

MODIFICATION NO. 1
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Horizon Science Academy – Denison Middle School, Inc. (“Governing Authority” or “School”)

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2024; and

WHEREAS, the ESCLEW and the Governing Authority agree to the following modifications;

NOW THEREFORE, the parties modify the Contract as follows:

1. Article IV, Section 4.1.

- a. In the first sentence of the section insert “3313.753,” “3319.614,” and “3320.04.” in the appropriate numerical order.
- b. In the first sentence of the section delete “3313.6015.”
- c. Delete “including division (E) of that section to the extent possible,” from the third paragraph.
- d. Delete the final sentence in its entirety at the end of the third paragraph of the section.
- e. In the fourth paragraph remove “(A)(4)(b)” and replace with “(B)(2).”
- f. The rest of Section 4.1 remains as originally written in the Contract.

2. Article IV, Section 4.3. Insert the following new sentences at the end of the section:

The School shall also require in-service training on child sexual abuse, which shall be presented by either a prosecutor or law enforcement officer who has experience in handling cases involving child sexual abuse or child sexual violence. The School shall require training in the use of an automated external defibrillator (“AED”) and cardiopulmonary resuscitation (“CPR”) by all teachers, principals, administrative employees, coaches, athletic trainers, any other person that supervises interscholastic athletics, and any other employee subject to in-service training requirements. AED and CPR training shall be incorporated into in-service training.

The rest of Section 4.3 remains as originally written in the Contract.

3. Article IX, Section 9.7. Delete the first sentence of the section and replace with:

Effective July 1, 2024, for and in consideration of two and three quarters percent (2.75%) of the total amount of payments for operating expenses received by the School from the State of Ohio (but only up to three percent (3%) of such funds unless otherwise allowed by law), the Sponsor shall provide the monitoring, oversight, and technical assistance required by law.

The rest of Section 9.7 remains as originally written in the Contract.

4. Article IX, Section 11.15. Insert “and receive prior approval of” after the word “notify”.
The rest of Section 11.15 remains as originally written in the Contract.

5. Attachment 6.12 shall be replaced in its entirety with the attached.

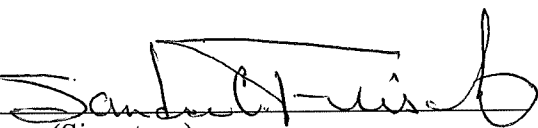
6. Attachment 6.13 shall be replaced in its entirety with the attached.

7. Attachment 9.5 shall be replaced in its entirety with the attached.

8. Attachment 11.6 shall be replaced in its entirety with the attached.

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

**Educational Service Center of
Lake Erie West**

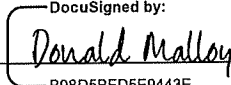
By: 
(Signature)

Its: Superintendent

with full authority to execute this Contract
for and on behalf of **Sponsor**
and with full authority to bind **Sponsor**.

Date: 2-13-2025

**Governing Authority of
Horizon Science Academy – Denison
Middle School Inc.**

By: 
(Signature)

Its: President

with full authority to executive this Contract
for and on behalf of **Governing Authority**
and with full authority to bind **Governing Authority**.

Date: 12/22/2024

ATTACHMENT 6.12

ADMISSIONS POLICY

1. Admissions and enrollment policy and procedures, including:
 - a. Specification that the school will not discriminate in its admission of students on the basis of race, religion, color, national origin, handicap, intellectual ability, athletic ability, or measurement of achievement or aptitude (unless at-risk limitations apply)
 - b. Specification that the School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3314.64 or 3313.65, except that the School may limit to:
 - i. Students who have obtained a specific grade level or are within a specific age group,
 - ii. Students who meet the definition of “at risk,” or
 - iii. Residents of a specific geographic area
 - c. Wait list and lottery procedures
2. Enrollment and attendance policy, which must require that parents notify the community school in which their child is enrolled when there is a change in the parent’s or student’s primary residence
3. Student residency and address verification policy, which must requires schools to verify the address of enrolling students and annually verify the residency of attending students, and must specify the number and type of documents to be used for residency verification
4. Open Enrollment Policy, if applicable
5. At-Risk Definitions, including gifted, if applicable

NOTE: Any change in the admissions or enrollment policies must be reported in writing to the Sponsor within five (5) business days.



S18- Admission and Lottery Policy

Admission to the School is open to any student in grades _____ K-8 _____ who reside in any district in the State of Ohio. The School will not charge tuition. The School will not discriminate in its pupil admission policies or practices on the basis of race, creed, color, religion, national origin, ancestry, sexual orientation, disability, sex, intellectual or athletic ability, measures of achievement or aptitude, or any other basis. All students of the School must be residents of the State of Ohio. Admission is open to students on a statewide basis.

