

MODIFICATION TO CHARTER CONTRACT  
FOR SPONSORSHIP OF A COMMUNITY SCHOOL

By and Between

The Buckeye Community Hope Foundation (“Sponsor” or “BCHF”)  
And North Shore High School (“Governing Authority” or “School”)

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

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

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

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

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

3313.6610 [registration with SaferOH tip line], 3313.67 [immunization of pupils], 3313.671 [immunizations], 3313.672 [new student school records, custody orders, birth certificate], 3313.673 [k-1 health and other screening], 3313.69 [hearing and vision screening], 3313.71 [health screening, tuberculosis], 3313.716 [asthma inhalers], 3313.718 [epinephrine auto-injection], 3313.719 [policy protecting students with peanut or other food allergies], 3313.7112 [diabetes], 3313.721 [health care for students], 3313.80 [display of flag], 3313.801 [display of mottos], [3313.814 [food sold on school premises], 3313.816 [sale of a la carte items], 3313.817 [requirements concerning sale of food and beverages], 3313.818 [breakfast programs] 3313.86 [review of policies and procedures to ensure safety], 3313.89 [online education and career planning tool]; 3313.96 [missing children], 3319.073 [child abuse prevention training], 3319.077 [professional development for dyslexia], 3319.078 [multi-sensory structured literacy certification process], 3319.238 [financial literacy license validation], 3319.318 [prohibition on assisting sexual offenders find employment], 3319.321 [confidentiality of student information], 3319.39 [criminal records check], 3319.391 [applicants and new hires criminal records check], 3319.393 [educator profile database consultation], 3319.41 [corporal punishment], 3319.46 [behavior supports, restraint, and seclusion], 3320.01 [definitions]; 3320.02 [general provisions], 3320.03 [rights of students to engage in religious expression with assignments], [3321.01 [admittance to kindergarten, first grade], 3321.041 [requirements related to out-of-state enrichment or extracurricular activities], 3321.13 [duties of teacher or superintendent upon withdrawal or habitual absence], 3321.14 [attendance officer], 3321.141 [notification of unexcused absences], 3321.17 [attendance officer powers], 3321.18 [enforcement proceedings], 3321.19 [examination into cases of truancy], 3323.251 [dyslexia screening measure], 3327.10 [qualifications of drivers], 4111.17 [wage discrimination], 4113.52 [whistleblower protection] 502.262 [school emergency management plans], and 5705.391 [spending plan].

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

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

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

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

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

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

5. Article VII is amended as follows:

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

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

If the School is declared unauditable pursuant to R.C. 3314.51, the Governing Authority shall suspend the Fiscal Officer and find an immediate replacement. If the Governing Authority has contracted with a management company that provides the services of a fiscal officer, the Governing Authority shall cause the management company to suspend the Fiscal Officer and find an immediate replacement.

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

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

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


The School's classroom teachers shall be licensed in accordance with R.C Sections 3319.22 to 3319.31, except that the School may engage noncertificated persons to teach up to twelve (12) hours per week or forty (40) hours a week, if the individual is

teaching an industry-recognized credential program at a dropout recovery school, pursuant to R.C. 3319.301.

9. The Contract's Existing Exhibit 1 is replaced with the revised Exhibit 1 (attached).
10. The Contract's Existing Exhibit 2 is replaced with the revised Exhibit 2 (attached).
10. The Contract's Existing Exhibit 3 is replaced with the revised Exhibit 3 (attached).

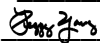
ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

**School**

Print Name: Jason M. Cooper  
Signature:   
Title: Board President  
Date: May 16, 2022

*With full authority to execute  
this modification*

**Sponsor**

Print Name: Peggy Young  
Signature:   
Title: Director, Education Division  
Date: May 16, 2022

*With full authority to execute  
this modification*

**Exhibit 1**  
**Addendum to Contract Providing Description of Facility**

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

1. A detailed description of each facility used for instructional purposes.

North Shore High School will lease two facilities; A main facility stand-alone facility located at 4750 Turney Rd., Garfield Heights, Ohio 44125. The building contains 34,000 ± square feet divided into ten classrooms, five offices, one large common area, and restrooms. The average classroom size is approximately 700 square feet. The lunch/common area is approximately 1000 square feet. The offices are approximately 300-400 square feet. The reception area is between 200-300 square feet.

