

MODIFICATION NO. 5
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Electronic Classroom of Tomorrow (“Governing Authority” OR “School”)

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2010; and

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

NOW THEREFORE, the parties modify the Contract as follows:

1. Article I, Section 1.7.

- a. Replace subsection (b) with the following: “Monitor and evaluate the academic and fiscal performance and the organization and operation of the School on at least an annual basis, which evaluation shall be based on the performance requirements set forth in **Attachment 11.6**, state report cards, and any other analysis conducted by the Ohio Department of Education or the Sponsor;”
- b. Add the following subsection: “Offer other activities, as determined by the Sponsor, specifically designed to benefit the school;
- c. Add the following subsection: “Report on the amounts and types of expenditures made to provide monitoring, oversight, and technical assistance to sponsored schools, pursuant to the specific requirements of R.C. 3314.025.

The rest of Section 1.7 remains as originally written in the Contract.

2. Article II, Section 2.1 shall be replaced in its entirety with the following:

“Governing Authority Members. The Governing Authority (its Board of Directors, Directors, or Board) must contain at least five Directors (members). No Director may serve on the Board if restricted from doing so by R.C. 3314.02(E) or any other law, rule, or regulation. The Sponsor shall be promptly notified in writing of any changes in members, including names of resignations and changes to contact information, within five (5) business days of such change. Attached as **Attachment 2.1** are the names, home or work addresses (not the address of the School), and e-mail addresses of the current members of the Governing Authority and a description of the process by which the members of the Governing Authority shall be selected and removed in the future, if not in the Code of Regulations.”

- 3. Article II, Section 2.2.** Replace the first sentence with the following: “All members shall complete training on an annual basis on public records and open meetings law. Members new to this School’s Board must complete a minimum of five (5) hours of Board training, at least two (2) hours of which are on public records and open meetings law, within six (6) months of being elected or appointed to the Board.” The rest of Section 2.2 remains as originally written in the Contract.

4. **Article II, Section 2.6.** At the end, add the following sentence: “The Chief Administrative Officer, other administrative employees of the School, and all individuals performing supervisory or administrative services for the School under a contract with the operator shall complete training on an annual basis on public records and open meetings law.” The rest of Section 2.6 remains as originally written in the Contract.

5. **Article III, Section 3.2** shall be replaced in its entirety with the following:

“Management by Third Party Operators. The School has entered into a contract for management or operation of the School with **Altair Learning Management**, and such fully-executed contract must be attached as **Attachment 3.2**. Any changes in the operator or contract shall require prior written approval of the Sponsor and incorporation as **Attachment 3.2**. The School shall employ an attorney, who shall be independent from the operator, for any services related to the negotiation of the School’s contract with the operator or if the operator and School should become adverse to each other in any particular matter.

As the management contract is a part of this Contract, the Governing Authority understands that the Sponsor may discipline the School for any issues of any operator of the School and its administration. The Governing Authority consents to this right of the Sponsor. If the Sponsor deems, at its discretion, that due to mismanagement, poor governance, or performance, another operator is advisable or necessary, the Sponsor may request, in lieu of discipline, that the Governing Authority interview, select, and enter into a different agreement for such services and such operator or services contract shall be approved by the Sponsor as a modification to this Contract.”

6. **Article III, Section 3.5.**

- a. In the first paragraph, add the following sentence: “Disposition of assets shall occur in accordance with chapter 1702 of the Revised Code, as well as R.C. 3314.015(E), 3314.074, and any other applicable laws, rules, or regulations.”
- b. Replace subsection 3.5.2 with the following: “In applying the principles stated above, adherence to R.C. 3314.074(A) and (B) should be respected to the fullest extent not in conflict with the above, unless the School is exempt from those provisions pursuant to R.C. 3314.074(D).”

The rest of Section 3.5 remains as originally written in the Contract.

7. **Article III, Section 3.6.** Add “unless Sponsor is rated exemplary for two or more consecutive years” to the exceptions in the first sentence. The rest of Section 3.6 remains as originally written in the Contract.

8. **Article IV, Section 4.1.**

- a. In the first paragraph, add section 3313.721.

- b. At the end, add the following paragraph: “If the School operates a preschool program that is licensed by the Ohio Department of Education under R.C. 3301.52 to 3301.59, the School shall comply with R.C. 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.”

The rest of Section 4.1 remains as originally written in the Contract.

9. **Article V, Section 5.2.** At the end, add the following sentence: “A detailed description of the facilities, as well as costs, operator addendum, and related parties of any lease or mortgage, is attached as **Attachment 5.2.**” The rest of Section 5.2 remains as originally written in the Contract.
10. **Article VI, Section 6.3.** At the end, add the following sentence: “If the School operates a preschool program that is licensed by the Ohio Department of Education under R.C. 3301.52 to 3301.59, such operation shall be detailed in **Attachment 6.3.**” The rest of Section 6.3 remains as originally written in the Contract.
11. **Article VI, Section 6.11.** Replace the last sentence with the following: “Each school shall comply with the plan for awarding high school credit based on demonstration of subject area competency, and beginning in the 2017-18 school year, with the updated plan that permits students enrolled in seventh and eighth grade to meet curriculum requirements based on subject area competency, as adopted by the state board of education under R.C. 3313.603(J).” The rest of Section 6.11 remains as originally written in the Contract.
12. **Article VI, Section 6.13.** At the end, add the following sentences: “The School’s attendance and participation policies must be available for public inspection. The School’s attendance and participation records shall be made available, upon request, to the Department of Education, Auditor of State, and Sponsor, to the extent permitted by 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (FERPA), R.C. 3319.321, and any applicable rule or regulations thereto.” The rest of Section 6.13 remains as originally written in the Contract.
13. **Article VII, Section 7.2.** Add the following subparagraph:

“on an annual basis,

- i. verification of completion of annual public records and open meetings law training by each governing authority member, fiscal officer, chief administrative officer, administrative employees of the School, and all individuals performing supervisory or administrative services for the school through an operator contract;
- ii. any finding for recovery issued by the auditor of state against any member of the governing authority, the operator, or any employee of the School;
- iii. updated asset reports showing all assets purchased with public funds and all assets purchased by nonpublic funds, and the ownership of each;
- iv. disclosure statements for each member of the governing authority as filed pursuant to R.C. 3314.02(E)(7); and
- v. a detailed accounting of the nature and costs of the goods and services that the operator provides to the School, pursuant to R.C. 3314.04, if the operator receives more than twenty percent (20%) of the School’s gross annual revenues;

The rest of Section 7.2 remains as originally written in the Contract.

14. **Article IX, Section 9.1.** At the end, add the following sentences: “Within five (5) business days of receiving notification from the Auditor, the School shall notify the Sponsor in writing of the time, date, and location of any scheduled meetings with the Auditor. If the governing authority contracts with an entity specializing in audits, including an attorney or accountant, that entity must be independent from the operator with which the School has contracted.” The rest of Section 9.1 remains as originally written in the Contract.

15. **Article IX, Section 9.2.**

- a. At the end of the first paragraph, add the following sentences: “If the School and the Sponsor have waived the requirement of employing of contracting with the fiscal officer, pursuant to R.C. 3314.011(D), the current resolution waiving the requirement must be attached to this Contract in **Attachment 9.2**. Such resolution shall only be valid for one year, and any subsequent resolution adopted by the School must be approved by the Sponsor and submitted to the Ohio Department of Education.”
- b. At the beginning of the second paragraph, add the following sentence: “The School’s fiscal officer shall complete training on an annual basis on public records and open meetings law.”

The rest of Section 9.2 remains as originally written in the Contract.

16. **Article IX, Section 9.5.** Replace the fourth sentence with the following: “Each year of this Contract, on or before October 31, a school budget that includes all required elements under R.C. 3314.032(C) shall be adopted by the Governing Authority and submitted to the Sponsor.” The rest of Section 9.5 remains as originally written in the Contract.

17. **Article IX, Section 9.6.** At the end, add the following sentence: “All moneys borrowed from the School’s operator, including facilities loans or cash flow assistance, must be accounted for, documented, and bear interest at a fair market rate.” The rest of Section 9.6 remains as originally written in the Contract.

18. **Article X, Section 10.2.** Add the following sub-paragraph:

“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.”

The rest of Section 10.2 remains as originally written in the Contract.

19. **Article XI, Section 11.1.** At the end, add the following sentence: “The Governing Authority shall employ an attorney independent from the Sponsor for any negotiation of this Contract or its amendments.” The rest of Section 11.1 remains as originally written in the Contract.

20. **Article XI, Section 11.3.** Add the following sub-paragraph:

“For purposes of this Contract, ‘sponsor approval’ may mean written approval by the ESCLEW Governing Board, the ESCLEW Governing Authority President, Superintendent, or Community Schools Center Direct, or other Sponsor agent authorized by the ESCLEW Governing Board.”

The rest of Section 11.3 remains as originally written in the Contract.

21. **Article XI, Section 11.6.** After the first sentence, add the following: “Performance standards must include, but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017, by which the success of the School will be evaluated by the Sponsor.” The rest of Section 11.6 remains as originally written in the Contract.

22. **Article XI, Section 11.7.**

a. At the end of the second paragraph, add the following sentence: “If the School is not renewed for failure to meet student performance requirements stated in the Contract or for failure to meet generally accepted standards of fiscal management, the School must close permanently at the end of the then-current school year or on a date specified in the notification of termination and the School shall not enter into a contract with any other sponsor.”

b. Change the notification deadline in the third paragraph to “January 15.”

The rest of Section 11.7 remains as originally written in the Contract.

23. **Article XI, Section 11.10** shall be replaced in its entirety with the following:

“Termination of the Contract. The Sponsor may choose to terminate this Contract for (1) failure to meet student performance requirements stated in this Contract; (2) failure to meet generally accepted standards of fiscal management; (3) violation of any provision of this Contract or applicable state or federal law; or (4) other good cause. Additionally, if the Sponsor has suspended the operation of this Contract under R.C. 3314.072, the Sponsor may choose to terminate this Contract prior to its expiration.

By January 15 of the year in which the Sponsor intends to terminate this Contract, the Sponsor shall notify the School of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the termination, and a statement that the School may, within fourteen (14) days of receiving the notice, request in writing an informal hearing before the Sponsor. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Within fourteen (14) days after the informal hearing, the Sponsor shall issue a written decision either affirming or rescinding the decision to terminate this Contract.

The termination of this Contract shall be effective upon the occurrence of the later of the following events: (a) the date of the notice of termination; or (b) if an informal hearing is requested and the Sponsor affirms its decision to terminate this Contract, the effective date of the termination specified in the notice.

If the Contract is terminated for failure to meet student performance requirements stated in the contract or for failure to meet generally accepted standards of fiscal management, the School must close permanently at the end of the then-current school year or on a date specified in the notification of termination and the School shall not enter into a contract with any other sponsor.”

24. **Attachment 3.5.3** shall be replaced in its entirety with the attached.

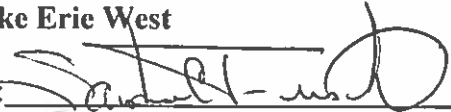
25. **Attachment 5.2** shall be added with the attached.

26. **Attachment 6.3** shall be replaced in its entirety with the attached.

- 27. **Attachment 6.13** shall be replaced in its entirety with the attached.
- 28. **Attachment 6.14** shall be replaced in its entirety with the attached.
- 29. **Attachment 11.6** shall be replaced in its entirety with the attached.

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

**Educational Service Center of
Lake Erie West**

By:  _____
(Signature)

**Governing Authority of
Electronic Classroom of Tomorrow**

By:  _____
(Signature)

Its: Superintendent

Its: President

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

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

Date: 4-10-2017

Date: Feb. 28, 2017

ATTACHMENT 3.5.3 SUSPENSION AND CLOSING PROCEDURES

School Name: _____

Authorizer Name: Educational Service Center of Lake Erie West

Suspension or Closing: _____

To the extent that the school governing authority and/or the school's fiscal officer is unable or unwilling to execute its responsibilities in effecting an orderly suspension or closure of the school, the authorizer shall assume part or all of such tasks to the full extent possible.

I. Initial Notifications, Student Records and School Records	
Completion Date	Action
	1. Notify the Office of Quality School Choice that the school is suspending or closing; within 24 hours of the action, send in the community school's board resolution or official authorizer notice, including the date of closing. A school is suspended or closed for instruction when instruction is no longer taking place. A school may have a later official closing date if closing actions such as filing final expenditure reports or submitting EMIS data necessitate the school maintaining a status of Inactive in OEDS-R so that it can complete these or similar actions. If a school's closing occurs as a result of continued poor academic performance (ORC Section 3314.25 or 3314.351), often referred to as "closed by operation of law," there is no expectation that the authorizer will send in a notice, unless the school is closing prior to the end of the school year. In that instance, it is expected that the authorizer will notify the Office of Quality School Choice within 24 hours of the decision to close sooner than the end of the academic year.
	2. Provide a clear written timeline of the suspension/closing process.
	3. Notify parents that the school is suspending/closing through a formal letter from the school Governing Authority and the authorizer superintendent or CEO within 24 hours of the action. The letter to include but not limited to: the reason for the suspension/closing of the school, options for enrolling in another community school, traditional schools or nonpublic schools and contact information.
	4. Provide each parent with the location that their child's records are being delivered.
	5. Provide authorizer contact information to all parents.
	6. Provide each parent with the location that their child's records are being delivered.
	7. Notify the teachers and staff that the school is closing.
	8. Ensure that STRS and SERS contributions are current.
	9. Clarify COBRA benefits and when medical benefits end. In the case in which the staff and faculty are employees of a management company, ensure that all employees have a contact person at the management company who will assist them through the transition.
	10. Remind the faculty of their obligation to teach up to the date of closing or otherwise determine that the school is properly staffed up to the day of closing.
	11. Ensure that each faculty member's LPDC information is current and available to the teachers.
	12. Provide authorizer contact information to all staff.
	13. Notify the Ohio State Teachers Retirement System and School Employees Retirement System.
	14. Notify the Area Coordinator's office to schedule the student enrollment/FTE review. Preferably, the FTE review should be completed within 7 business days of the closing, if possible, or within 7 business days of the Area Coordinator's notification of the school's closing by the department.
	15. Take control of and secure all school records, property and assets immediately when the school suspends or closes, to the extent possible. In the case in which the building's landlord seizes the facility and its contents, or when a governing authority reneges on its obligations or other unforeseen circumstances, legal action may be necessary. The authorizer should share any such circumstances with the Office of Quality School Choice as quickly as possible. Note: The DAS site for records retention schedules can be found here: http://apps.das.ohio.gov/rims/General/General.asp . The federal records retention schedules can be found here: http://www2.ed.gov/policy/gen/leg/fra.html .

	16. Put student records in order and produce transcript materials immediately. The expectation is that records would be organized by grade level and district of residence, with the student's name and SSID clearly displayed.
	17. If the school has graduated students, compile a list of the names and dates of the graduates and retain that list.
	18. Have copies of each list ready for the resident district receiving the records and the authorizer.
	19. Have all available IEP, enrollment, and attendance records available for the completion of the FTE closure review.
	20. Prepare a list of all students (name and SSID), and the resident district to which the student's records are to be delivered.
	21. Have copies of each list ready for the resident district receiving the records and the authorizer.
	22. Make copies of all students' records and retain the copies for use by the Auditor of State.
	23. Deliver the original student records to each student's district of residence within seven business days of the school's closure. [ORC Section 3314.44]
	24. Upon delivery, provide a list of the records given to the district representative, and obtain the name and signature of the individual receiving the records and the date. Note: Special education records shall be provided directly to each receiving school or school district's special education administrators for all students with disabilities.
	25. Provide the authorizer with an updated list indicating delivery information.
	26. Notify the Auditor of State of the school's closing/suspension and schedule a final audit.

Please note: The numbering does not indicate a specific sequence of steps; it is intended for ease of reference.