Upon admission of any student with disabilities, the School will comply with all federal and state laws regarding the education of students with disabilities. The School shall not limit admission to students based on intellectual ability, measures of achievement or aptitude, or athletic ability. The School shall not offer or provide incentives to parents of prospective students. Applications are accepted for student admission up to the deadline date for a lottery drawing. Priority for enrollment shall be given to students that reside in the district in which the School is located and returning students. Preference may also be given to siblings of students attending the school the previous year, and students who are children of full-time staff members employed by the school. The preference provided to children of full-time staff members shall be less than five percent of the school's total enrollment.

The School shall not admit students that exceed the capacity of the school's programs, classes, grade levels or facilities. If the number of applicants exceeds the capacity of the school's programs, classes, grade levels, or facilities, students shall be admitted by lottery from all those submitting applications before May first of each school year. When required the lottery will be conducted in the following manner:

1. Each applicant will be assigned a number.
2. The numbers will then be drawn at random at a meeting that will be open to the public;
3. The first number drawn will be first new applicant placed on a permanent waiting list and so on until all numbers are drawn;
4. The School may have a separate lottery and waiting lists for each grade or age grouping

As the School operates and accepts students year round, if other places become available (after the lottery), students are accepted from a prioritized wait list based on the results of the lottery or, if there is no wait list, then on a first come first serve basis. If a lottery is necessary, it shall take place at a public

location. Notwithstanding the above, in the event the racial composition of the enrollment of the School is in violation of a federal desegregation order, the School shall take any and all corrective measures to comply with the desegregation order.

S19- Suspended or Expelled Applicants

The School may temporarily deny admittance to any student who has been suspended or expelled from the schools of another Ohio district or an out-of-state district, if the student's suspension or expulsion period set by the other district has not expired. The suspended or expelled student shall first be offered an opportunity for a hearing.

S20- Enrollment and Residency Policy

Although the School has a statewide open enrollment policy permitting enrollment from any school or district in the State of Ohio, it is still necessary to establish a student's school district of residence before they can be enrolled in the School. The school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place. Residence is a place where important family activity takes place during the significant part of each day; a place where the family eats, sleeps, works, relaxes and plays. It must be a place, in short, which can be called "home". One cannot establish a residence merely by purchasing/leasing a house or an apartment or even by furnishing such a house or apartment so that it is suitable for the owner's use. No single factor is determinative; residency will be established by the totality of the circumstances.

The School Governing Authority or its designee shall review the residency records of students enrolled in the School on a monthly basis. The School must provide information sufficient to allow the Governing Authority to verify student residency information. The information should include the following:

- A report of the School's monthly random residence/primary address review of the greater of five (5) or one percent (1%) of the School's enrollment as reported in EMIS/ODDEX/SOES confirming that the School has on file the legally required documentation pursuant to the School's Open Enrollment, Admissions and Residency Policy verifying the student's address and school district of residence;
- The number of student address updates received each month from parents and confirming verification of those addresses/or students;
- A list of every district of residence that has students attending the School;
- A report of any disputes regarding the district of residence; and
- A report on the number of new students that enrolled and provided verification of residence that occurred upon enrollment of every new student that enrolled since the date of the prior monthly verification of residency report documentation

In a month when the Governing Authority does not meet, the report shall be provided to the Governing Authority member for its review.

Upon the enrollment of each student and on an annual basis, the Governing Authority or its designee

shall verify to the state department of education each student's home school district, where they are

entitled to attend pursuant to Section 3313.64 or 3313.65 of the Revised Code.

Upon **initial** enrollment and on an annual basis the following documents can be used to establish proof of residency for verification of a child's ability to enroll in the School and determination of the school district the student is entitled to attend under section 3313.64 and 3313.65. These items must be current, be in the parent's name, and include a street address. The School shall require only one form of proof of residency for enrollment. A post office box address cannot be used to validate residency records:

- Deed or current real property tax bill
- Lease agreement
- Mortgage statement
- Utility statement or receipt of utility installation issued within ninety (90) days of the date of enrollment
- Most current Bank statement available issued to the parent or student that includes the address of the parent's or student's primary residence
- Current homeowner's or renter's insurance declaration
- Paycheck or paystub issued to the parent or student within ninety (90) days of the date of enrollment that includes the address of the parent's or student's primary residence
- Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence that does not conflict with the guidelines issued by the Superintendent of Public Instruction

In the event a student's residency changes subsequent to initial enrollment, updated proof of residency documentation must be provided to the School.

For purposes of the annually verifying student residency, the School shall require either one of the items listed above or a signed statement from the parent or guardian indicating that the student's residency has not changed since the last time proof of residency was provided to the School.

Enrollment is defined as the day all paperwork is completed for the child's entry into school not the first day of school. Parents, guardians, or independent students age 18 and over must promptly notify the School using the documentation listed below when a change in the location of the parent's or student's primary residence occurs.

