

**MODIFICATION NO. 5**  
**TO OHIO COMMUNITY SCHOOL CONTRACT**  
**BY and BETWEEN**  
**Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)**  
**AND**  
**The Intergenerational School (“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, 2017; and

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

**NOW THEREFORE**, the parties modify the Contract as follows:

**1. Article IV, Section 4.1.**

- a. In the first sentence of the section add “3302.037,” “3313.669,” “3313.6610,” “3313.6025,” “3313.6026,” “3319.077,” “3319.078,” “3319.318,” “3319.393,” “3323.251,” and “5502.262” in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
- b. In the first sentence of the section insert as a new explanatory clause “(unless the School is an internet- or computer-based community school that does not qualify for a dropout prevention and recovery report card, in which case the School must comply with 3314.261)” after “3321.191.”
- c. In the first sentence of the section remove from the section the statutory citation to “3313.536.”
- d. The rest of Section 4.1 remains as originally written in the Contract.

**2. Article VI, Section 6.4.** At the end of the first sentence, “provided however, parents of students who enter ninth grade for the first time in the 2022-2023 school year may elect not to have a nationally standardized assessment administered to that student.” The rest of Section 6.4 remains as originally written in the Contract.

**3. Article VI, Section 6.13.** Insert the following paragraph at the end of the section:

If the School operates an internet- or computer-based community school that does not qualify as a dropout prevention and recovery school, the School shall adopt an attendance policy in accordance with R.C. 3314.261, which shall detail: (1) the classroom-based and nonclassroom-based “instructional activities” that a student is expected to complete, participate in, or attend during the school day; and (2) certain consequences, including disenrollment from the School, if a student fails to participate in instructional activities.

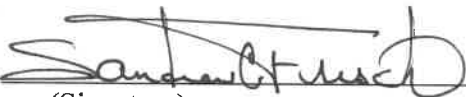
The rest of Section 6.13 remains as originally written in the Contract.

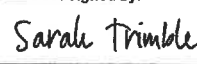
- 4. **Article VII, Section 7.3.** Insert the phrase “and 2021-2022” after “2020-2021” in the start of the second paragraph. The rest of Section 7.3 remains as originally written in the Contract.
- 5. **Article XI, Section 11.5.**
  - a. In the first sentence of the section remove “six (6)” and insert “seven (7)” in its place.
  - b. In the first sentence of the section remove “June 30, 2023” and insert “June 30, 2024” in its place.
  - c. The rest of Section 11.5 remains as originally written in the Contract.
- 6. **Attachment 3.4** shall be replaced in its entirety with the attached.
- 7. **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**

**Governing Authority of The Intergenerational School**

By:   
(Signature)

DocuSigned by:  
By:   
A7E82814171F48F...  
(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 executive this Contract for and on behalf of **Governing Authority** and with full authority to bind **Governing Authority**. 11/15/2021

Date: 1-19-2022

Date: \_\_\_\_\_

## Community School: School Suspension and/or School Closing Procedures

Effective date: July 1, 2010

Updated: July 2021

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

### Statutory Requirement for Closure

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

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

### Suspension Statute

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

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

## Overview

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

Note:

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

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

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

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

For all suspensions and closures, an estimated timeline for suspension and closure activities must be submitted to the Office of Community Schools. For mid-year suspension or closure, the estimated timeline must be submitted to the Office of Community Schools within 10 days of notification. In the case of suspension or closure at the end of the school year, sponsors shall submit an estimated timeline for suspension or closure activities to the Office of Community Schools, via Epicenter. When submitting the first quarterly suspension and closing assurances report, please ensure Column I is filled out with estimated dates of completion. Also when submitting future quarterly suspension and closing reports, update Column I as needed.

The updated Suspension and Closing Assurance Form shall be submitted to the Office of Community Schools, quarterly, (July 1, or July 15 for newly closed schools, Oct. 1, Jan. 1 and April 1) via the Epicenter "Quarterly suspension and closing assurance reports" submission type while noting which activities are complete and identifying the date of completion for each item. Sponsors should continue to submit quarterly closing assurance reports until all items on the form is complete and the

suspension and closing assurances form is submitted via Epicenter. The quarterly submissions shall include, in the “Notes” column, a narrative explaining any delays. For items in which the sponsor believes is “non-applicable” to the school, the sponsor must provide a justification in Column H of the Suspension and Closing Assurance Form.

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

**The Suspension and Closing Assurance Form  
is updated quarterly until all activities are complete.  
The narrative and step-by-step technical assistance document is  
provided to assist sponsors in meeting their responsibilities  
when one of their schools suspends operations or closes is  
provided below on pages 5-15.**

### **Additional Resource**

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

### **Submission Instructions**

**Sponsors must submit the Quarterly Suspension and Closing Assurance Report and the completed Suspension and Closing Assurance Template Form for each suspended and/or closed community school. By completing the Certification tab, sponsors attest that all necessary notifications and actions are completed.**

Submit the (1) Suspension and Closing Assurance Reports and the (2) completed Suspension and Closing Assurance Form with its Certification tab by uploading the files to Epicenter following the process below:

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

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

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

## Records

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

### *Student Records*

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

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

### *Staff Records*

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

### *Administrative/Financial Records*

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

### *Record Retention*

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

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

Should you have any questions, please contact your lead consultant or the Office of Community Schools at [Community.Schools@education.ohio.gov](mailto:Community.Schools@education.ohio.gov) .

#### **Please note:**

- A. For each task, sponsors must indicate whether the task is applicable in column G of the Suspension and Closing Assurance Form. If the task is **not applicable**, the sponsor must provide a justification for that determination in column H.
- B. The initial quarterly suspension and closing assurance report submitted in Epicenter must include an estimated completion date for each task (see column I). Be sure to follow the dates required by law or required by this document. If needed, update the estimated completion dates on future quarterly suspension and closing reports.
- C. Quarterly suspension and closing assurance reports are due in Epicenter on or before July 1, July 15 for newly suspended or closed schools, Oct. 1, Jan. 1 and April 1. As tasks are completed, provide a completion date in Column J.
- D. The quarterly submissions shall include, in the “Notes”, column K, a narrative explaining any delays.
- E. Besides the Quarterly Suspension and Closing Assurance Reports and the completed Suspension and Closing Assurance Form with its Certification tab, sponsors should submit separately to Epicenter: (1) the board resolution indicating suspension or closure, and (2) the estimated timeline for suspension and closure.

#### **Instructions: Completing All Required Suspension/Closing tasks:**

##### **Section A: Initial Notifications**

- 1. Notify the Office of Community Schools (OCS) that the school is being suspended, closed or non-renewed under 3314.07(B) or for other cause, or the school has taken action to initiate closure within required timelines.**
  - a. In the case of a sponsor suspending or terminating a school’s operation during the school year, notify OCS that the school is suspending or closing within 24 hours of the action.
  - b. In any other case, notify OCS of the action within 10 days.
  - c. Submit the community school’s board resolution via Epicenter, including the date of suspension or closing within 10 days of the action.
- 2. Notify the Area Coordinator’s office to schedule the student enrollment/FTE review.**
  - a. Notify area coordinators of the school suspension or closure and schedule the final student enrollment/FTE review within three days of the action.
  - b. The school’s treasurer/fiscal officer and applicable staff should familiarize themselves with the current FTE manual.
  - c. In the case of closure, non-renewal or termination for reasons other than those outlined in 3314.07(B), the sponsor shall request notice of intent with regard to continued operation from the school no later than May 15 and provide the response via Epicenter to the Office of Community Schools within three days of receipt.
- 3. Notify the resident districts of students enrolled in the school, and the Auditor of State’s Office of the school being suspended, closed or non-renewed; include the effective date of the suspension or closure.**
  - a. Notify the resident districts, for the students currently enrolled.
  - b. Notify the Auditor of State’s office of the school suspension or closure.