A satellite facility located at 4243 Fulton Road, Cleveland, OH 44144. The building contains 3,900 ± square feet divided into two open concept classrooms, three offices, one common area, and student and staff restrooms. The average classroom size is approximately 700 square feet. The lunch/common area is approximately 400 square feet. The offices are approximately 250 square feet. The reception area is between 150-200 square feet.

2. The annual costs associated with leasing each facility that are paid by or on behalf of the school.

The lease agreement for 4750 Turney Road provides for a lease rate of \$8000 a month.

The school is required perform any related maintenance except for items such as the buildings foundation, major plumbing issues, heating, and hvac systems. The costs for performing any needed repairs and maintenance to the facility has been included in the budget at the rate of \$8,000 per year. The School will also contract with a cleaning company that will assist with day to day upkeep of the facility. The School will be responsible for all of the utilities at the facilities including electricity, gas, water, sewer, and garbage collection. The costs for all utilities would range between \$29,600-\$38,600 per year.

The total yearly cost to lease and maintain the 4750 Turney Road facility is approximately \$110,000 per school year.

The lease agreement for 4243 Fulton Road, Cleveland, OH 44144 provides for a lease rate of approximately \$3,600 a month plus common utilities and maintenance. The landlord is responsible for major repairs and systems. The costs for all utilities would range between \$6,000-\$8,000 per year.

The total yearly cost to lease and maintain the 4243 Fulton Rd. facility is approximately \$49,000 per school year.

The total facility costs for both facilities would range from \$155,000-165,000 per year.

3. The annual mortgage principal and interest payments that are paid by the school.

The school does not pay annual mortgage principal or interest payments.

4. The name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator.

Landlord- TMN Ltd., (for Turney Rd)

Mark Melvin – Managing Partner

9481 Yorkview, North Royalton, Ohio 44133

There is no relationship between the landlord and the operator.

Memphis Fulton Associates Limited Partnership (for Fulton Rd)

c/o Paran Management Company, Ltd.

2720 Van Aken Boulevard, Suite 200

Cleveland, OH 44120

There is no relationship between the landlord and the operator.

## **Exhibit 2**

### **Educational Plan**

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

#### **1. Mission of the School.**

The North Shore High School academic program is aligned directly to the school's mission to close the opportunity gap by providing a responsive learning environment using differentiated instructional strategies designed to ensure students achieve measurable post-secondary outcomes.

The key design elements of the academic program for North Shore High School include:

- Responsive Onboarding Process
  - Student Success Plan inclusive of an Individual Career Plan
  - Mentorship Model
- Differentiated Mastery Learning
  - Instruction Across Content Area
  - Flexible Learning Environment
  - Adaptive Feedback
- Connecting Post-Secondary Outcomes
  - Dual Enrollment Programs
  - Career Academies

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

North Shore High School is expected to attract 50% or more of 9-12 students who have dropped out or who are at-risk of dropping out of high school. The learner centered pedagogical approach at North Shore High School using mastery learning is designed to meet the needs of all learners, including students with disabilities, those with no identified disabilities, those who would benefit from enrichment, and students who are English Language Learners (ELLs). Regardless of a student's current ability level the school will tailor instruction and feedback to meet the needs of the individual student. Each student will have a different post-secondary goal and timeline for graduation influenced by their age and prior life experiences. Students will also have different academic, social emotional, or economic needs that need to be met to maximize their potential for growth.

The school will provide for each student a student success plan that is responsive to their individual needs, background, post-secondary goals, and meets the state's requirement for an individual career plan. The responsive onboarding process will allow the school to provide the necessary wrap around support services for each student that allows them to be fully engaged in both classroom and online instruction. The responsive learning environment at North Shore High School will close the opportunity gap and help students get engaged.

