MODIFICATION TO CHARTER CONTRACT
FOR SPONSORSHIP OF A COMMUNITY SCHOOL
By and Between
The Buckeye Community Hope Foundation ("Sponsor" or "BCHF")
And Eagle Charter Schools of Ohio dba Shepard School by Eagle Community
Schools of Ohio ("Governing Authority" or "School")

WHEREAS, BCHF and the Governing Authority have executed a Charter Contract for Sponsorship of a Community School ("Contract"); and

WHEREAS, having conducted its annual review of changes to Ohio state law and state performance requirements, BCHF has determined that it is necessary to make amendments to the Contract;

NOW THEREFORE, the parties agree to modify the Contract ("Modification") as follows:
1.   Article II, Section A (1) is amended and restated as follows:

To the extent required by R.C. 3314.03, the School shall comply with the following sections of the Revised Code as if it were a school district: Sections 9.90 [Purchase or procurement of insurance], 9.91 [insurance, annuities], 109.65 [missing children, fingerprinting], 121.22 [open meetings], 149.43 [public records], 2151.357 [sealed records], 2151.421 [child abuse reporting], 2313.19 [employees summoned for jury duty], 3301.0710 [Ohio graduation tests], 3301.0711 [administration and grading of tests], 3301.0712, [college and work ready assessments], 3301.0715 [achievement and diagnostic testing], 3301.0729 [time spent on assessments], 3301.948 [restriction against providing student names/addresses to multi-state consortium offering summative assessments], 3302.037 [report card notification], 3313.472 [parental/foster caregiver involvement policy], 3313.50 [student hearing and vision records], 3313.536 [school safety plan], 3313.539 [concussion and head injuries], 3313.5310 [information and training regarding sudden cardiac arrest], 3313.608 [third grade reading guarantee], intervention and remediation], 3313.609 [grade promotion and retention policy], 3313.6012 [academic intervention], 3313.6013 [dual enrollment programs], 3313.6014 [notice of core curriculum requirements], 3313.6015 [college and career readiness, financial literacy], 3313.6020 [career advising policy, at-risk student identification and success plans], 3313.6024 [reporting prevention-focused programs], 3313.6025 [peace officer interaction training], 3313.6026 [data sharing agreements for high schools], 3313.6411 [school report card provided to parent upon enrollment of student], 3313.643 [eye protective devices], 3313.648 [prohibition of payment of incentive to enroll], 3313.66, [suspension, expulsion, removal, exclusion] 3313.661 [policy regarding discipline], 3313.662 [suspension, expulsion, removal, exclusion], 3313.666 [policy prohibiting harassment, intimidation, bullying], 3313.667 [bullying prevention initiatives]; 3313.668 [removal from school based on absences]; 3313.669 [threat

assessment teams], 3313.6610 [registration with SaferOH tip line], 3313.67 [immunization of pupils], 3313.671 [immunizations], 3313.672 [new student school records, custody orders, birth certificate], 3313.673 [k-1 health and other screening], 3313.69 [hearing and vision screening], 3313.71 [health screening, tuberculosis], 3313.716 [asthma inhalers], 3313.718 [epinephrine auto-injection], 3313.719 [policy protecting students with peanut or other food allergies], 3313.7112 [diabetes], 3313.721 [health care for students], 3313.80 [display of flag], 3313.801 [display of mottos], [3313.814 [food sold on school premises], 3313.816 [sale of a la carte items], 3313.817 [requirements concerning sale of food and beverages], 3313.818 [breakfast programs] 3313.86 [review of policies and procedures to ensure safety], 3313.89 [online education and career planning tool]; 3313.96 [missing children], 3319.073 [child abuse prevention training], 3319.077 [professional development for dyslexia], 3319.078 [multi-sensory structured literacy certification process], 3319.238 [financial literacy license validation], 3319.318[prohibition on assisting sexual offenders find employment], 3319.321 [confidentiality of student information], 3319.39 [criminal records check], 3319.391 [applicants and new hires criminal records check], 3319.393 [educator profile database consultation], 3319.41 [corporal punishment], 3319.46 [behavior supports, restraint, and seclusion], 3320.01 [definitions]; 3320.02 [general provisions], 3320.03 [rights of students to engage in religious expression with assignments], [3321.01 [admittance to kindergarten, first grade], 3321.041 [requirements related to out-of-state enrichment or extracurricular activities], 3321.13 [duties of teacher or superintendent upon withdrawal or habitual absence], 3321.14 [attendance officer], 3321.141 [notification of unexcused absences], 3321.17 [attendance officer powers], 3321.18 [enforcement proceedings], 3321.19 [examination into cases of truancy], 3323.251 [dyslexia screening measure], 3327.10 [qualifications of drivers], 4111.17 [wage discrimination], 4113.52 [whistleblower protection], 5502.262 [school emergency management plans], and 5705.391 [spending plan].

2.   Article II, Section A is modified to add Section 9, which reads as follows:

(9) The School will comply with R.C. 3321.191 [habitual absence, truancy], unless it is an e-school that is subject to R.C. 3314.261 [e-school attendance].

