



Richland Academy of the Arts

Onsite Review Process & Protocol

Adopted: October 2015

Revisions: October 2018, August 2020, May 2025, Reviewed August 2025

SUBJECT: RICHLAND ACADEMY OF THE ARTS (RAA) IMPLEMENTS A COMPREHENSIVE PERFORMANCE ACCOUNTABILITY AND COMPLIANCE MONITORING SYSTEM THAT IS DEFINED BY THE COMMUNITY SCHOOL CONTRACT.

PURPOSE: Richland Academy of the Arts is legally and contractually obligated to monitor and evaluate the community school's compliance with all applicable law and rule. Pursuant to state law, sponsors must conduct comprehensive site visits of each sponsored school while class is in session at least twice a year (OAC 3301-102-04). Sponsors must also make written reports of information obtained during site visits and provide these to the Ohio Department of Education upon request.

STATUTORY REQUIREMENT: OHIO REVISED CODE SECTION 3314.03 Specifications of contract between sponsor and governing authority.

Purpose of Site Visits

The RAA Onsite Review Process is designed to gather data on behaviors and practices within the school setting that provide information beyond existing data available from the Ohio Department of Education & Workforce (ODEW). The primary purpose of the RAA Onsite Review Process is to help the community schools it sponsors improve student performance by analyzing current practices against effective evidence and research-based practices, identifying areas of strength and areas needing improvement, prioritizing leveraged opportunities for action, and aligning evidence and research-based practices. RAA verifies contractual, federal, state and local compliance in a variety of areas, including health and safety, the educational program, state-required assessments, fiscal operations, governance, organizational/operations, administration, and other assessment and accountability measures as defined in the charter contract. Specific information about the protocols and procedures for elements of the site visit, including classroom observations and interview groups, can be found in the attached appendices.

Written Reports

RAA provides written reports within 30 business days following each site visit that details the information collected during the site visit, summarizes the findings, and notes areas of improvement and strength. The site visit report measures each area as found in the charter contract, also including Appendix G Performance Measures as part of the charter contract.

Site Visit Data Collected

The following elements are part of the fall and/or spring site visit data to be collected. RAA reserves the right to modify the times at which these elements are utilized, provided the school is notified when site visit notification is sent out. Site visit documents will be emailed to the school at least one week prior to the site visit.

1) Classroom observations

Classroom observations will take place during the fall site visit for all schools. Classroom observations will take place at the spring site visit for schools deemed necessary by RAA. Schools will be notified about observation protocol. See Section A.

2) Interview Participants & Process

Richland Academy collects data from a variety of school employees and other stakeholders, such as board members, teachers, students, parents, and management company staff, during site visits.

The school administration can select the participants but will not be present during any of the interview sessions. Each group should include four to eight students in a range of grade levels served by the school; two to four teachers also from a range of grades and subjects; and two to four parents/guardians of students in different grade levels. More information can be found in Section B.

3) Enrollment records review

During the fall site visit, RAA will randomly review a select number of enrollment records (approximately 10% of a school's population). If there are issues with 20% or more of the records reviewed, RAA will do another enrollment review in the spring. RAA will inform the school of the spring enrollment review in their site visit report. More information regarding enrollment records review can be found in Section C.

4) Special Education

Special education records will be reviewed during both fall and spring site visits. Special education records include, but are not limited to, folders; data supporting implementation of Individualized Education Plans and/or Section 504 plans; and school policies and procedures for special education and students with disabilities. A site walkthrough will be conducted both fall and spring site visits. Any areas of concern identified during the fall visit are expected to be addressed prior to the spring visit. No identifying information for individual students will be collected. More information can be found in Section D.

5) Walkthrough

During both the fall and spring site visit, RAA will complete a walkthrough of the facility. Schools will receive a copy of the walkthrough sheet prior to the site visit.