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

The school will enroll students in grades 9-12. The majority of students enrolled will be between sixteen years of age and not older than twenty-one years of age and/or are at least one grade level behind their cohort age groups and experience crises that significantly interfere with their academic progress such that they are prevented from continuing their traditional programs.

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

The North Shore High School academic program will allow students to demonstrate mastery through action. The school will provide students with an opportunity to completing authentic instructional tasks aligned to their individual career and post-secondary personal goals. An underlying principle of North Shore High School's academic program will be keeping students "In the Flow". Students who are "in the Flow" are positioned in an optimal state for learning because the skill level and challenge level of a task are at their highest. In developing a comprehensive approach to keeping students "In the Flow", or zone of proximal development, the school will utilize a Universal Design for Learning framework designed to tailor curriculum to meet individual student needs and promote expectations and beliefs that optimize motivation. instructional delivery may include a combination of time in a supervised on-site and online delivery. Utilizing a blended learning model, a student will have some control over time, place, path or pace of learning.

The UDL framework will provide teachers with a method for creating a responsive classroom environment and improving student engagement through authentic mastery learning, inclusive instructional practices, and providing for high levels of adaptive feedback. The Academic Program at North Shore High School will focus on the development of engaging and rewarding instruction that build on prior knowledge and link to real world applications that make all instruction meaningful, relevant, and useful for students during and after high school. Each student will set their goal for graduation and work closely with a mentor teacher who will provide daily feedback on their progress towards graduation. The extensive post-secondary goal setting process during intake will ensure that the curriculum and instruction mimics real-world situations to make learning more authentic. This will be accomplished using a variety of intake surveys, academic assessments, transcript review, and student interviews (face to face or online) starting on day one. From the time a new student enrolls, the goal will be to make them feel that they are successfully improving and heading towards a goal.

The school will use UDL design methods will allow students to connect prior knowledge across content areas and demonstrate what they have learned in a variety of ways. Students who enroll will likely start credit deficient and need to complete courses and earn credits at a faster rate than their peers. To overcome these barriers the school will eliminate down time and to quickly begin content area instruction while collecting a wide range of academic and non-academic information that will allow teachers to meet students where they are at and break instruction down into challenging yet achievable goals. Rather than focus on a set number of hours or completing a certain number of assessments, teachers will be able to support students using integrated coursework. The school will utilize concept maps to support teachers as they make connections across content areas.

### **Flexible Learning Environment**

The science and math lab will be equipped with areas for students to perform experiments, complete projects, and view multimedia presentations. Digital flex books also provide teachers the ability to conduct online experiments in real-time along with students. The school's academic program will vary demands, time, and resources based on the needs to each student. Time management and scheduling are a critical aspect of creating space in students' schedules for

additional learning experiences. While students will be required to complete a minimum of 5.5 hours each school day during two 2.75-hour blocks (920 hours per year), students will be encouraged to take advantage of all the learning opportunities offered by the school including online instruction. Each student will have a personalized schedule based on factors such as their age, graduation goal, and post-secondary goal. The focus during scheduling will be not to limit their potential while also providing a responsible amount of time needed to master content area standards. One way the school will maximize student learning time is to use distributed practice with adaptive feedback.

### Curricular Resources

The school selected resources that align to the school's mission to close the opportunity gap by providing a responsive learning environment using differentiated instructional strategies designed to ensure students achieve measurable post-secondary outcomes. The school will use using both digital and traditional resources and selected items that fit the school's academic program and allow teachers the flexibility they need to develop rigorous standards-based lesson for at-risk students. The intent is not for the resources to be stagnant, but to adapt and change over time according to the needs of students. All curriculum and lessons will be clear, logical, and easily accessible. To select the curriculum resource the team focused on finding resources that provide students rewarding outcomes, through relevant content using responsive methods of instruction, aligned to Ohio's Learning Standards. Curricular resources were reviewed and selected to align to the needs of the student population. The team first solicited feedback on curriculum resources from several different sources including leaders of high performing dropout recovery high schools, educational service center curriculum consultants, literacy specialists, and sponsor. We then reviewed resources and instructional methods used by high performing dropout recovery programs. After making the selection of the core resources we reviewed alignment documents and test blueprints to select supplement and intervention resources.

