

MODIFICATION TO CHARTER CONTRACT  
FOR SPONSORSHIP OF A COMMUNITY SCHOOL

By and Between

The Buckeye Community Hope Foundation (“Sponsor” or “BCHF”)

And @ # (“Governing Authority” or “School”)

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

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

NOW THEREFORE, the parties agree to modify the Contract (“Modification”) as follows:

1. Article II, Section A (1) is amended and restated as follows:

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

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

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

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

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

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

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

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

5. Article VII is amended as follows:

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

6. Article VIII, Section B (3) is amended and restated as follows:

If the School is declared 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.

7. Article VIII, Section D is amended as follows:

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

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


The School's classroom teachers shall be licensed in accordance with R.C Sections 3319.22 to 3319.31, except that the School may engage noncertificated persons to teach up to twelve (12) hours per week 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.

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

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


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

**School**

Print Name: Hazem Gheith  
Signature:   
Hazem Gheith / Jun 27, 2022 11:41 EDT  
Title: BOD Chairman  
Date: Jun 27, 2022

*With full authority to execute  
this modification*

**Sponsor**

Print Name: Peggy Young  
Signature:   
Peggy Young  
Title: Director, Education Division  
Date: Jun 27, 2022

*With full authority to execute  
this modification*

## **Exhibit 2**

### **Educational Plan**

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

**1. Mission of the School.**

The mission of the International Academy is to provide a high quality education, global consciousness, and a competency-based education program from Kindergarten to eighth grade. In partnership with parents and the community, IAC will graduate students who are successful life-long learners and responsible citizens of their school, community, neighborhoods, and beyond.

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

#### **Students with Disabilities**

The International Academy of Columbus goes through the standardized process of identifying students with disabilities. Hearing and Vision Screenings will be conducted for all new students before November 30. The office completes a records request for students that are admitted with an identified disability and the IEP is reviewed by staff. Our school also participates in Child Find by providing parents in the community with resources for evaluation, services, and education.

All students will be given a universal screener in reading and math within 30 days of admission. Teachers provide accommodations and differentiate instruction for students that are not meeting grade level standards or are struggling in other areas (behavior, socially, organizational needs, etc.). If students continue to struggle, they are brought to the RTI team to discuss interventions. The team decides what intervention strategies and the teacher that will provide the intervention. Those interventions might consist of ESL services, Title 1 Reading intervention, math intervention, or behavior consultation. Student baseline data will be documented and progress will be monitored on a regular basis, (at least every 2 weeks). The team will meet once a month to discuss progress. If progress is not being made, intervention strategies and plans might be amended to help promote more student progress. If students are not showing progress after at least 2 months of interventions, the team will discuss and decide if the student needs to be evaluated for special education services.

The International Academy will provide related services for students with disabilities. These include Occupational Therapy, Speech and Language Therapy, Physical Therapy, One

on One aide services, and psychological services. Most related services are contracted through a third party contractor. Currently the school psychologist is privately contracted.

The International Academy will provide resources for students with disabilities. Each student will work with an intervention specialist. Intervention Specialists will work with cross categorical groups of students. The school will ensure that the IS to student ratio will be met. Intervention Specialists will be provided with at least 2 hours of planning time during the 8 hour work day. Students with disabilities will be provided with small group instruction or support in the classroom. They will also have access to specialized curriculum to help meet the individualized needs of each student. This curriculum might include multisensory instruction, use of manipulatives, modified instructional activities, and other visual supports. Some student might require behavioral supports. Depending on the needs of the student, a behavior plan will be put in place or one-on-one aide services might be considered. For severe behaviors, staff will be provided with crisis prevention training to maintain safety for students and staff.

Intervention Specialists and teachers will work together to ensure that the goals and services of the students' IEP are met. Teachers will meet together at the beginning of the year to work out schedules for services and small group instruction. Schedules may be adapted as needed. Teachers and Intervention Specialists will discuss progress at RTI meetings, TBT teams, and as needed. Teachers will communicate units of study with the Intervention Specialist to help ensure student's needs are met while they are still receiving modified instruction based on grade level standards.

