



**COMMUNITY SCHOOL SPONSORSHIP
CONTRACT**

FOR

Southern Ohio Career Academy

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**COMMUNITY SCHOOL
SPONSORSHIP CONTRACT
FOR
SOUTHERN OHIO CAREER ACADEMY**

This community school sponsorship contract (“Contract”), effective July 1, 2023, is entered into pursuant to the provisions of Chapter 3314 of the Ohio Revised Code between the Buckeye Community Hope Foundation, (“Sponsor” or “BCHF”) an Ohio non-profit corporation, and the Governing Authority of Southern Ohio Career Academy (“School or Governing Authority”), an Ohio non-profit corporation (collectively, the “Parties”).

WHEREAS, Ohio law permits the formation and operation of public community schools; and

WHEREAS, the Sponsor is authorized to sponsor community schools; and

WHEREAS, the School timely applied to the Sponsor to open for instruction as a community school beginning on July 1, 2023; and

WHEREAS, following a rigorous review process, the Sponsor approved the application from the School;

NOW, THEREFORE, in consideration of the mutual benefits provided hereunder and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

I. ESTABLISHMENT AND AUTHORITY

A. Authority to Operate & Term

- 1. Authority to Operate.** The Governing Authority shall operate a start-up community school as permitted by law, subject to applicable federal laws, state laws, and this Contract. The Governing Authority may carry out any act or ensure the performance of any function that is in compliance with the Ohio Community School Law (R.C. Chapter 3314), Ohio Administrative Code, the United States Constitution, the Ohio Constitution, other relevant Federal and/or State law, and this Contract.
- 2. Term.** This Contract shall be for a term beginning on July 1, 2023, and ending on June 30, 2028.
- 3. Open for Operation.** The School will be open for operation by September 30th of each School Year, unless the mission of the School is solely to serve drop-out students. If the School fails to open by September 30th in its initial year of operation or within one (1) year after the adoption of a contract pursuant to R.C. 3314.02(D), the Contract shall be void, unless the mission is to serve drop-out students.

4. School Agreements with Third Parties.

- a. The Sponsor is not liable for the debts of the School or the Governing Authority.
- b. The Parties agree that certain agreements represent significant and material transactions that must be provided to the Sponsor in substantial form at least five (5) business days prior to adoption by the Governing Authority. These agreements include:
 - (1) the purchase, sale, lease, or other disposition of any real property; and
 - (2) All agreements in excess of five hundred thousand dollars (\$500,000.00).

5. Bond. To the extent required by R.C. 3314.50 which only applies to schools that initiated operation on or after February 1, 2016, the Governing Authority must post a bond in the amount of Fifty Thousand Dollars (\$50,000). In lieu of a bond, the Governing Authority or the Operator may deposit cash in the amount of Fifty Thousand Dollars (\$50,000). In lieu of a bond or cash deposit, the School's operator may provide a written guarantee of payment obligating the Operator to pay the costs of audits of the School up to an amount of Fifty Thousand Dollars (\$50,000). Unless agreed to otherwise, the Sponsor shall not deposit cash or provide a written guarantee pursuant R.C. 3314.50.

6. Independent Attorney. The School shall comply with R.C. 3314.036, which provides "[t]he governing authority of a community school shall employ an attorney, who shall be independent from the school's sponsor or the operator with which the school has contracted, for any services related to the negotiation of the community school's contract with the sponsor or the school's contract with the operator."

B. Corporate Formalities

1. Establishment. The School shall be established as either: (1) a nonprofit corporation established under R.C. Chapter 1702, if established prior to April 8, 2003; or (2) a non-profit public benefit corporation established under R.C. Chapter 1702, if established after April 8, 2003. The School shall remain in good standing as a non-profit or public benefit corporation pursuant to Chapter 1702 of the Revised Code for the entire term of this Contract.

2. Tax Exempt Status. The School may apply to be a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code. Upon obtaining tax

exempt status, the School must provide its status determination letter to the Sponsor within ten (10) business days of receipt.

3. **Documentation.** Prior to either party approving this Contract and as a part of the School's Comprehensive Plan, the School shall provide the Sponsor a copy of all current Corporate Documents. Any modification to or renewal of a Corporate Document during the School Year shall be provided to the Sponsor within ten (10) business days of said modification or renewal. Corporate Documents are defined to include:
 - a. The Certificate of Incorporation;
 - b. The Articles of Incorporation;
 - c. Appointment of Statutory Agent;
 - d. The Code of Regulations;
 - e. Taxpayer Employer ID Number; and
 - f. the IRS Tax Determination Letter, if applicable.

C. Location

The School is authorized to operate at 30 East Main Street, Chillicothe, Ohio, 45601, which shall be the School's primary location ("Primary Location"). The Primary Location may not change without modification to this Contract.

1. Prior to the School entering or renewing any lease or purchase agreement for real property ("Property Agreement"), the Sponsor shall have the right to: (i) inspect and approve the property, provided that such approval may not be unreasonably withheld or delayed; (ii) reasonably request and review documentation to assess the adequacy of the property; and (iii) review the terms of the Property Agreement prior to execution consistent with Article I, Section A (4) of this Contract.
2. The School shall perform due diligence prior to entering a Property Agreement and may not agree to or enter into any Property Agreement that is either (a) not reasonably reflective of fair market value or (b) above fair market value. The Governing Authority may not enter into a lease with a Management Company for any parcel of real property until an independent professional in the real estate field verifies that the lease is commercially reasonable at the time of signing. Any lease payments, mortgage payments, or capital improvement costs must be consistent with the yearly budgets given to and accepted by the Sponsor.
3. Each Property Agreement and any modification or renewal thereof shall be provided to the Sponsor upon execution.

4. Consistent with R.C. 3314.03, **Exhibit 1** contains an addendum outlining the facilities the School will use for instructional purposes, including: (a) a detailed description of each facility used for instructional purposes; (b) the annual costs associated with leasing each facility that are paid by or on behalf of the School; (c) the annual mortgage principal and interest payments that are paid by the School; and (d) the name of the lender or landlord, identified as such, along with the lender or landlord's relationship to the Operator, if any.
5. Every lease must contain a governmental fund-out clause.

D. Dispute Resolution

Except for a dispute arising under Article XI, Section B, regarding expiration, probation, non-renewal, suspension, and termination, the Parties shall use the following dispute resolution procedure for any dispute regarding or arising from this Contract or any issue related to the School:

1. The Parties shall attempt to resolve any dispute by holding an informal meeting between a designee of the Sponsor and President or other designee of the Governing Authority.
2. If the Parties cannot resolve the dispute, the matter shall be submitted to a qualified, mutually selected, mediator for mediation. The Parties shall equally split all fees or costs of any third-party mediator. The Parties will make every attempt to resolve such disputes through mediation.

E. Organizational Plan

The Governing Authority must provide the organizational structure and relationships between the management/administration, employees, and Governing Authority in a chart as well as a narrative describing the working relationships of each entity. This shall be submitted as part of the Comprehensive Plan and is subject to Sponsor approval, which shall not be unreasonably withheld. Any modifications to the organizational plan must be submitted to the Sponsor in writing prior to implementation.

F. Operator Agreements

1. The School may enter into a contract with an Operator ("Operator Agreement"). As used in this Contract, the term Operator is consistent with how the term is defined in R.C. 3314.02(A)(8), which as of the execution of this Contract means either (a) an individual or organization that manages the daily operations of the School pursuant to a contract between the Operator and the Governing Authority; or (b) a nonprofit organization that provides programmatic oversight and support to the School under a contract with the

Governing Authority and that retains the right to terminate its affiliation with the School if the School fails to meet the organization's quality standards.

2. Prior to entering into an Operator Agreement, the School shall retain an attorney, who is independent of the Operator with which the School is contracting, for negotiation of the Operator Agreement in accordance with R.C. 3314.036.
3. As of the execution of this Contract, the School represents that it is contracting with an Operator. The Operator is EEG SOCA LLC. If the Governing Authority proposes (a) to enter into another Operator Agreement after execution of this Contract, (b) to change operators or have its Operator Agreement assigned during the Term of this Contract, or (c) to remove the Operator and operate the School without an operator, the Governing Authority shall notify the Sponsor and submit all information necessary to propose a modification to this Contract.
4. Each executed Operator Agreement or any assignment, amendment, modification, or renewal thereof must be provided to the Sponsor within ten (10) days of execution. The Sponsor's receipt of the foregoing does not constitute the Sponsor's approval of or an opinion regarding legality and is not binding upon the Sponsor. The Operator Agreement shall at all times comply with this Contract, State law, and Federal law.
5. Each Operator Agreement must:
 - a. Afford the School adequate resources to pay professional fees to resolve any controversies between the Operator and the Governing Authority;
 - b. Include criteria to be used for early termination of the Operator Agreement and required notification procedures and timeline for early termination of nonrenewal of the Operator Agreement, in accordance with R.C. 3314.032(A); and
 - c. Stipulate which entity owns all community school facilities and property, including, but not limited to, equipment, furniture, fixtures, instructional materials and supplies, computers, printers, and other digital devices purchased by the Governing Authority or Operator, in accordance with R.C. 3314.032 and 3314.0210.
6. All moneys the Operator loans to the School, including facilities loans or cash flow assistance, must be accounted for in the School's annual budget, documented and bear interest at a fair market rate in accordance with R.C. 3314.03(A)(3).

7. If the Operator provides services to the School in excess of twenty percent (20%) of the School's gross annual revenues, then the Operator must provide a detailed accounting of the nature and costs of the services it provides to the School, in accordance with R.C. 3314.024 (A).
8. When an Operator purchases furniture, computers, software, equipment, or other personal property for use in the operation of the School with state funds that were paid to the Operator by the School as payment for services rendered, such property is property of that School and is not property of the Operator.
9. If the School closes and ceases its operation as a community school, any property that was acquired by the Operator in the manner prescribed under R.C. 3314.0210 shall be distributed in accordance with R.C. 3314.015(E) and R.C. 3314.074.
10. If the Governing Authority does not engage an Operator, the Sponsor may require the Governing Authority to interview, select, and enter into an operator agreement if the Sponsor determines at its sole discretion that an operator is necessary due to the Governing Authority abandoning or breaching its duties in a manner that is likely to cause immediate or irreparable harm to the School and/or its students.

II. GENERAL COMMUNITY SCHOOL REQUIREMENTS

A. Compliance with Ohio Law

1. 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],], 3313.539 [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], , [3313.814 [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], 5502.703 [training to arm school staff] and 5705.391 [spending plan].

2. To the extent required by R.C. 3314.03, the School shall comply with the following Chapters of the Revised Code as if it were a school district: Chapters 117 [fiscal audits], 1347 [privacy], 2744 [tort liability], 3365 [post-secondary

enrollment], 3742 [lead abatement], 4112 [civil rights], 4123 [workers' compensation], 4141 [unemployment compensation], and 4167 [occupational safety].

3. To the extent required by R.C. 3314.03, the School shall comply with R.C. 3301.0714 [EMIS guidelines] in the manner specified in R.C. 3314.17.
4. To the extent required by R.C. 3314.03, the School shall comply with R.C. Chapter 102 [public officers – ethics] and R.C. 2921.42 [soliciting or accepting improper compensation].
5. To the extent required by R.C. 3314.03, the School, unless it is an e-school, shall comply with R.C. 3313.801 as if it were a school district.
6. To the extent required by R.C. 3314.03, the School, unless it is an e-school or a school in which a majority of the enrolled students are children with disabilities, shall comply with R.C. 3313.6021 and R.C. 3313.6023 [CPR and AED training] of the Revised Code as if it were a school district.
7. If the School operates a preschool program that is licensed by the Department under R.C. Sections 3301.52 to 3301.59, the School shall comply with R.C. Sections 3301.50 to 3301.59 and the minimum standards for preschool programs prescribed in rules adopted by the state board under R.C. 3301.53.
8. The School shall comply with all other laws or rules that are or become applicable to Ohio community schools.
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].

B. Prior Status

The School certifies that it was not a non-public chartered or non-chartered school in existence on January 1, 1997. This representation is material, and if in error, the Sponsor may terminate this Contract. For purposes of this Contract, the School will be considered to be a non-public chartered or non-chartered school if the faculty and students in 1997 were almost all located at the same non-public chartered or non-chartered school in existence on January 1, 1997.

C. Non-Sectarian

The School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.

III. GOVERNING AUTHORITY

A. Composition

The Governing Authority shall be responsible for carrying out the provisions of this Contract. The Governing Authority shall have at least five (5) members. No person may serve on the Governing Authority if prohibited from doing so pursuant to R.C. 3314.02 or any other law, rule, or regulation.

B. Roster

The School shall maintain and provide to the Sponsor a roster of the current Governing Authority members. The roster must include information used for Governing Authority business, including each member's name, mailing address, phone number, and email address.

C. Sponsor Prior Approval

1. No person shall be eligible to serve on the Governing Authority until he or she provides all information and documentation to the Sponsor as required under Article III, Section (D).
2. 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.

D. Required Documentation

1. The School shall require each Governing Authority member to provide the documents identified below.
 - a. A signed consent to release BCI and FBI background check results to the Sponsor which consent may be provided for by completing the board approved conflict of interest form.
 - b. A copy of the results of both a BCI and FBI background check, which must be repeated every five (5) years, unless the Governing Authority member has lived in Ohio for the past five (5) years, in which case only a BCI check must be repeated.
 - c. A resume or biographical vitae that accurately reflects experience, education, and other professional competencies related to serving on the Governing Authority.

- d. A signed annual conflict of interest and disclosure statement, on a form prepared by the Sponsor or prepared by School's legal counsel and approved by the Sponsor.
 - e. A signed attestation form affirming compliance with all applicable provisions listed in R.C. 3314.02(E).
 - f. A list of all other Ohio community school governing authorities on which the person currently serves.
2. The Governing Authority agrees to supplement the above information if such information changes during the School Year.