A variety of instructional methods and materials, including digital will be used as part of the academic program to ensure that teachers are meeting the individual academic needs of all students. The structure of each course must be organized and, where appropriate, use interdisciplinary approaches to learning. The school will provide curriculum resources for students that are adaptable and use of graphic design elements to enhance students' learning experience. All students who enroll at the school will work towards mastery of Ohio's Learning Standards by completing both online coursework and offline standards-based lessons developed by licensed subject area teachers. The academic program design uses personalized course pathways with varying levels of support to meet students at their individual level of academic readiness. The online and offline instructional materials make it possible for teachers to differentiate instruction to address diverse student needs. Teachers will work closely with the school leadership, board of directors, and operator to add additional student programming and pathways to graduation. The curriculum will meet all ODE graduation requirements and be integrated across content areas wherever possible.

Grade	Math		
	Tier 1	Tier 2	Tier 3
<b>9</b>	Apex - Integrated Math I	Interactive Math I locally created using CK-12 Flexbooks Apex Tutorials	Arrive Math Booster- MH
<b>10</b>	Apex - Integrated Math II	Interactive Math II locally created using CK-12 Flexbooks Apex Tutorials	Essentials for Algebra – MH Consumer Education and Economics Corrective Mathematics
<b>11</b>	Apex Algebra I	Teacher directed instruction using HMH Algebra I Apex Tutorials	Interactive Algebra I locally created with PLEX Digital Manipulatives using CK-12 Flexbooks
<b>12</b>	Apex Algebra II	Teacher directed instruction using HMH Algebra II Apex Tutorials	Interactive Algebra II locally created with PLEX Digital Manipulatives using CK-12 Flexbooks

Grade	ELA		
	Tier 1	Tier 2	Tier 3
<b>9</b>	Apex English 9	Into Literature (2020) Grade 9- HMH Apex Literacy Advantage Courses	Read to Achieve- Comprehending Content Area Text - MH
<b>10</b>	Apex English 10 with writing focus	Commonsense Composition using The Glyfada Method locally created using CK12 Flexbooks Apex Literacy Advantage Courses	Read to Achieve: Comprehending Narrative Text- MH Corrective Reading Decoding
<b>11</b>	Apex American Literature	Into Literature (2020) Grade 11- HMH Apex Literacy Advantage Courses	HMH Into Literature (2020) Grade 11 Corrective Reading Comprehension
<b>12</b>	Apex World Literature	Into Literature (2020) Grade 12- HMH Apex Literacy Advantage Courses	HMH Into Literature (2020) Grade 12

### Core Course Requirements

<i>Course</i>	<i>Credits</i>
English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

### *English Language Arts Courses*

<b>Course</b>	<b>Credits</b>
English 9	1 Credit (Two .5 credit sections)
English 10 with writing focus	1 Credit (Two .5 credit sections)
American Literature with American History Integration	1 Credit (Two .5 credit sections)
World Literature with World History Integration	1 Credit (Two .5 credit sections)

### *Science*

<b>Course</b>	<b>Credits</b>
Biology with Health Applications	1 Credit
Earth Science	1 Credit
Physical Science with Geometry applications	1 Credit
Chemistry	.5 Credit

### *Social Studies*

<b>Course</b>	<b>Credits</b>
American History with Literacy and Writing Applications	1 Credit
World History with Literacy and Writing Applications	1 Credit
Government	1 Credit

Physical Education and Health will both be offered. These courses will be integrated whenever possible into Biology or Allied Health courses. The school will also offer a range of elective courses with links to post-secondary outcomes. Depending on a student's post-secondary goal they will choose from courses in fine arts, business, career-technical education, family and consumer sciences, technology, or English language arts, mathematics, science or social studies courses not otherwise required.