II. Disposition of Assets	
If the governing authority does not retain a treasurer to oversee the remaining financial activity, (note that this Contract requires retention of the School Treasurer for oversight of all closure and post-closure activity and responsibility) the authorizer may act as or appoint a receiver to oversee the closing of the financial records in the absence of a fiscal officer.	
Keep assets separated by source of funding, state or federal, for purposes of disposition.	
Federal dollars cannot be used to pay state liabilities. Account for all school property throughout the closing process by distinguishing state from federal dollars.	
For Federal Title and other consolidated and competitive funds, follow EDGAR liquidation procedures in 34 CFR 80.32 including disposition for items valued at \$5,000 or greater.	
For assets purchased with Federal funds that have a value of less than \$5,000 and all assets purchased with state funds, follow the school's disposition plan and track the disposition for each asset.	
Note: Technology equipment received as part of the Erate program is federal property and cannot be sold as part of the school's assets. Specific guidance on donating the equipment can be found here: http://www.usac.org/sl/applicants/before-youre-done/equipment-transfer.aspx .	
Note: If a community school closes and ceases to operate as a community school and the school has received computer hardware or software from the former Ohio SchoolNet commission or the former eTech Ohio commission, such hardware or software shall be turned over to the department of education, which shall redistribute the hardware and software, to the extent such redistribution is possible, to school districts in conformance with the provisions of the programs as they were operated and administered by the former eTech Ohio commission.	
Completion Date	Action for assets purchased with either state or federal funds
Closure only	27. Review the financial records of the school.
Closure only	28. Establish check off list of assets including all inventory with proper USAS codes, state codes, and the price of each item and identify the source of funds; in the case of donated items, follow the accounting guidance.

Closure only	<p>29. Establish the fair market (initial and amortized) value following generally accepted business rules and in a transparent manner. The Uniform Commercial Code offers guidelines for liquidating assets in a commercially reasonable manner for all state purchased assets and federally purchased assets that have a value of less than \$5,000 (ORC 1309.627).</p> <p>Note: Essentially, the price should be at the current price in any recognized market at the time of disposition or otherwise consistent with reasonable practices among dealers in the type of property subject to disposition. The school's governing authority's capital assets policy should also be followed.</p> <p>If an asset has \$0 market value and the school is planning to dispose of the asset at a public auction, the school should still place a minimal value on the item.</p>
	30. Identify staff who will have legal authority for payment processes (e.g. checks, cash, credit cards, etc.).
Closure only	31. Establish disposition plan for any remaining items.
Closure only	32. Notify Office of Quality School Choice, then public media (print media, radio) of the date, time, and location of any property disposition auction.
Closure only	33. Provide board resolutions and minutes of any assets transferred at no cost to another school.
Closure only	34. Identify any State Facilities Commission guarantees, if any.
Closure only	35. Prepare documentation for disposition of the school's fixed assets.
Completion Date	In Addition, for Assets purchased with Federal funds
Closure only	<p>36. For all federal program purchases that have a value of \$5,000 or greater, follow steps 26 through 30 and 32 and EDGAR liquidation procedures in 34 CFR 80.32.</p> <p>Note: Unless otherwise <i>described</i> below for the Public Charter School Program and the National School Lunch Program, all items purchased with federal funds may be sold at auction. However, for any item with a value of \$5,000 or higher, the item must be labelled on the disposition of assets record as having been purchased with federal dollars along with the purchaser information (name of school or organization and contact).</p>
Closure only	<p>37. <u>Public Charter School Program, if applicable.</u></p> <ol style="list-style-type: none"> PCSP assets must first be offered to other community schools with requisite board resolutions consistent with the purpose of the PCSP. If there are no takers, then an auction sale must be held to dispose of the assets along with the state funded assets. After the above steps have been taken, any remaining assets may be offered to any public school district with documented board resolutions by the community school and the accepting district. Provide OCS with a written report of the property, and if available, a bill of sale.
Closure only	38. <u>National School Lunch Program.</u> Cafeteria equipment purchased with funds from the National School Lunch Program can only be liquidated through written guidance issued by the Office for Child Nutrition (OCN). Contact OCN prior to proceeding with any liquidation of Equipment.
Completion Date	In Addition, for Assets purchased with State funds
Closure only	39. In addition to establishing a fair market value, track sale of items and have supporting board resolutions for donation of items to another community or other public school or non-profit entity.
Closure only	40. Consistent with ORC Section 3314.051, offer real property acquired from a public school district to that school district's board first at fair market value. If the district board does not accept the offer within 60 days, dispose of the property in another lawful manner.

III. Payments to Creditors

For suspended schools, ensure that employees' salaries, STRS/ERS, and IRS obligations are current. For closing schools, the authorizer should consult with its legal counsel prior to implementing this section to determine if there are any outstanding federal or state claims that may need to be paid first including but not limited to federal and state taxes, Medicare, Workers Compensation, and city wage taxes. If applicable, provide documentation of any Workers Compensation claims.

Note: The authorizer is obligated to retain the school's financial records and should follow the relevant state and federal records retention schedules. The DAS site for records retention schedules can be found here:

<http://apps.das.ohio.gov/rims/General/General.asp>. The federal records retention schedules can be found here:

<http://www2.ed.gov/policy/gen/leg/fra.html>.

With two exceptions, noted below, utilize only state dollars, auction proceeds, foundation dollars, and any other non-federal dollars to pay creditors in the following order:

Completion Date	Action
	41. Retirement funds of employees of the school, such as 401(k)'s.
	42. STRS/SERS/retirement systems and other adjustments – see ORC 3314.074. NOTE: Teachers, administrators, and other staff working for a conversion community school through a contract with the sponsoring district should be treated as employees under ORC Section 3314.074.
	43. Teachers and staff Exception: Federal dollars can be used to pay the teacher costs and STRS/SERS/retirement costs for any employees who were paid from federal funds when the school was open.
	44. Private creditors or those entities that have secured a judgment against the school, including audit preparation and audit costs (prepared financials). Exception: Audit preparation costs can be paid from federal funds under certain conditions. Contact the Office of Grants Management for specific guidance before applying any costs against federal funds to support audit costs. Please refer to Auditor of State Bulletin 2009-011.
	45. Any remaining funds shall be paid to the department of education for redistribution to the school districts in which the students who were enrolled in the school at the time it ceased operation were entitled to attend school under ORC section 3313.64 or 3313.65. The amount distributed to each school district shall be proportional to the district's share of the total enrollment in the community school.
	If the assets of the school are insufficient to pay all persons or entities to which compensation is owed, the prioritization of the distribution of the assets to individual persons or entities within each class of payees may be determined by decree of a court in accordance section 3314.074 and Chapter 1702 of the Ohio Revised Code.

IV. Preparation of Itemized Financials and Documents for FTE Review

Completion Date	Action
	Review and prepare the following itemized financials:
	46. Year-end financial statements, notes to the financial statements and if applicable schedule of federal awards.
	47. A cash analysis (taking the previous month's recap and reconciliation of bank accounts to books) for determination of the cash balance as of the closing date.
	48. List of investments in paper hard copy format.
	49. List of all payables and indicate when a check to pay the liability clears the bank.
	50. List of all unused checks (collect and void all unused checks).
	51. List of any petty cash.
	52. List of bank accounts, closing the accounts once all transactions are cleared.
	53. List of all payroll reports including taxes, retirement or adjustments on employee contract.
	54. List of all accounts receivable.
	55. List of assets and their disposition.
	56. FTE review complete.

V. Final Payments and Adjustments

Completion Date	Action
	The authorizer shall continually monitor the condition of the closed school and be prepared to receive or transmit funds on behalf of the school as directed by an appropriate agency. Receipt of funds can happen more than a year after a school's closure, and the authorizer is obliged to serve as the recipient of such funds and adjustments. If the assets of the school are insufficient to pay all persons or entities to which compensation is owed, the prioritization of the distribution of the assets to individual persons or entities within each class of payees may be determined by decree of a court in accordance with Section 3313.074 and Chapter 1702 of the ORC.
	57. Receive any funds or adjustments credited to the account of the closed school.
	58. Determine if any portion of any funds or adjustments can be applied to satisfy any remaining debts; payables (any money owed to another).
	59. Send all or the remaining portion to the Ohio Department of Education, Office of Budget and School Funding, for final disposition.

The authorizer and school governing authority representative identified below certify that all steps listed above were completed, unless otherwise noted.

School: _____

Governing Authority Representative _____ Date: _____

Authorizer: _____

Authorizer Representative _____ Date: _____

The School's governing authority and the authorizer execute the Suspension or Closing Assurance Form and maintain it with copies sent to the Office of Quality School Choice. Submit the *Suspension & Closing Assurance Form* by uploading it into your named authorizer folder in the document exchange, accessed through your SAFE account, Collaboration Center.

ATTACHMENT 5.2 FACILITIES PLAN

1. Detailed description of each facility used for instructional purposes, containing the address and grades served;
2. Annual costs associated with leasing each facility, paid for by or on behalf of the school, if applicable;
3. Annual mortgage principal and interest payments that are paid by the school, if applicable;
4. Name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator, if any; and
5. If the school leases property from the operator, addendum to lease with verification from independent professional in the real estate field that, at the time the lease was agreed to, the lease was commercially reasonable.

ELECTRONIC CLASSROOM OF TOMORROW: Attachment 5.2

Location	Use	Grade Served	Lessor	Relationship to Operator	Current Rent Per Month	12 month Rent Total	Payments Made By
3700 S High St Columbus, OH 43207	Headquarters	K-12	N/A	N/A	\$0.00	\$0.00	N/A
1133 S Edwin C Moses Blvd, Dayton, OH 45408	Computer labs plus School Testing Center/ Computer pickup & drop off	K-12	St Vincent Depaul Society	None	\$ 4,033.25	\$48,399.00	ECOT
535 Scherer Road Columbus, OH 43085	Co-location for Computer Systems	Backup computer systems for whole school	Cologix, Inc.	None	\$ 21,219.00	\$254,628.00	ECOT
4241 -4243 Fulton Road Cleveland, OH	School Testing Center/ Computer pickup & drop off	K-12	Memphis Fulton Associates	None	\$ 6,263.00	\$75,156.00	ECOT
2700 East Dublin Road, Suite 300-C Columbus, OH 43231	School Testing Center/ Computer pickup & drop off	K-12	Harvest Investors, LLC	None	\$ 2,851.31	\$34,215.72	ECOT
100-200 Testing Facilities	State Testing Sites	K-12	Varies	None	*	*	ECOT
Construction Loan Location		Lender		Relationship to Operator	Current P&I per month	12 Month P&I Total	Payments Made By
3700 S High St Columbus, OH 43207		Chase Bank (5 year balloon; matures in 11/2020)		None	\$29,545.12	\$354,541.44	ECOT

* Testing mainly occurs in October, January, February, March, April and May. YTD 10 months FY 2016 for testing sites: \$223,366.00

ATTACHMENT 6.3

EDUCATIONAL CURRICULUM

1. Curriculum Plan
 - a. Focus, mission, philosophy, goals, and objectives of curriculum
 - b. Characteristics of the students the School expects to attract, including ages and grades of students
 - c. Description of curriculum
 - d. Instructional delivery methods used
 - e. Educational program for each grade served
 - f. Evidence/research of viability of curriculum
 - g. Description of how curriculum aligns with Ohio Content Standards
2. Detailed description of preschool operation, if the School operates a preschool program that is licensed by the Ohio Department of Education under R.C. 3301.52 to 3301.59
3. Blended Learning Plan, if applicable
 - a. An indication of what blended learning model or models will be used
 - b. A description of how student instructional needs will be determined and documented
 - c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level
 - d. The school's attendance requirements, including how the school document participation in learning opportunities
 - e. A statement describing how student progress will be monitored
 - f. A statement describing how private student data will be protected
 - g. A description of the professional development activities that will be offered to teachers
4. Description of classroom-based and non-classroom-based learning opportunities and explanation of how the learning opportunity ties into curriculum and mission
 - a. Classroom-based
 - i. Description
 - ii. Format(s)
 - b. Non-classroom-based, including (if applicable):
 - i. Credit Flex or College Credit Plus
 - ii. Field Trips with academic enhancement component
 - iii. Tutoring
 - iv. Post-secondary enrollment
 - v. Career
 - vi. Learning on contingency days or while a student is suspended/expelled
 - vii. Internet or independent study
 - viii. Other

The Governing Authority DOES NOT intend to seek designation for the school as a STEM school under R.C. 3326.032.

NOTE: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the School's contract and are (a) provided by or supervised by a licensed teacher; (b) goal-oriented; and (c) certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-102-02)

ATTACHMENT 6.3
EDUCATIONAL CURRICULUM

1. Curriculum Plan

a. Focus Mission, Philosophy, Goals and Objectives of Curriculum

ECOT Mission Statement

To maximize academic growth for students seeking a non-traditional educational alternative through individualized instruction delivered by highly effective faculty and staff.

ECOT Philosophy (Belief Statement)

We believe:

- *Students learn best in a non-threatening, student-centered environment.*
- *ECOT is a wise steward of taxpayer dollars and fiscally responsible.*
- *Instruction must be compatible with the learning style of each student.*
- *Partnerships between family, teacher and student enhance successful student learning.*
- *Students can be highly successful in an online environment.*
- *Students should have access to highly qualified teachers and up-to-date educational resources delivered by state-of-the-art technology.*

ECOT Goal:

Increase student achievement to improve the number of students who graduate.

The focus mission and philosophy of the ECOT Curriculum is to provide content and instruction that is individualized, engaging and meets the needs of diverse learners with the ultimate goal of college and career readiness for every student. Standards-based goals and objectives are delineated in each grade level and content area Course of Study (COS). Our educators provide instruction at each student's instructional level. We seek strategies and opportunities to maximize student interest and motivation, and conduct ongoing assessment and refinement to ensure mastery of concepts.

b. Characteristics of the Students the School Expects to Attract, Including Ages and Grades of Students

When ECOT began in 2000, there was no intent to attract a special population other than students in Grades K-12, between the ages of 5-21. Fifteen years later we have realized that ECOT attracts students from very diverse backgrounds who enroll in an online environment for a myriad of reasons.

Students live in large urban areas of Cleveland, Cincinnati, Columbus; Appalachian areas in southern Ohio, rural farm districts throughout the state, and affluent suburban districts. Students enter ECOT looking for an alternative to the education they have already received. Typically, they are disenfranchised and disillusioned by their “bricks and mortar” public school experience. However, some students enter for medical reasons, or life choices of their parents.

There is also great diversity within the student body in Grades K-12. Some students may have left their previous district if the flexibility was not available to move at a quicker pace, graduate in three years, and/or take advantage of College Credit Plus (CCP) formerly Post-Secondary School Options (PSOE). The majority of students; however, were not academically successful in their previous educational environment. Most of ECOT’s students in Grades 4-8 are in the bottom of the state according to state test data with the mode of students starting the year in both reading and math in the bottom decile. Our typical high school students have been held back one or more years. Thus, they are not with their cohort group, are credit-deficient, and not in line to graduate within the four-year graduation rate formula. ECOT demographic data mirrors state data relative to urban population; more than 70% of ECOT students live in poverty.

The Electronic Classroom of Tomorrow Community School Funding reports from FY 2003 until FY 2012 report growth from 115 special needs students to a current special needs population of 2525 students respectively (November 2013 Community School Report). Approximately 20% of the current ECOT enrollment represents students with an IEP.

Further, ECOT survey results of September 2013 revealed that 22.3% of parents cited bullying as the reason for choosing the online environment. The survey also showed that 25% of families identified that they had a child(ren) with a learning disability that was not being addressed, that there was not enough personal attention given, or that the family needed a school to accommodate medical/social/emotional needs as their major reason for choosing an online school.

c. Description of Curriculum

ECOT's curriculum is developed through the ongoing collaboration of key stakeholders and the development and refinement of lesson content for all courses at all levels, K-12 (see Appendix A for course descriptions). Curriculum, instruction, and assessment are grounded in the Common Core and Ohio Learning Standards to ensure appropriate rigor and depth of knowledge for 21st century learners. The Understanding by Design (UbD) model from Wiggins and McTighe is used as a foundation for the development of district unit plans and mastery performance assessments. Lessons are designed with the needs of our diverse learners in mind, using Universal Design for Learning (UDL) principles as the foundation for lesson structure and components. ECOT's Department of Educational Technology is continuously identifying ways to enhance ease of access to lesson content and methods to implement innovative, interactive and gaming techniques to increase student engagement.

d. Instructional Delivery Methods Used

ECOT utilizes an instructional model comprised of synchronous and asynchronous delivery. Lessons are provided online for daily, flexible access to high-quality content. Virtual, synchronous instruction or recorded sessions are available daily in small groups or individually, depending on the child's need(s).