E. Public Availability of Governing Authority Information

To promote transparency, the Governing Authority agrees to make the following information available at a publicly accessible area in the School's administrative office and on the School's website: (1) a current list of the Governing Authority members and officers, (2) the contact information of the Governing Authority members for Governing Authority business, and (3) the schedule and location of each Governing Authority meeting.

F. Training

The Governing Authority agrees to have its members attend training and receive technical assistance as required by law and this Contract.

1. All Governing Authority members must attend training for a minimum of two (2) hours each school year. Training must include training on public records and open meetings as required by R.C. 3314.037.
2. New Governing Authority members must make themselves available to participate in new member training provided by the Sponsor within thirty (30) days of appointment.
3. As part of its Comprehensive Plan, the Governing Authority must submit an annual Governing Authority training plan.

G. Conflicts of Interest

The Governing Authority shall adopt a conflict of interest policy that addresses Ohio's public official ethics and conflicts rules (to the extent that these laws and rules are applicable to

community schools), corporate conflict rules, and if applicable, Internal Revenue Code conflict rules. The policy shall be provided to the Sponsor upon request.

H. Meetings

1. The Governing Authority must hold a minimum of six (6) regular meetings per School Year. These meetings must be held on at least a bimonthly basis. A majority of the Governing Authority's regular meetings must be held within 50 miles of the school's Primary Location, or within the same county as the Primary Location, or virtually as permitted by Ohio law. The Governing Authority shall allow the Sponsor's representative to be present during all executive sessions unless either discussing pending or imminent litigation against the Sponsor or matters involving attorney-client privilege. To the extent that maintaining confidentiality does not violate any duty upon the sponsor, the sponsor representatives shall maintain confidentiality of the executive session.
2. A majority of members of the Governing Authority shall constitute a quorum for purposes of conducting official business.
3. The School agrees to provide the Sponsor with a written notice of each Governing Authority meeting pursuant to the schedule specified below and further agrees to provide a copy of the agenda when it is provided to Governing Authority members.
 - a. Notice of regular meetings shall be provided promptly upon being approved and at least ten (10) business days prior to each meeting. Such notice may be provided by electronic mail.
 - b. Notice of a special meeting shall be provided as soon as feasible upon being scheduled and at least twenty-four (24) hours before each meeting.
 - c. Notice of an emergency meeting shall be provided immediately upon being scheduled.

I. Payment to Sponsor

1. Pursuant to the R.C. 3314.03(C), the Governing Authority agrees to pay the Sponsor three percent (3%) of the total amount of payments for operating expenses that the School receives from the State in consideration for providing monitoring, oversight, and technical assistance to the School. Such payments shall be paid based on invoices from the Sponsor and shall be paid on or before the last day of each month.

2. If the School is required to repay funds received from the State of Ohio due to an FTE Final Adjustment, the Sponsor shall repay the Governing Authority the percentage of the oversight fee related to the FTE adjustment as determined by the FTE Final Adjustment audit so long as the adjustment is not related to the fraud or negligence of the School. The Sponsor shall have the option of completing repayment (a) within ten (10) business days from written demand from the School or (b) in monthly installments for up to the entire term of the School's then current sponsorship contract provided monthly installments do not put the School in an undue financial hardship.

J. Insurance

Comprehensive general liability, errors and omissions, business interruption and other miscellaneous insurance coverage (as per School policy) at all times shall be maintained by the Governing Authority for the School, itself, and its employees, in amounts not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in the aggregate with an excess or umbrella policy extending coverage as broad as primary coverage in an amount no less than Five Million Dollars (\$5,000,000). The insurance coverage shall be not only for the School and the Governing Authority and its employees but also for the Sponsor as an additional insured and certificate holder. The policy or certificate of insurance shall be provided to the Sponsor upon request. The Governing Authority shall provide evidence of such coverage annually and the insurer shall notify the Sponsor in writing at least thirty (30) days in advance of any material adverse change to, or cancellation of, such coverage, however such updates will not require or constitute a modification to this Contract. The Governing Authority shall also maintain directors and officers' liability, errors and omissions, and business interruption insurance coverage in an amount not less than One Million Dollars (\$1,000,000) per occurrence.

K. Governance Plan

The process by which the Governing Authority will be selected in the future is outlined in the School's Code of Regulations, which shall be submitted to the Sponsor as part of the School's Comprehensive Plan. The School's Comprehensive Plan shall detail the School's management and administration as required by 3314.03 (B).

IV. REPORTING AND RECORDS

A. Annual Report

1. The Governing Authority shall create an annual report that includes the School's financial status, a report on all activities and progress in meeting the goals and standards of this Contract, and a statement from the Sponsor regarding the performance of the School. The School must submit a draft of the report to the Sponsor for review within three (3) months after the prior

School Year and the School must submit the final report to the Sponsor and parents no later than four (4) months after the prior School Year.

2. To the extent R.C. 3314.023 requires the Sponsor to complete an annual evaluation of the School, the Governing Authority agrees to make the annual evaluation received from the Sponsor available to each parent by November 30th of each School Year.

B. Additional Reporting

1. **Sponsor Requests.** Unless specified otherwise, the Governing Authority and/or the School shall provide responses to reasonable requests from the Sponsor within ten (10) business days, unless said request requires full Governing Authority approval, in which case the Governing Authority shall provide a response within thirty (30) days.. Any deficiency shall be cured within a reasonable period of time acceptable to the Sponsor, except for a health or safety emergency which must be cured immediately and which may be grounds for termination of this Contract.
2. **Findings for Recovery.** Annually, the Governing Authority shall report to the Sponsor any findings for recovery issued by the Auditor of State against any member of the Governing Authority, the Operator, if applicable, or any employee of the School with responsibility for fiscal operations or authorization to expend money on behalf of the School. The School shall respond within a reasonable time to the Sponsor's inquiries regarding such information.
3. **Operator.** The Governing Authority shall provide a written report to the Sponsor of financial data, structure, and operations of the Operator it contracts with, if it contracts with one, as it pertains to the School, when requested and for the School's Annual Report.

C. Access to Records

1. The Governing Authority, School, and Sponsor agree that pursuant to 20 U.S.C. Section 1232g, the Family Educational Rights and Privacy Act ("FERPA"), and 34 CFR Part 99, the Sponsor is an authorized representative of a state educational authority and the School is permitted to disclose to the Sponsor personally identifiable information from an education record of a student without parent consent (or student consent where applicable) and that the Sponsor is authorized by federal, state, and local law to conduct audits, compliance evaluations, and enforcement activities of federal and state supported education programs. Accordingly, the School agrees to grant the Sponsor Complete Access to "education records" as defined by FERPA and all documents, records, reports, databases, and other information made available

to or maintained by the School or its agent(s) (including education management companies or charter management companies serving as the School's management company) that is reportable to the Department or the Ohio Auditor of State. Such information shall include, but is not limited to, ODDEX and the Education Management Information System. "Complete Access" shall include, subject to FERPA, the ability to inspect and copy paper and electronic records at the School and the School or its agents(s) shall provide usernames and passwords where applicable to enable the Sponsor to review applicable records.

2. The Sponsor agrees to comply with FERPA and regulations promulgated thereunder and warrants that it shall use reasonable methods to limit Sponsor employee access to only those records in which they have legitimate educational interests and that, as required by law, the Sponsor will destroy the educational records when no longer needed for the purpose outlined in this Contract, or otherwise needed under state or federal law or any applicable court order.
3. The Sponsor is responsible for all reasonable costs or damages that result from the Sponsor's failure to comply with FERPA, or the Sponsor's failure to comply with other state and federal laws regarding the privacy of education records and the obtaining of criminal records checks.
4. The Sponsor is responsible for any liability or adverse consequence(s) to the School resulting from an accidental or other deletion, release, or alteration of information or data systems of the Department as a result of such access if caused solely and directly by the Sponsor, its employees, or its contractors.
5. Subject to Paragraph 1 of this Section, the School agrees to provide the Sponsor access to Testing Information Distribution Engine ("TIDE") norm-referenced testing portal, Educational-Value Added Assessment System ("EVAAS") data, and other school data necessary for the Sponsor to fulfill its obligations.

D. Notification

The Governing Authority must immediately report to the Sponsor knowledge of any event or circumstance that may have a material adverse effect on the School. The Governing Authority also must report to the Sponsor knowledge of any potential litigation or litigation against or affecting the School within three (3) business days of such knowledge.

V. ADMISSIONS, ENROLLMENT, AND WITHDRAWAL

A. Authorized Grades

The School is authorized to provide learning opportunities for **grades nine through twelve**. After the first School Year, the School may add grades with the Sponsor's prior written consent. The Governing Authority must provide the Sponsor with a Governing Authority adopted resolution stating the intent of the School to add a grade or grades, along with any required updates to the Education Plan, Budget, Fiscal Plan, Comprehensive Plan, or any other certifications required by the Sponsor designed to meet the needs of the students served by the additional grades.

B. Admission Standards and Policy

1. The School shall comply with the admission standards and procedures specified in R.C. 3314.06 and R.C. 3314.061.
2. The Governing Authority must adopt a policy regarding the admission of students who reside outside the district in which the School is located. That policy shall comply with the admissions standard specified in R.C. 3314.06 and R.C. 3314.061. At the sole discretion of the Governing Authority, the admission policy shall do one of the following: (a) prohibit the enrollment of students who reside outside the district in which the School is located; (b) permit the enrollment of students who reside in districts adjacent to the district in which the School is located; or (c) permit the enrollment of students who reside in any other district in the state. At its sole discretion, the Governing Authority has identified that it will enroll students who reside in any district in the state.
3. Admission to the School shall be open to any individual age five (5) to twenty-two (22) entitled to attend school pursuant to R.C. 3313.64 or R.C. 3313.65 in a school district in the state, except that pursuant to R.C. 3314.06, the School may limit admission to students who have attained a certain grade level, are within a certain age group, who meet a definition of at-risk as defined in the Educational Plan (**Exhibit 2**), who reside in a specific geographic area, or to separate groups of autistic and nondisabled students. Such geographic limitations, if any, are specified in Article V, Section B(2). Such grade level limitations, if any, are specified in Article V, Section (A).
4. The School's admission procedures must specify that the School will not discriminate in its admission of students to the School on the basis of gender, race, creed, religion, color, national origin, sex, or disability, and will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, except as permitted by law.

5. The School shall provide a non-discrimination notice in annual reports, student/parent handbooks, enrollment materials, and marketing materials.
6. Upon the identification or admission of any disabled student, the School shall comply with federal and state laws regarding the education of disabled students.

C. Notice upon Enrollment

Upon enrollment of a student, the Governing Authority must distribute to the student's parents the statement required pursuant to R.C. 3314.041, and the School's most recent report card which may be distributed electronically.

D. Enrollment, Attendance, and Dismissal

1. **Enrollment and Attendance.** The Governing Authority must adopt an enrollment and attendance policy that requires a student's parent to notify the School when there is a change in the location of the parent's or student's primary residence.
2. **Dismissal.** The Governing Authority must adopt an attendance policy that includes a procedure for automatically withdrawing a student from the School if the student without a legitimate excuse fails to participate in seventy-two (72) consecutive hours of the Learning Opportunities offered to the student.
3. The School's enrollment, attendance, and participation policies will be available for public inspection, posted on the School's website, and provided to the Sponsor upon request.
4. The School's attendance and participation records must be made available, upon request, to the Department, Auditor of State, and Sponsor to the extent permitted under and in accordance with the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232g, as amended, and any regulations promulgated under the act, and R.C. 3319.321.

E. Lottery

1. The number of students admitted to the School will not exceed the capacity of the School's programs, classes, grade levels, or facilities ("Capacity Restrictions").
2. The Governing Authority shall adopt a policy that if the number of applicants exceed Capacity Restrictions, students shall be admitted by lot from all those submitting applications. Pursuant to Ohio law, preference shall be given to students attending the School the previous year and to students who reside in

the school district in which the School is located. The policy may give preference (a) to siblings of students attending the School the previous year or (b) to students who are the children of full-time School staff members, provided the total number of students receiving this preference is less than five percent (5%) of the School's total enrollment. The policy must be provided to the Sponsor upon request.

3. The School shall provide written notice to the Sponsor of any lottery dates at least five (5) business days in advance so the Sponsor may attend.

F. Community Balance

The School shall develop ways to achieve a balanced enrollment reflective of the community it serves. The School shall not restrict its marketing or recruiting efforts to any particular racial or ethnic group. The Parties recognize that community schools are schools of choice, and that parents and guardians ultimately choose where their students enroll. The Governing Authority shall annually assess and compare the School's racial and ethnic demographic data with the community it serves and determine whether the School's racial and ethnic balancing plan requires modification. Any modifications to the plan will be provided to the Sponsor for review.

G. Residence and Address Verification Policy

The Governing Authority shall adopt a student residence and address verification policy for students enrolling in or attending the School. The policy must be provided to the Sponsor upon request.

H. Tuition and Fees

1. The School may not charge tuition for any student who is a resident of Ohio. The Governing Authority may be open on a tuition basis to any individual who is not a resident of Ohio to the extent permitted by law.
2. The School may not require contributions from any student eligible to enroll or enrolled in the School or from any parent or guardian of a student intending to enroll or enrolled in the School.
3. Nothing in this Contract prevents the School from charging reasonable activity, class, book fees, or similar fees to the extent permitted by law.
3. The School may not require parents or guardians to volunteer at the School.