3.   Article III, Section C (2) is amended and restated as follows:

Each proposed member of the Governing Authority must be approved by the Sponsor prior to appointment as a member counted for quorum and voting purposes. Such approval shall not be unreasonably withheld, conditioned, or delayed.

4.   Article III, Section D (1) (C) is amended and restated as follows:

A resume or biographical vitae that accurately reflects experience, education, and other professional competencies related to serving on the Governing Authority.

5.   Article VII is amended as follows:

The success of the School shall be evaluated in relation to academic, financial, and organizational/operational performance measures specified in the accountability plan found in **Exhibit 3**, which includes the academic goals to be achieved, the method of measurement that will be used to determine progress toward those goals, which shall include statewide achievement assessments and academic performance standards, including but not limited to all applicable report card measures set forth in section R.C. 3302.03 or R.C 3314.017. The Board and Sponsor acknowledge that some performance measures may not be available for a given school, a particular contract year, or instances when state testing or report cards are not available. In the absence of data from state testing or report cards, the school will be evaluated, to the extent possible, on available indicators from the framework, and the Sponsor may consider qualitative data from corrective action plan monitoring and biannual reviews.

6.   Article VIII, Section B (3) is amended and restated as follows:
If the School is declared unauditable pursuant to R.C. 3314.51, the Governing Authority shall suspend the Fiscal Officer and find an immediate replacement. If the Governing Authority has contracted with a management company that provides the services of a fiscal officer, the Governing Authority shall cause the management company to suspend the Fiscal Officer and find an immediate replacement.

7.   Article VIII, Section D is amended as follows:
The School may borrow money to pay any necessary and actual expenses of the School in anticipation of receipt of any portion of the payments to be received by the School pursuant to R.C. 3317.022.   The School may issue notes to evidence such borrowing. The proceeds from the notes shall be used only for the purposes for which the anticipated receipts may be lawfully expended by the School. The School may also borrow money for a term not to exceed fifteen (15) years for the purposes of acquiring facilities, pursuant to R.C. 3314.08. All borrowing must be documented in a promissory note, and copies of all notes must be provided to the Sponsor within ten (10) business days of signing.

8.   Article IX, Section B (2) is amended as follows:

The School's classroom teachers shall be licensed in accordance with R.C Sections 3319.22 to 3319.31, except that the School may engage noncertificated persons to teach up to twelve (12) hours per week <u>or forty (40) hours a week, if the individual is teaching an industry-recognized credential program at a dropout recovery school</u>, pursuant to R.C. 3319.301.

9.   The Contract's Existing Exhibit 2 is replaced with the revised Exhibit 2 (attached).

10.   The Contract's Existing Exhibit 3 is replaced with the revised Exhibit 3 (attached).

ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

School	**Sponsor**
Print Name: Joseph Reichert	Print Name: Peggy Young
Signature: *Jen Rist*	Signature: *Peggy Young*
Joseph Reichert (Jun 29, 2022 13:04 EDT)	
Title: Board Chairman	Title: Director, Education Division
Date: Jun 29, 2022	Date: Jun 30, 2022

With full authority to execute
this modification

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Exhibit 2
Educational Plan

In accordance with the requirements of R.C. 3314.03, the School shall provide the following information:

1.   **Mission of the School**.

Eagle Charter Schools of Ohio (Eagle) mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities. We emphasize cognitive, social, and emotional growth by engaging children as active learners in an inclusive learning environment. Eagle's mission is rooted in the unwavering belief that all students, regardless of zip code or ethnicity, deserve high quality educational choice.

2.   C**haracteristics of the students the School is expected to attract.** If the School plans to serve an at-risk population, please include here the definition, agreed upon by the Sponsor and the School, of at-risk.

Eagle is committed to serving students in K-5 (growing to K-8) who reside within the Columbus City School District (CCSD), or surrounding districts in Franklin County, Ohio.

We expect many of these students will be at risk for learning problems. Our definition of "at-risk" encompasses groups of students that typically are underserved or have demonstrated lower academic performance metrics when compared with their peers. At-risk students fall into one or more of the following categories: students in foster care, students who are/have been homeless, students in low income households (as determined by SNAP or TANF assistance), students learning English as a second language, students with special needs, students that are 1+ years behind in a core content area as measured by NWEA MAP, students scoring less than "proficient" on the previous administration of the state exam, or students that with a classroom grade of less than 70% in a core content area.

3.   **Ages and grades of the students.**

Eagle will open serving grades K-5 and will grow with our 5th grade cohort to serve grades K-8. This generally corresponds to ages 5-14, but we recognize that some 8th grade students may be older than 14 years old as we are committed to serving an at-risk student population.

4. **Focus of the curriculum.**

Our proposed curriculum is built on the proven results of the 17 years of successes at Eagle Academy in Washington, D.C. We are in the fortunate position of being able to replicate a proven model of rigorous direct instruction with help from the instructional staff, administrative team, and the CEO himself. During summer preservice training, teachers will create scope and sequences to ensure continued alignment with the curriculum and the Ohio Learning Standards.   Any gaps or deficiencies will be addressed by supplementing the curriculum with additional resources; a primary source of those

resources will be the Model Curricula. This resource allows teachers to more fully explore what success on a standard means while providing teachers with tools that can be implemented immediately in the classroom. Using the same publisher for Math/Science and ELA/Social Studies allows our teachers to plan horizontally for cross curricular instruction.