ECOT provides, delivers and installs computer equipment to students prior to enrollment unless the parent requests to use their personal computer. Assistive technology is provided to students with disabilities and laptops to students who may be homeless. ECOT also provides internet connectivity to all students.

e. Evidence/Research of Viability of Curriculum

ECOT uses a multifaceted process for selecting content and resources across all subject areas. Vendors who wish to provide ECOT with content resources must demonstrate alignment to Common Core and/or Ohio’s Learning Standards as well as research supporting product effectiveness. While many vendors will market their materials as standards-aligned the ECOT Curriculum Department and teachers carefully inventory products to not only evaluate standards alignment, but also to assess potential student interest/motivation level and overall viability. Additional review is conducted by Educational Technology experts at ECOT to ensure optimal student and teacher user experiences.

Content developers have been identified as subject area and lesson design experts to develop ECOT core curriculum content. Content developers assist in the selection process of content and resources and develop standards-based lessons for ECOT’s core curriculum. Content developers also support district initiatives in the areas of data analysis, test taking strategies, and research-based best practices for infusing literacy across content areas.

f. Description Curriculum Alignment to Ohio Content Standards

In accordance with the Ohio Department of Education, we have implemented Ohio’s Learning Standards. We have aligned our curriculum and instruction to these standards through core content and assessment revision and ongoing staff professional development. Each course has been undergoing a recent cycle of curriculum mapping and development. As described previously, this process has included development of units in accordance with Understanding by Design (UbD) principles. The standards dictate “what” is to be taught, which is the foundation of each course map. The maps and comprising units provide the “how” for faculty, as well as the sequence and methods for which students will be assessed: “How will we know they know?”

Through Race to the Top funding (RttT), ECOT had previously hired content specialists to facilitate the alignment of units and lessons to the latest standards. This program has expanded,

and ECOT now employees 25 former teachers who currently serve as the primary content developers for the district. This team works continuously to create lesson content, implement ECOT's vendor resources, and develop tools designed to meet the needs of our diverse student population.

2. Description of Computer-based and Non Computer-based Learning Opportunities

Learning Opportunities "Offered"

On January 21, 2003, ECOT entered into an agreement with the Ohio Department of Education, which set forth certain prospective criteria and obligations as it relates to, among other things, funding standards applicable to and evaluations of ECOT (the "Funding Agreement"). In pertinent part, the Funding Agreement states that:

State law currently requires that each student must be presented with at least 920 hours of learning opportunities per academic year. These learning opportunities may come from an array of different educational opportunities, such as direct (including computerized) instruction, participation in curriculum related activities, assignments and events, readings, field trips, tutoring, etc.

For purposes of an enrollment audit, the School shall maintain in its paper and/or electronic files for each student the following documentation:

- a. Learning opportunity hours will be verified by a certificated ECOT employee with appropriate administrative oversight and documentation that each such employee understands the significance and implications of his/her signature;
- b. A record of grades earned and proficiency test results while a student is at ECOT;
- c. Documentation federally required of Special Needs students for which the School requests additional funding ...

[Funding Agreement § 2.]

The funding agreement is consistent with pertinent portions of the Ohio Revised Code pertaining to funding of community Schools, like ECOT. For example, R.C. 3314.08(H)(3) provides that the Ohio Department of Education shall, for funding purposes, "determine each community school student's percentage of full-time equivalency based on the percentage of

learning opportunities offered by the community school to that student, reported either as a number of hours or number of days, is of the total learning opportunities offered by the community school to a student who attends for the school's entire year." On the other hand, for purposes of calculating initial enrollment and/or the maximum amount of learning opportunities to be provided to an e-school student during a particular period, the Revised Code utilizes different language. See R.C. 3314.08(H)(2) ("A student shall be considered to be enrolled in a community school for the period of time beginning on the ... date on which the school has received documentation of the student's enrollment from a parent and the student has commenced participation in learning opportunities as defined in the contract with the sponsor"); R.C. 3314.08(H)(3) ("[N]o internet- or computer-based community school shall be credited for any time a student spends participating in learning opportunities beyond ten hours within any period of twenty-four consecutive hours.")

Consistent with the Funding Agreement and the pertinent statutes, ECOT "offers" a learning opportunity by enabling an enrolled student to "participate" in learning opportunities as defined herein. Such offered learning opportunities serve as the basis for the requirement to "offer" 920 hours of learning opportunities per year, and also serve as the basis for establishing the school calendar. The school calendar shall not permit students to be "offered" or get attendance credit for participating in more than 10 hours of learning opportunities in a 24 hour period. These 920 hours of "offered" learning opportunities shall equate to 1.0 FTE per school year and are not adjusted for attendance other than for the purposes of complying with the 105 consecutive learning opportunity hours calculation requirement of R.C. 3314.03(A)(5)(b) and 3314.08(H)(2)(c) for establishing a withdraw date.

Consistent with the Funding Agreement, the hours of learning opportunity "offered" to each student may be collectively certified at the end of each school year by an ECOT employee with appropriate administrative oversight and documentation that each such employee understands the significance and implications of his or her signature. Such an employee may include the teachers or administrator of each student.

Learning Opportunities "Participation"

Learning opportunities are those opportunities provided for by a licensed teacher, are goal oriented and certified by the teacher as meeting the criteria established for completing the learning opportunity. The following non-exhaustive examples of learning opportunities are comprised of computer-based and non-computer based learning opportunities. Other substantially different activities may be considered learning opportunities upon written approval of the Director of the Office of Community Schools or her equivalent. Commencement of “participation” in learning opportunities shall serve as the basis by which the school’s student enrollment and attendance will be reported pursuant to the school’s attendance policy.

- a. Consistent with the Funding Agreement, for the purposes of R.C. 3314.08, and in consideration that a student’s home is their classroom, the following are considered computer-based learning opportunities available to the student. Learning opportunities include both online and offline activities while students are working from their residence.

Computer Based Learning Opportunities:

- i. Time spent attending live classroom instruction via an online connection;
- ii. Interaction in discussion boards and chats with teachers and classmates on classroom content;
- iii. Recorded sessions of virtual classroom instruction available to the student;
- iv. Time spent conversing with teachers whether via any electronic means including e-mail or telephone call;
- v. Time spent working on assignments including reading, writing, research or other activities. Such activities will be considered computer-based learning opportunities whether the student is utilizing technology to complete the task or not. For example, if a student logs off their computer and spends two (2) hours writing a paper, the two (2) hours count as computer- based learning opportunities.
- vi. Time spent using curricular content printed from the student’s computer or provided in packet form;
- vii. Time spent conversing with Student Support Specialist via e-mail or telephone call provided the Student Support Specialist is a licensed teacher;
- viii. Proctoring the student;
- ix. Time spent testing provided other learning opportunities are offered during the day;

- x. Time spent in orientation courses;
 - xi. Tutoring or technical training;
 - xii. Prep sessions for state mandated testing;
 - xiii. College and Career counseling sessions conducted by licensed counselors;
 - xiv. Recorded time spent in related services for special needs.
- b. The following are considered non-computer-based learning opportunities available to the student:

Non-computer Based Learning Opportunities:

- i. Time spent attending field trips with an educational component;
- ii. Participating in school sponsored clubs with an educational component;
- iii. Participation in extracurricular activities with an educational component such as ECOT's Science Expo;
- iv. Time spent mentoring or being mentored by other students;
- v. Time spent in face-to-face meetings with their teacher;
- vi. Time spent attending reading and math intervention workshops;
- vii. Time spend in related services for specials needs.

ECOT will consult with the Auditor of State and the Ohio Department of Education to determine how non-classroom based learning opportunities may be documented in accordance with its unique program. The Sponsor will assist in coordinating such meetings and implementing such documentation options as feasible upon request.

APPENDIX A



COURSE SELECTIONS

2015-2016

WWW.ECOTOHIO.ORG

At ECOT we are dedicated to preparing our students for both college and/or careers and meeting the needs of diverse learners through commitment to the Universal Design for Learning (UDL) principles. In accordance with the Ohio Department of Education, we have implemented Ohio's Learning Standards. We have aligned our curriculum and instruction to these standards through core content and assessment revision and ongoing staff professional development.



Language Arts

ECOT's Language Arts curriculum addresses integrated instruction. The course emphasizes writing, speaking and listening in high-interest and age-appropriate content. Students experience using language to interact with others. Using oral language, beginning reading, and beginning writing, students respond to literature. They discuss ideas and tell stories for someone to write down, and they begin to write for other readers. They begin to learn the rules of Standard English and more about communicating with others. Students listen to stories read aloud to them and draw or write independently for meaning.

Math

Kindergarten instructional time will focus on representing and comparing whole numbers and describing shapes and space. More learning time in Kindergarten is devoted to number sense than to other topics. Kindergarten students use numbers, including written numerals, to represent quantities and to solve quantitative problems. They will also describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary.

Science

In kindergarten, students will understand the science of the physical world around them in greater depth by using scientific inquiry. They will be observing, exploring, describing and comparing weather changes, and patterns in the sky and changing seasons. In addition, kindergartners will be observing, exploring, describing and comparing living things in Ohio.

Social Studies

The kindergarten year at ECOT is the time for children to begin to form concepts about the world beyond their own classroom and communities. Culture, heritage and democratic principles are explored, building upon the foundation of the classroom experience. Children deepen their learning about themselves and begin to form an understanding of roles, responsibility for actions, and decision making in the context of the group setting.



Language Arts

ECOT's first grade students are challenged to become more independent language users and writers. Using oral language, reading, and writing, students respond to literature. They begin to write compositions and other original works. They begin to apply their oral and written communication. They recite poems, rhymes, and songs, and they tell their own stories. Students listen to stories read aloud to them and write independently for meaning.

Math

The first grade math curriculum will focus on developing understanding of addition, subtraction, and strategies for addition and subtraction within 20 and developing an understanding of whole number relationships and place value. First grade students at ECOT will also be exposed to measurement and creating geometric shapes.

Science

ECOT science instruction in first grade focuses on living things have basic needs, which are met by obtaining materials from the physical environment. Living things survive only in environments that meet their needs. First graders will also learn that properties of objects and materials can change. They will discover that objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.

Social Studies

The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens.



Language Arts

Second grade students at ECOT receive instruction emphasizing writing, speaking and listening through exploring high-interest, age-appropriate content. Students gain additional skills and experiences in language use and writing. Students respond to literature and learn to use language conventions and the writing process to develop clear sentences and paragraphs that develop a central idea. Students listen to stories read aloud to them and write independently for meaning.

Math

Second grade math curriculum involves extending students' understanding of the base-ten system. This includes ideas of counting in ones, fives, tens, and multiples of hundreds, as well as number relationships involving these units, including comparing and ordering. Students use their understanding of addition to develop fluency with addition and subtraction within 100. They recognize the need for standard units of measure (centimeter and inch) and use rulers and other measurement tools. Second graders also learn to describe and analyze shapes by examining their sides and angles.

Science

Second grade science exposes curious second graders to further topics that help them explore, understand, and explain their changing world, while relating it to their own life experiences. This includes the discovery to understand the science of the physical world around them in greater depth by using scientific inquiry. They learn about the air and water as they relate to weather and weather changes that can be observed and measured. Second graders also learn that living things cause changes on Earth and about how forces change the motion of an object.

Social Studies

The concept of work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.



Language Arts

The third grade language arts curriculum integrates reading, writing, speaking and listening across high-interest, age-appropriate content. Students apply language skills and strategies they learned in earlier grades. Using discussion, reading, writing, and drama, students respond to literature. They participate in classroom or group language arts experiences. They use a writing process for developing compositions, and they write clear sentences and paragraphs that demonstrate an awareness of audience and purpose. Students learn to listen and comprehend stories read aloud to them and write independently for deeper meaning.

Math

In third grade, students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problem solving. Third graders will also develop an understanding of fractions, especially unit fractions (fractions with numerator of 1). They will develop an understanding of the structure of rectangular arrays and of area. Third grade students at ECOT will also be describing and analyzing two-dimensional shapes.

Science

Third grade science at ECOT include Earth's resources – living and nonliving – and the emphasis on Earth's nonliving resources, such as water, air, rock, soil and the energy resources they represent. Third grade science also explores life cycles of organisms and the relationship between the natural environment and an organism's traits, which affect its ability to survive and reproduce. Another topic of study is matter – that it has specific properties and is found in all substances on Earth.

Social Studies

The local community serves as the focal point for third grade as students begin to understand how their communities have changed over time and to make comparisons to other places. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.

Technological Literacy 3

This course covers a wide range of computer-related topics that will be useful to students in school as well as in their personal lives. Lessons cover topics such as computer basics, keyboarding, and navigation, word processing, creating presentations, creating spreadsheets, and using the internet.



Language Arts

The fourth grade language arts curriculum integrates reading, writing, speaking and listening across high-interest, age-appropriate content. Students continue to build their vocabularies for reading and writing. Using discussion, reading, and writing, students respond to literature. They deliver oral summaries of articles and books that they have read. They use a writing process for developing their compositions, and they write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. They learn to apply language conventions to their written communications, to listen to stories read aloud to them, and to write independently to develop a deeper level of comprehension and meaning.

Math

Fourth graders are engaged in interactive math lessons using White board technology, live instruction, and various assessment tools to accommodate individual students' specific needs. Concepts such as developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends are explored. Fourth grade ECOT students will be developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.

Science

Grade four science includes topics such as Earth's surface and the variety of processes that shape and reshape Earth's surface. Students will discover Earth's living history and the fossil evidence and living organisms to observe that suitable habitats depend upon a combination of biotic and abiotic factors. In addition electricity, heat and matter will be taught with regard to the conservation of matter and the processes of energy transfer, especially as they apply to heat and electrical energy.

Social Studies

The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.

Technological Literacy 4

This course covers a wide range of computer-related topics that will be useful to students in school as well as in their personal lives. Lessons cover topics such as computer basics, keyboarding, navigation, word processing, creating presentations, creating spreadsheets, and using the internet.



Language Arts

Fifth grade curriculum at ECOT is integrated instruction emphasizing writing, speaking and listening in interest- and age-appropriate content. Students increase their vocabularies, including those that convey ideas and images, for reading and writing. Using discussion, reading, writing, students respond to literature. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read. They use a writing process for doing their compositions. They write multiple-paragraph compositions for different purposes and a specific audience or person, revising their writing as appropriate. They use transitions to connect ideas when they write, and they use the conventions of Standard English in their written communications. Students listen to stories read aloud to them and write independently for meaning.

Math

Fifth grade curriculum at ECOT involves developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions. Students will extend division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths. Fifth graders will also be developing fluency with whole number and decimal operations and developing understanding of volume.

Science

Fifth grade science has students examining cycles and patterns in the solar system. Students also learn about interconnections within ecosystems which includes knowledge of the structures and functions of ecosystems. Finally, light, sound, and motion are explored, which include the forces that affect motion and that light and sound are forms of energy that move in predictable ways, depending on the matter through which they move.

Social Studies

In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.

Technological Literacy 5

This course covers a wide range of computer-related topics that will be useful to students in school as well as in their personal lives. Lessons cover topics such as computer basics, keyboarding, navigation, word processing, creating presentations, creating spreadsheets, and using the internet.



Language Arts

The sixth grade English Language Arts course focuses on reading both literature and Informational text, writing, speaking and listening, and language. This course is designed to give students a background and understanding of both fiction and nonfiction literature, including novels, short stories, informational texts, visual texts, digital media, drama, and poetry. Students will apply knowledge of writing through argumentative, informational, and narrative pieces. The course uses an in-depth approach to learning, allowing students to develop critical reading and writing skills.

Math

In grade six math students will review and strengthen previous grade level skills. Interactive and high interest resources are used to allow students to develop math skills. White board technology, live instruction and various assessment tools are used to accommodate individual students' needs. Students will solve problems, perform high-level tasks, and start basic algebra and geometry skills. They are asked to explain their mathematical thinking as they move toward learning the algorithm. Students are introduced to new concepts that build on foundational math skills, and they also relate math concepts to real life situations and higher level thinking.

Science

Sixth grade science students will focus on making connections with matter through Earth, Life and Physical Science. They will learn that all matter is made up of small particles called atoms. The properties of matter are based upon the order and organization of atoms and molecules. Students will learn through exploration and research that cells, minerals, rocks and soils are all examples of matter. Scientific inquiry will be encouraged to allow students to discover patterns, trends, structure and relationships within the topics they study. Within the course of study, students will be expected to read challenging science material and write frequently on topics of interest.