**4. Notify STRS and SERS that the school is being suspended or closed.**

- a. Notify the Ohio State Teachers Retirement System and School Employees Retirement System
- b. Ensure STRS and SERS contributions are current and request a final reconciliation.
  - i. In the case of mid-year suspension or closure, notify retirement systems within five days of the suspension or closure notice.
  - ii. For any other case, notify retirement systems no later than May 1.

**Section B: Timeline of suspension or closure process**

**1. Provide an estimated timeline of the suspension or closure process that includes all information contained in the suspension and closure procedures.**

- a. Submit via Epicenter a clear and detailed written timeline of the actions and tasks that will take place to ensure the transition of students, staff and the suspension or closing of the schools' business. Submission of the first quarterly suspension and closing assurances template with Column I (Estimated Dates of Completion) filled out can serve as the detailed written timeline required for this action item.
  - i. In the case of mid-year suspension or closure, submit an estimated timeline within 10 days of the suspension or closure.
  - ii. In the case of suspension or closure at the end of the school year, submit an estimated timeline at the time of submittal of the first quarterly suspension and closing assurances report.

**Section C: Parent Notification**

**1. Notification to parents of community school suspension or closure**

- a. Notify parents that the school is suspending or closing through a formal letter from the school Governing Authority within 24 hours of action in the case of mid-year suspension or closure; no later than March 1 in the case of nonrenewal under ORC 3314.07(B); and in any other case, notify parents no later than April 15. The letter must include but not be limited to the reason for the suspension or closing of the school, sponsor contact information, options for enrolling in another community school, traditional school or nonpublic schools and contact information.

**2. Provide each parent with the location that the child's records are being delivered to.**

- a. The notification must include, but not be limited to: address and phone number, department and contacts for the resident districts to where the records are being delivered to.

**3. Provide each parent with the contact information of the school's sponsor.**

- a. The notification must include the contact information of the school's sponsor.

**4. Information meeting regarding educational options for students**

- a. Notify parents of an informational meeting, the school will present education options to students for enrolling in another community school, traditional school or nonpublic schools.
- b. Convene parents and/or guardians to discuss the school enrollment process for the regional district. If possible, representatives from the school, sponsor, resident districts, and/or community schools should be present to answer questions primarily of the school choice/enrollment for the next year.

**Section D: Staff Notification**

**1. Notify the teachers and staff that the school is suspended or closing.**

- a. In the case of a mid-year suspension or closure, notify teachers and staff that the school is suspending or closing through a formal letter from the school Governing Authority within 24 hours of the action. The letter must include but not be limited to the reason for the suspension or closing of the school, and, if applicable the status of appeals or legal action. Additionally, in the case of a mid-year suspension or



closure, provide a second notification to the teachers and staff no later than 7 days after initial notice. The letter must include, 1) plans to assist students in finding new schools; 2) date of last salary check, 3) instructions on filing for unemployment benefits, 4) date of termination of employees' benefits, 5) last day of work, 6) description of any assistance the school will provide to faculty and staff to find new positions, and 7) information on where the suspension or closure plan, procedures and timeline can be found.

- b. In the case of nonrenewal under ORC 3314.07(B), notify teachers and staff that the school is suspending or closing through a formal letter no later than 10 days after action is taken. The letter must include but not be limited to the reason for the closing of the school, and, if applicable the status of appeals or legal action.
  - i. Additionally, in case of nonrenewal under ORC 3314.07 (B), provide a second notification to the teachers and staff no later than April 1 and include items 1-7 (see a/i above).
- c. In the case of nonrenewal for reasons other than ORC 3314.07(B), notify teachers and staff that the school is suspending or closing through a formal letter no later than 10 days after action is taken. The letter must include but not be limited to the reason for the closing of the school and the status of appeals or legal action.
  - i. Also, in case of nonrenewal for reasons other than ORC 3314.07(B), provide a second notification to the teachers and staff no later than May 1 and include items 1-7 (see a/i above).

**2. Notify teachers and staff that STRS/SERS contributions are current.**

- a. Include language in staff letter to ensure staff that the contributions are kept current.

**3. Clarify COBRA benefits and when medical benefits end.**

- a. In the case of mid-year suspension or closure, school employees shall be notified when benefits will end, when COBRA benefits begin and contact for assistance no later than eight days after action is taken.
- b. In the case of nonrenewal under 3314.07(B) the notification, described in D.3.a., shall take place no later than April 1.
- c. In all other cases, the notification shall take place no later than April 15.

**4. Notify staff of the obligation to continue instruction through the date of suspension or closure.**

- a. Notify teachers and staff that the school is suspending or closing through a formal letter from the school Governing Authority within 24 hours of the action. The letter must reiterate their obligation to continue instruction through the date of suspension or closure.

**5. Ensure each faculty member's LPDC information is current and available to the teacher.**

- a. Provide each faculty member, in the case of a mid-year suspension or closure, with documentation that their LPDC information is current within five days of the action.
  - i. In the case of nonrenewal under 3314.07(B), notify the faculty no later than April 1.
  - ii. In all other cases, notify the teachers no later than April 15.

**6. Provide sponsor contact information to all staff.**

- a. See item D1 above and include in the letter to teachers and staff must the sponsor contact information.

**7. Ensure all Resident Educator program documentation is current and available to affected teachers**

- a. In the case of mid-year suspension or closure provide each Resident Educator with documentation that

their Resident Educator program information is current within 5 days of action.

- i. In the case of non-renewal under 3314.07(B), provide documentation no later than April 1.
- ii. In all other cases, ensure the resident education program documentation is current no later April 15.

#### **Section E: Secure all school records, property and assets.**

##### **1. Take control of and secure all school records, property, and assets immediately when the school is suspended or closed.**

- a. In the case of mid-year suspension or closure, secure all records (student, administrative/financial, staff), property, and assets within 24 hours of notice of suspension or closure.
- b. If 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 sponsor must share any such circumstance with the sponsor's OCS assigned consultant as quickly as possible.
- c. In the case of suspension or closure at the end of the school year, begin securing all records and assets immediately under the oversight of the sponsor.
  - i. The sponsor should review the status of all records and assets no later than May 1 prior to suspension or closure.
  - ii. *As a best practice, sponsors are advised to periodically review records of graduates, including lists and transcripts to ensure the school can deliver records as required by statute*

#### **Section F: Student Records**

Student records include but are not limited to: documents normally found in permanent record folders that are necessary for these reviews and audits, include attendance records that detail enrollment and attendance history; grades and grade levels achieved; transcripts, particularly for students enrolled in grades 9-12 and for graduates of the school; proof of residency documents that identify a student's home district; two reports, one with names and SSID numbers, and one with SSID numbers only; special education folders; and other such information that may be maintained and kept in a student permanent record folder.