The focus of Eagle's curriculum can be summarized via excerpts of our Key Design elements expressed as specific programs, principles, and structures that are implemented at Eagle.

Programs

- *Rigorous, aligned Curriculum*

  - Math
    Generally, math classes begin with Problem Based Learning and/or math talk. With each technique, students are challenged by a math problem. Whole class direct instruction is followed by examples in which students participate in calculating the solution. Then, students work (in small groups or alone) to construct a solution to a new set of problems using tools and resources learned in previous math lessons. The teacher observes the work, directs, facilitates, and instructs as necessary, and then uses a variety of presentation options to support students when presenting their findings to other students, other groups, and/or the entire class. Classmates observe and follow with questions, comments, and challenges that are facilitated by the teacher. This gives students the opportunity to work with math as well as defending a position/thought process, all of which is a part of building an academic, supported argument.

  - ELA
    During guided reading instruction, students are taught problem-solving strategies through decoding, fluency, and comprehension challenges. Students practice their strategies in small group/center work and employ them in whole group instruction as well.

  - Science
    Science lessons are inquiry based, offering hands on experimentation to discover answers to questions posed both by teachers and students themselves. Often the experiments involve the arts, so students must create original methods for presentations of their findings.

- *SEL program*
  Beginning in kindergarten, teachers utilize Pearson's Social Skills Improvement System (SSIS) to evaluate social skills and problem behaviors. This helps inform our SEL Curriculum. We understand that our target student population will often come to school with social and emotional challenges. In order to set our students up for success academically, we must first address outside and extenuating factors that make learning difficult or impossible. As our network grows, we will be able to transition from contracted to full-time school specialists including psychologists, behavior specialists, speech and language therapists, and occupational therapists. Intentional and specialized staffing, SSIS, Second Step (or similar SEL curriculum), and our Positive Behavior Intervention System (PBIS), showcase our dedicated and intentional commitment to developing the whole child.

- *Professional Development*
  We are committed to finding talented, mission-aligned staff members who feel strongly about our mission and our vision. Before the school year begins, our staff will receive two weeks of professional development (PD). The 2019-20 pre-service (summer) PD calendar for Eagle Academy addressed topics listed included below; we commit significant time and energy on culture building, best curricular and instructional practices, differentiation, reaching the needs of all learners, SEL, and PBIS.

  - Eagle Culture, mission, vision, core values
  - MTSS (several presentations)
  - NWEA-MAP: purpose, administration, data impact
  - Responsive Classroom
  - Special Education
  - Curriculum specific trainings
  - Literacy Strategies
  - Differentiation techniques
  - Data Analysis
  - Second Step

  Building on the foundation of our robust Preservice (summer) training, Eagle continues ongoing Professional Development (PD) throughout the school year. This will include disseminating best practices, sharing expertise from among the team members, engaging in 3rd party instructional experts, and conducting weekly PLCs and monthly data working sessions. The campus principal and leadership team, with support from ECS, will be responsible for planning this ongoing training and responding to the needs of their staff. A draft list of PD topics is included below:

  - Data-Driven Instruction
  - Deepening Literacy Instruction
  - Record Keeping
  - Responsive Classroom
  - Basic Understanding of ESL
  - Understanding the Needs of Diverse Learners
  - Working Effectively As a Team
  - Developmentally Appropriate Practice
  - New Teacher Support
- *Extra-curriculars*
  Student and family surveys will be administered to help determine our extra-curricular program offerings. Additionally, community volunteers (after undergoing the appropriate background check) will be invited to offer a variety of options for our students.   Before and After Care will be available for families and will be filled with enrichment activities for students. Enrichment activities will be adjusted to fit the interests/levels of the students; possible activities include STEAM, Storybook Alive, Construction Kids, Creative culture, sports (various), Swim club, Zumba for Kids, dance, and Campus Showcase (bi-annual performance for parents and community

members).

Principles

- *Whole child*
  Eagle will educate each child through a holistic approach that includes wraparound services for physical, mental, social, and emotional health for all students. Further, we are proud to be advocates for our parents by offering social services and other support where possible.

- *Personalized learning*
  Eagle's vision recognizes and embraces that students will learn at different speeds and in differing ways. Differentiation occurs continuously in our classroom as our teachers are trained in using small group instruction and rotations which are informed by our data-rich processes and procedures. As Eagle's campus evolves into middle school grades, these groupings and enrichment opportunities will expand beyond the self-contained elementary classroom via a wide selection of academic and elective courses.

- *Parent advocacy and outreach*
  We believe in supporting the entire family when possible and appropriate.   Building on the goal of actively involving parents in their student's education, we will also seek and develop opportunities to support parents and families directly. Eagle will host job fairs, offer career coaching, work with parents in need to find suitable business attire, host community events, and continue to elicit feedback so we can expand our support to fit the needs of our community. Our students will be more successful when their parents have the tools and services they need. Eagle is eager to support those efforts whenever possible as we (students, parents, and the Eagle staff) work together to achieve the highest possible level of student success.