Social Studies

Sixth grade social studies will cover Regions and People of the Eastern Hemisphere. Students will study the Eastern Hemisphere, including its geographic features, early history, and cultural development. Students will also learn about important economic concepts including supply and demand, and economic decision making. While learning about the Eastern Hemisphere, students will increase their knowledge of primary and secondary sources and their abilities to cite evidence from these sources, as well as present their evidence in writing.

Language Arts

The seventh grade English Language Arts course focuses on reading literature and informational text, writing, speaking and listening, and language. This course is designed to give students a background and understanding of both fiction and nonfiction literature, including novels, short stories, informational texts, visual texts, digital media, drama, and poetry. Students will apply knowledge of writing through argumentative, informational, and narrative pieces. The course uses an in-depth approach to learning, allowing students to develop critical reading and writing skills.

Math

ECOT's seventh grade math program has five main topics covered: number sense and operations, geometry and spatial relationships, statistics and probability, expressions and equations, which all use ratios and proportional relationships. Students master concepts such as using rational and irrational numbers, operations, and integers in real life situations. They also learn how simple proportions relate to functions, algebraic graphs, and linear equations. Graphs (i.e., line, circle and bar) are used to make logical inferences from statistical data.

Science

Seventh grade science students will learn about systems within the larger studies of Earth, Life and Physical Science. Students will learn that systems can exchange energy and/or matter when interactions occur within systems and between systems and also that systems cycle matter and energy in observable and predictable patterns. Specific topics covered are cycles and patterns of the Earth and moon, conservation of mass and energy and the cycle of matter and flow of energy. Within the course students will read informational text to build knowledge and prepare to present written research and complete scientific experiments through carefully structured inquiry-based lessons.

Social Studies

The seventh-grade social studies course focuses on World Studies from 750 BC to 1600 AD: Ancient Greece to the First Global Age. Students will use history, geography, government, and economics to understand how historic events are shaped by geographic, social, cultural, economic, and political factors. This course will also look at how ideas and events from the past have shaped the world today. Students will increase their knowledge of primary and secondary sources and their abilities to cite evidence from these sources, as well as present their evidence in writing.



Language Arts

The eighth grade language arts course is designed to give students a background and understanding of both fiction and nonfiction, including novels, short stories, informational texts, visual texts, digital media, drama, and poetry with increasing levels of rigor and text complexity within the grade eight Lexile band. This course places a strong emphasis on the development of literacy skills. Students will develop critical reading skills and will engage in argumentative, informational, and narrative writing tasks that will require them to utilize the writing process and Standard English writing conventions. Students will expand their research skills and use text-based evidence in their writing and discussions. Speaking and listening skills will also be addressed and practiced throughout the grade eight course.

Math

The eighth grade mathematics program enriches previously taught material and addresses new mathematical concepts and skills. Using online, hands-on, innovative curriculum, students are challenged as they explore grade appropriate concepts of ratios, percentages, and measurement, along with pre-algebra concepts of systems of linear equations, functions, binomials, and exponents. Geometry concepts of area, volume, surface area, coordinate geometry and transformations are addressed as well. This is followed by data analysis and probability. Students are prepared to continue the study of mathematics in high school.

Science

Through engaging in lessons, eighth grade science students will delve deeper into the study of systems that was begun in seventh grade as well as making connections between their sixth grade study of rocks, minerals and soil with the rock record and geological time in eighth grade. Energy, forces and motion will be woven into both of these topics and under the larger scheme of Earth, Life and Physical Science. Teachers will foster critical and logical thinking that will naturally lead to scientific inquiry, experimentation and research. These activities will take place using informational text, hands-on experiments and written expression.

Social Studies

The eighth-grade social studies course focuses on U.S. Studies from 1492 to 1877: Exploration through Reconstruction. Students will study history, geography, government, and economics to develop a chronologic view of the development of the United States. Students will examine how historic events are shaped by geographic, social, cultural, economic, and political factors. Students will also increase their knowledge of primary and secondary sources and their abilities to cite evidence from these sources, as well as present their evidence in writing.



Art Appreciation

This course introduces learners to various forms of the visual arts, such as painting, sculpture, film, and more. Students learn how to look at a work of art, identify and compare key characteristics in artworks, and understand the role art has played throughout history. Through hands-on activities, virtual museum tours, and discussion, learners develop an overall appreciation for the art they encounter in their daily lives.

Physical Education

These courses offer physical education in a way that gives everyone the opportunity to enjoy physical activity. Students learn the importance of physical activity through a variety of sport and fitness lessons. Parents and students select physical activities the student finds interesting or fun, and the parent/guardian verifies student participation in weekly activity logs. Courses are offered at 6th, 7th and 8th grade with each building on the previous course.

Middle School Spanish

This is an introductory course for students interested in the study of the Spanish language and culture. The course focuses on the culture and people of Mexico and other Hispanic countries. Students complete cultural assignments as well as build basic Spanish vocabulary through lessons and live instruction developed to help them practice the skills of listening, reading, writing and speaking.

Middle School Computers

Middle school computer courses cover a wide range of computer-related topics that will be useful to students in school as well as in their personal lives. Lessons cover topics such as computer basics, keyboarding, navigation, word processing, creating presentations, creating spreadsheets, and using the internet. Courses are offered at 6th, 7th and 8th grade with each building on the previous course.



English I - 1 credit

English I focuses on literature and literary nonfiction texts, including short stories, poems, plays, novels, speeches and essays. Writing is another focus of the course, with students writing about the texts they have read. Students address a variety of writing styles, including narrative, explanatory and argumentative writing. In addition, English I students build reading comprehension, grammar, spelling, speaking and listening, research and vocabulary skills. This course is offered as a semester-long class and a yearlong class. The yearlong class takes a more in depth approach to developing reading and writing skills.

English II - 1 credit

English II focuses on literature and literary nonfiction, with texts selected from a broad range of cultures and time periods. Students develop skills related to reading, writing, listening, and speaking. Multicultural awareness is developed through exposure to literature and authors. Students develop writing skills while learning about narrative, argumentative, and explanatory styles. Students also learn how to be more effective communicators, in part by supporting their points with text-based evidence. Students will receive feedback throughout the course on how to make improvements to their work. This course is offered as a semester-long class and a yearlong class. The yearlong class takes a more in depth approach to developing reading and writing skills.

English IIIA - 1 credit

In English IIIA, various themes are utilized to focus students as they extend reading, comprehension, and writing skills. Students read and study the styles of a variety of authors in multiple genres. The writing process is applied extensively throughout this course as students are asked to discuss, analyze, identify, compare and contrast literary and informational text, and provide responses to literature. Students are evaluated on writing skills with narrative, argumentative, and explanatory essays. Both oral and visual communication is applied through listening, viewing, and speaking activities.

English IIIB - 1 credit

English IIIB focuses on skills needed to become proficient readers and writers as students prepare to demonstrate Ohio Graduation Test competencies. The writing process is applied extensively throughout this course as students are asked to discuss, analyze, identify, compare and contrast literary and informational text, as well as provide responses to literature. Students are evaluated on writing skills (essays, poems and a research paper), and reading comprehension. Oral and visual communication is addressed through listening, viewing, and speaking activities. Multicultural awareness is developed through exposure to literature and authors.

Honors English III – 1 credit

English III Honors explores the writing of diverse cultures and time periods. Students who participate in this course are nominated by a teacher or counselor and complete work at a length and depth more extensive than their general level peers. The writing process is applied extensively throughout this course as students are asked to discuss, analyze, identify, compare and contrast literary and informational text, and provide responses to literature. Students are evaluated on writing skills with narrative, argumentative, and explanatory essays. Both oral and visual communication is applied through listening, viewing, and speaking activities. Upon completion of the course, students will have gained a greater sense of the diversity of creative writing and the role that historical texts play in contemporary society.

English IV - 1 credit

English IV focuses on literature and literary nonfiction, with texts selected from a broad range of cultures and time periods. Students explore a variety of texts, including poetry, novels, essays and speeches. In addition, students write a variety of compositions including narrative, explanatory and argumentative pieces. The course also addresses grammar, spelling, speaking and listening, research and vocabulary skills.

English IV B – 1 credit

English IV B is designed to meet the needs of those English IV students who need to pass either/ both of the Reading and Writing portion(s) of the Ohio Graduation Test. The first half of the course is geared towards the skills needed to pass the Ohio Graduation Test. The second half of the course is identical to the General Education English IV course, which focuses on literature and literary nonfiction, with texts selected from a broad range of cultures and time periods. Students explore a variety of texts, including novels and speeches. In addition, students write a variety of compositions including narrative, and argumentative pieces. The course also addresses grammar, spelling, speaking and listening, research and vocabulary skills.

Honors English IV – 1 credit

Honors English IV is an accelerated class that requires students to think deeply and richly about literature and literary nonfiction. The interpretation of these texts will be expressed through well-developed written analysis. Students will also write narrative, explanatory and argumentative pieces. Honors English IV serves two purposes: (1) to expose students to a variety of information concerning writing, literature, and critical thinking and (2) to prepare students for post-secondary English and literature course work as well as prepare them for functional, technical, and practical use of the standard conventions of English. Students considering this course should have an A or B in their previous year's English class and have a strong work ethic. This is a one semester course.



Course Descriptions

High School World Languages

French I - 1 credit

In French I, students are introduced to basic vocabulary, grammar, and culture, while gradually building French communication skills. Weekly lessons include cultural anecdotes and information from all over the French-speaking world. Students learn a substantial amount of vocabulary that can be used in daily situations. Grammar and journal writing help students personalize the vocabulary from the lessons and also be able to share information with the teacher. Lessons include reading, writing, and listening activities in which students are able to work at their own pace until they master all of the concepts in each lesson.

French II - 1 credit

In French II, the five language skills – listening, speaking, reading, writing, and cultural awareness – are more fully developed. Students are increasingly expected to create meaningful conversations, writings, and projects that address their own interests and activities. Weekly lessons include in-depth cultural projects dealing with countries such as French-Polynesia, The Ivory Coast, and Canada. Students become proficient with vocabulary used in daily situations such as foods, weather, seasons etc. Intermediate grammar assists students in communicating about their past, present, and future. Lessons include reading, writing, and listening activities in which students are able to work at their own pace until they master all of the concepts in each lesson. The course also includes PowerPoint presentations, chats, and speaking opportunities.

Prerequisite: Successful completion of French I

French III - 1 credit

In French III, the five language skills – listening, speaking, reading, writing, and cultural awareness – become highly developed. Students are expected to create meaningful conversations, writings, and projects that address their own interests and activities. Weekly lessons include in-depth cultural projects dealing with countries such as Vietnam, Switzerland, and the state of Louisiana. Students study vocabulary that can be used in daily situations such as foods, household objects, etc. and advanced grammar that enables students to talk about their hopes, dreams, and futures. Lessons include reading, writing, and listening activities in which students are able to work at their own pace until they master all of the concepts in each lesson. Course also includes PowerPoint presentations, chats, and speaking opportunities.

Prerequisite: Successful completion of French II

French IV - 1 credit

In French IV, advanced study of the French language and culture continues. Proficiency with extended vocabulary and grammar is emphasized as a part of listening, speaking and writing, and reading skills. Cultural study reviews traits from the world of French speaking people. Mastery is sought as a transition to post high school experiences.

Prerequisite: Successful completion of French III

Spanish I - 1 credit

This is an introductory course for students seeking fluency in Spanish. Spanish I builds a foundation for beginners who are interested in the study of the Spanish language and culture. This course focuses on the culture and people of Mexico. Students complete assignments using interactive software in the target language and practice the skills of listening, reading, writing, and speaking. Particular emphasis will be placed on vocabulary building.

Spanish II - 1 credit

Spanish II is an intermediate study of Spanish language and culture. Cultural studies in this course focus on Spain. Students complete assignments using interactive software to enhance language and continue to practice the skills of listening, reading, writing and speaking. Particular emphasis is placed on grammar.

Prerequisite: Successful completion of Spanish I.

Spanish III - 1 credit

Spanish III is an intermediate-advanced study of Spanish language and culture. Cultural studies focus on South America. Students complete assignments using interactive software in the target language and continue to practice the skills of listening, reading, writing, and speaking. Particular emphasis will be placed on listening and reading.

Prerequisite: Successful completion of Spanish II.

Spanish IV - 1 credit

Spanish IV provides advanced study of Spanish language and culture. Cultural studies focus on Central America and the Caribbean. Students complete assignments using interactive software in the target language and continue to practice the skills of listening, reading, writing and speaking. Particular emphasis will be placed on writing in Spanish. Prerequisite: Successful completion of Spanish III.



Course Descriptions

High School Mathematics

Algebra I - 1 credit

Algebra is a foundational branch of mathematics in which students learn to represent and solve problems using constants and variables. Algebra I is the first in a series of math classes that includes Geometry and Algebra II. The course is designed to further understanding of algebraic concepts. Students use interactive courseware to work with integers and rational numbers in applying algebraic properties to evaluate expressions, manipulate polynomials, and to solve and graph linear functions and inequalities. Instruction progresses through algebraic concepts, expanding their knowledge of functions and relations, systems of equations, inequalities, rational and radical expressions, and quadratic and exponential equations. In addition, problems designed to allow students to apply their knowledge of algebra in real life situations are integrated into the course.

Geometry - 1 credit

Geometry is defined as the study of points, lines, angles, shapes, their relationships, and their properties. Students taking this course develop reasoning skills using geometric terms and processes, concepts of logic, and applied problem solving. The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Geometric concepts are analyzed using formal, paragraph, and indirect proofs.

Prerequisite: Algebra I

Applied Mathematics - 1 credit

Applied Mathematics is aligned to the Ohio's Academic Content Standards and addresses the skills necessary to develop Ohio Graduation Test competencies. This course includes topics such as number sense, algebra, geometry, measurement, data analysis, and probability. The course includes a unit on business and consumer

math to help students build a strong foundation in logical thinking and problem solving that will enable them to make good decisions concerning matters of finance in their daily lives.

Prerequisite: Algebra I and Geometry

Real World Math - 1 credit

Real World Math focuses on math application and expands the study of number sense, algebra, geometry, data analysis, probability, and discrete mathematics. This course promotes student awareness of global issues with a focus on the critical thinking and problem solving needed to find practical solutions. Students will develop a deeper understanding of mathematics as they participate in projects and solve real world situations to prepare for life as active, engaged citizens.

Prerequisite: Integrated Math II or Geometry

Mathematics III - 1 credit

Mathematics III is an Algebra II equivalent course. It reviews the study of algebra, geometry, logarithms, and discrete mathematics to include greater depth for students interested in strengthening their understanding and appreciation of mathematics.

Prerequisite: Integrated Math II or Geometry

Algebra II - 1 credit

Algebra II provides a thorough treatment of algebraic concepts. Using interactive courseware, the course begins with a study of the fundamentals of linear equalities and inequalities and continues with a study of functions, including absolute value, radical functions, and quadratics (including fitting a curve to data), exponential functions, logarithmic functions, and trigonometric functions. The course also includes units of study on polynomials and systems of equations used with linear programming problems. Other topics include complex numbers as solutions to quadratic equations, sequences and series, and data analysis. Emphasis is placed on the mechanics of algebra with real-life applications. Algebra II is recommended for students planning to attend college.

Prerequisite: Algebra I and Geometry

Pre-Calculus - 1 credit

Pre-Calculus provides students with skills necessary for success in calculus and other college mathematics courses. This interactive course reviews algebraic properties and then introduces functions and graphs. The course provides an in-depth study of algebraic and inverse functions, exponential and logarithmic functions, conic sections, matrices, determinants, complex numbers, and discrete algebra. The course also expands upon basic concepts in trigonometry. Students examine approximate values, trigonometric identities, graphs, and equations, logarithms, vectors, complex numbers, and polar coordinates. Throughout the course, students explore examples of the role of mathematics in daily life. Pre-Calculus provides a foundation for further study in calculus and is intended for college bound students.

Prerequisite: Algebra II

Calculus - 1 credit

Calculus is a branch of mathematics that deals with rates of change. This course introduces students to the fundamentals of differential and integral calculus. Topics covered include properties of functions (algebraic, trigonometric, exponential, logarithmic) limits, derivatives, and applications of derivatives. It also includes techniques of integration, the definite integral, and applications of the integral. Calculus is appropriate for college bound students who do not plan to take the AP exam but who want an introduction to Calculus.

