

Request for Approval of New Internet- or Computer-Based Community School

Ohio Revised Code [3314.013](#) allows for no more than five new internet- or computer-based community schools to open per year. All new internet- or computer-based community schools or existing community schools wishing to begin operation as an internet- or computer-based community school must receive approval from the superintendent of public instruction based on measures prescribed in Ohio Administrative Code (OAC) [3301-102-09](#). Applications will be evaluated based on the following criteria:

- (1) The sponsor's experience with online schools, which shall include, but not be limited to, the following:
 - (a) The number of years and number of online schools for which the sponsor provided monitoring and technical assistance since the inception of such activities; and
 - (b) The degree to which the online schools met Ohio's operating standards for online schools (October 2011, education.ohio.gov), upon the effective date of those standards;
- (2) The operator's experience with online schools, which shall include but not be limited to, the following:
 - (a) The operator's experience managing the daily operations of an online school or providing programmatic oversight and support to an online school since the inception of such activities, and
 - (b) The degree to which the online schools met Ohio's operating standards for online schools (October 2011, education.ohio.gov), upon the effective date of those standards.
- (3) The sponsor's schools' records of academic performance in all years under its sponsorship including the following:
 - (a) Assessment of the sponsor's schools' student performance, as aligned with the evaluation system described in section 3314.016 of the Revised Code; and
 - (b) Report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code;
- (4) The operator's affiliated schools' records of academic performance in all years under its operation as measured by the following:
 - (a) Report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code;
 - (b) Comparable performance ratings of out-of-state schools with which the operator has experience.
- (5) A preference for operators with previous experience in Ohio;

Eligibility Requirements

Criteria	Yes	No	Not Applicable
Applicant meets Ohio definition of an internet- or computer-based community school.	X	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's sponsor has at least five years of experience overseeing community schools in the state of Ohio.	X	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's sponsor has at least three years prior experience overseeing internet- or computer-based community school(s) in the state of Ohio.	X	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's sponsor received an overall rating of "Effective" or higher on its most recent sponsor evaluation, if rated.	X	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's proposed enrollment area is within the permitted sponsorship territory outlined in the sponsor's agreement with the Department.	X	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's operator has at least five years of experience managing community/public charter schools.	X	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's operator has at least three years prior experience managing internet- or computer-based community/public charter schools.	X	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's operator received an academic performance score of at least 1 point on its most recent operator report.	X	<input type="checkbox"/>	<input type="checkbox"/>

Applicant Affirmation

I attest that the application requesting approval for a new internet- or computer-based community school meets all eligibility requirements listed above.

Name: Sean Herod Position: Board Member

Organization: Accelerator Online High School

Signature:  Date: 01/15/2020

Timeline for Form Submission:

Applicants should note the timelines listed below:

January 15, 2020: The applicant must work closely with a sponsor and operator to complete the application. Sponsors are required to submit the completed form electronically **via Epicenter by 11:59 p.m.** on the due date to receive consideration. Only complete applications will be considered. The Department will not review any late or incomplete applications after the deadline.

February 15, 2020: The applicant will receive a decision from the Department on the status of its application.

February 28, 2020: The Department will post application results on its web site along with a list of applications and their review and outcome status.

INCOMPLETE APPLICATIONS WILL NOT BE SCORED.

If you have questions about the application, please email community.schools@education.ohio.gov.

Submission Instructions:

Sponsors are required to submit the internet- or computer-based community school application, all required documents and supporting materials to the Office of Community Schools via Epicenter.

Instructions for Submitting Application in Epicenter:

- 1) Log onto Epicenter at epicenternow.org
- 2) Click the Sign In link at the top of the screen.
- 3) Enter your username and password.
- 4) Click on Document Center.
- 5) On the Document Center page, click Submission Upload button.
- 6) For Entity Type, select school.
- 7) For Submission Type, select **Internet- or Computer-Based Community School Application**.
- 8) For Entities, select appropriate sponsor by checking box next to the sponsor's name.
- 9) Enter in required information.
- 10) Click upload New File button to upload your document.
- 11) (Optional) Type a brief message to the reviewer.
- 12) Click Submit.

Internet- or Computer-Based Community School Application Form

Applicant Information

Proposed Internet- or Computer-Based Community School

School Name: Accelerator On-line High School

Address: 5022A Pine Creek Drive, Westerville, Ohio 43081

Primary Contact

Name: Sean Herod Title: Board Member

Phone: 614-876-0244 Email: Sean.Herod@alliedmin.com

- 1) Is the proposed internet- or computer-based school a new or existing school? New
- 2) If the proposed school is an existing school, please provide the school's IRN. N/A
- 3) Attach a copy of the application submitted by the applicant to the sponsor for the proposed school.
- 4) **(New School Only)** Attach a copy of the preliminary agreement entered between the applicant and the sponsor of the proposed school. If the applicant does not have a preliminary agreement with a sponsor, please explain.

Proposed School Information

- 1) Please describe the proposed internet- or computer-based community school. In your description, please address the following:
 - reasons applicant believes Ohio would benefit from an additional internet- or computer-based community school
 - community and student population (demographics, ages, and grade levels) school intends to serve
 - enrollment area (specific counties in Ohio)
 - education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the international association for K-12 online learning
 - expectations of academic performance, including academic achievement status or proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures
 - expectations of any non-academic school or student goals to which school will hold itself accountable

Sponsor Information

Organization Name: St. Aloysius Orphanage

Organization IRN: 083246

Address: 4721 Reading Road, Cincinnati, Ohio 45237

Primary Contact

Name: David L. Cash, Jr.

Title: President/Sponsor Representative

Phone: 614-837-8945

Email: dcash@charterschoolspec.com

- 1) Identify all internet- or computer-based schools overseen by sponsor. For each of the sponsor’s internet- or computer-based community school, provide the following:
- name and unique school identifier of each internet- or computer-based community school (in Ohio, the IRN is the unique school identifier)
 - calendar years for which the sponsor provided monitoring and technical assistance for each internet- or computer-based community school

Unique school identifier	School name	First calendar year of sponsorship	Most recent calendar year of sponsorship	Total years of sponsorship
	See Attachment 4			

Sponsor’s Experience with Online Schools

- 1) Describe the sponsor’s experience with internet- or computer-based community schools. Please indicate the number of internet- or computer-based community schools the sponsor has provided monitoring and technical assistance to since the inception of such activities.
- 2) Describe the sponsor’s assessment of the degree to which each of its sponsored internet- or computer-based school is meeting the operating standards for online schools, and complying with all applicable laws and rules. If applicable, describe the specific steps taken to correct each internet- or computer-based school’s compliance with applicable laws and rules in the two most recent evaluation cycles.
- 3) Has the sponsor ever terminated or nonrenewed sponsorship with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate sponsorship for each internet- or computer-based school. Describe specific actions taken by the sponsor and timeline for each action. If the sponsor had not had to terminate or non-renew sponsorship with an internet- or computer-based school, please describe what circumstances would

lead the sponsor to the decision to terminate sponsorship and specific actions the sponsor will take including timeline for each action.

Operator Information

If the school plans to work with an operator to manage the operations of the school, please provide the following.

Organization Name: Accel Schools Ohio LLC Organization IRN: 015427

Address: 4700 Rockside Road, Independence, Ohio 44131

Primary Contact

Name: Shannon Slutman, Ph.D Title: VP Grants, Development and Compliance

Phone: 302-312-1100 Email: shannons@accelschools.com

1) Is the operator registered with state of Ohio's secretary of state? Yes

2) Is the operator affiliated with any other operators throughout the state of Ohio? (Affiliated means any individual, organization, or nonprofit organization that is officially connected to the operator.)

Yes

If yes, please list all operators that the operator is affiliated with. _____

Accel Schools Akron FB LLC; Accel Schools Canton FB LLC; Accel Schools Cleveland FB LLC;

Accel Schools Columbus FB LLC;

Operator's Experience with Online Schools

1) Describe the operator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state of Ohio.

2) Describe the operator's assessment of the degree to which each of the operator's affiliated internet- or computer-based schools are meeting the operating standards for online schools.

3) Has operator ever terminated its agreement with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet- or computer-based school. Describe specific actions taken by the operator and timeline for each action. If the operator had not had to terminate agreement with an internet- or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet- or computer-based school and specific actions the operator will take including timeline for each action.

Academic Performance of the Sponsor's Schools

No submission is required of the sponsor. Please note this section pertains to all community schools, not just internet- or computer-based community schools. For this section, the Department will review the sponsor's schools' records of academic performance ***in all years under its sponsorship*** including assessment of the sponsor's schools' student performance, as aligned with the evaluation system described in section [3314.016](#) of the Revised Code and report cards and performance ratings issued for the sponsor's community schools under section [3302.03](#) of the Revised Code.

Academic Performance Record of Operator's Affiliated Schools' Records

This section applies to affiliations with all community/public charter schools, not just internet- or computer-based community schools, over the operator's history. For this section, the Department will review the operator's affiliated schools' records of academic performance ***in all years under its operation*** including report cards and performance ratings issued for the community schools under section [3302.03](#) of the Revised Code and comparable performance ratings of out-of-state schools with which the operator has experience.

- 1) If the proposed school will be contracting with an operator, provide a complete and comprehensive list of all schools managed by the operator in the state of Ohio since the operator's first year of operation. For each internet- or computer-based community/public charter school managed by the operator, provide the following:
 - name and unique school identifier of each school (in Ohio, the IRN is the unique school identifier)
 - type of school (site based or online)
 - first and most recent calendar years for which the operator managed the daily activities of the school
 - total years operator managed school

- 2) If the operator managed the operations of schools outside of Ohio, provide a complete and comprehensive list year by year of all schools managed by the operator outside the state of Ohio. For each school managed by the operator outside of Ohio, identify the following information:
 - school's unique school identifier
 - school's name
 - type of school
 - state of location of school
 - list each school year with affiliation
 - list overall state report card rating for that year
 - URL that links to an explanation of the state's accountability system to allow the Department to compare the performance of those schools to Ohio's ratings system

NOTE: If the Department discovers that any of the information provided above is inaccurate, the applicant will automatically be ineligible to receive further consideration from the Department.

Alignment to iNACOL National Standards for Quality Online Programs

This section examines whether the proposed internet- or computer-based community school meets the standards developed by the International Association for K-12 Online Learning for operating a quality online program.

The applicant, sponsor, and operator must work collaboratively to complete the Online Program Self-Evaluation Form on pages 23 through 33 of the iNACOL National Standards for Online Programs [report](#). All three entities must come to a consensus and assign the proposed school a single rating for each standard based on the rating scale in the report. Please attach a copy of the completed Online Program Self-Evaluation Form to this application. The Department will use the assigned ratings to score the application based on the following:

Points	Criteria
Fully Developed 4 Points	This part of the application demonstrates a model of best practice. This part of the application scored between 90% and 100% of the total possible points.
Well Developed 3 Points	This part of the application demonstrates excellent implementation, comparable to other examples. This part of the application scored 80% or more of the total points, but less than 90% of the total possible points.
Adequately Developed 2 Points	This part of the application demonstrates good implementation, but somewhat lacked depth or detail. This part of the application scored 70% or more of the total points, but less than 80% of the total possible points.
Poorly Developed 1 Point	This part of the application demonstrates partial implementation, but additional work is needed. This part of the application scored less than 70% of the total possible points.
Not Addressed 0 Points	The application does not demonstrate a model of best practice or this part of the application does not address the standards for quality online programs.

Preference for Operators with Previous Experience in Ohio

The superintendent of public instruction may approve up to five new internet- or computer-based community schools each year. Should the Department receive more than five applications for new internet- or computer-based community schools each year, preference will be given to qualified applicants managed by an operator with experience managing schools in Ohio.

- 1) Does the operator have previous experience managing community schools in Ohio? Yes
- 2) How many years of experience does the operator have managing community schools in Ohio?
5
- 3) List all consecutive and non-consecutive years of experience operator has managing community schools in Ohio.
2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020

Application Scoring

Each application will be rated using the criteria included in the internet- or computer-based community school application rubric and receive a composite score by adding the scores from each of the sections in the rubric. In addition to the composite score, information pertaining to sponsor and operator experience in terms of statutory compliance will be reviewed. In cases where a section is not applicable, the points per section for the remaining applicable sections shall be adjusted to maintain the same proportional weight within the calculation.

Each applicant's score and related information will be considered by the superintendent of public instruction in making decisions regarding the approval or disapproval of submitted and reviewed applications. The Department will determine annually the minimum threshold of total points earned to be recommended for approval. The superintendent of public instruction may approve up to five applications for new internet- or computer-based community schools to open for the upcoming school-year.

Applicant Affirmations

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Name: Sean Herod Position: Board Member

Signature:  Date: 01/15/2020

Sponsor Affirmations

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Name: David L. Cash, Jr. Position: President/Sponsor Representative

Signature:  Date: 1/15/2020

Operator Affirmations

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Name: Shannon Slutman Position: VP Grants, Development and Compliance

Signature:  Date: 01/15/2020

Attachment 1

Accelerator Online High School
Application (submitted as Back
on Track Online High School)



**2019-2020 NEW COMMUNITY SCHOOL APPLICATION FOR
PRELIMINARY AGREEMENT
FOR
ST. ALOYSIUS SPONSORSHIP**



2019-2020 NEW START-UP COMMUNITY SCHOOL APPLICATION FOR SPONSORSHIP WITH ST. ALOYSIUS

Thank you for your interest in partnering with St. Aloysius for sponsorship of an Ohio community school to open for 2019-2020 school year. The application for a preliminary agreement for St. Aloysius Sponsorship is included in this packet. We have also included a timeline to provide you with additional information on the application requirements and contract development process with St. Aloysius.

St. Aloysius takes the role of being an Ohio Community School Sponsor seriously. St. Aloysius and Charter School Specialists – in partnership since 2005 – have become the second largest and one of the most respected sponsors in the state of Ohio. We have built a comprehensive team of professionals to provide a level of technical support and assistance that is not duplicated in Ohio. Armed with this cadre of professionals as well as our belief in the development of strong partnerships between the sponsor, governing authorities and leadership teams, St. Aloysius enables and supports school success. We are a key partner in helping our community schools improve academic performance and obtain successful student outcomes across the state.

St. Aloysius sponsors schools that use various academic models. We sponsor several drop out recovery models as well as more traditional elementary models and blended models; we do not provide preference based on a school's educational model. Our sponsorship philosophy is to strive to improve academic results for all of Ohio's students by partnering with schools that provide comprehensive academic models and the operational and financial sustainability to ensure consistent delivery of quality education while maintaining school operational compliance and fiscal accountability to stakeholders.

The *Principles and Standards* published by the National Association of Charter School Authorizers (NACSA) encourages quality sponsors to establish a "transparent application process". As a long-standing member of NACSA and a founding member of the Ohio Association of Charter School Authorizers (OACSA), we maintain a solid commitment to quality. We honor the spirit and letter of NACSA's Principles and Standards which calls for a robust application process. We strive to provide clear communication and guidance regarding the application's content and requirements for moving through the process to reach a fully approved community school contract.

Completion of this application and subsequent approval by St. Aloysius is the first step toward developing a new community school contract between St. Aloysius and your school. New school developers whose application has been approved will sign a preliminary agreement with St. Aloysius. "Preliminary Agreement", as defined by statute, means a written agreement and any amendments thereto between a proposing person or group and a sponsor that sets forth the intention of both parties to negotiate in good faith towards the execution of a community school contract in accordance with Chapter 3314 of the Ohio Revised Code (the "Code").

Please review the following documentation to familiarize yourself with the complete Application/Contract process:

- CALL FOR NEW COMMUNITY SCHOOLS
- 2019-2020 APPLICATION FOR PRELIMINARY AGREEMENT
- CRITICAL DATES TIMELINE FOR 2019-2020 NEW APPLICANTS

In addition to this application for preliminary agreement, it is important for you, as a potential school developer, to understand Ohio's community school law and requirements for applying and operating a community school. Ohio's community school law can be found in Section 3314 of Ohio Revised Code.

New Ohio community school applicants should submit notification of your intent to apply for a new community school contract to Angie Mann via email at amann@charterschoolspec.com.

Scoring of applications is completed by internal and external reviewers in teams as listed below:

Management Team	Compliance Team
Development Team	Fiscal Team
Governance and Management Team	Facilities Team
School Improvement Team	Marketing Team

Applicants who score at least 50% of eligible points will automatically be granted an interview. Applicants who score at least 40% of eligible points and convincingly make a case that their school will be located in a high need, underserved area will automatically be granted an interview. Applicants who score 75% of eligible points qualify for approval. Approvals are granted based on a review of points received, high need/underserved areas, consistency with the St. Aloysius and Charter School Specialists mission, vision and strategic plan and priority program needs. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

Dave L. Cash

President, Charter School Specialists
On behalf of St. Aloysius

2019-2020 St. Aloysius Sponsorship
Critical Dates Timeline for New Contract Applicants

July 9, 2018 to September 14, 2018	St. Aloysius begins accepting applications for potential new schools desiring St. Aloysius sponsorship. All applicants should notify Charter School Specialists (CSS) of their intent to apply. Notices of <u>intent to apply</u> should be sent directly to Angie Mann (amann@charterschoolspec.com). Upon receipt of the intent to apply, the applicant will receive an application form to complete.
Week of July 16, 2018	St. Aloysius to provide a Web-Ex training for application process.
September 14, 2018	Deadline to submit all quality new community school application(s) for the 2019-2020 school year. <i>Applications determined incomplete or lacking required information will not be scored or considered. Applicants will be asked to resubmit during the next application period in 2020-2021.</i>
July 16, 2018 to October 5, 2018	St. Aloysius' review and scoring of all quality new community school applications.
October 8, 2018 to October 12, 2018	St. Aloysius will conduct panel interviews with applicants that pass the initial application phase. Notice provided to those that did not pass the initial application phase.
October 15, 2018 to October 26, 2018	St. Aloysius scores panel interviews. Applicants may submit supplemental information during this time.
November 2, 2018	Charter School Specialists to determine recommendations for St. Aloysius.
November 27, 2018	St. Aloysius board meeting approving/denying Charter School Specialists recommendations.
December 3, 2018 to December 7, 2018	Notification of approval to applicants including: (a) Preliminary Agreement and (b) Sponsor final score sheet for application.
January 31, 2019	Deadline for applicants to sign, date and return executed Preliminary Agreement and all new school paperwork to Tammie Osler, Charter School Specialists (tosler@charterschoolspec.com) . St. Aloysius to provide contract template and attachments, including recommendations for submitting attachments.
Week of February 4, 2019	St. Aloysius to provide Web-Ex training for contract process.
March 8, 2019	Deadline for all applicants to submit initial contract attachments to St Aloysius via Dropbox. A copy of the resolution approving the charter and all new school paperwork submitted to Tammie Osler, Charter School Specialists (tosler@charterschoolspec.com).
April 5, 2019	St. Aloysius provides comments on attachments for all new schools opening in the 2019-2020 school year.
April 8, 2019 to April 12, 2019	Phone calls scheduled to review attachment scores.
May 10, 2019	All final contract attachments must be submitted in Dropbox.
May 15, 2019	St. Aloysius and applicant board sign contract.
May 24, 2019	St. Aloysius submits all new community school contracts to the Ohio Department of Education via Epicenter.

This application must be completed in its entirety.

Each section of the application must be completed to be considered for sponsorship. If a field is left blank, it will not be reviewed and will be returned to the applicant. If a question/section does not apply to the proposed school, please enter N/A and provide a detailed explanation stating why it does not apply.

GENERAL APPLICATION INFORMATION

Name of the Primary Contact for the application and the Organization completing the application on behalf of the school:

Primary Contact Person	Shannon Slutman
Organization	Back on Track Online Academy
Street Address	5022A Pine Creek Drive
City, State, Zip	Westerville, Ohio 43081
Telephone Number	(302) 312-1100
Email Address	shannons@accelschools.com
Name of Proposed School	Back on Track Online Academy
Local School District <i>(where the School will be located)</i>	Statewide
Proposed Address of the School	N/A
Proposed Grades to be Served	9-12
Proposed Start Date	8/19/2019
Target Population to be Served <i>(Arts, College Prep, Dropout Recovery, etc.)</i>	Virtual/Dropout Recovery

Provide any additional names and email addresses of school personnel/stakeholders that need to be copied on communication regarding this application.

Chad Carr – ccarr@accelschools.com

ENROLLMENT PROJECTIONS

Please enter projected enrollment in the boxes provided below, enter N/A for grades not served.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Kindergarten					
1 st Grade					
2 nd Grade					
3 rd Grade					
4 th Grade					
5 th Grade					
6 th Grade					
7 th Grade					
8 th Grade					
9 th Grade	125	250	375	500	625
10 th Grade	125	250	375	500	625
11 th Grade	125	250	375	500	625
12 th Grade	125	250	375	500	625

Total # of Students	500	1000	1500	2000	2500
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	Free & Reduced Lunch (FRL) %	Special Education (SPED) %	English Language Learners (ELL) %
Expected Demographics	95%	25	8

Location of School – High Need Area:

Applicants are strongly encouraged to consider areas with the highest evidence of need. Applicants that can convincingly make the case of high need in an underserved area and score within 10% of the threshold of eligible points will automatically be granted an interview. Provide evidence, including specific data, of the high need in the underserved area where your school will be located below.

Back on Track Online Academy will be a state-wide dropout recovery school.

While the state of Ohio’s graduation rate has continued to rise, approximately 16% of students still do not receive their high school diploma. Across the state, 16 percent of students are chronically absent. These are often the same students who are not meeting the state standards which can ultimately lead to dropping out of high school. The graduation gaps in Ohio merit an urgent response. The gap between white students and African-Americans in Ohio is 25 percentage points; among whites and Hispanics, it is 18 percentage points. If you are a student from a middle- or high-income family in Ohio, your chances of graduating on time are nearly 9 in 10. If you come from a low-income family or are a student with a disability, your chances are just 68 percent. The most discouraging news for Ohio is that it led the nation in the increase in the number of high-school “dropout factories” – those schools graduating 60 percent or fewer of their students every year. In 2002, Ohio had 75 dropout factories; by 2012 that number had grown to 142. The stakes are high. Dropouts are much more likely to be unemployed, on welfare, in prison, requiring more health care and to have children who drop out of high school. The vast majority of dropouts later report that leaving high school was the worst decision of their lives. Most want to graduate and go on to college and better paying jobs.

- 1) **Is the applicant an existing school operator applying to replicate its current school(s)?** *We will replicate best practices from our brick and mortar charters and other successful online schools.*
- 2) **Does the school expect to contract with an education service provider (ESP), education management organization (EMO), charter management organization (CMO), or other organization for a substantial portion of school management/operation?** *Yes, we will enter into a management contract with ACCEL Schools.*
- 3) **Do you have or have you had a relationship with other sponsors, charter schools or their affiliates? If YES, please list the school(s) or entities and identify the basis of the relationship in the fields below (i.e., contractor, employee of operator, treasurer, board member, etc.)**

Sponsor, Charter School or Affiliate	Relationship
Akron Preparatory School Aurora Academy Banning Lewis Ranch Academy Banning Lewis Preparatory Academy Broadway Academy Buckeye Preparatory Academy Canton College Preparatory School Chapelside Cleveland Academy Cleveland Arts & Social Sciences Academy Cleveland College Preparatory School Cleveland Preparatory Academy Columbus Arts & Technology Academy Columbus Bilingual Academy Columbus Humanities Arts & Technology Academy Columbus Preparatory Academy Cornerstone Academy East Academy Eastland Preparatory Academy Euclid Preparatory School Foundation Academy Frazier Preparatory Academy Global Preparatory Academy Hope Academy - Northcoast	Accel Schools is the management organization.

<p>Hope Academy - Northwest Inkster Preparatory Academy Lake Erie Preparatory School Lincoln Park Academy Lorain Bilingual Academy Lorain Preparatory Academy Monroe Preparatory Academy Montgomery Preparatory Academy Mt. Auburn Preparatory Academy North Metro Flex Academy Northeast Ohio College Preparatory School Ohio College Preparatory School Riverside Academy South Columbus Preparatory Academy STAR Academy of Toledo STEAM Academy of Warren STEAM Academy of Warrensville Heights University Academy University of Cleveland Preparatory School West Park Academy Winton Preparatory Academy Woodley Leadership Academy Wright Preparatory Academy Youngstown Academy</p>	
<p>Buckeye Community Hope Foundation Ohio Council of Community Schools Office of School Sponsorship ESC of Central Ohio Richland Academy of the Arts</p>	<p>Accel Schools is the management organization for schools sponsored by these organizations.</p>
<p>David Cash</p>	<p>Treasurer for several Accel Schools</p>

4) Has any member of the governing authority or development team, including management company or treasurer/fiscal officer, been involved with an entity that was involved in a bankruptcy, closed for financial reasons, had a finding for recovery, or designated as unauditible by the

Auditor of State? If YES, please list the school(s) or entities and identify the basis of the relationship in the fields below (i.e., contractor, employee of operator, treasurer, board member, etc.)

School or Entity	Relationship
Not applicable	Click here to enter text.

DEVELOPMENT TEAM

This section focuses on the development team for the proposed school. The development team plays a critical role in ensuring that there is a wide range of support and expertise to get the school started. The development team should consist of several individuals with diverse skills. Development team members should have expertise in a variety of areas, such as; business, education, finance, technology and governance.

Development Team Information

Name	Areas of Expertise	Contact Information Address, Phone and Email	Professional Title and Organization
Chad Carr	Academic/New school Development	ccar@accelschools.com	CAO, Accel Schools
Mike Flora	Finance	mflora@accelschools.com	VP of Finance, Accel Schools
Shannon Slutman	Operations	shannons@accelschools.com	Director, Grants and Special Programs
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

* Provide a bio or resume for *each* development team member as Attachment 1.

<p>If any development team members plan to continue as a governing authority member, please provide a description of the transition plan for those members.</p>	<p>The development team will not be on the board of directors.</p>
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GOVERNANCE AND MANAGEMENT

This section focuses on the governing authority of the proposed school. The governing authority formally plays a vital role in the school’s success and future existence. The governing authority sets policies, establishes the budget and has fiduciary responsibility for the community school. The governing authority is responsible for compliance with the community school contract and applicable local, state and federal laws. The governing authority of the community school will be the responsible entity and contracting party for any community school contract.

Ohio Revised Code requires no fewer than five (5) members.

Governing Authority Information

Name	Role	Contact Information Address, Phone and Email	Previous or Current Board Experience	Term of Service
Sean Herod	Board Member	5977 Myrick Road Dublin, Ohio 43016 slherod@columbus.rr.com 614-319-3300	South Columbus Preparatory Academy	1 Year
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Name	Role	Contact Information Address, Phone and Email	Previous or Current Board Experience	Term of Service
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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* Provide a bio or resume for *each* governing authority member as Attachment 2.

Governing Authority Legal Counsel Information: Under Ohio Revised Code Section 3314.036, the governing authority must employ legal counsel who is independent from the school’s sponsor or the operator with which the school has contracted for any services related to the negotiation of the school’s contract with the sponsor or the school’s contract with the operator.

Name of Legal Counsel	Contact Information Address, Phone and Email
The Callender Group	100 East Broad St. Suite 690 Columbus Ohio 43215 jamie@callender.com (614) 300-5300

Additional Governing Authority Information:

Describe the governing authority structure, recruitment and future development plans.

Through connections with the board The Callender Law Group and other connections in the charter school community, other members are being recruited and vetted. A school leader will not be hired until the charter is granted. The governing board views their relationship with the management entity as a partnership with very clear roles. The board is responsible for holding the charter and thereby holding the leadership and management entity responsible for all aspects of the school operations.

It is the Board's responsibility to ensure that the total organization is effective in achieving its mission and efficient in using its resources. This annual discussion is begun by evaluating success as a board. By evaluating its performance in fulfilling its responsibilities, the Board can recognize its achievements and reach consensus on which areas need to be improved. Continuous development of an effective governing board is an essential component of maintaining an effective charter school. The Board has not received any formal training to date but has met with our legal counsel to discuss our professional development. Within 60 days, we will receive training in the Sunshine Laws and Robert's Rules of Order. Future training will include community relations, school business issues, budget development, charter school law, policy development, and accountability requirements.

In order to accomplish the vision and mission of the school the Board will continue to develop in the following areas: Nominations and recruitment -- be proactive in identifying the right individuals to meet the needs of the charter school, helping them understand their roles and responsibilities, and convincing them to become part of the board; Orientation -- take steps to give new board directors the information they need to carry out their roles and responsibilities effectively; Training -- engage in regular, ongoing efforts to build new skills and knowledge among the existing board directors to enhance performance; Evaluation -- annually evaluate individual board director performance as well as the effectiveness of the board as a whole; Recognition -- recognize the work and accomplishments of board directors to the work of the board and to the charter school.

All members of the Board of Directors will complete a Conflict of Interest Form. At this time there are no conflicts of interest with the management company, authorizer or any contractors or vendors. We will continue to develop our Board conflict of interest policy to ensure transparency.

The members of the Governing Authority will have a vision and enthusiasm for building an

excellent school and will be well positioned to provide the necessary oversight and support for the successful implementation of the community school's mission. As part of the recruitment process, the school will be looking for members who will:

1. Believe in and be active advocates and ambassadors for the mission and vision of the school.
2. Work with fellow Governing Authority members to fulfill the obligations of membership.
3. Contribute to the effective operation of the Governing Authority.
4. Regularly attend and participate in meetings of the school. Prepare for these meetings by reviewing materials prior to the meetings.
5. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
6. Participate in the performance review of the Principal.
7. Participate in the activities of the school by attending programs and fundraising events.
8. As appropriate, use personal and professional contacts and expertise for the benefit of the school.

The Board has sought board members that have diverse backgrounds in a number of areas critical for maintaining a high-functioning governing board. We have looked for individuals with experience in: education, higher education, finance, fundraising, organizational development, charter school governance, marketing, and community outreach. We also sought diversity in terms of race and ethnicity, gender, and age. The Board meets monthly and as the school's expansion unfolds during the next few years, the Board will remain committed to the training and support which has ensured a high level of functionality since our inception.

As the school's public agents, the Board is legally and ethically responsible for ensuring the school's academic achievement, organizational viability, and adherence to the terms of its charter. The Board asserts much of its leadership through its policy-setting responsibilities. Board-level policies allow the school to operate effectively and efficiently in pursuit of its mission by establishing clear frameworks for the implementation of the school's work. As a new school, we will work closely with our legal counsel to develop policies and procedures that are aligned with state requirements. All powers of the Board lie in its collective action.

The main responsibilities of the Board are:

	<ul style="list-style-type: none"> • Stay true to the school’s Vision and Mission • Select the Administrator • Provide Proper Financial Oversight • Ensure Adequate Resources • Ensure Legal and Ethical Integrity and Maintain Accountability • Ensure Effective Organizational Planning • Recruit and Orient New Board Members and Assess Board Performance • Enhance the School’s Public Standing • Determine, Monitor and Strengthen the School’s Programs and Services • Support the Principal/Head of School and Assess His or Her Performance
Provide the proposed governing authority meeting dates, times and locations for the year, if established.	The Academy will meet at the school once a month. Times and dates have yet to be established. Through the guidance of the Callender Group, the Board will determine and publish a regular schedule.

Schools are either operated by a management company or self-managed by a Superintendent. Please choose one of the options below (Management or Self-Managed Organization). Applicants should only complete one of these sections based on your management plan.

MANAGEMENT

This section focuses on the management of the proposed school. If there will be a contract with an Educational Service Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO), provide the following information in the fields below.

Title/Topic	Charter Section	Directions/Questions for Application
ESP, EMO, CMO	3.2	Describe the selection process used in choosing the management organization, including all organizations

	<p>that were considered. Provide a copy of the Management Agreement as Attachment 3. If a management agreement has not been finalized, provide a copy of the management agreement template as Attachment 3.</p>
<p>At this time, we do not have a fully executed management contract with ACCEL Schools. The management organization was chosen due to their track working with other community schools throughout the state of Ohio. See Attachment 3 for the draft management agreement.</p>	
<p>Organizational Structure</p>	<p>Describe the organizational structure. Provide the ESP, EMO or CMO organizational chart as Attachment 4 with defined responsibilities.</p>
<p>Please see Attachment 4 for a copy of the management organization’s organizational chart. The organization is broken out into six major categories:</p> <ol style="list-style-type: none"> 1. <u>Academics</u>: Responsible for curriculum, assessments, teaching practices, teacher evaluation and management of school leadership 2. <u>Finance and Accounting</u>: Responsible for the financial management of the school, processing payroll, accounts payable/receivable 3. <u>Information Technology</u>: Responsible for the installation, ongoing management and maintenance of all school based technology 4. <u>Marketing</u>: Responsible for creating marketing materials/plans to encourage student enrollment and parent participation 5. <u>Operations</u>: Responsible for the day to day operation of the school, including but not limited to food service, transportation, student information systems and enrollment 6. <u>Human Resources</u>: Responsible for the recruitment, hiring and retention of school staff, as well as any employment related issues that arise <p><u>Hiring and Staffing</u></p> <p>With all positions, hiring will be made by way of a fair and open process to select the best candidate available, with a particular focus on recruiting candidates from traditionally underrepresented groups, including candidates from minority groups. We will advertise widely using EdPost as well as on college and university websites, on national educational sites, and also through the governing authority’s personal connections and outreach.</p> <p>For school leadership positions, all references will be checked and the top 3 candidates will receive extensive interviews from a Governing Authority board committee and other stakeholders. Recruitment of a leader may come from the local area, from Teach for America alums, from New Leaders, and from leading joint business school and educational school programs such as the ones at Harvard, Columbia and Stanford.</p> <p>The school will hire teachers who are licensed, experienced educators and considered Highly Qualified (as defined by the No Child Left Behind Act of 2001). In addition, we will look for teachers who (1) know their content subject well, (2) have a proven track record of success with youth, (3) have an enthusiasm for data, (3) have technological proficiency, and (4) are good team members. Depending on the students enrolled, teachers and other staff with bilingual skills will also be highly recruited.</p>	
<p>Communication Plan</p>	<p>Describe in detail the management organization’s plan to communicate with:</p>

		<p>(1) governing authority; and</p> <p>(2) sponsor; and</p> <p>3) Other stakeholders such as media, community organizations, ODE</p>
<p>The management organization, on behalf of the Governing Authority, shall comply with all reporting requirements as set forth by Ohio law, and any additional academic reporting requirements as may be outlined in the Sponsor’s contract.</p> <p>Annual Report</p> <p>The management organization, on behalf of the Governing Authority, shall annually report to the Sponsor and to the parents of all students enrolled in the school, or any other statutorily required parties, the school’s financial status, and the annual report of its activities and progress in meeting the goals and standards as set forth in this petition and required by the Sponsor’s contract, local report card rating, adequate yearly progress rating, value added rating and school improvement status of the most current school year as issued by ODE.</p> <p>Reports by Management Organization</p> <p>The management organization shall report academic progress annually to the Governing Authority, consistent with the provisions of the management agreement, and provide regular updates at Governing Authority meetings if so requested by the Governing Authority. The management organization will have a representative available for all meetings of the Governing Authority. In addition, the management organization will responsible for any additional reporting and compliance requirements outlined by the Sponsor. The management organization will maintain an open line of communication with the Sponsor, ensuring that timely communications are made regarding issues that require the Sponsor’s attention.</p>		
<p>Management Responsibilities</p>		<p>Describe in detail the management organization’s roles and responsibilities to manage and support the proposed school.</p>
<p>Accel Schools will be responsible for managing the daily operations of the school as well as providing the school’s innovative blended learning curriculum. The management organization will lead all aspects of the school’s curriculum, operational model, staffing structure, professional development, and all other efforts to ensure that the school is highly effective in educating its student population. Accel Schools, as the school’s management organization, will report to the school’s Governing Authority.</p> <p>The management organization will be responsible for oversight of the school’s educational programs, supervision of the school’s Principal and staff, and administration of the school’s business affairs including the following services:</p> <ol style="list-style-type: none"> 1. Work with the Sponsor and other agencies as necessary to obtain and maintain the authorization for the school, including maintaining compliance with reporting requirements and any other general inquiries received from these agencies; 2. Provide marketing for student recruitment and enrollment; 3. Provide back office support services in the areas of: <ol style="list-style-type: none"> i. Finance and Accounting <ol style="list-style-type: none"> 1. Payroll and Payment Administration 		

2. Accounting
 3. Financial Analysis (cost comparison, trends analysis)
 4. Financial Management (budgeting, tools and tracking, reporting templates)
 5. Grant Application Support
 6. Development and execution of fundraising opportunities
 7. Identification, negotiation and recommending working capital financing arrangements for Company
 8. Budget projections, summary actual and summary budget
 9. Balance sheets
 10. Monthly statement of actual and projected cash flow of funds received by Company and disbursed by Provider
- ii. Staff Recruitment
 1. Manage talent pipeline for all staff. Duties include:
 - a. Cultivate talent through job postings, attendance at career fairs, webinars, and advertisements
 - b. Design and manage selection process
 - c. Conduct reference checks
- iii. Human Resources
 1. Support employee life cycle. Duties include:
 - a. On-board and process all new employees
 - b. Off-board and exit all departing employees
 2. Administer all employee benefits. Duties include:
 - a. Research, identify and recommend benefits package for employees providing services to the schools
 - b. Enroll/Dis-enroll all new employees
 - c. Serve as primary point of contact between employees and benefit providers
 3. Provide support/consultation for all personnel issues
 4. Maintain all personnel records
 5. Develop, manage, and maintain human resources information System
 6. Develop and maintain all personnel policies and procedures
 - iv. Instructional Leadership
 1. Provide professional development, training, support, and tools to school leadership staff
 2. Create tools and resources to support classroom teachers
 3. Operate teacher summer training program
 - v. Curriculum Development and Individualization
 1. Provide guidance relating to the curriculum
 2. Identify instructional on-line learning programs to support individualized student learning
 3. Serve as primary point of contact between on-line learning program providers and school
 4. Create scope and sequence maps for all taught subjects in all grades

- 5. Identify and select assessment suite
- 6. Develop and maintain student performance database
- 7. Identify and implement tutoring curriculum
- vi. Data
 - 1. Aggregate and analyze student data
 - 2. Provide data reports for authorizers and funders
 - 3. Develop, manage, and maintain student information system
- vii. Operational Systems
 - 1. Design and develop school operations systems. Systems may include, but are not limited to:
 - a. Lottery and enrollment system
 - b. Compliance system
 - c. Lunch administration system
 - d. IEP management system
 - e. Attendance tracking system
 - f. Performance management system
 - g. Information technology
 - h. Equipment procurement
- viii. Insurance
 - 1. Identify and recommend casualty, liability, officers and directors and other insurance for the School
 - 2. Oversee premium payment and claims management on school's behalf
- 4. Develop and recommend school policies.
- 5. Legal and Compliance
 - i. Comply with local, state, and federal constitutional, statutory, and judicial matters
 - ii. Maintain school records in compliance with state and federal law
 - iii. Comply with Sponsor requirements and maintain school records system
 - iv. Manage pupil accounting according to state procedures
 - v. Maintain proper system of pupil records

Accountability	Describe in detail the management organization's accountability to: (1) governing authority, and (2) sponsor.
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The management organization will report to and be held accountable by the school's Governing Authority. As described below, the Governing Authority will evaluate the performance of the management organization on an annual basis and make changes when deemed necessary. The Governing Authority will work with the management organization to ensure that the Mission, Vision, and Philosophy of the school is represented in the daily operation of the school.