- *Community involvement*
  The Eagle staff and Governing Board will dedicate ourselves to being part of the community. Developing external partners over time will make our program stronger by engaging outside experts and opening new doors and opportunities for our students. In a global economy that becomes more interconnected every day, broadening our students' horizons beyond their immediate neighborhood is a stepping stone for them to understand the interconnections between and within our broader community, city, state, country, and the world.

- *Restorative Consequences (PRIDE room)*
  Our PRIDE room replaces an in-school suspension punishment used by many other schools. We believe in restorative, logical consequences and Positive Behavior Interventions and Supports (PBIS). Too often, adults default to "zero tolerance" and other severe punishment practices. It is our belief, and our CMO's experience at Eagle Academy in Washington D.C., that these punishments are punitive and rarely address the underlying reason a student is misbehaving. Instead, we want to provide encouragement and an opportunity for quick redirection, redemption, and success for students who misbehave. Student are encouraged to self-advocate and take breaks in our PRIDE room as necessary. Once in the PRIDE room, a trained staff

member will work with the student to determine the underlying cause of the issue at hand. Self-directed and guided reflection and redirection materials, goal reviews of behavior intervention plans, music, active/kinesthetic interactions, and SEL curriculum resources are a sampling of the resources available to students.

Structures

- *STEAM*
  The STEAM program at Eagle brings Science, Technology, Engineering, Arts, and Math alive for students in a challenging, engaging, exploration based environment while supporting the core academic curriculum. The STEAM curriculum is a series of challenges and experiences and was created at Eagle Academy to complement our other core, support, and enrichment programs.

  The STEAM challenges are based on the Next Generation Science Standards (NGSS), the Common Core Standards for Math (CCSM), the National Common Core Arts Standards (NCCAS), and the International Society of Technology in Education Standards for Technology, Creativity, and Innovation (ISTE) to build:

  - Communication and collaboration
  - Research and information fluency
  - Critical thinking, problem solving, and decision making
  - Digital citizenship
  - Technology operations and concepts

- *MTSS*
  Eagle will incorporate the typically structured Multi-Tiered System of Supports framework as structured remediation and intervention efforts for students. NWEA-MAP will provide universal screening data points for all students, our SEL curriculum will be intertwined in our tiers of support, professional development on MTSS will be ongoing as we continuously work to refine best practices, and regular data monitoring is used to inform instruction and keep students, parents, teachers, and admin all working toward common goals. We expect to use three tiers of MTSS Support:

  - Tier 1 – Whole Class instruction and remediation

  - Tier 2 – Small Group interventions
    Our differentiated approach to student groupings and instruction allows this level of support to occur seamlessly within our general classroom setting

  - Tier 3 – Intense, Individualized (or very small group) support
    In addition to our regular classroom teachers, we will have support personnel to help provide these services to students who need the highest level of support.

- *Data informed instruction – process; individual student meetings.*
  At Eagle, data plays an important role in driving our instructional decisions and improvements. At the initial level of data analysis, our teachers are constantly checking for understanding and performing Daily Exit tickets in order to gauge progress each day for each student. This allows teachers to adjust in "real time" in order to reteach and expand as necessary.

  Our formal data evaluation process involves our students in the conversations about their progress and successes.   AIMSweb delivers progress monitored data on an on-going basis and we administer the NWEA MAP assessment three times a year. Both of these data sources inform our monthly data meetings, which have three parts:
  - Data team meeting – The data team consists of the teacher, principal, and support instructional staff (including specialists, therapists, and interventionists) as applicable. Each month, the team meets to discuss each student's current progress on academic, behavior, and social emotional goals. Best practices are identified, wins are celebrated, goals are adjusted, and notes are kept in order to build a history and portfolio to reflect on in coming months and years.
  - PLC meeting - Grade level teams (PLCs) will meet monthly to analyze student, subgroup, and cohort data as a team; best practices will be identified shared and this provides opportunities for ongoing professional development. The principal participates in these meetings and, with support from ECS, compiles reports to identify trends, analyze whole-school progress across grades and student subgroups, project future academic results, and report to the Governing Board.
  - Student data meeting – We believe in involving students as active participants in their education and goal setting from Day 1. Students will participate in monthly data meetings with their teachers to establish, track, evaluate, and adjust academic goals, identify obstacles, and celebrate successes.

5. **Description of Classroom Based and Non-classroom-Based Learning Opportunities.** Please provide a summary of the learning opportunities that will be offered to students (both classroom and non-classroom-based opportunities) that are in compliance with criteria for student participation established by the Ohio Department of Education under (H)(2) of Section 3314.08 of the Ohio Revised Code.

Eagle's Learning Opportunities will be primarily classroom-based and will offer at least 920 hours of instruction annually. Our calendar is designed to closely mirror that of the local District (CCSD). Highlights of our draft 2021-22 calendar:
- 167 days of instruction
- Hours of instruction/day: 6.0 elementary, 6.25 Middle School
- 3 contingency days and 8 Professional Development days are included
- Summer school is not anticipated

Non-classroom-based learning opportunities that may be included in the program include field trips, outdoor laboratory experiences, and career shadowing experiences.