I. Student Discipline

1. The Governing Authority must adopt a policy regarding student suspension, expulsion, and permanent exclusion. The policy must meet the requirements of Ohio law and specify the types of misconduct for which a student may be suspended, expelled, or removed and the due process guarantees afforded to the student. This policy must be provided to the Sponsor upon request.
2. The Governing Authority must adopt a policy regarding discipline, suspension, and expulsion of disabled students. This policy must be provided to the Sponsor upon request.
3. The Governing Authority must adopt a policy regarding positive behavioral interventions and supports/restraint and seclusion. The policy must be consistent with the requirement of Ohio law and must be provided to the Sponsor upon request.

J. Enrollment Data

1. The School agrees to use appropriate student software for the purposes of reporting to the Department through its Educational Management Informational System (EMIS) pursuant to R.C. 3314.17.
2. The School is responsible for reporting data under R.C. 3301.0714. The School understands that the School and its employees may be subject to sanctions and penalties for noncompliance with R.C. 3301.0714 by the State of Ohio and the Sponsor.

VI. EDUCATIONAL PLAN AND PROGRAM

A. Educational Plan

The School will provide learning opportunities to a minimum of twenty-five (25) students for a minimum of nine hundred twenty (920) hours per School Year. The School's Educational Plan, attached as **Exhibit 2**, describes:

1. the School's mission;
2. the characteristics of the students the School is expected to attract;
3. the ages and grades of the students;
4. the focus of the curriculum;
5. the Learning Opportunities that the School will offer, including classroom and non-classroom-based learning opportunities;
6. whether the School intends on seeking a STEM school equivalent designation;
7. whether the School is operating using a blended learning model and if so, whether it is providing all information required by R.C. 3314.03(A)(29)(a)-(g);

8. whether the School is operating a pre-school program;
9. whether the School is operating as an internet or computer-based school;
10. whether the School is operating an Adult Diploma program; and
11. whether the School is operating a career-technical program.

B. High School Core Curriculum

The School will comply with R.C. Sections 3313.61, 3313.611, 3313.614, 3313.617, 3313.618 and 3313.6114, except that for students who enter ninth grade for the first time before July 1, 2010, the requirements in R.C. Sections 3313.61 and 3313.611 that a person must successfully complete the curriculum in any high school prior to receiving a high school diploma may be met by completing the curriculum adopted by the governing authority of the community school rather than the curriculum specified in Title XXXIII of the Revised Code or any rules of the State Board of Education. Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirements in R.C. Sections 3313.61 and 3313.611 that a person must successfully complete the curriculum of a high school prior to receiving a high school diploma shall be met by completing the requirements prescribed in R.C. 3313.603(C), unless the person qualifies under division (D) or (F) of R.C. 3313.603. The School shall comply with the plan for awarding high school credit based on demonstration of subject area competency, and beginning with the 2017-2018 school year, with the updated plan that permits students enrolled in seventh and eighth grade to meet curriculum requirements based on subject area competency adopted by the State Board of Education under divisions (J)(1) and (2) of R.C. 3313.603. Beginning with the 2018-2019 school year, the School shall comply with the framework for granting units of high school credit to students who demonstrate subject area competency through work-based learning experiences, internships, or cooperative education developed by the Department under division (J)(3) of R.C. 3313.603. Notwithstanding the foregoing, the School shall comply with alternative graduation requirements mandated by Section 3 of H.B. 491 for students entering ninth grade for the first time between July 1, 2014 and July 1, 2017.

C. Evaluations/Assessments

1. The School must administer all statewide achievement tests as required by law. At least twice annually, the School shall also administer one nationally-normed assessment in English Language Arts and Mathematics that is reasonably aligned to Ohio learning standards. In a format acceptable to the Sponsor, approval of which shall not be unreasonably withheld, the School must assess and keep initial benchmarks of all students so the Sponsor can review quarterly progress and make suggestions for academic improvement. Such assessments and intended benchmarking shall be identified in the Comprehensive Plan.
2. Reports of the results from any nationally normed tests and statewide achievement tests administered by the School must be presented by the school personnel to the Governing Authority at the next scheduled meeting after the

test results are received by the School. The presentation must be in a manner in which the Governing Authority can assess the progress and success of the School in meeting the Performance Measures outlined in **Exhibit 3** of this Contract.

3. The School will comply with R.C. 3302.04 and R.C. 3302.41, except that any action required to be taken by a school district pursuant to these sections shall be taken by the Sponsor. However, the Sponsor shall not be required to take any action described in R.C. 3302.04(F).
4. The School shall develop a plan for intervention of all students not found proficient or on grade level. This plan shall be developed prior to the first day in which students attend class and shall be submitted to the Sponsor as part of the Comprehensive Plan and is subject to Sponsor approval, which shall not be unreasonably withheld.

D. Operation Until End of School Year

Unless this Contract is suspended or terminated, the School must remain open to students until the end of the School Year in which the School intends to close. The programs provided to students in the final year of the School must continue without interruption or reduction unless program changes are approved in writing by the Sponsor.

VII. ACCOUNTABILITY PLAN / PERFORMANCE MEASURES

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.

VIII. FINANCIAL STANDARDS

A. Financial Plan

The School's Financial Plan, attached as Exhibit 4, establishes an estimated school budget for each year of the Contract and specifies the estimated per pupil expenditure for each such year.

B. Audit Standards

1. The School's financial records shall be maintained in the same manner as the financial records of school districts, pursuant to rules adopted by the Auditor of State and in the manner presented in Chapter 117 of the Revised Code. The School shall meet the requirements and follow the procedures for program and financial audits established from time to time by the Auditor of State and the Department. The Governing Authority shall comply with the standards for financial reporting adopted under R.C. 3301.07(B)(2), and any other enhanced standards required by the Sponsor.
2. The School understands that the Sponsor is required to maintain a presence at any and all meetings with the Auditor of State. Accordingly, the School agrees to provide written notice to the Sponsor of the time, date, and location of the meeting to the Sponsor. Such notice must be provided within three (3) business days of receiving notification of a meeting and may be coordinated through the fiscal officer.
3. If the School is declared unauditible 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.
4. If the Governing Authority contracts with an attorney, accountant, or entity specializing in audits, the attorney, accountant, or entity shall be independent from the Operator with which the School has contracted.

C. Fiscal Officer

1. The School shall have a designated Fiscal Officer and shall maintain internal financial controls in accordance with R.C. 3314.03. The Fiscal Officer must be employed by or engaged under a contract with the Governing Authority of the community school, except as otherwise permitted by law and approved by both the Sponsor and Governing Authority, approval of which shall not be

unreasonably withheld. A copy of the Fiscal Officer's treasurer license must be provided to the Sponsor.

2. The Fiscal Officer must be bonded in an amount no less than Twenty-Five Thousand Dollars (\$25,000) or insured pursuant to R.C. 3.061. All money received by the School shall be placed in the custody of the Fiscal Officer. A copy of the Fiscal Officer's bond shall be provided to the Sponsor, the Governing Authority, and county auditor in which the School is located.
3. The School must provide a copy of any fiscal services agreement between a Governing Authority and a third party to the Sponsor. The fiscal services agreement must require the Fiscal Officer to assist in all audits and to perform all duties required by R.C. 3314.023 or other applicable law relating to the School's closure and final or special audit services. The fiscal services agreement must state that the Fiscal Officer is primarily responsible for all financial-related provision of the closing procedures should the School close.
4. Before changing the Fiscal Officer, the Governing Authority shall provide a copy of all required documentation for the new Fiscal Officer to the Sponsor. No person shall serve as Fiscal Officer until he or she provides all information and documentation to the Sponsor as required pursuant to this section to enable the Sponsor to affirm eligibility in accordance with Ohio law.
5. At the request of the Sponsor and to the extent possible, the Governing Authority will agree to remain in place, or designate the authority to one board member, until a final audit is completed if the School closes, and in such a case, the Fiscal Officer must remain fully authorized to proceed to close the School.

D. Borrowing

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,. 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.

IX. STAFFING

A. Contracts

1. The Governing Authority may employ teachers and non-teaching employees necessary to carry out its mission and fulfill this Contract. No such contract of employment may extend beyond the expiration of this Contract.
2. The Governing Authority may enter into agreements with a third party to employ, administer, and hire teachers and non-teaching staff as necessary to carry out the School's mission and fulfill its duties in this Contract. All such agreements shall address the disposition of staff in the event of nonrenewal, suspension, termination, or expiration of this Contract.
3. If the Sponsor provides a leave of absence to a person who is thereafter employed by the School, the Governing Authority and School shall defend, indemnify, and hold harmless the Sponsor and its Board members, Superintendents, employees, and agents from liability arising directly out of any action or omission occurring during that person's employment by the Governing Authority and during such leave from the Sponsor. Nothing in this subsection, however, obligates this Sponsor to provide such a leave of absence.
4. If the School is the recipient of moneys from a grant awarded under the Federal Race to the Top program, Division (A), Title XIV, Section 14005 and 14006 of the "American Recovery and Reinvestment Act of 2009," Pub. L. No 111-5, 123 Stat. 115, the School will pay teachers based upon performance in accordance with R.C. 3317.141 and will comply with R.C. 3319.111 as if it were a school district.

B. General Standards and Qualifications of Teachers

1. At least one (1) full-time classroom teacher or two (2) part-time classroom teachers each working more than twelve (12) hours per week must be employed to work in the School.
2. 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 or forty (40) hours a week, if the individual is teaching an industry-recognized credential program at a dropout recovery school, pursuant to R.C. 3319.301.
3. Unless otherwise approved by the Sponsor, in writing, the ratio of students to full-time equivalent classroom teachers shall not exceed the ratios specified below. The School shall provide evidence of maintaining the ratios specified below at least ten (10) business days before the Opening of School and within

ten (10) business days of the Sponsor's request. The maximum ratios are as follows:

- a. Kindergarten through 3rd grade: twenty-five (25) to one (1),
 - b. 4th through 8th grade: twenty-seven (27) to one (1), and
 - c. 9th through 12th grade: twenty-five (25) to one (1).
4. Upon Sponsor request, the School shall provide evidence of proper licensure for all employees and completed background checks for all school staff.

C. Chief Administrative Officer

The School's Chief Administrative Officer (1) will be the School's leader, (2) is responsible for the daily operations at the School, and (3) will be listed as such in any State reporting system. The School's Superintendent shall be the individual identified as such in OED S and may be the same as the Chief Administrative Officer.

D. Benefits

The Governing Authority shall make arrangements for providing health and other benefits to employees and shall provide information on such benefits in the Financial Plan, attached as **Exhibit 4**, and to the Sponsor upon request. Such benefits may be amended with written notice provided to the Sponsor. If employees have collectively bargained pursuant to R.C. Chapter 4416, any provisions related to health and other benefits shall supersede this Contract. If an Operator, management company, or third party employs full-time staff placed at the School, the School shall provide a summary of benefits offered to the Sponsor upon request. The School shall comply with R.C. Chapters 3307 and 3309 ("STRS" and "SERS") as applicable.

E. Professional Development

1. The Governing Authority shall provide a plan describing the professional development activities that are offered to School staff as a part of the School's Comprehensive Plan.
2. As required by R.C. 3314.037, the designated Fiscal Officer, the Chief Administrative Officer, and other administrative employees of the School and all individuals performing supervisory or administrative services for the School under a contract with the School's Operator shall complete annual training on the public records and open meetings laws.
3. Upon request from the Sponsor, the School shall provide evidence of staff participating in professional development.

X. COMPREHENSIVE PLAN

Before the Opening of School each School Year, the School shall submit a comprehensive plan that contains all the documentation and information required pursuant to R.C. 3314.03(B) and this Contract ("Comprehensive Plan"). The Comprehensive Plan and its subparts are subject to Sponsor approval, which shall not be unreasonably withheld. The School may not implement any aspect of the Comprehensive Plan that conflicts with this Contract, unless and until the Parties modify this Contract to be consistent with the Comprehensive Plan. The Comprehensive Plan includes, but is not limited to, the following:

- Corporate Documents as required by Article I, Section (B)(3);
- The Organizational Plan as required by Article I, Section (E);
- The Governing Authority Training Plan as required by Article III, Section (F);
- The process for Selecting the Governing Authority (Code of Regulations) as required by Article III, Section (K);
- Management and Administration as required by Article III, Section (K) and R.C. 3314.03(B)(4);
- Evaluations and Intended Benchmarking as required by Article IV, Section (C)(1);
- The Plan for Student Intervention as required by Article IV, Section (C)(4);
- The Professional Development Activity Plan as required by Article IV, Section (E)(1);
- If the School is a currently existing public school or educational service center building, alternative arrangements for current public school students who choose not to attend the converted school and for teachers who choose not to teach in the school or building after conversion as required by R.C. 3314.03(B)(3);
- The School's instructional program and educational philosophy as required by R.C. 3314.03(B)(4); and
- The School's internal financial controls and copies of all policies and procedures regarding internal financial controls adopted by the Governing Authority R.C. 3314.03(B)(5).