- 6) Compliance Review
RAA will review compliance documentation submitted via Epicenter to date and address inaccuracies or incomplete submissions and address school concerns. RAA will inform the school of compliance with all applicable laws and rules.
- 7) Academic Data
RAA will collect academic and diagnostic data such as NWEA, i-Ready (or other approved assessments) etc., to review the school's academic performance measures as stated in the schools' contract.
- 8) Other
Richland Academy reserves the right to add additional elements to its comprehensive site visits in accordance with state law and the charter contract. RAA will provide schools with notice of additional elements in the site visit notification.

Overview of Site Visit Procedures

Scheduling

RAA will work with the head of school, operations leader, and/or management company staff to schedule site visits at times that are minimally disruptive.

Notification

RAA will send notification via email at least one week prior to the site visit to the head of school, operations leader, and board chair of the school notifying them of the visit. The notification should at a minimum inform the school of the elements to be covered during the site visit and should identify the school and other personnel who need to be present during the site visit. The email shall also include an attached version of the walkthrough sheet to be used during that visit.

Site Visit

The RAA staff will report to the office on the date of the visit. In the event the entire site visit cannot be completed in one day, the school will be notified, and RAA will work with the school to set up another time to complete the site visit.

Post-site visit report

Within 30 business days of the visit, the school will receive a written report that includes a summary of findings and highlight areas of strength and areas needing improvement. If the report identifies areas needing improvement, the report shall specify the steps or timeframes for doing so and shall require status updates from the school pursuant to these steps. RAA will share the report with the school's board.

Monitoring

RAA will monitor the school's follow-through with any concerns identified in the site visit report. If concerns are not addressed in a timely manner, RAA will take necessary steps described in the Intervention Protocol and Sponsor Policies (see *Intervention & TA Policy & Corrective Action Plans*), which is part of the school's contract.

Section A. Classroom Observation

RAA will visit at least 25% of the school's classrooms across subject areas and grade levels for at least 15-20 minutes each. RAA reviewers will not visit classrooms that are staffed by substitute teachers. Classroom observations will be documented on the classroom observation sheet. The reviewer may speak quietly to students in the course of the observation or take photos of the classroom environment and student work, in accordance with state and federal law. RAA reviewers will strive to be as least disruptive to the learning environment as possible. RAA will not provide feedback to individual teachers, or report on individual teachers to school administration. RA will summarize observations in writing to be included in the final written report. General classroom observations will be included in the final written report.

Section B. Stakeholder Interview Groups

The school administration shall select the students, teachers, staff, and parents for the interview or discussions held with the RAA reviewer. The student group should include at least 1 student representing each grade level. The teacher group should include 2-4 teachers in multiple grade levels, including special education. The parent group should include 2 parents of students in multiple grade levels, and two board members. If necessary, the reviewer will speak to the stakeholder individually while performing observations. School administration will not attend any of the student, teacher or parent interview groups. RAA will not provide personally identifiable information to school administration about the discussions during the interview process. After the interviews, RAA will summarize the discussions in writing to be included in the final written report. Building Leadership and Administration will be interviewed separately.

A few sample questions are below:

Sample Student Questions

- What are the expectations for your academic performance in class?
- What are the expectations for your behavior in class?
- How do you know how well you are doing in class?
- How do you get support if you are struggling academically or emotionally?
- Do you feel safe at school?
- Does the school celebrate your accomplishments?
- What is the most challenging assignment you have had to complete this year?
- Is the school preparing you for high school?

Sample Teacher Questions

- What is the school's mission and vision?
- What is the common approach to instruction?
- How do you assess students during the lesson?
- How does the school support students who are struggling or at risk?
- How does the school support your professional learning?
- How do you receive feedback on instruction?

Sample Parent Questions

- What is the school's mission and vision?
- How are you informed about your child's progress?
- How does the school support students who are struggling or at risk?
- What activities does your child participate in?

How does the school recognize your child's accomplishments?
How does the school communicate with you?