6. **Additional programs and designations**. Please place a check mark after the appropriate response in each section below. If the School is providing a blended learning program, additional information as described below must be provided as part of the Contract and shall be included in this Exhibit. If the School is planning on including any other programs or designations described below, additional information regarding such programs or designations shall be provided to the Sponsor upon request.

   a. **STEM School Designation.**

   The School IS NOT planning to seek designation for the School as a STEM school equivalent under R.C. 3326.032. __x_

   Subject to the prior written approval of the Sponsor, the School IS planning to seek designation for the School as a STEM school equivalent under R.C. 3326.032. ___

   b. **Preschool Program.**

   The School IS NOT planning to operate a preschool program. __x__

   The School IS planning to operate a preschool program. ___

   If the School operates a preschool program that is licensed by the Ohio Department of Education under Sections 3301.52 to 3301.59 of the Revised Code, such operation shall comply with Sections 3301.50 to 3301.59 and the minimum standards for preschool programs prescribed in rules adopted by the State Board pursuant to Section 3301.53 of the Revised Code.

   c. **Internet- or Computer-Based Program.**

   The School IS NOT planning to operate as an internet or computer-based community school. __x__

   The School IS planning to operate as an internet or computer-based community school, and details are included in the school's comprehensive plan. ___

If the School operates as an internet- or computer-based community school, the School shall commit to the following assurances and include full descriptions in its Comprehensive Plan.

- The School must provide a filtering device or filtering software to protect against internet access to materials that are obscene or harmful to juveniles on the computers provided to students for instructional use, or the filter or software at no cost to a child who utilizes a computer that was not provided by the School;

- The School must create a plan outlining meetings between teachers and students, which plan shall indicate the number of times teachers will visit each student throughout the school year and the manner in which those visits will be conducted.

- The School must set up a central base of operation with a Sponsor-provided representative within fifty miles of said base to provide monitoring and assistance.

- The School must create a plan for providing special education and related services to disabled students enrolled in the School, which must be submitted prior to the School's receipt of its first payment from the State and on or before September 1 of each year thereafter.

- The School must retain an affiliation with at least one full-time teacher of record licensed in accordance with Section 3314.03(A)(10) of the Revised Code.

- Each student enrolled in the School must be assigned to at least one teacher of record who is primarily responsible for no more than 125 students.

- The School may, at the time of a particular student's enrollment, ask the student's parent or guardian to estimate the length of time the student will attend the School. Any information collected shall be aggregated and included in the School's annual report.

- The School must comply with the standards developed by the international association for K-12 online learning.

- The School must communicate with each student's parent, guardian, or custodian on a periodic basis throughout the school year about the performance and progress of that student. The School must also provide opportunities for parent-teacher conferences and documents the School requests for such conferences. The School may permit the students to participate and may conduct the conferences electronically.

- The School must offer a student orientation course and notify each student who enrolls of that student's opportunity to participate in the student orientation course.

- Each student enrolled in the School is entitled to a computer provided by the school. The School must provide written notice of the one-computer-per-student provision to all parents of enrolled students and all parents who are interested in enrolling a child. The School may not provide a stipend or any other substitute in lieu of supplying an actual computer, provided, however, that a parent may waive the one-computer-per-student requirement and may amend or rescind that waiver at any time. Parents and the School must keep copies of waivers and the School must notify the State and copy the Sponsor concerning any waivers, amendments, or rescissions.

- The School may provide its students with a location within 50 miles of the student's residence at which the student may receive counseling, instructional coaching, and testing assistance. The School may not otherwise enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for the provision of instructional services to enrolled students.

- The School must provide its students with a location within 50 miles of the student's residence to complete statewide achievement tests and diagnostic assessments.

- The School must withdraw students who fail to participate in spring administration of state tests for two consecutive school years (unless excused pursuant to statute). The School must report any such student's data verification code to the Department of Education, and the School will not receive funds for any enrolled student whose data verification code appears on the Department of Education list. Notwithstanding any provision of Ohio law to the contrary, the parent of any such student must pay tuition.

- Students enrolled in the School are prohibited from engaging in more than 10 hours of learning opportunities within a 24-hour period. Any time exceeding the 10-hour maximum will not count toward satisfying the annual minimum number of required hours. If the School's participation is based on days rather than hours, participation must amount to at least five hours per day.

- The School must keep an accurate record of each individual student's participation in learning opportunities each day, and the records must be easily submitted to the Department of Education.

- The School shall not enroll more students than the number permitted under the enrollment limit provided in law.

d.   Adult Diploma Program.

The School IS NOT planning to offer and operate a 22+ Adult Diploma Program under Sections 3317.23, 3317.231, and 3314.38 of the Revised Code and Chapter 3301-45 of the Administrative Code. __x_

Subject to the prior written approval of the Sponsor, the School IS planning to offer and operate a 22+ Adult Diploma Program under Sections 3317.23, 3317.231, and 3314.38 of the Revised Code and Chapter 3301-45 of the Administrative Code. ___

Consistent with Section 3314.38 of the Revised Code and subject to Department of Education continued approval, the School may enroll and educate eligible individuals as defined in Section 3317.23 of the Revised Code who are at least twenty-two years of age for up to two consecutive school years to allow enrollees to earn a high school diploma. An enrolled eligible individual may satisfy the requirements to earn a high school diploma by successfully completing a competency-based educational program. The School shall comply with all requirements set forth in Sections 3317.23, 3317.231, and 3314.38 of the Revised Code, and Chapter 3301-45 of the Administrative Code as applicable community schools operating dropout prevention and recovery programs. In addition to oversight by the Department, the Sponsor shall be responsible for monitoring compliance and performance of community schools providing services to adult learners under Chapter 3301-45 of the Administrative Code.