##### **1. Ensure student records are in order and transcript materials can be provided immediately**

- a. Organize records by grade level and district of residence.
- b. Student names and SSID must be clearly displayed.
- c. Prepare to deliver all students records to students' districts of residence within seven days of suspension or closure.
  - i. *As a best practice, sponsors are advised to periodically review records of graduates, including lists and transcripts to ensure the school can deliver records as required by statute.*

##### **2. Scan or make a copy of all CURRENTLY enrolled student's records and provide a listing by residential district.**

- a. Maintain a list in alphabetical order of the currently enrolled students by residential district.
- b. Scan or make a copy of each currently enrolled student's records.
- c. Scan or make a copy of each student's record, by residential district, in alphabetical order.
- d. The community school shall maintain copies of records necessary to conduct the FTE review and final Auditor of State audit.

##### **3. Organize all withdrawn student files by district**

- a. Maintain a list of all withdrawn students, in alphabetical order, by residential district.
- b. Provide each withdrawn student's records, by residential district, in alphabetical order, to the residential district within seven days of suspension or closure.

- 4. Organize all SPED files by district (separate from cumulative files)**
  - a. Maintain a list of all SPED student files, in alphabetical order, by residential district.
  - b. Provide each SPED student's records, by residential district, in alphabetical order, to the residential district within seven days of suspension or closure.
  
- 5. If the school has graduated students, compile a list of the names and dates of all graduates and provide digital or hard copies of transcripts**
  - a. Maintain a list (name and SSID) of all graduated students, in alphabetical order, by residential district.
  - b. Provide each graduated student's transcript, in alphabetical order by residential district, to each residential district within seven days of suspension or closure.
    - i. *As a best practice, sponsors are advised to periodically review records of graduates, including lists and transcripts to ensure the school can deliver records as required by statute.*
  
- 6. Have all available IEP, enrollment and attendance records available for the completion of the FTE closure review.**
  - a. In the case of mid-year suspension or closure, records should be available for review no later than seven days of suspension or closure.
  - b. In the case of suspension or closure at the conclusion of the school year, schools should be prepared for an FTE review within seven days of the last day of instruction.
    - i. *As a best practice, sponsors are recommended to review FTE review requirements with their schools annually and periodically check the condition of records necessary to complete FTE reviews.*
  
- 7. If possible, ODE will complete student enrollment/FTE review within seven (7) days of closure or suspension and prior to student records being delivered to resident districts.**
  
- 8. Deliver the original cumulative student records of all current, withdrawn (withdrawn during the current school year and not already delivered to the students new school), and graduates to each student's district of residence (with printed list of included students) within seven (7) business days of the school's suspension or closure and obtain a signed delivery receipt.**
  - a. Provide the district of residence with a printed list of all student records they are receiving.
  - b. Records must be boxed in alphabetical order.
  
  - c. Place a printed list of the student records on the outside of each box of records.
  - d. Obtain a signed delivery receipt from the residential district with the printed name and signature of the person receiving the records.
  - e. Provide the sponsor with updated list indicating the delivery information within 24 hours of delivery.
    - i. This list must include delivery verification receipts, names of individuals receiving the records, the signatures of said individuals and the date of receipt where student records were delivered.
  
- 9. Deliver the original SPED student records to each student's district of residence (with printed list of included students) and obtain signed delivery receipt.**
  - a. Provide the district of residence with a printed list, in alphabetical order, of all SPED student records they are receiving.
  - b. Records must be boxed in alphabetical order.
  - c. Place a printed list of the SPED student records inside of each box to ensure student confidentiality.

- d. Obtain a signed delivery receipt from the residential district with the printed name and signature of the person receiving the records.
- e. Provide the sponsor with updated list indicating the delivery information within 24 hours of delivery.
  - i. This list must include delivery verification receipts, names of individuals receiving the records, the signatures of said individuals and the date of receipt where student records were delivered.

**10. Deliver the student records of all withdrawn and graduates to each student's district of residence (with printed list of included students) and obtain signed delivery receipt.**

- a. Provide the district of residence with a printed list of all student records they are receiving.
- b. Records must be boxed in alphabetical order.
- c. Place a printed list of the student records on the outside of each box of records.
- d. Obtain a signed delivery receipt from the residential district with the printed name, signature of the person receiving the records.
- e. Provide the sponsor with updated list indicating the delivery information within 24 hours of delivery.
  - i. This list must include delivery verification receipts, names of individuals receiving the records, the signatures of said individuals and the date of receipt where student records were delivered.

**Section G: Financial Review and Notifications includes completing a review of the financial records within seven days of notice of suspension or closure.**

**1. Compile List of Creditors and Debtors.**

- a. Compile a listing of Creditors. The list may include, but not be limited to, the following categories:
  - i. Contractors to whom the school owes payment.
  - ii. Lenders
  - iii. Mortgage holders
  - iv. Bond holders
  - v. Equipment suppliers
  - vi. Secured and unsecured creditors
  - vii. Persons or organizations who owe the school fees or credits.
  - viii. Lessees or sub-lessees of the school
  - ix. Any person or organization holding property of the school.
- b. Compile a listing of all debtors. That list may include, but not be limited to, the categories listed above under Creditors.

**2. Notification to all Creditors**

- a. Solicit from each creditor a final accounting of the school's accrued and unpaid debt
  - i. Compare the figures provided with the school's calculation of the debt and reconcile.
  - ii. Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.
  - iii. Schools having elected 'reimbursing' status for unemployment insurance must contact the Ohio Department of Job and Family Services, Office of Unemployment Insurance Operations to determine unemployment insurance liability.

**3. Notification to all Debtors**

- a. Contact all debtors and request payment.
  - i. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency.

- ii. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.

**4. Notification to vendors and termination of contracts**

- a. Notify utilities, insurance, landlord, banks, bond holders, contractors, etc., of potential default date and when last payment will likely occur.
- b. Notify all contractors of school closure and cessation of operations.
- c. Retain records of past contracts and payments with proof that they were paid in full.
- d. Terminate contracts for goods and services as of the last date such goods or services will be needed.
- e. Instruct contractors to remove any contractor property from the school by a certain date (e.g., copying machines, water coolers, other rented property).
- f. Maintain telephone, gas, electric, water, insurance and directors and officer's liability insurance long enough to cover the time required for all necessary closure procedures to be complete.

**5. Review of budget and cash balances to ensure funds through closure process.**

- a. Review budget and current-year expenditures to date to ensure that funds are enough to operate the school through the end of the school year, if applicable.
- b. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved.
- c. Acknowledge that there are unique expenditures associated with school closure and that the parties will meet to identify these expenditures and funding sources.
- d. Ensure that the school continues to collect revenues included in the school's budget, if applicable.
- e. Make revisions that closure and associated expenses while prioritizing continuity of instruction. The revised budget should include funding to ensure the school's treasurer is engaged to complete the closure process.