All custody or court orders pertaining to the family or student must be turned in when asked, or at admission. If our School and the student's home district (district of residency) disagree about residency, this policy shall prevail. In such a case, parents may be asked to provide additional information in order to resolve the dispute; however, the school is not obligated to ask for additional information based on other public schools' policies. The School will provide the other public school district with documentation of the student's residency and will make a good faith effort to accurately identify the residence of the student.

If a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. 11434a, or if a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in accordance with division (F)(13) of section 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. 11431 et seq.

S21- Early Entrance for Kindergarten and 1st Grade

Early entrance to kindergarten or 1st grade will be based on vendor assessment(NWEA Primary Reading Early Literacy and Math Early Numeracy Screening, STAR, i-Ready). Early entrance to kindergarten is defined as a student who turns 5 after the kindergarten eligible cutoff date of September 30th and before January 1st. Early entrance to 1st grade is defined as a student who turns 6 after September 30th and before January 1st. Any student may be referred by a preschool educator who knows the child, the child's parent or guardian, or a pediatrician or psychologist who knows the child. The referral shall be made to the Principal of the school for evaluation for possible early admission. A formal request for evaluation must be made in writing by the parent. Students must be in 50% ile or higher to be considered for early entrance. The socio-emotional readiness will also be checked and the final decision will be made by the acceleration evaluation committee whether early entrance is appropriate for the child. The acceleration evaluation committee shall include the principal, instructional coordinator, school psychologist and a teacher at the grade level to which the student may be admitted.

If a child for whom admission to kindergarten or first grade is requested will not be five or six years of age, respectively, prior to the first day of January of the school year in which admission is requested, the child shall be admitted only in accordance with the school's acceleration policy.

Kindergarten Registration

The following guidelines shall be followed for the registration of all kindergarten students.

1. Children must be five (5) years old on or before September 30th or be admitted pursuant to the School's early entrance criteria;
2. Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements. Children transferring from another public or chartered nonpublic school kindergarten who do not meet the age requirements shall be admitted.
3. All registrants shall receive a kindergarten screening as determined by the Principal.
4. Individual classroom assignments will be made by the Principal.

S22- Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1. Referrals and Evaluation

a. Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.

b. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.

c. The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

d. Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's Principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee — if the committee determines the child should be accelerated. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a preschool educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which

admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.

e. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.

f. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Principal within thirty days of being notified of the committee's decision. The Principal shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Principal's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2. Acceleration Evaluation Committee

a. Composition

i. The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:

- b. A **principal** or assistant principal from the child's current school;
- b. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
- b. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
- b. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
- b. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the district, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

The acceleration evaluation committee shall be charged with the following responsibilities:

1. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
2. Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
3. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration

of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

4. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

5. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

6. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

- a. placement of the student in an accelerated setting;
- b. strategies to support a successful transition to the accelerated setting;
- c. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- d. an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.

e. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

f. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

7. Accelerated Placement

a. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.

At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement.

In such cases, the principal shall remove the student without repercussions from the accelerated placement.

At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.

- a. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through

ATTACHMENT 6.13

ATTENDANCE POLICIES

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities
2. Truancy Policy, including 72 hour automatic withdrawal procedures for students

NOTE: The School's attendance and participation records shall be made available, upon request, to the Ohio Department of Education and Workforce, Auditor of State, and Sponsor, to the extent permitted by 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (FERPA), section 3319.321, and any applicable rule or regulations thereto.



S01- Attendance / Truancy / Withdrawal

2nd Rev: June 2017, 3rd Rev December 9, 2017, 4th Revision October, 2018, 5th rev August, 2020

The State Law requires all students enrolled at the School to attend school regularly in accordance with the laws of the State. The School will:

- keep accurate attendance records of excused and unexcused absences,
- require a parent/doctor's note or some other communication from a student returning from an absence and follow through appropriately if the student does not have one,
- incorporate daily participation as part of the teaching/learning process for each grading period, and require accountability from students to complete work they missed while absent including homework, projects, quizzes, tests and other assignments.

Excused Absences

Under the State's "Missing Child Law", parents or guardians must notify the school by the morning of any school day their child is not attending. The excuse shall be submitted to the attendance office and filed as part of the student's school record. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

- Personal illness such as to prevent attendance at School.
- Illness in the family if a student is age fourteen or older.
- Quarantine of the home.
- Death in the family.
- Observance of religious holidays.
- Court subpoena.
- Necessary work at home due to absence of parents/ guardians.
- Any school approved enrichment activity
- Instruction at home from a person qualified to teach the branches of education in which instruction is required.
- An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
- Absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status.
- Absences due to a student being homeless
- Medical or dental appointment

Unexcused Absences

An unexcused absence does become part of a student's school record. An absence will be marked as an unexcused absence if you:

- fail to bring a written note within two school days following an absence or such other time as may be approved by the administration due to the School's current operating position
- leave school without signing out of school at the office
- are absent from class without permission -including walking out of class
- are absent from school without parental permission
- get a pass to go to a certain place but do not report there
- are absent for reasons not acceptable to the administration and/or
- are absent for transportation, weather, personal issues and non-medical appointments

TRUANCY POLICY

Rev. December, 2017, Rev October, 2018, Rev October, 2019, Rev Dec, 2019

The Board of Directors adopts this policy for the purpose of guiding the School's operator and School staff in addressing and ameliorating student absences. The School will track the attendance of its students and notify parents/guardians of their student's absences and the fact that it is the parent's/guardian's responsibility to cause the student to attend school.