The Sponsor shall monitor and assess program performance based on the following:

(1)   Success plans. Success plans are created for all enrolled eligible individuals through a career counselor that considers the abilities and interests of the student and creates a pathway to a diploma and a career beyond secondary education. Success plans include benchmarks to monitor student progress toward a diploma. The School provides read-only access of the success plans to its Sponsor for oversight purposes under FERPA.

(2)   Reports. All annual and monthly reports are provided to the Department of Education and are made available to the Sponsor upon request.

(3) Performance. The Sponsor shall review the Department's annual report to ensure the School meets the goals as set forth by the Department to remain an eligible provider by rule.

e. **Career-Technical Education Program.**

The school IS NOT planning to operate a career-technical education program. _x_

The school IS planning to operate a career-technical education program. ___

Career-technical programs are subject to the approval of the lead district of a career-technical planning district and must be based on requirements for career-technical education programs that are specified in rules adopted by the Department. See Section 3317.161 of the Revised Code for more information.

f. **Blended Learning.**

"Blended learning" means the delivery of instruction in a combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning. Please check one of the options below:

(1) The School IS NOT planning to register for the School as a blended learning program under Section 3302.41(A) of the Revised Code. _x_

(2) The School IS planning to register a blended learning program under Section 3302.41 (A) of the Revised Code **for the 2021-22 school year only,** subject to the prior written approval of the Sponsor and timely submission of a blended learning declaration. ___

(3) The School IS planning to register a blended learning program under Section 3302.41 (A) of the Revised Code, subject to the prior written approval of the Sponsor and timely submission of a blended learning declaration. ___

Please note that the School must receive prior written approval from the Sponsor before registering a blended learning program. If the school checked option 2 or 3 above, the school must provide written responses to the following questions. The school must also include this information in its Comprehensive Plan for Instruction.

Please respond to all questions fully,

1. What blended learning models will the school use?
2. How will the school determine and document student instructional needs?

3. What methods will be used to determine student competency, grant course credit, and promote students to a higher grade level?
4. What will be the school's attendance requirements, including how the school documents participation in learning opportunities?
5. How will student progress be monitored?
6. How will private student data be protected?
7. What professional development opportunities will be offered to teachers?
8. What classroom-based and non-classroom based learning opportunities will be offered to students? Please add an explanation of how the learning opportunities tie to the school's curriculum and mission.

Please note: Non-classroom-based learning opportunities include: Credit Flex or College Credit Plus; field trips with academic enhancement component; tutoring; post-secondary enrollment; career; learning on contingency days or while a student is suspended/expelled; internet or independent study; or other applicable programing.

Exhibit 3

Performance Frameworks – Metrics, Measures, & Targets

OVERVIEW

The purpose of the Performance Frameworks is to set annual targets that BCHF will use to consider a school for recognition, intervention, renewal, non-renewal, or termination.

BCHF subscribes to the principles and standards established by the National Association of Charter School Authorizers. We use objective and verifiable measures of student performance as the primary measure of school quality. We strive to protect the autonomy of our school by streamlining requirements and minimizing reporting burdens.

The BCHF board ultimately maintains discretion in making final decisions to consider a school for recognition, intervention, renewal, non-renewal, or termination. We reserve the right to utilize additional data collected through our ongoing monitoring in order to elevate a school in the overall renewal decision based upon the expertise, evaluation, and recommendation(s) by our Education Division team.

PERFORMANCE FRAMEWORK SCORING SCALE

Each section of the Performance Framework has a target score in each major category as highlighted in the scale – Academics, Compliance (comprised of legal and operations), and Fiscal. Some indicators are weighted more than others. For example, the Overall Rating metric from the Local Report Card (LRC) is made up of multiple components, all or some of which may apply to a school. This measure is a significant indicator of a school's performance and thus carries more weight on the performance framework.

The Academic total score is weighted at 50% of the overall performance score on the framework for a school. Compliance and Fiscal both are weighted at 25% each of the overall performance score. Although a score could exceed the number of possible points based upon a school exceeding the target, the maximum a school can achieve on the framework is 100% of the points. This information is used to annually evaluate the performance of a school for strengths, weaknesses, and intervention; it is also used to make renewal decisions.

ACADEMIC PERFORMANCE TARGETS & METRICS – Traditional K-12 Community School

(Where applicable, schools receive one point per star.)