**6. Terminate Operator (EMO/CMO) Agreement**

- a. Review the operator agreement and take steps needed to terminate the agreement at the end of the school year or when the charter contract expires. Actions include:
  - i. The operator should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.
  - ii. The school and the operator should agree upon how the company will continue to provide educational services until the last day of instruction.
  - iii. The school and the operator agree when other services including business services will end.

**7. Notify all funding sources, charitable contributors, grants, etc.**

**8. Final Reporting of all EMIS items (staff, student, and fiscal)**

- a. The community school governing authority's designees (school administration, treasurer, fiscal officer, etc.) must report all necessary information regarding students, staff, financials, etc., in EMIS. Please check the EMIS Manual and reporting schedule for details.

**9. Preparation of year-end financial statements**

- a. The community school governing authority's treasurer or fiscal officer, or the sponsor in the absence of the governing authority, must review and prepare the itemized financials (subject to revision based on Auditor of State's final audit) to include year-end financial statements, notes to the financial statements and federal awards, if applicable. These financials should include the following items:

- i. 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.
- ii. List of investments in paper (hard copy) format.
- iii. List of all payables and indicate when a check to pay the liability clears the bank.
- iv. List of all unused checks (collect and void all unused checks).
- v. List of any petty cash.
- vi. List of bank accounts, closing the accounts once all transactions are cleared.
- vii. List of all payroll reports including taxes, retirement, or adjustments on employee contract.
- viii. Lists of all accounts receivable.
- ix. List of assets and their disposition.

**10. Establish approved order of Vendors to be Paid.**

- a. The community school governing authority's treasurer or fiscal officer, or the sponsor in the absence of the governing authority, must utilize only state dollars, auction proceeds, and any other non-federal dollars to pay creditors in the following order:
  - i. Retirement funds of employees of the schools, such as 401Ks.
  - ii. STRS/SERS retirement systems teachers and staff.
  - iii. Teachers and staff salaries.
  - iv. Unemployment insurance, if applicable.
  - v. Private creditors or those entities that have secured a judgment against the school, including audit preparation and audit costs.
  - vi. Any remaining funds are to be paid to the Department of Education.

**Section H: Disposition of Assets**

**1. Establish a comprehensive Asset listing for the school by fund**

- a. The community school governing authority's treasurer or fiscal officer or the sponsor in the absence of the governing authority must establish a 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.
  - i. NOTE: ORC 3314.0210, effective 02/01/2016, states when an operator or management company purchases furniture, computers, software, equipment or other personal property for use in the operation of a community school under this chapter with state funds that were paid to the operator or management company by the community school as payment for services rendered, such property is property of that school and is not property of the operator or management company. When a community school permanently closes and ceases its operation as a community school, any property that was acquired by the operator or management company of the school in the manner described in this section shall be distributed in accordance with division (E) of section 3314.015 and section 3314.074 of the Revised Code.*

**2. Separate Identification of Federal assets valued over \$5,000**

- a. Unless otherwise described below for the Public Charter Schools 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 labeled 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).

**3. Separate identification of Federal assets purchased with PCSP funds**

- a. The following are the responsibility of the community school governing authority's treasurer or fiscal officer or the sponsor in the absence of the governing authority.
  - i. Public Charter School Program assets must first be offered to other community schools with requisite board resolutions consistent with the purpose of the Public Charter School Program. If there are no takers, then an auction sale must be held to dispose of the assets along with the state-funded assets.
  - ii. 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.
  - iii. Provide the Office of Community Schools with a written report of the property and, if available, a bill of sale. Completion within 30 days of closure.

**4. Separate identification of Federal assets purchased with NSLP funds.**

- a. The community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, is responsible for contacting the Office of Child Nutrition.
  - i. 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. Contact the Office for Child Nutrition prior to proceeding with any liquidation of equipment. Liquidation should be completed within 30 days of closure.

**5. Establish Fair Market Value**

- a. The community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, must establish the fair market (initial and amortized) value following generally accepted business rules 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).
  - i. *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 also*
  - ii. *should be followed. If an asset has no 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.*
  - iii. As a best practice, sponsors are advised to periodically review schedule of assets and accompanying value to ensure that records are up to date.
- b. In the case of a mid-year suspension or closure, the treasurer should complete the necessary review within seven days (7) of notice. In the case of closure at the conclusion of the school year, review should occur no later than May 1 prior to closure.

**6. Designation of Individual with legal authority for payment processing**

- a. The community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, must identify staff who will have legal authority for payment processes (checks, cash, credit cards, etc.) and make designation within seven days following notice of suspension/closure.

**7. Board approved Disposition plan for assets**

- a. The community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, must establish a disposition plan for all remaining assets. Disposition of remaining assets should be completed within 14 days of closure.

**8. Notification of Public Auction**

- a. The community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, must notify the Office of Community Schools and then the public media (print, media, radio) of the date, time, and location of the asset and/or property disposition auction. Notification shall take place within 30 days' notice of suspension or closure.

**9. Board resolution for assets transferred to another public school at no cost.**

- a. The community school governing authority's treasurer or fiscal officer, or the sponsor in the absence of the governing authority, must provide board resolutions and minutes of any assets transferred at no cost to another school. In the case of a mid-year closure, a plan for disposition of assets shall be completed within 14 days of notice or closure.

**10. Identify any Ohio Facilities Construction Commission guarantees**

- a. Contact the Ohio Facilities Construction Commission within seven days of notice of suspension or closure.

**11. Notify the Ohio Facilities Construction Commission of the closure**

- a. Contact the Ohio Facilities Construction Commission within seven days of notice of suspension or closure.

**12. Offer assets acquired from public districts back to district at Fair Market Value**

- a. Consistent with ORC Section 3314.051, the community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, shall 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.

**13. Prepare documentation on the sale of assets.**

- a. The community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, must track the sale of items in addition to establishing a fair market value for each item and have supporting board resolutions for donation of items to another community, other public school, or nonprofit entity.

**Section I: Final Payments and Adjustments**

**1. Final Payments to All Vendors**

- a. Determine if any portion of any funds or adjustments can be applied to satisfy any remaining debt; payables (any money owed to another).

**2. Completion of Final Audit**

- a. Submission of the final audit report as presented by the Ohio Auditor of State's Office.

**3. Send Remaining Funds to ODE**

- a. Send all the remaining portion of funds to the Ohio Department of Education, Office of Budget and School Funding for final disposition.

**4. Close all Bank Accounts.**

- a. Treasurer shall direct all bank accounts to be formally closed.
  - i. Remaining checks shall be destroyed.