By extension, the management organization will be accountable to the Sponsor for the academic success of the school, as well as take responsibility for compliance with any Sponsor requirements.

Evaluation

Describe in detail the plan to monitor, measure and evaluate the management organization's performance.

The Governing Authority will be responsible for evaluating the performance of the management organization on an annual basis. The management organization will be evaluated based on the services being provided in each of the following disciplines:

School Operations

- Financial Support Services
- Human Resources and Office Management Services
- Compliance Services
- Development, Marketing and Public Relations
- Charter Authorizer and Department of Education Relations
- Communications and Family Engagement
- Business Services
- Facilities Location, Permitting, Legal Support and Ongoing Support
- Transportation Support
- Instructional Property Management
- Insurance
- Food Services
- Health and Safety
- Maintenance of Student Records
- Clerical and Security Services
- Legal Matters
- Federal Programs
- Reporting

Educational Services

- Educational Leadership and Academic Compliance
- Digital School
- Instructional Tools and Materials
- Special Education Services
- Related Services

For each individual task, the management organization will be provided a specific description of the Governing Authority's expectations for success. During evaluation, the management organization will receive a score for each task. The scoring is as follows:

- '5' – Performed Task Well

- '3' – Performed Task Adequately
- '1' – Performed Task Inadequately
- '0' – Did not Perform Task

The management organization is expected to average an overall score of at least '3'.

Record of Success

Summarize and provide data evidencing the management organization's:

- (1) experience in starting a school;
- (2) financial and business experience;
- (3) expertise and proven track record in urban education.

Accel Schools is currently the management organization responsible for the operation of twenty-three different community schools in the state of Ohio.

Accel's financial and business acumen, coupled with its experience serving students in urban environments allows the organization to achieve impressive results at a fraction of the cost of a traditional public school. In Columbus, OH, district run schools receive an average of \$13,759 per student, while the average community school receives only \$8,754 per student. In Cleveland, OH, the gaps in funding are even greater, with district run schools receiving an average of \$16,161 per student, while community schools receive an average of just \$7,748.

Despite these disparities in funding, Accel Schools have achieved great success when compared to traditional district schools. In Columbus, Accel School's have an average Performance Index of 85.42, compared to 62.25 for other community schools, and only 60.53 for traditional public schools. Accel Schools outperformed traditional public schools with regard to Overall Value Added averages, +80% Free And Reduced Lunch (FARL) Performance Index Averages and Value Added averages, and 25-50% Free And Reduced Lunch (FARL) Performance Index Averages. Accel Schools operates the highest performing school in the city of Columbus and the state of Ohio, Columbus Preparatory Academy.

In Cleveland, the results are just as impressive, particularly when looking at the Overall Value Added scores. While Accel Schools in Cleveland outperformed traditional public schools by a slight margin, the Accel Schools average Overall Value Added score was an impressive 3.97, compared to an average score of (-4.85) for traditional public schools. In addition, Accel Schools outperformed traditional public schools with regard to Overall 100% FARL Performance Index and Overall Value Added averages and 80% - 100% FARL Performance Index and Overall Value Added averages by a large margin. All 8 Accel Schools in Cleveland with 100% poverty are ranked in the Top 25 out of 76 schools, including 5 of the top 10 schools in the city. Accel Schools operates the Cleveland Arts and Social Sciences Academy, who has ranked first in Overall Value Added for two of the last three years, has the eight highest Performance Index score in the city, and is ranked second in the city in 100% Poverty Performance Index.

As you would expect of a management organization responsible for the operation of multiple schools in the state, Accel Schools has a deep understanding of all Ohio community school and other relevant laws, including the Every Student Succeeds Act. When necessary, the management organization works with local law firms that specialize in education and Ohio community school law.

Record of Success		List all community schools managed (current and former) by this organization, including their names and addresses, year opened, academic performance index rating, value added ratings and sponsors.
See the attached spreadsheet		

SELF-MANAGED ORGANIZATION

This section focuses on how the school will be self-managed and who intends to operate the school during the term of the charter. If the school will be self-managed, provide specific details to address the items below. If the school will not be self-managed, please enter N/A in the fields below.

Responsibility		Provide details of who will have expertise and assume responsibility for specific school operations. For example, who will be responsible for testing and assessment, human resources, training and professional development, building maintenance and related services, marketing, purchasing and technology. If the superintendent has been identified, provide his/her resume as <u>Attachment 5</u> .
N/A		
Communication Plan		Describe in detail the superintendent’s plan to communicate with the governing authority.
N/A		
Accountability		Describe in detail the superintendent’s accountability to the governing authority.
N/A		
Evaluation		Describe in detail the plan to monitor, measure and evaluate the superintendent’s performance. Provide a copy of the superintendents’ evaluation form as <u>Attachment 6</u> .

N/A		
Record of Success		Summarize and provide data evidencing the superintendent's: (1) experience in leading an organization; (2) experience in starting and/or operating a school; (3) financial and business experience; (4) proven track record in urban education; (5) experience in understanding Ohio's Community School Law and other relevant laws.
N/A		
Record of Success		List all community schools managed (current and former) by this superintendent, including their names and addresses, year opened, academic performance index rating, value added ratings and sponsors.
N/A		

Additional Contractors: Include information for all contractors that will provide additional services to the school that are not provided by the management organization or previously listed under self-management.

Name	Services to be Provided	Contact Information Address, Phone and Email
N/A	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

EDUCATIONAL PROGRAM

This section focuses on the educational program of the proposed school.

Please complete the education plan attachment that is provided with this application and submit as Attachment 7. If the application is approved, the education plan attachment will become part of the contract agreement. The education plan is broken down into the following sections:

- 6.3a Mission, Vision, Philosophy
- 6.3b Curriculum
- 6.3c Instructional Delivery Methods and Resources/Materials
- 6.3d Continuous Improvement and Professional Growth
- 6.3e Prevention and Intervention
- 6.4a Goals and Performance Indicators
- 6.5 Assessment Plan
- 8.1 Organization and Staffing

DEMOGRAPHICS AND MARKETING ASSESSMENT

This section focuses on the demographics and marketing assessment of the proposed school.

Title/Topic	Charter Section	Directions/Questions for Application
School District		Identify the local district, where the school will be located and any additional districts the school will draw

Title/Topic	Charter Section	Directions/Questions for Application
		enrollment from.
Back on Track Online Academy will be a statewide charter.		
Students and Local Demographics		Describe the target student population that the school will serve and their unique needs.
The school expects to serve at least 75% students in need of a dropout recovery program. We will be targeting and anticipate that a significant portion of our students will be low-income and come from traditionally underserved communities. These are students who have traditionally been overlooked by traditional schools, even in schools that would be considered very successful. The personalized learning model was chosen in order to meet the individual needs of each student, with a specific objective to realize significant academic gains each school year.		
Students and Local Demographics		Describe the characteristics of the community from which the school's students will be drawn; such as race, students with disabilities, student mobility, economically disadvantaged, limited English proficient and migrant status.
As a state-wide dropout recovery school, we anticipate serving students from all backgrounds including those with disabilities, English Language Learners, and those who are economically disadvantaged.		
Market Assessment / Evidence of Need		Provide research-based evidence that the school will meet the specific needs of the community it's targeting.
While the state of Ohio's graduation rate has continued to rise, approximately 16% of students still do not receive their high school diploma. Across the state, 16 percent of students are chronically absent. These are often the same students who are not meeting the state standards which can ultimately lead to dropping out of high school. The gap between white students and African-Americans in Ohio is 25 percentage points; among whites and Hispanics, it is 18 percentage points. If you are a student from a middle- or high-income family in Ohio, your chances of graduating on time are nearly 9 in 10. If you come from a low-income family or are a student with a disability, your chances are just 68 percent. The most discouraging news for Ohio is that it led the nation in the increase in the number of high-school "dropout factories" – those schools graduating 60 percent or fewer of their students every year. In 2002, Ohio had 75 dropout factories; by 2012 that number had grown to 142..		
Market Assessment / Evidence of Need		Provide details stating how the school will enhance or expand educational options currently provided by surrounding local traditional districts and charter schools.

Title/Topic	Charter Section	Directions/Questions for Application
<p>Back on Track Online Academy will differ from other similar programs in the following ways:</p> <ol style="list-style-type: none"> 1) Utilization of Brick and Mortar Locations - We believe having physical locations will allow students to get face to face help and build relationships with their students more successfully. Additionally, these will be used for assessments to get an accurate gauge of student progress. These locations will have teachers that work out of these locations and we could augment with tutoring staff depending on demand. 2) Assessment Integrity - Even high-quality online schools have been plagued by errors created from exams that are not proctored. These false positives have resulted in teachers and schools having a false sense of student performance so that the state tests do not match the online tests. We will require some of the assessment be done in person with a proctor. This will allow us to measure student learning more precisely and intervene if the online and proctored results are at odds. Once a student is proven to be progressing, they will be able to earn their way out of this requirement. 3) Short Cycle Assessment and other learning practice from high performing schools - We feel fortunate to have managed some very high performing schools in Ohio and possess extraordinary knowledge about what works. We also are very familiar with the standards and assessments and can build assessments that accurately predict students' scores on the same test. By integrating these practices in the online environment, we seek to mirror what happens in high performing brick and mortar schools with regard to content, pedagogy and assessment. We eventually would like to include some of the specialized activities like learning competitions into the online model. 		
Market Assessment / Evidence of Need		Describe the school's current recruitment and marketing plans. Discuss plans to maintain student enrollment and future marketing strategies. Provide copies of promotional or recruitment materials including; media plans, marketing plans, open house schedules, etc. as Attachment 8 .
<p>ACCEL does not use a standard marketing plan across schools. Instead, we work with the school staff and board to customize our best practices to the local community. We try to first understand how our school can best serve the community, and then we work from there. One of the ways our Marketing Department supports schools is with community outreach. Where we have strong community partners, our marketing plan can be shaped for cross promotion/support that is very specific to that community. Partners can be feeder schools, foundations, churches, local businesses, etc. Some additional strategies include publicizing in the community (including ethnic and foreign-language) newspapers and area newsletters, and taking advantage of public notice opportunities and low-cost airtime from local radio and television stations (including cable); Sending announcements to local support organizations; and Contacting the families and other individuals who expressed interest and provided us with contact information.</p>		
Market Assessment /		Provide evidence of community support of your school as Attachment 9 , such as; letters of support showing

Title/Topic	Charter Section	Directions/Questions for Application
Evidence of Need		how the school will serve the community and meet student and family needs.
<p>While we do not currently have any letters of support to include in the application, the application to open a school is the result of a demand for more quality school options from parents and the community.</p>		

COMPLIANCE

The purpose of this section is to verify the proposed school has the knowledge and understanding needed to maintain compliance with state and federal guidelines and appropriate operational procedures. Inclusion of complete policies, benefit manuals, or handbooks are *not* required at this time.

Title/Topic	Charter Section	Directions/Questions for Application
Admissions and Open Enrollment	2.6 3.9	Describe how the school will comply with requirements for admission and open enrollment as described in R.C. 3314.06.
<p>There will be no discrimination in the admission of students to the school on the basis of race, creed, color, disability, or sex.</p> <p>Upon admission of any student with a disability, the community school will comply with all federal and state laws regarding the education of students with disabilities.</p> <p>The school will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, except that a school may limit its enrollment to students as described above.</p> <p>The community school will admit the number of students that does not exceed the capacity of the school's programs, classes, grade levels, or facilities. Except as otherwise provided here or under section 3314.061 of the Revised Code, if the number of applicants exceeds the capacity restrictions, students shall be admitted by lot from all those submitting applications, except preference shall be given to students attending the school the previous year and to students who reside in the district in which the school is located. Preference may be given to siblings of students attending the school the previous year.</p>		

In the event the racial composition of the enrollment of the community school is violative of a federal desegregation order, the community school shall take any and all corrective measures to comply with the desegregation order.

The school’s Governing Authority shall adopt a policy regarding the admission of students residing outside the district in which the school is located. That policy shall comply with the admissions procedures specified in sections 3314.06 and 3314.061 of the Revised Code and at the sole discretion of the authority, shall do one of the following:

- Prohibit the enrollment of students who reside outside the district in which the school is located; or
- Permit the enrollment of students who reside in districts adjacent to the district in which the school is located; or
- Permit the enrollment of students who reside in any other district in the state.

Attendance and Withdrawal	2.6	Describe how the school will comply with student attendance and withdrawal rules and procedures as described in R.C. 3314.06.
	3.9	

The School Governing Authority will adopt an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student, without a legitimate excuse, fails to participate in one hundred five (105) consecutive hours of the learning opportunities offered to the student. The school’s attendance and participation policies will be available for public inspection. Additionally, the school’s attendance and participation records shall be made available to the Ohio Department of Education, Auditor of State, and the Sponsor to the extent permitted by FERPA.

Suspension and Expulsion	2.6	Describe how the school will implement the suspension and expulsion policy, including the compliance requirement for students with disabilities as described in R.C. 3313.66, 3313.661 and 3313.662.
	3.10	
	3.12	

As online education differs from brick and mortar schools, the following will apply when a student is on a school campus working with one of our teachers.

Out of School Suspension

Out-of-school suspension is removal of a student from school for a period of one to ten days. While students are suspended from school, they may be afforded the opportunity to receive some or all of their homework assignments. During suspension, students are not permitted to participate in extracurricular activities, be on any school property, or in any school buses.

The school administrator must give written notice of the intention to suspend and the reason to the student. The student shall be given the right to appear at an informal hearing before the school administrator and has the right to challenge the reasons for the intended suspension or otherwise explain. The written notice of suspension shall be sent or given within one calendar day to the parent/guardian. The notice shall contain the reasons for

the suspension and the right of the student to appeal to the Governing Authority's appeal hearing designee.

If the parent/guardian wishes to appeal the suspension, the request must be submitted, in writing, to the school administrator within five (5) days of the written notice of suspension. The school administrator shall immediately forward this written appeal to the Governing Authority's appeal hearing designee. Appeal procedures will be available at the front office, upon request, and will be included in the notice of suspension.

Expulsion

Expulsion is removal of a student from school for a period of 11 to 80 school days. Students expelled from the school are not permitted to participate in extracurricular activities, be on any school property, or in any school buses. Expulsions may extend into the following school year. The school administrator shall provide the student and the parent/guardian written notice of the intent to expel. The written notice shall include reasons for the intended expulsion. The student and the parent/guardian shall have an opportunity to appear before the school administrator to challenge the expulsion or to otherwise explain the actions that led to the intended expulsion. The written notice shall state the time and place to appear which shall not be less than three (3) school days or later than five (5) school days after the notice of intent to expel is given. The school administrator may grant an extension of time. If granted, the school administrator must notify all parties of the new time and place.

A parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school administrator within fourteen (14) days of the written notice of expulsion. The school administrator shall immediately forward this written appeal to the Governing Authority's appeal hearing designee.

An expelled student will be provided with a date for re-entry and the date for the re-entry conference. The expelled student, and parent or guardian of the student must be present in the re-entry conference. The student and parent or guardian of any student will be notified in the event that the student fails to attend the re-entry conference.

Weapons

The school adheres to federal and state law. A student shall be expelled for one year for bringing a firearm to the school or onto school property (any property owned, used or leased by the school for school, school extra-curricular activities or school related events.) A student may be expelled for a period not to exceed one year for: 1) bringing a firearm to an inter-scholastic competition, an extra-curricular event, or any other school program or activity that is not located at the School or on property that is owned or controlled by the School; 2) bringing a knife to the school, onto school property, or to an inter-scholastic competition, an extra-curricular event or any other program or activity sponsored by the school or which the school is a participant; 3) possessing a firearm or knife at school, on school property, or at an inter-scholastic competition, an extracurricular event, or any other school program or activity which firearm or knife was initially brought onto school property by another person; possessing a firearm or knife at school, on school property, or at an inter-scholastic competition, an extracurricular event, or any other school program or activity which firearm or knife was initially brought onto the school property by another person; 4) committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property; and 5) making a bomb threat to a School building or to any premises at which a school

activity is occurring at the time of the threat.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the school, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Special Circumstances

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Transportation, Food Service and Other Support Services	3.1	Describe how transportation, food service and other support services will be provided at the school.
Not applicable		

OPERATIONAL BUDGET

This section focuses on the operational budget of the proposed school.

Title/Topic	Charter Section	Directions/Questions for Application
Fiscal Officer	9.2	Identify the school’s fiscal officer and provide his/her contact information (full name, email address, mailing address, contact number).
Dave Massa (330) 515-0572 dave@massasolutionsllc.com 1020 Cobblefield St., Ne, Canton, OH 44721.		

Operational Budget	9.4	Provide an explanation of the school’s first year budget as which should include detail on grants, loans, other sources of revenue (donations or private contributions) and start-up costs which may include but is not limited to: legal fees, building expenses, personnel costs and programming costs. Provide the first-year budget with monthly detail showing expected cash flow, assets and liabilities as Attachment 10 .
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The budget is included as Attachment 10. The budget assumptions are designed to be conservative and account almost for a worst case scenario. This is based on the expectation of a similar school enrollment-wise that is managed by the same management organization. In subsequent years, state aid funding increases due to the projected enrollment increases. This increase is a result of plans to build out more classrooms during the first year of operation. The school feels that the relationship with the management company would shield them from any significant changes in the state aid funding because of the management agreement that will be in place between the school and the management organization. Since 95% of the state aid revenue would flow to the management organization to fund operations the school's share of any cuts in school funding would be insignificant to the finances of the school.

Also included on the revenue side for the school is funding for Federal Programs. Again, the experience of the management organization in operating very similar schools is the basis for this funding source. Although funding from Federal Programs is expected to increase in proportion to the increase in student enrollment each year, the majority of the school's first year allocation would be rolled over into the second year, due to the way that federal grants are disbursed to new schools.

Although the majority of the expenses will be paid in the form of the management fee, the attached budget includes all income and expenses to show that the school will be financially viable. The assumptions for the expense side of the five year operating budget are fairly straightforward. There would be no auditing expense in the first year, but after that the audit costs are based on experiences with a similar school. Each year after the first year, expenses are increased by 2% annually to reflect slightly higher costs. The biggest expense, Purchased Services: Management Fees is a set 95% of state aid funding to reflect the costs of the management agreement that will be in place. The same is true for Purchased Services: Grant Programs and the Food Service expense. Since these programs will be operated by the management organization, the expenses of these programs will be equal to the revenue generated. Sponsorship Fees are assumed for this budget to be 3% of state aid. The remainder of the expenses in the budget is based on past experience operating similar schools. The budget includes a zero interest, \$200,000 Year 0 loan to ensure that the school is financially sustainable during the start-up phase and in the early months of Year 1 prior to the receipt of state aid.

It is clear that the school can begin to build a fund balance very quickly under these budget assumptions. As the school begins to build a fund balance more money could be allocated to Board of Education programs that the school could offer to supplement the educational programs of the management organization. The school does not anticipate needing any additional funding sources outside of the state per pupil funding and federal grant funding in order to be financially viable.

The Governing Authority and management organization welcome the Sponsor's feedback regarding the management contract structure and fee, and are happy to work with the Sponsor to establish a relationship that is agreeable to all parties.

Accounting Policies and Procedures

Description of Internal Control Procedures

Fiscal Management Overview

Accel Schools strives to reflect sound economic and accounting policies in the operation of its schools. The school believes that having established procedures and strong internal controls is an integral part of delivering its educational model and achieving its mission of serving at-risk youth.

The following specifically addresses the policies, procedures, and internal control practices the school will follow.

Fiscal Management Procedures

As described more fully later on in this application, the management organization will manage the day-to-day operations of the school, including facilities management, equipment, purchasing, technology, operational support services, human resources and training, grant management and financial reporting and compliance. As a result, the accounting policies and procedures defined herein are applicable to the management organization and/or the Governing Authority as specified.

I. PAYROLL

The management organization's Human Resources Department is responsible for monitoring the hiring of employees, authorizing salaries, initiating employment contracts and maintaining the staffing levels.

All approved employment contracts by the management organization and other required employee data are entered into the payroll system and forwarded to the payroll department for processing on the pay dates. All contracts are paid over 26 pays and are pro-rated for varying dates of hire.

Before each pay, any changes (new hire, termination, pay increase, etc.) are forwarded by the administrative staff working at the school to the Human Resources department for review and entering into the personnel records. Approved changes are then forwarded to the payroll manager and reviewed for reasonableness prior to being given to the payroll processors.

The administrative staff is responsible for reporting staff absences and the use of substitute employees. Absentee reports are submitted on Friday of each pay period. These reports are submitted to the Human Resources department and are used to update employee leave balances. Leave taken without sufficient leave balances are docked from the employee's pay.

All insurances and other deductions are submitted to the Human Resources department on the required forms and maintained in the employee personnel file. Such deductions are made from the employees' pay once approved by the Human Resources department.

II. PURCHASING

The management organization is responsible for assuring that all purchases against the assigned budget are appropriate and necessary.

The purchasing process is initiated when the Administrator at the school or their designee submits a purchase requisition request to the Purchasing Department. Once approved by the Purchasing Manager, a pre-numbered purchase order is generated and signed by the manager. The order is then placed directly with the specified vendor.

When required or appropriate, the school will follow and meet all of the requirements of the procurement laws as dictated in the Ohio Revised Code.

III. RECEIVING

Once goods and services are received, the outstanding purchase order is then closed. This is done electronically and signals to the Accounts Payable Department that payment for the order is now authorized. A copy of the closed purchase order is printed and attached to the invoice at the time of payment.

IV. ACCOUNTS PAYABLE

All vendor invoices for purchases in connection with the day-to-day operation of the school are received and retained by the Finance Department. Once an invoice is received it is matched to the closed purchase order and reviewed for reasonableness or obvious errors. (Invoices are verified by checking extensions, footing, discounts and freight terms.) Once the documents are matched, the Accounts Payable clerk will assign the specific accounts that should be charged in relation to the type of expense incurred. The account distribution is verified and any necessary changes are noted on the invoice.

The invoices to be paid are then entered into the school's accounting system and then posted to the general ledger. A report of the amounts to be paid is generated by the system and reviewed by the Controller. Selected checks are then cut and sent to vendors on at least a weekly basis. If special circumstances warrant and the Controller approves, checks may be cut outside of the normal check run.

The checks are signed by a laser signature. The checks and the appropriate back-up documents are then assembled by the Accounts Payable clerk and presented to the Controller for a final review. Once approved, the check is then authorized for release.

No manual checks are authorized without the consent of the Controller.

All bank accounts are reconciled on a monthly basis by the Controller's assistant. The Controller then reviews and approves the completed reconciliation. Any necessary adjustments to the general ledger are made at the time of reconciliation.

Governing Authority

All vendor invoices for purchases in connection with the Governing Authority's operational expenses are received and retained by the Governing Authority's fiscal officer.

The invoices to be paid are then entered into the school's accounting system and then posted to the general ledger. A report of the amounts to be paid is generated by the system and reviewed by the fiscal officer. Selected checks are then cut and sent to vendors on at least a weekly basis. If special circumstances warrant and the fiscal officer approves, checks may be cut outside of the normal check run.

The checks are signed by a laser signature. The checks and the appropriate back-up documents are then assembled by the fiscal officer and presented to the Board President and Board Treasurer for a final review. Once approved, the check is then authorized for release.

V. TRAVEL

Employees working at the school are entitled to reimbursement of business related expenses associated with their performance of official school

business.

Where applicable, all reimbursements are processed in accordance with U.S. GSA (General Services Administration) guidelines with respect to per diem and mileage rates.

Reimbursement requests must be submitted on a standard form (provided by the Finance Department) and completed with all the required information (dates, places, business purpose, amount). All requests, with the exception of mileage, shall be accompanied by an original receipt to evidence the expense incurred. Finally, all requests must be signed by the individual and their immediate supervisor.

All employees are eligible for reimbursement of travel related expenses upon return from their trip. Prepayment for meals and/or lodging is not allowable.

Approved reports are submitted to the Accounts Payable group for processing.

Governing Authority

Governing Authority members of the school are entitled to reimbursement of business related expenses associated with their performance of official school business.

Where applicable, all reimbursements are processed in accordance with U.S. GSA (General Services Administration) guidelines with respect to per diem and mileage rates.

Reimbursement requests must be submitted on a standard form (provided by the Fiscal Officer) and completed with all the required information (dates, places, business purpose, amount). All requests, with the exception of mileage, shall be accompanied by an original receipt to evidence the expense incurred. Finally, all requests must be signed by the individual and approved by the Board President and Board Treasurer.

Governing Authority members are eligible for reimbursement of travel related expenses upon return from their trip. Prepayment for meals and/or lodging is not allowable.

VI. CASH RECEIPTS

All monies received directly by the school are receipted on pre-numbered, 3-ply, receipts. The pre-numbered receipts prepared for monies collected must include the payer, date, amount, fund, receipt code and a description of payment. The person initiating the receipt will sign the receipt. The original receipt is given to the payer, a designated copy is forwarded to the Fiscal Officer and the person initiating the receipt retains the third copy.

All cash collections are deposited into the appropriate bank account on a regular, if not daily, basis. All deposits are then recorded in the general ledger by the Fiscal Officer.

The majority of cash collections will be received electronically by the school's bank via EFT/ACH. Such deposits will be recorded to the general ledger at the time of receipt.

VII.Accounts Receivable

To the extent required, the Finance Department will generate invoices to outside entities/ agencies. Such invoices will be generated through the accounting system, reviewed by the Controller and sent to the appropriate party for collection.

Upon collection of monies due on a particular invoice, the Finance Department will follow the cash receipt procedures previously described and close out the outstanding amount in the accounting system.

On a regular basis, no less than monthly, outstanding invoices left unpaid will be Reviewed for collectability by the Controller. Action to be taken on uncollectible accounts will be determined at that time based on the specific circumstances that may exist.

Governing Authority

To the extent required, the Fiscal Officer will generate invoices to outside entities/ agencies. Such invoices will be generated through the accounting system, reviewed by the Fiscal Officer and sent to the appropriate party for collection.

Upon collection of monies due on a particular invoice, the Fiscal Officer will follow the cash receipt procedures previously described and close out the outstanding amount in the accounting system.

On a regular basis, no less than monthly, outstanding invoices left unpaid will be Reviewed for collectability by the Fiscal Officer. Action to be taken on uncollectible accounts will be determined at that time based on the specific circumstances that may exist.

VIII. INVESTMENTS

The school will maintain all monies and cash balances in an interest-bearing checking account. Interest generated on balances maintained is credited by the financial institution on a monthly basis. The amount of interest earned is receipted and recorded to the general ledger when the credit is received.

Note: Initially, the school will not maintain any investments beyond interest bearing instruments available through its financial institution. At such time that the school is able to consider a more diverse investment strategy, a board-approved Investment Policy will be put in place to specifically address the types of instruments the school will be invested in as permitted by law.

IX. FIXED ASSETS

The school will follow a policy of capitalizing individual assets costing greater than \$5,000.

The school through the direction of the management organization's Finance Department will maintain a record of all assets meeting the criteria for capitalization and owned by the school in a fixed asset database.

The database shall include than the following information:

- Asset tag number
- Description
- Serial number (if available)

- Check number
- Acquisition date
- Location
- Estimated life

All depreciation related to the maintaining of these assets will be calculated by the database.

At least annually, a physical inventory of the school will be performed by the management organization's Finance Department.

All requests for removal of surplus property, deletions and discards must be approved by the Governing Authority. All requests must be processed through the management organization's Finance Department. In no case should equipment be removed or discarded without prior authorization from the Governing Authority.

X. GRANT PROGRAMS

All applications for supplemental grant funding through State and/or Federal sources require approval of the Governing authority.

Upon receipt of an award notice, a budget document is prepared and submitted to the Controller for review and processing. New award budgets are presented to the school's governing board and then forwarded to the State Department of Education for approval.

Final approved budgets are returned to the Controller and are made part of the school's operating budget. The Finance Department/ Controller monitors grant award budgets. The program Coordinator acts as a control agent and is responsible for monitoring any specific compliance issues related to the grant.

XI. MONTH END PROCEDURES

On a monthly basis, the Fiscal Officer will produce a standard set of financial statements that will consist of no less than the following components:

- Statement of Net Assets (Balance Sheet)
- Statement of Changes in Net Assets (Income Statement) Budget versus Actual Comparison
- Check Register
- Bank Reconciliation

These documents will be presented to the Governing Authority at the regularly scheduled meetings for approval.

Internal Control Policies and Procedures

The school has established the following procedures to maintain internal control over all assets. The purpose for establishing internal control is to provide reasonable assurance that the school will accomplish its objectives of safeguarding assets, providing accurate financial information, promoting operational

efficiency and ensuring compliance with laws, regulations and established school policies and procedures.

In order to provide a comprehensive description of the internal control practices the school will follow in the performance of its fiscal management procedures, an internal control checklist has been provided.

Aside and apart from the major transaction cycles described in the checklist, the school also has internal control procedures in place to address the following two areas:

AUDIT

The school will receive an annual independent financial audit by a qualified auditing firm. The auditor will perform the audit in accordance with Generally Accepted Accounting Principles (GAAP), Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards to determine whether the financial statements fairly present the financial position of the school, whether internal controls over financial reporting have been properly designed and implemented, and whether the school has complied with all applicable laws and regulations.

BUDGET

The school will prepare and adopt an annual budget. The Operating Budget is prepared under the direction of the Governing Authority and Controller. The final decision making authority with regard to budget issues rests with the Governing Authority with input from the Controller.

Increases, decreases and adjustments to the final operating budget throughout the year are presented to the Governing Authority for approval. Once approved, the change is recorded in the budget and the financial records of the school by the Controller. A revised budget is then issued and becomes the operating budget for the school.

At each regular meeting of the Governing Authority and upon close of each fiscal year, the Controller determines the actual results as compared to budget and presents the results to the Governing Authority.

Internal Control Checklist

GENERAL

1. Are accounting records kept up-to-date and balanced monthly?
2. Is a standard chart of accounts with descriptive titles in use?
3. Are adequate and timely reports prepared to insure control of operations?
 - a. Daily reports
 - b. Monthly financial statements
 - c. Comparison of actual results with budget
 - d. Cash and other projections

4. Does the owner/Governing Authority take an active interest in the financial affairs and reports available?
5. Are personal expenses kept separate from business expenses?
6. Are employees who are in a position of trust bonded?
7. Are director/employees required to take annual vacations and are their duties covered by another?
8. Are monthly bank reconciliations reviewed by owner/director?
9. Do employees appear to be technically competent?
10. Are job descriptions prepared?
11. Are there any separation of duties?
12. Is there utilization of machine accounting and/or EDP in the preparation of financial reports, accounts receivable, etc.?
13. Are Minutes up to date and complete?
14. Are governmental reporting requirements being complied with in a timely manner?
15. Is insurance maintained in all major cases and is this coverage reviewed periodically by a qualified individual?

PAYROLL

1. Is owner/director acquainted with all employees and does he or she approve all new hires and changes of pay rates?
2. Is there a folder for each employee that contains an employment application, W-4, authorizations for deductions, etc.?
3. Are there controls to prevent the payroll from being inflated without the knowledge of owner/director by fictitious employees or padded hours?
4. Does the owner/director sign all payroll checks?
5. Is the payroll bank reconciliation prepared by someone other than the bookkeeper?
6. Is the payroll paid from a separate interest bank account?

CASH RECEIPTS

1. Is mail opened by director/owner or someone other than the bookkeeper?
2. Does the client have adequate documentation of cash receipts?
3. Are checks immediately endorsed for deposit only, deposited promptly and intact?
4. Are over-the-counter receipts controlled by cash register, prenumbered receipts, etc., and are these reviewed by owner/director?

5. Are checks returned by the bank followed up for subsequent disposition?

ACCOUNTS RECEIVABLE

1. Are work orders, sales orders, shipping documents and invoices prenumbered and controlled?
2. Are sales invoices reviewed for price, terms, extensions and footings?
3. Is an aged trial balance prepared monthly, reconciled to the general ledger and reviewed by the owner/director?
4. Are monthly statements:
 - a. Reviewed by owner/director?
 - b. Mailed to all accounts?
 - c. Are zero and credit balance statements mailed?
5. Are write-offs, credit memos and special terms approved by the owner/director?
6. Is there sufficient separation of the receipts function and the application of payments to the accounts receivable?
7. Are notes and other receivables under separate control?
8. Do adequate controls exist to assure receipts from miscellaneous sales (scrap, fixed assets, rents, vending machines, etc.)?

ACCOUNTS PAYABLE, PURCHASES, DISBURSEMENTS

1. Are pre-numbered purchase orders used and are these approved by owner/director?
2. Are competitive bids required above prescribed limits?
3. Are payments made from original invoices?
4. Are supplier statements compared with recorded liabilities?
5. Are all disbursements made by pre-numbered checks?
6. Is the owner/director's signature required on all checks?
 - a. Does owner/director sign checks only when they are accompanied by original supporting documentation?
 - b. Is the documentation adequately cancelled to prevent reuse?
7. Is there evidence that the following items have been checked before invoices are paid?
 - a. Prices, discounts, sales tax

- b. Extensions and footings
 - c. Receipt of goods or services
 - d. Account distribution
8. Are voided checks retained and accounted for?
9. Is there a petty cash fund?
- a. If so, is there a responsible employee designated as a custodian of the fund?

INVESTMENTS

- 1. Is there effective utilization of temporary excess funds?
- 2. Is income from investments accounted for periodically?

PROPERTY, PLANT & EQUIPMENT

- 1. Are there detailed and updated records to support general ledger totals for assets and accumulated depreciation?
- 2. Is the owner/Governing Authority acquainted with assets owned, and is approval required for sale or acquisition?
- 3. Are there physical safeguards against theft or loss of small tools and other highly portable equipment?
- 4. Is there a policy distinguishing capital and expense items?

