsor to resolve the problem or if an approved CAP is not followed toward the resolution of the financial, academic, operational or other severe problem.

The Corrective Action Plan

A Corrective Action Plan (CAP) is used when a serious problem arises in the school.
The Corrective Action Plan Team should be chosen by the board and/or administration and will meet to work through the following:

1. **Deficiency Statement:** Succinctly define the problem as understood by the CAP Team. Include any relevant extenuating circumstances.

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Corrective Action Plan
Format Document

2. **Responsible Owners:** List who is involved in defining, solving and monitoring success of the solution. Who is on the CAP Team?

3. **Data Analysis which includes the identification of the following:** Who, What, When, Where, How and Why for each problem and sub-problem identified leading the deficiency.

4. **Solution:** Outlines the overall solution to the problem, decided collaboratively by the CAP Team.

5. **Discrete Actions:** Breaks down the solution into manageable parts. Each manageable part should include information which will enable SMART Goals to be written and implemented:

SMART Goal:

- **Specific:** A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

  - Who: Who is involved?
  - What: What do I want to accomplish?
  - Where: Identify a location.
  - When: Establish a time frame.
  - Which: Identify requirements and constraints.
  - Why: Specific reasons, purpose or benefits of accomplishing the goal.

  An example of a general goal would be, "Get in shape." A specific goal would be, "Join a health club and workout 3 days a week."

- **Measurable** means to establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as......

- How much?
- How many?
- How will I know when it is accomplished?

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Corrective Action Plan
Format Document

- **Attainable** means you identify goals that are relevant, important and meaningful to you or organization and then begin to brainstorm ways you or your organization can make them come reality. You develop realistic attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

- **Realistic** To be realistic, a goal must represent an objective toward which you or your organization are both *willing* and *able* to work. Goals can be both lofty and realistic. Only you or your organization who can determine how high your goal **should** be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. The hardest jobs can actually seem easy because they are future focused, motivating and a labor of love.

  Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

- **Timely** – A goal should be focused on attainment by at **specific** time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

  Some professionals use T - for Tangible — A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

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Corrective Action Plan
Format Document

CAP Team may submit their CAP using the grid on the following pages or present a narrative plan.

Deficiency Statement State the weakness succinctly. What is the problem?	
Responsible Owners Who is involved in the process of creating the CAP?	
Solution What solution has collaboratively been decided upon? When should the solution be completed?	

SMART Goals

Discrete Actions Break the solution into manageable actions.	Measurable Results What outcome of this action can be measured?	Accountable Owners Who is responsible for the action?	Achievable Deadlines List a date when this specific action be completed.

(Create more blocks as needed. Each row holds one Discrete Action, its matching Measurable Result, Owners and Deadline.)