Within one hundred and twenty minutes after the beginning of each school day, the school shall make at least one attempt to contact the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school as of the beginning of that school day. An attempt to contact a student's parent, guardian or other person having care of the student shall be made through one of the following methods:

- A telephone call placed in person;
- An automated telephone call via a system that includes verification that each call was actually placed and either the call was answered by its intended recipient or a voice mail message was left relaying the required information;
- A notification sent through the school's automated student information system;
- A text-based communication sent to parent's, guardian's or other person's electronic wireless communication device;
- A notification sent to an electronic mail address of the parent, guardian or other person;
- A visit, in person, to the student's residence of record;
- Any other notification procedure that has been adopted by the Board.

This notification requirement shall not apply to students who are in home-based, online, or internet or computer based instruction or in instances where a student was not expected to be in attendance at the school building due to the student's participation in off-campus activities, including but not limited to participation in the college credit plus program.

Intervention Strategies

The School will attempt to work with families to address barriers to regular attendance and support academic success for all students. The School's absence intervention strategies may include any of the following:

1. Providing a truancy intervention plan as described below;
2. Providing counseling for truant students;
3. Requesting or requiring a parent/guardian to attend parental involvement programs;
4. Requesting or requiring a parent/guardian to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles; and
6. Taking necessary or required legal actions.

The School shall not suspend or expel a student solely for being truant.

Notice of Excessive Absence

In the event a student of compulsory school age is absent, with a nonmedical excuse or without legitimate excuse, for 38 or more hours in one school month, or 65 or more hours in a school year, the School shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within 7 days after the date after the absence that triggered the notice requirement.

Habitual Truancy

"Habitual truants," are defined as students that are absent without legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year. In the event a student meets the threshold for habitual truancy, the School must take the following steps:

1. The Superintendent/Principal must establish an Absence Intervention Team (hereafter referred to as the "Team").
 - A. The Team must be selected within 7 school days of the student reaching the habitual truancy threshold.
 - B. The Team must include:
 - i. The student's parent or parent's designee, the student's guardian, custodian, guardian ad litem or temporary custodian (collectively referred to hereafter as "Parent");
 - ii. One representative from the school; and
 - iii. One representative from the school that knows the student.
 - C. The Team may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.
 - C. Within 7 school days of the student reaching the habitual truancy threshold, the Superintendent/Principal shall make at least 3 meaningful, good faith attempts to secure the Parent's participation on the Team.

- i. If the Parent responds but is unable to participate, the Superintendent/Principal shall inform them of their right to appoint a designee.
- ii. If the Parent does not respond within 7 school days the School shall do both of the following:

- a. Investigate whether the failure to respond triggers mandatory reporting to the county children services agency pursuant to ORC 2151.421; and
- b. Instruct the Team to develop an Intervention Plan notwithstanding the Parent's absence

2. The Superintendent/Principal must assign the student to a Team within 10 days of becoming habitually truant.

3. The Team must develop an intervention plan for the student within 14 school days after the student is assigned. The plan is to be aimed at reducing or eliminating further absences. The plan shall be based on the individual needs of the student, but shall state that the School shall file a complaint not sooner than 61 days after the date the plan was implemented, if the student has refused to participate in, or failed to make satisfactory progress on the intervention plan or an alternative to adjudication for being an unruly child.

4. Within 7 days after the development of the plan, the School shall make reasonable efforts to provide the student's Parent with written notice of the plan.

Habitual Truancy within Last 21 Days of School Year

In the event the student becomes habitually truant within 21 school days prior to the last day of instruction of the school year, the School may, in its discretion, either:

A. Assign a School official to work with the student's Parent to develop an absence intervention plan during the summer. If the School selects this method, the plan shall be implemented not later than 7 days prior to the first day of instruction of the next school year; or

B. Reconvene the absence intervention process upon the first day of instruction of the next school year.

Exception from Intervention Plan Requirement

If the School has a chronic absenteeism percentage that is less than 5%, as displayed on the School's most recent local report card, it shall be exempt from the requirement to assign habitually truant students to an absence intervention team for the following school year and shall instead take any appropriate action as an intervention strategy. In the event that the intervention strategies fail, within 61 days after their implementation, the School shall file a complaint, provided (a) the school has made meaningful attempts to re-engage the student through the intervention strategies, and any offered alternatives to adjudication; and (b) the student has refused to participate in or failed to make satisfactory progress on any offered intervention strategies or alternative to adjudication.