Prerequisite: Pre-Calculus



Environmental Science - 1 credit

This course extends science knowledge and skills into the area of environmental science. This course addresses topics such as industrial and municipal pollution, global warming and ozone depletion, biodiversity matter and energy options, human interactions with science and technology, and research needed to understand and analyze environmental issues.

Physical Science - 1 credit

This core science course is designed to help students become better problem solvers while learning laws that govern our physical world. The class develops knowledge and skills including an introduction to chemistry and physics, astronomy, historical perspectives and emerging issues. This course will also address the relationship between technology and science, scientific literacy and modeling investigations.

Biology - 1 credit

This core science course is designed to expand on students' knowledge and curiosity about living things. Biology deals with the study of life – the concepts, principles, and theories that allow students to understand the natural environment. Biology emphasizes standards-based knowledge and skills including cells, genetics, DNA, diversity of life, ecology, biological evolution, historical perspectives, and current issues. This course will also address the relationship between technology and science, scientific literacy and modeling investigations.

Earth and Space Science – 1 credit

This science course is an advanced high school course that contributes to continuing the scientific knowledge of the student. The course develops specialized content to extend connections, depth, and detail of the major concepts and principles of earth and space sciences, astronomy, oceanography, meteorology, geology, and natural resources.

Chemistry - 1 credit

Chemistry is the study of the composition and properties of matter along with the changes it undergoes. Topics of study include; matter, the Periodic Table of Elements, and chemical bonding and reactions. This course will also address the relationship between technology and science, scientific literacy and modeling investigations. Completion of this course prepares students for chemistry at the college level and provides them with the ability to explain various concepts of matter and chemical changes.

Prerequisites: Completion of Physical Science and Algebra I

Physics - 1 credit

Physics addresses scientific questions about how things work and why certain phenomena occur. This course uses mathematical relationships to study motion and momentum, forces, heat and energy, waves, electricity, magnetism and optics. This course will also address the relationship between technology and science, scientific literacy and modeling investigations. Physics prepares students for entry level college physics courses. This class is appropriate for the college bound student who intends to study science after high school.

Prerequisites: Completion of Physical Science, Algebra I & Algebra II. Chemistry is also suggested.



Modern World History - 1 credit

Modern World History addresses global history, culture, governments, geography, and economics from 1750 to the present. Emphasis is placed on the historical eras of the Enlightenment, Industrialization, Imperialism, both world

wars, the Cold War and Globalization. Students consider the significance and influence of geographic settings, cultural perspectives, economic systems and forms of government on history.

American History - 1 credit

American History covers the history of the United States from Reconstruction to the present. Emphasis is placed on the effect of Industrialization, Imperialism, both World Wars, the Cold War and domestic affairs through the 21st century. Students also explore the fundamentals of the U.S. government by examining the U.S. founding documents and their effect on U.S. history. Primary sources will be taught to provide first-hand accounts from all topics covered.

American Government – 1 credit

American Government addresses the institutions and processes through which governmental decisions are made at the national, state, and local levels. It reviews historical events that have contributed to the development of government in the United States. The course will also examine the rights and responsibilities of citizens, the election process, and the relationship between government and the economy using multimedia sources and primary documents. In addition to reviewing our government's fiscal and social responsibilities to American citizens and the world, the course also allows students to explore how to manage their personal finances, and how their finances can be affected by government decisions.

Government B – 1 credit

Government B focuses on standards and competencies for both the Ohio Graduation Test (OGT) and new Ohio State Test (OST). The course examines the development of national, state, and local governments as they relate to individuals and society. Students will examine the origins of American government and democracy. Emphasis is placed on the U.S. Constitution, the Bill of Rights, and each of the three branches of government. The course will also examine the rights and responsibilities of citizens, the election process, and the relationship between government and the economy using multimedia sources and primary documents. In addition to reviewing our government's fiscal and social responsibilities to American citizens and the world, the course also allows students to explore how to manage their personal finances, and how their finances can be affected by government decisions.

Psychology - 1 credit

Psychology is the study of the mind and behavior. In this course, students examine various aspects of psychology, including psychological research, biology, learning, and memory. Students explore different theorists, such as Freud, Piaget, and Skinner. Other topics explored include social psychology, human development, personality, consciousness, intelligence, sensation and perception, stress, abnormal psychology, and therapy.

Sociology - 1 credit

Sociology examines interactions among individuals in society. Students are introduced to basic terms, concepts, and ideas related to sociology. Students challenge their thought processes as they examine issues such as cultures, classes, socialization, and ethnicity and make connections between sociology and their own lives.

Current Events – 1 credit

Current Events is a comprehensive course covering contemporary world issues with an emphasis on geography. Throughout the course, students will investigate the significance of current events, leading to an understanding of world issues from a historical perspective. In addition, students will develop an understanding of global interconnectedness and be able to critically analyze information from primary sources and media.



Health and Physical Education

Health Education – ½ credit

Required

Students in Health explore the following topics: nutrition, alcohol/drugs, injury prevention, first aid, mental health, environmental health, and disease/infection prevention. They utilize the health wheel that covers the 5 areas of health: intellectual, mental, physical, social, and spiritual.

Students have an opportunity to demonstrate their knowledge through the study of current events, assignments, tests, and written reports. This class is required for high school graduation. This course is aligned to National Health Standards and Ohio's Learning Standards.

Physical Education – ½ credit

Required

This class offers physical education in a way that gives everyone the opportunity to enjoy physical activity. Students learn the importance of physical activity through a variety of sport and fitness lessons. Parents and students select physical activities the student finds interesting or fun, and the parent/guardian verifies student participation. This class is required for high school graduation. This course is aligned to Ohio Physical Education Standards and Ohio's Learning Standards.

Fine Arts

Art Appreciation – 1 credit

Art Appreciation is an introductory course in which students learn to speak the language of art. Students explore art theories, study famous artists, and create works of art. Students play the roles of artist and art critic. This course is aligned to the Ohio Fine Arts Standards and Ohio's Learning Standards.

Art I - 1 credit

This course is designed as an introduction to Art. The course begins with the study of the basic principles of visual organization: line, shape, form, space, texture, pattern, contrast, size, proportion, and color. The first half addresses drawing techniques and the beginning use of color in compositions. The second half of the course emphasizes more detail on color in art as well as the principle of three-dimensional form. There are a limited number of materials to purchase. Students are tested on some simple principles of visual thinking as well as a limited number of important art history topics. This course is aligned to the Ohio Fine Arts Standards and Ohio's Learning Standards.

Art II - 1 credit

This course is designed for students who have already had some basic art instruction. The elements and principles of visual organization described in Art 1 will also be covered in this class. Students are expected, however, to give more thought and detail to their finished compositions. Students must also articulate their creative process through a creative journal, and they begin to compare and contrast works of art, including their own finished pieces. Critical analysis tools are introduced to help them. Required materials will be slightly more involved and perhaps more expensive. This course is aligned to the Ohio Fine Arts Standards and Ohio's Learning Standards.

Prerequisite: Art I

Art III - 1 credit

The course offers the opportunity to work in several mediums. Seven mediums are offered, of which students select four. These include: drawing, watercolor painting, tempera/acrylic or oil painting, 3-dimensional design, clay or ceramic, architecture, and abstract composition in fiber/fabric. Students must complete a short research paper in each selected area. The report could focus on an artist's work, a period of work, or an interview with a contemporary artist. Creative journaling is also required. Students who enter advanced Art III are asked to purchase more expensive materials depending upon their choice of project. This course is aligned to the Ohio Fine Arts Standards and Ohio's Learning Standards.

Prerequisite: Art I and II

Art IV - 1 credit

This course requires a high level of self-imitative and personal maturity. Each student is responsible for contacting the teacher weekly and discussing their progress on an individual basis. Students are permitted to select several mediums to work in. A written research paper is required, and a short paper must be submitted about an assigned/chosen learning opportunity. Students should expect more individualized attention from the teacher in this course. This course is aligned to the Ohio Fine Arts Standards and Ohio's Learning Standards.

Prerequisite: Art III

Art V - 1 credit

Art 5 is a course for students, preferably seniors, who anticipate careers in art. It is a portfolio development class, meaning that attention will be paid to helping students compile their portfolio. Students must stay in regular contact with the teacher and work on assignments agreed upon as content for the portfolio. Other topics covered in Art 5 include: a professional statement of purpose as an artist as well as research into careers and art majors in postsecondary schools. The goal of the course is a collection of suitable art arranged in a purposeful manner with artist's statement of intent all integrated into a unified portfolio. This course is aligned to the Ohio Fine Arts Standards and Ohio's Learning Standards.

Prerequisite: Art IV

Music Appreciation – 1 credit

This course introduces students to the elements, instrumentation, and historical periods of music. Students learn the significance of surroundings and time periods and how they influenced music of the day. Students listen to and evaluate several types of music and are assessed through projects, presentations, and exams on their knowledge and understanding of music. This course is aligned to the Ohio Fine Arts Standards and Ohio's Learning Standards.

Digital Photography - 1 credit

This course explores digital photography in relation to fine art. The course begins with an introduction to the basic technology and photographic vocabulary necessary for the production of artwork. Concepts studied include framing, composition, "rule of thirds", light, depth of field, and perspective. Emphasis is placed on intertwining digital photography, photographic history, and contemporary visual arts. Students are provided a digital camera and photo editing software for the duration of the course but may be expected to purchase a limited amount of materials. This course is aligned to the Ohio Fine Arts Standards and Ohio's Learning Standards.

Prerequisite: Introduction to Computer Technology

Computer Science

Introduction to Computer Technology - 1 credit

This is an introductory course in basic computer skills and concepts. The course introduces students to computer components, proper typing skills, email, word processing, and Power Point. Students learn skills they can apply to all areas of the curriculum. This course is aligned to Ohio Technology Standards and Ohio's Learning Standards.

Equipment Requirements: MS Office 2003 or 2010, Computer

Computer Applications - 1 credit

This is an advanced level course in computer technology skills. Students complete several computer projects. The course builds on existing word processing and Power Point skills and is designed like a virtual internship. Students study the concepts and process of applying for and working as a student intern in a technology company. Students study the technologies involved in a computer technology-based business like Computer Aided Design (CAD), multimedia and desk top publishing, Students discover many of the interesting and useful features of HTML, web page design, and the Internet. This course is aligned to Ohio Technology Standards and Ohio's Learning Standards.

Prerequisite: Basic Computer or a comparable class. Students should already have basic skills in word processing (MS Word) and presentation software (Power Point).

Equipment Requirements: MS Office 2003 or 2010, Computer

Computer Programming - 1 credit

This is an Advanced Course. This course is an introduction to computer programming. Students learn to design, develop, test, and implement computer programs using procedural and/or object oriented languages. Content is

based on the Ohio Technology Standards. Student should be able to read and work independently at a ninth grade level or higher.

Requirement: ECOT Computer or a newer home computer

Prerequisites: Introductory Computer Course with a grade of C or better. A good understand of math concepts including equations and coordinate planes. Current enrollment or completion of an Algebra based course is recommended. This course is aligned to Ohio Technology Standards and Ohio's Learning Standards.

Microsoft Applications - 1 credit

This is an intermediate level course in computer skills and concepts. Microsoft Applications builds on existing basic skills in Word, Excel and PowerPoint and focuses on advanced features of those programs. Students explore Excel graphing, PowerPoint design and automation, as well as other powerful features such as embedding. The course also includes Internet and computer concepts. The students learn skills they can apply to other content areas. This course is aligned to Ohio Technology Standards and Ohio's Learning Standards.

Prerequisite: Basic Computer or a comparable class. Students should already have basic skills in word processing (MS Word), Excel and presentation software (Power Point).

Equipment Requirements: MS Office 2003 or 2010, Computer.

Careers

Career Based Intervention Program (CBI) – 1 credit

The Career Based Intervention (CBI) program is a career-technical education program designed for high school students who are employed. Students age 16 and over who are aspiring to achieve academic and career success will be provided assistance to improve academic competence, graduate from high school, develop employability skills, research and implement a career plan. The CBI program will provide a combination of educational and work-based learning opportunities. The course is designed for one semester in which a student may earn up to 4 credits; 1 credit for the 120 classroom hours and a maximum of 3 additional credits for every 120 documented work-based hours.

Career Connections – 1 credit

Designed to provide students with an understanding of how to plan for and manage careers in a continuously changing workplace. Students will learn the importance of exploring multiple career paths and building on the inter-relatedness between occupations when applying career development.

Family Consumer Science

Child Development – 1 credit

Provide students with knowledge of how parents and child care providers meet the needs of infants and young children to provide for healthy growth and development. Prominent theories of child psychology will be studied.

Manage Transitions – 1 credit

Assess values and resources that support lifestyle goals, effective time management plans, stress management, multicultural awareness that sustains a productive, meaningful lifestyle. Goal setting, planning and time management skills will be applied in reference to the family and workplace. Students develop strategies for lifelong learning.

Healthy and Safe Foods – 1 credit

Develop practical problem solving that influences cultural and social factors that affect the body weight and healthy lifestyles. Demonstrate safe food-handling practices related to food-borne pathogens and kitchen environments. Students gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary guidelines that will reduce the risks of chronic disease and unsafe habits.

Healthy Living 2 – 1 credit

Develop practical problem solving that influences cultural and social factors that affects the body weight and healthy lifestyles. They evaluate information related to advances in food technology, nutrition and safety. Students will evaluate the impact of consumer choice on the environment and the global community.

Financial Management I – 1 credit

Course provides students with an understanding of the concepts and principle involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy.

Financial Management II – 1 credit

Course helps students evaluate resources, financial institutions and services that meet individual, family and business goals, protect financial health including credit and debit, prevent loss of assets, and advocate public policy issues that impact financial well-being.

Business**Introduction to Marketing – 1 credit or 2 credits if employed**

Introduction to Marketing prepares students for career opportunities in occupations that sell a product, service, idea, or experience to their customers. Introduction to Marketing helps students develop and improve the communication, economic, information gathering, and human relations skills needed to enter and function in today's job market. Students can receive additional credit if they are employed or are actively seeking employment. The classroom includes activities that enhance learning in English Language Arts, Social Studies, and Mathematics. This course is aligned to Ohio and National Business Standards and Ohio's Learning Standards.

Business Management - 1 credit

Students enrolled in ECOT's Business Management course learn to create and manage retail and service businesses. This course allows students to take an idea and creatively develop it into a business model. Students study all aspects of management including developing budgets and income statements, figuring return on investment, and tracking finances through bookkeeping procedures. Students are expected to complete projects that involve research and development. This course is aligned to Ohio and National Business Standards and Ohio's Learning Standards.

Office Procedures - 1 credit

This course prepares student to develop the skills and knowledge necessary in becoming successful in a workplace environment. Students learn how to function effectively in an office environment through using good written and oral communicate skills, organizing efficiently, and sharpening computer skills. This course is aligned to Ohio and National Business Standards and Ohio's Learning Standards.

Prerequisite: Basic Computers

Business and Career Principles – 1 credit

Business and Career Principles is an introductory course designed to provide students with an overview of business operations. Additionally, career and occupational skills are included to help build success as student transition into the world of work. Real life applications are discussed and analyzed to connect students to current issues facing employees in today's workforce. This course explores career opportunities through the integration of interest and skills surveys, research of occupational responsibilities, and the development of career and educational goals.

This course is aligned to Ohio and National Business Standards and Ohio's Learning Standards.

Programming & Software Development Pathway (CTE)

Please note that students must be accepted into the CTE pathway in order to qualify for these courses.

Web Design - 1 credit

Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables.

Information Technology - 1 credit

IT is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications.

Programming - 1 credit

In this course, students will learn the basics of building simple interactive applications. Students will learn the basic units of logic: sequence, selection, and loop. Students will apply algorithmic solutions to problem-domain scenarios. Students will gain experience in using commercial and open source languages, programs, and applications.

APPENDIX B

APPENDIX C

APPENDIX D

High School Credit Flexibility Educational Options

What are the Credit Flexibility Educational Options (Credit Flex)?

Credit Flexibility Educational Options are alternative ways for districts to increase educational options for students. With “Credit Flex” in place, ECOT students will not only be able to earn credit by completing coursework with a demonstration of proficiency (the typical HS course), but there are now two (2) additional options providing for greater flexibility, giving students more options to gain HS credits:

1. Course Proficiency Exams – this is testing out of a course by demonstrating proficiency prior to taking the course, or
2. Independently Designed Study - completing a course designed by student and ECOT faculty through
 - independent study in any HS course area;
 - an internship, such as in music, arts or sports program;
 - community service or after-school/tutorial programs; or
 - work-related programs.