ITEM	DESCRIPTION/DATA SOURCE	SCALE				
				TARGET		
Items will be included depending on availability of calculations.		**5 points**	**4 points**	**3 points**	**2 points**	**1 point**
1. Overall Rating	Local Report Card (LRC) Rating: Weighted x 3	15	12	9	6	3
2. School PI compared to District PI	Difference between Performance Index of the school and Performance Index of the district where the school is located.	≥ 12	< 12 and > 6	6 to -6	<-6 and > -12	≤-12
3. School Progress compared to District Progress	Difference between Progress rating of the school and Progress rating of the district where the school is located.	≥ 2	1	0	-1	≤ -2
4. School PI compared to Average Local Market PI	Difference between Performance Index of the school and the average of the Performance Index of the local market schools.	≥ 12	< 12 and > 6	6 to -6	<-6 and > -12	≤-12
5. School Progress compared to Average Local Market Progress	Difference between Progress rating of the school and average Progress rating of the local market schools.	≥ 2	1	0	-1	≤-2
6. Over the Contract Averages (Improving Early Literacy)	The average (up to 3 years, based on available data, and rounded to nearest whole number) of the school's star rating from the LRC.	5	4	3	2	1
7. Over the Contract Averages (Perf Index)	School's average (up to 3 years, based on available data) of its PI.	97.0 to 120.0	85.0 to 96.9	73.0 to 84.9	60.0 to 72.9	1 to 59.9

ITEM	DESCRIPTION/DATA SOURCE	SCALE				
				TARGET		
		5 points	4 points	3 points	2 points	1 point
8. Over the Contract Averages (Chronic Absenteeism)	School's average (up to 3 years, based on available data) of its chronic absenteeism rate.	< 10	>10 and <15	>15 and <20	>20 and <25	>25
9. Achievement in Norm-Referenced Test (NRT)	Percent of students at or above the 50th Normal Curve Equivalent (NCE) for the better of either winter or spring NRT administration.	> 50	< 50 and > 45	< 45 and > 40	< 40 and > 35	< 35
10.Growth in Norm-Referenced Test (NRT)	Best growth in average NCE between two NRTs within a school year (fall to winter, fall to spring, or winter to spring).	> 20	< 20 and > 10	< 10 and > 0	< 0 and > -10	< -10
11. Disaggregated Performance Beyond GAP Closing	Using ELA and Math component calculations the total earned subgroup points are divided by the total possible points.	> 90%	< 90 and > 80	< 80 and > 70	< 70 and > 60	<60
12. English Learner	English Learners meeting their goal based on the AMO from the GAP report. (Depending on state reporting format).	5 or > 90	4 or < 90 and > 80	3 or < 80 and > 70	2 or < 70 and > 60	1 or <60
13. SMART Goal	Progress toward the school meeting its *prioritized* SMART Goal set at the beginning of each school year.	5		3		1

ACADEMIC PERFORMANCE TARGETS & METRICS – Drop Out Recovery Community School

Where applicable, local report designations are: Exceeds = 5 pts, Meets = 3 pts, Does Not meet = 1

ITEM	DESCRIPTION/DATA SOURCE	SCALE				
Items will be included depending on availability of calculations.				**TARGET**		
		5 points	**4 points**	**3 points**	**2 point**	**1 point**
1. Overall Rating	Local Report Card (LRC)Rating – Weighted at 3X	Exceeds (15)		Meets (9)		Does Not Meet (3)
2. Test Passage Rate Compared to State	Percent point difference of the school's test passage rate from the Drop Out Recovery LRC compared to the State's average test passage rate for Drop Out Recovery schools.	≥ 20	> 10 and < 20	$\geq$ -10 and $\leq$ +10	> -10 and < -20	$\leq$ -20
3. Combined Graduation Rate Compared to State	Percent point difference of the school's combined graduation rate from the LRC compared to the State's average Drop Out Recovery graduation rate.	≥ 20	> 10 and < 20	$\geq$ -10 and $\leq$ +10	> -10 and < -20	$\leq$ -20
4. Over the Contract Averages: Test Passage rate	School's rating average of the three most recent school years for the Test Passage rate.	5	4	3	2	1
5. Over the Contract Averages: Combined Graduation Rate	School's rating average of the three most recent school years for the Combined Graduation rate.	5	4	3	2	1

Updated March 2022

ITEM	DESCRIPTION/DATA SOURCE	SCALE				
		5	4	3	2	1
6. Over the Contract Averages: Progress	School's rating average of the three most recent school years for the Progress Component.	5	4	3	2	1

ITEM	DESCRIPTION/DATA SOURCE	SCALE				
				TARGET		
		5 points	**4 points**	**3 points**	**2 point**	**1 point**
7. Achievement in Norm-Referenced Test (NRT)	Percent of students at or above the 50th Normal Curve Equivalent (NCE) for the better of either winter or spring NRT administration.	≥ 50	< 50 and ≥ 45	< 45 and ≥ 40	< 40 and ≥ 35	< 35
8.Growth in Norm-Referenced Test (NRT)	Best growth in average NCE between two NRTs within a school year. *Progress as measured by the LRC may be used as an override.*	≥ 20	< 20 and ≥ 10	< 10 and ≥ 0	< 0 and ≥ -10	< -10
9. Disaggregated Performance Beyond GAP Closing	Using ELA and Math component calculations, the total earned subgroup points are divided by the total possible points.	≥ 90%	< 90 and ≥ 80	< 80 and ≥ 70	< 70 and ≥ 60	<60
10. English Learner	English Learners meeting their goal based on the AMO from the GAP report. (Depending on state reporting format).	5 or ≥ 90	4 or < 90 and ≥ 80	3 or < 80 and ≥ 70	2 or < 70 and ≥ 60	1 or <60