Complaints in Juvenile Court for Habitual Truancy

The School shall file a complaint in juvenile court, jointly against the student and Parent, alleging that a student is an unruly child for being a habitual truant in accordance with timelines and conditions established by law. As an alternative the School may file an educational neglect action due to the age or non-competency of a young child.

Mandatory Withdrawal

Any student that without a legitimate excuse fails to attend seventy-two (72) consecutive hours will be automatically withdrawn from the school.

Make-up Work for Excused Absences

An absence from school, even for several days, does not excuse you from responsibilities in the classroom on the day you return. If you have an excused absence, you will be given the same number of days that you were absent to make up missed work. To be eligible for make-up work, you must show each teacher the “excused absence slip.” On the day you return to school, it is **your responsibility** to find out what work is required and when the work needs to be completed. If you are absent for school-related reasons or for an anticipated or planned absence, make arrangements with your teacher(s) for assignments prior to your absence. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher. It is the **students’ responsibility** to ask for the test and take the test at that time. If you fail to do this, the teacher is not obligated to set another time for the makeup. If you fail to make up a test without making other arrangements, the teacher may decide not to give you the test. Make-up work is to be picked up by the parent/guardian or family member **ONLY**. We will **NOT** allow make-up work to be sent home with other students unless they are siblings in the same household.

Make-up Work for Unexcused Absences

If you have an unexcused absence, your grade(s) in a class or classes will be affected in one of these ways.

- You may not make up work following an unexcused absence.
- Unexcused absences may result in an "F" or "zero" for the day in each class missed.
- Teachers are not obligated to allow you to make up quizzes or tests.

Attendance Procedures

The procedures set forth below are developed for daily in school participation and may be modified or adjusted as necessary when the school may not be offering in school participation due to mandatory closures required by the State, the Ohio Department of Education, or local or state health department recommendations.

Daily Attendance Procedures.

1. Every teacher with a second period class is responsible for providing the office with attendance. Attendance is to be input directly into the student information system before 10:00am. A hard copy will no longer be provided.

2. The designated school employee will then investigate each absence unreported by a parent. Each student's home phone number and/or parental cell number must be called by school reach, auto phone call software. A note of the result of each phone call must be reported on the Daily Attendance Log in the Student Information System.
3. The designated school employee inputs into the database daily attendance for each student.
4. Copies of Daily Attendance sheets are available to staff and administration on request.
5. When a student has reached 30 hours of unexcused absences a letter of warning is mailed home to the parent.
6. If a student has reached 60 hours of unexcused absences a letter requesting a parent meeting is sent via certified mail to the parent. If a temporary illness is preventing the student from regular attendance home instruction will be suggested.
7. If a student reaches the required number of hours to be a Habitual Truant the procedures set forth above must be followed.
8. A student that has been absent without excuse for more than 10% of the required attendance days and has failed two or more required subject areas shall result in the student failing the grade.

Documenting Attendance for separate class periods

For schools with period-based scheduling, the classroom teacher will take attendance every period to ensure students are present in every class. If a student is absent from class without a legitimate excuse at any time during the school day that time will be accounted for to the nearest hour by the teacher and reported to the office for attendance. Students who are present in the building but not in their scheduled classes and do not have a legitimate excuse will not get credit for attendance for that class. If a student is missing class with a legitimate and approved reason, such as being in the nurse's office, counselor's office or receiving remediation, the teacher will not count the student as absent.

Documenting Attendance for Non-Classroom Based Learning Opportunities

Any student's instruction time in non-classroom-based learning opportunities shall be certified by an employee of the community school. The School will use a Non-Classroom, Non-Computer Based Log for purposes of documenting non-classroom based learning opportunity attendance. The documentation will be separated between Computer Based Learning Opportunities and Non-Computer, Non-Classroom Based Learning Opportunities and shall include the following elements:

- i. Student Name and SSID
- ii. Brief Description of learning opportunities
- iii. Dates and times of actual learning opportunities
- iv. Total of verified learning opportunities time
- v. Signature of teacher verifying the reported learning opportunities.

ATTACHMENT 9.5

FINANCIAL PLAN

1. Estimated school budget for every year of the contract

NOTE: The budget must detail estimated revenues and expenses. Revenues include the base formula amount that will be used for purpose of funding calculations under R.C. 3314.08. The base formula amount for each year shall not exceed the formula amount defined in R.C. 3317.02. All projected and actual revenue sources must be included in the budget and projected expenses must include the total estimate per pupil expenditure amount for each year.