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

The Academic Program will not only focus on guiding students towards graduation, but also ensuring they can achieve post-secondary success after high school. The school's academic program

is designed to facilitate the acquisition of skills and knowledge that align with their post-secondary goals, that is, what students want and need to learn. The school's education program will utilize Dual enrollment programs that allows students to take college courses and earn college credits while still attending North Shore High School. Dual Enrollment Programs will be offered through the following colleges that provide transfer credit.

- Cuyahoga County Community College
- Cleveland State University
- Notre Dame College

Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. The dual enrollment programs at the school will support college credit accumulation and degree attainment. By allowing students to experience college-level courses the school will help them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework.

The Career Academies will combine academic and technical curricula around a career theme and establish partnerships with local employers to provide work-based learning opportunities. The Career Academies may consist of only a few students in each individual area. While the school is currently expanding partnerships for Career Academies, it will currently offer a Manufacturing Career Academy in partnership with Pompili Manufacturing (Garfield Heights) and Allied Health by contracting with Heart to Heart Medical Training.

- Pompili Manufacturing
- Heart to Heart Medical Training

The Manufacturing career pathway will lead to an industry credential using NIMS Machining Level 1 Certification. Students will earn 12 points by achieving a passing performance and theory assessments in functional job areas from entry- to master-level. The Allied Health career pathway will lead to an industry credential using one of four AMCA certification exams. Students will earn 12 points by achieving a passing score. Students on one of the school's career academies will also take ACT Workkeys exam. Additional programs will be added based on school enrollment, staffing, and workforce demands.

#### Career Technical Education Courses

Manufacturing	Credits	Progression
Construction Explorations	.5	1 <sup>st</sup> Course
Equipment Fundamentals	.5	2 <sup>nd</sup> Course
Fundamentals of Manufacturing	.5	3 <sup>rd</sup> Course
Lean Manufacturing and Automation	.5	4 <sup>th</sup> Course
IT Explorations	.5	5 <sup>th</sup> Course
Engineering Fundamentals I	.5	6 <sup>th</sup> Course

Allied Health	Credits	Progression
Healthcare Explorations	.5	1 <sup>st</sup> Course
Introduction to Medical Terminology	.5	2 <sup>nd</sup> Course
Health Science	.5	3 <sup>rd</sup> Course
Nursing Assistant I	.5	4 <sup>th</sup> Course
Medical Assistant II	.5	5 <sup>th</sup> Course
Medical Assistant III with Certification Prep	.5	6 <sup>th</sup> Course

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

**a. STEM School Designation.**

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

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

**b. Preschool Program.**

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

The School IS planning to operate a preschool program.                   

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

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

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

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

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

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

The School must create a plan outlining meeting between teachers and students, which plan shall indicate the number of times teachers will visit each student throughout the school year and the manner in which those visits will be conducted. The School must set up a central base of operation with a Sponsor-provided representative within fifty miles of said base to provide monitoring and assistance.

The School must create a plan for providing special education and related services to

disabled students enrolled in the School, which must be submitted prior to the School's receipt of its first payment from the State and on or before September 1 of each year thereafter. The School must retain an affiliation with at least one full-time teacher of record licensed in accordance with Section 3314.03(A)(10) of the Revised Code.

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

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

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

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

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

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

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

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

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

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

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

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

**d. Adult Diploma Program.**

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

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

Consistent with Section 3314.38 of the Revised Code and subject to Department of Education continued approval, the School may enroll and educate eligible individuals as defined in Section 3317.23 of the Revised Code who are at least twenty-two years of age for up to two consecutive school years to allow enrollees to earn a high school diploma. An enrolled eligible individual may satisfy the requirements to earn a high school diploma by successfully completing a competency-based educational program. The School shall comply with all requirements set forth in Sections 3317.23,

3317.231, and 3314.38 of the Revised Code, and Chapter 3301-45 of the Administrative Code as applicable community schools operating dropout prevention and recovery programs. In addition to oversight by the Department, the Sponsor shall be responsible for monitoring compliance and performance of community schools providing services to adult learners under Chapter 3301-45 of the Administrative Code.