Intervention Specialists will monitor the progress of students through various measures. These might include: Star 360, performance assessments, teacher created assessments, modified or adapted unit assessments, work samples, anecdotal notes, and short cycle assessments, state mandated achievement tests, and district mandated diagnostic testing or other testing. All assessments shall be given with accommodations needed by each individual student.

Administration and the leadership team will analyze student growth and achievement to determine the program effectiveness. The school will also seek teacher feedback to determine if the program is meeting the needs of the students.

### **English Language Learners**

The International Academy identifies students whose first language is not English. Parents complete a home language survey when the student is enrolled at the school. New students whose first language is not English are evaluated by the ESL teacher within the first month of enrollment. The assessment is evaluated and students are placed in ESL services or intervention services depending on their level of English acquisition.

Students who are identified with beginning and intermediate levels of English language acquisition receive at least 30 minutes of ESL intervention daily. This takes place in a small group of 5 or less students. The ESL teacher works on skills that are present in all parts of

English - Speaking, Listening, Reading, and Writing. The instructional activities are based on Ohio's English Language Proficiency standards. English Language Learners also receive the services of full-time bilingual aides in the classroom to help translate directions, and support language comprehension. Classroom teachers differentiate instruction to help support English Language Learners. They utilize various visual instructional tools, adapted vocabulary instruction, and peer language support.

The International Academy will provide resources for English Language Learner. Each student in the beginning or intermediate levels will work with an ESL teacher. Students in more advanced levels receive intervention with a reading specialist. Currently the International Academy employs 2 ESL teacher. ESL teachers will be provided with at least 2 hours of planning time during the 8 hour work day. English Language Learners will be provided with small group instruction and support in the classroom. They will also have access to specialized curriculum to help meet the individualized needs of each student.

ESL teachers and general education classroom teachers will work together to ensure that each English Language Learner becomes proficient in the English Language. ESL teachers and general education teachers will work to schedule interventions. Teachers and ESL teachers will discuss progress at RTI meetings, TBT teams, and as needed. Teachers will communicate units of study with the ESL teacher to help ensure student's needs are met while they are still receiving language based instruction that are correlated to grade level standards.

ESL teachers and general education teachers will monitor the progress of English Language Learners through various measures. These might include: STAR 360, performance assessments, teacher created assessments, modified or adapted unit assessments, work samples, anecdotal notes, and short cycle assessments, state mandated achievement tests, and district mandated diagnostic testing or other testing. All students who are designated as English Language Learners will be administered the OELBA assessment in the spring of each school year to determine acquisition and proficiency in the English Language. All assessments shall be given with accommodations for students who are in the country less than 3 years.

Administration and the leadership team will analyze student growth and achievement to determine the program effectiveness. The school will also seek teacher feedback to determine if the program is meeting the needs of the students.

The International Academy of Columbus will meet the needs of the parents of English Language Learners. The school employs many staff who are bilingual and can serve as translators for parents who do not speak or understand English. The school also translates important information into Somali and Arabic languages.

## **Low Performing Students**

All students will be given a universal screener in reading and math within 30 days of admission. Teachers provide accommodations and differentiate instruction for students that are not meeting grade level standards or are struggling in other areas (behavior, socially, organizational needs, etc.). Teachers also provide a variety of instructional strategies to help support student achievement that include: small group instruction, peer support, hands-on activities, and cooperative learning activities. If students continue to struggle, they are brought to the RTI team to discuss interventions. The team decides what intervention strategies and the teacher that will provide the intervention.

Those interventions might consist of ESL services, Title 1 Reading intervention, math intervention, or behavior consultation.

The International Academy will provide resources for low performing students. Teachers will be employed to provide intervention for students who are struggling. These include Reading and Math intervention teachers, ESL teachers, and Intervention Specialists. Assistants will also be employed to help support students who are struggling. Assistants might provide tutoring or small group instruction. The school will also use technology to help provide additional practice and learning activities at the student's level.

Intervention Teachers and general education teachers will monitor the progress of struggling students through various measures. These might include: STAR 360, performance assessments, teacher created assessments, unit assessments, work samples, anecdotal notes, and short cycle assessments, state mandated achievement tests, and district mandated diagnostic testing or other testing.