School Year	Estimated Per Pupil Expenditure

FY24 - Oct 2024 submission

IRN No.: 000838

Type of School: Public Charter School

Contract Term: June 30, 2027

County: Cuyahoga

School Name: Horizon Science Academy Denison Middle

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances

For the Fiscal Years Ended 2022 through 2024, Actual and

the Fiscal Years Ending 2025 through 2029, Forecasted

	Actual			Forecasted				
	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Fiscal Year 2029
Operating Receipts								
State Foundation Payments (3110, 3211)	\$ 2,162,399	\$ 2,213,375	\$ 2,481,854	\$ 2,955,105	\$ 3,014,207	\$ 3,074,491	\$ 3,105,236	\$ 3,167,341
Charges for Services (1500)					-	-	-	-
Fees (1600, 1700)	400		1,749		-			
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)	176,639	153,693	322,746	250,135	255,138	260,241	265,446	270,755
Total Operating Receipts	\$ 2,339,438	\$ 2,367,069	\$ 2,806,350	\$ 3,205,240	\$ 3,269,345	\$ 3,334,732	\$ 3,370,682	\$ 3,438,096
Operating Disbursements								
100 Salaries and Wages	\$ 1,489,510	\$ 1,758,427	\$ 1,657,876	\$ 1,974,300	\$ 2,033,529	\$ 2,094,535	\$ 2,115,480	\$ 2,136,635
200 Employee Retirement and Insurance Benefits	(113,065)	486,114	493,526	513,318	528,718	544,579	550,025	555,525
400 Purchased Services	921,339	1,397,400	1,002,927	1,044,801	1,065,697	1,087,011	1,097,881	1,108,860
500 Supplies and Materials	140,972	205,501	140,779	234,000	238,680	243,454	245,888	248,347
600 Capital Outlay -New	473,114	135,289	183,480	40,000	40,800	41,616	42,032	42,873
700 Capital Outlay - Replacement								
800 Other	165,760	102,322	117,875	137,047	139,788	142,584	144,010	145,450
819 Other Debt	-	-	-	-	-	-	-	-
Total Operating Disbursements	\$ 3,077,630	\$ 4,085,052	\$ 3,596,464	\$ 3,943,466	\$ 4,047,212	\$ 4,153,778	\$ 4,195,316	\$ 4,237,689
Excess of Operating Receipts Over (Under)								
Operating Disbursements	\$ (738,191)	\$ (1,717,984)	\$ (790,114)	\$ (738,226)	\$ (777,866)	\$ (819,046)	\$ (824,634)	\$ (799,594)
Nonoperating Receipts/(Disbursements)								
Federal Grants (all 4000 except fund 532)	\$ 1,777,479	\$ 2,755,503	\$ 662,381	\$ 622,778	\$ 622,778	\$ 635,234	\$ 647,938	\$ 660,897
State Grants (3200, except 3211)	192,350	176,620	213,052	179,993	183,593	187,265	191,010	194,830
Restricted Grants (3219, Community School Facilities Grant)	453,107	396,936	764,538	720,000	720,000	720,000	-	-
Donations (1820)					-	-	-	-
Interest Income (1400)								
Debt Proceeds (1900)								
Debt Principal Retirement								
Interest and Fiscal Charges	-	-	-					
Transfers - In	-	-	-	-	-	-	-	-
Transfers - Out	-	-	-	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	\$ 2,422,935	\$ 3,329,059	\$ 1,639,971	\$ 1,522,771	\$ 1,526,371	\$ 1,542,498	\$ 838,948	\$ 855,727
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	\$ 1,684,744	\$ 1,611,075	\$ 849,857	\$ 784,545	\$ 748,505	\$ 723,452	\$ 14,314	\$ 56,133
Fund Cash Balance Beginning of Fiscal Year	\$ 1,306,236	\$ 19,372	\$ 2,145,063	\$ 2,994,920	\$ 3,779,465	\$ 4,527,970	\$ 5,251,422	\$ 5,265,736
Fund Cash Balance End of Fiscal Year	\$ 2,990,980	\$ 1,630,447	\$ 2,994,920	\$ 3,779,465	\$ 4,527,970	\$ 5,251,422	\$ 5,265,736	\$ 5,321,869
Assumptions								
Staffing/Enrollment	Actual			Forecasted				
	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Fiscal Year 2029
Total Student FTE	245	252	249	320	330	330	330	330
Instructional Staff	29	29	29	29	29	29	29	29
Administrative Staff	3	3	3	3	3	3	3	3
Other Staff	5	5	5	5	5	5	5	5
Purchased Services	Actual			Forecasted				
Rent	\$ -				\$ -	\$ -	\$ -	\$ -
Utilities	31,272	41,291	40,450	54,000	55,080	56,182	57,305	58,451
Other Facility Costs	71,141	75,000	75,000	85,000	86,700	88,434	90,203	92,007
Insurance								
Management Fee	356,207	177,814	444,632	410,506	418,716	427,090	435,632	444,345
Sponsor Fee								
Audit Fees								
Contingency					-	-	-	-
Transportation					-	-	-	-
Legal	12,716		360		-	-	-	-
Marketing	8,083	13,708	6,389	15,000	15,300	15,606	15,918	16,236
Consulting					-	-	-	-
Salaries and Wages								
Employee Benefits								
Special Education Services	78,745	61,845	70,404	80,000	81,600	83,232	84,897	86,595
Technology Services	-	-	-	-	-	-	-	-
Food Services	48,510	148,214	190,058	220,000	224,400	228,888	233,466	238,135
Other	314,664	879,527	175,634	180,295	183,901	187,579	180,460	173,091
Total	\$ 921,339	\$ 1,397,400	\$ 1,002,927	\$ 1,044,801	\$ 1,065,697	\$ 1,087,011	\$ 1,097,881	\$ 1,108,860
Financial Metrics								
Debt Service Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service Coverage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Growth in Enrollment	0.00%	2.86%	-1.19%	28.51%	3.13%	0.00%	0.00%	0.00%
Growth in New Capital Outlay	0.00%	-71.40%	35.62%	-78.20%	2.00%	2.00%	1.00%	2.00%
Growth in Operating Receipts	0.00%	1.18%	18.56%	14.21%	2.00%	2.00%	1.08%	2.00%
Growth in Non-Operating Receipts/Expenses	0.00%	37.40%	-50.74%	-7.15%	0.24%	1.06%	-45.61%	2.00%
Days of Cash	0.42	0.00	0.60	0.76	0.93	1.09	1.25	1.24