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

- (1) Success plans. Success plans are created for all enrolled eligible individuals through a career counselor that considers the abilities and interests of the student and creates a pathway to a diploma and a career beyond secondary education. Success plans include benchmarks to monitor student progress toward a diploma. The School provides read-only access of the success plans to its Sponsor for oversight purposes under FERPA.
- (2) Reports. All annual and monthly reports are provided to the Department of Education and are made available to the Sponsor upon request.
- (3) Performance. The Sponsor shall review the Department's annual report to ensure the School meets the goals as set forth by the Department to remain an eligible provider by rule.

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

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

\_\_\_

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

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

**f. Blended Learning Model**

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

- (1) The School IS NOT planning to register for the School as a blended learning program under Section 3302.41(A) of the Revised Code. \_\_\_
- (2) The School IS planning to register a blended learning program under Section 3302.41 (A) of the Revised Code **for the 2021-22 school year only**, subject to the prior written approval of the Sponsor and timely submission of a blended learning declaration. \_\_\_

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

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

The school will operate a Station Rotation Blended Learning model or Flex Blended Learning Model when necessary to address specific student needs.

a. Determining Instructional Needs

To develop a student success plan for each student, the school will have a purposeful system for identifying students' present level of academic performance and need for support service. Upon enrollment, students start a streamlined orientation process that includes meeting with support staff members, academic assessments, and career interest surveys. The onboarding process will set the stage for student's success by providing the necessary support services, generating post-secondary goals, and defining program expectations. The school will either provide the necessary services in house or help students navigate their way to agencies that can provide those services.

New potential student receives school tour (face to face or digital), meets with school staff, and completes an information sheet. This is also used as a time to outline the programs and resources offered by the school and answer any questions a student may have. Each piece of information will be used to develop a Student Success Plan for each student.

The student success plan includes the following components.

- Student Information and Academic history
- Student Post-Secondary Plan/Goal
- College and Career Interest Survey Data
- Initial Mentor Meeting Notes
- Principal Meeting Notes
- Re-engagement Plan with student "local advocate" contact information
- Course Road Map with transcript
- STAR in Reading and Math
- Reasons for dropping out
- Current activities and time commitments (working, parenting)

During the intake process, the school will also establish a variety of different contact sources for the student using a "local advocate" information sheet. By gathering contact information of parents, grandparents, employers, counselors, and other community members that are involved in the student's life. The school will build a comprehensive system for monitoring student departures from the school, applied to instances of inconsistent attendance, 72 hours of absence, and graduation. For each student, the school will develop a graduation plan but also a reengagement plan. The reengagement plan will be used to help students who stop attending on a regular basis to find suitable ways to re-engage in learning until they reach their goals. The school will strive to keep in contact with all students, even those who have been exited due to 72 consecutive hours of absence. In some instances, the reengagement plan will also be used to help students successfully transition to a new setting such as another program so they can continue their education without interruption.

## b. Determining Competency

The school will use an online learning management system and standards-based gradebook to track student progress across a range of different subject areas using a variety of instructional resources. The online learning management system will allow teachers to use a combination of online resources, hard copy textbooks provided by the school, and teacher developed resources. Using this tool teachers will collaboratively assess student progress on individual standards across content areas in real time. In addition to completing adaptive computer scored online assessments, students will also be able to demonstrate mastery using teacher scored writing samples, student logs, discussion boards, presentations, portfolios, student/teacher interviews, self-assessments using outcome checklist, and core competencies checklist correlated to student's needs.