## **Section J: Quarterly Reporting; Dissolving the community school; Notifying the Secretary of State and IRS**

1. **Sponsors provide quarterly reports** on the progress made of all suspension and closing procedures.
  - a. Submit this progress report via Epicenter by July 1, July 15 for newly suspended or closed schools, Oct. 1, Jan. 1, and April 1 until suspension or closure process is complete.
2. **The governing authority adopts a resolution to dissolve the school** and indicates to whom the school assets purchased with nonpublic funds will be distributed to after all creditors have been paid.
  - a. The governing authority adopts a resolution to dissolve the school and indicates to whom the school assets purchased with nonpublic funds will be distributed to after all creditors have been paid.
  - b. Unless otherwise provided in the bylaws, the members (if any), or board, vote on the resolution to dissolve.
  - c. A nonprofit corporation is dissolved upon the effective date of its articles of dissolution.
  - d. Consult with the school's attorney for further details.
3. **After the resolution to dissolve is authorized, dissolve the corporation** by delivering to the Secretary of State for filing articles of dissolution setting forth:
  - a. Name of the nonprofit corporation.
  - b. Address of the nonprofit corporation's principal office.
  - c. Date dissolution was authorized.
  - d. If dissolution was authorized by the directors, a statement to that effect.
  - e. If dissolution was approved by the members, a statement of the number of votes cast for the proposal to dissolve.
  - f. Additional information as the Secretary of State determines is necessary or appropriate.
4. **Notify IRS** of the closing of the school and/or dissolution of nonprofit corporation.

Section	Item #	Action Item	Required Action for Suspension/Closure	Responsible Party (provide name of responsible party)	Suggested Evidence to Demonstrate Compliance during Audit or FTE Review	Applicable (Y/N)	If "Not Applicable"; justification is required	Estimated Dates of Completion	Completion Date	Notes
A. Initial Notifications	1	Notify the Office of Community Schools (OCS) that the school is being suspended or closing, nonrenewed under 3314.07(B) or for other cause or the school has taken action to initiate suspension or closure within required timelines.	Suspension, Closure, Nonrenewal	Sponsor	Board Resolution, email to OCS, email to AOS, and submission to Epicenter					
	2	Notify the Area Coordinator's office to schedule the student enrollment/FTE review.	Suspension, Closure, Nonrenewal	School fiscal officer, governing authority (GA) or sponsor in absence of GA.	Email to Area Coordinator					
	3	Notify the resident districts of students enrolled in the school, and the Auditor of State's Office [CommunitySchoolQuestions@ohioauditor.gov] of the school being suspended, closed or non-renewed and include the effective date of the suspension or closure.	Suspension, Closure, Nonrenewal	GA or sponsor in absence of GA.	Official Closing Letter from Governing Authority or sponsor in absence of governing authority.					
	4	Notify STRS and SERS that the school is being suspended or closed	Suspension, Closure, Nonrenewal	GA or sponsor in absence of GA.	Emails to STRS and SERS					
B. Timeline of suspension or closure process	1	An estimated timeline of the suspension or closure process that includes all information contained in the suspension or closure procedures. Submission of the first quarterly suspension and closing assurances template with Column I (Estimated Dates of Completion) filled out can serve as the detailed written timeline required for this action item.	Suspension, Closure, Nonrenewal	GA or sponsor in absence of GA.	Estimated timeline for suspension or closure, submission to Epicenter					
C. Parent Notification	1	Notify parents of the suspension or closure of the school. Notices, information for requesting or obtaining student records, student report cards, contacts for staff assistance and general questions should be available on the school website.	Suspension, Closure and Nonrenewal	GA or sponsor in absence of GA.	Parent Letter					
	2	Provide each parent with the location that the child's records are being delivered to.	Suspension, Closure, Nonrenewal	School GA, administration and/or sponsor.	Parent Letter					
	3	Provide sponsor contact information to all parents.	Suspension, Closure, Nonrenewal	Sponsor, school GA.	Parent Letter					
	4	Information meeting re: educational options for students.	Suspension, Closure, Nonrenewal	Sponsor, school GA.	Parent Letter; school's website					
D. Staff Notification	1.	Notify the teachers and staff that the school is suspended or closing.	Suspension, Closure, Nonrenewal	Community school GA, school administration or sponsor in the absence of the treasurer.	Staff Letter					
	2.	Notify teachers and staff that STRS and SERS contributions are current.	Suspension, Closure, Nonrenewal	School GA, administration/treasurer or sponsor in absence of GA.	Staff Letter					
	3.	Clarify COBRA benefits and when medical benefits end.	Suspension, Closure, Nonrenewal	Treasurer/fiscal officer or sponsor in the absence of the treasurer.	Staff Letter					
	4.	Notify staff of the obligation to continue instruction through the date of suspension or closure.	Suspension, Closure, Nonrenewal	School GA, administration/treasurer or sponsor in absence of GA.	Staff Letter					
	5.	Ensure each faculty member's LPDC information is current and available to the teacher.	Suspension, Closure, Nonrenewal	School GA, administration/treasurer or sponsor in absence of GA.	Documentation provided to faculty members regarding their LPDC information					
	6.	Provide sponsor contact information to all staff.	Suspension, Closure, Nonrenewal	School GA, administration/treasurer or sponsor in absence of GA.	Staff Letter					
	7.	Ensure all Resident Educator program documentation is current and available to affected teachers.	Suspension, Closure, Nonrenewal	School GA, administration/treasurer or sponsor in absence of GA.	Documentation provided to Resident Educators					
E. Secure the records, property and assets	1.	Take control of and secure all school records, property and assets immediately when the school is suspended or closes.	Suspension, Closure, Nonrenewal	School GA, administration/treasurer or sponsor in absence of GA.	None					
F. Student Records	1	Review organization of student records and transcripts to ensure records will be ready for delivery.	Suspension, Closure, Nonrenewal	School GA, administration/treasurer or sponsor in absence of GA.	None					
	2	Scan all currently enrolled student records and provide a listing by residential district. If scanning is not an option, make a copy of currently enrolled student records.	Suspension, Closure, Nonrenewal	School GA, administration/treasurer or sponsor in absence of GA.	Scan or copy of the list of current students, in alphabetical order by district of residence					
	3	Organize all withdrawn student files by district.	Suspension, Closure, Nonrenewal	School GA, administration/treasurer or sponsor in absence of GA.	Scan or copy of the list of all withdrawn students by district of residence					
	4	Organize all SPED files by district	Suspension, Closure, Nonrenewal	School GA, administration/treasurer or sponsor in absence of GA.	Scan or copy of the list of all SPED students by district of residence					
	5	If the school has graduated students, compile a list of the names and dates of all graduates and retain that list.	Suspension and Closure	School GA, administration/treasurer or sponsor in absence of GA.	Copy of the list of all graduate students by district					
	6	Have all available IEP, enrollment and attendance records available for the completion of the FTE closure review.	Suspension and Closure	School GA, administration/treasurer or sponsor in absence of GA.	None					