	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Fiscal Year 2029
Estimated Per Pupil Expenditure	\$ 12,323.33	\$ 12,264.28	\$ 12,587.21	\$ 12,713.08	\$ 12,841.48

Assumptions Narrative Summary

Horizon Science Academy's treasurer's name is Ramazan Celep.

Horizon Science Academy Denison Middle School was sponsored by the Educational Service Center of Lake Erie West (ESCLEW), which served children grades K-8. The School has a management agreement with Concept Schools Inc., which is effective until the School's charter agreement expires. The management fees are 10% of total annual revenues. The 10% rate shall remain unchanged until a new mutual understanding occurs.

The total projected enrollment is 320 students in 2025, the School will add new students each year.

The number of staff will increase in the increase of enrollment and the addition of new classrooms and grade levels in the following years. Historically, employee salaries, on average, have grown between 2%-3% year over year. Due to this, we will be utilizing a 2% growth factor for Salaries and Wages.

The School has no debt.

The school bought the building. So, there is no rent payment in FY25.

Fiscal Year 2024-2025 Projected Debt					
Description	Beginning	Principle	Interest	Ending	Debitor/
FTE Review	\$ -	\$ -	\$ -	\$ -	
Loan A					
Loan B				\$ -	
Line of Credit	\$ -	\$ -	\$ -	\$ -	
Notes, Bonds				\$ -	
Capital Leases		\$ -	\$ -	\$ -	
Payables (Past	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	

***HSA Denison Middle 800-Other Object expenses of Sponsor fees, Audit Fees and Liability and Property Insurance expenses are as follows;

	Actual		
	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024
Sponsor Fees	72,294	67,987	80,182
Insurance	14,925	18,077	18,662
Audit Fee	10,727	13,441	13,386



Performance Accountability Framework

Attachment 11.6

School Name	Horizon Science Academy – Denison Middle School
School IRN#	000838
Building Leader	Daniel Akben
Board President	Donald Malloy
Contract Term Dates	07/01/2024 – 06/30/2027
Management Company	Concept Schools
School Mission	The Mission of our school is to provide a safe and enriching learning environment where the whole student is nurtured and developed. Our teachers and administrators pledge to support the academic and emotional well-being of each and every student. Students will leave our school prepared with skills and knowledge that will give them advantages throughout their future educational and life experiences.

Section I –Performance on the Ohio School Report Card Component

The ESC of Lake Erie West will use data reported by the Ohio School Report Card to analyze school performance on state-mandated assessments. All applicable measures and indicators of student performance on the report card will receive a rating based on performance. To successfully meet the target for measure and indicator, the school must be rated ***Meets Standard*** or higher.

School Academic Performance on the Traditional Ohio School Report Card				
Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but < 80% of maximum score	≥50% but < 70% of maximum score	< 50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	N/A	N/A	N/A	N/A
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but < 93.5%	≥84% but < 90%	< 84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but < 93.5%	≥84% but < 90%	< 84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3 rd Grade	≥78%	≥68% but < 78%	≥58% but < 68%	< 58%
Promotion to 4 th Grade	≥78%	≥68% but < 78%	≥58% but < 68%	< 58%
Improving K-3 Literacy	≥78%	≥68% but < 78%	≥58% but < 68%	< 58%
College, Career, Workforce and Military Readiness		Not reported at this time		
PBIS		Yes		No

School Academic Performance on the Dropout Prevention and Recovery (DOPR) Ohio School Report Card