Five Year Forecast	9.4	Provide the proposed five-year forecast using the Ohio Department of Education’s prescribed format and guidance as Attachment 11 . If necessary, provide a brief explanation of your five-year forecast.
See attached		
Contributions of Funds	2.8	Provide signed letters of commitment for contributions of funds or in-kind services as Attachment 12 , if applicable. If necessary, provide a brief explanation of the contributions.
Not Applicable at this time		
Financial Stability	9.4	Describe the governing authority’s plan to maintain the school’s short and long term financial stability and viability, including potential reductions in expenditures relative to fluctuating enrollment.
Two important principles will underlay the Academy’s financial foundation and that is Transparency and Accountability. Monthly financial statements will		

be available online to members of the community and anyone that's interested. All the funds that we receive, whether from public or private sources, will be used to serve the highest and best interest of our students. While we believe that it is possible to operate efficiently and effectively within the limits established by student entitlements, we recognize that there will be many capital expenses in our early years that will require additional funds. We have been working with a planning team and researching a charter school management company whose sole goal is to assist in raising and locating charter school start-up funds. Because of our positive relationships with numerous foundations that support charter schools as well as individual donors with similar interests. We will be applying for several Federal Grants and have had conversations with Les Wexner, Gates Foundation, Battelle, just to name a few, about support. Additional contacts and follow-ups will be made over the rest of this summer and fall.

Budget Assumptions

Financial viability is a very important measure of accountability for a school. The school's treasurer will ensure that budget lines are not overspent and that all relevant parties, including teachers, are kept informed as to the budget's status.

Facilities

This section focuses on the facilities of the proposed school.

Title/Topic	Charter Section	Directions/Questions for Application
Site Specifics	5.1	If the facility has NOT been secured, describe the efforts to secure a school facility and prepare it for use by the intended opening date of the school. (If the facility has been secured, please enter N/A in this field.)
Not applicable – teachers will work from their homes except when meeting with students at a brick and mortar location.		
Site Specifics	5.1	If the facility has been secured, describe the school's facility, including address, site plan (include square footage, number and size of classrooms, common areas, recreational space, any charter or resident facilities that are used by the school) and how the facility meets the needs of the targeted students. (If the facility has not been secured, please enter N/A in this field.)
N/A		
New Construction or Retrofit		Describe any new construction or retrofit for the facility that will be required to meet student needs and describe the financing for the construction.

N/A		
Cost of Purchase or Lease		If the facility has been secured, state the cost and terms of the purchase agreement or lease. Provide a copy of the Purchase Agreement or Lease as Attachment 13 , if it is not available, provide a proposed template as Attachment 13 . (If the facility has not been secured, please enter N/A in this field.)
Not applicable.		
Ownership	5.1	State the entity or individual that will be leasing the property. If the property will be leased by the school from a management organization, ORC 3314.032(B)(1) requires a letter from an independent professional in the real estate field confirming that at the time the lease was agreed to, the lease was commercially reasonable. Provide the name of the person or entity that will be responsible for securing the letter.
N/A		
Conflict of Interest	5.1	Identify any conflicts of interest such as facility owner/lessee being a member of the development team or governing authority.
Not applicable.		

ATTACHMENTS REQUIRED

Attachment 1	Bio / Resume for <u>each</u> Development Team Member
Attachment 2	Bio / Resume for <u>each</u> Governing Authority Member
Attachment 3	Management Agreement or Template
Attachment 4	ESP, EMO or CMO Organizational Chart with defined responsibilities
Attachment 5	Resume of the Superintendent
Attachment 6	Superintendent's Evaluation Form
Attachment 7	Education Plan Template
Attachment 8	Copies of Promotional or Recruitment Materials
Attachment 9	Evidence of Community Support for the Proposed School
Attachment 10	First-year Budget with monthly detail showing expected cash flow, assets and liabilities
Attachment 11	Detailed Five-Year Forecast
Attachment 12	Letters of Commitment for Contributions of Funds
Attachment 13	Purchase Agreement or Lease

****Each Attachment required must be included with this application and checked off on the above table or the application will be returned.***

Acceptance and Certification

I hereby certify the information in this application is complete and accurate to the best of my knowledge. I affirm my obligation to promptly inform St. Aloysius of any material change. I understand if the application is incomplete, it may not be considered for sponsorship.

Applicant Signature: Chad Carr Date: 9/13/2018

If more than one applicant, please have additional applicant(s) sign and date below:

Applicant Signature: _____ Date: _____

Applicant Signature: _____ Date: _____

Applicant Signature: _____ Date: _____

Applicant Signature: _____ Date: _____

** St. Aloysius accepts this application under its authority as an authorized sponsor of community schools in the State of Ohio. It is under no obligation to approve the application.*

**New Virtual Charter
Unaudited - Internal Use Only
FY2020
Forecasted Income Statement**

	FY20 Jul-19	FY20 Aug-19	FY20 Sep-19	FY20 Oct-19	FY20 Nov-19	FY20 Dec-19	FY20 Jan-20	FY20 Feb-20	FY20 Mar-20	FY20 Apr-20	FY20 May-20	FY20 Jun-20	FY20 Forecast
Revenue													
State Basic Aid	-	-	-	1,159,667	286,293	284,854	283,421	281,993	280,570	279,153	277,741	276,335	3,410,026
Economic Disadvantaged	-	-	-	130,667	32,258	32,096	31,935	31,774	31,614	31,454	31,295	31,136	384,228
Federal Revenue - Title 1	-	-	-	-	-	-	24,097	24,097	24,097	24,097	24,097	29,514	150,000
Total Revenue	-	-	-	1,290,333	318,551	316,950	339,453	337,864	336,281	334,704	333,133	336,985	3,944,254
Operating Expenses													
Instr Salaries - Certified	-	86,111	86,111	86,111	86,111	86,111	81,944	81,944	81,944	81,944	81,944	163,889	1,004,167
Instr Retirement - 14% STRS	-	12,056	12,056	12,056	12,056	12,056	11,472	11,472	11,472	11,472	11,472	22,944	140,583
Instructional Healthcare	-	13,778	13,778	13,778	13,778	13,778	13,111	13,111	13,111	13,111	13,111	26,222	160,667
Instructional Salaries	-	111,944	111,944	111,944	111,944	111,944	106,528	106,528	106,528	106,528	106,528	213,056	1,305,417
Administrative Salaries Exp	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	160,000
Administrative Retirement - 14% SERS	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	22,400
Administrative Healthcare	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	25,600
Administrative Salaries	17,333	17,333	17,333	17,333	17,333	17,333	17,333	17,333	17,333	17,333	17,333	17,333	208,000
TITLE 1 Salaries - Certified	-	-	-	-	-	-	4,167	4,167	4,167	4,167	4,167	8,333	29,167
TITLE 1 Retirement - 14% STRS	-	-	-	-	-	-	583	583	583	583	583	1,167	4,083
TITLE 1 Healthcare	-	-	-	-	-	-	667	667	667	667	667	1,333	4,667
Grant Salaries	-	-	-	-	-	-	5,417	5,417	5,417	5,417	5,417	10,833	37,917
Office Exp - Educ Soft Title 1	-	-	-	-	-	-	18,681	18,681	18,681	18,681	18,681	18,681	112,083
Grant Expenses	-	-	-	-	-	-	18,681	18,681	18,681	18,681	18,681	18,681	112,083
Professional Fees - OT/PT	-	7,500	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	7,500	150,000
Professional Fees - Psych	-	3,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	3,000	60,000
Special Education Expenses	-	10,500	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	10,500	210,000
Professional Fees - Developmnt	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Professional Fees - Legal	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Professional Fees-Sponsor Fees	-	-	-	38,710	9,557	9,509	9,461	9,413	9,366	9,318	9,271	9,224	113,828
Prof Fees - Audit and Acctng	1,700	1,700	1,700	1,700	1,700	1,700	1,700	8,700	1,700	1,700	1,700	1,700	27,400
Professional Fees - ITC	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	18,500
Professional Fees - Consulting	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	15,000
Professional Fees	4,200	4,200	5,700	46,077	23,423	16,875	16,827	23,780	16,732	16,685	16,638	16,591	207,728
Office Expense - Telephone	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	34,400
Office Expense - Internet	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Communications Expense	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	84,400
Insurance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Office Expense - Travel & Mtgs	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Software Licensing / Content	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	112,500
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000

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	FY20 Jul-19	FY20 Aug-19	FY20 Sep-19	FY20 Oct-19	FY20 Nov-19	FY20 Dec-19	FY20 Jan-20	FY20 Feb-20	FY20 Mar-20	FY20 Apr-20	FY20 May-20	FY20 Jun-20	FY20 Forecast
Student Support & Office Expense	95,208	95,208	95,208	16,042	16,042	16,042	16,042	16,042	16,042	16,042	16,042	16,042	430,000
Professional Fees - Mgt. Fees	-	-	-	174,195	43,004	42,788	42,573	42,358	42,145	41,932	41,720	41,509	512,224
Management Fees	-	-	-	174,195	43,004	42,788	42,573	42,358	42,145	41,932	41,720	41,509	512,224
Marketing	250,000	125,000	100,000	25,000	-	-	5,000	10,000	10,000	25,000	50,000	125,000	725,000
Marketing & Recruitment	250,000	125,000	100,000	25,000	-	-	5,000	10,000	10,000	25,000	50,000	125,000	725,000
Total Operating Expenses	373,775	371,219	358,219	418,624	239,780	233,016	256,434	268,171	260,910	275,650	300,391	476,577	3,832,769
Surplus / (Deficit)	(373,775)	(371,219)	(358,219)	871,709	78,771	83,934	83,019	69,692	75,371	59,054	32,742	(139,592)	111,485
Surplus / Deficit %	0%	0%	0%	68%	25%	26%	24%	21%	22%	18%	10%	-41%	3%
Beginning Cash Balance	-	826,225	455,006	96,786	218,495	297,266	381,200	464,219	533,911	609,282	668,336	701,078	-
Mgt Company Contributions	1,200,000	-	-	-	-	-	-	-	-	-	-	-	1,200,000
Net Cash (Required) / Provided	(373,775)	(371,219)	(358,219)	871,709	78,771	83,934	83,019	69,692	75,371	59,054	32,742	(139,592)	111,485
Mgt Company Contribution Payback	-	-	-	(750,000)	-	-	-	-	-	-	-	-	(750,000)
Ending Cash Balance	826,225	455,006	96,786	218,495	297,266	381,200	464,219	533,911	609,282	668,336	701,078	561,485	561,485

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	FY21 Jul-20	FY21 Aug-20	FY21 Sep-20	FY21 Oct-20	FY21 Nov-20	FY21 Dec-20	FY21 Jan-21	FY21 Feb-21	FY21 Mar-21	FY21 Apr-21	FY21 May-21	FY21 Jun-21	FY21 Forecast
Revenue													
State Basic Aid	284,311	284,311	284,311	1,467,560	574,322	572,015	569,716	567,423	565,137	562,858	560,586	558,321	6,850,872
Economic Disadvantaged	31,448	31,448	31,448	162,327	63,526	63,271	63,016	62,763	62,510	62,258	62,006	61,756	757,776
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	315,759	330,759	345,759	1,659,887	667,848	665,286	662,732	660,186	657,647	655,116	652,593	635,077	7,908,647
Operating Expenses													
Instr Salaries - Certified	-	158,667	158,667	158,667	158,667	158,667	158,667	158,667	158,667	158,667	158,667	317,333	1,904,000
Instr Retirement - 14% STRS	-	22,213	22,213	22,213	22,213	22,213	22,213	22,213	22,213	22,213	22,213	44,427	266,560
Instructional Healthcare	-	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	50,773	304,640
Instructional Salaries	-	206,267	206,267	206,267	206,267	206,267	206,267	206,267	206,267	206,267	206,267	412,533	2,475,200
Administrative Salaries Exp	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	163,200
Administrative Retirement - 14% SERS	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	22,848
Administrative Healthcare	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	26,112
Administrative Salaries	17,680	17,680	17,680	17,680	17,680	17,680	17,680	17,680	17,680	17,680	17,680	17,680	212,160
TITLE 1 Salaries - Certified	-	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	17,000	102,000
TITLE 1 Retirement - 14% STRS	-	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	2,380	14,280
TITLE 1 Healthcare	-	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	2,720	16,320
Grant Salaries	-	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	22,100	132,600
Office Exp - Educ Soft Title 1	-	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	-	167,400
Grant Expenses	-	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	-	167,400
Professional Fees - OT/PT	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Professional Fees - Psych	-	6,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	6,000	120,000
Special Education Expenses	-	21,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	21,000	420,000
Professional Fees - Developmnt	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	18,360
Professional Fees - Legal	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	18,360
Professional Fees-Sponsor Fees	9,473	9,473	9,473	48,897	19,135	19,059	18,982	18,906	18,829	18,753	18,678	18,602	228,259
Prof Fees - Audit and Acctng	1,751	1,751	1,751	1,751	1,751	1,751	1,751	8,961	1,751	1,751	1,751	1,751	28,222
Professional Fees - ITC	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Professional Fees - Consulting	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	20,400
Professional Fees	17,484	17,484	17,484	56,908	27,146	27,070	26,993	34,127	26,840	26,764	26,689	26,613	331,601
Office Expense - Telephone	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	67,600
Office Expense - Internet	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Communications Expense	13,967	13,967	13,967	13,967	13,967	13,967	13,967	13,967	13,967	13,967	13,967	13,967	167,600
Insurance	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	20,400
Office Expense - Travel & Mtgs	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	61,200
Software Licensing / Content	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	225,000
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000

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	FY21 Jul-20	FY21 Aug-20	FY21 Sep-20	FY21 Oct-20	FY21 Nov-20	FY21 Dec-20	FY21 Jan-21	FY21 Feb-21	FY21 Mar-21	FY21 Apr-21	FY21 May-21	FY21 Jun-21	FY21 Forecast
Student Support & Office Expense	104,717	104,717	104,717	25,550	25,550	25,550	25,550	25,550	25,550	25,550	25,550	25,550	544,100
Professional Fees - Mgt. Fees	42,627	42,627	42,627	220,035	86,109	85,764	85,419	85,075	84,732	84,391	84,050	83,710	1,027,167
Management Fees	42,627	42,627	42,627	220,035	86,109	85,764	85,419	85,075	84,732	84,391	84,050	83,710	1,027,167
Marketing	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Marketing & Recruitment	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Total Operating Expenses	346,474	551,531	497,531	610,196	446,509	446,087	450,665	462,455	454,826	469,408	493,992	748,154	5,977,829
Surplus / (Deficit)	(30,716)	(220,773)	(151,773)	1,049,692	221,339	219,200	212,067	197,731	202,821	185,708	158,601	(113,077)	1,930,819
Surplus / Deficit %	-10%	-67%	-44%	63%	33%	33%	32%	30%	31%	28%	24%	-18%	24%
Beginning Cash Balance	561,485	530,770	309,997	158,224	757,916	979,254	1,198,454	1,410,521	1,608,252	1,811,073	1,996,780	2,155,381	561,485
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	(30,716)	(220,773)	(151,773)	1,049,692	221,339	219,200	212,067	197,731	202,821	185,708	158,601	(113,077)	1,930,819
Mgt Company Contribution Payback	-	-	-	(450,000)	-	-	-	-	-	-	-	-	(450,000)
Ending Cash Balance	530,770	309,997	158,224	757,916	979,254	1,198,454	1,410,521	1,608,252	1,811,073	1,996,780	2,155,381	2,042,304	2,042,304

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	FY22 Jul-21	FY22 Aug-21	FY22 Sep-21	FY22 Oct-21	FY22 Nov-21	FY22 Dec-21	FY22 Jan-22	FY22 Feb-22	FY22 Mar-22	FY22 Apr-22	FY22 May-22	FY22 Jun-22	FY22 Forecast
Revenue													
State Basic Aid	571,191	571,191	571,191	1,768,906	861,914	858,452	855,001	851,560	848,130	844,710	841,300	837,900	10,281,446
Economic Disadvantaged	62,373	62,373	62,373	193,163	94,120	93,742	93,365	92,989	92,615	92,241	91,869	91,498	1,122,723
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	633,565	648,565	663,565	1,992,068	986,034	982,194	978,366	974,550	970,745	966,951	963,169	944,398	11,704,169
Operating Expenses													
Instr Salaries - Certified	-	242,760	242,760	242,760	242,760	242,760	242,760	242,760	242,760	242,760	242,760	485,520	2,913,120
Instr Retirement - 14% STRS	-	33,986	33,986	33,986	33,986	33,986	33,986	33,986	33,986	33,986	33,986	67,973	407,837
Instructional Healthcare	-	38,842	38,842	38,842	38,842	38,842	38,842	38,842	38,842	38,842	38,842	77,683	466,099
Instructional Salaries	-	315,588	315,588	315,588	315,588	315,588	315,588	315,588	315,588	315,588	315,588	631,176	3,787,056
Administrative Salaries Exp	13,872	13,872	13,872	13,872	13,872	13,872	13,872	13,872	13,872	13,872	13,872	13,872	166,464
Administrative Retirement - 14% SERS	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	23,305
Administrative Healthcare	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	26,634
Administrative Salaries	18,034	18,034	18,034	18,034	18,034	18,034	18,034	18,034	18,034	18,034	18,034	18,034	216,403
TITLE 1 Salaries - Certified	-	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	26,010	156,060
TITLE 1 Retirement - 14% STRS	-	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	3,641	21,848
TITLE 1 Healthcare	-	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	4,162	24,970
Grant Salaries	-	16,907	16,907	16,907	16,907	16,907	16,907	16,907	16,907	16,907	16,907	33,813	202,878
Office Exp - Educ Soft Title 1	-	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	-	97,122
Grant Expenses	-	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	-	97,122
Professional Fees - OT/PT	-	22,500	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	22,500	450,000
Professional Fees - Psych	-	9,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	9,000	180,000
Special Education Expenses	-	31,500	63,000	63,000	63,000	63,000	63,000	63,000	63,000	63,000	63,000	31,500	630,000
Professional Fees - Developmnt	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	18,727
Professional Fees - Legal	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	18,727
Professional Fees-Sponsor Fees	19,007	19,007	19,007	58,862	28,681	28,566	28,451	28,336	28,222	28,109	27,995	27,882	342,125
Prof Fees - Audit and Acctng	1,804	1,804	1,804	1,804	1,804	1,804	1,804	9,230	1,804	1,804	1,804	1,804	29,069
Professional Fees - ITC	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000
Professional Fees - Consulting	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	20,808
Professional Fees	27,916	27,916	27,916	67,771	37,590	37,475	37,360	44,672	37,131	37,017	36,904	36,791	456,456
Office Expense - Telephone	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	100,800
Office Expense - Internet	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Communications Expense	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	250,800
Insurance	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	20,808
Office Expense - Travel & Mtgs	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	62,424
Software Licensing / Content	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	337,500
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000

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Forecasted Income Statement

	FY22 Jul-21	FY22 Aug-21	FY22 Sep-21	FY22 Oct-21	FY22 Nov-21	FY22 Dec-21	FY22 Jan-22	FY22 Feb-22	FY22 Mar-22	FY22 Apr-22	FY22 May-22	FY22 Jun-22	FY22 Forecast
Student Support & Office Expense	114,228	114,228	114,228	35,061	35,061	35,061	35,061	35,061	35,061	35,061	35,061	35,061	658,232
Professional Fees - Mgt. Fees	85,531	85,531	85,531	264,879	129,065	128,546	128,029	127,514	127,001	126,488	125,978	125,469	1,539,563
Management Fees	85,531	85,531	85,531	264,879	129,065	128,546	128,029	127,514	127,001	126,488	125,978	125,469	1,539,563
Marketing	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Marketing & Recruitment	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Total Operating Expenses	416,608	740,315	696,815	811,851	645,856	645,222	649,590	661,387	653,333	667,707	692,083	1,057,743	8,338,510
Surplus / (Deficit)	216,957	(91,750)	(33,250)	1,180,217	340,178	336,972	328,776	313,163	317,412	299,244	271,086	(113,345)	3,365,659
Surplus / Deficit %	34%	-14%	-5%	59%	34%	34%	34%	32%	33%	31%	28%	-12%	29%
Beginning Cash Balance	2,042,304	2,259,261	2,167,511	2,134,261	3,314,478	3,654,656	3,991,628	4,320,404	4,633,566	4,950,978	5,250,222	5,521,308	2,042,304
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	216,957	(91,750)	(33,250)	1,180,217	340,178	336,972	328,776	313,163	317,412	299,244	271,086	(113,345)	3,365,659
Mgt Company Contribution Payback	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	2,259,261	2,167,511	2,134,261	3,314,478	3,654,656	3,991,628	4,320,404	4,633,566	4,950,978	5,250,222	5,521,308	5,407,963	5,407,963

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	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23
	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Forecast
Revenue													
State Basic Aid	857,216	857,216	857,216	2,073,981	1,149,793	1,145,175	1,140,571	1,135,981	1,131,405	1,126,843	1,122,294	1,117,759	13,715,449
Economic Disadvantaged	92,413	92,413	92,413	223,587	123,954	123,456	122,960	122,465	121,972	121,480	120,990	120,501	1,478,604
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	949,628	964,628	979,628	2,327,569	1,303,747	1,298,632	1,293,531	1,288,447	1,283,377	1,278,323	1,273,283	1,253,259	15,494,053
Operating Expenses													
Instr Salaries - Certified	-	330,154	330,154	330,154	330,154	330,154	330,154	330,154	330,154	330,154	330,154	660,307	3,961,843
Instr Retirement - 14% STRS	-	46,222	46,222	46,222	46,222	46,222	46,222	46,222	46,222	46,222	46,222	92,443	554,658
Instructional Healthcare	-	52,825	52,825	52,825	52,825	52,825	52,825	52,825	52,825	52,825	52,825	105,649	633,895
Instructional Salaries	-	429,200	429,200	429,200	429,200	429,200	429,200	429,200	429,200	429,200	429,200	858,399	5,150,396
Administrative Salaries Exp	14,149	14,149	14,149	14,149	14,149	14,149	14,149	14,149	14,149	14,149	14,149	14,149	169,793
Administrative Retirement - 14% SERS	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	23,771
Administrative Healthcare	2,264	2,264	2,264	2,264	2,264	2,264	2,264	2,264	2,264	2,264	2,264	2,264	27,167
Administrative Salaries	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	220,731
TITLE 1 Salaries - Certified	-	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	35,374	212,242
TITLE 1 Retirement - 14% STRS	-	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	4,952	29,714
TITLE 1 Healthcare	-	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	5,660	33,959
Grant Salaries	-	22,993	22,993	22,993	22,993	22,993	22,993	22,993	22,993	22,993	22,993	45,986	275,914
Office Exp - Educ Soft Title 1	-	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	-	24,086
Grant Expenses	-	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	-	24,086
Professional Fees - OT/PT	-	30,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	30,000	600,000
Professional Fees - Psych	-	12,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	12,000	240,000
Special Education Expenses	-	42,000	84,000	84,000	84,000	84,000	84,000	84,000	84,000	84,000	84,000	42,000	840,000
Professional Fees - Developmnt	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	19,102
Professional Fees - Legal	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	19,102
Professional Fees-Sponsor Fees	28,489	28,489	28,489	68,927	38,212	38,059	37,906	37,753	37,601	37,450	37,299	37,148	455,822
Prof Fees - Audit and Acctng	1,858	1,858	1,858	1,858	1,858	1,858	1,858	9,507	1,858	1,858	1,858	1,858	29,941
Professional Fees - ITC	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	40,500
Professional Fees - Consulting	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	21,224
Professional Fees	38,674	38,674	38,674	79,112	48,397	48,244	48,091	55,587	47,786	47,635	47,483	47,333	585,690
Office Expense - Telephone	11,167	11,167	11,167	11,167	11,167	11,167	11,167	11,167	11,167	11,167	11,167	11,167	134,000
Office Expense - Internet	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
Communications Expense	27,833	27,833	27,833	27,833	27,833	27,833	27,833	27,833	27,833	27,833	27,833	27,833	334,000
Insurance	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	21,224
Office Expense - Travel & Mtgs	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	63,672
Software Licensing / Content	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	450,000
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000

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	FY23 Jul-22	FY23 Aug-22	FY23 Sep-22	FY23 Oct-22	FY23 Nov-22	FY23 Dec-22	FY23 Jan-23	FY23 Feb-23	FY23 Mar-23	FY23 Apr-23	FY23 May-23	FY23 Jun-23	FY23 Forecast
Student Support & Office Expense	123,741	123,741	123,741	44,575	44,575	44,575	44,575	44,575	44,575	44,575	44,575	44,575	772,397
Professional Fees - Mgt. Fees	128,200	128,200	128,200	310,172	171,956	171,265	170,577	169,890	169,206	168,524	167,843	167,165	2,051,197
Management Fees	128,200	128,200	128,200	310,172	171,956	171,265	170,577	169,890	169,206	168,524	167,843	167,165	2,051,197
Marketing	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Marketing & Recruitment	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Total Operating Expenses	486,843	933,444	900,444	1,018,687	849,757	848,913	853,071	864,881	856,396	870,562	894,730	1,376,685	10,754,411
Surplus / (Deficit)	462,786	31,185	79,185	1,308,881	453,991	449,719	440,460	423,565	426,981	407,761	378,553	(123,426)	4,739,642
Surplus / Deficit %	49%	3%	8%	56%	35%	35%	34%	33%	33%	32%	30%	-10%	31%
Beginning Cash Balance	5,407,963	5,870,748	5,901,933	5,981,118	7,289,999	7,743,990	8,193,709	8,634,169	9,057,734	9,484,716	9,892,477	10,271,030	5,407,963
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	462,786	31,185	79,185	1,308,881	453,991	449,719	440,460	423,565	426,981	407,761	378,553	(123,426)	4,739,642
Mgt Company Contribution Payback	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	5,870,748	5,901,933	5,981,118	7,289,999	7,743,990	8,193,709	8,634,169	9,057,734	9,484,716	9,892,477	10,271,030	10,147,605	10,147,605

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	FY24 Jul-23	FY24 Aug-23	FY24 Sep-23	FY24 Oct-23	FY24 Nov-23	FY24 Dec-23	FY24 Jan-24	FY24 Feb-24	FY24 Mar-24	FY24 Apr-24	FY24 May-24	FY24 Jun-24	FY24 Forecast
Revenue													
State Basic Aid	1,143,526	1,143,526	1,143,526	2,379,362	1,437,960	1,432,185	1,426,427	1,420,687	1,414,963	1,409,257	1,403,569	1,397,897	17,152,883
Economic Disadvantaged	121,706	121,706	121,706	253,236	153,043	152,428	151,815	151,204	150,595	149,988	149,382	148,779	1,825,587
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	1,265,231	1,280,231	1,295,231	2,662,598	1,621,002	1,614,613	1,608,242	1,601,891	1,595,558	1,589,245	1,582,951	1,561,676	19,278,470
Operating Expenses													
Instr Salaries - Certified	-	420,946	420,946	420,946	420,946	420,946	420,946	420,946	420,946	420,946	420,946	841,892	5,051,350
Instr Retirement - 14% STRS	-	58,932	58,932	58,932	58,932	58,932	58,932	58,932	58,932	58,932	58,932	117,865	707,189
Instructional Healthcare	-	67,351	67,351	67,351	67,351	67,351	67,351	67,351	67,351	67,351	67,351	134,703	808,216
Instructional Salaries	-	547,230	547,230	547,230	547,230	547,230	547,230	547,230	547,230	547,230	547,230	1,094,459	6,566,755
Administrative Salaries Exp	14,432	14,432	14,432	14,432	14,432	14,432	14,432	14,432	14,432	14,432	14,432	14,432	173,189
Administrative Retirement - 14% SERS	2,021	2,021	2,021	2,021	2,021	2,021	2,021	2,021	2,021	2,021	2,021	2,021	24,246
Administrative Healthcare	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	27,710
Administrative Salaries	18,762	18,762	18,762	18,762	18,762	18,762	18,762	18,762	18,762	18,762	18,762	18,762	225,146
TITLE 1 Salaries - Certified	-	22,551	22,551	22,551	22,551	22,551	22,551	22,551	22,551	22,551	22,551	45,101	270,608
TITLE 1 Retirement - 14% STRS	-	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	6,314	37,885
TITLE 1 Healthcare	-	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	7,216	43,297
Grant Salaries	-	29,316	29,316	29,316	29,316	29,316	29,316	29,316	29,316	29,316	29,316	58,632	351,790
Office Exp - Educ Soft Title 1	-	-	-	-	-	-	-	-	-	-	-	-	-
Grant Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Professional Fees - OT/PT	-	37,500	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	37,500	750,000
Professional Fees - Psych	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Special Education Expenses	-	52,500	105,000	105,000	105,000	105,000	105,000	105,000	105,000	105,000	105,000	52,500	1,050,000
Professional Fees - Developmnt	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	19,484
Professional Fees - Legal	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	19,484
Professional Fees-Sponsor Fees	37,957	37,957	37,957	78,978	47,730	47,538	47,347	47,157	46,967	46,777	46,589	46,400	569,354
Prof Fees - Audit and Acctng	1,913	1,913	1,913	1,913	1,913	1,913	1,913	9,792	1,913	1,913	1,913	1,913	30,839
Professional Fees - ITC	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	60,750
Professional Fees - Consulting	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	21,649
Professional Fees	49,984	49,984	49,984	91,005	59,757	59,566	59,374	67,062	58,994	58,805	58,616	58,427	721,559
Office Expense - Telephone	13,933	13,933	13,933	13,933	13,933	13,933	13,933	13,933	13,933	13,933	13,933	13,933	167,200
Office Expense - Internet	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	250,000
Communications Expense	34,767	34,767	34,767	34,767	34,767	34,767	34,767	34,767	34,767	34,767	34,767	34,767	417,200
Insurance	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	21,649
Office Expense - Travel & Mtgs	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	64,946
Software Licensing / Content	46,875	46,875	46,875	46,875	46,875	46,875	46,875	46,875	46,875	46,875	46,875	46,875	562,500
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000

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	FY24 Jul-23	FY24 Aug-23	FY24 Sep-23	FY24 Oct-23	FY24 Nov-23	FY24 Dec-23	FY24 Jan-24	FY24 Feb-24	FY24 Mar-24	FY24 Apr-24	FY24 May-24	FY24 Jun-24	FY24 Forecast
Student Support & Office Expense	133,258	133,258	133,258	54,091	54,091	54,091	54,091	54,091	54,091	54,091	54,091	54,091	886,595
Professional Fees - Mgt. Fees	170,806	170,806	170,806	355,401	214,785	213,923	213,063	212,205	211,350	210,498	209,648	208,801	2,562,094
Management Fees	170,806	170,806	170,806	355,401	214,785	213,923	213,063	212,205	211,350	210,498	209,648	208,801	2,562,094
Marketing	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Marketing & Recruitment	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Total Operating Expenses	557,577	1,136,623	1,114,123	1,235,571	1,063,708	1,062,654	1,066,603	1,078,433	1,069,510	1,083,468	1,107,430	1,705,440	13,281,139
Surplus / (Deficit)	707,654	143,609	181,109	1,427,027	557,294	551,959	541,639	523,457	526,049	505,777	475,521	(143,764)	5,997,332
Surplus / Deficit %	56%	11%	14%	54%	34%	34%	34%	33%	33%	32%	30%	-9%	31%
Beginning Cash Balance	10,147,605	10,855,259	10,998,868	11,179,976	12,607,003	13,164,298	13,716,256	14,257,896	14,781,353	15,307,402	15,813,179	16,288,700	10,147,605
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	707,654	143,609	181,109	1,427,027	557,294	551,959	541,639	523,457	526,049	505,777	475,521	(143,764)	5,997,332
Mgt Company Contribution Payback	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	10,855,259	10,998,868	11,179,976	12,607,003	13,164,298	13,716,256	14,257,896	14,781,353	15,307,402	15,813,179	16,288,700	16,144,936	16,144,936

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	FY20 Jul-19	FY20 Aug-19	FY20 Sep-19	FY20 Oct-19	FY20 Nov-19	FY20 Dec-19	FY20 Jan-20	FY20 Feb-20	FY20 Mar-20	FY20 Apr-20	FY20 May-20	FY20 Jun-20	FY20 Forecast
Revenue													
State Basic Aid	-	-	-	1,159,667	286,293	284,854	283,421	281,993	280,570	279,153	277,741	276,335	3,410,026
Economic Disadvantaged	-	-	-	130,667	32,258	32,096	31,935	31,774	31,614	31,454	31,295	31,136	384,228
Federal Revenue - Title 1	-	-	-	-	-	-	24,097	24,097	24,097	24,097	24,097	29,514	150,000
Total Revenue	-	-	-	1,290,333	318,551	316,950	339,453	337,864	336,281	334,704	333,133	336,985	3,944,254
Operating Expenses													
Instr Salaries - Certified	-	86,111	86,111	86,111	86,111	86,111	81,944	81,944	81,944	81,944	81,944	163,889	1,004,167
Instr Retirement - 14% STRS	-	12,056	12,056	12,056	12,056	12,056	11,472	11,472	11,472	11,472	11,472	22,944	140,583
Instructional Healthcare	-	13,778	13,778	13,778	13,778	13,778	13,111	13,111	13,111	13,111	13,111	26,222	160,667
Instructional Salaries	-	111,944	111,944	111,944	111,944	111,944	106,528	106,528	106,528	106,528	106,528	213,056	1,305,417
Administrative Salaries Exp	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	160,000
Administrative Retirement - 14% SERS	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	22,400
Administrative Healthcare	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	25,600
Administrative Salaries	17,333	17,333	17,333	17,333	17,333	17,333	17,333	17,333	17,333	17,333	17,333	17,333	208,000
TITLE 1 Salaries - Certified	-	-	-	-	-	-	4,167	4,167	4,167	4,167	4,167	8,333	29,167
TITLE 1 Retirement - 14% STRS	-	-	-	-	-	-	583	583	583	583	583	1,167	4,083
TITLE 1 Healthcare	-	-	-	-	-	-	667	667	667	667	667	1,333	4,667
Grant Salaries	-	-	-	-	-	-	5,417	5,417	5,417	5,417	5,417	10,833	37,917
Office Exp - Educ Soft Title 1	-	-	-	-	-	-	18,681	18,681	18,681	18,681	18,681	18,681	112,083
Grant Expenses	-	-	-	-	-	-	18,681	18,681	18,681	18,681	18,681	18,681	112,083
Professional Fees - OT/PT	-	7,500	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	7,500	150,000
Professional Fees - Psych	-	3,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	3,000	60,000
Special Education Expenses	-	10,500	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	10,500	210,000
Professional Fees - Developmnt	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Professional Fees - Legal	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Professional Fees-Sponsor Fees	-	-	-	38,710	9,557	9,509	9,461	9,413	9,366	9,318	9,271	9,224	113,828
Prof Fees - Audit and Acctng	1,700	1,700	1,700	1,700	1,700	1,700	1,700	8,700	1,700	1,700	1,700	1,700	27,400
Professional Fees - ITC	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	18,500
Professional Fees - Consulting	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	15,000
Professional Fees	4,200	4,200	5,700	46,077	23,423	16,875	16,827	23,780	16,732	16,685	16,638	16,591	207,728
Office Expense - Telephone	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	34,400
Office Expense - Internet	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Communications Expense	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	84,400
Insurance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Office Expense - Travel & Mtgs	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Software Licensing / Content	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	112,500
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000

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	FY20 Jul-19	FY20 Aug-19	FY20 Sep-19	FY20 Oct-19	FY20 Nov-19	FY20 Dec-19	FY20 Jan-20	FY20 Feb-20	FY20 Mar-20	FY20 Apr-20	FY20 May-20	FY20 Jun-20	FY20 Forecast
Student Support & Office Expense	95,208	95,208	95,208	16,042	16,042	16,042	16,042	16,042	16,042	16,042	16,042	16,042	430,000
Professional Fees - Mgt. Fees	-	-	-	174,195	43,004	42,788	42,573	42,358	42,145	41,932	41,720	41,509	512,224
Management Fees	-	-	-	174,195	43,004	42,788	42,573	42,358	42,145	41,932	41,720	41,509	512,224
Marketing	250,000	125,000	100,000	25,000	-	-	5,000	10,000	10,000	25,000	50,000	125,000	725,000
Marketing & Recruitment	250,000	125,000	100,000	25,000	-	-	5,000	10,000	10,000	25,000	50,000	125,000	725,000
Total Operating Expenses	373,775	371,219	358,219	418,624	239,780	233,016	256,434	268,171	260,910	275,650	300,391	476,577	3,832,769
Surplus / (Deficit)	(373,775)	(371,219)	(358,219)	871,709	78,771	83,934	83,019	69,692	75,371	59,054	32,742	(139,592)	111,485
Surplus / Deficit %	0%	0%	0%	68%	25%	26%	24%	21%	22%	18%	10%	-41%	3%
Beginning Cash Balance	-	826,225	455,006	96,786	218,495	297,266	381,200	464,219	533,911	609,282	668,336	701,078	-
Mgt Company Contributions	1,200,000	-	-	-	-	-	-	-	-	-	-	-	1,200,000
Net Cash (Required) / Provided	(373,775)	(371,219)	(358,219)	871,709	78,771	83,934	83,019	69,692	75,371	59,054	32,742	(139,592)	111,485
Mgt Company Contribution Payback	-	-	-	(750,000)	-	-	-	-	-	-	-	-	(750,000)
Ending Cash Balance	826,225	455,006	96,786	218,495	297,266	381,200	464,219	533,911	609,282	668,336	701,078	561,485	561,485