XI. SPONSOR RESPONSIBILITIES

A. Obligations

The Sponsor shall provide oversight, monitoring, and technical assistance to the Governing Authority and School, including but not limited to the following:

1. Monitoring the School's compliance with all laws applicable to the School and with the terms of the Contract and providing technical assistance to the School in complying with applicable laws and this Contract. However, the Sponsor is not the School's legal counsel, and the School shall consult its own legal counsel for legal advice.
2. Monitoring and evaluating the academic and fiscal performance and the organization and operation of the School on at least an annual basis, which shall be based on the performance standards specified in **Exhibit 3**, all applicable state report card measures, and any other analysis conducted by the Department or the Sponsor.
3. Reporting on an annual basis the results of its evaluation conducted pursuant to R.C. 3314.03(D)(2) to the Department and to parents of students enrolled in the School.
4. Monitoring the financial and enrollment records of the School by meeting with the Governing Authority or Fiscal Officer at least once per month, and, within ten (10) days of each meeting, issuing a written report regarding the review to the Governing Authority and the Fiscal Officer
5. Offering other activities, as determined by the Sponsor, specifically designed to benefit the School.
6. Consistent with R.C. 3314.023(E), taking steps to intervene in the School's operation to correct problems with the School's overall performance, declaring the school on probation status pursuant to R.C. 3314.073, suspending the operation of the School pursuant to R.C. 3314.072, or terminating the Contract pursuant to R.C. 3314.07 as determined necessary by the Sponsor. The Sponsor may, at its sole discretion, require a plan of action from the School to cure any issues or violations.
7. Having in place a plan of action to be undertaken in the event the School experiences financial difficulties or closes before the end of the School Year, which is attached as **Exhibit 5**. The Governing Authority acknowledges the purported obligations of the Sponsor in the Department's closing guidance and consents to the authority of the Sponsor to carry out those obligations, if needed, and agrees to not abandon its own statutory duties for closure.

8. Submitting annual assurances for the School to the Department no less than ten (10) business days prior to the opening of the School's first year of operation or, if the school is not an internet- or computer-based school and changes the building from which it operates, the opening of the first year it operates from the new building pursuant to R.C. 3314.19.
9. To the extent required by R.C. 3314.025, reporting on the amounts and types of expenditures made to provide monitoring, oversight, and technical assistance to authorized schools.
10. Adhering to and complying with the Authorizer Agreement with the Department to operate as a sponsor.
11. Upon request, assisting the Governing Authority in securing such technical assistance, training, and/or services from other entities as may be reasonably necessary.

B. Expiration, Renewal, Termination, Suspension, & Probation

1. **Expiration.** This Contract shall expire on its own terms and will cease to remain in force unless renewed by the Parties pursuant to the standards and process described in this Contract.
2. **High-Stakes Review.** The Sponsor shall perform a High-Stakes Review of the School prior to Contract renewal or at least every five (5) years. A High-Stakes Review is defined as a rigorous evaluation of the School's performance over the entire Term, including academic, financial, and organizational/operational performance.
4. **Renewal Process.**
 - a. Provided this Contract is not currently suspended and has not been non-renewed or terminated by the Sponsor, the School may apply to the Sponsor for renewal of this contract.
 - b. During the School Year in which this Contract expires, the Sponsor shall provide the School with the renewal application, renewal application guidelines, and a list of required documentation.
 - c. Renewal is subject to a High-Stakes Review and the Sponsor's determination that the School has satisfactorily complied with this Contract and all applicable laws, that the School is financially and organizationally viable, and that the School's progress in meeting the Performance Targets in **Exhibit 3** of this Contract is satisfactory.

Consistent with R.C. 3314.07, the Sponsor may choose to non-renew this Contract for any of the following reasons: (a) failure to meet student performance requirements stated in this Contract; (b) failure to meet generally accepted standards of fiscal management; (c) violation of any provision of the Contract or applicable state or federal law; or (d) other good cause.

- d. By January 15 of the year in which the Contract expires, the Sponsor shall notify the Governing Authority in writing of whether the Sponsor intends to renew or non-renew this Contract.
- e. Non-Renewal. If the Sponsor intends to non-renew this Contract, the notice shall include the reasons for the proposed action in detail, the effective date of the non-renewal, and a statement that the School may, within fourteen (14) days of receiving the notice, request an informal hearing before the Sponsor in accordance with the Sponsor's protocol for non-renewal informal hearing. Such request must be in writing. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Not later than fourteen (14) days after the informal hearing, the Sponsor shall issue a written decision either affirming or rescinding the decision to terminate or not renew the Contract.
- f. Renewal. If the Sponsor intends to renew the Contract, the Sponsor may, with the agreement of the Governing Authority and in accordance with R.C. 3314.03(E), renew the contract upon terms agreed to by the Parties and for a period of time to be determined by the Sponsor.

4. School Intention to Non-Renew. If the School does not intend to renew this Contract with the Sponsor, the School shall notify the Sponsor in writing of that fact, including the rationale, at least one hundred eighty (180) days prior to the expiration of this Contract. Prior to notification, the Governing Authority must adopt a resolution at a properly noticed and held public meeting that authorizes the non-renewal of this Contract and that authorizes one or more individuals to notify the Sponsor. The School may enter into a contract with a new sponsor in accordance with R.C. 3314.03 upon the expiration of this Contract, or at the sole discretion of the Sponsor, by an assignment of this Contract before its expiration date.

5. Termination. Consistent with R.C. 3314.07, the Sponsor may choose to terminate this Contract for any of the following reasons: (a) failure to meet student performance requirements stated in this Contract; (b) failure to meet generally accepted standards of fiscal management; (c) violation of any provision of the Contract or applicable state or federal law; (d) other good cause; or (e) The Board has suspended the Contract.

6. **Suspension and Probation.** The School may be placed on probationary status pursuant to R.C. 3314.073 and may be suspended pursuant to R.C. 3314.072.

C. Sponsor Oversight/Discipline

Corrective action may be required at the discretion of the Sponsor, which may or may not place the School in a probationary status. The Sponsor reserves the right to require the Governing Authority to make any reasonable request geared toward improvement of weakness, which may include placing staff members on improvement plans, hiring school improvement coaches, developing and monitoring academic improvement plans, requiring additional academic supports to be implemented, and requiring the Governing Authority to hire or replace an Operator. The Sponsor shall consider the financial position of the School when making such requirements and shall not require actions that cause undue financial hardship on the School.

XII. GOVERNING AUTHORITY ACKNOWLEDGEMENTS AND AGREEMENTS

The Governing Authority and School specifically acknowledge and agree to the following:

- A. The School shall submit to the Sponsor, upon request, a good faith deposit of Five-Thousand Dollars (\$5,000) if the School receives a notice of intent to suspend, notice of intent to terminate, or a notice of closure, suspension, or upon a vote of voluntary closure by the Governing Authority. The deposit shall be used to cover any costs or fees which may be required to facilitate or effectuate closing of the School, including but not limited to: providing notices to parents; transferring files; changing of locks; securing assets; segregating or selling assets; and any fees, costs, or expenses for accounting, legal, or treasurer services incurred by Sponsor that is in any way related to the suspension, termination, or closure of the School, if it is actually suspended, terminated, or closed. The good faith deposit will be returned to the School or the State of Ohio in a reasonable time, without interest, if not used for these purposes by the Sponsor.
- B. In the event this Contract expires, is terminated, or is non-renewed, and the School is unable to or is prohibited from obtaining a new sponsor prior to the end of the School Year, the operation of the School will cease to operate as a community school and the following requirements and procedures apply regarding the Governing Authority and the School:
 1. If a collective bargaining agreement applies, the collective bargaining agreement shall be followed. In the absence of a collective bargaining agreement, the School may elect to treat employees as laid-off or their positions abolished. Expiring employee contracts may be non-renewed.

2. Upon termination of this Contract by law or by these Contract provisions, or upon dissolution of the Ohio non-profit corporation which operates the School, all equipment, supplies, real property, books, furniture, or other assets of the School shall be distributed in accordance with Ohio Revised Code Chapter 1702, 3314.015(E) and 3314.074, subject to and in accordance with any other applicable laws, rules or regulations. The School shall comply with all closing procedures included in **Exhibit 5**. Notwithstanding the foregoing, the Sponsor recognizes its obligation to oversee closure.
 3. To the extent practicable, the Governing Authority and its officers understand that they must remain in their positions, or designate an officer with the authority, in order to carry out their responsibility for the non-fiscal closing procedures, and to maintain the licensed fiscal officer to be responsible for the fiscal-related closing procedures.
- C.** At its sole discretion, the Sponsor may assume operation of the School under R.C. 3314.073(B) should the Governing Authority abandon its duties or breach its duties in a manner that is likely to cause immediate or irreparable harm to the School and/or its students.
- D.** The entering into of this Contract and the oversight of the Sponsor of this Contract shall in no way implicate the Sponsor or render it liable or responsible for the acts or omissions of the Governing Authority or the School. The Governing Authority hereby indemnifies, defends and holds the Sponsor harmless from claims, demands, causes of action, threatened actions, losses, damages or costs related to the duties, services, acts or omissions of the Governing Authority or the School. Said indemnification and defense shall survive the expiration, non-renewal, suspension, or termination of this Contract. The Sponsor shall have no obligations to the School, the parents or to third parties, to the State of Ohio or the United States or to the public by way of this Contract or its sponsorship of the School.
- E.** The Governing Authority and the School shall defend, indemnify and hold harmless the Sponsor and its Board, employees, officers and agents from any and all claims, demands, actions, suits, causes of action, obligations, losses, costs, expenses, attorney fees, damages, judgments, orders and liabilities of whatever kind of nature in law, equity, or otherwise, arising from any of the following:
1. A failure of the Governing Authority and/or School or any of its officers, trustees, directors, employees, agents or contractors to perform any duty, responsibility or obligation imposed by law or by this Contract;
 2. A failure of the Governing Authority and/or School or any of its officers, directors, employees, agents, or contractors to report data or information, or the reporting of improper, inaccurate, erroneous, negligent, or incomplete information or data to the Sponsor;

3. A failure of the Governing Authority and/or School or any of its officers, directors, employees, agents, or contractors to meet the obligations of this Contract or any other contract or other obligation between or on behalf of the School and another party; and
 4. An action or omission by the Governing Authority and/or School or any of its officers, trustees, directors, employees, agents or contractors that result in injury, death, or loss to person or property, breach of contract, or violation of statutory law or common law (state and federal), or liabilities of any kind.
- F.** The Governing Authority recognizes the authority of the Department to suspend the operations of the School under R.C. 3314.072 if the Department has evidence of conditions or violations of law at the School that pose an imminent danger to the health and safety of the School's students and employees and the Sponsor refuses to take such action.
- G.** The Governing Authority recognizes the authority of the Department to take over sponsorship of the School in accordance with the provisions of R.C. 3314.015(C).
- H.** The School agrees that it will cooperate with the Sponsor to complete the appropriate procedures and paperwork as outlined by the Sponsor, the Department, or in statute in the event the School is closed. Any refusal by the School to cooperate fully with the Sponsor will be considered a material breach of this Contract and may serve as the basis for injunctive relief.
- I.** The Governing Authority recognizes the authority of public health and safety officials to inspect the facilities of the School and to order the facilities closed if those officials find that the facilities are not in compliance with health and safety laws and regulations.
- J.** The Governing Authority acknowledges that the Department may withhold funding pursuant to R.C. 3314.19 and R.C. 3314.191 or as otherwise provided for by law.
- K.** The Governing Authority and School recognize that the Sponsor is required to perform certain monitoring and oversight duties pursuant to Ohio law, and the Governing Authority and the School agree to cooperate fully to allow the Sponsor in the performance of such duties. This includes, but is not limited to:
1. Annual file updates per checklist developed by the Sponsor.
 2. An on-site visit prior to opening of each School Year.
 3. On-site visits during the School Year.
 4. On-Site School improvement diagnostic reviews performed by the Sponsor.
 5. Monthly reviews of financial, enrollment records, and attendance monitoring.
 6. Read only access to academic and financial data and data systems.

7. Other requests for information from the Sponsor, the Department of Education, and/or the Auditor of State.

XIII. MISCELLANEOUS

A. Definitions

1. "Opening of School" means the first day of each School Year in which students attend school.
2. "School Year" means the period of time beginning on the first (1st) of July and ending on the thirtieth (30th) of June the following year.

B. Severability

If any term, provision, or clause of this Contract is unlawful or unenforceable, the parties agree that the remaining provisions and terms of the Contract shall continue to be in full force and effect and the unlawful or unenforceable term, provision, or clause shall be removed.

C. Notice

All notices required or permitted by this Contract shall be in writing and effective upon receipt and may be satisfied by personal delivery or by any other means by which receipt can be documented to the following persons and addresses:

If to Sponsor:

Buckeye Community Hope Foundation
c/o Steven J. Boone, President
3021 E. Dublin-Granville Rd., Suite 200
Columbus, Ohio 43231

With a copy to:

Buckeye Community Hope Foundation
c/o Vice President, Legal and Strategic Growth
3021 E. Dublin-Granville Rd., Suite 200
Columbus, Ohio 43231

If to Governing Authority or School to:

Board President
Southern Ohio Career Academy
30 East Main Street
Chillicothe, OH 45601
randybloss@gmail.com

With a copy to:

Amy Goodson, Esquire
Amy Goodson Co., LLC
288 S. Munroe Road
Tallmadge, OH 44278
amy@amygoodsonlaw.com

D. Headings

Headings are for the convenience of the parties only. Headings have no substantive meaning.

E. Exhibits

All Exhibits are attached and incorporated by reference into this Contract as an integral part of this Contract. A breach of any of the terms, covenants, conditions, and/or agreements of this Contract, including any Exhibits to this Contract, shall constitute good cause for discipline, correction, probation, termination, suspension, or non-renewal of this Contract.

F. Assignments and Modifications

This Contract and its terms shall not be assigned or delegated without the written approval of the other party. No modifications to this Contract shall be valid and binding unless approved by both the Sponsor and the Governing Authority and attached to this Contract.

G. Third Party Beneficiaries

This Contract creates no third-party beneficiaries.

H. Annual review

The parties agree to meet at least annually to review the terms and requirements of the Contract to ensure that the Contract is consistent with changes in state and/or federal law.


I. Entire Agreement

This Contract constitutes the entire agreement between parties.

SIGNATURES

GOVERNING AUTHORITY:

Name: randy blossom

Signature: 
randy blossom (May 1, 2023 18:02 EDT)

Date: May 1, 2023

Its: President, Board of Directors

With full authority to execute this Contract for and on behalf of the Governing Authority and with full authority to bind the Governing Authority and the School.