Administration and the leadership team will analyze student growth and achievement to determine the program effectiveness. The school will also seek teacher feedback to determine if the program is meeting the needs of the students.

Response to Intervention (RTI) as a scientifically based model of instruction and assessment is being successfully implemented by our school. This model assists us in identifying struggling learners, monitoring their progress, and providing them with research-proven differentiated interventions (such as ESL classes, Reading or Math Interventions). Educational decisions about the intensity and duration of interventions are based on individual student response to instruction and their academic progress that is being monitored on a regular basis.



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

The International Academy will be serving grades kg through 8 (ages 5-14)

### **4. Focus of the curriculum.**

All curricula at International Academy of Columbus are currently aligned with Ohio Learning Standards including Mathematics, English Language Arts, Social Studies and Science.

Math, Language Arts, Science and Social Studies programs are purchased and regularly updated for the implementation of Common Core standards.

The International Academy is one-to-one school: Every student has a Chromebook and technology plays a big role in the education of the students.

Teachers are responsible for yearly planning, or curriculum mapping, their materials/standards. Administration reviews regularly yearly plans and lesson plans to ensure completion.

Students are supported with differentiated lessons, work, and expectations based on level, language needs or special education needs.

The lead teachers represent all grade levels in the school, with experience at each level. Educational programs review begins with classroom teachers expressing need. Lead teachers work to find programs to support the curriculum that will meet the needs of the classroom teacher in serving students. A proposal is drawn up and given to the administrator.

Data is reviewed for student growth to determine if curriculum is successfully implemented and effective for students. If there is not enough growth, the curriculum is revisited to make sure that it was implemented appropriately by the teacher. We look at AIR scores, STAR 360 results, and diagnostic results.

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

Students will be able to participate in whole-class learning, small-group learning, and individual learning. There will be opportunities to work on projects, present Science Fair findings (6-8), go on field trips, and participate in Math Club (6-8), Mock Trial, NJHS and book fairs. Also students and families can participate in the Science Night, Math Night, and/or Family Literacy Night.

All activities will be aligned to Ohio's Learning Standards. For classroom learning activities, teachers will be required to align each lesson/activity with Ohio's newest Learning Standards. Science Fair and Math Club are opportunities for students to go more in depth with their learning and encourage them to dig deeper. The book fairs will encourage reading, which is supported by Common Core ELA standards.

International Academy of Columbus administration and lead teachers (with input from classroom teachers) work together to plan activities that support the students who are served by the school. Activities are chosen to encourage learning and critical thinking. The activities also create a sense of community within the school.

The leadership team evaluates the success of learning opportunities. The team meets regularly to determine if changes need to be made.

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

**a. STEM School Designation.**

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

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

**b. Preschool Program.**

The School IS NOT planning to operate a preschool program.  \_\_\_

The School IS planning to operate a preschool program. \_\_\_

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

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

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

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, the School shall commit to the following assurances and include full descriptions in its Comprehensive Plan.

- The School must provide a filtering device or filtering software to protect against internet access to materials that are obscene or harmful to juveniles on the computers provided to students for instructional use, or the filter or software at no cost to a child who utilizes a computer that was not provided by the School;
- The School must create a plan outlining meetings between teachers and students, which plan shall indicate the number of times teachers will visit each student throughout the school year and the manner in which those visits will be conducted. The School must set up a central base of operation with a Sponsor-provided representative within fifty miles of said base to provide monitoring and assistance.
- The School must create a plan for providing special education and related services to disabled students enrolled in the School, which must be submitted prior to the School's receipt of its first payment from the State and on or before September 1 of each year thereafter.
- The School must retain an affiliation with at least one full-time teacher of record licensed in accordance with Section 3314.03(A)(10) of the Revised Code.
- Each student enrolled in the School must be assigned to at least one teacher of record who is primarily responsible for no more than 125 students.
- The School may, at the time of a particular student's enrollment, ask the student's parent or guardian to estimate the length of time the student will attend the School. Any information collected shall be aggregated and included in the School's annual report.
- The School must comply with the standards developed by the international association for K-12 online learning.
- The School must communicate with each student's parent, guardian, or custodian on a periodic basis throughout the school year about the

performance and progress of that student. The School must also provide opportunities for parent-teacher conferences and documents the School requests for such conferences. The School may permit the students to participate and may conduct the conferences electronically.