Section C. Enrollment Review Protocol

RAA will randomly select a variety of enrollment records from each grade served by the school and will review the school's proof of residency policy and ensure that the records are consistent with state law and school policy. RAA will also check to ensure that enrollment forms/applications are complete, emergency medical authorizations are signed, verify birth certificates and other appropriate documents are on file, and immunizations are up to date. RAA recognizes that some of the records may be contained electronically. The school will be notified during the site visit of any immediate concerns, however, RAA will summarize the findings in the written report.

Section D. Special Education

In order to determine if the school materially complies with all policies and procedures relating to the education of students with disabilities, at least 10% of the files of enrolled SWD population will be reviewed. Additionally, RAA may gather and review supporting evidence from classroom visits, interviews with key staff members, and review of the methods used to measure progress toward mastery of IEP goals and objectives (including, but not limited to, assessments, work samples, checklists, observations, and rubrics).

During the site visit review, any violations of federal law, Ohio Revised Code and/or school policies and procedures identified are to be addressed immediately. Any other issues are to be addressed through professional development and quality assurance practices.

Policy Questions – Required by Ohio Revised Code

- Does the school have a confidentiality policy with regard to special education students?
- Does the school have a written policy regarding the "child find" program to identify special education children?
- Does the school have a written policy to provide free and appropriate education to special needs children?
- Does the school have a written policy to ensure that students with disabilities are being educated in the least restrictive environment?
- Does the school have a written policy to ensure compliance with IDEIA?
- Does the school provide eye exams for special education students?
- Does the school receive "excess costs" for special education students? If yes, does the school ensure that it does not exceed the amount received to educate the student?
- Does the school have one or more students who could not attend school due to the student's disabilities? If yes, does the school provide home instruction?
- Has the school submitted a plan to ODE for providing education to students with disabilities?
- Does the school provide parents with information about the Jon Peterson Special Needs Scholarship program and the Autism Scholarship program as appropriate and specified in ORC 3314.19?
- Does the school serve any students with visual impairments? If yes, does the school annually assess the reading and writing skills of each student with a visual impairment in a medium deemed appropriate by the student's IEP?

- Is an agency other than the school responsible for transition services in a student's IEP? If no, does the school take steps regarding transition services?

Sample questions regarding FAPE, LRE, and IEPs

- Do Evaluation Team Reports, the eligibility determination process, and supporting documentation meet federal and state requirements for both process and content?
- Do Individualized Education Plans and supporting documentation meet federal and state requirements for both compliance and quality of content?
- What is the evidence that students with disabilities have meaningful access to the general education curriculum?
- What is the evidence that students with disabilities make meaningful progress toward mastery of IEP goals and objectives?
- What is the evidence that specially designed instruction is occurring with the frequency, intensity, and duration specified by students' IEPs?
- In practice, does the school provide a continuum of services in the least restrictive environment?
- Do students with disabilities have the same access to extracurricular and nonacademic activities as typical peers?
- Does the school follow Ohio Revised Code which designates appropriate student-teacher ratios for special education services? Does the school have adequate staffing to meet the needs of all learners?

Timeline for Onsite Visits

1. School onsite visit is scheduled at least one week prior to the date of the onsite visit. At least two onsite visits will occur during the school year, one in the fall and one in the spring. More may be scheduled at the discretion of the sponsor.
2. If the onsite visit cannot be completed in one session, another mutually agreeable day will be scheduled.
3. Any federal, state, contractual or health and safety violations noted during the site visit will be addressed immediately. Any other violation will be corrected following the Intervention Policy included in the Sponsor Policies.
4. Written reports will be distributed to the School Administration, Head of School, Governing Authority board and management company (if requested) within 30 business days of the onsite visit and reviewed at the next scheduled GA Board meeting.

Emergency Site Visit protocols, including COVID-19:

- RAA onsite review team members will follow all school safety COVID-19 policies and guidelines.
- If necessary, virtual site visits will be conducted, following separate guidance document provided.
- Some stakeholder interviews will not be held in person to limit contact as much as possible (questions will be sent via email).
- All COVID-19 specific information will be sent to the school prior to the onsite visit.