All options are driven by the Ohio Academic Content Standards and the ECOT Course of Study. Credit Flex is designed to increase student achievement and encourage a community of lifelong learners.

ECOT will communicate the aspects of the Credit Flex policy and plans to students and parents on an on-going basis through the official ECOT website, student and parent handbooks, school counselors and teachers. Credit Flex opportunities are available to all students meeting the criteria. Accommodations and supports for students with disabilities (under IDEA or ADA Section 504) participating in Credit Flex options shall be provided consistent with the student’s Individual Education Plan (IEP) and/or 504 Plan.

Course Proficiency Exams

Exams will be administered four (4) times a year during designated times only. Designated times for Course Proficiency Exams will be (1) October; (2) March; (3) and June – for potential graduates of the current school year only

Independently Designed Study

Each student will be assigned a Credit Flex Team (Team) with whom the student will work. The Team may consist of teachers, counselors, administrators and/or outside partners. Students will demonstrate proficiency of course standards through a project, portfolio, and/or written or oral assessments. Coursework may include field experience, internship, and/or mentorship. The decision of measurements

of mastery will be made by the Credit Flex Team prior to the start of the course. Credit is granted for a specific course or department credit, depending on the scope of the project and student proposal.

APPENDIX E

Tutoring

Tutoring is available to students through many different avenues at ECOT. Virtual teachers, intervention and special education programs as well as SIG tutors for focus on OGT assistance and reading and math in grades 3-8, are available to students throughout the day, as well as evening.

Virtual teachers offer individual assistance to students on an as needed basis: Through written or verbal feedback to the student regarding assessment(s) or assignments, through synchronous instruction in individual or small groups; as well as through individual telephone calls and email. Tutoring is also provided formally through the LIFT intervention program (See Section 6.8) as well as through the Department of Exceptional Children for children with an IEP. Individual and small group instruction is provided to students who are at risk of failing the third grade reading on the state assessments.

Extended learning time will be provided as supplementary services beyond the routine school day through SIG tutoring. Parents may request a tutor or a teacher may suggest the additional help to the family. We have certified teachers in reading and math for grades 3 through 8th grade. In the high school we have focused on those students who have yet to pass the OGT. In the high school we have licensed teachers in all 4 content areas to assist students with remedial skills and practice questions to identify the problem areas and assist with preparation for the exam.

Method of monitoring the extended time: Using data from the LMS, ECOT will track student attendance, progress on benchmark assessments, and quarterly grades will be monitored to ensure implementation of this strategy. To ensure TBTs have time to meet during the day and fully implement the OIP structure, the schedule will be adjusted to allow weekly meetings without interrupting the student schedule. This will be accomplished by creating a common planning period across subject area teams, as well as vertical planning teams. Method of monitoring TBTs: meeting agendas and minutes will be posted weekly on a sharepoint site and reviewed by the Director of School Improvement. The implementation will be measured against the OIP rubric and reported to the BLT monthly. Support will be provided to TBTs that are at the "developing" level or below.

APPENDIX F

Post-Secondary Enrollment Options (PSEO) at ECOT

College Credit Plus (CCP)

The Ohio legislature has provided the opportunity for high school students to enroll in college classes during their freshman, sophomore, junior and senior years. The program is referred to as the Post-Secondary Enrollment Options Program as outlined in Senate Bill 140. In 2015 it will be called the College Credit Plus Program (CCP). This legislation provides high school students the opportunity to take college courses at no cost.

The following information is being provided by the Electronic Classroom of Tomorrow (ECOT) to assist the students and their families in better understanding this opportunity. According to the law, school districts are required to provide information about this option to all 8th, 9th, 10th, and 11th grade students and their parents prior to March 1. This information is sent to the student's current address and a record is kept of the date of the mailing in order to confirm compliance with state rules. The parents are invited to attend an informational meeting.

The post-secondary institutions to which this option applies are any Ohio assisted college or university and any other non-profit educational institution that holds a certificate of authorization pursuant to chapter 1713 of the Ohio Revised Code. See <https://www.ohiohighered.org/campuses> for additional information.

Program Eligibility:

Students who have earned freshman status as determined by ECOT and who have been accepted by the college of their choice are eligible. Each college will determine its own early admission policy. A senior student who elects to receive credit toward graduation is eligible to participate for the equivalent of one (1) academic year. A junior electing that option is eligible to enroll for the equivalent of only two (2) academic years. A sophomore electing that option is eligible to enroll for the equivalent of only three (3) academic years. A freshman electing that option is eligible to enroll for the equivalent of only four (4) academic years. The State of Ohio requires that students must have a 3.0 (B) high school grade point average in the subject area they wish to study at the post-secondary institution.

Dissemination

- Information is mailed to all 8th, 9th, 10th and 11th grade students' homes prior to March 1.
- Informational Meetings for interested students and parents.
- Further counseling is available for those families seriously considering the program. ECOT provides a dedicated counselor to the College Credit Plus Program.

Program Options/Financial Responsibilities

1. Students may enroll in college courses full-time or part-time.
2. There are two options for receiving credit for courses taken at the college. Students must decide upon one of the following options at the time of enrollment:

Option A allows the high school student to choose, upon enrollment, college credit or both high school and college credit. In this case, the cost of the program is funded entirely by the student's family.

Option B allows the student to receive both high school and college credit. The high school's state foundation will pay the college directly. ECOT students electing this option will NOT be required to pay for tuition, books, materials or fees.

Enrollment

By March 30 of each year, a student and his/her parent must complete and submit their forms expressing intent to participate in the program for the following year. Students and parents must sign the forms indicating that they understand their responsibilities for participation and that their questions have been answered by the ECOT counseling staff.

Failure to meet this deadline shall exclude the student from the program for that school year. The student or parent may withdraw participation at any time upon written notification to the high school administration. However, once registered for college classes, failure to complete all of the college course requirements will result in financial responsibility for student/parent.

Students must identify the appropriate post-secondary enrollment option (Option A or Option B) prior to the start of the first class session of the fall semester at college. Once the first class session of the fall term has been held, the student may not change the option selected during the period of the school year, regardless of the number of courses taken.

Transportation

All students participating in the post-secondary enrollment options program will be responsible for their transportation to and from their homes and the college.

Counseling Services

ECOT counselors will be available to advise/assist the student throughout the post-secondary process including:

- applying to college
- scheduling
- determining individual plan for meeting all high school graduation requirements

- converting proposed college credit(s) to high school credit(s)
- understanding financial arrangements

Students will be required to schedule a combination of courses to total no more than a maximum of 8 high school credits.

Participation is contingent upon admission to the college. The district will assist the student in gaining admission by providing transcripts and other related documents but will accept no responsibility if the student is not accepted by the college.

Placement and counseling services at the college will also be available to participating students.

Students will need to assume a much greater responsibility in implementing and carrying out their own educational program. They will need to communicate regularly with both the high school counselor and the college office.

Scheduling

The ECOT course offerings list will be available in the spring. Fall college schedules will be available at a later date. Therefore individual schedules may not be finalized by March 30.

However, intent to participate in this program must be made known by March 30 in order to enhance the communication process between the high school and college staffs.

STUDENTS WHO PARTICIPATE IN THE POST SECONDARY OPTIONS PROGRAM MUST FULFILL STATE AND LOCAL REQUIREMENTS FOR GRADUATION.

High school credit awarded for courses successfully completed shall count toward the graduation requirements and subject area requirements of the school district when the student has elected to receive high school credit at the time of enrollment and according to the following guidelines:

College courses for which five semester hours of credit are earned shall be awarded one Carnegie unit (one credit) toward high school graduation; fractional Carnegie units shall be awarded proportionately.

Evidence of successful completion of each course and the high school credits awarded by the district shall be included in the student's transcript. The transcript shall indicate that the credits were earned as a participant of the post-secondary enrollment options program and shall include the name of the college at which the credits were earned.

Students who enroll in a college course for both high school and college credit will receive on their high school transcript the grade issued by the college. While the course will be clearly designated on transcripts as a college course taken for high school credit, the grade will be computed in the grade point average as if issued by the high school faculty.

Students who are enrolled for 8 credits (either exclusively through high school courses or through a combination of high school courses and college courses taken for high school credit) may still enroll in college courses for college credit. However, such supplemental enrollment will be at the student's expense.

If students withdraw from the college course before the college's withdrawal date, they will be rescheduled for the appropriate high school courses, and no record of the college course will appear on the transcript. However, if students withdraw from the college courses after the college withdrawal date, the course will appear on the transcript and will carry a grade of withdrawn/failing, which will be computed in the same manner as a failing grade on the high school transcript.

If a student enrolls in a college course for which he/she has elected to receive high school graduation credit (Option B) but fails to complete the course or receives a failing grade, any and all financial obligations for the course shall become the responsibility of the student and/or his/her parents. Grades, credits and granting of a high school diploma will be withheld until payment is made to the district.

Effective Completion of Graduation Requirements

Students using college courses for credit toward high school graduation may do so. However, it is the responsibility of participating students and parents to be sure that the courses undertaken will meet the graduation requirements for the students. Upon acceptance by the college, students should talk with a high school counselor to develop a written schedule showing courses to be taken at the high school and at the college as well as all graduation requirements remaining to be met. No high school graduation requirements shall be waived for any student as a result of participation in this program, and the basic high school graduation requirements should be completed at ECOT.

Grade Point Computation and Computing of Grades

For those college courses taken for high school credit, the grade for that course will be computed at the end of the next final grading period at the high school following the receipt of an official transcript from the college. All grades to be entered on the high school transcript must be taken from an official transcript from the college. Should there be an urgent need for a letter grade; notification on official letterhead from the college advising of the grade will be accepted to verify the grade. This letter should be compared later to the official transcript. It is the responsibility of the student to get the official college transcript to the high school.

College and High School Support Services

It is imperative that the students participating in the post-secondary program utilize all resources available to them prior to and during the enrollment period.

Resources include the following:

-High school principal

- High school guidance counselors
- High school teachers
- College instructors
- College counselors
- College Learning Resources Centers (L.R.C.) for tutorial help.

Academic and Social Responsibilities of Students and Parents

When attending either regular classes or co-curricular/extra-curricular activities at the high school, students participating in this program will be expected to abide by all district policies and the student code of conduct. Students and their parents assume all responsibility and liability related to attendance at a college and must agree to hold harmless the board of education, the administration, and the staff for any incidents arising out of participation in this program.

Students must meet all requirements and standards established by the college and assume responsibility for attendance and behavior.

Students are expected to attend class on a regular basis, to successfully complete assignments and class requirements, and to conduct themselves in a socially acceptable manner.

The high school will not monitor the student's attendance on the college campus. However, the college instructor will expect students to be responsible for their own performance by attending class regularly and by completing all requirements and assignments.

Risks/Consequences

1. College course offerings and class schedules usually are not available at the same time as high school scheduling.
2. The high school has semester courses. Colleges may have schedules that will conflict or overlap.
3. Students need to make a commitment to this program before it is known what classes will be available at the college.
4. Classes at college could be very different from high school courses; therefore, transferring back and forth between the high school and college during the year will present some problems.
5. Credits for technical classes usually do not transfer to universities.
6. Students are responsible for finding out if this credit will transfer to other colleges.
7. All courses taken for high school credit will be included in the high school grade point average.
8. Classes could be harder and affect the student's grade point average.
9. If a student fails to successfully complete a college course, which is being taken for high school graduation requirements, the course will have to be taken again at the college or the high school.
10. If a student fails to complete a college course or receives a failing grade, the student or parent will be financially obligated to the school district for any and all expenses.

11. College courses may not be completed by the date of high school graduation; therefore the student's graduation could be delayed until completion of requirements.
12. Students taking college courses will need to be in close contact with both the high school and college counselors and teaching staffs.
13. Students would be required to be present for the Ohio Graduation Test group testing sessions as required by the local school and the state.
14. Students would be taking classes with older students and adults.

Advantages

1. Class selection would be increased.
2. Opportunity to study in depth those areas of special interest or need.
3. Opportunity to experience college earlier
4. Earn college credit at no cost while still in high school.

Books

Books will be furnished to the student by the college at no expense to the student.

APPENDIX F Cont.

Career Technical Education (CTE)

In 2013-14 school year, 97 ECOT students participated at one of 21 Ohio schools that provide career technical educational (CTE) programs. The dropout rate among those in a CTE program was significantly lower than ECOT's total population. Realizing the need to provide in-house programs that better prepare students for post-secondary life, ECOT applied for funding for CTE programs for the future.

ECOT's first Career Fair took place in the spring of 2014. It will be an annual event and ECOT staff members hope for it to grow larger each year.

Community partnerships is an important piece of any career oriented program. ECOT is forming and continues to network with outside agencies and programs. One such partnership with COSI in Columbus began in the spring of 2014. It will continue to be one of the opportunities ECOT students have not only to learn about STEM standards, but to explore career options in STEM fields. COSI has interactive video conferencing opportunities along with in-person activity options from which teachers will choose based on Ohio's New Learning Standards including Career Tech Standards.

Partnerships are being developed with businesses, Chambers of Commerce, colleges, and other career tech centers.

2014-15 was the introductory year for ECOT's own Career Tech Education programs. Starting off small, the first year included a workforce development program for Informational Technology (IT) with a pathway in Programming and Software Development and Family and Consumer Sciences and CBI.

Another exciting program is a partnership with Ashland County/W. Holmes Career Center which developed an online IT program in Networking – the Cisco Academy. A select group of 7 ECOT students participated in the Cisco pilot during the 14/15 and 15/16 school years as the principal of the career center invited ECOT students to be the first in the state, outside of the career center, to complete the new online course.

Additionally, new Family and Consumer Sciences courses and a Career-Based Intervention program are being developed to meet compliance of Ohio's Career Tech Standards. Some courses already in existence are being brought up-to-date to meet the new FCS standards.

To turn STEM into STEAM, ECOT is not forgetting the arts – specifically Performing Arts. Numerous ECOT students have expressed interest in the performing arts. ECOT plans to move forward by developing a Performing Arts curriculum with the assistance of Shadowbox Live

employees. At this time this program is working outside of the traditional CTE programs but is a creative option for students. There have been a dozen students who have participated in the Summer Bootcamp program and courses are being introduced in the 16/17 school year.

ECOT plans to continue to review and grow the CTE options for students over the next 3 years. College Credit Plus is a wonderful option for students but the career technical fields create an option for students to transition straight to work out of high school if college is not currently his/her desired path.

ATTACHMENT 6.13 ATTENDANCE POLICIES

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities and/or blending learning program
2. Truancy Policy, including automatic withdrawal procedures for when a student misses 105 consecutive hours

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

253 Attendance and Excused Absences
Amended 7.26.11 (consolidated 2 policies)
Amended 2.28.2017

Students enrolled at ECOT must attend school regularly in accordance with the laws of the State of Ohio. The education program offered by ECOT is predicated upon the presence of the student and requires continuity of instruction and participation.

Attendance shall be required of all Students at ECOT. Although the intent of an online school is to allow for flexibility, it is expected that students log on 5 days a week, for approximately 5 hours a day.

No student enrolled at ECOT may participate in more than ten hours of learning opportunities in any period of twenty-four consecutive hours. Any time the student participates in learning opportunities beyond the limited prescribed in RC 3314.27 shall not count toward the annual minimum number of hours required to be provided to the student as prescribed in division (A) (11) (a) of section 3314.03 of the Revised Code. If ECOT requires its students to participate in learning opportunities on the basis of days rather than hours, one day shall consist of a minimum of five hours of such participation.

ECOT shall keep an accurate record of each individual student's participation in learning opportunities each day. The record shall be kept in such manner that the information contained within it easily can be submitted to the department of education, upon request by the department or auditor of state.

Absences due to the following shall be deemed excused absences;

1. Personal physical illness such as to prevent attendance at school.
2. Personal mental illness such that the Student will not benefit from instruction.
3. Illness in the family.
4. Quarantine of the home.
5. Death in the family.
6. Observance of religious holidays.
7. Court subpoena.
8. Technical difficulty preventing a Student from participating in learning opportunities.
9. An emergency or set of circumstances that in the judgment of the School, constitutes a good and sufficient cause for absence.
10. Reasonable family vacation at the Superintendent's discretion.

11. Reasonable time for moving at the Superintendent's discretion.
12. College Visitation.

- The Parent must provide the school notice of the cause for absence. The Attendance Office may request written verification of the reason for the absence.