By checking here, the Governing Authority attests that the Governing Authority has engaged an attorney, who is independent from the Sponsor, to review and negotiate this Contract in accordance with R.C. Section 3314.036.

SPONSOR:

BUCKEYE COMMUNITY HOPE FOUNDATION, an Ohio nonprofit corporation

By: 
Steven J. Boone (May 2, 2023 07:22 EDT)

Steven J. Boone, President

Date: May 2, 2023

Exhibit 1

Addendum to Contract Providing Description of Facility

In accordance with the requirements of R.C. 3314.03, the following is a detailed description of the facility which will be utilized for instruction.

Detailed Description of Facility



Southern Ohio Career Academy will be located at 30 East Main Street, Chillicothe, Ohio 45601, designated as Suite 200. The facility consists of 15,289 square feet which will be used for instructional purposes.

Annual Lease Cost

The school will pay an annual rent cost of \$75,600.00 per year, which will be payable in installments of \$6,300.00 per month.

Annual Mortgage Principal and Interest Payments

There is no annual mortgage principal or interest payments associated with the lease. There is a flat rate payment.

Landlord Information

The landlord for the facility is Loop Development, LLC, an Ohio limited liability company. There is no existing business relationship with the operator.

Exhibit 2
Educational Plan
Southern Ohio Career Academy

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

Mission of the School

The mission of Southern Ohio Career Academy is to empower students by integrating rigorous classroom instruction with diverse career pathways. The school will champion success beyond high school through preparation for higher education, development of essential life skills and the acquirement of certified occupational and employment skills. Southern Ohio Career Academy will focus its resources to provide every child with every chance to succeed.

The mission of Southern Ohio Career Academy has four components:

1. Prepare students with 21st Century skills to gather and assess information, collaborate, be innovative, think critically, solve problems and promote knowledge, wisdom and understanding which fosters success in our global society.
2. Build positive relationships with students and families to gain trust and respect while providing an opportunity for active engagement.
3. Create a productive learning environment featuring evidence-based, non-traditional methods of instructional delivery and high expectations that equip students for post-secondary education and/or careers.
4. Provide every student with the opportunity to explore a variety of career pathways and supply them with the academic knowledge, technical and employment skills vital for entry into the workforce of the 21st Century.

Characteristics of the Students the School is Expected to Attract

Southern Ohio Career Academy (SOCA) is designed to attract students who thrive in a smaller classroom setting and need additional counseling and mentorship to graduate from high school. These students will benefit from advisership assisting them to earn required credits for graduation. The school will also engage students who may require flexible instructional scheduling that may not be offered in traditional high schools. Further, SOCA will draw at-risk students. At-Risk students can be defined as those who have characteristics which can have a direct impact on learning and graduation. Characteristics include, but is not limited to the following:

- Learning disability or illness
- Traumatic experiences
- Below proficient or grade level
- Economically disadvantaged
- Language barrier

Southern Ohio Career Academy will forge positive relationships with these students and partner with the community to provide added support and resources. The school welcomes high school students in grades 9-12, ages 16-22. Upon approval, during school year 2023-2024, SOCA endeavors to appeal to a specialized group of students over the age of 22 who have not received a diploma or GED through the 22+ Adult High School Diploma Program. Southern Ohio Career Academy will also attract those who are interested in learning skilled trades in preparation for the workforce upon graduation.

Focus of the Curriculum

The educational approaches of Southern Ohio Career Academy (SOCA) are research based and scientifically sound with techniques that have been proven to be highly effective. Southern Ohio Career Academy (SOCA) will implement a classroom learning model where online delivery of instruction is incorporated into the learning process. This method allows each student to progress at his or her own pace and builds self-confidence. Computer based learning with a multimedia format is highly visual, interactive and more engaging, than getting information solely from traditional academic text. While some of the students are working at the computers, the other students are instructed individually, working on projects, and/or in small groups to fully understand the material that they have learned and to delve more deeply into related elements. An additional benefit of this learning model is that the use of this format largely frees the students from the typical classroom distractions and disruptions. This maximizes the time students are engaged in learning.

To address the large gaps in individual student mastery of grade-level standards, teachers will use differentiated instruction to meet the students where they are (using diagnostic data, formative, and summative assessments) while utilizing rigorous strategies to close the learning gap and allow for a faster pace of student mastery in their standards. In addition, teachers will scaffold student learning by incorporating different levels of rigor into the differentiated lessons to ensure that students are also mastering critical thinking skills. A large amount of instruction also embeds higher level thinking questions into daily instruction in order for students to foster the problem-solving skills across content areas.

The true focus of the educational model is based on the students and how various learning modalities affect their education. Therefore, students are further engaged through Project Based Learning. Students are presented with real world problems and issues and called upon to use all of their existing skills and knowledge to find possible solutions to the problems or a variety of resolutions to an issue. Students are free to explore and discover situations and solutions using any tool that is available to them and will rely on textbooks, computers, various forms of media, and each other to acquire the critical thinking skills that they will need in the future. The classroom is no longer a structured setting where students will be sitting and listening to instruction. Students are free to move around as their projects dictate and movement is a key component as the students participate in various forms of hands-on learning. Groups of students can work on different aspects of a problem and then work to explain to each other how the solutions were derived. Peers mentor and share ideas and problem-solving techniques.

The Ohio Model Curriculum is utilized by the teachers to not only help with planning and rigor, but to also understand the progression of standards for students in each content area course. Knowing the standards allows our teachers to provide the needed depth of knowledge so that the students can build their mastery, but also have the foundation for what is to come in future courses.

In addition, teachers use pacing guides for each content area to provide a forward progression that builds upon learning standards. The pacing guide is aligned with Ohio’s Learning Standards and ensures the rigor of the instructional practices matches that of the end-of-course test. The momentum that builds with this horizontal planning allows the teacher to build upon the essential skills that will be crucial for understanding future standards in that grade level. Daily objectives are scaffolded to allow for students to master small chunks of the learning standard while also performing higher depth of knowledge activities towards the culmination of the final learning standard. This chunking of material helps to build the necessary fluency and proficiency while helping to remediate along the way and provide enrichment opportunities as needed.

The Essential Elements of Effective Instruction

Madeline Hunter’s *Essential Elements of Effective Instruction* (also referred to as Explicit Instruction by Anita Archer, or the Gradual Release Model of Instruction) will be the instructional model for all content area classes. This method of lesson delivery is research based and has proven to be effective for the population of students served by Southern Ohio Career Academy (SOCA). The structure of the lesson delivery framework and its components provide the students with a systematic lesson approach to content mastery and explicit instruction, which is crucial for the students in understanding the tasks that provide the evidence that they are grasping the learning objective.

The components of this lesson delivery system enable the teachers to scaffold learning and check for understanding throughout the duration of the lesson, while relinquishing increments of control from the teacher to students. This level of consistency for the responsibility and accountability on the students’ part is well-established and allows the student to understand, each lesson, what their task will be to demonstrate their understanding. The daily administrative walkthroughs assist in ensuring teachers are effectively implementing each of the components of this lesson delivery method. The chart below describes the elements of the lesson and the impact on the learner’s mind. This framework will be the basis of the lesson cycle that will be utilized throughout all forms of instruction.

Figure 1: EEEI Model

Elements of the Lesson Cycle	Impact on the Learner’s Mind
Teacher’s objective for the lesson	The teacher has clearly in mind the outcome of the lesson: the content and the student “proving” behavior.
Anticipatory Set	Causes the student to transfer any previous knowledge regarding the objective, and consequently, focus on the content.
Lesson Objective – students are told the objective and how they will be held accountable	Causes the student to know exactly what he/she is to learn and what product is to be produced in order to improve mastery of Ohio’s Learning Standards.

Purpose of Learning	Causes the student to know why it is important to master this content.
Input	Causes the student to assimilate the information necessary to master the content.
Model	Causes the student to become familiar with the criteria that will make the model correct, so that the follow-up examples make sense. Causes the student to experience a correct model.
Check for Understanding	Causes the student to know whether or not his/her thinking is correct.
Guided Practice	Causes the student to know whether or not his/her thinking is correct.
Closure	Causes the student to reflect on the learning for the purpose of insight and clarification.
Independent Practice	Causes the student to gain fluency by practicing independently.

Instructional delivery methods are designed to foster cooperative learning opportunities for students. The teachers and students collaborate in the learning process to promote student participation to create a meaningful experience. The needs of students are the focal point of instruction. Therefore, it is imperative that instructional methods support every learning style, and students are empowered to take ownership of their individual learning process.

Research suggests that changing the paradigm from teacher centered to student centered has benefits which affect all learners. One of the benefits is higher student achievement. Each student is unique, which supports why it is important to recognize that they learn at various rates with different styles. As students learning styles are discovered, and instruction is designed to support the learning styles, their academic deficits are improved. Moreover, the learner feels validated which motivates effort and efficacy.

Teachers assign roles and responsibilities to each learner and utilize creativity in instructional delivery practices. This learning model supports the Constructivist theory and increases the development of metacognitive skills. Recent neuroscience discoveries indicate that dendrites from the brain cells only grow when the brain is actively engaged. The neuron-networks, which are formed in the human brain, remain connected when repeatedly utilized (Ratey, 2002). In order to maximize learning, instructional techniques must be employed which allows the learner to increase the development of neuron-networks in the brain. The assignment of various learning tasks and responsibilities stimulates growth through exercising the brain.

Figure 2: Instructional Support

<p style="text-align: center;">Whole Group Instruction "I DO" (Teacher Led)</p> <p>FOCUS: Teach Ohio's Learning Standard or Skill; Review content; Clarify Directions</p> <p>DATA METHOD: Formative Instructional Practices/Assessments</p> <p>DELIVERY: Statement of objective; anticipatory set; checking for understanding; modeling; guided practice; closure</p>	<p style="text-align: center;">Small Group Instruction (Intervention /Remediation) "WE DO" - Teacher and Student</p> <p>FOCUS: Refine; Remediate; Review</p> <p>DATA METHOD: NWEA/MAP, Short Cycle Progress Monitoring Benchmarks, Ohio State Tests/ Quizzes/Informal Assessments</p> <p>DELIVERY: Teacher-led; Direct Instruction, Guided Practice; Mini-Lessons; Discussion Forum; Teacher Demonstrations; High Level Questioning; Teacher-Student Dialogue, Rtl modifications/accommodations</p>
<p style="text-align: center;">Cooperative Learning "YOU DO 1" (Student-to-Student)</p> <p>FOCUS: Student motivation; collaboration; student-friendly language; peer-to-peer assistance; promotion of social/interpersonal skills; problem solving skills</p> <p>DATA METHOD: Formative Instructional Practices/Assessments</p> <p>DELIVERY: Partner work; project-based learning; Independent/Self-Directed Learning</p>	<p style="text-align: center;">Independent/Self-Directed Learning "YOU DO 2" – (Independent Student Work)</p> <p>FOCUS: Reinforce; skill building; application; practice;</p> <p>DATA METHOD: Formal and Informal Assessments</p> <p>DELIVERY: Self-Directed; technology integration, project-based learning; independent practice; task cards</p>



When considering curriculum supports and resources to support the teaching of Ohio's Learning Standards, the school will seek guidance from Ohio's Evidence Based Clearinghouse in an effort to ensure strategies and supports have corresponding data to prove effectiveness of transformational instructional practices. The school will implement research-based strategies to foster success in the mastery of the standards.

The school's mission and goals, as well as expectations for student achievement guide the process of maintaining a relevant and up-to-date curriculum and instructional resources. After each year of instruction with the curriculum, teachers and school leaders will evaluate the effectiveness of the curriculum materials, integrated themes, project-based instruction, and scope and sequence, and will make modifications as necessary to best improve the academic achievement of students. The purpose of the curriculum is to support classroom instruction that leads to achievement of the school's academic goals.

SchoolsPLP shall be the initial, primary curriculum resource, however instructors can modify content to ensure all students are mastering the standards, and all standards are appropriately taught. SchoolsPLP's high school curriculum suite contains all subjects and is aligned to Ohio's Learning Standards, featuring direct instruction, discussion groups, engaging videos, review, assessment and independent practice. Teachers customize to fill gaps in knowledge, supplement curriculum with audio, video, and other aides while receiving up-to-date data tracking their students' progress. SchoolsPLP brings together multiple providers to a single platform creating the best learning experience for our students and allows us to provide Core, Credit Recovery, Intervention, Honors, AP, Elective, and CTE courses. Real-time, to-the-point

reporting and simple teacher/student communication enable teachers to focus on teaching easily keeping track of their student’s progress. The SchoolsPLP curriculum provides the foundation for allowing our students to meet all Ohio high school graduation requirements. The curriculum offers standard-based, aligned courses to fulfill all of the following graduation requirements.

Courses	State Minimum
English Language Arts	4 credits
Health	½ credit
Mathematics	4 credits ¹
Physical Education	½ credit ²
Science	3 credits ³
Social studies	3 credits ⁴
Electives	5 credits ⁵

Other Requirements

Students must receive instruction in economics and financial literacy (in high school) and complete at least two semesters of fine arts.