	7	Completion of student enrollment/FTE review	Suspension and Closure	School GA, administration/treasurer or sponsor in absence of GA.	Final FTE report				
	8	Deliver the original student records to each student's district of residence within seven business days of the school's suspension or closure (ORC Section 3314.44). Provide sponsor with updated list indicating the delivery information within 24 hours of delivery.	Suspension and Closure	School GA, administration/treasurer or sponsor in absence of GA.	Delivery receipts				
	9.	Deliver the original SPED student records to each student's district of residence and obtain signed delivery receipt. Provide sponsor with updated list indicating the delivery information within 24 hours of delivery.	Suspension and Closure	School GA, administration/treasurer or sponsor in absence of GA.	Delivery receipts				
	10	Deliver the student records of all withdrawn and graduates to each student's district of residence and obtain signed delivery receipt. Provide sponsor with updated list indicating the delivery information within 24 hours of delivery.	Suspension and Closure	School GA, administration/treasurer or sponsor in absence of GA.	Delivery receipts				
<b>G. Financial records review and notifications</b>	1	List all creditors and debtors	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	Full listing of AP's and AR's				
	2	Notice to creditors	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	None				
	3	Notice to debtors	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	None				
	4	Notice to vendors	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	None				
	5	Budget/cashflow review	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	June 30 bank reconciliation				
	6	Terminate operator agreements	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	Signed termination letter				
	7	Notice to private funders	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	None				
	8	Report all required data in EMIS.	Suspension and Closure	School administration, governing authority or sponsor in the absence of GA.	None				
	9	Year-end financial statements, notes to the financial statements and, if applicable, schedule of federal awards.	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	Hinkle submission				
	10	Establish approved order of vendors to be paid	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	Copy of vendor list and order				
<b>H. Disposition of assets for either state or federal funds:</b>	1	Provide a comprehensive Asset listing for the school by fund.	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	Asset list with values				
	2	For all federal program purchases that have a value of \$5,000 or greater, complete all required actions.	Closure Only	Administration/treasurer or sponsor in absence of GA.	Asset list with values				
	3	Disposition of assets purchased using Public Charter School Program grant funding.	Closure Only	Administration/treasurer or sponsor in absence of GA.	Asset list with values				
	4	Liquidation of cafeteria equipment purchased with NSLP funds	Closure Only	Administration/treasurer or sponsor in absence of GA.	Asset list with values				
	5.	Establish the fair market (initial and amortized) value of assets following generally accepted business rules and in a transparent manner.	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	Asset list with values				
	6.	Identify staff having the legal authority to implement payment processes.	Suspension and Closure	Administration/treasurer or sponsor in absence of GA.	Board resolution				
	7	Establish disposition plan for any remaining items.	Closure Only	Administration/treasurer or sponsor in absence of GA.	Board resolution				
	8	Notification of public auction for asset/ property disposition.	Closure Only	Administration/treasurer or sponsor in absence of GA.	Copy of notice				
	9	Provide board resolutions and minutes of any assets transferred at no cost to another school	Closure Only	Administration/treasurer or sponsor in absence of GA.	Board resolution				
	10	Identify any Ohio Facilities Construction Commission guarantees, if applicable.	Closure Only	Administration/treasurer or sponsor in absence of GA.	None				
	11	Notify the Ohio Facilities Construction Commission of the closure.	Closure Only	Administration/treasurer or sponsor in absence of GA.	Email to SFC				
	12.	Offer real property acquired from public district back to district at fair market value.	Closure Only	Administration/treasurer or sponsor in absence of GA.	Copy of offer letter				
	13.	Prepare documentation on sale of assets	Closure Only	Administration/treasurer or sponsor in absence of GA.	Copy of sale receipts				
<b>I. Final Payments and Adjustments</b>	1.	Receive any funds or adjustments credited to the account of the closed school; and determine payments to all vendors.	Closure	Administration/treasurer or sponsor in absence of GA.	Email confirmation from treasurer				
	2.	Completion of final audit	Closure	Administration/treasurer or sponsor in absence of GA.	Copy of final audit				
	3.	Send all or the remaining portion of funds to the Ohio Department of Education	Closure	Administration/treasurer or sponsor in absence of GA.	Receipt from the Department				
	4.	Close all bank accounts	Closure	Administration/treasurer or sponsor in absence of GA.	Copy of confirmation				
<b>J. Quarterly reports</b>	1	As a reminder, sponsors must provide quarterly reports on the progress made on all suspension or closing procedures and submit this progress report through Epicenter by April 1, July 1, Oct. 1, Jan. 1 until suspension or closure process is complete. Final submission of suspension and closing assurance form shall be submitted to the Office of Community Schools no later than 14 days after suspension and closure process is completed.	Suspension and closure	Sponsor	Epicenter submission	July 1 April 1 October 1 January 1	July 1 April 1 October 1 January 1		

Dissolve the community school	2	a) The governing authority adopts a resolution to dissolve that indicates to whom the school assets purchased with nonpublic funds will be distributed after all creditors have been paid; b) Unless otherwise provided in the bylaws, the members (if any), or board, vote on the resolution to dissolve. A nonprofit corporation is dissolved upon the effective date of its articles of dissolution. (C.R.S. 7-134-103); c) Consult with school's attorney for further details.	Closure	Governing Authority	Copy of resolution					
Notify Secretary of State's Office	3	After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: a) The name of the nonprofit corporation; b) The address of the nonprofit corporation's principal office; c) The date dissolution was authorized; d) If dissolution was authorized by the directors, a statement to that effect; e) If dissolution was approved by the members, a statement of the number of votes cast for the proposal to dissolve; and f) Such additional information as the Secretary of State determines is necessary or appropriate.	Closure	Governing Authority	Copy of notice to SOS					
Notify IRS	4	Notify IRS of the closing of the school and/or dissolution of nonprofit corporation.	Closure	Governing Authority	Copy of notice					



# Performance Framework Goals 2021 - 2022

School Name	The Intergenerational School
School IRN	133215
Building Principal / Leader	Molly Toussant, Director of Education, IG Schools
Board President	Sarah Trimble
Start of Current Contract Date	07/01/2017
End of Current Contract Date	06/30/2023
Management Company, if any	None
School Mission	Intergenerational Schools connect, create, and guide a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence.

2021 – 2022 Performance Framework Goals

<b>A1 – CHRONIC ABSENTEEISM</b>			
Goal: based on the published data from the 2020 – 2021 LRC, the goal must be written with the following guidelines; <ul style="list-style-type: none"> <li>• If current chronic absenteeism rate is 36.7% or higher the goal will indicate a 1.1% improvement</li> <li>• If current chronic absenteeism rate is lower than 36.7%, the goal will indicate a 3% improvement</li> </ul>			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
GOAL	13.1%	13.1%	20.6%
ACTUAL	7.4%	23.6%	
RATING Not Met (0pt) Met (1pt)	NA	NA	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
The Assistant Principal, Somadina John, oversees the monitoring of daily attendance of all students. If a student is absent, the front office person calls or sends an automated message to families before 9AM each day. School staff follow up with students who are absent to ensure they have access to missed work. If a student becomes habitually truant or is at risk, the family receives communication and they may also meet with the assistant principal to develop an intervention plan to address any barriers preventing the student from regularly attending school. This is all tracked within our SIS, PowerSchool.			