Truancy and Truancy Intervention Policy

Adopted 2001

Amended 7.26.11

Amended 12.1.15

Parents have a legal duty to ensure that their children attend school. Nonetheless, the primary responsibility for enforcement of the compulsory attendance law lies with the school's administration.

Under Ohio Revised Code Chapter 3321 an Habitual Truant is defined as a student who is absent without a legitimate excuse for five (5) or more consecutive school days, for seven (7) or more school days in (1) one month, or twelve (12) or more school days in one (1) school year.

A Chronic Truant is defined as a student who is absent without a legitimate excuse for seven (7) or more consecutive school days, for ten (10) or more school days in (1) one month, or fifteen (15) or more school days in one (1) year.

The ECOT Attendance Office has the responsibility to monitor and document student attendance. The Attendance Office will implement procedures to document attendance and the acceptable reasons for excused absences. Legitimate excuses for the absence of a student otherwise habitually or chronically truant, include but are not limited to:

1. The student was enrolled in another school.
2. The student's absence was excused in accordance with applicable law, (see Policy No. 253 Attendance and Excused Absences for a list of excused absences under applicable law).
3. The student has received an age and schooling certificate in accordance with section 3331.10 of the Revised Code.

The Student Services Department will institute and implement a multi-dimensional plan for communicating the importance of attendance, the prevention of truancy, and early intervention in cases of documented school absences and alleged truancy.

The Attendance Office will be responsible for the following:

1. An Attendance Warning Auto-Dialer after six (6) days of non-participation;
2. A second Attendance Warning Auto-Dialer sent out after 10 days of nonparticipation;
3. A third Attendance Warning Auto-Dialer sent out after 15 days of nonparticipation;
4. A Warning Letter after 8 days of non-engagement;
5. A second Warning Letter is mailed after 22 days of non-engagement;
6. Withdrawal of the student after the student has failed to participate without legitimate excuse for 105 consecutive hours of learning opportunities.
7. If a student is withdrawn per the 105 hour rule and does not re-enroll in another school within 10 days, ECOT will file truancy charges in the appropriate court per Revised Code 3321.13 unless the Juvenile Court or County Prosecutor dictates that the district of residence file the charges.
8. In addition to taking the appropriate court action, ECOT will send notification to the county Department of Job and Family Services for potential educational neglect charges.
9. Providing communications about the Truancy Policy in the Admissions Guide and in the ECOT Parent/Student Handbook.
10. Communicating with students, parents and legal guardians on a regular basis (school/work days) to handle the day-to-day questions and issues related to school attendance.

Additionally, when a student is identified as low to non-engaged in terms of attendance and engagement (potential truancy), the school will employ the following intervention strategies as required by RC 3321.191:

At each school division (elementary, middle and high school), Student Support Specialists (SSSs) and Student Parent Liaisons (SPLs) are available to support low to non-engaged students. Low to non-engaged students are typically failing one or more classes. SSSs are licensed teachers and SPLs are professionals with college degrees who are not licensed as educators. The SSSs and SPLs will work from lists of low/non-engaged students identified by a combination of academic information, attendance issues and referrals from teachers, school counselors and administrators. The SSSs and the SPLs will take the following steps to foster reengagement and regular participation:

1. Communicate with the family of the student in order to identify the reason(s) for non- participation.
2. Assist in removing academic or non-academic barriers to participation.
3. Utilization of the Resources Directory to provide information to assist families as needed.
4. Establish a rapport with the student/parent/legal guardian and make them aware of the support and assistance available through the SSS or SPL.
5. Assist the student in setting and abiding by realistic goals for re-engagement.
6. Educating the student on the importance of education, academics and attendance, relative to the data on education versus no education for career and financial success.
7. Communicating with the student's teachers, if necessary, to implement the engagement plan.

Procedural requirements for SSSs and SPLs:

1. SSSs or SPLs may contact the family by phone, e-mail, text, home visits or by placing an intercept on the student's homepage. An intercept on the student's homepage is designed to force the student to make contact with the SSS or SPL.
2. The intervention process may vary somewhat depending on such factors as the grade level of the student and whether the student is being educated pursuant to an Individual Education Program (IEP). Principals and other leadership at ECOT reserve the authority to amend the procedures established above as necessary.

Proactive processes to promote student engagement and attendance will be carried out by the Orienteers as follows:

- 1.) New ECOT students will be assigned to Orienteers who are responsible to instruct and train students on the login/attendance procedures along with the navigation skills and academic processes for the Learning Management System.
- 2.) Re-enrolled students as well as students who are experiencing personal and/or academic difficulties can be assigned to an Orienteer for re-training and additional sessions to improve attendance and engagement with the goal of improved academic participation and performance.

ATTACHMENT 6.14

INTERNET- OR COMPUTER-BASED COMMUNITY SCHOOLS

1. 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;
2. 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.
3. 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.
4. 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.
5. The School must retain an affiliation with at least one full-time teacher of record licensed in accordance with R.C. 3314.03(A)(10).
6. 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.
7. 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.
8. The School must comply with the standards developed by the international association for K-12 online learning.
9. 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 document the School's requests for such conferences. The School may permit the students to participate and may conduct the conferences electronically.
10. 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.
11. 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.
12. 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.
13. The School may not 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.
14. 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.

15. 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.
16. 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.
17. 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.
18. The School shall not enroll more students than the number permitted under the enrollment limit provided in R.C. 3314.20.
19. This Attachment 6.14 is statutory and the School shall comply with these provisions as now in effect, or, as the law may hereafter amend.

ATTACHMENT 11.6

PERFORMANCE ACCOUNTABILITY FRAMEWORK

The community school sponsor is responsible to provide monitoring, oversight, and technical assistance to the community schools that it sponsors. This attachment describes a comprehensive performance accountability and compliance monitoring system, and it provides the information that will be used in making rigorous and standards-based renewal, revocation, and intervention decisions. At the core of these decisions, the Educational Service Center of Lake Erie West (ESCLEW) considers the well-being and interests of the students served by the community school.

This attachment includes (a) the framework by which ESCLEW will assess the performance of the school, (b) the interventions and technical assistance that ESCLEW may utilize, and (c) the academic and non-academic performance goals of the school.

A. Performance Assessment

The performance assessment details many items that the Sponsor will review in its oversight of the school as part of its normal oversight or through a high stakes review. The Sponsor will conduct a high stakes review of the school upon renewal or no later than five years after the effective date of this Contract, whichever is sooner, and at any other point that the Sponsor deems appropriate, at its discretion. If an issue arises or is discovered, the Sponsor will utilize targeted intervention(s) listed in this attachment under section B, including any technical assistance necessary to assist the school.

Overview – Areas of Assessment

- Mission and Vision Statements
- Governance
- Fiscal or Financial Matters
- Operations, Recordkeeping, Reporting, and Data
- Special Education and Other Diverse Learning Needs
- Academics

Mission and Vision Statements

- Clear and specific mission statement
- Relevant and compelling vision statement
- Evidence of progress in meeting mission and vision
- Evidence of mission-driven decision-making in policies, curriculum, and programming

Governance

- Effective governance and management structure
- Oversight of school management and evaluation of management team
- Maintenance of corporate status: good standing certificate, timely filing of statement of continued existence, adherence to Code of Regulations, maintenance of corporate record-keeping, proper corporate signatures
- Maintenance of Federal tax-exempt status: timely filing of Form 990s, IRS conflict of interest adherence, no evidence of violation of Internal Revenue Code Section 501(c)(3)
- Compliance with contractual terms: governance trainings, updated governing authority roster, conflict of interest policies
- Disclosure of conflicts, signing of conflict of interest policy, and abstentions in minutes
- Compliance with Open Meetings law, including sufficient minutes
- Balance of educational and financial reporting at meetings
- Informed decision-making and operational transparency
- Any other area of operations, compliance or performance of the Contract

Fiscal or Financial Matters

- Timely submission of financial documentation to Sponsor, including:
 - Balance sheet – statement of financial position
 - Income statement – statement of activities
 - Monthly budget to actual, including all revenue sources
 - Monthly separated grants reporting
 - Monthly enrollment reports
- Red flag financial concerns: significant changes in enrollment, significant changes in policy environment, loss of a particular revenue stream, facility changes, significant turnover in leadership
- Timely payment on all loans/debts
- Financial audit, including timely follow-up on findings and/or material non-compliance
- Solid business plan and clear evidence of capacity to carry out plan
- Sound management and competence in understanding of proper use of public funds
- Grounded in professional standards for sound financial operations and sustainability
- Consistency of financial reporting at governing authority meetings
- Other finance related compliance reports

Operations, Record-Keeping, Reporting, and Data

- Fair treatment, non-selective, and non-discriminatory access in admissions
- Fair and consistent treatment in discipline, with a focus on positive behavioral intervention supports
- Timely and accurate reporting to state data systems
- Appropriate attendance record-keeping and addressing excessive flagging
- Timely response to sponsor requests on interventions and routine compliance follow-ups
- Compliance with public records law, including trained public records officer
- Annual report with clear and accurate performance data

Special Education and Other Diverse Learning Needs

- Appropriate services for all students
- Appropriate access, education, support services and outcomes for students with special education and other diverse learning needs, including English language learners, migrant, and homeless students
- Compliance with policies and procedures for identification, evaluation, and referral of students with disabilities under IDEA and Section 504
- Compliance with all state and federal timelines and reporting requirements
- Proper due process notifications
- Appropriate discipline administration and discipline training for staff, including restraint, seclusion, and positive behavioral intervention supports

If the school has a majority of students with special needs, the School is expected to provide a learning environment that accomplishes the goals of these students in a manner superior to others. The Sponsor expects to see evidence of success for the special education population that exceeds progress in other environments, with methods that are innovative and effective in order to produce such success.

Academics

The School should be prepared to assess every measure listed below, and every component of every measure by data, in order to enhance targeted assistance. Performance standards must include, but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017. The School understands that, every year, additional measures and components may be added and graded and that an overall grade will be calculated starting in Fiscal Year 2018.

- **Achievement** measures “absolute achievement.” Achievement includes the Performance Index. This assesses the achievement of every student (not just which students are proficient) and points are received for each level. The Achievement measure also includes Performance Indicators. The indicators show how many students have a proficient level of knowledge. Schools need to have 80% of their students reach

proficient in order to meet an indicator. Anything below a letter grade of a C, or 70%, will require targeted assistance.

- **Progress** represents the average annual level of improvement of each student in math and reading. Its components consist of Value Added Overall, Gifted Students, Students in the Lowest 20% in Statewide Achievement, and Students with Disabilities. Anything below a -1 value added gain index will require targeted assistance. Should the School receive a Value Added grade for a “High Mobility” school, the High Mobility grade shall also be evaluated.
- **Gap Closing** measures the narrowing of gaps in reading, math, and graduation rates among socioeconomic, racial, ethnic, or disability subgroups. It is also called Annual Measurable Objectives (AMOs). Anything below a 70% will require targeted assistance.
- **Graduation Rate** measures the percentage of students who entered in 9th grade and graduated 4 and 5 years later. Currently, Graduation Rate has a 4 year component, for which anything below an 84% will require targeted assistance, and a five year component, for which anything below an 85% will require targeted assistance.
- **K-3 Literacy** measures the improvement in reading for grades K through 3. Currently, K-3 Literacy Improvement has one component, but may have more components in the future. This component measures the percentage of students between kindergarten and 3rd grade who went from not on-track to on-track in reading in one year. Anything below 43.2% will require targeted assistance.
- **Prepared for Success** measures whether graduates are prepared for college or a career. Prepared for Success currently has one component, which measures preparedness by looking at College Admission Tests, Dual Enrollment, Industry Credentials, Honors Diplomas, and Advanced Placement and International Baccalaureate participation and scores.
- **Other Measures of Academic Success**, including:
 - Other assessments conducted by school (NWEA, etc.)
 - Ohio Improvement Process
 - Assessments and interventions required by Third Grade Reading Guarantee
 - Incorporation of Common Core analytic understanding
 - Mission-specific performance measures of academic success
 - Comparison of student performance data with data of the home district building to which students would otherwise be assigned (suggested, and required upon request)
 - Post-secondary readiness, if applicable

B. Technical Assistance, Interventions, and Statutory Consequences

The technical assistance and interventions listed below provide guidance and notice for the types of intervention that the Sponsor may take if the School fails to perform satisfactorily in the areas reviewed as through the performance assessment framework or if the School does not meet its contract goals. The Sponsor will make attempts to both streamline and customize interventions based on the School’s operational structure and mission. The interventions may occur as part of a Corrective Action Plan or independently.

Many of the interventions listed below require the Sponsor to provide technical assistance. The Sponsor has attempted to limit financial cost to the School for other interventions in which the School must pay for the intervention. The School should budget for a certain amount of expense due to required performance interventions, programs to collect data, and staff to assess and analyze performance data, as well as increased staff for tutoring or cure of deficiencies. All interventions will require follow-up, proof of cure, and adherence to cure. Typical interventions, remedies, or cures imposed by Sponsor may be, but are not limited to the following:

Mission and Vision Statements Interventions

- Sponsor technical assistance in reaching the mission of the School and to assess the ability of the School to realize its mission, which may include aspects of culture, parent satisfaction, or other visions stated by the School in its Contract, curriculum, or programming
- Sponsor assessment of leadership with the Board or the administration and mutual plan to correct weaknesses in meeting mission

- Outside coaching or training, research, observations, or remedies to meet stated goals, at School's cost.
- Leadership training in area of desired goals and why they are not being reached or how to reach them more effectively, at School's cost
- Other tailored interventions based on the specific circumstances

Governance Interventions

- Sponsor technical assistance
- Targeted technical assistance in procedure, minutes, motions, notices, or similar governance matters
- Workout session held by Sponsor
- Recommendations of Sponsor to be followed by Board as to dysfunctions and options for resolving them
- Review and required changes of Code of Regulation, governance policies, or other rules or practices affecting governance
- Clear guidance written into policy and adherence to guidance, as to roles and responsibilities
- Required replacement of absenteeism or members hampering business or quorum
- Required agreement of Board to dismiss board member or officer violating policy, law, procedure, rules, the Code, or other customary good governance precepts
- Training using trainer suggested by or acceptable to Sponsor, at School's cost
- Other tailored interventions based on the specific circumstances

Fiscal or Financial Matters Interventions

- Sponsor technical assistance
- Enhanced and more accurate financial reports required, such as additional financial documentation, debt-to-asset ratios, cash flow analyses, requirements of debt to service coverage ratios, enrollment variances and withdrawal frequencies, requirements of minimum unrestricted cash, and increased transparency enhancements for analytical purposes
- Compliance plans for recurring or material findings
- Contingency plans addressing potential funding shortfalls or other disruptive events
- Finance committee or finance expert on the board
- Pre-audit exercise with qualified Treasurer consultant, at the School's cost.
- Independent training, at the School's cost
- Other tailored interventions based on the specific circumstances

Special Education and Other Diverse Learning Needs Interventions

- Sponsor technical assistance, including but not limited to Sponsor audit of files
- Legal review of practices and procedures targeted to issues discovered, at School's cost
- State audit of files and State training, at School's cost (if any cost required)
- Training, at the School's cost
- Independent Audit, at the School's cost
- Other tailored interventions based on the specific circumstances

Academic Interventions

- Corrective Action Plan
- Sponsor technical assistance
- Targeted intervention by the Sponsor as defined below
 - Face to face meetings and increased reporting to Sponsor on progress
 - Checklists, plans to cure, and periodic data reporting
 - Revisions to the Ohio Improvement Plan
 - Required academic or professional assistance
 - Parent Engagement to support students in academics, attendance, and curriculum
 - Curriculum Mapping
 - Study of Ohio's New Learning Standards and or the Next Generation of Assessments in Ohio
 - OTEs and OPES evaluations of staff

- Required training on the Ohio report card indicators or components
- Targeted coaching, at the School's cost
- Targeted tutoring before or after school and/or weekends, at the School's cost

Corrective Action Plans and Targeted Intervention

Designation on the Ohio Local Report Card of a D or F in any measure, or any relative weakness in a component or measure, will require targeted intervention. The first step of that intervention will be the School's submission of all data which make up the measure, or components of that measure, and which components have caused the grade of a D or F. The School must list each component with all proof of accurate data to support it, and the School must report quarterly on academic data for measures and components identified as weaknesses.