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	FY21 Jul-20	FY21 Aug-20	FY21 Sep-20	FY21 Oct-20	FY21 Nov-20	FY21 Dec-20	FY21 Jan-21	FY21 Feb-21	FY21 Mar-21	FY21 Apr-21	FY21 May-21	FY21 Jun-21	FY21 Forecast
Revenue													
State Basic Aid	284,311	284,311	284,311	1,467,560	574,322	572,015	569,716	567,423	565,137	562,858	560,586	558,321	6,850,872
Economic Disadvantaged	31,448	31,448	31,448	162,327	63,526	63,271	63,016	62,763	62,510	62,258	62,006	61,756	757,776
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	315,759	330,759	345,759	1,659,887	667,848	665,286	662,732	660,186	657,647	655,116	652,593	635,077	7,908,647
Operating Expenses													
Instr Salaries - Certified	-	158,667	158,667	158,667	158,667	158,667	158,667	158,667	158,667	158,667	158,667	317,333	1,904,000
Instr Retirement - 14% STRS	-	22,213	22,213	22,213	22,213	22,213	22,213	22,213	22,213	22,213	22,213	44,427	266,560
Instructional Healthcare	-	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	25,387	50,773	304,640
Instructional Salaries	-	206,267	206,267	206,267	206,267	206,267	206,267	206,267	206,267	206,267	206,267	412,533	2,475,200
Administrative Salaries Exp	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	163,200
Administrative Retirement - 14% SERS	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	22,848
Administrative Healthcare	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	26,112
Administrative Salaries	17,680	17,680	17,680	17,680	17,680	17,680	17,680	17,680	17,680	17,680	17,680	17,680	212,160
TITLE 1 Salaries - Certified	-	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	17,000	102,000
TITLE 1 Retirement - 14% STRS	-	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	2,380	14,280
TITLE 1 Healthcare	-	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	2,720	16,320
Grant Salaries	-	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	22,100	132,600
Office Exp - Educ Soft Title 1	-	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	-	167,400
Grant Expenses	-	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	-	167,400
Professional Fees - OT/PT	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Professional Fees - Psych	-	6,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	6,000	120,000
Special Education Expenses	-	21,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	21,000	420,000
Professional Fees - Developmnt	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	18,360
Professional Fees - Legal	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	18,360
Professional Fees-Sponsor Fees	9,473	9,473	9,473	48,897	19,135	19,059	18,982	18,906	18,829	18,753	18,678	18,602	228,259
Prof Fees - Audit and Acctng	1,751	1,751	1,751	1,751	1,751	1,751	1,751	8,961	1,751	1,751	1,751	1,751	28,222
Professional Fees - ITC	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Professional Fees - Consulting	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	20,400
Professional Fees	17,484	17,484	17,484	56,908	27,146	27,070	26,993	34,127	26,840	26,764	26,689	26,613	331,601
Office Expense - Telephone	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	67,600
Office Expense - Internet	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Communications Expense	13,967	13,967	13,967	13,967	13,967	13,967	13,967	13,967	13,967	13,967	13,967	13,967	167,600
Insurance	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	20,400
Office Expense - Travel & Mtgs	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	61,200
Software Licensing / Content	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	225,000
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000

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	FY21 Jul-20	FY21 Aug-20	FY21 Sep-20	FY21 Oct-20	FY21 Nov-20	FY21 Dec-20	FY21 Jan-21	FY21 Feb-21	FY21 Mar-21	FY21 Apr-21	FY21 May-21	FY21 Jun-21	FY21 Forecast
Student Support & Office Expense	104,717	104,717	104,717	25,550	25,550	25,550	25,550	25,550	25,550	25,550	25,550	25,550	544,100
Professional Fees - Mgt. Fees	42,627	42,627	42,627	220,035	86,109	85,764	85,419	85,075	84,732	84,391	84,050	83,710	1,027,167
Management Fees	42,627	42,627	42,627	220,035	86,109	85,764	85,419	85,075	84,732	84,391	84,050	83,710	1,027,167
Marketing	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Marketing & Recruitment	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Total Operating Expenses	346,474	551,531	497,531	610,196	446,509	446,087	450,665	462,455	454,826	469,408	493,992	748,154	5,977,829
Surplus / (Deficit)	(30,716)	(220,773)	(151,773)	1,049,692	221,339	219,200	212,067	197,731	202,821	185,708	158,601	(113,077)	1,930,819
Surplus / Deficit %	-10%	-67%	-44%	63%	33%	33%	32%	30%	31%	28%	24%	-18%	24%
Beginning Cash Balance	561,485	530,770	309,997	158,224	757,916	979,254	1,198,454	1,410,521	1,608,252	1,811,073	1,996,780	2,155,381	561,485
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	(30,716)	(220,773)	(151,773)	1,049,692	221,339	219,200	212,067	197,731	202,821	185,708	158,601	(113,077)	1,930,819
Mgt Company Contribution Payback	-	-	-	(450,000)	-	-	-	-	-	-	-	-	(450,000)
Ending Cash Balance	530,770	309,997	158,224	757,916	979,254	1,198,454	1,410,521	1,608,252	1,811,073	1,996,780	2,155,381	2,042,304	2,042,304

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	FY22 Jul-21	FY22 Aug-21	FY22 Sep-21	FY22 Oct-21	FY22 Nov-21	FY22 Dec-21	FY22 Jan-22	FY22 Feb-22	FY22 Mar-22	FY22 Apr-22	FY22 May-22	FY22 Jun-22	FY22 Forecast
Revenue													
State Basic Aid	571,191	571,191	571,191	1,768,906	861,914	858,452	855,001	851,560	848,130	844,710	841,300	837,900	10,281,446
Economic Disadvantaged	62,373	62,373	62,373	193,163	94,120	93,742	93,365	92,989	92,615	92,241	91,869	91,498	1,122,723
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	633,565	648,565	663,565	1,992,068	986,034	982,194	978,366	974,550	970,745	966,951	963,169	944,398	11,704,169
Operating Expenses													
Instr Salaries - Certified	-	242,760	242,760	242,760	242,760	242,760	242,760	242,760	242,760	242,760	242,760	485,520	2,913,120
Instr Retirement - 14% STRS	-	33,986	33,986	33,986	33,986	33,986	33,986	33,986	33,986	33,986	33,986	67,973	407,837
Instructional Healthcare	-	38,842	38,842	38,842	38,842	38,842	38,842	38,842	38,842	38,842	38,842	77,683	466,099
Instructional Salaries	-	315,588	315,588	315,588	315,588	315,588	315,588	315,588	315,588	315,588	315,588	631,176	3,787,056
Administrative Salaries Exp	13,872	13,872	13,872	13,872	13,872	13,872	13,872	13,872	13,872	13,872	13,872	13,872	166,464
Administrative Retirement - 14% SERS	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	23,305
Administrative Healthcare	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	26,634
Administrative Salaries	18,034	18,034	18,034	18,034	18,034	18,034	18,034	18,034	18,034	18,034	18,034	18,034	216,403
TITLE 1 Salaries - Certified	-	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	26,010	156,060
TITLE 1 Retirement - 14% STRS	-	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	3,641	21,848
TITLE 1 Healthcare	-	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	4,162	24,970
Grant Salaries	-	16,907	16,907	16,907	16,907	16,907	16,907	16,907	16,907	16,907	16,907	33,813	202,878
Office Exp - Educ Soft Title 1	-	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	-	97,122
Grant Expenses	-	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	-	97,122
Professional Fees - OT/PT	-	22,500	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	22,500	450,000
Professional Fees - Psych	-	9,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	9,000	180,000
Special Education Expenses	-	31,500	63,000	63,000	63,000	63,000	63,000	63,000	63,000	63,000	63,000	31,500	630,000
Professional Fees - Developmnt	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	18,727
Professional Fees - Legal	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	18,727
Professional Fees-Sponsor Fees	19,007	19,007	19,007	58,862	28,681	28,566	28,451	28,336	28,222	28,109	27,995	27,882	342,125
Prof Fees - Audit and Acctng	1,804	1,804	1,804	1,804	1,804	1,804	1,804	9,230	1,804	1,804	1,804	1,804	29,069
Professional Fees - ITC	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000
Professional Fees - Consulting	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	20,808
Professional Fees	27,916	27,916	27,916	67,771	37,590	37,475	37,360	44,672	37,131	37,017	36,904	36,791	456,456
Office Expense - Telephone	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	100,800
Office Expense - Internet	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Communications Expense	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	20,900	250,800
Insurance	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	20,808
Office Expense - Travel & Mtgs	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	62,424
Software Licensing / Content	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	28,125	337,500
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000

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	FY22 Jul-21	FY22 Aug-21	FY22 Sep-21	FY22 Oct-21	FY22 Nov-21	FY22 Dec-21	FY22 Jan-22	FY22 Feb-22	FY22 Mar-22	FY22 Apr-22	FY22 May-22	FY22 Jun-22	FY22 Forecast
Student Support & Office Expense	114,228	114,228	114,228	35,061	35,061	35,061	35,061	35,061	35,061	35,061	35,061	35,061	658,232
Professional Fees - Mgt. Fees	85,531	85,531	85,531	264,879	129,065	128,546	128,029	127,514	127,001	126,488	125,978	125,469	1,539,563
Management Fees	85,531	85,531	85,531	264,879	129,065	128,546	128,029	127,514	127,001	126,488	125,978	125,469	1,539,563
Marketing	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Marketing & Recruitment	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Total Operating Expenses	416,608	740,315	696,815	811,851	645,856	645,222	649,590	661,387	653,333	667,707	692,083	1,057,743	8,338,510
Surplus / (Deficit)	216,957	(91,750)	(33,250)	1,180,217	340,178	336,972	328,776	313,163	317,412	299,244	271,086	(113,345)	3,365,659
Surplus / Deficit %	34%	-14%	-5%	59%	34%	34%	34%	32%	33%	31%	28%	-12%	29%
Beginning Cash Balance	2,042,304	2,259,261	2,167,511	2,134,261	3,314,478	3,654,656	3,991,628	4,320,404	4,633,566	4,950,978	5,250,222	5,521,308	2,042,304
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	216,957	(91,750)	(33,250)	1,180,217	340,178	336,972	328,776	313,163	317,412	299,244	271,086	(113,345)	3,365,659
Mgt Company Contribution Payback	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	2,259,261	2,167,511	2,134,261	3,314,478	3,654,656	3,991,628	4,320,404	4,633,566	4,950,978	5,250,222	5,521,308	5,407,963	5,407,963

**New Virtual Charter
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FY2023
Forecasted Income Statement**

	FY23 Jul-22	FY23 Aug-22	FY23 Sep-22	FY23 Oct-22	FY23 Nov-22	FY23 Dec-22	FY23 Jan-23	FY23 Feb-23	FY23 Mar-23	FY23 Apr-23	FY23 May-23	FY23 Jun-23	FY23 Forecast
Revenue													
State Basic Aid	857,216	857,216	857,216	2,073,981	1,149,793	1,145,175	1,140,571	1,135,981	1,131,405	1,126,843	1,122,294	1,117,759	13,715,449
Economic Disadvantaged	92,413	92,413	92,413	223,587	123,954	123,456	122,960	122,465	121,972	121,480	120,990	120,501	1,478,604
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	949,628	964,628	979,628	2,327,569	1,303,747	1,298,632	1,293,531	1,288,447	1,283,377	1,278,323	1,273,283	1,253,259	15,494,053
Operating Expenses													
Instr Salaries - Certified	-	330,154	330,154	330,154	330,154	330,154	330,154	330,154	330,154	330,154	330,154	660,307	3,961,843
Instr Retirement - 14% STRS	-	46,222	46,222	46,222	46,222	46,222	46,222	46,222	46,222	46,222	46,222	92,443	554,658
Instructional Healthcare	-	52,825	52,825	52,825	52,825	52,825	52,825	52,825	52,825	52,825	52,825	105,649	633,895
Instructional Salaries	-	429,200	429,200	429,200	429,200	429,200	429,200	429,200	429,200	429,200	429,200	858,399	5,150,396
Administrative Salaries Exp	14,149	14,149	14,149	14,149	14,149	14,149	14,149	14,149	14,149	14,149	14,149	14,149	169,793
Administrative Retirement - 14% SERS	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	23,771
Administrative Healthcare	2,264	2,264	2,264	2,264	2,264	2,264	2,264	2,264	2,264	2,264	2,264	2,264	27,167
Administrative Salaries	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	220,731
TITLE 1 Salaries - Certified	-	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	35,374	212,242
TITLE 1 Retirement - 14% STRS	-	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	4,952	29,714
TITLE 1 Healthcare	-	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	5,660	33,959
Grant Salaries	-	22,993	22,993	22,993	22,993	22,993	22,993	22,993	22,993	22,993	22,993	45,986	275,914
Office Exp - Educ Soft Title 1	-	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	-	24,086
Grant Expenses	-	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	-	24,086
Professional Fees - OT/PT	-	30,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	30,000	600,000
Professional Fees - Psych	-	12,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	12,000	240,000
Special Education Expenses	-	42,000	84,000	84,000	84,000	84,000	84,000	84,000	84,000	84,000	84,000	42,000	840,000
Professional Fees - Developmnt	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	19,102
Professional Fees - Legal	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	19,102
Professional Fees-Sponsor Fees	28,489	28,489	28,489	68,927	38,212	38,059	37,906	37,753	37,601	37,450	37,299	37,148	455,822
Prof Fees - Audit and Acctng	1,858	1,858	1,858	1,858	1,858	1,858	1,858	9,507	1,858	1,858	1,858	1,858	29,941
Professional Fees - ITC	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	40,500
Professional Fees - Consulting	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	21,224
Professional Fees	38,674	38,674	38,674	79,112	48,397	48,244	48,091	55,587	47,786	47,635	47,483	47,333	585,690
Office Expense - Telephone	11,167	11,167	11,167	11,167	11,167	11,167	11,167	11,167	11,167	11,167	11,167	11,167	134,000
Office Expense - Internet	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
Communications Expense	27,833	27,833	27,833	27,833	27,833	27,833	27,833	27,833	27,833	27,833	27,833	27,833	334,000
Insurance	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	21,224
Office Expense - Travel & Mtgs	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	63,672
Software Licensing / Content	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	450,000
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000

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FY2023
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	FY23 Jul-22	FY23 Aug-22	FY23 Sep-22	FY23 Oct-22	FY23 Nov-22	FY23 Dec-22	FY23 Jan-23	FY23 Feb-23	FY23 Mar-23	FY23 Apr-23	FY23 May-23	FY23 Jun-23	FY23 Forecast
Student Support & Office Expense	123,741	123,741	123,741	44,575	44,575	44,575	44,575	44,575	44,575	44,575	44,575	44,575	772,397
Professional Fees - Mgt. Fees	128,200	128,200	128,200	310,172	171,956	171,265	170,577	169,890	169,206	168,524	167,843	167,165	2,051,197
Management Fees	128,200	128,200	128,200	310,172	171,956	171,265	170,577	169,890	169,206	168,524	167,843	167,165	2,051,197
Marketing	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Marketing & Recruitment	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Total Operating Expenses	486,843	933,444	900,444	1,018,687	849,757	848,913	853,071	864,881	856,396	870,562	894,730	1,376,685	10,754,411
Surplus / (Deficit)	462,786	31,185	79,185	1,308,881	453,991	449,719	440,460	423,565	426,981	407,761	378,553	(123,426)	4,739,642
Surplus / Deficit %	49%	3%	8%	56%	35%	35%	34%	33%	33%	32%	30%	-10%	31%
Beginning Cash Balance	5,407,963	5,870,748	5,901,933	5,981,118	7,289,999	7,743,990	8,193,709	8,634,169	9,057,734	9,484,716	9,892,477	10,271,030	5,407,963
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	462,786	31,185	79,185	1,308,881	453,991	449,719	440,460	423,565	426,981	407,761	378,553	(123,426)	4,739,642
Mgt Company Contribution Payback	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	5,870,748	5,901,933	5,981,118	7,289,999	7,743,990	8,193,709	8,634,169	9,057,734	9,484,716	9,892,477	10,271,030	10,147,605	10,147,605

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	FY24	FY24	FY24	FY24	FY24	FY24	FY24	FY24	FY24	FY24	FY24	FY24	FY24
	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Forecast
Revenue													
State Basic Aid	1,143,526	1,143,526	1,143,526	2,379,362	1,437,960	1,432,185	1,426,427	1,420,687	1,414,963	1,409,257	1,403,569	1,397,897	17,152,883
Economic Disadvantaged	121,706	121,706	121,706	253,236	153,043	152,428	151,815	151,204	150,595	149,988	149,382	148,779	1,825,587
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	1,265,231	1,280,231	1,295,231	2,662,598	1,621,002	1,614,613	1,608,242	1,601,891	1,595,558	1,589,245	1,582,951	1,561,676	19,278,470
Operating Expenses													
Instr Salaries - Certified	-	420,946	420,946	420,946	420,946	420,946	420,946	420,946	420,946	420,946	420,946	841,892	5,051,350
Instr Retirement - 14% STRS	-	58,932	58,932	58,932	58,932	58,932	58,932	58,932	58,932	58,932	58,932	117,865	707,189
Instructional Healthcare	-	67,351	67,351	67,351	67,351	67,351	67,351	67,351	67,351	67,351	67,351	134,703	808,216
Instructional Salaries	-	547,230	547,230	547,230	547,230	547,230	547,230	547,230	547,230	547,230	547,230	1,094,459	6,566,755
Administrative Salaries Exp	14,432	14,432	14,432	14,432	14,432	14,432	14,432	14,432	14,432	14,432	14,432	14,432	173,189
Administrative Retirement - 14% SERS	2,021	2,021	2,021	2,021	2,021	2,021	2,021	2,021	2,021	2,021	2,021	2,021	24,246
Administrative Healthcare	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	27,710
Administrative Salaries	18,762	18,762	18,762	18,762	18,762	18,762	18,762	18,762	18,762	18,762	18,762	18,762	225,146
TITLE 1 Salaries - Certified	-	22,551	22,551	22,551	22,551	22,551	22,551	22,551	22,551	22,551	22,551	45,101	270,608
TITLE 1 Retirement - 14% STRS	-	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	6,314	37,885
TITLE 1 Healthcare	-	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	7,216	43,297
Grant Salaries	-	29,316	29,316	29,316	29,316	29,316	29,316	29,316	29,316	29,316	29,316	58,632	351,790
Office Exp - Educ Soft Title 1	-	-	-	-	-	-	-	-	-	-	-	-	-
Grant Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Professional Fees - OT/PT	-	37,500	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	37,500	750,000
Professional Fees - Psych	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Special Education Expenses	-	52,500	105,000	105,000	105,000	105,000	105,000	105,000	105,000	105,000	105,000	52,500	1,050,000
Professional Fees - Developmnt	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	19,484
Professional Fees - Legal	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	19,484
Professional Fees-Sponsor Fees	37,957	37,957	37,957	78,978	47,730	47,538	47,347	47,157	46,967	46,777	46,589	46,400	569,354
Prof Fees - Audit and Acctng	1,913	1,913	1,913	1,913	1,913	1,913	1,913	9,792	1,913	1,913	1,913	1,913	30,839
Professional Fees - ITC	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	60,750
Professional Fees - Consulting	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	21,649
Professional Fees	49,984	49,984	49,984	91,005	59,757	59,566	59,374	67,062	58,994	58,805	58,616	58,427	721,559
Office Expense - Telephone	13,933	13,933	13,933	13,933	13,933	13,933	13,933	13,933	13,933	13,933	13,933	13,933	167,200
Office Expense - Internet	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	250,000
Communications Expense	34,767	34,767	34,767	34,767	34,767	34,767	34,767	34,767	34,767	34,767	34,767	34,767	417,200
Insurance	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	21,649
Office Expense - Travel & Mtgs	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	64,946
Software Licensing / Content	46,875	46,875	46,875	46,875	46,875	46,875	46,875	46,875	46,875	46,875	46,875	46,875	562,500
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000

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	FY24 Jul-23	FY24 Aug-23	FY24 Sep-23	FY24 Oct-23	FY24 Nov-23	FY24 Dec-23	FY24 Jan-24	FY24 Feb-24	FY24 Mar-24	FY24 Apr-24	FY24 May-24	FY24 Jun-24	FY24 Forecast
Student Support & Office Expense	133,258	133,258	133,258	54,091	54,091	54,091	54,091	54,091	54,091	54,091	54,091	54,091	886,595
Professional Fees - Mgt. Fees	170,806	170,806	170,806	355,401	214,785	213,923	213,063	212,205	211,350	210,498	209,648	208,801	2,562,094
Management Fees	170,806	170,806	170,806	355,401	214,785	213,923	213,063	212,205	211,350	210,498	209,648	208,801	2,562,094
Marketing	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Marketing & Recruitment	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Total Operating Expenses	557,577	1,136,623	1,114,123	1,235,571	1,063,708	1,062,654	1,066,603	1,078,433	1,069,510	1,083,468	1,107,430	1,705,440	13,281,139
Surplus / (Deficit)	707,654	143,609	181,109	1,427,027	557,294	551,959	541,639	523,457	526,049	505,777	475,521	(143,764)	5,997,332
Surplus / Deficit %	56%	11%	14%	54%	34%	34%	34%	33%	33%	32%	30%	-9%	31%
Beginning Cash Balance	10,147,605	10,855,259	10,998,868	11,179,976	12,607,003	13,164,298	13,716,256	14,257,896	14,781,353	15,307,402	15,813,179	16,288,700	10,147,605
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	707,654	143,609	181,109	1,427,027	557,294	551,959	541,639	523,457	526,049	505,777	475,521	(143,764)	5,997,332
Mgt Company Contribution Payback	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	10,855,259	10,998,868	11,179,976	12,607,003	13,164,298	13,716,256	14,257,896	14,781,353	15,307,402	15,813,179	16,288,700	16,144,936	16,144,936



BRAND NEW, TUITION-FREE ONLINE ACADEMY

WELCOME TO BACK ON TRACK ONLINE ACADEMY!

We are the newest online academy serving Ohio families and are currently enrolling grades 9-12 for Fall 2019. Back on Track is managed by ACCEL Schools, some of the best educators in the state of Ohio. Our mission is to allow students to become productive global citizens of the world by helping them overcome challenges on their educational journey.



Top Reasons Families Choose Back On Track Online Academy:

- Utilization of physical locations for face-to-face assistance, relationship-building, and assessments
- Proctored assessments in person with opportunities to progress to 100% online learning
- Exceptional teachers and administrators
- Data-driven, research-based educational plan for all students



First Day of School: Monday, August 26, 2019

LEARN MORE TODAY
(000) 000.0000

backontrack.org

123 Main Street, Independence, OH 44131

ACCEL
SCHOOLS



UPCOMING EVENTS



Drop-In Community Coffee Hours (In All Major Ohio Cities)

Every Wednesday | 4:00 pm - 6:00 pm

Visit our website to find this week's location to meet our principal and learn about Back on Track Online Academy.



Online Information Sessions

Every Monday | 4:00 pm - 6:00 pm

Every Monday, we will hold an online information session that will provide general information to current and prospective students. Login information will be available on our website, and students will have the capability of chatting via audio and/or video.



Parade the Circle

11330 Euclid Ave, Cleveland, OH 44106

Saturday, July 13 | 11:00 am - 2:00 pm

Check out our table at Parade the Circle in Cleveland, Ohio! Enjoy prize giveaways as well as games for the children while getting to know our school administrators and teachers to learn more about Back on Track.



Ohio State Fair

717 E. 17th Ave, Columbus, OH 43211

August 8-August 11 | 11:00 am - 2:00 pm




It's almost time to go back to school! Visit our booth at the Ohio State Fair to enter into our raffle to win free haircuts, medical and dental screenings, school supplies, and more to get your family ready. You will also receive information about enrollment and plans for the upcoming school year.

Connect on Facebook: facebook.com/backontrack

School Name:	Back on Track Online Academy	Date:	9-13-2018
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6.3a Mission, Vision, Philosophy

The mission should answer the question *why do we exist?* The vision should answer the question *what do we hope to become?* Likewise, a school's philosophy should answer the question *what do we value and believe about educating students?*

 Mission	6.3a	1) MISSION (Why do we exist?): State the school's clear, <i>concise</i>, and compelling mission statement that describes its specific intent/purpose.
The mission of the Back on Track Online Academy is to allow students to become productive global citizens of the world by helping them overcome challenges on their educational journey.		
 Vision	6.3a	2) VISION (What we hope to become?): State the school's clear, <i>concise</i>, and compelling vision statement that describes the anticipated operation, function and success of the school over time.
Our vision is to become a school that provides an innovative educational program to students who have not thrived in a traditional public school. Back on Track Online Academy's curriculum model embraces standards-based instruction in such a way that allows for research-based resources to be used within a framework of best practices fostering engagement to produce students who are able to reenter the education system and become high school graduates. Through and individualized educational program, our students will feel supported and receive the education they deserve.		
 Philosophy	6.3a	3) PHILOSOPHY (What do we value and believe about educating students?) State the school's clear, <i>concise</i>, and compelling philosophy that describes the values and beliefs by which the school will operate.
<p>We provide a research-based approach to alternative education which is holistic in nature, pairing time and place flexibility with the social-emotional supports that many at-risk and non-traditional students require in order to stay on track for graduation and successfully transition to life after high school.</p> <p>Our philosophy includes:</p> <ul style="list-style-type: none"> • The technology and internet access required to bridge the digital divide. Chromebooks allow students to work on their classes at any time and from anywhere. • Comprehensive support, delivered through proactive online and in-person mentors to help keep students on track to graduation. • Highly-qualified teachers who are licensed Ohio and tutors who are available to meet in a face-to-face setting. • Academic monitoring system that permits a real-time review of the progress being made by individuals or specific groups of students. <p>When students get the support they need, even those facing the most substantial life obstacles can earn a high school diploma and graduate fully prepared for what comes next.</p> <p>All students have different needs, learn at various rates and have different learning styles. No one educational program is appropriate for all students.</p>		

Therefore, students will have a broad experience of activities that engage them in media-rich content, direct instruction, project-based learning, interest driven and talent-driven opportunities with a healthy mind and body emphasis. Students will learn from their teachers, peers, and community partners. This broad-based approach to learning will be an exciting and valuable experience creating lifelong 21st century learners as well as competent 21st century citizens. Students will learn and grow with the guidance of Highly Qualified Teachers, Instructional Aides, and Intervention Specialists. The school will provide a safe and nurturing environment, placing a premium on self-discipline, individuality and responsibility. The dedicated staff will work in small groups and one-on-one with students, addressing not only their learning issues but also their life situations that have prevented success in traditional schools.

The school is built on a strong foundation of high expectations for academic achievement for all students. A standards-based curriculum that teaches students skills for college and career readiness is fundamental to the teaching and learning program implemented at the school. Teachers will receive on-going professional development in unpacking learning standards so that students develop the skills necessary to successfully advance from one grade level to the next. The curriculum is built on the Ohio Learning Standards (OLS) for English Language Arts, mathematics, science, social studies, visual arts, and physical education.

English Language Arts Model Curriculum Standards: <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards/ELA-Learning-Standards-2017.pdf.aspx>

Mathematics Standards: <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Mathematics/Ohio-s-Learning-Standards-in-Mathematics/Math-Standards.pdf.aspx>

Ohio's Science Learning Standards: <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx>

Ohio's Socials Studies Learning Standards: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx>

Ohio's Music Learning Standards: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Fine-Arts/Ohio-Music-Standards-Final-2.pdf.aspx>


Ohio's Visual Arts Standards: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Fine-Arts/Ohio-Visual-Art-Standards-Final-2.pdf.aspx>

The Ohio Association of Health, Physical Education, Recreation, and Dance (OHPERD): <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/Updated-Physical-Education-Standards.pdf.aspx>

The Ohio Technology Learning Standards http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Technology/Ohio-s-2003-Academic-Content-Standards-in-Technolo/Technology_ACS.pdf.aspx

6.3b Curriculum

The primary function of a school is to provide for the education of students. The curriculum describes all planned learning of students and should describe the learning experiences through which a student will progress. Responses should address the following questions: *What are the learning goals for students at your school and what research support the curriculum choice and its effectiveness for the student population served?* Each of the items below should be addressed with strong evidence and detail.

 Curriculum – Learning Standards	6.3b	1) Provide the specific learning standards students are to achieve in all core content areas and a detailed description of the non-core content (i.e., physical education, music, art, technology, etc.) areas offered by the school.
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The school is built on a strong foundation of high expectations for academic achievement for all students. A standards-based curriculum that teaches students skills for college and career readiness is fundamental to the teaching and learning program implemented at the school. Teachers will receive on-going professional development in unpacking learning standards so that students develop the skills necessary to successfully advance from one grade level to the next. The curriculum is built on the Ohio Learning Standards (OLS) for English Language Arts, mathematics, science, social studies, visual arts, and physical education.

English Language Arts Model Curriculum Standards: <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards/ELA-Learning-Standards-2017.pdf.aspx>

Mathematics Standards: <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Mathematics/Ohio-s-Learning-Standards-in-Mathematics/Math-Standards.pdf.aspx>

Ohio’s Science Learning Standards: <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx>

Ohio’s Socials Studies Learning Standards: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx>

Ohio’s Music Learning Standards: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Fine-Arts/Ohio-Music-Standards-Final-2.pdf.aspx>

Ohio’s Visual Arts Standards: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Fine-Arts/Ohio-Visual-Art-Standards-Final-2.pdf.aspx>

The Ohio Association of Health, Physical Education, Recreation, and Dance (OHPERD): <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/Updated-Physical-Education-Standards.pdf.aspx>

The Ohio Technology Learning Standards <http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Technology/Ohio-s-2003->

<p>Academic-Content-Standards-in-Technolo/Technology_ACS.pdf.aspx</p>		
<p>Curriculum - Model</p>	<p>6.3b</p>	<p>2) Does the school plan to use the Ohio Model Curriculum?</p> <p><input type="checkbox"/> Yes, the school will utilize the Ohio Model Curriculum in all core and non-core content areas.</p> <p><input type="checkbox"/> No, the school will utilize the curriculum model described below.</p> <p>If “no” is marked, provide evidence of the school’s written curriculum including standards, assessments, differentiation strategies, etc. as an attachment (Attachment # _ Curriculum Model). Describe the research supporting the model.</p>
<p>Back on Track Online Academy will use the Ohio Learning Model. http://education.ohio.gov/Topics/Learning-in-Ohio Teachers will implement the Ohio Learning Model so that we are in alignment with the state standards for each grade level.</p> <p>Ohio's English Language Arts Model Curriculum: http://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/Model-Curriculum-for-English-Language-Arts</p> <p>Ohio's Mathematics Model Curriculum: http://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics/Model-Curricula-in-Mathematics</p> <p>Ohio's Science Model Curriculum: http://education.ohio.gov/Topics/Learning-in-Ohio/Science</p> <p>Ohio’s Socials Studies Model Curriculum: http://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies</p> <p>Fine Arts Model Curriculum: http://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Model-Curriculum</p> <p>The Ohio Association of Health, Physical Education, Recreation, and Dance (OHPERD): http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/Updated-Physical-Education-Standards.pdf.aspx</p>		
<p>Curriculum – Maps and Pacing Guides</p>	<p>6.3b</p>	<p>3) Provide a detailed description of the development process for curriculum maps and pacing guides used in your school.</p>
<p>The Head of School and Director of Academics will with the teachers to develop the curriculum maps and pacing guides for Back on Track Online Academy. The teachers and administration will use student data to drive the curriculum mapping process. Throughout the school year, as the curriculum maps are developed, teachers will receive ongoing professional development on deconstructing the standards. To ensure there are no additional gaps, our team will work together to create curriculum maps for every core subject and grade level. The pacing guides will be developed to provide a timeline for moving through the curriculum. The driving force in the curriculum mapping process was the review of the ODE Model Curriculum. We will continue to</p>		

review these the curriculum to ensure the OLS are accurately met.

Curriculum Maps

A curriculum map provides a guide to ensure instruction covers the standards and meets the needs of ALL learners. A curriculum map documents the relationship between every component of the curriculum and allows teachers to check for gaps and redundancies. It is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and grade level. All School Curriculum Maps and Pacing Guides will be continuously updated.

Curriculum maps in Science and Social Studies will be developed using:

- ODE Model Curriculum and Ohio Learning Standards
- A publisher's planning/pacing guide, which may include suggestions for pacing instruction.
- Assessment schedules
- Teacher expertise in grade level and content

The major difference between curriculum maps and pacing guides is that curriculum maps are what will be taught during the current school year, while pacing guides are when and for how long content will be taught.

Pacing guides

Pacing guides are like timelines showing what each teacher cover over the course of a year. Each subject area follows a logical sequence within a grade level and between grade levels. The pacing guides will sequence the Ohio Learning Standards in a logical and progressive manner. The pacing guides will outline what is to be taught, when it is to be taught and for how long it is to be taught. The pacing guides will outline the scope – the set of topics that will be studied. The scope is the breadth and depth of the course content. We will have the following goals for our pacing guides:

- To guide teachers to understand what, when, and for how long they are going to teach the standards. We will encourage different teaching styles, but want to ensure the standards, assessments, and basic content are taught in a way that will allow our teachers to examine data and make informed decisions to increase student outcomes.
- To allot more time for more in-depth standards. To determine which standards may need more time, we reviewed the OLS looking for difficult standards, standards with multiple layers or sub-standards.
- To involve teachers in the development and review of the pacing guides. Pacing guides will be reviewed during Professional Development meetings during summer, weekly grade level meetings, and professional development days in correlation with data review to inform decision making and adjust pacing, breadth and depth.

Curriculum maps and pacing guides for Art, Music, and PE will be created by the specialists. When possible, the specialists will work collaboratively with other ACCEL teachers in the same subject area to develop curriculum maps and pacing guides. For curriculum mapping, the specialists will go through the process of collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for the subject area (Art, Music, PE) and grade level. The completed curriculum map will then become a tool that helps teachers keep track of what has been taught and plan what will be taught. The pacing guide will be developed in order to help plan the year to enable the teachers to cover necessary material.

Curriculum – Lesson Template	6.3b	4) Explain what specific components is to be included in model lesson plan template and rationale.
<p>The template below was chosen based on its inclusion of three main components, alignment to the standards, strong instructional practices, and assessment of what was taught.</p> <p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning/Curriculum objectives <input type="checkbox"/> Starter activity to assess prior knowledge <p>Lesson body/procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher-facilitated lesson <input type="checkbox"/> Guided practice <input type="checkbox"/> Workshop <input type="checkbox"/> Closure <input type="checkbox"/> Individual practice <p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review what was learned against the objectives identified at the start of the lesson, short cycle assessments on two week intervals. <input type="checkbox"/> Extension/follow-up activity <input type="checkbox"/> Indicate how the assessment data will guide future instruction. Student mastery of the standard is required before teacher advances to next standard. <p>Point 1: Make real-world and cross-curricular connections to help students tap into prior knowledge and experiences, thus making learning easier and more relevant to the wider context.</p> <p>Point 2: Integrate technology when possible. Using technology in the classroom is not only a great classroom management tool, but it also allows teachers to reach students with many different learning styles all in one tool. From interactive lessons to independent practice, this is how the current generation learns, and teachers must take advantage.</p> <p>Point 3: Differentiate instruction in order to accommodate all learners and learning styles. Educators must be able to adjust lessons and activities to meet the needs of all learners in the classroom, from those with special accommodations to high-achieving students, and every learner in between.</p> <p>Point 4: Check for learning frequently. Whether using a simple oral question–answer session or written response, the most effective teachers check for</p>		

understanding often. Doing this allows for early intervention and review or acceleration of a concept.

Point 5: Use the resources available in the classroom or school. When preparing a lesson, talk with a teaching assistant, librarian or technology teacher about what the lesson covers and gain feedback on who can help, and how to create an effective lesson or activity.

Curriculum Alignment with Ohio Learning Standards	6.3b	5) Provide evidence of alignment of the school’s curriculum model to the Ohio Learning Standards and the mission, vision, and philosophy of the school.
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Curriculum maps and pacing guides for Art, Music, and PE will be created by the specialists. When possible, the specialists will work collaboratively with other ACCEL teachers in the same subject area to develop curriculum maps and pacing guides. For curriculum mapping, the specialists will go through the process of collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for the subject area (Art, Music, PE) and grade level. The completed curriculum map will then become a tool that helps teachers keep track of what has been taught and plan what will be taught. The pacing guide will be developed in order to help plan the year to enable the teachers to cover necessary material.