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Does Not Meet Standard (0 points)
Overall Rating	Exceeds Standards	Meets Standards	Does Not Meet Standards
Achievement Component	Exceeds Standards	Meets Standards	Does Not Meet Standards
Progress Component	Exceeds Standards	Meets Standards	Does Not Meet Standards
Gap Closing Component	Exceeds Standards	Meets Standards	Does Not Meet Standards
Chronic Absenteeism		Met	Not Met
Graduation Component	Exceeds Standards	Meets Standards	Does Not Meet Standards
4-Year Graduation Rate	Exceeds Standards	≥ 90% but < 93.5%	< 84%
5-Year Graduation Rate	Exceeds Standards	≥90% but < 93.5%	< 84%
6-Year Graduation Rate	Exceeds Standards	Meets Standards	Does Not Meet Standards
7-Year Graduation Rate	Exceeds Standards	From 68%-77%	< 58%
8-Year Graduation Rate	Exceeds Standards	From 68%-77%	< 58%
Combined Graduation Rate vs. All Ohio DOPR Schools	Scored 7% or more above all Ohio DOPR Schools	Scored the same as or up to 6.9% above all Ohio DOPR Schools	Scored below all Ohio DOPR Schools
College, Career, Workforce and Military Readiness		Not reported at this time	
PBIS		Yes	No

Section II – Academic Achievement Targets & Metrics Component

The ESC of Lake Erie West will use data reported by the school to analyze additional applicable academic measures of student performance. All goals will receive a rating of *Exceeds, Meets, Approaches, or Falls Below the Standard* based on performance.

School Academic Achievement Targets & Metrics							
Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA Spring Benchmarking	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math Spring Benchmarking	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	< 40% of students pass EOC exam in Algebra I
			DOPR	68% of students pass EOC exam in Algebra I	45-67% of students pass EOC exam in Algebra I	32-44% of students pass EOC exam in Algebra I	< 32% of students pass EOC exam in Algebra I
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	< 40% of students pass EOC exam in ELA II
			DOPR	68% of students pass EOC exam in ELA II	45-67% of students pass EOC exam in ELA II	32-44% of students pass EOC exam in ELA II	< 32% of students pass EOC exam in ELA II
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%
			DOPR	The average credit earning rate for all students is 80-100%	The average credit earning rate for all students is 70-79%	The average credit earning rate for all students is 60-69%	The average credit earning rate for all students is below 60%

Section III – Academic Growth Component

The ESC of Lake Erie West will use data reported by the school to analyze additional applicable academic measures of student performance. All goals will receive a rating of *Exceeds, Meets, Approaches, or Falls Below the Standard* based on the students’ performance on the **fall to spring** benchmark assessment data. All locally administered norm-referenced assessments must be on the Ohio Department of Education and Workforce approved vendor list.

Traditional School Academic Growth Targets & Metrics							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students will meet annual typical growth from the fall to spring benchmark assessment data	80-100%	50-79%	40-49%	< 40%
Locally Administered Norm-Referenced Assessment:		<i>i-Ready</i>					
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students will meet annual typical growth from the fall to spring benchmark assessment data	80-100%	50-79%	40-49%	< 40%
Locally Administered Norm-Referenced Assessment:		<i>i-Ready</i>					

DOPR School Academic Growth Targets & Metrics							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	9-12	Composite gain score is at least two standard errors of measure above the mean score	At least 2 standard errors of measure above the mean score	Less than 2 standard errors of measure above the mean score	Greater than or equal to 2 standard errors of measure below the mean score	Not greater than two standard errors of measure below the mean score
Locally Administered Norm-Referenced Assessment:		<i>i-Ready</i>					
Growth	Schools locally administered norm-referenced assessment Math	9-12	Composite gain score is at least two standard errors of measure above the mean score	At least 2 standard errors of measure above the mean score	Less than 2 standard errors of measure above the mean score	Greater than or equal to 2 standard errors of measure below the mean score	Not greater than two standard errors of measure below the mean score
Locally Administered Norm-Referenced Assessment:		<i>i-Ready</i>					

Section IV – Performance on Other Fiscal, Governance, Organizational, and Operational Components

The ESC of Lake Erie West will use data reported by the school to analyze the performance of the non-academic organizational, operational, compliance, and fiscal goals. All goals will receive a rating of *Exceeds, Meets, Approaches, or Falls Below the Standard* based on performance.

School Fiscal Performance Targets and Metrics				
Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Sustainability	The % of eligible students remaining enrolled from one year to the next (September to September) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (September to September) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (September to September) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (September to September) below 70%

School Governance Performance Targets and Metrics

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is > 90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is < 70%

Compliance/Organizational/Operational Performance Targets and Metrics					
Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-Time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report not submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan not submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). <i>**Detailed documentation is required to determine if OSS meets the requirements of the law**</i>	Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law		One (1) or more OSS without proper documentation and/or without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year OR zero OSS	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year OR zero OSS	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year