ESCLEW may require the School to develop a Corrective Action Plan (CAP) if the School fails to meet contract goals under section C of this Attachment, has historically low achievement in any area or measure, or if there is sudden negative changes in any area or measure. ESCLEW will work with the School in developing the CAP and will utilize other appropriate entities or resources, as it deems necessary.

All academic interventions outlined in the CAP will require a thorough understanding of weaknesses, based on data derived from assessment tools selected in conjunction with the Sponsor, a thorough understanding of in which measure and which component within a measure the weakness occurs, and a targeted plan to cure that particular weakness or those weaknesses.

Once the CAP is in place, it will be monitored monthly by the Sponsor to assess the School's progress toward meeting the goals. Should the School fail to make adequate or appropriate progress, the plan may be re-evaluated and changed, with either additional interventions or supplements to the existing interventions.

Renewal and Non-Renewal

A non-renewal may occur in accordance with any cause allowed by Chapter 3314 of the Revised Code (R.C.) or the Contract. In making renewal decisions, the Sponsor will consider the school's academic performance and progress, as well as the non-academic areas listed within the Performance Accountability Framework, in conjunction with the information provided with the school's renewal application. Failure to meet contract goals or failure to appropriately address required interventions or corrective action may result in non-renewal or in a shortened contract term.

Currently, schools in which a majority of the enrolled students are children with disabilities receiving special education and related services are exempt from statutory closure on the basis of academic performance. However, the Sponsor may non-renew or progress toward termination for a special education status school if the school fails to meet its goals.

Comments on Statutory Consequences

Probation, which may lead to suspension, may be used for any cause allowed by the Ohio Revised Code, including but not limited to:

- Untimely submissions or lack of cooperation in submissions required by the State or the Sponsor for two or more times per year, or for over five business days
- Lack of compliance with laws or the Contract
- Failure to achieve academic goals, as listed in the Performance Accountability Framework
- Any fiscal matter of any level of risk
- Governance, administrative, or minor financial issues that can be adequately corrected by a Plan to Cure acceptable to Sponsor
- Potential or actual ethics or conflicts violations

Suspension, which may lead to termination, is more likely to be used for matters such as, but not limited to:

- Health or safety matters
- Consistent failure to achieve academic goals, despite corrective action plans and technical assistance

- Money owed to the State or its agencies, vendors, or the Sponsor that is delinquent, overextended, or may or does render insolvency
- Inability to make payroll
- Undisclosed debt or obligations
- Lack of accuracy in or misrepresentation, cheating, or fraud in any reporting figures, data, or testing results that is not corrected within timeframes allowed by law or which create financial, reputational, governance or academic risk
- Other matters of noncompliance, the magnitude or risk of which may be assessed by Sponsor as good cause or allowed by the Code
- Uncorrected or actual ethics or conflict violations
- Inability to meet, or lack of progress in meeting, the terms of the Contract, the laws, rules, regulations or requirements, or the reasonable requests of Sponsor geared to correct deficiencies as cited in a probation notice or corresponding corrective action plan

Termination of the Contract will occur if the School fails to develop a corrective action plan or fails to comply with or remedy the problems cited in the corrective action plan developed with the Sponsor as part of a suspension.

Permanent closure under R.C. 3314.35 or 3314.351 will occur under the following circumstances:

- For schools with grades no higher than 3, for two of the past three years, the school has either been in academic emergency, received an F in improving literacy in grades K-3, or received an overall F.
- For schools with grades 4-8, but no higher than 9, for two of the past three years, the school has either been in academic emergency and not met value-added growth, received an F for the performance index score and an F for value-added progress, or received an overall F and an F for value-added progress.
- For schools with grades 10-12 that are not drop-out recovery schools, for two of the past three years, the school has either been in academic emergency, received an F for the performance index score and not met AMOs, or has received an overall F and an F for value-added progress
- For drop-out recovery and prevention program schools, for two of the past three years and beginning on July 1, 2014, the school received a designation of “does not meet standards.”

C. School-Specific Performance Goals and Measures

This section of Attachment 11.6 provides school-specific academic and non-academic goals and performance measures. Goals must be specific, targeted, measurable, and rigorous. The goals must include a level or rate of increase, and they must include subgroup targets. The school recognizes that these goals may be revised if the make-up of the school significantly changes or if the standards by which the school is judged by the state change. Schools should include goals for each year of the contract or up to three years. If a school has a contract length of longer than three years, a goal evaluation will be performed after three years, and the school acknowledges that it will re-assess goals at that time, if not sooner.

ESCLEW will review the School’s progress toward performance goals during site visits, on a periodic basis throughout the school year. From time to time, the ESCLEW Leadership Team may request evidence or other documentation showing progress or efforts toward attaining contract goals. If progress is not evident or if it is insufficient, ESCLEW may, at its discretion, require additional targeted assistance or intervention. If the goal is no longer applicable or realistic, ESCLEW may request that the School submit revised goals by which the School will be judged in renewal or termination decisions. The School agrees to submit such revised goals no later than three weeks after ESCLEW’s request.

School's Mission Statement	To maximize academic growth for students seeking a non-traditional educational alternative through individualized instruction delivered by a highly effective faculty and staff.					
	Measure	2014-15 Data	2015-16 Data	2016-17 Goal	2017-18 Goal	2018-19 Goal
Mission-Specific Goal	Above all else, based on the non-traditional students that ECOT serves, ECOT shall maintain a performance index greater than or substantially equal to the predicted value for Ohio schools serving similar student demographics including poverty, special needs, and mobility rates through regression analysis of publicly available data for all schools.	The actual PI was statistically equal to the Predicted PI	Actual PI greater than or statistically equal to Predicted PI	Actual PI greater than or statistically equal to Predicted PI	Actual PI greater than or statistically equal to Predicted PI	Actual PI greater than or statistically equal to Predicted PI

Academic Performance Goals

Performance Area	Measure	2014-15 Data	2015-16 Data	2016-17 Goal	2017-18 Goal	2018-19 Goal
Achievement	Number of proficiency level indicators met	4	Increase the number of indicators met from the previous year (baseline 2014-2015)	5	6	7
	Performance index score	70.7	Increase PI score to 75 in 3 years (71)	72	73.5	75
	Percent increase in each category (advanced, accelerated, proficient, etc.)	Advanced: 3.3 Accelerated: 14 Proficient: 29.1 Basic: 25.9 Limited: 22.3	Advanced: 3.4 Accelerated: 14.2 Proficient: 30.1 Basic: 25.4 Limited: 21.8	Advanced: 3.5 Accelerated: 14.3 Proficient: 31.1 Basic: 24.9 Limited: 20.8	Advanced: 3.6 Accelerated: 14.4 Proficient: 32.6 Basic: 24.4 Limited: 19.8	Advanced: 3.7 Accelerated: 14.5 Proficient: 34.6 Basic: 23.9 Limited: 18.8
Progress	Value-added progress score	Gain Score: -.64 Standard Error: .22	Increase gain score by the standard error of the previous year	Increase gain score by the standard error of the previous year	Increase gain score by the standard error of the previous year	Increase gain score by the standard error of the previous year

Performance Area	Measure	2014-15 Data	2015-16 Data	2016-17 Goal	2017-18 Goal	2018-19 Goal
	Value-added subgroups (Students with Disabilities, Lowest 20%, Highly Mobile, High School)	Students with Disabilities: C Lowest 20%: C Highly Mobile: A High School: A	Maintain a C or higher for all subgroups	Maintain a C or higher for all subgroups	Maintain a C or higher for all subgroups	Maintain a C or higher for all subgroups
Gap Closing	Annual measurable objectives (AMOs) <u>Gap: Reading</u> ODE Goals: 2014-2015: 71.3 2015-2016: 74.2	All: 12.0 Alaskan/Indian: NC Asian/Pacific: NC Black: 21.5 Hispanic: 6.5 Multiracial: 12.4 White: 10.3 Disabled: 42.9 Disadvantaged: 15.2 LEP: NC	Decrease AMO subgroup gaps by 0.3 over 3 years and All students by 3.0 over 3 years (baseline 2014-2015)	All: 11.0 Alaskan/Indian: NC Asian/Pacific: NC Black: 21.4 Hispanic: 6.4 Multiracial: 12.3 White: 10.2 Disabled: 42.8 Disadvantaged: 15.1 LEP: NC	All: 10.0 Alaskan/Indian: NC Asian/Pacific: NC Black: 21.3 Hispanic: 6.3 Multiracial: 12.2 White: 10.1 Disabled: 42.7 Disadvantaged: 15.0 LEP: NC	All: 9.0 Alaskan/Indian: NC Asian/Pacific: NC Black: 21.2 Hispanic: 6.2 Multiracial: 12.1 White: 10.0 Disabled: 42.6 Disadvantaged: 14.9 LEP: NC
	Annual measurable objectives (AMOs) <u>Gap: Mathematics</u> ODE Goals: 2014-2015: 65 2015-2016: 68.5	All: 24.7 Alaskan/Indian: NC Asian/Pacific: NC Black: 35.5 Hispanic: 24 Multiracial: 27.6 White: 22.2 Disabled: 48.2 Disadvantaged: 27.6 LEP: NC	Decrease AMO subgroup gaps by 0.3 over 3 years and All students by 3.0 over 3 years (baseline 2014-2015)	All: 23.7 Alaskan/Indian: NC Asian/Pacific: NC Black: 35.4 Hispanic: 23.9 Multiracial: 27.5 White: 22.1 Disabled: 48.1 Disadvantaged: 27.5 LEP: NC	All: 22.7 Alaskan/Indian: NC Asian/Pacific: NC Black: 35.3 Hispanic: 23.8 Multiracial: 27.4 White: 22.0 Disabled: 48.0 Disadvantaged: 27.4 LEP: NC	All: 21.7 Alaskan/Indian: NC Asian/Pacific: NC Black: 35.2 Hispanic: 23.7 Multiracial: 27.3 White: 21.9 Disabled: 47.9 Disadvantaged: 27.3 LEP: NC

Performance Area	Measure	2014-15 Data	2015-16 Data	2016-17 Goal	2017-18 Goal	2018-19 Goal
	Annual measurable objectives (AMOs) <u>Gap</u> : Graduation ODE Goals: 2014-2015: 80.5 2015-2016: 82.8	All: 41.7 Alaskan/Indian: NC Asian/Pacific: NC Black: 55.9 Hispanic: 45.7 Multiracial: 45.9 White: 38.7 Disabled: 47.2 Disadvantaged: 45.0 LEP: NC	Decrease AMO subgroup gaps by 0.3 over 3 years and All students by 3.0 over 3 years (baseline 2014-2015)	All: 40.7 Alaskan/Indian: NC Asian/Pacific: NC Black: 55.8 Hispanic: 45.6 Multiracial: 45.8 White: 38.6 Disabled: 47.1 Disadvantaged: 44.9 LEP: NC	All: 39.7 Alaskan/Indian: NC Asian/Pacific: NC Black: 55.7 Hispanic: 45.5 Multiracial: 45.7 White: 38.5 Disabled: 47.0 Disadvantaged: 44.8 LEP: NC	All: 38.7 Alaskan/Indian: NC Asian/Pacific: NC Black: 55.6 Hispanic: 45.4 Multiracial: 45.6 White: 38.4 Disabled: 46.9 Disadvantaged: 44.7 LEP: NC
Graduation Rate	Four- and five-year graduation rates	4 year: 38.8% 5 year: 44.1%	Increase graduation rate by .5% from the previous year (baseline 2014-2015)	4 year: 39.3% 5 year: 44.6%	4 year: 39.8% 5 year: 45.1%	4 year: 40.3% 5 year: 45.6%
	Average years to graduation for students starting 9 th grade with ECOT (local data)	3.8	Maintain average graduation years to be at or below 4 years	Maintain average graduation years to be at or below 4 years	Maintain average graduation years to be at or below 4 years	Maintain average graduation years to be at or below 4 years
K-3 Literacy Improvement	Percentage of students on track	K: 41.5% 1 st : 81.7% 2 nd : 65.1% 3 rd : 80.4%	For any grade track percentage below 80%, increase by 1% from the previous year (2014-2015 baseline)	For any grade track percentage below 80%, increase by 1% from the previous year (K: 42.5%, 2:66.1%)	For any grade track percentage below 80%, increase by 1% from the previous year (K: 43.5%, 2:67.1%)	For any grade track percentage below 80%, increase by 1% from the previous year (K: 44.5%, 2:68.1%)
	Percentage of 3 rd graders meeting the 3 rd Grade Reading Guarantee	66.1%	increase by 1% from the previous year (2014-2015 baseline)	67.1%	68.1%	69.1%
Prepared for Success	Students taking the ACT (local data)	372	Increase students taking the ACT to 400	Increase students taking the ACT by 25 (425)	Increase students taking the ACT by 25 (475)	Increase students taking the ACT by 25 (500)
	Students taking the SAT (local data)	53	Increase students taking the SAT to 65	Increase students taking the SAT by 10 (75)	Increase students taking the SAT by 10 (85)	Increase students taking the SAT by 10 (95)

Performance Area	Measure	2014-15 Data	2015-16 Data	2016-17 Goal	2017-18 Goal	2018-19 Goal
	Students enrolled in CCP courses (local data)	115	121	Increase students enrolled in CCP by 10 (131)	Increase students enrolled in CCP by 10 (141)	Increase students enrolled in CCP by 10 (151)
	Students enrolled in CTE program (local data)	25	83	Increase students enrolled in CTE by 10 (93)	Increase students enrolled in CTE by 10 (103)	Increase students enrolled in CTE by 10 (113)
Student Performance	Student growth demonstrated on district assessments in reading and math	Grades 4-8: +0.5 GE math growth +0.9 GE reading growth Grades 9-12 78% of teachers showing average to above average student growth	Grades 4-8: +0.9 GE math growth +1.1 GE reading growth Grades 9-12: 88% of teachers showing average to above average student growth	Grades 4-8: +1.1 GE math growth +1.3 GE reading growth Grades 9-12: 90% of teachers showing average to above average student growth	Grades 4-8: +1.3 GE math growth +1.5 GE reading growth Grades 9-12: 91% of teachers showing average to above average student growth	Grades 4-8: +1.4 GE math growth +1.6 GE reading growth Grades 9-12: 92% of teachers showing average to above average student growth

Non-Academic Performance Goals

Performance Area	Measure	2014-15 Data	2015-16 Data	2016-17 Goal	2017-18 Goal	2018-19 Goal
Attendance	Percentage as measured on the local report card	Attendance Rate: 92.0% Chronic Absenteeism Rate: 23.6%	Maintain an attendance Rate above 90% Decrease Chronic Absenteeism rate by 1% (Baseline 2014-2015)	Maintain an attendance Rate above 90% Decrease Chronic Absenteeism rate by 1% (22.6%)	Maintain an attendance Rate above 90% Decrease Chronic Absenteeism rate by 1% (21.6%)	Maintain an attendance Rate above 90% Decrease Chronic Absenteeism rate by 1% (20.6%)
Parent Satisfaction	Percentage as measured by the Year End survey	87.5% (Overall Satisfaction)	96.2% (ECOT provides strategies for successful online learning)	Maintain an 80% or greater satisfaction rating	Maintain an 80% or greater satisfaction rating	Maintain an 80% or greater satisfaction rating

Performance Area	Measure	2014-15 Data	2015-16 Data	2016-17 Goal	2017-18 Goal	2018-19 Goal
Financial Performance	ECOT will earn sufficient income to meet or exceed the cash balance necessary to maintain one month's operating expenses.	As established in the monthly Financial Summary report	As established in the monthly Financial Summary report	As established in the monthly Financial Summary report	As established in the monthly Financial Summary report	As established in the monthly Financial Summary report
Financial Sustainability	ECOT will maintain a cash balance of at least one month's operating expenses at all times.	As established in the monthly Financial Summary report	As established in the monthly Financial Summary report	As established in the monthly Financial Summary report	As established in the monthly Financial Summary report	As established in the monthly Financial Summary report
Governing Board Performance	Board members maintain current qualifications by attending all trainings by ECOT and ESCLEW as required to be a member. Board members will attend 90% of all meetings.	Certification of board members completion of trainings to ESCLEW is required each year (HB2)	Certification of board members completion of trainings to ESCLEW is required each year (HB2)	Certification of board members completion of trainings to ESCLEW is required each year (HB2)	Certification of board members completion of trainings to ESCLEW is required each year (HB2)	Certification of board members completion of trainings to ESCLEW is required each year (HB2)