The alignment of the Back on Track Online Academy’s curriculum model to the Ohio Learning Standards (OLS) is embedded in the ODE Model Curriculum for ELA, Mathematics, Social Studies, Science, and Fine Arts, and Ohio Association of Health, Physical Education, Recreation, and Dance (OHPERD) standards for PE. The School intends to support the Model Curriculum by creating pacing guides for each area and/or utilizing pacing guides provided from the curricular resources. To create these pacing guides, we will/have a comprehensive review of all Ohio Learning Standards, unpacked each standard (including content and vocabulary), included guiding questions for modeling and check for understanding, identified mastery for each standard, and considered time for re-teaching if mastery is not met. The pacing guides will continually be reviewed and adjusted based on student achievement. The Director of Academics will continually work to review the updated Model Curriculum documents, pacing guides, and curricular resources to ensure alignment with the OLS.


By utilizing the ODE standards-based model curriculum, pacing guides, academic framework, and curricular resources, our teachers will be able to provide high quality instruction that will allow our mission to thrive.

Our vision is to become a school that provides highly qualified, high school and college ready students. Back on Track Online Academy’s curriculum model embraces standards-based instruction in such a way that allows for research-based resources to be used within a framework of best practices fostering engagement to produce students who are considered highly qualified applicants for high school and college. Research shows that the four components of high school and college readiness are: cognitive strategies, content knowledge, self-management skills, and knowledge about postsecondary education. With this understanding in mind our Back on Track Online Academy’s curriculum model embeds the very components that foster high school and college readiness.

The alignment in the Back on Track Online Academy’s curriculum model and philosophy is rooted in its structure of focus on closing the achievement gap, providing an avenue for proficiency in students. Our School’s philosophy is that all students can reach proficiency and beyond when given the appropriate academic structure and support. Back on Track Online Academy’s curriculum model places its focus on research-based best practices that have been proven to close the achievement gap and move students to proficiency.

6.3c Instructional Delivery Methods and Resources/Materials

Instructional methods and resources are the ways and tools used to deliver the curriculum. *What strategies or techniques will be used to engage students in learning? What instructional resources and materials will the teachers and students be using, including technology? With strong evidence and great detail, each of the following items should be addressed.*

 Instructional Delivery Methods	6.3c	1) Explain in detail the primary instructional delivery methods, strategies, and/or techniques (i.e., high yield instructional practices, project based learning, computer-based, etc.) that will be used to provide daily instruction in your school.
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The primary instructional strategies that will be used to provide daily instruction in our school are the Whole Group, Small Group Differentiation, Project Based Learning/Lessons and individual instruction (through the Title I program).

Differentiated Instruction: Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. Our teachers are taught effective strategies for successfully tailoring all of these areas to individual student needs, insuring that different learners are all given the best opportunity to succeed.

There is much evidence showing that students are more successful academically if they are taught in ways that match their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Also, differentiating instruction is a key part of effective professional development. Expert teachers' pay attention to their students' varied learning needs (Danielson, 1996); "to differentiate instruction, then, is to become a more competent, creative, and professional educator."¹¹ Differentiated instruction is a key component of the professional development program for all teachers.

Project Based Learning – Students will work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Project Based Learning unleashes a contagious, creative energy among students and teachers.

Reciprocal Teaching: Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. Our model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies basic core skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy while reinforcing basic skills.

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_rec_teach_091410.pdf


Extensive use of technology both integrated throughout the curriculum and used to facilitate learning and monitor individual progress: Our goals here are to a) ensure that students are versed in using technology for communications, research, presentation, calculations and more – and b) develop and

implement a clear vision for school-wide, data-driven culture in every school we serve, leading to the effective use of data to drive school improvement.

Strong emphasis on reading, literacy and numeracy fundamentals, with rigorous emphasis on core subjects every day. Data-driven instructional groups are used daily to differentiate learning through small group “workshop” opportunities.

[1] All references from Tomlinson, C. (2001). Differentiation of Instruction in the Elementary Grades. ERIC Digests.

[2] Gardner, H. The unschooled mind: how children think and how schools should teach (1991); Gardner, H., & Hatch, T., Multiple intelligences go to school: Educational implications of the theory of multiple intelligences (1989) at 18(8), 4-9.

 Instructional Delivery Methods	6.3c	<p>Is the school using a blended learning instructional model, as defined in section 3301.079 of the Revised Code? If yes, check box. <input type="checkbox"/></p> <p><u>Blended Learning Requirements- Please provide ALL of the following:</u></p> <ul style="list-style-type: none"> a. An indication of what blended learning model or models will be used; b. A description of how student instructional needs will be determined and documented; c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level; d. The school’s attendance requirements, including how the school will document participation in learning opportunities; e. A statement describing how student progress will be monitored; f. A statement describing how student progress will be monitored; g. A statement describing how private student data will be protected; h. A description of the professional development activities that will be offered to teachers.
<p>N/A</p>		
	6.3c	<p>2) Provide evidence of the research base practices per ESSA for these delivery methods, strategies, and/or techniques including impact on population served.</p> <p>(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—</p> <p>(I) strong evidence from at least 1 well-designed and well- implemented experimental study;</p> <p>(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or</p>

- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention. “

Differentiated Instruction: A growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K–12 classrooms in Alberta. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008). For additional information: <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_rrti_pg_rec02.pdf

At the core of our model is the creation and implementation of an *Individualized Learning Plan (ILP)* for each student. The creation of personalized learning plans for all students can increase student motivation. Students are encouraged to set personal learning goals, and the regular assessment that is typically a part of personalized learning initiatives enables the student to receive regular feedback on their progress. Research demonstrates that positive feedback such as the progression toward a chosen goal is highly motivating to students. Additionally, students who track their own progress toward these goals are more likely to make greater gains toward reaching their goals than students who do not.

For additional information: <http://www.hanoverresearch.com/media/Best-Practices-in-Personalized-Learning-Environments.pdf>

Project Based Learning: <https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar23.asp>

Reciprocal Teaching: First developed by Annmarie Palinscar and Ann Brown (1984), reciprocal teaching is an instructional procedure for teaching students to use multiple comprehension strategies flexible and interactively to improve the learning of content. Teachers first model the strategies, then invite students to apply the strategies themselves. Teachers gradually fade their levels of instructional support as students assume control of the strategies. Duffy (2002), Duke & Pearson (2002), and Williams (2002) describe how the strategies are implemented. ■ Summarize — The teacher asks the students to summarize the key elements of the story or text. Multiple students participate in this process requiring the students to recall and reorganize the text. ■ Question generation — Student generate questions they have after reading the text. ■ Clarifying — This process assists students with a history of comprehension difficulties by having them focus their attention on the text. Clarification can range from word definitions to understand complex terminology or processes. ■ Predicting — They determine what is going to happen next on a literal or inferential level or what will be the view point of the author in the next section. They activate background knowledge during this process and assist in making connections.

For additional information: <https://extension.ucdavis.edu/sites/default/files/Reciprocal%20Teaching.pdf>

<http://www.readingrockets.org/article/reciprocal-teaching-primary-grades-we-can-do-it-too> ;

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_rec_teach_091410.pdf

Extensive use of technology both integrated throughout the curriculum and used to facilitate learning and monitor individual progress: Using data wisely and data-driven instructional groups are used daily to differentiate learning through small group “workshop” opportunities.


To gain a deeper understanding of students' learning needs, teachers need to collect data from multiple sources, such as annual state assessments, interim school assessments, classroom performance data, and other relevant data. A schoolwide data system allows teachers to aggregate data by classroom, content areas, or assignment type to identify patterns in performance. Interpreting data allows teachers to identify the strengths and weaknesses of an entire class as well as individual students. As they examine the data, teachers can develop hypotheses about factors that affect students' learning and ways to improve instruction to help all students achieve. It is important for teachers to slow down and ask why during this phase of the cycle of instructional improvement.

Implementing Data-Informed Decision Making in Schools—Teacher Access, Supports and Use (2009) <http://files.eric.ed.gov/fulltext/ED504191.pdf>

http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf ; <https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/eventhandout/RELMW-Learning-Upgrade-Documentary-Viewing-Guide-508.pdf>

[1] All references from Tomlinson, C. (2001). Differentiation of Instruction in the Elementary Grades. ERIC Digests.

[2] Gardner, H. The unschooled mind: how children think and how schools should teach (1991); Gardner, H., & Hatch, T., Multiple intelligences go to school: Educational implications of the theory of multiple intelligences (1989) at 18(8), 4-9.



 Resources and Materials	6.3c	3) Identify the resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology.
<p>Back on Track Online Academy will use the following Resources:</p> <ul style="list-style-type: none"> ○ The Academy will adopt a licensed Basal Curriculum from various vendors through bidding process (potentially Accelerate https://accelerate.education/) ○ Utilize supplemental programs for intervention and acceleration (i.e. Study Island, ABC Mouse, IXL, Reading Eggs). ○ We will participate in College Credit Plus (CCP). ○ Every student will be issued a Chromebook ○ Learning Management System and Webinar Delivery Software (we will be considering Canvas and Big Blue Button). ○ When traveling to brick and mortar schools for tutoring, all classrooms will be equipped with the necessary supplies and equipment to meet the needs of our students. 		
	6.3c	4) Explain the selection, approval (including board) and change process for instructional resources and materials to be used by teachers and students, including technology.
<p>The instructional resources for the core curriculum were chosen by committee. The committee was responsible for reviewing vendors and materials. The resources were chosen based on the National Common Criteria for Quality Instructional Materials which included a discussion on 1.Content, 2.Equity and Accessibility, 3.Assessment, 4.Organization and Presentation, and 5.Instructional Design & Support. In addition, we also included our past history with other vendors and results with similar demographics. Once narrowed down, the final candidates were put before the Board of Directors for approval.</p>		



In the future, the change process for instructional resources and materials will continue to be data driven. It is not uncommon for a school to purchase an instructional resource only to determine there are gaps in the alignment to the State Standards. Based on the curriculum mapping process, we will determine any gaps and evaluate resources needed to fill these gaps including both text and online options. Should student data or teacher feedback determine a curriculum resource is needed, we will go to the Board for approval. Rather than set a review schedule (I.e. every five years), we will review our resources annually as part of our schoolwide needs assessment. As part of the needs assessment we will gather feedback from all stakeholders including teachers, parents, administrators, and when appropriate the students.

In the area of technology, the school will likely have a mix of both Chromebooks and Apple computers. At this time, Chromebooks were chosen due to cost and ease servicing the product. A technology plan is being developed to determine a cycle for replacing these computers and adding additional technology based on the growth of the school enrollment. When possible, Back on Track Online Academy will leverage the purchasing power of ACCEL to get the lowest possible price on all resources and materials.

6.3d Continuous Improvement and Professional Growth

Schools must improve instructional practices and student performance on a continual basis. With strong evidence and great detail, each of the following items should be addressed.

 Continuous Improvement	6.3d	1) How will the school develop, monitor, and evaluate the school improvement plan using the Ohio 5-step process?
<p>The School embraces and supports the Ohio Improvement Process (OIP). Ongoing meetings will be held to discuss the student data and determine our progress towards the goals in the OIP. In year 1, Back on Track Online Academy will develop a Community School Leadership Team (CSLT) to develop our OIP. The CSLT will be composed of the Head of School, Director of Academics, certified teacher and if possible a parent. In stage 1, data will be used to identify our schools critical needs. We will do this through an analysis of national and local assessments and information on Teacher Quality/needs. During Stage 2, we will develop our goals, strategies, indicators, and action steps which are focused on the Stage 1 critical needs (we will focus on adult (professional development) and student needs (academic, climate, and social/emotional). In stage 3, the CSLT will implement strategies and action steps to achieve district goals. Data will be used to monitor fidelity of implementation and effect on changes in adult practice and student learning. Throughout, Back on Track Online Academy will use the Ohio 5 Step Process (Step 1 – Collect and chart data, Step 2 – Analyze data, Step 3 – Established shared expectations for implementing specific changes, Step 4 – implement changes consistently, Step 5 – Collect, chart, and analyze post data). Finally, in Step 4 we will evaluate the improvement process by reviewing data and gathering evidence of implementation and impact. Teacher based Teams (TBT) will meet on a weekly basis to analyze data at the school, grade level, classroom and student levels. The staff will meet in horizontal groups to compare student growth in that grade level and vertical groups to discuss data in the grades above and below. The process will be led by the teachers with support from the director of Academics</p> <p>The OIP will be presented to the Board of Directors in the beginning of the school year for input. Every Board Meeting, the Board of Directors will be given updates on our progress towards the OIP goals, strategies, indicators, and action steps. The information presented in the OIP will be one tool the Board of Directors will use to monitor the progress of the school.</p> <p>Monthly meetings will entail reviewing the school-wide goals (Reading, Math, Behavior) to determine if we are on track as well as reviewing supporting data (Standardized Test results, the Blitz - Scrimmages (teacher created bi-weekly assessments), Targeted assistance students (Limited, Basic, Advanced)). The Director of Academics will gather data from every classroom teacher and will review every grade level with all teachers and administrators at data meeting. Any student who is below proficient for that month will be identified and the RTI Team will determine what measures need to be taken to get the student to the proficient level. Grade level teams will also determine if strategies need adjusted in order to meet goals (Reteach, Redo, Remediate, Retain).</p> <p>The goal of the CSLT is to create conditions for perpetual learning – an environment in which innovation and experimentation is the way to conduct day-to-day business to achieve the goal of increasing student achievement.</p>		
 Ohio Teacher Evaluation System (OTES)	6.3d	2) Confirm implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators. <input type="checkbox"/> Yes, the school will implement the Ohio Teacher Evaluation System. Please identify what credentialed individuals (job title) will be conducting the evaluations?

		<input type="checkbox"/> The school will implement an alternative evaluation system as described below. 3) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?
<p><i>Back on Track Online Academy</i> will implement OTES. The Head of School will be the evaluator.</p>		
 Ohio Principal Evaluation System (OPES)	6.3d	4) Confirm implementation of Ohio Principal Evaluation System and Ohio Superintendent Evaluation System (if applicable) or alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents. <input type="checkbox"/> Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System. <input type="checkbox"/> The school will implement an alternative evaluation system as described below. 5) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?
<p>Back on Track Online Academy will implement the Ohio Principal Evaluation System. The principal is evaluated by the CAO and the Executive Vice President.</p>		
 Local Professional Development Committee and Resident Educator	6.3d	6) Discuss development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.
<p>All professionally licensed school personnel will be responsible for developing IPDPs for license renewal. Professionally licensed school personnel will meet as necessary to complete this process or as other related tasks require. The school will utilize the Ohio Standards for Educators as criteria for quality IPDP development. The school will seek to participate a Consortium and abide by its bylaws and processes/ procedures for approval of IPDPs and licensure applications/renewals. The school will select a representative to participate in Consortium meetings, be responsible to communicate between the Consortium and professionally licensed school personnel for general and individual information, and enter data into the My.LearningPlan.com tracking system.</p>		
<p>Resources: http://education.ohio.gov/Topics/Teaching/Professional-Development/LPDC-s/Local-Professional-Development-Committee#FAQ1886</p>		



Back on Track Online Academy will participate in the Ohio Resident Educator Program, a four year induction system of support and mentoring for new teachers. The goal of the RE Program is for new teachers to successfully complete the program in order to qualify for a five-year professional educator license. As a new Community School, Back on Track Online Academy will first need to determine if the staff of the school has the necessary qualified personnel to implement a RE Program. If not, we will identify appropriate individuals and work to have them qualified. We will then use the ODE resources (<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Establishing-a-Local-Resident-Educator-Program>) to establish RE Program including establishing the right personnel, assigning a program coordinator in OEDS, and establishing local RE policies and procedures. We will strive to maintain a low Mentor to Beginning teacher ratio (1:3 or lower).

Resident Educators will work collaboratively with their Mentor to complete the RE Program requirements by:

- Using the Ohio Teacher Evaluation System forms for self-assessment and goal-setting.
- Demonstrating use of authentic teacher work, such as lesson planning, data analysis and assessment for reflection.
- Reflecting on teacher work that shows the continual implementation of the “Plan, Teach, Assess, Reflect, Revise” teaching-learning cycle by completing a collaborative log or interactive journal (or other locally developed collaborative tools).
- Participating in the mentoring in program Years 1 and 2 and having one formal annual observation completed by the mentor.
- Analyzing student work during the mentoring in program Years 1 and 2 by using the state’s Gathering and Synthesizing Data Tool (or other locally developed data tool).
- Successfully completing the Resident Educator Summative Assessment to advance to professional licensure.

Resident Educator meeting documentation and assignments will be maintained on campus by the Mentor Teachers.

- Back on Track Online Academy will participate in ODE meetings and ODE reporting as required by CORE.
- The Head of School will be the point of contact.
- The Resident Educator Program will be handled by both the Head of School and the Director of Academics.
- Meetings will be held on campus as needed.

 Local Professional Development Committee and Resident Educator	6.3d	7) Discuss implementation of Ohio’s Resident Educator Program in the school. (i.e., mentoring process, meetings, monitoring of work completed, timelines, ratios of mentor to mentees, etc.)
See above		
 Professional Development	6.3d	8) Using the Ohio Standards for Professional Development (adopted 2015) , describe the process for how the school will <i>develop, implement, and evaluate</i> a differentiated professional development plan informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school’s continuous improvement plan.

Annually, Back on Track Online Academy will conduct a comprehensive needs assessment gathering data from students, teachers, and stakeholders. We will then perform a gap analysis to determine where our needs are. Based on this data, we will develop a professional development plan which will be aligned with the needs assessment which drives the OIP. Back on Track Online Academy will align all professional development plans to the Ohio Standards for Professional Development. The Ohio Standards for Professional Development define the essential elements of a strong professional learning system.

Standard 1: Learning Communities

Effective professional learning takes place within a system, with a culture of collaboration and shared responsibility. In an effective system, all members are focused on a cycle of continuous improvement, which maintains its focus on a set targets goals that align with larger school and system goals. Through our Teacher Based Teams (TBTs) and PLC's, our teachers will be part of a system that holds a shared responsibility for having a growth mindset in their craft. Continuously pushing for proficiency in their students. Within the structure of this Learning Community teachers will discuss, develop, give feedback, review, and revise strategies for gaining proficiency in students.

Standard 2: Leadership

Leaders in effective professional learning systems may be found at the classroom, school or system levels. What these leaders share is the belief that professional learning is key to increasing student results – and, as a result, learning is among their top priorities. Effective leaders maintain a persistent focus on educator professional learning. Our school will maintains a teacher leader for TBT's as well as Mentor Teacher's for the Resident Educator Program.

Standard 3: Resources

To achieve goals, effective professional learning requires human, fiscal, material and technological resources – and time. Our School's professional development calendar will map out the time for professional development for preservice as well as through the school year. Resources needed for professional development may include but are not limited to, pacing guides for each grade level and each subject area, all core and supplemental resources, *Teach Like a Champion*, *A Framework for Understanding Poverty*, *Leverage Leadership*, *Mindset*, *External Leadership Coaching*, *Internal Leadership Coaching*, *External Assessment Implementation and Analysis (NWEA)*, and *Internal Assessment Implementation and Analysis*.

Standard 4: Data

To have a balanced and comprehensive view of student, educator and system performance, educators must collect, analyze and interpret multiple source of quantitative and qualitative data. Sources for this may include, but will not be limited to, the results of the Ohio Principal and Teacher Evaluation Systems, IPDP, formative and summative assessments, performance assessment results, observations, samples of work, portfolios and self-reports of educator needs. Analysis of student achievement data will also inform the continuous improvement process and opportunities for PD to support strategies to be implemented in the classrooms.

Standard 5: Learning Designs

Research has revealed much about how people learn, and educators should use this information to design high-quality professional learning that will impact teaching and student achievement. The use of multiple designs for learning are supported by evidence and while they differ, they share features such as active engagement, modeling of new techniques or practices; opportunities for application, reflection, self-assessment and feedback; and monitoring and



support during implementation. Teachers will all be observed regularly by the Head of School and Director of Academics who will be monitoring and supporting the implementation of skills and strategies previously discussed in coaching meetings. During the weekly coaching meetings, teachers will have opportunities to reflect upon their teaching either by a discussion with the Director of Academics on the lesson or by observing a recorded lesson that was taught. The teacher will be given time for self-assessment and feedback collaboratively with the Director of Academic. During the coaching meeting, there will be opportunities for practice and modeling of a specified techniques and how make improvement.

Standard 6: Implementation

When systems have in place the foundational elements for professional learning, they must then take action. Knowing is not the same as doing. Through the ongoing professional development method of instructional coaching, teachers are expected and monitored on the actions taking place daily in the classroom. With the coaching model being implemented in our school, the knowing/doing gap becomes less of an obstacle as continuous observation and support is embedded in the system. Additionally, analysis of student achievement data will also inform the continuous improvement process and opportunities for PD to support strategies to be implemented in the classrooms.

Standard 7: Outcomes


Student and educator standards specify what students and educators should know and be able to do. By aligning professional learning with these high expectations for students and educators, the link between educator learning and student learning becomes explicit. Making these connections creates a coherent system in which activities and professional learning do not take place in isolation. Professional development during preservice revolving around pacing guides for Ohio's Learning Standards helps to give a deeper understanding of standards in order to link more concretely the educator learning with the student learning. Throughout the school year data teams will meet to identify professional learning needs in response to data results. Throughout the school year leadership walk-throughs will also be done in order to gather data and find areas for focus in growth that will lead to future professional development session.

 School Calendar	6.3.1	1) Provide the proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and number of hours the school will be in session. The school calendar will need to be submitted annually by a due date established yearly for approval by the Sponsor and ODE. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODE, and may require a corrective action plan.
See Attached		
 Bell Schedule	6.3.1	2) Provide the school's proposed bell schedule(s). The bell schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the number of hours per day. If additional services are provide, such as after-school tutoring, include these on the schedule.
See Attached		

6.3e Prevention and Intervention Policy

A *Comprehensive System of Learning Support Guidelines*, an Ohio State Board of Education approved document (link provided below), provides direction for foundation and intervention services to students to assist with the development of necessary systems to meet the unique needs of students. <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/School-Safety-Resources/Comprehensive-System-of-Learning-Supports-Guidelin/Brochure-fulfillingthepromise.pdf.aspx>

Appropriate implementation of the guidelines will result in school meeting or exceeding RC 3313.6012 requirements to (1) provide diagnostic assessment procedures, (2) provide intervention services based on the results of the diagnostics, (3) collect data regularly, and (4) use the data to evaluate the effectiveness of the interventions. Please provide strong evidence and specific details to address the items below.

 Prevention and Intervention Plan	6.3.2	<p>1) Describe the school's multi-tiered educational services policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing learning, behavior and other problems, and address the needs of <u>ALL</u> students (i.e., limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).</p>
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The School will implement a research-based Response to Intervention (RTI) framework and will establish a school based RTI team to ensure that students needing Tier 2 and Tier 3 services receive the research-based interventions that will allow them to accelerate their learning. The School Principal will lead the RTI framework and serve as the leader for RTI. Starting with the RTI process in the general classroom, the School's 3-tiered system utilizes multiple measures including, but not limited to, teacher observation, results from Ohio's State Tests (OCBA, KRA, OPELPA), normative testing (NWEA MAP), report cards/progress reports, classroom assessments, incident reports, behavior logs, suspension records, and anecdotal records. The results of these assessments are used to identify students that are "at risk" and demonstrate a struggle in performing proficiently with grade level material and skills. For those student that are identified as "at risk" in the general education population, the students may be referred to the Intervention Assistance Team (IAT) to engage in the RTI process.

The IAT uses the Response to Intervention (RTI) model to identify and measure the success of the interventions and plans. Based upon the American Institutes for Research's Response to Intervention essential components, Our School will utilize this multi-level prevention system to maximize student achievement and reduce behavior problems. The four essential components of an RTI framework include screening, progress monitoring, multi-level or multi-tier prevention system, and data-based decision making.

The teachers and IAT will screen students, review data, complete classroom observations, and give teacher/parent/student surveys, in order to make informed decisions regarding necessary accommodations. When a student is suspected of needing an intervention, teachers will refer the student to the IAT via the School Referral Form. The Referral Form has teachers indicate any concerns they may have academically or behaviorally, outline student successes, and share data that led them to refer the student. This form is submitted to the Principal and is placed in the IAT binder. A meeting will be scheduled for the IAT to review observations and data.

The IAT will utilize specific, research-based interventions implemented in the classroom and/or building, set goals and timelines for the intervention, and a schedule a follow up meeting date. These intervention plans are developed by all instructional staff involved including parents, Intervention Specialists, Teachers, Administrators, Title I staff and other support staff. These interventions will be monitored and evaluated for effectiveness during an agreed upon time frame with an agreed upon frequency, which will depend on the individual student and the interventions being made. During this time period, the IAT will implement and progress monitor the chosen interventions.

During the follow up meeting, the IAT will review data and determine the effectiveness of the intervention. Interventions, Observations, Progress Monitoring and Evaluation are recorded and documented by all instructional staff involved, including parents when appropriate. If the interventions are successful and lead to expected outcomes and goals, the intervention will continue until the student is able to perform proficiency. For interventions that are determined to be ineffective for “at risk” students, intervention strategies and intensity increases through a succession of three trials if necessary, or until the IAT moves to the next tier, where the process will be repeated. If in the end of the successive interventions of the RTI process, progress is not made and effectiveness has not been determined, a student may be referred for evaluation for Special Education.

There are three levels of interventions, inclusive of timelines and intensities, as outlined below:

Three-Tier Model of the Response to Intervention Model

Tier 1

- Most Important Level
- Includes All Students
- Scientifically-Based Curriculum with High Quality Instruction
- Differentiated Instruction
- Universal Behavior Management System
- Universal Screenings: Formative and summative assessments


Tier 2

- Small group instruction
- Differentiated and/or leveled grouped instruction inside or outside of the classroom
- Target a specific skill to improve
- Small group size
- Frequency: 2 to 3 times per week
- Duration: At least 6 weeks
- Monitor progress at least weekly
- Parents may be invited and will be notified via a phone call or letter

- Developed programs
- Title I Reading, Title I Math

Tier 3

- Intensive, Smaller group instruction
- Differentiated and/or leveled grouped instruction inside or outside of the classroom
- Target a specific skill to improve
- Smaller group size: no more than 3
- Frequency: 4 to 5 times per week
- Duration: At least 8 weeks
- Monitor progress at least two times per week
- Parents will be invited and should be involved

 Prevention and Intervention Plan	<p>6.3.2</p>	<p>2) Describe the school’s intervention plan for all students not found proficient or “Not on Track” for all of the following assessments that are applicable for your school’s student population:</p> <p>a) Ohio’s State Tests; b) Third Grade Reading Guarantee Diagnostic Assessments; c) Kindergarten Readiness Assessment (KRA); d) Ohio English Language Proficiency Assessment (OELPA); e) or the current assessment system required by ODE.</p>
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The School utilizes the Home Language Survey developed by the Department of Education to identify students whose Primary or Home Language is Other Than English (PHLOTE) according to ODE guidelines. Once students have met the PHLOTE criteria (failed to PHLOTE) the school contracts with its provider to evaluate the student’s level of English Proficiency and to develop an appropriate service plan, which can occur both in a general education setting and/or other settings. These interventions may include the participation of an LEP/ELL teacher and/or contracted services for initial native language instruction, and a phasing-in of English instruction. Intervention resources may include research-based language instructional programs, assistive technology, audio resources, and online language instruction. Providers of LEP/ELL services and general education teachers regularly communicate to assure any necessary accommodations in instruction and/or testing are provided.

Students identified as LEP students must participate in the Ohio English Language Proficiency Assessment (OELPA) to determine their level of English

proficiency. Parents are informed of the student's LEP/ELL status and program first through a parent notification letter in either English or the parent's native language detailing the results of to OELPA, explaining the need for LEP/ELL services, program participation and exit requirements, providing the parent with program options. Parents are informed regularly of the student's progress, their OELPA results, and are informed when the student has met criteria for exiting the LEP/ELL program.

Our School is able to serve gifted students well since the school's model enables self-pacing and hundreds more digital electives than most schools. Strong and gifted students can move faster and be more challenged than in most schools.

The School complies with all requirements of the McKinney-Vento Homeless Assistance Act, including the provision of transportation when necessary, having an appointed liaison, and removing all barriers to enrollment.

6.4a Goals and Performance Indicators

The school will be required to show progress toward meeting the goals established in its Ohio Improvement Process plan.

Schools newly chartered with Charter School Specialists will establish an OIP plan by September 30th.

The OIP will be available and reviewed at a yearly onsite assistance review.

The sponsor will provide accountability standards, which include but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017.

6.5 Assessment Plan

The Assessment Plan should enable the school to make an accurate reference as to what students should know and be able to do. It should align to the desired learning outcomes of the curriculum.


Nationally Normed Assessment

6.5

1) St. Aloysius requires its sponsored schools to identify and utilize at least one nationally normed, [ODE approved standardized testing tool](#). It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? Discuss rationale for assessment selection and the relationship to Student Growth Measures (OTES and OPES). Nationally normed assessment data and a comprehensive written analysis will be due to the sponsor by June 30th of each year.

Nationally Normed Assessments:

Various assessments will be used to measure each student's progress toward the school's scholastic goals and to monitor whether a particular methodology is working.


 **NWEA MAP:** NWEA MAP is a nationally-normed assessment that is aligned to Ohio Learning Standards, and will be given to all students who are in grade three through grade eight to assess reading and mathematics. This assessment will provide teachers with a set of baseline data to inform instruction. The students will be tested twelve weeks later and then again in the spring to provide teachers and parents with a roadmap to instruction that identifies student gaps in learning and need for intervention as well as areas in which students can be accelerated. For each of the students, using a comparison of the fall versus spring results, an in-year growth measure can be determined based on whether he/she met or exceeded his/her statistical expectancy in reading and mathematics. This information will be vital to the school leadership as they develop professional development plans, make programmatic changes, and plan for school growth. The test is aligned to Ohio standards and will be a valuable tool as teachers assist students on their journey to standards attainment and proficiency on state assessments. NWEA assessments will be used in all grades in core content areas 3x per year.

The NWEA assessment will be taken three times a year for students. The results from this exam determine the growth that is taking place in reading and mathematics over the course of the school year. The goal is for 80% of students to reach their annual target, resulting in at least 1.25 years of grade level growth during the current academic school year. Teachers use the assessment data that is aligned to the Ohio Learning Standards to monitor growth, establish flexible grouping, and implement research based interventions. NWEA will assess student growth in reading, mathematics, and science. NWEA results will be tracked as part of the OIP. Quarterly evaluations of NWEA results will be discussed by the CSLT and shared with the Board of Directors. The results along with other data collected through the OIP process will drive instruction and determine if instructional strategies are effective when delivered with fidelity. The CSLT will use the results to determine the professional development needed for our teachers and if the materials we are using are effective.

Ohio's State Assessments

6.5

2) All required state assessments must be included in the school's assessment blueprint and calendar. Confirm use of specific state tests, how the data will be collected and distributed to Board of

		<p>Directors, staff, students, parents, and how the results will impact professional development and Ohio Improvement Process (OIP) goals and strategies. These may include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA, and Kindergarten Readiness Assessment.</p>
<p>Ohio State Assessment:</p> <p>The Academy will participate in all state required assessments for applicable grade levels in assessing core subjects. The individualized and school-wide results will encompass 50% of teachers and principals Student Growth Measures (OTES, OPES).</p> <p><u>Diagnostic Assessments:</u> The primary purpose of Ohio's diagnostic assessments, which are aligned to Ohio's academic standards, is to provide a tool for teachers in checking the progress of students toward meeting grade-level indicators.</p> <p>All of the assessment results will be closely analyzed by the student's teacher to determine where (what academic areas and subsections of those areas) a child is succeeding academically and where that child needs further education or remediation. Furthermore, the test results will be catalogued in a database so that each parent, student and teacher can instantaneously have up-to-date access to all testing results for the student. By providing all stakeholders with this test data, formative assessment will become a natural exercise allowing the entire team to become invested in the process and providing a springboard for instruction. In addition to the analysis of individual student results, the school administration will analyze school-wide trends to identify gaps in overall student learning. The academic program may require adjustments in the area of curriculum or professional development if the data points to these areas. Teachers will be trained to use the data to individualize instruction, set goals and facilitate parent involvement.</p>		
 Local Assessments	<p>6.5</p>	<p>3) Identify any local assessments that will be used. Discuss rationale for test selection, purpose, and the timelines for implementation.</p>
<p>Local Assessments:</p> <p>All curricula being implemented have assessment provisions embedded as part of their programs. These on-going assessments will inform instruction so that teachers are able to assess the extent of student learning and the success of their teaching. Adding yet more information to this base of knowledge about student performance, will be teacher-created short cycle assessments providing formative assessment feedback. All of these assessments will ensure that teachers have the necessary data to determine student growth and plot the course to the mastery of standards.</p> <p>Back on Track Online Academy will implement the Blitz. The Blitz is a short-cycle assessment which pairs specific standards with teacher created short assessments or "scrimmages." The teacher takes the most critical objectives of the standards and creates four multiple choice questions, one extended response and one essay question. The results of the assessments are then placed in a data tracker for analysis. Teachers use this type of assessment for everything in their classrooms. In fact, what curriculum the teacher uses to address and teach the standards does not matter. The teachers use the Blitz - scrimmages to pace their classes and to determine when they should move on to the next standard. This method also dictates student mastery and tells teachers when students need differentiation on the subject. Similarly, students will become better test takers once the teacher models what the grader of the state tests are looking for.</p>		

The Principal, Teachers, and Instructional Coach will create a testing schedule to ensure a positive and productive environment, which meets all policies regarding state and short cycle assessment testing. Students will be taking scrimmages or short cycle assessments on 8/24, 9/7, 9/21, 10/5, 10/19, 11/2, 11/9, 11/16, 11/30, 12/7, 12/14, 1/11, 1/25, 2/1, 2/15, 3/1, 3/8, 3/15, 3/22 and a post-test 3/29 for a total of 20 short cycle assessments coupled with 1 mock assessment each month (8) before official state testing begins.

Each teacher will be assigned a Data Tracker to track each standard. Teachers will create assessments based on the standards they have taught within a two-week time period. Teachers will collect data from 18-24 short cycle assessments which tracks each individual multiple choice, extended response and essay question that is given within the year. Teachers will review the data monthly at professional development meetings with the Head of School, Curriculum Director and the Executive Vice President from ACCEL. Teachers will then review any weak areas with students prior to state testing.

This method will be the main source of data for teachers and administrators. A data wall will be placed outside of each individual classroom where teachers, administrators, students, parents and visitors (authorizers) can see how each individual student is performing, their academic rank and the overall classroom performance index. Students and parents will always be informed of where their performance is for each short cycle assessment. The administrator has a quick glance at who is at a proficient level and who is behind grade level. Administrators can address students who are struggling and have conversations with parents. This also will help in the RTI process.

The data from these short cycle assessments will be used by teachers and administrators to find the gaps in student mastery. Teachers will review the data and find the standards where students struggled during the year. Teachers will create a post test in March to determine what standards the students are still struggling with. Teachers will use these results to create review games that students will compete in that are completely based on their data results. Teachers will use these review games to strengthen the student's skill with those standards before the state test begins. Students who have typically struggled with these standards excel in the competitive environment.

Mock Assessments: Students will take a mock or practice test once a month beginning in August and ending with the post test in March. These tests are always scheduled for the middle of the week in the middle of the month. Although teachers will be learning the test construction parameters used by all testing companies. HHPA staff will be trained by the Chief Academic Officer on how to construct those assessments and they will become better test takers, modelers and graders causing the students to become better test takers. The mock assessment will be a local tool that will track student growth throughout the year as well as student fatigue levels on the test. Each short cycle is designed to take no more than 30 minutes per assessment. Typically schools give chapter or unit tests which take an hour. If schools give 4 tests (1 per subject) every two weeks, that is 4 hours of testing. With the Blitz model, students will only be testing 2 hours every two weeks (4 subjects – 30 minutes per). The mock test is just one day a month to orient students to the testing format, language and length and does not count as a student grade. The mock test is just a monthly checkpoint to monitor student growth.


 Formative Assessments	4) Describe the process for developing formative assessments, sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.
Formative Assessment:	

Formative assessment is essential to our academic model. We believe that assessment should be frequent, authentic, and its results immediately actionable. Several assessment systems will be used to assess students against the relevant state standards. All of these assessments will be in addition to state mandated assessments and the computer adaptive assessment.

When incorporated into classroom practice, the formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding during the learning process. The formative assessment process guides teachers in making decisions about future instruction. While the possibilities are endless, a few examples of formative assessments that will be used in the classroom include:

- Hand Signals: Asking students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process (Thumbs up/down).
- Web or concept maps: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
- Student Conference: One on one conversation with students to check their level of understanding.
- K-W-L & KWL+: Students respond as whole group, small group, or individually to a topic as to “What they already Know, what they want to learn, what they have learned”. PLUS (+) asks students to organize their new learnings using a concept map or graphic organizer that reflects the key information. Then, each student writes a summary paragraph about what they have learned.
- Quick Write: The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.