Additional Curriculum Resources

In addition to SchoolsPLP, which is a tier 1 support, the school will utilize the following supplemental resources to provide interventions for students demonstrating academic deficits:

ELA

- Tier 2: *Anita Archer’s Explicit Vocabulary Instruction*
- Tier 2: *Read 180* – Houghton Mifflin Harcourt - <https://www.hmhco.com/research/read-180-research-evidence-base>
- Tier 3: Bridge the Gap (Heggerty) – Phonemic Awareness
- Tier 3: *Wilson Reading System* - https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_wilson_070110.pdf

Math

- Tiers 2 and 3 - *Math 180* - Houghton Mifflin Harcourt - <https://www.hmhco.com/research/math-180-research-evidence-base>
- Tiers 2 and 3 - *IXL Math* - <https://www.ixl.com/ESSA/ESSA-Research-Report.pdf>

ESL

- Tier 2: *Anita Archer’s Explicit Vocabulary Instruction*
- Tier 2: *Read 180* – Houghton Mifflin Harcourt - <https://www.hmhco.com/research/read-180-research-evidence-base>
- Tier 3: Bridge the Gap (Heggerty) – Phonemic Awareness
- Tier 3: *Wilson Reading System* - https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_wilson_070110.pdf
- Pull-out/small group instruction facilitated by an ESOL certified instructor

The aforementioned interventions will be utilized based on grade level equivalency as evidenced by Renaissance STAR assessments. Moreover, interventions will be administered based on informal data. Remedial instructional delivery methods will be provided through small group, direct instruction utilizing scaffolding instructional strategies. All listed intervention

programs are evidence based and appropriate for remediation.

The effectiveness of all curricular resources will be evaluated based on available assessment data, which will include, but may not be limited to the following:

- Vendor approved Reading and Math Assessment results (STAR)
- Analysis of Formative Classroom Assessment results
- Teacher Observations / Anecdotal Records
- Standardized Summative Test Data

The results of student performance will be reviewed and analyzed, at a minimum, three (3) times annually, or more often if needed. Student performance results will be disaggregated to illuminate the performance of the school, grade levels, classrooms, sub-groups (i.e. students by demographic group, students with disabilities, etc.), and individuals. If it appears that our School is not on track to meet the school's academic goals, further analysis will be conducted to determine if the results can be improved with changes to instructional strategies, the curriculum, or other variable. The school will stay apprised of new curriculum and assessment resources to ensure that the best match is made between student needs and school resources.

A Curriculum Advisory Committee will be created to involve the School Leader, Director of Curriculum and Instruction, teachers, parents, board members, and students in the selection of curricular materials and bring forth creative ideas for program development and book collection. Teachers know what works best for their students; therefore, they will be able to generate new curriculum ideas and help identify instructional materials that will be implemented within the school. The Curriculum Advisory Committee will provide a collaborative forum for system level discussions pertaining to curriculum and to inform related policies and procedures. Prior to the committee selecting programs or materials, a rubric will be created to ensure alignment with the state standards and other necessary components are contained within the program. Every program and/or resource will be scored utilizing this rubric.

Annually, the School Leader will deliver curriculum needs based on the recommendation of the Curriculum Advisory Committee to the Board for approval. The selection of instructional resources will be based on what aligns with Ohio's Learning Standards and the evaluation of the Curriculum Advisory Committee. After a consensus, the instructional items will be brought before the Board for approval. Once the Board approves the instructional resources, the school will proceed with ensuring that the items are ordered in a timely manner. Professional development is then provided to teachers to empower them to effectively utilize the materials.

Career Technical Education

Southern Ohio Career Academy identifies and supports students' future success through the implementation of the Career Advising Policy and the utilization of Individual Student Graduation and Success Plans. In accordance with Ohio law, each student, beginning in grade 9 and continuing through high school graduation, is required to develop and maintain a graduation plan.

Career advising is an integral process that helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Ohio students must have access to a comprehensive menu of resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning experiences, and consistent counseling and advising, students can discover their interests and

explore academic and career pathway options. Students will have the ability to research career possibilities after high school graduation and to develop their graduation plans to ensure they are prepared to meet their goals. The following additional initiatives are implemented in conjunction with the Career Advising Policy and Individual Student Graduation and Success Plans.

CBI

The school will implement Career Based Intervention Program for all students. The Career Based Intervention Program (CBI) helps students improve academic competence, graduate from high school, develop professional skills aligned to the Ohio Means Jobs Career Readiness Seal, create and implement a realistic career plan, and gain work experience while preparing for postsecondary education. This program is part of the Ohio Department of Education's CTE program and is designed to help students obtain gainful employability skills.

All CBI elective courses are 1 year in duration, and the courses build in chronological order. CBI instruction is also integrated into the core content area course. The CBI program collaborates with community partners, administrators, teachers, and parents to build a network of support to allow learners to achieve academic and work-based learning opportunities. Further, the CBI program provides combined educational and work-based learning opportunities for grades 9-12 students who are disadvantaged (academic, economic or both) and/or disabled with barriers to career and academic success to:

- Improve academic competence;
- Graduate from high school;
- Develop employability skills;
- Implement an Individual Academic and Career Plan (IACP); and
- Participate in a career pathway in preparation for postsecondary education and careers.

Work Based Learning

Work-based learning is a coordinated sequence of experiences designed to provide students with real-world learning through partnerships with local business and industry. These learning activities help a young person explore careers and choose an appropriate career path.

Benefits for students:

- Reduces drop-out rates
- Makes school relevant
- Develops problem solving and life skills

CTE Pathways

SOCA's career pathways are a sequence of integrated courses and experiences that develop students' academic, technical, and professional skills aligned to their career areas of interest. Whether a student is interested in going to college, getting a certificate or working immediately after high school, career pathways can be customized for any ambition or plan.

The Career Technical Education Programs at SOCA has the following shared vision with Ohio's Strategic Plan for Education.

- Vision: Each Child graduates from high school and each graduate is prepared with the knowledge, skills and disposition to pursue his or her chosen post-high school

path and become a lifelong learner, who is an engaged, culturally aware and contributing member of society.

In order to achieve this vision/goal, the school will offer the following CTE programs; STNA and Early Childhood Education, Microsoft Business, Media and Culinary Arts. Each pathway will include career exploration, training and certifications. Students benefit from real world curriculum and an academic environment that helps them beyond high school graduation. Southern Ohio Career Academy is a high school serving students who traditionally would be enrolled in grades 9-12, aged 16-21. These students may have fallen behind in earning credits, have difficulty passing state required tests, are at risk of dropping out of school, or just need a new environment in which they can succeed. The school has set out to accomplish the essential task of ensuring the population that we serve are (1) graduating, and (2) college and/or career ready. By developing the Career Technical Education Program at SOCA, the school can:

- Achieve goals and objectives of our mission and vision
- Give students a Competitive Advantage after graduation
- Provide specialized training for in demand jobs
- Teach students professional skills employers and colleges determine as necessary
- Strengthen communities and support local business

In today's world, it takes more than a high school diploma to prepare for a living wage occupation and having extra certifications or work experience will give students a competitive advantage in their post-secondary college or career pathway. According to a study by Aligning Opportunities in North East Ohio, "By 2020 almost 65% of all jobs in Ohio will require postsecondary training and credentials." One way to ensure students are well informed of their post-secondary options, as well as trained in a chosen career field is to provide hands-on career education, career advising and mentoring to all students. Through SOCA's programming, students will have an individualized plan that addresses the academic pathway to a successful graduation, the role of CTE competency-based education, and experiential learning, as appropriate, in that pathway.

The school will provide individualized career education and advising to all students. The career education and advising strategy will focus on introducing students to the world of work, assessment of post-secondary readiness, career-relevant personal attributes and exploration of different career options and paths that fit individual student needs and interests. The career education and advising program will be aligned to the 15 professional skills from the Ohio Means Jobs Career Readiness Seal and the Career Based Intervention Technical Content Standards, outcomes, and indicators. Post-secondary career readiness involves three major skill areas including core academic skills, professional skills and technical, job specific skills related to a certain career pathway. SOCA's programming will provide students with the support, knowledge and opportunities to complete all graduation requirements develop professional skills, explore career pathways including hands on training, and graduate with a comprehensive career portfolio and plan. The hands-on learning communities emphasized in the career education and advising program will create a strong sense of support among students and teachers. Research has found that students do in fact, "Receive more personal attention and support from teachers, compared to non-advisory students, and such relationships can be a critical factor in preventing dropouts and increasing graduation rates" (Hanover Research).

Through the implementation of evidence-based instructional strategies focused on career

advising and skill attainment necessary in a CTE pathway, the students may demonstrate an increase in the following: attendance rates, test passage rates, graduation rates and post-secondary college or career opportunities.

By providing a variety of Career Technical Education Pathways, SOCA expects to annually increase the percentage of high school graduates who, within one year of graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program (15 semester hours); or
- Serving in a military branch; or
- Earning a living wage.

Industry Credentials

The school will also offer industry credentials. The Senior Only Credential Program is for students in their senior year (according to credits) who have completed most of the curriculum requirements and want to graduate with a credential in an in-demand career pathway. The Senior Only Credential Program incentivizes students who are credit complete or close to credit complete to stay engaged with their education, as well as motivate underclassmen to stay on track so they can participate in programming when they are seniors.

Students can also use an industry-credential to fulfill graduation requirements. Students can earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the Industry Credential State Seal to demonstrate competency and readiness.

In addition to being a key piece of one of Ohio's graduation pathways, the process of earning an industry-recognized credential allows students to experience education through work, about work and for work. Students experience in-depth learning by practicing and applying their knowledge through work and employment experiences. They learn about workplace expectations in terms of professional skills needed for employment, as well as career pathways and what the labor market for specific occupations looks like. Moreover, students learn the job-specific skills they will need to perform day-to-day tasks.

Earning an industry-recognized credential is the first step in achieving career/college aspirations. Students who earn industry-recognized credentials prior to graduating from high school can use the credentials to earn college credit and for gainful employment while they pursue additional postsecondary credentials and degrees. Industry credentials are not obtained instead of going to college. Industry credentials are part of a larger plan to help pay for college. It is an opportunity to earn a good wage in an in-demand career field while pursuing additional education.

The Ohio Means Jobs Career Readiness Seal

The OMJ Career Readiness Seal requires students to demonstrate competency of 15 professional skills to be ready for work. Earning the seal not only can fulfill graduation pathway requirements, but it can also give students a competitive advantage in any career field after they graduate. Our CTE/CBI/WBL will allow students to learn and apply the OMJ Professional Skills and earn the Seal.

- Reliability, Work Ethic, Punctuality, Discipline, Teamwork/Collaboration, Professionalism, Learning Agility, Critical Thinking/Problem-Solving, Leadership,

Creativity/Innovation, Oral and Written Communications, Digital Technology, Global/Intercultural Fluency, Career Management

Description of Classroom-Based and Non-Classroom-Based Learning Opportunities

Classroom Based Learning Opportunities

Southern Ohio Career Academy promotes highly engaging classroom-based learning opportunities aligned to Ohio's Learning Standards which is based on the Ohio Model Curriculum. Instructional strategies are evidence-based and infused with technology, direct instruction and small group remediation based on formative and summative assessment data. The school fosters an enriched learning environment in consideration of various learning modalities and incorporates problem solving and student collaboration into the academic experience.

Non-Classroom Based Learning Opportunities

The School promotes the culture of learning outside of the regular classroom setting by aligning the educational experience through the following:

- Virtual and on-site field trips
- CTE hands-on vocational learning
- School-sponsored job fairs
- Guest speakers
- Community projects
- Book clubs
- Instructional videos

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. ✓

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. Blended Learning Program

"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.

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

Subject to the prior written approval of the Sponsor, the School IS planning to register a blended learning program under Section 3302.41 (A) of the Revised Code. ____

Please note that the School must receive prior written approval from the Sponsor before registering a blended learning program. The School must provide to the Sponsor all of the following: an indication of what blended learning model or models will be used; a description of how student instructional needs will be determined and documented; the method to be used for determining competency, granting credit, and promoting students to a higher grade level; the School's attendance requirements, including how the School documents participation in learning opportunities; a statement describing how student progress will be monitored; a statement describing how private student data will be protected; a description of the professional development activities that will be offered to teachers; and a description of classroom-based and non-classroom-based learning opportunities and an explanation of how the learning opportunity ties into curriculum and mission. 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 programming.

c. Preschool Program

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

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.

d. Internet- or Computer-Based Program

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

The School IS planning to operate as an internet or computer-based community school.

If the School operates as an internet- or computer-based community school, such operation shall provide for the following:

- 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.

e. 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.

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. ✓

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.

f. Career-Technical Education Program

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

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.

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				
		5 points	4 points	TARGET 3 points	2 points	1 point
Items will be included depending on availability of calculations.						
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				
		5 points	4 points	TARGET 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 50 th 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.	$\geq 90\%$	< 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).	<u>5</u> 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 <i>prioritized</i> 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	≥ -10 and $\leq +10$	> -10 and < -20	≤ -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	≥ -10 and $\leq +10$	> -10 and < -20	≤ -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

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 50 th 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. <i>Progress as measured by the LRC may be used as an override.</i>	≥ 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.	$\geq 90\%$	< 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).	$\frac{5}{\geq 90}$	4 or < 90 and ≥ 80	3 or < 80 and ≥ 70	2 or < 70 and ≥ 60	1 or < 60

11. SMART Goal	Progress toward the school meeting its <i>prioritized</i> SMART Goal set at the beginning of each school year.	5		3		1
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COMPLIANCE PERFORMANCE TARGETS & METRICS – All Schools

ITEM	DESCRIPTION/DATA SOURCE	SCALE			
OPERATIONS		TARGET			
		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

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

9. Governance-Required Board Member Training	Governing authority board annual training as required by the community school contract and/or rule and law.	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.	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. <i>Schools Meeting Target on Metric #2 (Days of Cash) will automatically receive Meets Target.</i>	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. <i>Calculation may exclude large, planned expenditures or capital outlay. Calculation may exclude payments to reduce debt.</i>	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

Exhibit 4

Financial Plan and Employee Benefits

In accordance with the requirements of R.C. 3314.03, please include an estimated school budget for each year of the Contract, specifying an estimated per pupil expenditure for each year. Separately, please also provide a summary of health and other benefits provided to employees.