- The School must offer a student orientation course and notify each student who enrolls of that student's opportunity to participate in the student orientation course.
- Each student enrolled in the School is entitled to a computer provided by the school. The School must provide written notice of the one-computer-per-student provision to all parents of enrolled students and all parents who are interested in enrolling a child. The School may not provide a stipend or any other substitute in lieu of supplying an actual computer, provided, however, that a parent may waive the one-computer-per-student requirement and may amend or rescind that waiver at any time. Parents and the School must keep copies of waivers and the School must notify the State and copy the Sponsor concerning any waivers, amendments, or rescissions.
- The School may provide its students with a location within 50 miles of the student's residence at which the student may receive counseling, instructional coaching, and testing assistance. The School may not otherwise enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for the provision of instructional services to enrolled students.
- The School must provide its students with a location within 50 miles of the student's residence to complete statewide achievement tests and diagnostic assessments.
- The School must withdraw students who fail to participate in spring administration of state tests for two consecutive school years (unless excused pursuant to statute). The School must report any such student's data verification code to the Department of Education, and the School will not receive funds for any enrolled student whose data verification code appears on the Department of Education list. Notwithstanding any provision of Ohio law to the contrary, the parent of any such student must pay tuition.
- Students enrolled in the School are prohibited from engaging in more than 10 hours of learning opportunities within a 24-hour period. Any time exceeding the 10-hour maximum will not count toward satisfying the annual minimum number of required hours. If the School's participation is based on days rather than hours, participation must amount to at least five hours per day.

- The School must keep an accurate record of each individual student's participation in learning opportunities each day, and the records must be easily submitted to the Department of Education.
- The School shall not enroll more students than the number permitted under the enrollment limit provided in law.

**d. Adult Diploma Program.**

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

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

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

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

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

- (2) Reports. All annual and monthly reports are provided to the Department of Education and are made available to the Sponsor upon request.
- (3) Performance. The Sponsor shall review the Department's annual report to ensure the School meets the goals as set forth by the Department to remain an eligible provider by rule.

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

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

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

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

**f. Blended Learning.**

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

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

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

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

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

If you plan to offer blended learning, please respond to all questions below.

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

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

## Exhibit 3

### Performance Frameworks – Metrics, Measures, & Targets

#### OVERVIEW

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

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

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

#### PERFORMANCE FRAMEWORK SCORING SCALE

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

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



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

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

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

ITEM	DESCRIPTION/DATA SOURCE	SCALE				
				TARGET		
		5 points	4 points	3 points	2 points	1 point
<b>8. Over the Contract Averages (Chronic Absenteeism)</b>	School's average (up to 3 years, based on available data) of its chronic absenteeism rate.	$\leq 10$	$>10$ and $\leq 15$	$>15$ and $\leq 20$	$>20$ and $\leq 25$	$>25$
<b>9. Achievement in Norm-Referenced Test (NRT)</b>	Percent of students at or above the 50 <sup>th</sup> Normal Curve Equivalent (NCE) for the better of either winter or spring NRT administration.	$\geq 50$	$< 50$ and $\geq 45$	$< 45$ and $\geq 40$	$< 40$ and $\geq 35$	$< 35$
<b>10. Growth in Norm-Referenced Test (NRT)</b>	Best growth in average NCE between two NRTs within a school year (fall to winter, fall to spring, or winter to spring).	$\geq 20$	$< 20$ and $\geq 10$	$< 10$ and $\geq 0$	$< 0$ and $\geq -10$	$< -10$
<b>11. Disaggregated Performance Beyond GAP Closing</b>	Using ELA and Math component calculations the total earned subgroup points are divided by the total possible points.	$\geq 90\%$	$< 90$ and $\geq 80$	$< 80$ and $\geq 70$	$< 70$ and $\geq 60$	$< 60$
<b>12. English Learner</b>	English Learners meeting their goal based on the AMO from the GAP report. (Depending on state reporting format).	<u>5</u> or $\geq 90$	4 or $< 90$ and $\geq 80$	3 or $< 80$ and $\geq 70$	2 or $< 70$ and $\geq 60$	1 or $< 60$
<b>13. SMART Goal</b>	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
<b>1. Overall Rating</b>	Local Report Card (LRC) Rating – Weighted at 3X	Exceeds (15)		Meets (9)		Does Not Meet (3)
<b>2. Test Passage Rate Compared to State</b>	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.	$\geq 20$	$> 10$ and $< 20$	$\geq -10$ and $\leq +10$	$> -10$ and $< -20$	$\leq -20$
<b>3. Combined Graduation Rate Compared to State</b>	Percent point difference of the school’s combined graduation rate from the LRC compared to the State’s average Drop Out Recovery graduation rate.	$\geq 20$	$> 10$ and $< 20$	$\geq -10$ and $\leq +10$	$> -10$ and $< -20$	$\leq -20$
<b>4. Over the Contract Averages: Test Passage rate</b>	School’s rating average of the three most recent school years for the Test Passage rate.	5	4	3	2	1
<b>5. Over the Contract Averages: Combined Graduation Rate</b>	School’s rating average of the three most recent school years for the Combined Graduation rate.	5	4	3	2	1