Teachers will continually review NWEA scores and Blitz data along with common assessment data to monitor student growth and progress. Teachers will conference regularly with their students throughout the school year, in addition to before and after testing periods, to discuss their individual learning targets. Students are empowered to develop a data based action plan leading to mastery. An important element of the assessment plan is the importance of data walls in classrooms. Students will monitor their own achievement and track their growth. Students will be assessment literate so they are able to understand their specific area of need and work with their teacher to close the achievement gap. The learning needs of students who are making exceptional progress beyond grade level expectations will also be addressed through the on-going review of assessment data. Formative assessments will be developed through grade level and cross grade level team meetings as well as professional development days with the Director of Academic. During weekly meetings with the Director of Academics, teachers will share their data from the formative assessments to provide insight into student learning. The Director of Academics and Head of School will conduct daily informal observations to monitor the use of formative assessments in the classroom. Along with other data gathered through the OIP, the CSLT will use formative assessment data to monitor the effectiveness of resources, materials, and determine the need for additional professional development.

 Non-Academic Measures	6.5	5) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness.
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The school will send out parent satisfaction surveys that are scored on a scale of 1-10. The survey seeks to gather parent reactions to the school’s practices, curriculum, and culture. The goal will be to receive an average score of at least 8.5.

8.1 Organization and Staffing

Personnel and understanding of roles and are responsibilities are critical for successful school operation. Please provide strong evidence and specific details to address the items below.

 Organizational Chart	8.1	1) Provide the school's organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).
See Attached		
 Roles and Responsibilities	8.1	2) Describe the roles and responsibilities of the school staff that align to the organizational chart and mission, vision, and philosophy of the school: a) administrative, b) teaching, c) specialized, d) contracted services (i.e., speech and language pathologist, school psychologist, etc.), e) other. Please only include job titles.

School success depends on the presence of exceptional leaders, highly qualified teachers and well-trained instructional coaches. Brief job descriptions are listed below.

Head of School. The Head of School ensures that all students are engaged in a safe learning environment that utilizes effective and approved curricula.

Responsibilities:

- Ensures the established policies and procedures are in place and enforced equitably for all participants of the school including students, staff and leadership
- Provides effective guidance, support, coaching, assistance and supervision to all members of the leadership team.
- Conducts evaluations for staff and leaders and earns and maintains OTES credentials
- Maintains knowledge of all polices, laws and mandates as imposed by the handbooks, State of Ohio and Department of Education and sees they are fully implemented and communicated effectively within the school building.
- Supervises all school personnel directly or indirectly
- Serves as the chief administrator of the school in developing, implementing and communicating policies, projects, programs, curricular and non-curricular activities in a manner that promotes the educational development of each student and the professional development and growth of each staff member.

- Conceptualizes goals and plans accordingly to ensure that procedure and schedules are implemented to carry out the total school program
- Ensures the school program in its entirety is compatible with the legal, financial and organizational structure of the school system.
- Identifies objectives for the instructional and extracurricular programs of the school
- Manages, directs and maintains records of supplies and equipment necessary to carry out the daily school routines
- Organizes, oversees and provides support to various services, supplies, materials, and equipment necessary to carry out the school program
- Assumes responsibility for the health, safety, and welfare of students, employees and visitors.
- Maintains and accounts for all student activity funds and money collected from Students and functions in compliance with the determined CFO policies
- Protects confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- Provides progress reports and report cards to families
- Encourages the staff and leaders to contribute their best efforts to the school's success
- Organizes and oversees staff meetings
- Protects the privacy rights and confidentiality of matters in dealing with students and staff.
- Establishes the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

Director of Academics. The Director of Academics enhances student learning by offering instructional staff mentoring and regular professional development.

Responsibilities:

- Design and facilitate professional development for teaching staff that are purposefully designed to meet the identified needs and concerns of teachers.
- Create and foster positive learning environments for teachers to ACCELeRATE professional growth.
- Advocate for student learning and employ instructional mentoring strategies designed to help teachers enhance student learning.
- Ensure academic programming supports strong improvement in student academic performance
- Ensures that appropriate differentiation is implemented for all learners including those with exceptional needs
- Use data results from all internal and external assessment systems to inform all curricular decisions
- Seek and share curriculum practices from high performing urban schools
- Serve as primary instructional coach for new and existing faculty; providing feedback and support on instructional methods, classroom management, and curriculum and implement coaching plans when necessary to assist staff in areas of weakness or deficiency
- Helps staff resolve problems that impede student participation in appropriate learning activities thorough conference, professional development and coaching.
- Participates in collaborative planning of effective staff development programs that improve teaching outcomes and student learning (e.g., methods, skills, commitment, etc.).
- Helps manage the instructional program. Promotes academic excellence in a nurturing environment
- Conduct frequent classroom observations and provide intentional feedback to push classroom instruction and teacher performance

Teachers. Teachers drive student learning through high quality, well-planned instruction.

Responsibilities:

- Use assessment data to refine curriculum and inform instructional practices.
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions.
- Communicate effectively with students, families, and colleagues.
- Remain highly organized and meet deadlines 100% of the time.
- Create intentional lesson plans that support academic rigor and student engagement.
- Be relentless, serious and focused.

Instructional Aides: Instructional Aides contributes to school culture and climate by supporting classroom activities and promoting positive student behaviors.

Responsibilities:

- Support lessons taught by the Teacher to individual students or groups of students and follows instructional plans as assigned by the Teacher or School Leader
- Helps plan classroom activities as directed by the Teacher and supports the Teacher in all student and parent relations
- Assists with school activities, including, but not limited to, parent-faculty nights, faculty meetings, assemblies, commencement exercises, fundraiser, chaperoning student activities, providing guidance for students, participating on faculty committees, etc.
- Performs clerical duties, including, but not limited to, grading papers and making copies
- Assists the Teacher in the use of classroom technology
- Helps maintain the cleanliness of the classroom, lunchroom and other school areas
- Maintains order during arrival, dismissal, lunch, and field trips

Office Manager: The Office Manager manages all office functions and acts as the first point of contact for students, parents and the general public.


Responsibilities:

- Works with school leadership to meet goals, create a welcoming and team-oriented atmosphere, and build an open and honest culture in line with company values
- Manages school-wide phone, email, and in-person communications
- Supports student enrollment goal and retention processes
- Achieves compliance with all federal, state, local and school student record-keeping requirements
- Performs administrative support functions such as filing, mail processing, and purchasing
- Maintains up-to date transportation and food service logs and coordinates with vendors as needed
- Ensures timely and accurate completion of human resource processes including onboarding, time & attendance, and offboarding

Fiscal Officer:

- Assist in the development, implementation and maintenance of the fiscal policies and procedures for the School and the Governing Authority in accordance with professional accounting standards;
- Maintain financial stability in internal fiscal controls and systems to assure compliance with established standards, policies and procedures;
- Provide recommendations to the School and Governing Authority of alternative fiscal practices or plans which would result in additional revenue, decreased expenditures and financial efficiency;

- Provide technical advice or assistance regarding fiscal matters, policies, procedures and computerized accounting systems;
- Secure a Public Official Bond on behalf of the School and maintain credentials required by the State of Ohio to hold the position of Fiscal Officer;
- Maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP);
- Ensure that all transactions are coded utilizing the State of Ohio Chart of Accounts and maintain ability to file reports on a cash-basis where required;
- Maintain accurate general ledger and all their financial records; Prepare financial and statistical reports as requested by the School Administrator and the Governing Authority;
- Assist in preparation, monitoring, and revision of Annual Budget for the School. Present comparison of actual results to budget at all regular meetings of the Governing Authority;
- Assist in the preparation, revision, and submission of the School's Five-Year Forecast in accordance with Section 5705.391 of the Ohio Revised Code;
- Monitor and comply with all financial requirements imposed on the School through Sponsor Contracts and if applicable, management agreements;
- Communicate with the Ohio Department of Education and the Auditor of the State of Ohio, among other funding agencies, to ensure sufficient funds are available for program operation and to assist in the execution of fund transfers;
- Review and approve financial status reports and funding reimbursement requests; Ensure the reports are reconciled to the general ledger, verify supporting documentation and submit to funding agencies in a timely manner;
- Responsible for working with appropriate School personnel to complete, submit, and Fiscal Approve the "Consolidated" application (Title 1, IDEA and Title IIA) in the Comprehensive Continuous
- Improvement Plan (CCIP). This service would also extend to any other Federal programs that the School participates in through the CCIP.
- Responsible for all financial reporting and cash draw down requests for federal and state allocations made to the School;
- Prepare monthly unaudited financial statements and other financial reports (as requested) for presentation to the School Administrator and Governing Authority at special and regular meetings of the Governing Authority;
- Attend Board meetings (in person or by phone if necessary) to present financial reports to Board of Directors;
- Review and approve bank reconciliations on a monthly basis, verifying balances are reconciled to the general ledger;
- Review Accounts Payable records for accuracy of funding source, general ledger account coding and verify the supporting documents are attached, including those indicating approval;
- On an annual basis, prepare Form 1099-MISC on behalf of the School and distribute to qualifying parties;
- Ensure compliance with purchasing procedures.
- Maintain appropriate depreciation schedules for capitalized assets;
- Coordinate and act as the liaison between the Governing Authority, School, and Auditor of State of Ohio during the annual audit process. Prepare all schedules and compile all information as required for annual and interim audits by the Auditor of the State of Ohio;
- On an annual basis, prepare and file Form 990, "Return of Organization Exempt from Income Tax" on behalf of the School;
- In the event of a School closure, MFS will assist the School in fulfilling its obligations as outlined in the "ODE Closing Assurances and Procedures Document".

 Recruitment and Retention Plan	8.1	3) Describe the plan to recruit and retain highly qualified personnel including how the school will meet the goals identified in Ohio's 2015 Plan for Equity at ODE's website at: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx .
<p>A qualified and committed instructional staff is the cornerstone of exceptional learning outcomes for the students that attend our school. We recognize that a comprehensive talent management strategy for both teachers and our school leadership team is critical to recruiting and retaining top educators. Our plan begins with identifying credentialed individuals who are committed to our school's mission.</p> <p>We will employ a mix of veteran teachers and recent college graduates, allowing us to leverage school experience and the latest in instructional practices. All instructional staff will be offered a variety of mandatory and optional training opportunities to further their instructional effectiveness. Their performance will be assessed throughout the year, with regular feedback and coaching.</p> <p>There are several key areas of focus that we believe are crucial to hiring and retaining top talent.</p> <ul style="list-style-type: none"> o Recruitment <ul style="list-style-type: none"> i. Job Posting ii. Career Fairs and Campus Visits <ul style="list-style-type: none"> • Compensation iii. Signing and Milestone Bonuses iv. Employee Referral Program <ul style="list-style-type: none"> • Retention v. Exit Interview vi. Career Development vii. Education and Training Opportunities viii. Job Mobility <p>Our goal is to find and retain the best instructional staff in order to help our students reach their maximum potential.</p> <p>RECRUITMENT</p>		

Job Posting

Each position will be posted on the following job boards:

-  Top School Jobs – Education Week
-  Indeed
-  K12 Job Spot
-  Ohio Department of Education
-  Ohio Means Jobs
-  Various university career boards
-  Career Board
-  Idealist
-  LinkedIn
-  Simply Post
-  Teachers-Teachers

Career Fairs and Campus Visits

The following campuses will be targeted for campus visits, job fairs, and relationship building with their career offices:

-  Baldwin Wallace University
-  Case Western
-  Cleveland State University
-  John Carroll University
-  Lake Erie College
-  Mount St. Joseph University
-  Notre Dame College of OH
-  University of Akron & Cincinnati
-  Ursuline College
-  Xavier University
-  Columbus State
-  Ohio State University
-  Otterbein University
-  Mount Vernon
-  Ohio Dominican

COMPENSATION

Signing and Milestone Bonuses

In addition to a competitive salary structure, signing bonuses are potentially available for certain circumstances, such as employees relocating and/or employees taking a salary reduction. Employees will be eligible for a milestone bonus once they reach a certain number of years of service with Accel Schools.

Employee Referral Program

Another source of quality applicants can come from an employee referral program. A bonus will be available for current employees who refer qualified candidates that are hired. Referred candidates will still go through our standard hiring process and must remain employed for set amount of time before the bonus will be paid out.

RETENTION

Exit Interviews

One mechanism for decreasing turnover is to better understand, and where possible, act on the reason(s) why staff are leaving our school. Accel Schools has an exit interview process in place to assist with the data collection related to voluntary staff turnover.

Exit interviews will be conducted that allow us to better understand what our schools are doing well and pinpoint areas that need improvement. Open-ended questions coming from an Accel Schools employee outside of the school will allow us to uncover more information.

Some sample questions for the exit interview include:

- 🕒 Why did you begin looking for a new job?
- 🕒 What led you to accept the new position?
- 🕒 How would you describe the culture of your school?
- 🕒 Do you feel like you were provided the tools and resources needed to be successful?
- 🕒 How would you describe the quality of the supervision and support you received within your school?
- 🕒 What could have been done for you to remain employed with us?

🌀 How did this teaching assignment compare with other teaching positions you have held?

Career Development

Providing an opportunity for career development will lower our turnover rate and increase the effectiveness of instructional practices provided by existing employees. Helping our employees develop professionally will allow them to be successful in their roles within the school.

Education and Training Opportunities

Accel Schools will provide professional development for all employees prior to the start of the school year. Topics that are typically addressed include:

- 🌀 Curriculum training
- 🌀 Data driven instruction
- 🌀 Compliance training
- 🌀 Classroom management
- 🌀 Highlight topics of professional development

Professional development will continue during the school year. At least one day per month for continued development among staff along with a \$1,500 annual allowance provided by Insperity for continuing education at an accredited institution.

Job Mobility



Through our management organization, we will provide all employees with additional and diverse employment opportunities within the portfolio of Accel Schools.

Equitable Access to Excellent Educators: HHPA has reviewed the Ohio Local Equitable Access Planning Guide. Local equitable access planning will occur annually to ensure poor and minority students have equitable access to excellent educators. Through this process we will address HQT components 3-5.

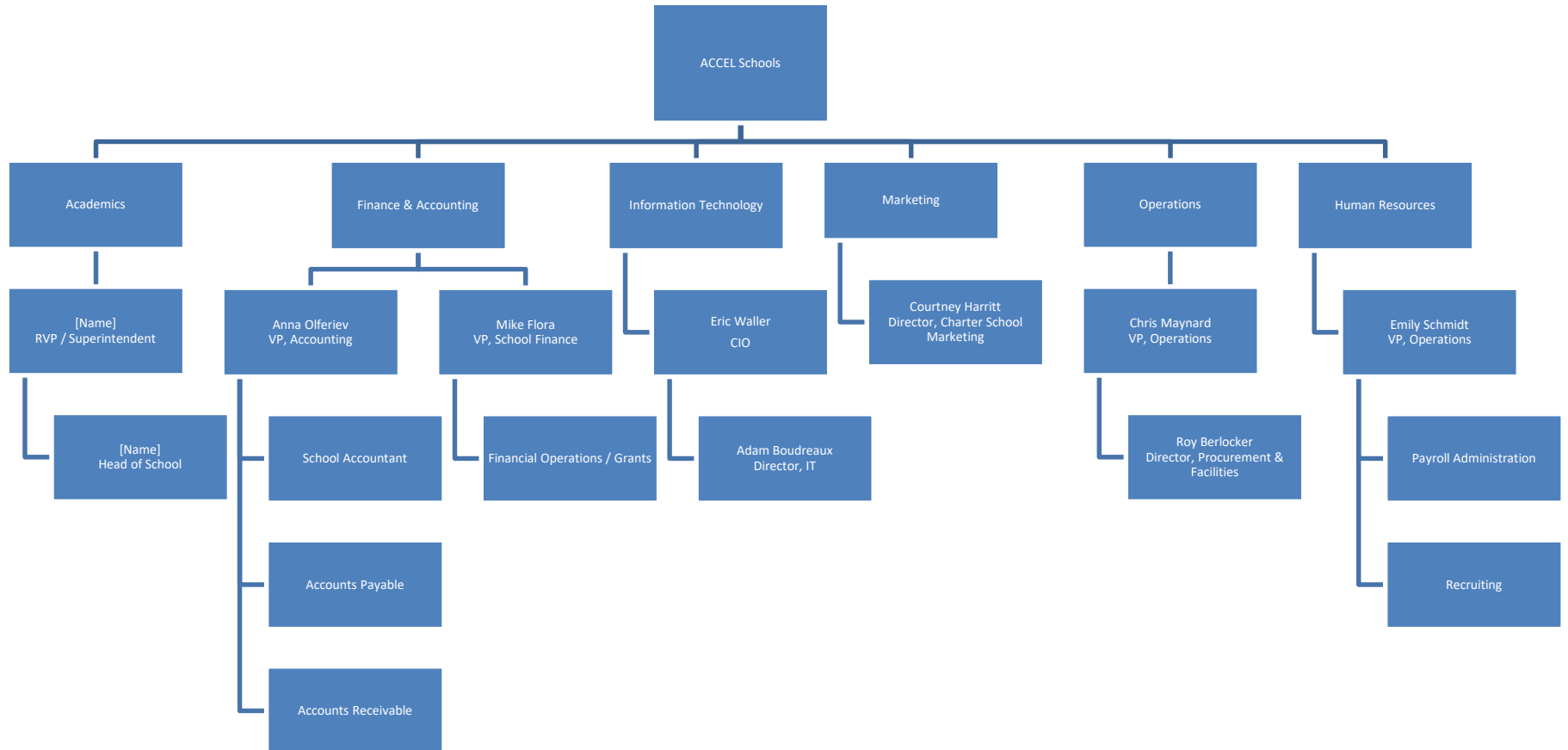
- For HQT Component 3 – we will use data to identify and document the schools equitable access gaps by reviewing the Equitable Access Tool from the latest available year. The team will review the workforce strength index, inexperienced teacher percentage and percentage of teachers teaching out of field.
- For HQT Component 4 – we will conduct a root-cause analysis to identify why there are gaps. A leadership team of at least five members (school leadership, teachers, parents) will meet, maintain an agenda and minutes which will be available in the school office. The group will engage in a root-cause analysis of the most concerning gaps identified in Component 3.
- For HQT Component 5 – We will identify strategies to impact the root-cause and lesson the gap. Based on the findings from the data analysis and root-cause analysis the school will lay out strategies to shrink the gap. The school will monitor progress during quarterly meetings between teachers and principals to review walk-through evaluations of new teachers. The district team will also monitor the Equitable Access Analysis Tool annually for progress.

HQT 3-5 will be part of the Highly Qualified Teacher Plan which is part of the planning tool in CCIP.

<https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx>

 Student/Teacher Ratios	8.1	4) State the student/teacher ratios for the school. <i>Ratios can be no more than 29 students to 1 teacher (29:1).</i>
75 Students : 1 Teacher		
 Staffing Plan for Projected Enrollment	8.1	5) Describe staffing plan based on projected enrollment for the term of the school's charter. Differentiate between certified teaching, para-teaching, and non-licensed staff.
Year 1: 500 students, 10 certified teachers, 1 counselor per 100 students, intervention specialists for special education services based on caseload Year 2: 1000 students, 20 certified teachers, 1 counselor per 100 students, intervention specialists for special education services based on caseload Year 3: 1500 students, 30 certified teachers, 1 counselor per 100 students, intervention specialists for special education services based on caseload		

ACCEL SCHOOLS ORGANIZATION CHART – OHIO CONTACTS



MANAGEMENT AGREEMENT

This Management Agreement (the “*Agreement*”) is entered into as of the [##] day of [month], [201_] (“Effective Date”) by and between Accel Schools [City Name Subsidiary] LLC, a Delaware limited liability company (“*Manager*”), and [School Name] (the “*School*”), a non-profit Ohio corporation and public community school.

RECITALS

Whereas, the School is organized as an Ohio nonprofit corporation under Chapter 1702 of the Ohio Revised Code (as such provision may be amended from time to time) and the School has entered into a School Sponsorship Agreement (the “*Sponsorship Agreement*”) with [Sponsor Name] (the “*Sponsor*”) pursuant to which the School is authorized to operate a public community school under Chapter 3314 of the Ohio Revised Code. The Ohio Revised Code and amendments thereto are hereinafter referred to as the “*Code*”;

Whereas, the Manager was established, among other reasons, to manage public schools, and is expected to provide invaluable assistance and expertise, including regulatory, financial, facilities, and other advice, in connection with the operation of the School; and

Whereas, the School and the Manager (individually, a “*Party*” and collectively, the “*Parties*”) desire to create an enduring educational relationship whereby they will pursue and provide educational excellence at the School based on an agreed upon school design, comprehensive educational program and management principles.

NOW THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby the Parties agree to the following terms:

ARTICLE I. EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.1 Educational Services.

- (a) During the Term (as defined in ARTICLE II below), Manager will provide to the School the following educational services (the “*Educational Services*”):
 - (i) Curriculum. Implementation of the educational goals and programs set forth in the ~~Charter Sponsorship Agreement~~ (the “*Educational Program*”). In the event that Manager determines it is necessary to modify the Educational Program, Manager shall inform the School of the proposed changes and obtain School approval, and if required under the ~~Charter Sponsorship Agreement~~, approval of the Sponsor.
 - (ii) Instruction. Oversight and coordination of the services to be provided by instructional personnel, including the Head of School (“*HOS*”) and the rest of the School's leadership team and its teachers and support staff, all in accordance with ARTICLE VI below.
 - (iii) Instructional Tools. Selection of instructional tools, equipment and supplies, including text books, computers, curriculum, software and multi-media teaching tools.

- (iv) Extra-Curricular and Co-Curricular Programs. Oversight of appropriate extra-curricular and co-curricular activities and programs (but not Supplemental Programs as defined in ARTICLE V below).
- (b) Additional Educational Services. Any other services required by the Sponsor and/or the State of Ohio (the “*State*”) Department of Education (the “*ODOE*”) and such other services as are necessary or expedient for the provision of teaching and learning at the School as agreed to from time to time between Manager and the School. The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, and age and grade range of pupils to be enrolled at the School as adopted by the School and as provided for in the Charter Sponsorship Agreement, as the same may be amended.
- (c) Manager will be responsible and accountable to the School for the provision of the Educational Services, provided, however, that such obligations, duties and responsibilities are limited by the School Budget established pursuant to Section 1.2(a)(vi) below, and Manager will not be required to expend funds on such services in excess of the amounts set forth in such School Budget.

1.2 Administrative Services.

- (a) During the Term, Manager will provide to the School the following administrative services (the “*Administrative Services*”):
 - (i) Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with ARTICLE VI below.
 - (ii) Business Administration. Administration of all business operations of the School subject to the direction of the School.
 - (iii) Payroll. Management of the School's payroll. Manager will be responsible for all data input.
 - (iv) Transportation and Food Services. Coordination with entities with which the School contracts for the provision of transportation and food services for the students enrolled at the School, management and assessment of the services provided under such contracts, and supervision of employees involved with providing such services, all as required by the School.
 - (v) Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both Parties, which approval may not be unreasonably withheld.
 - (vi) Budgeting and Financial Reporting.
 - (A) A proposed annual budget will be prepared by Manager (in cooperation with the School's fiscal officer) in a mutually agreeable format by June 1st of the immediately preceding fiscal year and will be subject to the approval of the School which shall not to be unreasonably withheld or delayed and in all cases shall be provided no later than June 30 of the immediately preceding fiscal year. The approved budget is the “*Budget*”. The fiscal officer shall be responsible for the preparation of other financial statements as required by and in compliance with the Charter Sponsorship Agreement, the Code and other

applicable laws and regulations, including such documentation as may be required by the independent certified public accountants retained by the School to perform annual audits of the School's financial statements. The cost for preparation of the financial statements will be the responsibility of the [School (for new contracts)/Manager (for renewal contracts) CONFIRM WITH SCHOOL FINANCE ON RENEWALS]. The School shall select, with input from Manager upon request, a third party to serve as the designated fiscal officer and may proceed with hiring same. Manager shall pay the fiscal officer fees up to \$20,000 during the initial year of the term and maximum increase of two percent (2%) per year thereafter. Any fees in excess of this amount shall be paid by the School out of its own funds. [← only for FB schools for which we pay the fiscal officer] The cost of the audit will be the responsibility of the School, and will be provided for in the Budget.

- (B) The Manager will provide the School with monthly financial forecast and analysis reports (Forecasted P&L / Cash Balances) and all other support as needed. The Manager will provide the following accounting information and services: accounts payable coding; payroll journal entries; expense accrual journal entries; and support for grant writing / reporting / draw down; assist the fiscal officer with the preparation of monthly financial reporting to the Board; and support for all State reporting requirements. The Manager will prepare a five-year financial plan in conjunction with the fiscal officer.
 - (C) On behalf of the School, the fiscal officer is responsible for preparation of (i) such other reports on the finances and operation of the School as requested or required by the ODOE, the School or the Sponsor to ensure compliance with the terms of the Charter Sponsorship Agreement; (ii) monthly unaudited financial statements; and (iii) year-end unaudited financial statements which will be provided within forty-five (45) days after the end of the fiscal year.
 - (D) The Manager will provide other information on a periodic basis or requested with reasonable notice as may be reasonably necessary to enable the School to monitor Manager's performance under this and related agreements including the effectiveness and efficiency of its operations at the School.
 - (E) On behalf of the School, the fiscal officer will maintain accurate financial records pertaining to its operation of the School, together with all School financial records prepared by the fiscal officer, and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All the School financial records retained by the fiscal officer pertaining to the School will be available to the School, the Sponsor, the Auditor of State, the ODE or the United States Department of Education (the "USDOE") and to all other appropriate regulatory authorities for inspection and copying upon reasonable request, it being understood that in most cases such copies will be made available within thirty (30) business days of request.
- (vii) School's Right to Audit. The School reserves the right to conduct or to appoint others to conduct examinations, at the School's expense, of the books and records maintained for the School.

(viii) Maintenance of Student Records.

- (A) Manager will maintain accurate student records pertaining to the students enrolled at the School as is required and in the manner provided by the Charter Sponsorship Agreement, the Code and applicable laws and regulations, together with all additional School student records prepared by or in the possession of Manager, and retain such records on behalf of the School, until this Agreement expires or is terminated, at which time such records will be delivered to the School which shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such student records are and shall be at all times the property of the School). Manager and the School will maintain the proper confidentiality of such records as required by law and the Charter Sponsorship Agreement.
 - (B) Manager will maintain accurate employment, business and other records pertaining to the operation of the School as is required and in the manner provided by the Charter Sponsorship Agreement, the Code and applicable laws and regulations, together with all additional School employment, business and other records prepared by or in the possession of Manager, and retain such records on behalf of the School until this Agreement expires or is terminated, at which time such records will be delivered to the School which shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such employment, business, and other records are and shall be at all times the property of the School). Manager and the School will maintain the proper confidentiality of such records as required by law and the Charter Sponsorship Agreement.
 - (C) The financial, educational and student records pertaining to the School are the property of the School, and such records are subject to the applicable provisions of State and federal law. Manager shall help ensure that to the extent requested by the School, all School records shall be physically or electronically available, upon request, at the School.
 - (D) Manager shall provide such other information, including a written report, as reasonably requested by the School.
- (ix) Admissions. Implementation of the School's admission policy in accordance with the Charter Sponsorship Agreement, the Code and applicable laws and regulations.
 - (x) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code, the procedures established by the School, and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the School's duties and obligations under the Code and other applicable laws and regulations.
 - (xi) Academic Progress Reports. Provide to the School on a periodic basis as necessary or appropriate for the School to satisfy its obligations under the Charter Sponsorship Agreement, the Code and other applicable laws and regulations, a report detailing (A) the School's students' academic performance, (B) Manager's performance against mutually acceptable criteria of the Educational Services and Administrative Services, and (C) such other reports reasonably requested by the School.

- (xii) Rules and Procedures. Recommend rules, regulations and procedures applicable to the School and its students and will enforce such rules, regulations and procedures adopted by the School that are not in direct conflict with this Agreement, the Charter Sponsorship Agreement, the Code and other applicable laws and regulations.
- (xiii) Student Recruitment. Recruitment of students subject to agreement on general recruitment and admission policies to the extent as budgeted for in the Budget or as otherwise approved by the School. Students shall be selected in compliance with the procedures set forth in the Charter Sponsorship Agreement and State and federal laws.
- (xiv) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the School as agreed to from time to time by Manager and the School.
 - (A) The Administrative Services will be provided in a manner consistent with the Educational Program, the Code, the Charter Sponsorship Agreement, and local, State and federal laws and applicable regulations and policies.
 - (B) Subject to this Agreement, the Charter Sponsorship Agreement, the Code, and other applicable laws and regulations, Manager may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that Manager supplies the School with written notice of such modifications.
 - (C) Manager will be responsible and accountable to the School for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Budget established in Section 1.2(a)(vi) above, and Manager will not be required to expend funds on such services in excess of the amounts set forth in such Budget.

1.3 Place of Performance; Provision of Offices. The School will provide Manager with necessary and reasonable classroom and office space at _____ [address of school] (the “Facility”) to perform all services described in this Agreement. Manager will provide instructional, extra-curricular and co-curricular programs at the Facility. Manager may provide other services elsewhere, unless prohibited by the Charter Sponsorship Agreement, the Code and other applicable laws and regulations.

1.4 Authority. By this Agreement, the School provides Manager such authority and power as is necessary and proper for Manager to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code, and any other applicable laws and regulations.

ARTICLE II. TERM

2.1 Term. The term of this Agreement will commence on July 1, [201x] (the “*Start Date*”) and shall continue thereafter through June 30, [20xx] (the “*Initial Term*”) unless sooner terminated pursuant to ARTICLE VII or mandated by regulation or statute. In the event

the Sponsor and/or the Sponsorship Agreement changes, this Agreement shall automatically survive and be performed in accordance with the new Sponsorship Agreement, these terms and conditions and applicable law, unless this Agreement is otherwise terminated in accordance with ARTICLE VII herein.

- 2.2 Renewal. On the fifth anniversary of the Start Date, and thereafter each five (5) years (the “**Renewal Date**”), this Agreement will automatically extend for successive additional periods of five (5) years or consistent with the length of the renewal term from the Sponsor) (each such period a “**Renewal Term**”), unless (a) either Party provides the other with written notice of non-renewal at least eighteen (18) months before the applicable Renewal Date; or (b) the Agreement is sooner terminated under ARTICLE VII. The Initial Term and any Renewal Terms will be referred to collectively as the “**Term**”.

ARTICLE III. RELATIONSHIP OF THE PARTIES

- 3.1 Status of the Parties. Manager is not a division or any part of the School. The School is a separate and distinct corporation authorized under the Code and is not a division or a part of Manager. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the Parties. Nothing herein will be construed to create a partnership or joint venture by or between the School and Manager or to make one the agent or fiduciary of the other. Neither the School nor Manager will hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the School nor Manager has, and neither will represent that it has, the power to bind or legally obligate the other. No employee of Manager will be considered an employee of the School by either Party for any purpose whatsoever.
- 3.2 Manager Attendance at Board Meetings. Manager shall attend the School’s board of directors’ (the “Board”) meetings as appropriate or necessary. The Board shall not schedule any regular, special or emergency Board meeting without first confirming in writing that Manager has the opportunity to attend a proposed meeting at a specific time, date and location. The Board shall provide Manager with notice of any regular, special or emergency meeting of the Board when it provides members of the Board with notice of the meetings.
- 3.3 No Related Parties or Common Control. Manager will not have any role or relationship with the School that, in effect, substantially limits the School's ability to exercise its rights, including cancellation rights, under this Agreement. Any director, officer or employee of Manager shall be prohibited from serving on the Board. None of the voting power of the Board will be vested in Manager or its directors, members, managers, officers, shareholders and employees, and none of the voting power of the Board or shareholders of Manager will be vested in the School or its directors, members, managers, officers, shareholders (if any) and employees. Furthermore, the School and Manager will not be members of the same

control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986, as amended (or its successor) (the "**Internal Revenue Code**"), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code.

- 3.4 Other Schools. The Parties acknowledge that this arrangement is not exclusive and that Manager will have the right to render similar services to other persons or entities including other public or private schools or institutions.

ARTICLE IV. CONSIDERATION

4.1 Compensation for Services.

- (a) Management Fee. The School will pay Manager an annual fee of (i) [number] percent [(XX.X%)] of the state and local school funds (the "**State Aid**") that the School receives, directly or indirectly, pursuant to the Code, for the particular students enrolled in the School (the "**State Allocation**"), plus (ii) subject to federal law and regulations, an amount equal to [number] percent [(XX.X%)], multiplied by the funds (the "**Federal Funds**") that the School receives, directly or indirectly, from the federal government, exclusive of Free and Reduced Lunch Revenues (the "**Federal Allocation**") (the Federal Allocation together with the State Allocation are the "**Management Fee**"). Neither the State Allocation nor Federal Allocation shall include charitable contributions, transportation funding, facility funding, or proceeds from fundraisers ("**Non-Qualified Gross Revenue**"), which shall be retained entirely by the School. Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or in other agreements between the Parties. If the School has no debt to the Manager and is able to timely pay the Management Fee, the School may, at its sole discretion, agree to pay to the Manager an incentive as a result of the School meeting the Incentive Goals identified in Appendix A attached hereto and in the Charter Sponsorship Agreement.
- (b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. Manager's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the School.
- (c) Annual Reconciliation. The Management Fee shall be subject to annual reconciliation based upon actual enrollment and actual revenue received (including the final month of the Term, even though the payment may be made beyond expiration or termination of the Term).

- 4.2 Payment of Costs. In addition to the Management Fee described in Section 4.1 above, the School will reimburse Manager for all costs incurred and paid by Manager in providing the Educational Services and Administrative Services, provided such costs are within the limits of the Budget. Such costs may include, but are not limited to, mortgage, rent and/or lease payments (including costs pursuant to any equipment lease or Facility lease that the Parties may enter into), Facility maintenance and utility costs, salaries of Manager's employees or subcontractors assigned to the staff of the School, costs related to curriculum, instructional materials, textbooks, library books, computers, software,

supplies, food service, transportation, special education, psychological services and medical services. Except as may be provided in any equipment lease or Facility lease, in charging for such costs to the School and paying for such costs, Manager will not charge an added fee unless such fee is approved in advance by the School.

4.3 Time and Priority of Payments.

- (a) Manager will receive its Management Fee in the same number of installments and in the same proportion that the School receives its revenues. Each installment of the Management Fee will be due and payable by the School upon receipt of invoice.
- (b) Manager will notify the School of any payments due and owing to Manager pursuant to Section 4.2 above as soon as possible after the end of each month and the School will make such payments to Manager upon receipt of invoice.
- (c) The School will satisfy its payment obligations under this Article to Manager in the following order of priority: (i) payments due and owing under Section 4.2 above for salaries and benefits of Manager employees or subcontractors assigned to the staff of the School; (ii) all other payments due and owing under Section 4.2 above, with the oldest amounts due first; and (iii) payments due and owing pursuant to Section 4.1 above with the oldest amounts due first.

4.4 Interest Rate and Fee Carryovers.

- (a) Unless otherwise agreed by the Parties, unpaid Management Fees and loans to the School, if any, to pay expenses will accrue interest at the one-month London Interbank Offer Rate (“**LIBOR**”), plus four percent (4%) for the time overdue.
- (b) There will be no limits to what indebtedness or fees owed to Manager may be carried over from year to year unless expressly provided otherwise in this Agreement.

**ARTICLE V.
SUPPLEMENTAL PROGRAMS**

5.1 Supplemental Programs. In addition to the Educational Services and Administrative Services provided by Manager to the School, Manager may, subject to School approval (which approval shall not be unreasonably withheld), provide additional services, which may benefit the School by increasing its exposure in the community, including, but not limited to, pre-kindergarten, summer school, academic camps, before and after school programs, vocational training, and latch-key programs to students and non-students of the School (the "**Supplemental Programs**"), provided that nothing herein shall require Manager to provide any such Supplemental Programs. Manager may retain the full amount of any and all revenues collected from or for such Supplemental Programs, and Manager will be responsible for the full cost of providing such Supplemental Programs. The School will permit Manager to operate such Supplemental Programs at the Facility without charge to Manager; provided, however, that Manager shall provide to the School a fee equal to [number – same as management fee] percent (XX.X%) of the profits (if any) derived by Manager from such Supplemental Programs.

5.2 Manager shall prepare detailed statements on a monthly basis of all revenues received, from whatever source, with respect to the Supplemental Programs, and detailed statements

of all expenses, including an accounting of all expenditures for services rendered, whether incurred on-site or off-site.

- 5.3 Subject to and in accordance with provisions in Article IX below, Manager will indemnify, defend and save and hold the School and all of its Representatives (as defined below) harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney's fees and costs) that directly arise out of any Supplemental Program. In addition, Manager will reimburse the School for any and all reasonable legal expenses and costs associated with the defense of any such claim, demand or suit. This indemnification provision shall survive the termination or expiration of the Agreement.