Employee Benefits

Southern Ohio Career Academy will ensure that all required benefits are in place and offered to its eligible employees, including teaching, service and administration staff. These benefits include STRS/SERS (as applicable) and health insurance, should the employee choose and may also include dental/ vision.

The board, in conjunction with the management company, will monitor the school's comprehensive benefits program and identify cost-effective potential providers in accordance to the vendor policies adopted by the board.

Benefits made available to employees will include:

- **Insurance Coverage**
A comprehensive, quality insurance program will be provided to eligible employees in the areas of health, dental, and life insurance. Insurance will also be available to eligible family members.

- **Recognized Holidays**
Regular full-time employees will be eligible for holiday pay. Recognized holidays include those school holidays, which are recognized by the public school district (according to the district calendar) in which the employee is employed with the Charter School. This does not include the summer holidays.

- **Sick Leave**
Each full time employee may earn sick time at the end of each completed month of service.

- **STRS and SERS**
Retired teachers will receive a reasonable and reliable defined benefit pension through STRS and SERS. Beginning July 1, 2021 members will contribute 14% of their salary.

FY23 - Month Year submission

IRN No.: N/A

Type of School: BRICK N MORTAR

Contract Term: N/A

County: ROSS

Southern Ohio Career Academy
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended June 30, 2022 through 2027

Fiscal Year Pre-Opening	Forecasted					
	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	
Operating Receipts						
Slate Foundation Payments (3110, 3211)	\$ -	\$ 822,833	\$ 946,220	\$ 1,069,640	\$ 1,193,060	\$ 1,316,480
Charges for Services (1500)	-	-	-	-	-	-
Fees (1600, 1700)	-	-	-	-	-	-
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)	-	-	-	-	-	-
Total Operating Receipts	\$ -	\$ 822,833	\$ 946,220	\$ 1,069,640	\$ 1,193,060	\$ 1,316,480
Operating Disbursements						
100 Salaries and Wages	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
200 Employee Retirement and Insurance Benefits	4,725	47,460	50,260	51,240	51,800	53,760
400 Purchased Services	55,961	796,294	872,675	916,815	959,312	1,013,915
500 Supplies and Materials	2,000	6,850	7,056	7,267	7,485	7,710
600 Capital Outlay -New	10,000	29,500	5,000	5,150	5,305	5,464
700 Capital Outlay - Replacement	-	-	-	-	-	-
800 Other	-	-	-	-	-	-
819 Other Debt	-	-	-	-	-	-
Total Operating Disbursements	\$ 72,686	\$ 880,104	\$ 934,991	\$ 980,472	\$ 1,023,902	\$ 1,080,848
Excess of Operating Receipts Over (Under)						
Operating Disbursements	\$ (72,686)	\$ (57,271)	\$ 11,229	\$ 89,168	\$ 169,158	\$ 235,632
Nonoperating Receipts/(Disbursements)						
Federal Grants (all 4000 except fund 532)	\$ -	\$ 102,500	\$ 175,375	\$ 189,964	\$ 200,691	\$ 213,028
State Grants (3200, except 3211)	-	-	-	-	-	-
Restricted Grants (3219, Community School Facilities Grant)	-	-	-	-	-	-
Donations (1820)	-	-	-	-	-	-
Interest Income (1400)	-	-	-	-	-	-
Debt Proceeds (1900)	200,000	-	-	-	-	-
Debt Principal Retirement	-	-	(100,000)	(100,000)	-	-
Interest and Fiscal Charges	-	-	-	-	-	-
Transfers - In	-	-	-	-	-	-
Transfers - Out	-	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	\$ 200,000	\$ 102,500	\$ 75,375	\$ 89,964	\$ 200,691	\$ 213,028
Excess of Operating and Nonoperating Receipts						
Over/(Under) Operating and Nonoperating Disbursements	\$ 127,314	\$ 45,229	\$ 86,604	\$ 179,132	\$ 369,850	\$ 448,659
Fund Cash Balance Beginning of Fiscal Year	\$ -	\$ 127,314	\$ 172,543	\$ 259,147	\$ 438,279	\$ 808,129
Fund Cash Balance End of Fiscal Year	\$ 127,314	\$ 172,543	\$ 259,147	\$ 438,279	\$ 808,129	\$ 1,256,788

Assumptions

Fiscal Year Pre-Opening	Forecasted					
	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	
Staffing/Enrollment						
Total Student FTE	100	115	130	145	160	
Instructional Staff	0.00	6.00	7.00	7	7	
Administrative Staff	2.00	2.00	2.00	2	2	
Other Staff	0.00	1.00	1.00	1	1	
Purchased Services						
Rent	\$ -	\$ 75,600.00	\$ 75,600.00	\$ 75,600.00	\$ 75,600.00	\$ 75,600.00
Utilities	-	32,020.00	24,720.00	25,461.60	26,225.45	27,012.21
Other Facility Costs	-	1,800.00	1,854.00	1,909.62	1,966.91	2,025.92
Insurance	5,000.00	10,000.00	10,600.00	11,236.00	11,910.16	12,624.77
Management Fee	-	131,653.28	151,395.20	171,142.40	190,889.60	210,636.80
Sponsor Fee	-	24,684.99	28,386.60	32,089.20	35,791.80	39,494.40
Audit Fees	-	-	7,000.00	7,210.00	7,426.30	7,649.09
Contingency	-	-	-	-	-	-
Transportation	-	5,700.00	6,555.00	7,410.00	8,265.00	9,120.00
Legal	500.00	-	-	-	-	-
Marketing	10,000.00	3,200.00	3,296.00	3,394.88	3,496.73	3,601.63
Consulting	-	33,000.00	33,990.00	35,009.70	36,059.99	37,141.79
Salaries and Wages	33,750.00	339,000.00	359,000.00	366,000.00	370,000.00	384,000.00
Employee Benefits	6,710.63	63,636.00	85,698.50	85,989.00	86,155.00	86,736.00
Special Education Services	-	13,500.00	13,905.00	14,322.15	14,751.81	15,194.37
Technology Services	-	10,000.00	10,300.00	10,609.00	10,927.27	11,255.09
Food Services	-	52,500.00	60,375.00	69,431.25	79,845.94	91,822.83
Other	-	-	-	-	-	-
Total	\$ 55,960.63	\$ 796,294.27	\$ 872,675.30	\$ 916,814.80	\$ 959,311.96	\$ 1,013,914.89
Financial Metrics						
Debt Service Payments	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -
Debt Service Coverage	0.00	0.00	1.87	2.79	0.00	0.00
Growth in Enrollment	0.00%	0.00%	15.00%	13.04%	11.54%	10.34%
Growth in New Capital Outlay	0.00%	195.00%	-83.05%	3.00%	3.00%	3.00%
Growth in Operating Receipts	0.00%	0.00%	15.00%	13.04%	11.54%	10.34%
Growth in Non-Operating Receipts/Expenses	0.00%	-48.75%	-26.46%	19.36%	123.08%	6.15%
Days of Cash	0.00	0.14	0.18	0.26	0.43	0.75

Assumptions Narrative Summary

Fiscal Year 2022-2026 Projected Debt					
Description	Beginning Year Balance	Principle Retirement	Interest Expense	Ending Year Balance	Debitor/Creditor
FTE Review	\$ -	\$ -	\$ -	\$ -	
Loan A	\$ 200,000.00	\$ (200,000.00)	\$ -	\$ -	EEG
Loan B	\$ -	\$ -	\$ -	\$ -	
Line of Credit	\$ -	\$ -	\$ -	\$ -	
Notes, Bonds	\$ -	\$ -	\$ -	\$ -	
Capital Leases	\$ -	\$ -	\$ -	\$ -	
Payables (Past Due 180+ days)	\$ -	\$ -	\$ -	\$ -	
Total	\$ 200,000.00	\$ (200,000.00)	\$ -	\$ -	

- Base Foundation and Facilities for Year 1 based upon First Year Op Budget
- State Foundation using a per FTE amount of \$8,228
- Salaries are a purchased service from the Management Company
- Benefits are 14% School Portion of STRS/SERS
- Facility rent is at quoted \$6300 per month in a 3 year lease.
- Utilities higher in Year 1 then decreases in Yr 2 due to Erate. Will Increase by 3% rate of inflation each year.
- Repairs and Maintenance anticipated low, as building is outfitted for a school currently, and will increase each year by 3%
- Custodial Costs included in Salaries and Wages.
- Insurance paid Quarterly with first Full year in FY2022. 6% Rate of Increase per CPI.
- School will use a management company, EEG.
- Management fee is 16% of State Foundation and Facilities Revenue.
- Sponsor Fee anticipated at 3% of State Foundation and Facilities Revenue.
- Audit Fees not expected in Year 1. Anticipating Auditor of State Costs at 3% inflation FY2023 onwards.
- School will purchase bus passes for students that request. Costs will increase with enrollment each year.
- Legal Costs are a purchased service of the management company.
- Advertising high for enrollment push in Pre-opening year. Will continue campaign in FY2022 and a 3% inflation rate each year after.
- Consulting costs include Treasury/Fiscal services with Marcum LLP, Treasurer Jeff Foster, and will increase each year at 3% after FY2022.
- Salaries and Wages based upon Staffing Projections in application.
- Purchased Service Benefits include 2.7% SUI, 1.45% Medicaid, and \$295 base/employee/pay for medical.
- Special Education services provided primarily from employees, management company and some outside services. 3% inflation rate after FY22
- Technology includes monthly printer/copier and ITC costs for SSIS, DASL, EMIS and Fiscal State processes. 3% Rate of increase after FY2022
- Food costs increase each year by rate of enrollment, of 15%
- Year 1 Federal Grants consist of food program revenue and some Title I and Title IIA
- FY2023 federal grants expected to increase with Idea B allocated as well as higher allocation of Title I and IIA.
- Federal grants will rise by 3% each year after FY2023
- School expenditures per pupil are FY2022 \$8,285, FY2023 \$7,140, FY2024 \$7,145, FY2025 \$6,705, FY2026 \$6,433
- School debt consists of start up interest free loan from management company to be repaid by FY2024.

Exhibit 5
Plan of Action for Financial Difficulties or Closure

Community School: School Suspension and/or School Closing Procedures

Effective date: July 1, 2010

Updated: May 2018

Community school sponsors primarily are responsible for ensuring an orderly process is followed when a school closes or operations are suspended.

Closure Statute

Under state law ([Ohio Revised Code 3314.023](#)), community school sponsors must monitor and oversee their schools' compliance with law, administrative rules and contract provisions, including requirements related to school closure. Specifically, ORC 3314.023 requires:

- *A sponsor shall provide monitoring, oversight, and technical assistance to each school that it sponsors. In order to provide monitoring, oversight, and technical assistance . . .*
- *[Sponsors] Having in place a plan of action to be undertaken in the event the community school experiences financial difficulties or closes prior to the end of a school year.*

Suspension Statute

[ORC 3314.072](#) establishes the conditions under which a school may be suspended, along with a school's procedural rights. Provisions include:

- *For any of the reasons prescribed in division (B)(1)(a) to (d) of section 3314.07 of the Revised Code, the sponsor of a community school established under this chapter may suspend the operation of the school only if it first issues to the governing authority notice of the sponsor's intent to suspend the operation of the contract. Such notice shall explain the reasons for the sponsor's intent to suspend operation of the contract and shall provide the school's governing authority with five business days to submit to the sponsor a proposal to remedy the conditions cited as reasons for the suspension.*
- *The sponsor shall promptly review any proposed remedy timely submitted by the governing authority and either approve or disapprove the remedy. If the sponsor disapproves the remedy proposed by the governing authority, if the governing authority fails to submit a proposed remedy in the manner prescribed by the sponsor, or if the governing authority fails to implement the remedy as approved by the sponsor, the sponsor may suspend operation of the school pursuant to procedures set forth in division (D) of this section.*
- *If division (B) of this section applies or if the sponsor of a community school established under this chapter decides to suspend the operation of a school as permitted in division (C)(2) of this section, the sponsor shall promptly send written notice to the governing authority stating that the operation of the school is immediately suspended, and explaining the specific reasons for the suspension. The notice shall state that the governing authority has five business days to submit a proposed remedy to the conditions cited as reasons for the suspension or face potential contract termination.*
- *Upon receipt of the notice of suspension prescribed under division (D)(1) of this section, the governing authority shall immediately notify the employees of the school and the parents of the students enrolled in the school of the suspension and the reasons therefore, and shall cease all school operations on the next business day.*

Overview

Sponsors provide and execute a plan for an orderly conclusion of a community school's affairs when a community school is closed or suspended for any reasons permitted by law and/or the contract between the sponsor and the school. A school is considered closed or suspended when instruction has ceased and the governing authority or sponsor has issued an official notice that includes the reason for and date of the school's closure or suspension. A community school also is considered closed if the Department issued a notice to a school under the state's automatic closure law, [ORC 3314.35](#). In the case of both suspension and closure, the sponsor and an authorized representative of the governing authority complete and sign the Suspension and Closing Assurance Template. Community school sponsors make sure a community school's governing authority takes all reasonable and required actions to fully address suspension or closing issues. If a school's governing authority is no longer able or willing to fulfill obligations with respect to orderly closure, the school's sponsor assumes responsibility for all closure activities. A plan for school closure is a required part of the school's contract with the sponsor. Final preparations, as outlined in the plan, should be in place prior to the last day students are in attendance.

Note:

- Closing procedures detailed in this guidance or the accompanying template are not applicable to school mergers.
- Procedures for school closures that are the result of settlement agreements may differ based on the provisions of the settlement. Schools and sponsors are advised to consult their legal counsel.

Sponsors must submit a Suspension and Closing Assurance Template for each closed community school. By completing this assurance, sponsors attest that all necessary notifications and actions are completed.