Using live taught video lessons online instruction will also provide teachers the ability to provide ongoing adaptive feedback. After completing a task or lesson, students will be assessed on mastery outcomes using multiple methods of assessment. For example, in ELA a student would read an informational text on the industrial revolution and then answer written questions about the key ideas and details. With teacher support, students would then draft an informative summary of the main ideas covered in the text with supporting details. The student would then submit their essays in person, digitally, or to a group discussion board for further review and feedback. The continuous goal setting and teacher feedback loop at North Shore High School will be a critical aspect of increasing student motivation and a major factor in increasing the speed in which students master the instructional content. The goal will be to always ensure teachers can evaluate each student's performance daily and recognize their achievements even when they need to leave school prior to passing an assessment or mastering a standard.

The instructional techniques used at North Shore High School will be based on an understanding of a student's learning needs and preferences, and on the goal that the student is trying to achieve. The following high yield instructional methods found below will be incorporated into the school pedagogical approach. The North Shore High School program will be unique by applying these strategies in a co-teaching model. Using a co-teaching model, students will have the flexibility to switch between content areas each day while ensuring there is overlap in the instructional strategies used. Research suggests that it is better to spread out learning over several sessions instead of concentrating it in one large binge. The adaptive questions provide teachers a way to provide instant remediation rather than traditional drill and kill methods used in similar schools. Rather than focus on percentage correct students will be assessed based on their skill level that takes into account the difficulty level of each task, as well as how the student performed on previous attempts at a given practice.

The skill levels used at North Shore High School can be found below.

- Beginning/Exploring – new to a concept
- Emerging - demonstrating familiarity
- Mastery - understands core concept

Students who are shown to not have mastered the prerequisite skills to complete a task will receive academic intervention in the area of need. In the example above, a teacher may employ the Cover-Copy-Compare strategy while working on solving simple equations. Students who are shown to be emerging may complete additional instructional tasks such as watching a video or using an online manipulative with teacher guidance. Students who have mastered a standard will complete enrichment activities or move on to another standard that has been supported by their understanding of this concept.

Using assessment data, the school will use an online system to create performance graphs, which are often used in simulation or strategy games, provide information about the players' performance compared to their preceding performance during a game. The goal will be to provide students meaningful feedback more often than other school models. By using this online system teachers

will be able to provide tailored rather than generic feedback. In tailored feedback, the specific content is personalized to the individual, through mechanisms like personalization (i.e. addressing the student by name) or by adapting the feedback to their individual performance (e.g. by including descriptive statistics that refer to the student's personal performance. Feedback in an online environment would include digital video messages providing praise, text messages using Remind, or live video conferencing with teacher and other students.)

- c. Attendance requirements, including how the school will document participation in learning opportunities

The school will offer 920 hours of learning opportunities each year among two 2.75-hour instructional blocks each school day. Students are required to attend two (2) instructional blocks each day and can complete an additional 2.75-hour block using online instruction on-site or at home. Attendance will be recorded by home room teachers in ProgressBook at the beginning of each block of instruction. Participation in online learning opportunities will be documented by either teacher attendance taken during live online instruction or a sign on to online curriculum using secure time stamp with sign in and sign out. Career Based Intervention attendance will be tracked by homeroom teachers and Career Technical Education teachers using work logs, time sheets, and/or career plan tracker. Teachers will monitor and track the percent of time spent in active online instruction along with physical attendance using the student information system. The school will maintain teacher attendance in ProgressBook, online sign ins, and student work logs or time sheets.

- d. A statement describing how student progress will be monitored.

Students enrolled at the school will be assigned a "mentor teacher" who will regularly review each student's performance (whether students are having attendance, behavior, or academic problems) and intervene when problems are identified. During weekly mentor meetings, students will be given opportunities to review their plan and actively rework their goals and as they master new skills. This meeting may be conducted digitally when necessary due to a student illness or city, state, federal or local government recommendations to perform "social distancing" habits. Some methods of intervention the mentor teacher may employ to support a student include coordinating services along with the navigator, providing ongoing feedback through daily check in's, and support with post-secondary goal setting to ensure each student understands the relevance of daily instruction to their goals after high school.