ARTICLE VI. PERSONNEL AND TRAINING

6.1 Personnel Responsibility.

- (a) Subject to Sections 1.1 and 1.2 above, the Charter Sponsorship Agreement, the Code and other applicable laws and regulations, Manager will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.
- (b) Except as specified in this Agreement or as required by the Code or the Charter Sponsorship Agreement, the HOS, teachers and support staff recommended by Manager pursuant to this Agreement will be employees or subcontractors of Manager. Manager will be responsible for conducting reference checks, employment checks, criminal background checks and unprofessional conduct checks on its employees and subcontractors to the extent required under the Code and other applicable laws and regulations as if the employees and subcontractors were employed by an School. Upon request, Manager will provide the School with documentary evidence of such background checks. Manager will share on a confidential basis with the School its performance reviews and assessment of the HOS.

- 6.2 Head of School. The HOS will be an employee of Manager and Manager will determine the employment terms of the HOS. Manager will have the authority, consistent with the Code and other applicable laws and regulations, to select, supervise and terminate the HOS and to hold him or her accountable for the success of the School.

- 6.3 Teachers. Manager will provide to the School such teachers as are required to provide the Educational Services, Administrative Services and Supplementary Programs (if any). Manager, in consultation with the HOS, will determine the number and assignments of such teachers. Such teachers may work at the School on a full or part time basis. Each teacher assigned to the School will be qualified in his or her grade levels and subjects, and, to the extent required under the Code and other applicable laws and regulations, hold a valid teaching certificate issued by the ODOE. Further, to the extent required under the Code and other applicable laws and regulations, such teachers shall have undergone a criminal background check and unprofessional conduct check as if such teachers were employees of the School. Upon request, Manager shall provide the School with

documentary evidence of its compliance with this Section 6.3. Manager shall keep the School informed of all teaching staff related actions and decisions on a regular basis.

- 6.4 Support Staff. Manager will provide the School with such support staff as are required to provide the Educational Services, Administrative Services and Supplementary Programs (if any). Such support staff may include, among others, teachers' aides, clerical staff, and administrative assistants to the HOS, bookkeepers and maintenance personnel. Such support staff may work at the School on a full or part time basis.
- 6.5 Training. Manager will provide training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis. Such training will enable the School's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as Manager determines to be reasonable and necessary under the circumstances.
- 6.6 Non-Solicitation/Non-Hiring.
- (a) During the Term and one (1) year thereafter, each Party may not directly or indirectly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any current or former consultant or employee of the other Party or its Affiliates if that consultant or employee or former consultant or employee had been assigned to or worked under this Agreement. "Affiliate" means any entity that, directly or indirectly through one or more intermediaries, controls, is controlled by, or is under common control with, the Manager whether through ownership of voting securities, by contract interest or otherwise.
 - (b) Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that employee's compensation during their first year with the new employer, or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction. The one (1) year period of time in this Section will be extended by the amount of time that a Party engages in any activity in violation of this Agreement and while the aggrieved Party seeks enforcement of this Agreement. The School acknowledges and agrees that no advances or past uncollected fees shall be issued by Manager to cover any penalty, damages or other relief owed by the School upon a violation of this provision.
 - (c) Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee of the other Party or Affiliate. However, such Party shall continue to be precluded from engaging or otherwise using a Party's and Affiliates' employee, former employee or consultant provided for in this Section 6.6.

ARTICLE VII. TERMINATION OF AGREEMENT

7.1 Termination By Manager.

- (a) Manager may terminate this Agreement effective ~~immediately at the end of the then-current school year~~ if the School fails to make any payment of money due to the Manager within ~~five (5) business~~thirty (30) days of written notice from Manager to School that such payment is overdue, excluding overdue payments resulting from a payment dispute or delay between the School and any funding entity.
- (b) Manager may terminate this Agreement in the event that the School is in material default under any other condition, term or provisions of this Agreement (except late payment which is addressed above) or the Sponsorship Agreement, and the default remains uncured for thirty (30) days after the School receives written notice from the Manager or Sponsor, as applicable, of the default. However, if the default cannot be reasonably cured within thirty (30) days, and the School promptly undertakes or continues efforts to cure the material default within a reasonable time, the failure shall not be grounds for termination. Notwithstanding the foregoing, if the School's ~~failure to cure the default~~ creates an imminent danger to the life of students, parents or others, the ~~failure default~~ must be cured immediately upon notice from the ~~School-Manager~~, and Manager may terminate the Agreement effective immediately if not so cured.
- (c) Manager may terminate this Agreement if there is any adverse and material change in local, State or federal funding for the School's students; provided that any notice of termination delivered to the School based upon an adverse and material change in funding shall be effective when the funding change goes into effect or such later date as designated by the Manager.
- (d) Manager may terminate this Agreement effective immediately upon written notice to the School in the event that the School adopts or amends a policy, and the effect of such amendment or policy would reasonably be determined by Manager to increase materially the financial risk to Manager arising from its performance of its obligations hereunder, thus rendering Manager's performance economically unviable. In the event the School adopts such an adverse policy in the middle of the school year, Manager agrees to use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder.
- ~~(e)~~ Manager may terminate this Agreement effective immediately upon written notice to the School in the event that the School undergoes adverse change that makes the School financially unviable.
- ~~(f)(e)~~ ~~This Agreement shall automatically terminate in the event of any termination of the School's Charter and such termination shall be effective as of the effective date of such Charter termination. Termination by School will not relieve the School of any obligations for payments outstanding to Manager as of the date of termination or liability for financial damages suffered by Manager as a consequence of the School's breach (or of Manager's termination as a result thereof) of this Agreement.~~

7.2 Termination By the School. The School may terminate this Agreement in the event that Manager fails to remedy a material breach of this Agreement within ninety (90) days after written notice from the School. Termination by the School will not relieve the School of any obligations for payments outstanding to Manager as of the date of the termination, nor will it relieve Manager for liability for financial damages suffered by the School as a

consequence of Manager's breach (or of the School's termination as a result thereof) of this Agreement.

- 7.3 Termination of the ~~Charter Sponsorship Agreement~~. This Agreement will terminate upon the School's ceasing to be a party to a valid and binding ~~charter sponsorship agreement~~, provided, however, that this Agreement will continue to remain in effect until the date of termination or expiration of a Term (as applicable) if (i) the School has entered into a subsequent ~~charter sponsorship agreement~~, and (ii) this Agreement has not been terminated pursuant to this ARTICLE VII. Termination pursuant to this paragraph will not relieve the School of any obligations for payments outstanding to Manager as of the date of termination.
- 7.4 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion could reasonably be expected to have an adverse effect on the ability of either Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party, may request renegotiation of this Agreement. That notice may be given at any time following enactment of such change in applicable law, whether or not such change is effective on the date of such enactment or is effective at a later date. Renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within one hundred twenty (120) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the academic year in which such notice was given unless earlier termination is necessary to protect the health, welfare, or safety of students. Manager may terminate this Agreement effective immediately upon written notice to School in the event Manager undergoes or is required to undergo a change that makes Manager, as determined in its sole judgment, financially unviable.
- 7.5 Real and Personal Property. Upon termination or expiration of this Agreement by either Party for any reason, all real and personal property leased by Manager to the School will remain the real and personal property and leases of Manager, and all other personal property purchased by Manager with the funds provided to Manager by the School pursuant to Section 4.2 above will be the personal property of the School. Notwithstanding the above, if any lease shall contain a buy-out or purchase option, the School shall have the right to exercise such option and purchase such equipment.
- ~~7.6 Advances/Out of Pocket Expenses. Prior to (and in the case of the School as a condition of precedent to School terminating) the termination or expiration of this Agreement for any reason, the School shall (i) reimburse Manager for all expenses owed pursuant to Section 4.2 above, and (ii) repay all advances or loans from Manager as required in the Agreement.~~
- 7.67 Return of Materials and Records. On the later of (a) five (5) business days after any termination or expiration of this Agreement by either Party for any reason, and (b) the effective date of termination as established in this Article VII, the School shall (i) assemble in a safe place all operational, systems and other administrative manuals and material, and copies thereof, and (ii) the President of the School shall certify to Manager in writing that the School has ceased use of any proprietary materials relating to the Educational Program

and has deleted the materials from all databases and storage media maintained by the School. At Manager's direction, the School will promptly permit representatives of Manager or its Affiliate to pick up all such materials at the School. Manager shall return to the School all student educational records and all School-titled equipment and material (if any). Notwithstanding the foregoing, in the event that the School closes for any reason, the Manager shall comply with Section 3314.44 of the Ohio Revised Code and instead transmit the educational records of each student to said student's school district of residence.

ARTICLE VIII. PROPRIETARY INFORMATION, OWNERSHIP AND LICENSE

- 8.1 Proprietary Information and Ownership. The School acknowledges that Manager owns the intellectual property rights and interests in the curriculum, learning systems, assessment systems and pedantic methods licensed to or utilized by the School during the Term of this Agreement (“**Protected Materials**”) and to the name “ACCEL™” (such name being a trademark of Manager). The School acknowledges and agrees that it has no intellectual or property interest or claims in the Protected Materials, or such name and has no right to use the Protected Materials or such name, unless expressly agreed to in writing by Manager. In accordance with all laws and regulations, Manager shall have the right to install signs on the School facilities, including under the name of the School, describing the services provided by Manager or its assignees, including "Managed by ACCEL Schools" or "Educational Services Provided by ACCEL Schools." Upon any expiration or termination of this Agreement, those signs shall be promptly removed.
- 8.2 License. The Manager developed and owns proprietary rights to the Protected Materials and the [school name] name (the "Name"). The Manager hereby grants the School a limited revocable license to use the Protected Materials and the Name in connection with the School during the Term. When this Agreement is terminated or expires, the license granted herein shall automatically terminate and the School shall: (a) immediately cease using the Protected Materials and Name; (b) if the School chooses to continue doing business and/or will not dissolve within six (6) months of the termination or expiration of this Agreement, change its corporate name to some name other than the Name, which new name shall not consist in any variation or manner of the word or words [school name], used alone or in any combination; and (c) notify the Sponsor, the ODOE and any other oversight entity including, but not limited to, the Ohio Secretary of State, of the name change. The School may not use the Protected Materials for any purpose other than strictly within the scope of the license granted in this Agreement without the prior written consent of the Manager.

ARTICLE IX. INDEMNIFICATION AND LIMITATIONS OF LIABILITIES

- 9.1 Indemnification of Manager. To the extent permitted by Ohio law, the School will indemnify, defend and save and hold Manager and its Affiliates and all of their respective employees, officers, directors, subcontractors and agents (collectively, “**Representatives**”)

harmless against any and all penalties, claims, demands, suits or other forms of liability (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any wrongdoing, misconduct or negligence by the School or its Representatives; noncompliance by any of them with any agreements, covenants, or undertakings of the School contained in or made pursuant to this Agreement; any misrepresentations of the School contained in or made pursuant to this Agreement; any action or omission by the School or its Representatives that results in injury, death or loss to person or property; and any violation by them of violation of State or federal law. In addition, the School will reimburse Manager, its Affiliates and their Representatives for any and all reasonable legal expenses and costs associated with the defense of any such penalty, claim, demand or suit. Further, the Parties acknowledge and agree that Manager and its Affiliates shall have no liability or responsibility for activities of the School that occurred prior to the Start Date, including, but not limited to, management of the School by any third parties. The indemnification requirements of this Section 9.1 may be met by the purchase of insurance pursuant to ARTICLE X below. This indemnification obligation shall survive the termination or expiration of this Agreement.

- 9.2 Indemnification of the School. Manager will indemnify, defend and save and hold the School and its Representatives harmless against any and all penalties, claims, demands, suits or other forms of liability (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any wrongdoing, misconduct, or negligence of Manager, its agents, employees or assigns or noncompliance by Manager with any agreements, covenants, or undertakings of Manager contained in or made pursuant to this Agreement, and any misrepresentation of the Manager contained in or made pursuant to this Agreement. In addition, Manager will reimburse the School for any and all reasonable legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 9.2 may be met by the purchase of insurance pursuant to ARTICLE X below. This indemnification obligation shall survive the termination or expiration of this Agreement.
- 9.3 Defense. A Party seeking indemnification under this ARTICLE IX (the "**Indemnatee**") shall give notice to the indemnifying Party (the "**Indemnitor**") of a claim or other circumstances likely to give rise to a request for indemnification, promptly after the Indemnatee becomes aware of the same. The Indemnitor, with Indemnatee consent, which shall not be unreasonably withheld, conditioned or delayed, shall be afforded the opportunity to undertake the defense of and to settle by compromise or otherwise any claim for which indemnification is available under this ARTICLE IX. The Indemnitor's selection of legal counsel is subject to the Indemnatee's approval (which approval shall not be unreasonably withheld). If an Indemnitor so assumes the defense of any claim, the Indemnatee may participate in such defense with legal counsel of the Indemnatee's selection and at the expense of the Indemnitor. Indemnitor may not settle any claim against Indemnitor or otherwise consent to any final order or judgement regarding same if such settlement, final order or judgement includes an admission of wrongdoing in Indemnitor's or ~~its~~ a ~~A~~ffiliate's name unless Indemnitor or ~~its~~ a ~~A~~ffiliate, as applicable, consents in writing. If the Indemnitor, upon the expiration of the fifteen (15) days after receipt of notice of a claim by the Indemnitor under this

ARTICLE IX, has not assumed the expense of the defense thereof, the Indemnitee may thereupon undertake the defense thereof on behalf of, and at the risk and expense of, the Indemnitor, with all reasonable costs and expenses of such defense to be paid by the Indemnitor.

9.4 Limitations of Liabilities.

- (a) Immunities and Statutory Limitations. The School will assert all immunities and statutory limitations of liability in connection with any third party claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of Manager. Notwithstanding this ARTICLE IX, to the fullest extent permitted by law, the School will waive the defense of governmental immunity in any dispute between the Parties.
- (b) MAXIMUM OBLIGATIONS. EXCEPT AS TO THE PARTIES' INDEMNIFICATION OBLIGATIONS, TO THE EXTENT PERMITTED BY LAW EACH PARTY'S MAXIMUM LIABILITY AND OBLIGATION TO THE OTHER PARTY AND THE EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE DATE A CLAIM IS MADE.
- (c) ECONOMIC DAMAGES. EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, OR LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.
- (d) REASONABLENESS. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND MANAGER'S OR ITS AFFILIATES' REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST MANAGER HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER MANAGER IN BREACH OF THIS AGREEMENT.

- 9.5 Right of Set-Off. Either Party may, but shall not be obligated to, set off against any and all payments due the other Party under this Agreement, any amount to which the Party is entitled to be indemnified hereunder provided that there has been a final judicial determination thereof.

**ARTICLE X.
INSURANCE**

- 10.1 Insurance Coverage. The School will maintain the types of and limits on insurance policies as follows unless different types and/or higher requirements are set forth in the Sponsorship Agreement: commercial general liability in amounts no less than \$1 million per occurrence and \$2 million in the aggregate; excess or umbrella extending coverage as broad as primary commercial general liability coverage in an amount no less than \$3 million; automobile in the amount of \$1 million; directors and officers/school leaders, employment practices liability and errors and omission, in amounts no less than \$1 million per occurrence and \$1 million in the aggregate; and employers liability in an amount no less than \$1 million. The insurance coverage shall be not only for the School, its directors, officers and employees , but also such policies shall name Manager, its Affiliates and their respective Representatives as additional insureds under such policies. School shall provide Manager with a certificate of insurance evidencing such coverage upon reasonable request. All insurance policies shall (a) be issued by companies ~~of~~ in good standing and authorized to do business in the State and having an AM Best rating of A or better, ~~shall be~~(b) written in standard form, and ~~shall~~(c) provide that the policies may not be canceled except after thirty (30) days' written notice to the Manager and Sponsor. Upon Manager's request, the School shall deliver to the Manager a copy of such policies. The School will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.
- 10.2 Workers' Compensation Insurance. Each Party will maintain workers' compensation insurance as required by law, covering its respective employees.
- 10.3 Cooperation. Each Party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this ARTICLE X. Each Party will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

ARTICLE XI. REPRESENTATIONS AND WARRANTIES

- 11.1 Representations and Warranties of Manager. Manager hereby represents and warrants to the School:
- (a) Manager is a duly formed limited liability company in good standing and is authorized to conduct business in the State.
 - (b) To the best of its knowledge, Manager has the authority under the Code and other applicable laws and regulations to execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement.
 - (c) Manager's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.
 - (d) The services to be performed under this Agreement will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards. THE FOREGOING WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT

LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. MANAGER AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE GRADES OR TEST RESULTS TO BE OBTAINED BY THE STUDENTS. WITHOUT LIMITING THE FOREGOING, MANAGER AND ITS AFFILIATES MAKE NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESIBILITY OF ANY WEBSITE, SYSTEM OR PROGRAM, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS, REGARDLESS OF THE REASON.

- 11.2 Representations and Warranties of the School. The School hereby represents and warrants to Manager:
- (a) The Charter Sponsorship Agreement (i) authorizes the School to operate and receive the State, federal and local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the School with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.
 - (b) The School has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.
 - (c) The School's actions have been duly and validly authorized, and the School will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the School and the School has sufficient funds in the approved Budget to pay for such expenditures.
 - (d) The School is not in breach of the terms of the Charter Sponsorship Agreement.
 - (e) The School has no intellectual or property rights or claims in the curriculum or other educational materials provided by Manager or in the name "ACCEL™" and will make no such claims in the future.
 - (f) The School shall not after the Effective Date incur any indebtedness outside the ordinary course of business or enter into any factoring or other debt arrangements without the prior written consent of the Manager, which consent shall not be unreasonably withheld, conditioned or delayed.
- 11.3 Mutual Warranties. Each Party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XII. CONFIDENTIALITY AND NON-DISCLOSURE

- 12.1 Confidential Information. Without the prior written consent of the other Party, neither Party will at any time: (a) use for its own benefit or purposes or for the benefit or

purposes of any other person, corporation or business organization, entity or enterprise; or (b) disclose in any manner to any person, corporation or business organization, entity or enterprise any trade secret, proprietary information, data, know-how or knowledge (including but not limited to curricula information, financial information, marketing information, cost information, vendor information, research, marketing plans, educational concepts and employee information), whether transferred in written or other tangible information, or transferred orally, visually, electronically or by any other means, belonging to, or relating to the affairs of a Party or any of its Affiliates (the "Disclosing Party") or received through association with the Disclosing Party (collectively, "Confidential Information"), whether the Confidential Information was received by the Receiving Party before or after the commencement of this Agreement. Confidential Information does not include information a Party receives (the "Receiving Party") and can show that it: (i) was known to the Receiving Party prior to its association with the Disclosing Party; (ii) had become available to the public other than by a breach of this Agreement by the Receiving Party; or (iii) was disclosed to the Receiving Party by a third person or entity that was not prohibited by a contractual, fiduciary or other legal obligation to the Disclosing Party from disclosing the Confidential Information.

- 12.2 Care and Authorized Use. Receiving Party will use at least the same degree of care to prevent unauthorized use and disclosure of Confidential Information as that Party uses with respect to its own confidential information (but in no event less than a reasonable degree of care); use Confidential Information only in performance of its obligations under this Agreement; and not disclose or grant access to such Confidential Information to any third party except on a need-to-know basis and based on a confidentiality agreement with terms at least as strict as those contained in this Agreement. This Agreement does not prohibit the Receiving Party from disclosing Confidential Information it is legally compelled to disclose by oral questions, interrogatories, requests for information or documents, subpoenas, investigative demands, judicial orders or similar process. However, if the Receiving Party is legally compelled to disclose any Confidential Information, the Receiving Party covenants to use its best efforts to provide the Disclosing Party with prompt written notice (not more than forty-eight (48) hours after learning it will be compelled to disclose) so that the Disclosing Party may seek a protective order or other appropriate remedy and/or waive compliance with the provisions of this Agreement. In the event that a protective order or other remedy is not obtained, or that the Disclosing Party waives compliance with the provisions of this Agreement, the Receiving Party covenants to furnish only that portion of the Confidential Information that the Receiving Party is legally required to disclose, and to exercise its best efforts to obtain reliable assurance that the Confidential Information will be treated confidentially.
- 12.3 Disclosure to Departments of Education. Notwithstanding the forgoing, either Party may disclose this Agreement to the United States Department of Education ("USDOE") or ODOE provided, however, that as a condition to such disclosure, the Party shall provide reasonable advance notice to the other Party, and use its commercially reasonable best

efforts to obtain a written non-disclosure agreement with the USDOE and ODE to treat the Agreement in accordance with the terms of this Article 12.

12.4 Survival. This Article 12 shall survive any expiration or termination of this Agreement.

ARTICLE XIII MISCELLANEOUS

13.1 Integration, Sole Agreement, and Third Party Beneficiaries. This Agreement (together with any exhibits, schedules or documents referred to herein) is the entire agreement between the Parties, sets forth all of the promises, covenants, agreements, conditions and undertakings of the Parties with respect to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings, negotiations, inducements or conditions, express or implied, oral or written, if any, between the Parties with respect to the subject matter hereof. Except as limited by Section 13.7 below, this Agreement shall be binding upon and is for the exclusive benefit of the Parties, and their respective affiliates, successors and permitted assigns, and not for the benefit of any third party, nor shall it be deemed to confer or have conferred any rights, express or implied, upon any other third party including a relationship in the nature of a third party beneficiary or fiduciary.

13.2 Force Majeure. In the event that either Party is delayed, hindered, or prevented from performing any act required under this Agreement by reason of fire or other casualty, acts of God, strike, lockout, labor dispute, inability to procure services or materials, failure of power, riots, terrorism, insurrection, war or other reason of like nature not the fault of the delayed Party, its performance shall be excused for the period of the delay and the time for performance shall be extended for a period equivalent to the period of the delay. This Section shall not excuse School from prompt payment of any amounts required by the terms of this Agreement. As soon as practicable, the Party experiencing a force majeure event shall: (a) notify the other Party about the event, and (b) resume performance of its obligations under this Agreement upon conclusion of the event.

13.3 Governing Law, Jurisdiction and Waiver of Jury Trial. The laws of the state of Ohio will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the Parties arising out of or relating to this Agreement. Jurisdiction and venue are proper in the county in which the School is located. The Parties each waive any right to trial by jury in any litigation involving this Agreement, including breach, interpretation or performance thereof.

13.4 Construction. The Parties acknowledge and agree that this Agreement is the result of extensive negotiations between the Parties and their respective counsel, and that this Agreement shall not be construed against either Party by virtue of its role or its counsel's role in the drafting hereof. Paragraph captions or headings of various articles, sections and other subdivisions are used herein for convenience of reference only and are not intended to be used, nor shall they be used, in interpreting this instrument or modifying, defining or limiting any of the terms or provisions hereof.

13.5 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument. Each Party may rely on facsimile signature pages as if such facsimile pages were originals.

13.6 Notices. Either Party may change the address to which notice to it, or copies thereof, shall be addressed by giving notice thereof to the other Party hereto in conformity with the following. All notices and other communications permitted or required by the terms of this Agreement shall be in writing and sent to the Parties hereto at the addresses set forth below. Notice shall be deemed given: (a) upon receipt if sent by certified or registered mails, postage prepaid, return receipt requested, (b) on the day it is sent if by facsimile (with confirmation of transmission by sender's facsimile machine) and a copy simultaneously sent by nationally recognized overnight courier on a business day during normal business hours, or the next business day thereafter if sent on a non-business day or after normal business hours, (c) upon delivery if sent by personal delivery (with written confirmation of delivery), or (d) upon delivery if by sent by nationally recognized overnight carrier (with written confirmation of delivery). The addresses of the Parties are:

To:

[school name]

Attn: Board President

[address]

Facsimile:

With a copy to:

[School counsel]

Facsimile:

To:

Accel Schools Ohio LLC

Attn: Chief Operating Officer

1650 Tysons Boulevard, Suite 600

McLean, VA 22102

Facsimile: 703-991-8930

With a copy to:

Pansophic Learning US LLC

Attn: General Counsel

1650 Tysons Boulevard, Suite 600

McLean, VA 22102

Facsimile: 703-991-8930

13.7 Assignment. Neither Party may assign this Agreement without the prior written consent of the other Party (which consent shall not be unreasonably withheld). Notwithstanding the foregoing, Manager may, without prior written consent from or notice to the School, assign this Agreement to its Affiliates or in connection with a merger, acquisition, asset sale or corporate reorganization and may without the consent of the School, delegate the performance of but not responsibility for any duties and obligations of Manager hereunder

to any affiliate, independent contractors, experts or professional advisors.

- 13.8 Amendment and Cummulative Effect. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the School and signed by both the Board President or other authorized officer of the School and an authorized officer of Manager. The rights and remedies of the Parties hereto are cumulative and not exclusive of the rights and remedies that they otherwise might have now or hereafter, at law, in equity, by statute or otherwise.
- 13.9 Waiver and Delay. Except to the extent that a Party hereto may have otherwise agreed in writing, no waiver by that Party of any condition of this Agreement or breach by the other Party of any condition of this Agreement or breach by the other Party of any of its obligations or representations hereunder or thereunder shall be deemed to be a waiver of any other condition or subsequent or prior breach of the same or any other obligation or representation by the other Party, nor shall any forbearance by a Party to seek a remedy for any noncompliance or breach by the other Party be deemed to be a waiver by the first Party of its rights and remedies with respect to such noncompliance or breach.
- 13.10 Severability. If any term, condition or provision of this Agreement is invalid, illegal or incapable of being enforced by any rule of law or public policy, all other terms, conditions and provisions of this Agreement shall nevertheless remain in full force and effect so long as the economic or legal substance of the transactions contemplated hereby is not affected in any manner adverse to either Party. Upon such determination that any term, condition or provision is invalid, illegal or incapable of being enforced, the Parties shall negotiate in good faith to modify this Agreement so as to effect the original intent of the Parties as closely as possible in an acceptable manner to the extent that the transactions contemplated hereby are fulfilled to the extent possible.
- 13.11 Assertion of Claims. No Party shall bring any claim relating to this Agreement beyond one year after the date on which the Party became aware, or should reasonably have become aware, of the facts giving rise to any alleged liability of the other Party and, in any event, no later than two (2) years after (a) the last day of the Term, or (b) the earlier termination of this Agreement for any reason. The provisions of the preceding sentence shall not apply to claims for payment of amounts due under the “Fees” Section of this Agreement or loans.
- 13.12 Injunctive Relief and Dispute Resolution.
- (a) Injunctive Relief. The School acknowledges that the covenants set forth in Sections “Non-Solicitation/Non-Hiring”, “Proprietary Information and Ownership”, “License”, and “Confidentiality and Non-Disclosure” above are reasonable in scope and content and necessary to protect the Manager and its business interests. The School understands and agrees that the breach or threatened breach of Sections “Non-Solicitation/Non-Hiring”, “Proprietary Information and Ownership”, “License”, and “Confidentiality and Non-Disclosure” of this Agreement would give rise to Manager the aggrieved Party suffering irreparable harm which harm would be inadequately compensable in money damages. Accordingly, in addition to any other remedies available

to it, the Manager-aggrieved Party shall be entitled to a restraining order and/or an injunction prohibiting the breach or threatened breach of any provision, requirement or covenant of this Agreement, without the requirement of posting a bond, in addition to and not in limitation of any other legal remedies which may be available.

- (b) Dispute Resolution Procedure. The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement amicably in the ordinary course of business. If a dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the Board's president and Manager's Chief Operating Officer or equivalent who shall have ten (10) business days to seek resolution of the matter. The dispute resolution procedures described herein will be deemed complete upon the earlier to occur of the following:
- (i) the Parties mutually agree in writing to discontinue the dispute resolution procedures herein; and
 - (ii) the relevant dispute is not resolved within the time periods provided herein.
- (c) Arbitration. Subject to the provisions of Sections 13.12(a) and 13.12(d), any dispute arising out of or relating to this Agreement, including the breach, termination or validity hereof, shall be settled by binding arbitration in accordance with the rules of the JAMS with an arbitration panel consisting of a single arbitrator. The need for and scope of formal discovery will be determined by agreement of the Parties or, if the Parties are unable to agree, the arbitrator. The arbitrator will render an opinion/award within thirty (30) days from the date of the hearing, and the opinion/award shall be written and include findings of fact and conclusions of law. The Parties agree that an arbitration award ("Underlying Award") may be appealed pursuant to JAMS's Optional Arbitration Appeal Procedure ("Appeal Procedure") which the Parties adopt as it exists on the effective date of this Agreement; the Underlying Award shall, at a minimum, be a reasoned award; and the Underlying Award shall not be considered final until after the time for filing a notice of appeal pursuant to the Appeal Procedure has expired. Appeals must be initiated within thirty (30) days of receipt of an Underlying Award, as defined by JAMS, by filing a Notice of Appeal with JAMS. The arbitration will be governed by the Federal Arbitration Act, 9 U.S.C. §§ 1-16, and judgment upon the award rendered by the arbitration panel or, if applicable, a decision rendered under the Appeal Procedure, may be entered by any court having jurisdiction thereof. The arbitrator is not empowered to award any damages or losses described in the "Limitations of Liability" Section and each Party expressly waives and foregoes any right to the damages or losses.
- (d) Exceptions. Notwithstanding anything else in this Agreement, claims for monies due and claims for injunctive relief as provided for in Section 13.12(a) above, and/or claims for grant or financial assistance reimbursement due may at either Party's option be brought separately and immediately in a court of competent jurisdiction or pursued through arbitration as set forth above.
- (e) Shared Fees and Expenses. The fees and expenses of JAMS and the arbitration panel should be shared equally by the Parties before the arbitration award is made. The arbitration award shall require the Party which does not prevail in the arbitration to reimburse the prevailing Party for the one half of the fees and expenses of JAMS and arbitration panel paid by the prevailing Party.

12.13 Survival on Termination or Expiration. The following Articles and/or Sections shall survive termination or expiration of this Agreement: Consideration and Supplemental Programs (to the extent they relate to amounts owing for periods through the expiration or termination of this Agreement); Non-Solicitation/Non-Hiring; Termination of Agreement (to the extent they relate to obligations after expiration and termination); Proprietary Information, Ownership and License; Indemnification and Limitations of Liabilities; Confidentiality and Non-Disclosure; Interpretation, Sole Agreement and Third Party Beneficiaries; Governing Law, Jurisdiction and Waiver of Jury Trial; Construction; Counterparts; Notices; Assignment; Amendment and Cumulative Effect; Waiver and Delay; Severability; Assertion of Claims; Injunctive Relief and Dispute Resolution; Survival on Termination or Expiration; and any provision that, based on its nature, should survive.

[signature page follows]

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Accel Schools [City Name Subsidiary] LLC

[school name]

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

APPENDIX A

INCENTIVE GOALS

An additional one and one-half percent (1.5%) Management Fee annual bonus for a Performance Index score of ten (10) points above similar schools and/or a grade of “A” or “B” on value added score issued by the state of Ohio.

Sean L. Herod

5977 Myrick Road
Dublin, Ohio 43016
Phone (614) 319-3300
Cell (219) 670-1459
e-mail: slherod@columbus.rr.com

OBJECTIVE: I seek a challenging position with a growing organization that will allow me to ultimately assume management responsibilities.

EDUCATION: Bachelor of Science Engineering (Mechanical)
Purdue University, West Lafayette, IN
Graduated May 1995

EXPERIENCE:

August 1997 to Present **Manager, Corporate Quality**

Allied Mineral Products, Inc. , 2700 Scioto Parkway, Columbus, OH 43221

I started off at Allied Mineral Products as a **Sales Representative** and was later promoted to a **Senior Sales Representative**. Responsibilities included managing a territory for monolithic refractory sales in foundries and related industries in Northern Indiana, Illinois and South West Michigan. This included making refractory recommendations, educating the customer on installation and sintering procedures, post mortem analysis of furnace failures, writing sales call reports, writing quotes and letters to customers, and writing & charting quarterly sales reports. I also worked with a distributor territory that covered Oklahoma, Kansas, South West Missouri, and North West Arkansas and completed all of the same tasks for them.

In 2007, I relocated to Allied Mineral Products headquarters in Columbus, Ohio. I took on a new position as **Product Service Engineer**. Responsibilities included traveling to customers around the world to troubleshoot issues and help improve customer refractory lining life. These also included analyzing samples sent in to Allied Mineral Products from various customers and writing technical reports to explain different issues.

In 2009, I was promoted to **Manager, Quality & Process Engineering**. Responsibilities included the daily auditing of processes within the plant and quality of manufactured products and raw materials. I responded to all customer complaints and tracked these for continuous improvement purposes. I kept all SOP's current and all ISO 9001:2008 documents up to date and oversaw all ISO audits. I audited the quality data of all finished products and used this data to adjust new manufacturing lots of similar/same materials. I worked with all of our raw material vendors to help them understand our needs and find ways to help them produce materials we can use more readily.

In 2012, I was promoted to **Manager, Corporate Quality**. This entails being in charge of all the Quality Managers at the production facilities around the world. I travel to each location for audits to verify products are being manufactured using the same processes around the world. I helped develop and implement a worldwide QA data collection system so issues around the world could be connected quickly. I visit various vendors and mines around the world to instill in them the high quality products that are required for our use. I continue to visit customers to help diagnose issues they are having and to promote our products and services. I also respond to all customer complaints world wide.

June 1995 to August 1997 **Manager in the Iron Producing Division of a fully integrated steel mill.**

United States Steel, Gary Works, One North Broadway, Gary, IN 46402-3199

I began as an **Operation Shift Manager** at the #3 sintering plant. My responsibilities included managing operation & maintenance crews to maintain sinter production, analyzing and recording product quality, communicating and documenting safety to personnel, entering hours and pay into the computer system, and keeping track of daily production records. I also worked on a continuous improvement project which resulted in doubling sinter production.

In January of 1996 I was promoted to **Manager of Casthouse** at #13 Blast Furnace. My responsibilities included managing union personnel as well as other managers to maintain casthouse refractories including iron troughs, runners, tapholes, etc.; purchasing refractories, equipment & services for the furnace while staying within budget; analyzing computer data and preparing reports; scheduling all Blast Furnace personnel; working with a C.I. team to improve casthouse reliability; maintaining inventories; entering safety and pay into the computer system; and maintaining daily production reports. I also communicated daily with outside contractors to coordinate outage work on the casthouse as well as daily repairs.

January 1993 to June 1995 **Junior Engineer and Laboratory Technician** for a refractory producer serving the steel industry.

J.W. Hicks, Inc. 8955 Louisiana Street, Merrillville, IN 46410

My first responsibilities involved my re-optimizing all refractory formulas and computerizing these computations. I later became the laboratory technician responsible for properties testing of manufactured products. During this time I also worked on the shop floor, assisting in the manufacturing and finishing process of specialty shape castables. This included operating mixing machinery, Bridgeport milling machines, bandsaws, steel cutting lathes, and overhead cranes. Lastly, I worked to assist J.W. Hicks, Inc. in becoming ISO9002 certified. This involved again re-optimizing formulas, writing procedures, and reorganizing & correcting computer and paper files.

SKILLS: Computer literate in Windows, Excel, Word, Power Point, Outlook, Lotus Notes, IBM MAPICS and more. Familiar with machining, cranes, fork lifts, and other industrial shop floor equipment. MSHA Certified.

REFERENCES: Available upon request

MICHAEL W. FLORA
43477 Orson Street
South Riding, VA 20152
Cell: (703) 201-6430 Email: mwflora@gmail.com

Financial professional with 25+ years of increasingly responsible experience. Demonstrated ability to provide and implement solutions in a changing environment. Team player with excellent communication skills interacting with all levels of organization.

PROFESSIONAL EXPERIENCE

Pansophic Learning, LLC, McLean, VA – (Sep 2015 – Present)

VP, School Finance

- Responsible for monthly forecasting and analysis for all US and international based school programs which include full P&L and cash flow analysis.
- Responsible for preparation of monthly financial reporting packages for 40+ managed charter schools located in 4 US states.
- Duties include management and reporting of state funding as well as federal and private grant funds.
- Responsible for establishment of best accounting and reporting processes and procedures when new schools are opened and training of on-site personnel / Board members.
- Supervise 8 staff members.

Flora Financial Works, South Riding, VA – (Jan 2010 – Sep 2015)

Principal

- Partner in consulting business offering accounting and financial services to small and medium sized businesses.
- Services include outsourced daily accounting functions, financial analysis, business plan development, personal financial management and advanced financial modeling using MS Excel.

K¹² Inc., Herndon, VA – (Dec 2006 – Jan 2010)

Director – Financial Planning & Analysis / Shared Accounting Services

- Responsible for daily accounting services and monthly financial statement production for managed charter schools located in 25 US states with combined revenue in excess of \$300 million.
- Shared Accounting Services includes daily A/P and A/R functions for non-profit 501c(3) entities, school district programs and consolidating school programs. Other functions include cash flow management and monthly production of schedules necessary for consolidation of school financial information with K¹² corporate financials.
- Shared Accounting Services includes management and reporting of state funding as well as federal and private grant funds.
- Responsible for establishment of best accounting processes and procedures when new schools are opened and training of on-site personnel.
- Prior to taking over the Shared Accounting Services group, was responsible for monthly forecasting and analysis for all US and international based school programs which included full P&L and cash flow analysis.
- Developed more user friendly forecasting models that better incorporated both the client and corporate informational requirements.
- Supervise four Sr. Accountants.