Updated March 2022

11. SMART Goal	Progress toward the school meeting its *prioritized* SMART Goal set at the beginning of each school year.	5		3		1

COMPLIANCE PERFORMANCE TARGETS & METRICS – All Schools

ITEM	DESCRIPTION/DATA SOURCE	SCALE			
		TARGET			
OPERATIONS		**2 points**	**1 point**	**0 points**	**Not Calculated**
1. Health, Safety, and Environment	Applicable Rule and Law requirements related to facilities, inspections, policies, transportation, food service, and emergency planning.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC
2. Human Capital	Applicable Rule and Law requirements related to workers comp, licensure, policies, staff training, benefits, professional development, non-discrimination & bullying, and reporting.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC
3. Financial	Applicable Rule and Law requirements related to liability insurance, treasurer license & bond, EMIS/SOES coordinator, financial reporting, and ITC contract.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC
4. Governance	Applicable Rule and Law requirements related to board materials, annual COIs, school annual report, public records, record retention, and meeting schedule.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC

ITEM	DESCRIPTION/DATA SOURCE	SCALE			
5. Admission, Access and Student Requirements	Applicable Rule and Law requirements related to admission & residency policies, parent notices, enrollment, academic calendar, student files, attendance/truancy/withdrawal, student screenings, student handbook, FAPE, child find, racial balance, parental involvement, and discipline.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC
6. Educational Program	Applicable Rule and Law requirements related to academic assurances, 504 Plans, testing, academic intervention, curriculum, financial literacy, RTI, school improvement, RIMPs, special education, academic performance, and graduation.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC
ITEM	**DESCRIPTION/DATA SOURCE**	**SCALE**			
LEGAL		**TARGET**			
		2 points	**1 point**	**0 points**	**Not Calculated**
7. Governance-Required Number of Board Meetings	Number of governing board meetings held per school year as required by the community school contract and/or rule and law.	6+ meetings held per year.	5 meetings held per year.	4 or fewer meetings held per year.	NC
8. Governance-Required Number of Board Members	Number of governing board members approved by BCHF per school year as required by the community school contract and/or rule and law.	5+ sponsor approved members for the full year.	4 sponsor approved members for (1) or more meetings.	3 or fewer sponsor approved members for (1) or more meetings.	NC

		2 (or more) hrs. of annual training completed in Open Meetings and Public Records for 100% of board members.	2 (or more) hrs. of annual training completed in Open Meetings and Public Records for 90-99% of board members.	2 (or more) hrs. of annual training completed in Open Meetings and Public Records for <90% of board members.	
9. Governance-Required Board Member Training	Governing authority board annual training as required by the community school contract and/or rule and law.				NC
10. Annual Report	Annual Report prepared by the school, submitted to the sponsor by the deadline prescribed in law, and made available to the parents of students attending the school.	School Annual Report submitted AND made available to parents by the due date.	N/A	School Annual Report NOT submitted OR NOT made available to parents by the due date.	NC

FISCAL PERFORMANCE TARGETS & METRICS – All Schools

ITEM	DESCRIPTION/DATA SOURCE	SCALE			
		TARGET			
		2 points	**1 point**	**0 points**	**Not Calculated**
1. Current Ratio	School's financial statements.	Current Ratio is >1.0	Current Ratio is between .9 and 1.0 or between 1.0	Current Ratio is below .9	NC
2. Unrestricted Days of Cash	School's financial statements.	School has 45 days cash available.	School has between 15 and 45 days cash available.	School has less than 15 days cash available.	NC
3. Change in Cash Position	School's financial statements. *Schools Meeting Target on Metric #2 (Days of Cash) will automatically receive Meets Target.*	Cash available increased.	Cash available decreased.	Cash available decreased by >20%	NC
4. Debt Management	School's financial statements.	School meets all debt requirements and is not delinquent on payments.	School has missed payments.	School is in default on any debt service.	NC
5. Debt Coverage Ratio	School's financial statements.	School's Debt Coverage Ratio is > 1.1.	School's Debt Coverage Ratio is between 1.0 and 1.1.	School's Debt Coverage Ratio is below 1.0.	NC
ITEM	**DESCRIPTION/DATA SOURCE**	**SCALE**			

		TARGET			
		2 points	**1 point**	**0 points**	**Not Calculated**
6. Surplus/(Deficit) Variance	School's financial statements. *Calculation may exclude large, planned expenditures or capital outlay. Calculation may exclude payments to reduce debt.*	Net Income is positive.	School's Net Income is Negative by <5% of Total revenue.	School's Net Income is Negative by >5% of Total revenue.	NC
7. Enrollment Sustainment	School's settlement reports and board approved five-year forecasts.	Final FTE is >90 of October FTE.	Final FTE is 85-90% of October FTE.	Final FTE is <85% of October FTE.	NC
8. Enrollment Variance	School's settlement reports and board approved five-year forecasts.	Final FTE is >90% of October Forecast.	Final FTE is 85-90% of October Forecast.	Final FTE is below 80% of October Forecast.	NC

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Final Audit Report   2022-06-30

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