<b>A2 – PERFORMANCE INDEX</b>			
The annual Local Report Card will show an <b>increase</b> in performance index points (out of 120) from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	61.0 of a possible 120.0	
RATING Not Met (0pt) Met (1pt)	NA	NA	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

2021 – 2022 Performance Framework Goals

<b>A3 – INDICATORS MET</b>			
The annual Local Report Card will show an <b>increase</b> in indicators met from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	No Data	0 of 0	
RATING Not Met (0pt) Met (1pt)	NA	NA	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A4 – GIFTED DATA</b>			
The annual Local Report Card will show an <b>increase</b> in gifted performance index or gifted value-added met from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	NA
RATING Not Met (0pt) Met (1pt)	NA	NA	NA
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A5 - PROGRESS</b>			
The 'Single Year Index' will show a <b>positive increase</b> from the previous year in one of the following categories; <i>overall students, students with disabilities, or students in the lowest 20%</i> .			
Baseline data from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
SELECTED CATEGORY	Black Students	Black Students	students in the lowest 20%
ACTUAL	NA	NA	

2021 – 2022 Performance Framework Goals

RATING Not Met (0pt) Met (1pt)	NA	NA	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A6 – GAP CLOSING</b>			
The annual Local Report Card will show an <b>increase</b> in overall gap closing from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	
RATING Not Met (0pt) Met (1pt)	NA	NA	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A7 – GRADUATION RATE</b>			
The annual Local Report Card will show an <b>increase</b> in the overall graduation rate percentage from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	NA
RATING Not Met (0pt) Met (1pt)	NA	NA	NA
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A8 – 4 YEAR GRADUATION RATE</b>			
The annual Local Report Card will show an <b>increase</b> in the <b>4-year graduation rate</b> percentage from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			



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Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	NA
RATING Not Met (0pt) Met (1pt)	NA	NA	NA
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A9 – 5 YEAR GRADUATION RATE</b>			
The annual Local Report Card will show an <b>increase</b> in the <b>5-year graduation rate</b> percentage from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	NA
RATING Not Met (0pt) Met (1pt)	NA	NA	NA
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A10 – IMPROVING AT-RISK K-3 LITERACY – ON-TRACK / OFF-TRACK TRENDS</b>			
The annual Local Report Card will show an <b>increase</b> in the overall percentage of on-track / off track from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021- 2022
ACTUAL	No Data	35.1%	
RATING Not Met (0pt) Met (1pt)	NA	NA	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A11 – IMPROVING AT-RISK K-3 LITERACY – THIRD GRADE READING GUARANTEE</b>
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2021 – 2022 Performance Framework Goals

The annual Local Report Card will show an <b>increase</b> in the overall Third Grade Reading Guarantee from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	20.7% proficient on AIR 100% promoted to 4th	
RATING Not Met (0pt) Met (1pt)	NA	NA	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A12 - IMPROVING AT-RISK K-3 LITERACY – ON TRACK BY GRADE LEVEL</b>			
The annual Local Report Card will show an <b>increase</b> in the overall percentage of On track by grade level from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	K-60% On Track GLE 1-61.5% On Track GLE 2-57.1% On Track GLE 3-78.6% On Track	
RATING Not Met (0pt) Met (1pt)	NA	NA	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A13 – PREPARED FOR SUCCESS</b>			
The annual Local Report Card will show an <b>increase</b> in the overall percentage from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	
RATING Not Met (0pt) Met (1pt)	NA	NA	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			

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Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.

<b>A14 – OPPORTUNITY TO LEARN</b>			
The goal must be written so that the School will <b>improve</b> its access to technology hardware, connectivity access, or learning models from the prior year			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
GOAL	NA	100% have access to devices	
ACTUAL	NA	100% had access to devices	
RATING Not Met (0pt) Met (1pt)	NA	NA	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A15 – COMPARATIVE GOAL</b>			
The school will identify the two areas of the LRC data for comparison of two similar schools. The school will perform higher or equal to similar schools in the selected LRC categories as indicated in the below table.			
Year	2019 - 2020	2020 - 2021	2021 - 2022
GOAL		The Intergenerational School will perform higher or equal to CASA in Performance Index category. The Intergenerational School will perform higher than or equal to AJ Rickoff in At Risk Reading.	The Intergenerational School will perform higher or equal to Wings Academy in the Performance Index.  The Intergenerational School will perform higher than or equal to Cleveland Arts and Social Science Academy in K-3 Literacy.
ACTUAL		The Intergenerational School (35.1%) performed higher than CASA in the Performance Index category. The Intergenerational School performed higher than AJ Rickoff (25%) in At Risk Reading.	
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	NA	NA	

2021 – 2022 Performance Framework Goals

CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA				
	% POVERTY	% MINORITY	Performance Index	K-3 Literacy
The Intergenerational School	100% CEP	93.5%		
Wings Academy	100% CEP	99.5%		
Cleveland Arts and Social Sciences Academy	100% CEP	96.4%		

**B. OTHER ACADEMIC MEASURE GOALS**

<b>B1 – SUB GROUP</b>			
Goals set for this standard must include the name of the assessment and the expected increase for a specific subgroup of students. (Assessment must be on the Ohio Department of Education <u>approved</u> vendor list) Baseline data is required from the 2020 – 2021 data.			
<b>Goal: Using the NWEA Math Assessment, 60% of Black Students will improve their overall Math scores by 5 points from the fall benchmark to the spring benchmark.</b>			
Year(s)	2019- 2020	2020 - 2021	2021 - 2022
GOAL	NA	NA	
ACTUAL	NA	NA	
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	NA	NA	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
<ul style="list-style-type: none"> <li>• K-4 students will have access to quality Tier1 instruction from teachers trained in the effective teaching of math using the Bridges Math curriculum. Teachers will utilize Quick Check Assessments and other anecdotal formative assessments to plan for individualized math instruction. Students will be tested in January and April using the NWEA math test to monitor growth.</li> <li>• 5-8 students will have access to quality Tier 1 instruction from teachers trained in the effective teaching of math using the Envisions Math curriculum. Students will also receive</li> </ul>			

personalized intervention and enrichment using the digital program SuccessMaker. Students will be tested in January and April using the NWEA math test to monitor growth.

**B2 - OVERALL READING**

Goals set for this standard must include the name of the assessment and the **expected increase** for all students in Reading. (Assessment must be on the Ohio Department of Education approved vendor list) Baseline data is required from the 2020 – 2021 data.

**Goal: Using NWEA MAP to measure progress, 80% of K-8 students will improve their reading performance as demonstrated by their RIT scores by May 2021. 80% of K-4 students will improve their RIT scores by an average of 4 points between January 2021 and May 2021. GLE 5-8 students will improve their RIT scores by an average of 3 points by May 2021.**

Year(s)	2020 - 2021	2021 - 2022
GOAL	NA	<ul style="list-style-type: none"> <li>80% of K-8 students will improve their reading performance as demonstrated by their RIT scores by May 2021.</li> <li>80% of K-4 students will improve their RIT scores by an average of 4 points between January 2021 and May 2021. 80% of GLE 5-8 students will improve their RIT scores by an average of 3 points by May 2021.</li> </ul>
ACTUAL	NA	
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	NA	

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

All K-4 teachers will provide each student with on average at least 3 guided reading group sessions at student’s instructional level each week. Teachers will monitor student progress through running records and anecdotal notes.

All 5-8 teachers will provide students with quality Tier 1 instruction using the Units of Study for Reading. Teachers will personalize instruction through the use of 1:1 conferences, reading notebooks, and small group instruction.

**B3 – OVERALL MATH**

Goals set for this standard must include the name of the assessment and the **expected increase** for all students in Math. (Assessment must be on the Ohio Department of Education approved vendor list) Baseline data is required from the 2020 – 2021 data.