The mentorship model will be based on Check and Connect strategies. Check and Connect relies on close monitoring of school performance, mentoring, case management, and other supports. The program has two main components: "Check" and "Connect." The Check component is designed to continually assess student engagement through close monitoring of student performance and progress indicators. The Connect component involves program staff giving individualized attention to students, in partnership with school personnel, family members, and community service providers.

The school will employ one or more student "Navigators" who will be either a social worker or career technical education teacher. The navigator will support students during the onboarding process and then track the fidelity of the mentorship model using a digital tracking tool. The navigator will play a vital role on the TBT team and support teachers by providing attendance and progress data to the weekly TBT meeting. The mentorship model, mentor teachers, and navigator will ensure that every student is visible even when they are not attending regularly and face challenges outside of school.

- e. A statement describing how private student data will be protected.

The school will restrict access to all student data including both digital and hard copy files. All digital files that contain student information will be kept on a secure server. The school will train all staff on all federal regulations, including but not limited to FERPA and state regulations with regards to data security and

protecting student confidentiality.

- f. A description of the professional development activities that will be offered to teachers.

The school will use a blended model of professional development to deliver and support relevant learning opportunities for teachers, as well as all staff. The methods of delivering the programs will include, but not be limited to large groups, small groups, individuals, and electronic functions such as development and training through computerized programs, video conferencing, and web-based delivery.

The school's calendar has been designed to accommodate days for professional development activities by scheduling non-student's days. In addition, professional development sessions will be held after school at least once per month for the months of September through May. A minimum of one day per week after school will be devoted to staff meetings, child study team meetings, parent conferences, professional learning community (PLC) meetings, and professional development training sessions. Staff development meetings will be scheduled before school start and then periodically throughout the school year. Staff will attend, as directed, per their position/perceived need. The school will utilize resources and funding available through federal programs, the education management organization, sponsor, and state department. Additionally, we will use the local education service centers and access training provided on regulatory academic instruction.

## **Ex. 3 - Performance Frameworks – Metrics, Measures, & Targets**

### **OVERVIEW**

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

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

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

### **PERFORMANCE FRAMEWORK SCORING SCALE**

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

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

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

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

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

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

## ACADEMIC PERFORMANCE TARGETS & METRICS – Drop Out Recovery Community School

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

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

<b>6. Over the Contract Averages: Progress</b>	School's rating average of the three most recent school years for the Progress Component.	5	4	3	2	1
ITEM	DESCRIPTION/DATA SOURCE	SCALE				
				TARGET		
		5 points	4 points	3 points	2 point	1 point
<b>7. Achievement in Norm-Referenced Test (NRT)</b>	Percent of students at or above the 50 <sup>th</sup> Normal Curve Equivalent (NCE) for the better of either winter or spring NRT administration.	$\geq 50$	$< 50$ and $\geq 45$	$< 45$ and $\geq 40$	$< 40$ and $\geq 35$	$< 35$
<b>8. Growth in Norm-Referenced Test (NRT)</b>	Best growth in average NCE between two NRTs within a school year. <i>Progress as measured by the LRC may be used as an override.</i>	$\geq 20$	$< 20$ and $\geq 10$	$< 10$ and $\geq 0$	$< 0$ and $\geq -10$	$< -10$
<b>9. Disaggregated Performance Beyond GAP Closing</b>	Using ELA and Math component calculations, the total earned subgroup points are divided by the total possible points.	$\geq 90\%$	$< 90$ and $\geq 80$	$< 80$ and $\geq 70$	$< 70$ and $\geq 60$	$< 60$
<b>10. English Learner</b>	English Learners meeting their goal based on the AMO from the GAP report. (Depending on state reporting format).	<u>5 or</u> $\geq 90$	4 or $< 90$ and $\geq 80$	3 or $< 80$ and $\geq 70$	2 or $< 70$ and $\geq 60$	1 or $< 60$

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

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

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

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

### **FISCAL PERFORMANCE TARGETS & METRICS – All Schools**

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

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









# NS Modification with Exhibits\_5.16.22

Final Audit Report

2022-05-16

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