When possible, the final FTE review should be completed within seven business days of the school ceasing operations or within seven business days of the area coordinator's notification of the school's suspension or closing by the Department. Final FTE reviews should be completed prior to transfer of original student records to the district(s). Sponsors must monitor the school's actions to assure both the FTE review and fiscal audit are scheduled in a timely fashion. If the school fails to schedule these activities, the sponsor must step in and make the necessary arrangements.

Sponsors should begin completing the Suspension and Closing Assurance Template as soon as possible after the suspension/closure of the school.

For mid-year closure or suspension, an estimated timeline for closure activities must be submitted to the Office of Community Schools within 10 days of notification. In the case of closure at the end of the school year, sponsors shall submit an estimated timeline for closure activities to the Office of Community Schools, via Epicenter, no later than May 31. Sponsors shall use the Suspension and Closing Assurance Template for the estimated timeline.

The updated Suspension and Closing Assurance Template shall be submitted to the Office of Community Schools, via Epicenter, quarterly (July 1, Oct. 1, Jan. 1 and April 1), noting which activities are complete and which are not yet complete until the process is finished and closing assurances are submitted. The quarterly submissions shall include a narrative explaining any delays and the sponsor's target date for submitting the final closing assurances.

If refunds are generated at a later date, the sponsor shall follow the instructions in the Preparation of Itemized Financials section of the template and complete the Final Payments and Adjustments section.

The Suspension and Closing Assurance Template provides step-by-step guidance to assist sponsors in meeting their responsibilities when one of their schools suspends operations or closes.

Additional Resource

Additional information regarding best practices from The National Association of Charter School Authorizers is available [here](#).

Submission Instructions

Sponsors must submit the Suspension and Closing Assurance Template for each closed community school. By completing this assurance, sponsors attest that all necessary notifications and actions are completed.

Submit the Suspension and Closing Assurance Template by uploading the completed template, including certification, to Epicenter following the process below:

1. Log in to Epicenter at <http://epicenternow.org/>.
2. Click the Sign In link at the top of the page.
3. Enter your username and password.
4. Click Document Center.
5. On the Document Center page, click the Submission Upload button.
6. For Entity Type, select school.
7. For Submission Type, select Suspension and Closing Assurance Template.
8. For Entities, select the appropriate school by checking the box next to the school name.
9. Enter required information.
10. Click Upload New File button to upload your document.
11. (Optional) Type a brief message to the reviewer.
12. Click Submit.

The Certification/Signature tab must include electronic signatures or original handwritten signatures. If printed and original signatures are obtained, the certification page must be uploaded to Epicenter along with this completed spreadsheet.

The Office of Community Schools and your consultant use Epicenter to access your submissions. Please contact your lead consultant if you have additional questions or if you are unable to view any of the information described above.

Records

Sponsors assure that all school records needed by the Ohio Department of Education, Ohio Auditor of State, U.S. Department of Education and other interested entities are secured and available as needed during the closeout process. Records generally describe an account in permanent form, preserving knowledge or information about facts, transactions or events maintained and kept for the proper administration of the school, including student, staff and administrative/financial information. Please note, the following categories and types of records should not be considered as the entire list of documents that might be examined during a closing

procedure. Additional records may be requested during an FTE review or final audit. (Additional information is available in the Department's FTE Review Manual.)

Student Records

Student records include all educational, special education and other documents in the school's possession that relate to a particular student. Student records include, but are not limited to: documents normally found in permanent record folders that are necessary for reviews and audits; attendance records that detail enrollment and attendance history; grades and grade levels achieved; transcripts, courses completed and grades for each course, particularly for students enrolled in grades 9-12 and for graduates of the school; proof of residency documents that identify a student's home district; FTE Detail reports, with names and SSID numbers that can be used to match names to the FTE Detail report with randomly selected SSIDs obtained by the area coordinator; special education information and folders; and other such information that may be maintained and kept in a student permanent record folder.

Schools must retain copies of all student records necessary to complete the final FTE review and financial audit.

Staff Records

Staff records include, but are not limited to: employment agreements or contracts; salary and benefits information; attendance and leave information; employee licenses; Local Professional Development Committee (LPDC) status and record of continuing education; payroll and withholding documents; and other such information that may be maintained in an employee record folder.

Administrative/Financial Records

Administrative/financial records include, but are not limited to: lease or rental agreement; deed if property is owned; inventories of furniture and equipment, including purchase price, source of funds for payment, date purchased and property tag number; bank and financial reports, including all financial statements created by the fiscal officer; bank statements and checks; schedule of unpaid debt detailing amount, vendor and date of obligation; invoices, receipts, vouchers and purchase orders that detail expenditures; grant records, including detail of federal and state grant awards and final expenditure reports and contracts; and other such information that may be maintained to serve as the administrative/financial records for the school.

Record Retention

Sponsors shall secure all school records (student, personnel, fiscal, etc.) prior to closing. All such records shall be maintained according to applicable records retention schedules. Records retention is governed by state and federal law and governing authority policy. Additional information regarding state requirements is available [here](#). Federal records retention schedules are available [here](#). Additional information is available in the Student Records section of the Suspension and Closing Assurance Template.

Community school sponsors are responsible for securing all records prior to closing and maintaining records in accordance with all applicable retention schedules.

Should you have any questions, please contact the Office of Community Schools at Community.Schools@education.ohio.gov or your lead consultant.

School Closure Quick List

School Responsibilities (Board/Director/Staff/Mgt company)

- Board resolution for closure of school
- Board resolution for disposition of assets
- Notification to parents of closure – Letter must include the following
 - Reason for closure
 - Options for enrolling in other schools
 - Location of student records
 - Contact info for Sponsor
- Notify Teachers of closure – Letter must include the following
 - Clarification of COBRA or other benefits
 - Information on the location of LPDC documents
 - Reminder to faculty of obligation to teach until last day
 - Sponsor contact info
- Organization of all student records
 - Make copies of all CURRENT student records including SPED (if possible scan to jump drive we will provide)
 - Create list of all current students including address, grade, and resident district
 - A copy of the list must be provided to each resident district (broken out)
 - Organize student files by grade and in alphabetical order
 - Name and SSID should be clearly visible
 - Create list of all graduates with date of graduation and transcripts
 - Keep all SPED files separate for delivery directly to SPED office at resident district
 - Deliver ORIGINAL and WITHDRAWN files to resident districts within 7 days of school closure
 - Must obtain signature from each receiving district
- Schedule FTE review with area coordinator
- Confirm all assets are accounted for once Treasurer provides the asset listing
- Notify the Secretary of State of dissolution
- Notify IRS of dissolution

Documents School must provide to Sponsor

1. Copy of parent letter
2. Copy of staff letter
3. Copy of Board closure resolution
4. Copy of Board resolution for Disposition of assets
5. Copy of Board resolution naming individual with authority to process payments moving forward
6. Copy of any notices to ODE or Media for auction
7. Current student list including address, grade, and resident district
8. Jump drive with scanned records for current students
9. List of any graduates (digital transcripts if available)
10. Copy of email requesting FTE review
11. Copy of final FTE report
12. Copy of Delivery Receipts to resident districts (for both Cumulative and Sped files)

Treasurer Responsibilities

- Notify STRS/SERS of closure
 - Ensure STRS/SERS contributions are current
- Update and confirm the Fixed Asset list
 - Must include the funding source and Fair Market value
 - Create bill of sale for any assets sold
- Notify Auditor of State of school closure and schedule final audit
- Identify any PCSP purchased assets
- Identify any School Facilities guarantees
- Identify any National School Lunch Program equipment purchases
- Create June 30 financials to include
 - Bank reconciliation
 - List of investments
 - List of Payables
 - Creation of priority list if not enough funds to pay everyone
 - List of unused checks
 - List of petty cash
 - List of bank accounts
 - Closing bank accounts when all transactions complete
 - Payroll reports
 - List of Accounts receivable
- Return all unused funds to ODE

Documents Treasurer must provide to Sponsor

1. All June 30 financials
2. Copy of email to STRS/SERS for closure
3. Copy of email to AOS requesting final audit
4. Proof of Hinkle system submission
5. Asset list with all required elements
6. Any Bills of Sale for assets
7. Copy of email to SFC (if app)
8. Copy of offer letter to local district if selling items back
9. Accounts payable listing with priority payoff schedule
10. Copy of remission check to ODE for unused funds
11. Proof of bank account closure
12. Copy of Final audit

Sponsor Responsibilities

- Collect all documents to be submitted to ODE and Auditor of State
- Serve as backup in the event school is unable to complete any of its obligations for closure
- Submit Quarterly and Final Assurances to ODE as needed
- Submit estimated Timeline to ODE for closure process

Sponsor Representative

School Representative

**BCHF STANDARD OPERATING PROCEDURE:
FINANCIAL DIFFICULTY OR CLOSURE PRIOR TO END OF SCHOOL YEAR**

By authority of the community school contract executed between Buckeye Community Hope Foundation ("BCHF" or "Sponsor") and the Governing Authority ("School") as amended (the "Contract"), and provisions of Chapter 3314 of the Ohio Revised Code, including but not limited to, ORC 3314.03(D)(6) and 3314.015(E), and OAC 3301.102-05(A)(7), Buckeye Community Hope Foundation's plan of action for responding to critical financial difficulties or closure experienced by the School prior to the end of the school year is as follows:

1. Pursuant to the community school contract, the School must cooperate fully with the Sponsor in all activities as required by Ohio Department of Education (ODE) regulations for oversight of the School, including but not limited to:

- Annual file updates as requested by BCHF;
- Annual Review of Auditor reports;
- Timely submission of both the October and May 5-year forecasts;
- Timely submission of the board approved annual School Budget;
- Monthly reviews of the school's financial position; and
- Other appropriate requests for information from BCHF or ODE.

Further, pursuant to the community school Contract, the School shall comply with all reasonable requests of the Sponsor. Failure to do so may constitute grounds for Sponsor to place the School on probation, suspension, and/or termination of the Contract. In Article VIII. of the Contract, the School specifically recognizes BCHF's authority to intervene in, correct, declare probationary status of, suspend, terminate, or non-renew the school's Contract and correct problems in school performance.

In the event the School experiences financial difficulties, BCHF will utilize its authority under Ohio Revised Code, Ohio Administrative Code, and Article VIII. of the Contract to obtain necessary information from the School to identify causes, develop potential remedies, and prepare contingency plans, if necessary.

The Sponsor shall require the School to develop and implement a remedial plan to address the school's financial difficulties in a timely manner. Such remedial plan may include, but is not limited to:

- School providing more frequent or enhanced financial reporting to Sponsor; arrangements for on-site financial inspections and/or audits of the School by Sponsor or sponsor's representatives.
- Providing supplemental reports to the Sponsor confirming the implementation of remedial steps in accordance with an agreed upon timetable.
- School's attainment of specified financial benchmarks according to an agreed upon timetable. Sponsor may compel the School to provide such a remedial plan through the use of probation or notice of intent to suspend.

In the event the School fails to provide an acceptable remedial plan, or fails to implement a remedial plan approved by the Sponsor, the Sponsor reserves the authority to require changes to the management of the School, to the extent permitted by Ohio Revised Code Chapter 1702, or other applicable law. Pursuant to the community school Contract, as permitted by law, the School grants

BCHF power of attorney to carry out provisions of applicable law and the Contract on behalf of the School, should it become necessary to do so by the sponsor's sole discretion, and to appoint a new Board of Directors for the School for cause or breach of the Contract.

If the School is not able to remedy its financial difficulties in a manner satisfactory to BCHF, then BCHF reserves the right to terminate the school's Contract in accordance with provisions of Ohio Revised Code 3314.07.

2. BCHF's plan of action in the event the School is suspended, terminated, or otherwise closes such that the School ceases operation prior to the end of the school year, is as follows:

BCHF will take every possible reasonable step to avoid a mid-year closure. Prior to any decision to suspend or close school operations mid-year, BCHF may take steps including but not limited to:

- At the BCHF Board's discretion, waive school sponsorship fees for a specified period of time.
- BCHF staff may assist in the renegotiation of Contracts to gain more favorable terms for the school.
- BCHF staff may meet directly with the school Treasurer and Director to evaluate spending in all areas and develop a plan to reduce expenses while maintaining required minimum staffing levels.
- BCHF may provide direct support to the school in identified areas to reduce costs.

In the event every possible step towards a solution has been taken and the school must be closed, BCHF shall comply with the provisions of ORC 3314.07, 3314.072, and 3314.073 regarding the procedures and notices for placing the School on probationary status, suspension, and/or termination.

In the event it becomes necessary for the Sponsor to suspend or terminate the school's Contract, BCHF will adhere to the **Community School Suspension and Closing Procedures** and forms prescribed by the Ohio Department of Education.

The following steps are strong areas of focus for BCHF to ensure the best possible transition for students and staff affected by the closure.

- Immediate communication of closure with ODE, parents, and school staff.
- Direct communication with the local public school district to arrange delivery of records and to ensure parents receive support as they transition to a new school.
- Coordination with the closure school to host an enrollment fair for all school options available in the area so parents are fully aware of choices and can be assisted in the transition to a new school.
- Coordination with the closure school to ensure both student records and staff files are completely organized and ready for delivery to prevent any delays during the transition.

Revised March 15, 2017










SOCA Sponsorship Agreement with Exhibits

Final Audit Report

2023-05-02

Created:	2023-05-01
By:	Stephanie Klupinski (sklupinski@buckeyehope.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAknRNzNG3MGvMGAN707jtdUcAKsAkp8wX

"SOCA Sponsorship Agreement with Exhibits" History

-  Document created by Stephanie Klupinski (sklupinski@buckeyehope.org)
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-  Signer sboone@buckeyehope.org entered name at signing as Steven J. Boone
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-  Document e-signed by Steven J. Boone (sboone@buckeyehope.org)
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