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<b>Goal: Goal: Using the NWEA Math Assessment, 80% of all students will improve their overall Math scores by 5 points from the fall benchmark to the spring benchmark.</b>		
Year(s)	2020 - 2021	2021 - 2022
GOAL	NA	80%
ACTUAL	NA	
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	NA	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>		
<ul style="list-style-type: none"> <li>• K-4 students will have access to quality Tier1 instruction from teachers trained in the effective teaching of math using the Bridges Math curriculum. Teachers will utilize Quick Check Assessments and other anecdotal formative assessments to plan for individualized math instruction. Students will be tested in January and April using the NWEA math test to monitor growth.</li> <li>• 5-8 students will have access to quality Tier 1 instruction from teachers trained in the effective teaching of math using the Envisions Math curriculum. Students will also receive personalized intervention and enrichment using the digital program SuccessMaker. Students will be tested in January and April using the NWEA math test to monitor growth.</li> </ul>		

<b>B4 – IMPROVING AT-RISK K-3 LITERACY - OVERALL</b>		
Goals set for this standard must include the name of the assessment and the <b>expected increase</b> for all students in Reading for students in grades K - 2. (Assessment must be on the Ohio Department of Education <u>approved</u> vendor list) Baseline data is required from the 2020 – 2021 data.		
<ul style="list-style-type: none"> <li>• Goal: Using NWEA MAP to measure progress, 80% of K-4 students will improve their reading performance as demonstrated by their RIT scores from January 2021 to May 2021 by an average of 4 points.</li> </ul>		
Year(s)	2020 - 2021	2021 - 2022
GOAL	NA	
ACTUAL	NA	
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	NA	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>		
All K-4 teachers will provide each student with on average at least 3 guided reading group sessions at student’s instructional level each week. Teachers will monitor student progress through running records and anecdotal notes.		
Students will also have access to time to read with volunteer reading Learning Partners at least once a week, during which Learning Partners will reinforce instruction and learning outcomes for readers at		

2021 – 2022 Performance Framework Goals

the K-4 reading level. GLE 4 students are included because of the number of students who did not meet the promotion score cut-off but were not retained because of the ruling from ODE on retention.

**C. NON-ACADEMIC GOALS**

<b>C1 – MISSION STATEMENT</b>	
<p>State the School’s Mission: The Intergenerational School connects, creates, and guides a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence.</p> <p>This goal should include mission specific performance measures and targets.</p>	
Year	2021 - 2022
GOAL	Bring back Learning Partners to in-person instruction to support student learning outcomes.
ACTUAL	
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	
By January 31, 2022, at least one Learning Partner per classroom will be welcomed back into the building to work with students and support learning outcomes.	

<b>C2 – PARENT SATISFACTION</b>	
<p>The goal in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) <b>and</b> identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>	
Year	2021 - 2022
GOAL	At least 75% of families will respond to the family survey given in November. At least 50% of families will participate in the new Principal search and hiring process.
ACTUAL	
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	

2021 – 2022 Performance Framework Goals

1. November 2021: Family survey data will be collected at Parent-Teacher conferences.
2. Stakeholder focus groups for the new Principal job description will begin in November and will include students, staff, families, and community members.

<b>C3 – GOVERNING AUTHORITY</b>	
Goals for this standard must address the ability of the individual members and/or combined entity in increasing the efficiency and/or effectiveness of the board. This could include: attending professional developments; attendance rates at meetings; attendance rate at school functions; etc.	
Year	2021 - 2022
GOAL	85% board member attendance for bi-monthly school board meetings.
ACTUAL	For the 2020-2021 school year, The Intergenerational School board had an average attendance rate of 83%. For the 2021-2020 the school board has met three times and has an average of 71% attendance rate.
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	
The Governance Advisory Council will track board member attendance and meet with any member who has missed two or more meetings.	

<b>C4 – ORGANIZATIONAL / OPERATIONAL</b>
The school will submit all required compliance items to the ESCLEW via Epicenter with an annual percentage of 95 or higher for ON – TIME submissions and percentage of 90 or higher for ACCURACY of the submission.



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Year	2021 - 2022
GOAL	ON-TIME – 95% or higher ACCURACY – 90% or higher
ACTUAL	ON-TIME - As of Nov. 1, 2021 = 89% ACCURACY - As of Nov. 1, 2021 = 100%
RATING Not Met (0pt) Met (1pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	
Evaluation of the goal will be determined by the review of the 2021 – 2022 submissions in Epicenter during the 2021 – 2022 school year.	

<b>C5 – FINANCIAL PERFORMANCE</b>	
The school will receive a clean audit from the Auditor of the State.	
Year	2021 – 2022
GOAL	The school will have a clean audit from the Auditor of the State
ACTUAL	
RATING Not Met (0pt) Met (1pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	
Evaluation of the goal will be determined by review of the final audit when available from the Auditor of the State of Ohio.	

<b>C6 – FINANCIAL SUSTAINABILITY</b>	
Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); <b>AND</b> 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days)	
Year	2021 - 2022
GOAL	Student enrollment – 240 Days Cash Reserve - 6 months
ACTUAL	

2021 – 2022 Performance Framework Goals

	Student enrollment – 237 as of Nov. 1, 2021 Days Cash Reserve - 4.93 months as of Nov. 1, 2021
RATING Not Met (0pt) Met (1pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	
Evaluation of the goal will be the review of end of the year enrollment and the number of Days Cash Reserve.	

<b>C7 – STUDENT DISCIPLINE</b>				
Ohio law requires community schools to eliminate out-of-school suspensions (OSS) and expulsions for students in grades K – 3 for offenses that do not pose significant danger to school and student safety (as defined by Ohio law).				
The goal for students in grades 4-12 will be required to show a <b>decrease</b> in out-of-school suspensions (OSS) from the previous year.				
Year(s)	2020 - 2021		2021 - 2022	
GOAL	K-3	0	K-3	0
	4-8		4-8	Fewer than 10
	9-12	NA	9-12	NA
ACTUAL	K-3		K-3	
	4-8		4-8	
	9-12		9-12	
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	K-3		K-3	
	4-8		4-8	
	9-12		9-12	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>				
	Previous year's OSS	This year's goal for OSS	Strategies to accomplish this goal	
K-3	0	0	Last year the number was so low because the school remained virtual until the end of February. We have already seen students struggling to be back in the buildings with full class sizes. We have partnered with OhioGuidestone to provide mental health services. We are working to get all of our teachers trained in Responsive Classroom. We have hired a behavior coach to work with K-2 teachers, as well as hired some additional paraprofessional support.	
4-8		Fewer than 10 students	Last year the number was so low because the school remained virtual until the end of February. We have already seen students struggling to be back in the buildings with full class sizes. We have partnered with OhioGuidestone to provide mental health services. We are limiting our Developing Stage	

2021 – 2022 Performance Framework Goals

			students’ transitions, so they largely stay with one core curriculum teacher throughout the day. Our Refining and Applying Stage teachers are working closely as teams to ensure students are receiving support as needed.
9-12	NA	NA	NA