<b>6. Over the Contract Averages: Progress</b>	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				
				<b>TARGET</b>		
		<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 point</b>	<b>1 point</b>
<b>7. Achievement in Norm-Referenced Test (NRT)</b>	Percent of students at or above the 50 <sup>th</sup> Normal Curve Equivalent (NCE) for the better of either winter or spring NRT administration.	$\geq 50$	$< 50$ and $\geq 45$	$< 45$ and $\geq 40$	$< 40$ and $\geq 35$	$< 35$
<b>8. Growth in Norm-Referenced Test (NRT)</b>	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>	$\geq 20$	$< 20$ and $\geq 10$	$< 10$ and $\geq 0$	$< 0$ and $\geq -10$	$< -10$
<b>9. Disaggregated Performance Beyond GAP Closing</b>	Using ELA and Math component calculations, the total earned subgroup points are divided by the total possible points.	$\geq 90\%$	$< 90$ and $\geq 80$	$< 80$ and $\geq 70$	$< 70$ and $\geq 60$	$< 60$
<b>10. English Learner</b>	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 $\geq 80$	3 or $< 80$ and $\geq 70$	2 or $< 70$ and $\geq 60$	1 or $< 60$

<b>11. SMART Goal</b>	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			
<b>OPERATIONS</b>		TARGET			
		2 points	1 point	0 points	Not Calculated
<b>1. Health, Safety, and Environment</b>	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
<b>2. Human Capital</b>	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
<b>3. Financial</b>	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
<b>4. Governance</b>	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

<b>5. Admission, Access and Student Requirements</b>	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
<b>6. Educational Program</b>	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
<b>ITEM</b>	<b>DESCRIPTION/DATA SOURCE</b>	<b>SCALE</b>			
<b>LEGAL</b>		<b>TARGET</b>			
		<b>2 points</b>	<b>1 point</b>	<b>0 points</b>	<b>Not Calculated</b>
<b>7. Governance-Required Number of Board Meetings</b>	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
<b>8. Governance-Required Number of Board Members</b>	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

<b>9. Governance-Required Board Member Training</b>	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
<b>10. Annual Report</b>	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
<b>1. Current Ratio</b>	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
<b>2. Unrestricted Days of Cash</b>	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
<b>3. Change in Cash Position</b>	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
<b>4. Debt Management</b>	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
<b>5. Debt Coverage Ratio</b>	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
<b>6. Surplus/(Deficit) Variance</b>	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
<b>7. Enrollment Sustainment</b>	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
<b>8. Enrollment Variance</b>	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












# IAC Modification with Exhibits. 5.3.22

Final Audit Report

2022-06-27

Created:	2022-05-04
By:	Stephanie Klupinski (sklupinski@buckeyehope.org)
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-  Document created by Stephanie Klupinski (sklupinski@buckeyehope.org)  
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