Intersections, Inc., Chantilly, VA / American Background Services, Winchester, VA – (Jun 2003 – Dec 2006)
- American Background Services is a wholly owned subsidiary of Intersections, Inc.

Senior Manager – Financial Planning / Pricing and Analysis

- Responsible for all financial planning and operational analysis for American Background Services including market expansions into European and Asian markets.
- Responsible for production of monthly financial statements that consolidated multiple currencies into one set of statements presented in US dollars.
- Provide financial analysis of new business ventures and initiatives (i.e. Acquisitions, Joint Ventures, Due Diligence and New Markets), which include business valuation and multi-year P&L, Balance Sheet and Cash Flow forecasts.

- Developed and maintained productivity measurement tools used by department managers to analyze staff individual performance against goals.
- Responsible for on-going and ad-hoc operational analyses such as monthly Customer Care Center labor reports, as needed business case analysis of potential capital projects and cost/benefit analysis of operational changes.
- Responsible for preparing and recommending for approval by Sr. Management all proposed pricing for potential and existing clients.
- Developed and implemented user friendly pricing tools to expedite response time to clients.
- Provide MS Excel Modeling expertise to other departments such as Human Resources (401k tracking model) and Accounting (Average CSE tracking model used to calculate EPS at Quarter end).
- Supervised one staff Sr. Financial Analyst.

SLM Corporation (SallieMae), Reston, VA – (Feb 2000 – Jun 2003)

Manager – Financial Planning

- Responsible for managing the development and delivery of corporate financial statement plans and forecasts for varying terms as requested by management.
- Provided monthly reports regarding short and long term funding needs to the Capital Markets group.
- Used in-house data warehouse tool to extract and analyze data for monthly and ad-hoc reports regarding loan portfolio.
- Assisted Managing Director of Financial Planning and Analysis group with development and maintenance of long-term forecasts regarding the financial impact of GSE wind-down.
- Provided assistance with all Board of Directors standard and ad-hoc presentation materials as required.
- Managed various ad-hoc analyses as requested by management.
- Supervised one staff Financial Analyst.

Sprint – Long Distance International, Reston, VA – (September 1998 – February 2000)

Senior Financial Analyst

- Provided daily analyses to International Carrier Relation's managers and analysts to support routing decisions that focus on route quality and company cost savings.
- Provided monthly cost savings to corporate accounting group to apply as adjustments to corporate accounting books.
- Assisted International Carrier Relations managers and analysts with determining forecasted termination costs used by each business unit to develop customer pricing.
- Responsible for collecting, and insuring the integrity of, data used for the development of individual country profit and loss statements that were presented quarterly to senior management.

AnotherUniverse.com, Manassas, VA - (February 1997 – September 1998)

Senior Financial Analyst

- Assisted Chief Financial Officer (CFO) in all aspects of a private sector equity offering. Tasks included the development of financial models that produced forecasted five-year profit and loss statements, balance sheets, and cash flow statements. Assisted the CFO with investor due diligence efforts.
- Designed and administered all program management efforts provided to assist high growth Internet Commerce division.
- Developed and implemented company wide budgets at the department, division, and company level for the first time in the company's eleven-year history.
- Provided monthly qualitative and quantitative variance reports to all members of executive and senior management.
- Developed and administered weekly operational performance reporting and customer order forecasts.
- Supervised one staff Financial Analyst.

Raytheon E-Systems, Falls Church, VA - (July 1995 – February 1997)

Business Analyst

- Monitored assigned staff and financial status of DoD programs to insure the delivery of contractual obligations.
- Provided bid inputs to internal departments and prepared budgets for new programs.
- Prepared and presented cost/schedule review charts, monthly earned value cost/schedule status reports, manpower forecasts, and bid status to upper management on a monthly and as needed basis.
- Provided financial business analyst support for multiple programs totaling over \$30 million.

ICF Kaiser International, Inc., Fairfax, VA - (June 1994 – July 1995)

Cost Proposal Analyst

- Analyzed RFPs received from federal and state government agencies including DOE, DOT, HUD, EPA, and USAID.
- Prepared cost proposals in accordance with RFP specifications and senior management cost and pricing objectives.
- Assisted with and negotiated the preparation of cost proposals submitted by subcontractors and consultants.
- Provided cost information support for contract negotiation with government agency representatives.
- Developed multi-spreadsheet Lotus models used to prepare cost proposals that reduced preparation time by two-thirds.

Litton PRC, McLean, VA - (July 1991 – June 1994)

Analyst (July 1991 – June 1994)

- Prepared bid pricing for new business proposals.
- Developed and administered various costing models to develop revenue and cost projections for new business.
- Monitored individual contract costs and revenues and reported budget variances to upper management.
- Estimated departmental resource allocation to complete projects.

EDUCATION

Virginia Polytechnic Institute and State University, Blacksburg, VA (Attended Northern Virginia Campus)

Master of Business Administration, December 1996

Concentration: Management Science

James Madison University, Harrisonburg, VA

Bachelor of Business Administration, May 1991

Major: Finance

SOFTWARE SKILLS

Spreadsheet - Microsoft Excel

Word Processing and Presentation - Microsoft Word, Microsoft PowerPoint

Database - Microsoft Access

Program Management - Microsoft Project

Accounting Software – QuickBooks Pro

Shannon Metcalf Slutman

Education	1996	Washington College	Chestertown, MD
	BA/Psychology		
	1998	University of Delaware	Newark, DE
M. Ed./Elementary School Counseling			
Education	2004	University of Delaware	Newark, DE
	Ph. D./Family Studies		
	▪ Dissertation Title: The Influence of Parents and Peers on Low SES, Minority, Adolescent Girls' Self-Concept.		
Professional experience	2003-Present	ACCELSchools (Mosaica Education)	
	Director, Grants and Special Projects		
	▪ Responsible for researching, coordinating, writing, and program development for entitlement, foundation, and competitive grants for 46 charter schools.		
▪ Responsible for raising over 45 million dollars in grant revenue in 15 years.			
▪ Experience reviewing grants for U.S. Department of Education and Ohio Department of Education.			
▪ Responsible for the development of charter school applications and proposals for brick and mortar and online charter schools as well as turnaround applications.			
▪ Participated in curriculum development.			
Professional experience	1998-2003	Cecil County Public Schools	Elkton, MD
	Child Development Counselor		
	▪ Created a developmental counseling program at an elementary school with 550 at-risk students.		
▪ Initiated the first mentor program with local businesses.			
▪ Participated in curriculum alignment for the district developmental counseling program.			
▪ Named Maryland's School of the year for excellence in Character Education.			
▪ Served as a member of the Crisis Emergency Management Team, School Improvement Team, Student Services Team, County Counseling Crisis Team and School Climate Committee.			
Professional experience	2000-2007	Washington College	Chestertown, MD
	Adjunct Professor for the Department of Psychology		
	▪ Responsible for the design and instruction of undergraduate and graduate psychology courses.		
▪ The following courses have been instructed: PSY 302 Lifespan			

Development (Spring & Fall 2000, Spring 2002), PSY 407 Psychology of Gender (Fall 2001), PSY 501 Infancy and Childhood Development (Summer 2002, Spring 2003), PSY 598 Drugs and Behavior (Summer 2003), PSY 510 Exceptional Children (Spring 2007).

2001 & 2004 University of Delaware Newark, DE

Adjunct Professor for the Department of Education

- Responsible for the design and instruction of undergraduate education courses.
- The following course was instructed: EDUC 433 Non-school factors affecting learning in the classroom (Summer 2001, Winter 2004).

Professional memberships

American Association of Grant Professionals

Accreditations

National Board Certified Counselor

Peer Review Experience

Ohio Department of Education: Charter School Program Grant/Ohio Community Schools Grant (2005, 2006, 2007)

US Dept. of Ed Office of Safe and Drug Free Schools: Safe Schools/Healthy Students (2006)

US Dept. of Ed Office of Safe and Drug Free Schools: Emergency Response & Crisis Management (2006, 2007)

US Dept. of Ed Office of Innovation and Improvement: Model Development and Dissemination Grants Program-Arts in Education (2008)

VITA

CHAD RYAN CARR

EDUCATION

May, 1995	Bachelor of Arts University of Kentucky Lexington, Kentucky
May, 1998	Master of Arts University of Kentucky Lexington, Kentucky
May, 2001	Master of Arts University of Kentucky Lexington, Kentucky
May, 2004	Master of Arts Eastern Kentucky University Richmond, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2011 - Present	Executive Vice President – State Superintendent Mosaica/ACCEL Columbus, Ohio
2007 – 2016	Principal/Superintendent Columbus Preparatory Academy Columbus, Ohio
2005 – 2007	Assistant Principal McNabb Middle School Mount Sterling , Kentucky
2001- 2005	Teacher Grant County High School Dry Ridge, Kentucky

1998 - 2000 Teacher
Harrison County High School
Cynthiana, Kentucky

HONORS

2009 Principal Of the Year
Mosaica
Columbus, Ohio

2012 Principal of the Year - Ohio
Ohio Alliance of Public Education
Columbus, Ohio

2012 EVP of the Year
Mosaica
Columbus, Ohio

2013 Academic Hall of Fame
Mosaica
Columbus, Ohio

2014 Educational Entrepreneur
Mosaica
Columbus, Ohio

Supplemental Documents

**The documents below were submitted
after the interview.**



Brandon Krueger (CMO)

- Brandon Krueger, Chief Marketing Officer, brings over 12 years of marketing experience to Pansophic Learning.
- Previously, Brandon had been the Chief Marketing Officer at Delta Career Education Corporation for over 3 years and the Senior Vice President of Marketing at K12 Inc. for over 9 years.
- Prior to joining K¹², he held various operational roles at America Online, American Express and Arthur Andersen LLP. Brandon began his career as a Certified Public Accountant.
- Brandon holds a Master of Business Administration from the Darden School of Business at the University of Virginia, and a Bachelor of Science in Economics with Concentrations in Finance and Accounting from the Wharton School of Business at the University of Pennsylvania.

Stephanie Dunbar

sdunbar@pansophiclearning.com

Qualifications:

Proven leader with exceptional management, technical and interpersonal skills.

Education:

- B.A. in History, Bard College, Annandale-on-Hudson, New York
- M.A.T, Emory University, Decatur, Georgia

Professional Experience:

Pansophic Learning

Director of Learning Platforms

2015- Current

- Develop policies and best practices models for school implementations of blended and online learning programs
 - Curate and manage procurement of curriculum and other resources for the online programs
 - Provide direct support for schools using blended and online programs
 - Oversee Learning Management System
 - Conduct staff training regarding use of tools related to online learning
 - Supervise virtual teaching staff
-

Mosaica Education, Inc

Vice President, Online Learning

2014-2015

- Develop corporate budget for the online programs
- Coordinate and manage relationships with school boards and authorizing districts
- Develop policies and best practices models for school implementations
- Curate and manage procurement of curriculum and other resources for the online programs
- Coordinate planning and implementation of virtual charter schools
- Manage data collection and reporting

Director of e-Learning

2009-2014

- Develop policies and best practices models for school implementations
 - Coordinate planning and implementation of virtual charter schools
 - Oversee content development and acquisition
 - Oversee Learning Management System
 - Conduct staff training regarding use of tools related to online learning
 - Manage data collection and reporting
 - Coordinate planning and implementation of virtual charter schools
-

Georgia Department of Education

Georgia Virtual School, Program Manager/Principal

2007-2009

- Manage budget for Georgia Virtual School and other related initiatives
- Oversee hiring and contracting process for all staff
- Work within Georgia Department of Education to facilitate relationships and support initiatives of Departments of School Improvement, Standards and Instruction, Finance, and Policy
- Initiate board policy changes as needed
- Provide reports to the Governor's Office of Planning and Budget and the Georgia General Assembly as needed
- Present and market Georgia Virtual School and all related initiatives of the Department of Education.
- Supervise staff of approximately 30 full-time faculty and 200 adjunct faculty
- Oversee and organize professional learning opportunities for all staff

*Georgia Virtual School, Program
Coordinator/Assistant Principal*

2005-2007

- Coordinated instruction and management in all core academic areas
- Led registration and support processes
- Managed data collection and reporting
- Supervised and coordinated course development
- Administered Learning Management System
- Developed and oversaw website maintenance
- Managed program budget and contracts
- Supervised other related initiatives such as Credit Recovery Program and Middle School Math Remediation Program

Gwinnett County Public Schools

Gwinnett County Online Campus, Lead Teacher **2001-2005**

- Mentored teachers new to online teaching
- Assisted teachers with online teaching issues
- Acted as a liaison between teachers and online campus for administrative purposes
- Helped plan and teach professional development to encourage the use of online resources county- wide as well as specifically for online campus
- Acted as liaison for Respondus Test Software
- Developed and revised Social Studies and professional development courses as needed
- Taught Social Studies courses according to need

Georgia Department of Education

Georgia e-Learning Program, Lead Teacher **2003-2005**

- Coordinated teacher placement and course offerings
- Copied courses as needed to new semesters
- Trained and recruited new teachers
- Reviewed course offerings for Georgia Public School alignment and consistency.
- Developed training and supported course programs for teachers and facilitators
- Coordinated communication with facilitators

Apex Learning

Adjunct Teacher, Social Studies **2004-2005**

- Taught social studies courses online as needed

Gwinnett County Public Schools

Teacher, Social Studies **1994-2005**

- Taught academic, honors, gifted, and advanced placement level Social Studies courses

R.C.G. BOCES

Structured Educational Support Program,
Educator/Counselor **1990-1992**

- Taught in classroom-style after-school program for students identified as being at-risk of dropping out of high school
- Helped students develop strategies to improve grades, develop career goals, increase self-esteem, and acquire necessary life skills
- Worked closely with guidance counselors, parents, classroom teachers and social workers to insure the best possible home and school environment for students



Ron Packard (CEO)

- Ron Packard is the CEO and Founder of Pansophic Learning, a global technology based education company. Packard is a well known educator, entrepreneur and visionary as well as the author of the highly regarded and reviewed book *Education Transformation*.
- Packard was previously the long time CEO and Founder of K12 Inc. He oversaw the growth of K¹² from just an idea to almost one billion in revenue, making it one of the largest education companies in the world. During his tenure, revenue compounded at near 80%.
- Before K¹², Packard was the Vice President of Knowledge Universe and CEO of Knowledge Learning Corporation one of the nation's largest early childhood education companies. He was also instrumental in the successful investments in Learn Now, Charter School USA, Leapfrog, TEC, and Children's Discovery Center.
- Packard also worked for McKinsey & Company and for Goldman Sachs in mergers and acquisitions.
- Packard has received the Education Industry Association's James P. Boyle Entrepreneurial Leadership Award, as well as the Ernst & Young Entrepreneur of the Year Award in the IT Services & Solutions category in Greater Washington. The University of Chicago's Booth School of Business named him a Distinguished Alumni, and he also received an Outstanding Leadership Award from the United States Distance Learning Association.
- He was previously Chairman of the Board for Middlebury Interactive Languages, LLC, a member of the K12 Inc. Board of Directors, and sat on the Digital Learning Council. Packard also served on the Department of Defense's Education Advisory Committee.
- Packard has been featured on nationwide radio and television shows and magazines, including Bloomberg TV, Forbes, and the Washington Post to name a few.
- He holds a B.A. from the University of California at Berkeley and an M.B.A. from the University of Chicago, both with honors.

Accomplished, professional with extensive progressive experience in managing large campaigns and focused on core business goals and objectives. Provide innovative, enthusiastic and forward thinking leadership in a team environment.

- Content & Creative Strategy
- Lead Nurture
- Media Planning & Budgeting
- Project Management
- Customer Journey
- CMS and LMS Experience
- Mobile Marketing
- Competitive Analysis
- Leadership & Mentoring

PROFESSIONAL EXPERIENCE

Pansophic Learning LLC. McLean, VA

5/2018 – present

Director – New Business

Responsible for onboarding new businesses by researching, scoping, planning, budgeting, developing and launching short term and long term plans. Develop solutions, translate strategy, implement process and documentation, apply metrics and communicate results to school management team and Pansophic leadership team. Analyze external vendors to supplement and complement in-house team. Leverage resources across the board to successfully launch schools on-time. Responsible for optimizing student, parent and teacher experiences in LMS and School Information systems. Utilize innovative methods to accomplish high value projects in short amount of time. Work closely with key players in all functional areas to support business in their day to day activities.

K12 Inc. Herndon, VA

9/2011 – 5/2018

Senior Manager – Marketing Content Strategy, PMO and Customer Journey (2015 - Present)

Develop and translate strategy, vision and position to develop rich content and flawlessly execute integrated marketing plans. Lead and implement campaigns to drive demand in support of key CTA growth initiatives and execute best-in-class communications that build and support value-enhancing K12 brand. Define customer groups, journeys and touchpoints, and optimize end-to-end customer experience all the way to enrollment. Manage a team of 6

- Develop and implement comprehensive multi-channel content and creative campaigns with consistent messaging.
- Manage content to engage audience, generate leads, and improve branding
- Optimize and operationalize process to manage customer lifecycle from pre-lead, lead nurture to enroll. Make recommendation and leverage "test and learn" targeted campaigns. Implement marketing automation best practices and develop personalized customer journeys by target segments
- Responsible for optimizing the best customer experience and demonstrating customer lifecycle marketing across channels with an emphasis on engagement and retention
- Implement many innovative ways outside of process, throughout enrollment season to collect and drive leads to enrollment

Proud Projects: K12.com redesign, Email nurture framework for all LOBs, Paid Media Landing Page strategy, and School Websites

Senior Business Analyst (2011 – 2015)

- Manage marketing quarterly and annual budget. Develop and implement paid media campaign and buys for offline channels
- Work closely with analytics team to ensure adequate backend tracking are implemented
- Prepare month-end closing analysis and collaborate with the FP&A team to communicate variances
- Track national monthly media buys, make assessments and develop targeted reporting results
- Develop marketing strategy for internal and external stakeholders and train marketing employees in the efficiency of streamlined processes

Department of Homeland Security Arlington, VA

2/2011 - 6/2011

Contract Specialist

Assess the completeness of RFPs for small business contracts at the Transportation Security Administration (TSA), ensuring that future acquisitions are aligned with the processes and procedures of Indefinite Delivery Contracts, Simplified Acquisition, and Multi-year Contracts. Perform line item account reconciliation of variances between the contract writing system and financial system. This resulted in a correction of deficiencies and modifications to update existing records.

Verizon Business Ashburn, VA

1/2005 – 3/2006

Network Data Analyst

Elicit requirements and developed reporting based on customer data to identify areas to decommission for switches and other equipment. This resulted in a decrease in costs across the board.

EDUCATION, AWARDS & AFFILIATIONS

Bachelors of Science (BS)

George Mason University, School of Management, Fairfax, VA

Featured on K12 career page for "Courage" | Received MVP for being K12's valued asset | Awarded K12 Marketing Star 2013
"Excellence in Major" in Business Management by School of Management (SOM) | Ranked at Top 10% of SOM graduating class
Support underprivileged student receive school support- help BestRunners.org



Maria Szalay (COO)

- Maria Szalay, Cofounder and Chief Operating Officer, brings over 25 years of strategy, operations and development capability to Pansophic Learning.
- Ms. Szalay is responsible for all the management and oversight and daily operations of the Pansophic portfolio companies including all M&A activity as it relates to the growth of these existing businesses.
- Ms. Szalay joined K¹² in 2000 and was instrumental in growing K¹² from a pre-revenue startup to a \$900 million public company. In this time, she served in a variety of roles including product management, product development, operations, strategy, and corporate development.
- Prior to joining K¹², Ms. Szalay served as practice director at Operon Partners, an e-business consulting firm. At Operon Partners, Ms. Szalay led consulting teams assisting clients with turnkey eBusiness strategy, product management and business transformation consulting services. She worked directly in client organizations developing business plans to obtain funding, and also assisted with the implementation of online initiatives, with specialized expertise in integrating these solutions with their brick-and-mortar business.
- Prior to joining Operon Partners, she worked at Telecom New Zealand rolling out the company's Online Solutions business, where she was instrumental not only in developing the online strategy and implementation plan for Telecom Broadband, but also in executing to the implementation plan.
- Prior to that, Ms. Szalay worked for eight years as a management consultant at KPMG, assisting clients with systems implementations, product marketing and placement initiatives, including new product and service launches. Ms. Szalay started her career at Shearson Lehman.
- She holds a BS/BA from Virginia Polytechnic Institute and State University and an MBA from American University.

Kim Barcas (VP of Design and User Experience)

- Kim Barcas, Vice President of Design and User Experience, brings over 25 years of experience creating award winning educational experiences for all audiences.
- Kim Barcas is responsible for all the design and customer experience for the Pansophic portfolio companies including usability testing, process and digital ecosystems.
- Kim Barcas joined K12 in 2001, where she led the design and development of PreK through 12 online curriculum, and the user experience surrounding it. She drove their creative vision for online interactives, gaming, media and print for 15 years. Her work on K12's PreK product line has won many awards including: Creative Child Magazine Media of the year, ComputED Gazette Eddie Awards, Mom's Choice, Parent's Choice, EdTech Digest and Association of Education Publishers Awards. Ms. Barcas also led the effort to localize a full high school offering, and bring the products to WCAG 2.0 AA compliance.
- Prior to joining K12, Kim Barcas was Creative Director for Mindsurf, creating a free ISP service for parents, teacher and students. It was there she created proprietary content and experiences for hand held classroom devices. Her career has allowed her to work for many clients, including Sony Studios, Becker and Meyer, Frommers, Bell Atlantic, Sea World, Time Life, and Philips Design.
- Kim holds a BFA in Communication Arts and Design from Virginia Commonwealth University where she graduated with honors.

School	Sponsor	Date Chartered
Ohio		
Akron Preparatory School	OCCS	2013
Aurora Academy	Buckeye Community Hope Foundation	1998
Berwyn East Academy	North Central Ohio ESC	2013
Broadway Academy	St Aloysius Orphanage	2013
Canton College Preparatory School	OCCS	2013
Chapelside Cleveland Academy	Buckeye Community Hope Foundation	2013
Cleveland Arts & Social Sciences Academy	OCCS	2005
Cleveland College Preparatory School	OCCS	2010
Cleveland Preparatory Academy	OCCS	2012
Columbus Arts & Technology Academy	St Aloysius Orphanage	2004
Columbus Bilingual Academy	Richland Academy	2014
Columbus Humanities Arts & Technology Academy	OCCS	2004
Columbus Preparatory Academy	OCCS	2004
Cornerstone Academy	St Aloysius Orphanage	2004
East Academy	Office of School Sponsorship - ODE	2013
Euclid Preparatory School	St Aloysius Orphanage	2017
Foundation Academy	OCCS	2007
Hope Academy - Northcoast	St Aloysius Orphanage	2002
Hope Academy - Northwest	OCCS	2004

Lake Erie College Preparatory School	OCCS	2012
Lincoln Park Academy	Buckeye Community Hope Foundation	2013
Lorain Preparatory Academy	St Aloysius Orphanage	2006
Monroe Preparatory Academy	St Aloysius Orphanage	2005
Northeast Ohio College Preparatory	OCCS	2010
Ohio College Preparatory School	OCCS	2013
Riverside Academy	OCCS	1999
South Columbus Preparatory Academy	St Aloysius Orphanage	2017
STAR Academy of Toledo	St Aloysius Orphanage	2008
STEAM Academy of Dayton	OCCS	2013
STEAM Academy of Warren	Office of School Sponsorship - ODE	2011
STEAM Academy of Warrensville Heights	OCCS	2013
University Academy	Buckeye Community Hope Foundation	2013
University of Cleveland Preparatory School	OCCS	2011
West Park Academy	Office of School Sponsorship - ODE	2013
Youngstown Academy	Office of School Sponsorship - ODE	2005

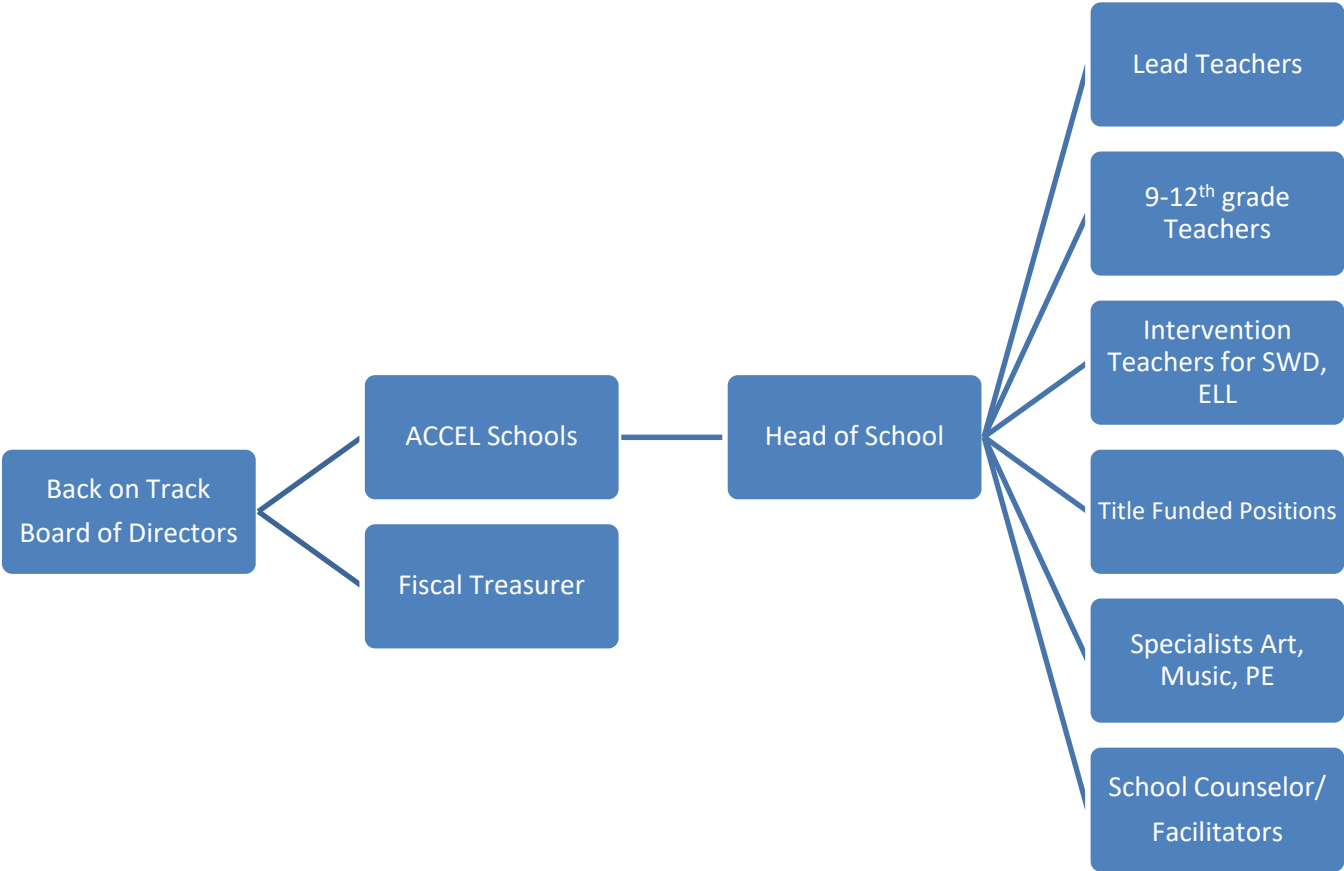
Address	2016-17 Performance Index Rating out of 120	Value Added Component Grade	Value Added Overall	Value Added Gifted
1200 East Market St. Akron OH 43316	57.9	D	F	NR
824 6th Street, Toledo 43605	48.5	D	F	NR
1850 Bostwick Rd, Columbus, Ohio	51.1	F	F	NR
3398 E 55th St. Cleveland 44127	39.3	C	C	NR
101 Cleveland Ave. NW Canton Ohio 44702	65.3	C	C	NR
3845 131st St Cleveland, OH 44120	52.7	C	D	NR
2013	79.4	B	A	NR
4906 Fleet Avenue Cleveland Ohio 44105	63.3	D	F	NR
4850 Pearl Rd, Cleveland, OH 44109	63.8	C	D	NR
2255 Kimberly Parkway East, Columbus, OH 43232	81.6	C	C	NR
2100 Morse Road, Suite 4609, Columbus, OH 43229	68.3	C	C	NR
1333 Morse Road, Columbus, OH 43229	68.2	A	A	NR
3330 Chippewa Street, Columbus, OH 43204	115.5	F	F	NR
6015 E. Walnut Street, Westerville OH 43081	90.9	B	B	NR
15720 Kipling Ave Cleveland, OH 44110	53.4	B	A	NR
23001 Euclid Ave., Cleveland, OH 44117	NA			
1050 Wyandotte Avenue, Mansfield, Ohio 44906	80	B	A	NR
4310 E 71st St, Cleveland, OH 44105	48	B	A	NR
1441 West 116th Street at Detroit Avenue, OH 44102	63	A	A	NR

14405 St. Clair Avenue Cleveland OH 44110	49.3	D	F	NR
3185 W 41st Street, Cleveland, OH 44109	60.4	A	A	NR
4119 Leavitt Road, Lorain, OH 44053	66.4	D	F	NR
328 E Monroe Street, Sandusky, O	NR	NR	NR	NR
2357 Tremont Ave., Cleveland, OH 44113	60	D	F	NR
21100 Southgate Park Blvd Maple Heights44137	58.1	F	F	NR
3280 River Rd. Cincinnati, OH 45204	60.2	B	A	NR
3220 Groveport Road, Columbus, OH 43207	NA			
5025 Glendale Ave. Toledo, OH 43614	59.4	D	D	NR
545 Odlin Ave. Dayton, OH 45405	46.8	D	F	NR
261 Elm Road NE Warren, OH 44483	56.7	F	F	NR
4700 Richmond Road, Warrensville Heights - in Overlook Plaza Suite 3000, OH 44128	65.1	C	C	NR
107 S Arlington St, Akron, OH 44306	51.5	A	A	NR
1906 East 40th Street Cleveland Ohio 44103	57.1	D	F	NR
12913 Bennington Ave, Cleveland, OH 44135	57.1	B	B	NR
1408 Rigby St. Youngstown, OH 44506	60.2	C	C	NR

Value Added Lowest 20%	Value Added SWD	Value Added High Mobility	K-3 Literacy
F	C	F	D
F	C	F	D
F	NR	F	D
C	C	F	D
C	F	F	D
D	A	NR	D
F	C	NR	B
C	NR	NR	D
C	C	NR	NR
C	NR	C	NR
C	NR	NR	D
A	NR	NR	D
NR	NR	NR	NR
C	C	NR	D
C	NR	NR	C
B	D	NR	C
B	C	NR	D
A	A	C	C

C	A	C	D
A	A	A	D
F	C	NR	F
NR	NR	NR	NR
F	D	NR	D
F	NR	C	F
A	C	A	D
D	NR	D	D
F	B	NR	F
F	NR	C	B
C	NR	NR	NR
A	NR	B	D
D	D	F	D
B	B	A	B
C	NR	C	F

BACK ON TRACK ORGANIZATION CHART



MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT ("Agreement") is entered into effective as of July 1, 2018, by and between Accel Online Ohio, LLC, a Nevada limited liability company ("Company") and Alternative Education Academy, dba Ohio Distance Electronic Learning Academy, ("OHDELA"), an Ohio non-profit corporation ("School").

WITNESSETH:

WHEREAS, the School is organized as a community school under Chapter 3314 of the Ohio Revised Code (the "Code"); and

WHEREAS, the School desires to continue to implement an e-school educational delivery system where students can gain all of the elements of a public education in the safety and comfort of their residence; and

WHEREAS, the School has entered into a Community School Contract with the Ohio Council of Community Schools ("OCCS") (the "Contract"); and

WHEREAS, the School does not have the expertise to hire and train personnel, purchase furniture, equipment, software and materials, and perform other actions necessary to properly run and maintain a community school; and

WHEREAS, the Company has such expertise and the financial resources necessary to run and maintain a community school as provided for herein; and

WHEREAS, in addition to the Company's willingness to provide financial resources necessary to run and maintain the School as provided herein, the Company is experienced in providing valuable educational, managerial and consulting services and has expertise available for consultation which would not normally be available; and

WHEREAS, the School desires to obtain such financial resources, services and expertise from the Company and the Company desires to provide the same to the School.

WHEREAS, the School was a party to a Management Agreement with WHDL, LLC dated July 1, 2006, as amended ("Prior Agreement"), and this Agreement supercedes and replaces the Prior Agreement.

NOW, THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the parties hereto agree as follows:

1. Term. This Agreement shall have an initial term of five (5) years ending on June 30, 2023 and during that period may only be terminated for cause as provided

herein. Thereafter, the Agreement shall automatically renew for consecutive five (5) year terms provided however, either party may terminate the Agreement with or without cause effective as of June 30 by notifying the other Party on or before February 1st of the same year of its intent to terminate this Agreement.

2 Contract. The School hereby contracts with the Company, to the extent permitted by law, to provide the School all functions relating to the provision of educational services and the management and operation of the School in accordance with the terms of the Contract. The Company will assume all financial risk associated with the day-to-day operation of the School, except as otherwise set forth herein. The Company shall provide the School the following services in accordance with the Contract subject to the approval of the School's Board of Directors ("Board") where indicated:

a. School Facility:

- i. The School will be located at 1830 Adams St. Toledo, Ohio 43604, with computer servers and personnel located at 121 South Main, Akron, Ohio, 44308 ("School Facility") and it shall be used to carry out the terms and conditions of the Contract, and for education related purposes not inconsistent with the Contract, unless otherwise authorized by the Board of Directors.
- ii. The location of the School Facility or the number of square feet used at the School Facility shall not change materially without the express approval of the Board of Directors, which approval shall not be unreasonably withheld;
- iii. Upon the recommendation of the Company and subject to approval by the Board of Directors, which approval shall not be unreasonably withheld, the Company may move or expand the School Facility by leasing or purchasing a suitable facility for the School's operations as defined in the Contract;

b. Equipment:

- i. The Company shall purchase or lease on behalf of the School all furniture, computers, software, equipment, and other personal property necessary for the operation of the School.

c. Education Management and Consulting:

- i. Provide day-to-day management of the School, in accordance with the terms of the Contract, the non-profit purpose of the School and subject to the direction given by the School's Board of Directors;
- ii. Curriculum and program development subject to the Contract as approved by the Board of Directors;
- iii. Assist the Board of Directors in preparation of the budget for submission to the Board of Directors for approval;
- iv. Consulting and liaison services with OCCS, the Ohio Department of Education and other governmental and quasi-governmental offices and agencies;
- v. Advisory services regarding special education and special needs students, programs, processes and reimbursements;
- vi. EMIS monitoring, consultation and ongoing compliance with EMIS requirements;
- vii. Drafting of operations manuals, forms parent student handbooks, and management procedures, as the same are from time to time developed by the Company and as approved or requested by the Board of Directors;
- viii. Assist the Board of Directors in identifying and applying for grants and cooperate with any grants consultant separately engaged by the Board of Directors;
- ix. Coordination and cooperation with other Advisors engaged by the Board of Directors including but not limited to attorneys, accountants, auditors, and educational consultants;
- x. Annual preparation or update of a strategic plan for the School in consultation with the Board of Directors, which defines how the Company will meet the requirements in the Contract, including but not limited to State and Federal requirements related to academic progress, attendance and graduation rates (the "Strategic Plan"); and
- xi. Such other reasonable management and management consulting services as are from time to time requested by the Board of Directors and mutually agreed upon by the School and the Company, including but not limited to attendance at Board of Directors meetings as requested.

- d. Technology and Operational Support Services:
 - i. Acquisition of technology and systems;
 - ii. Integration of technology with curriculum;
 - iii. Ongoing teacher training with respect to technology;
 - iv. Advice on admissions and expulsion procedures, including utilization of forms and systems;
 - v. Consultation and advice in implementing accounting and bookkeeping systems and preparing for annual audits as required by the State of Ohio;
 - vi. Quality data tracking, tying together all school data as the Company's system is developed;
 - vii. Training of employees, including the School Administrator, teachers and assistants through the services of the Company's professional and curriculum development staff;
 - viii. Access to Company supply sources to obtain centralized purchasing discounts where applicable and available; and
 - ix. Such other technology support services as are from time to time requested by the Board and mutually agreed upon.

- e. The Company shall report to the Board of Directors on the following:
 - i. Preparation of quarterly un-audited and annual audited financial disclosures detailing the Company's expenditures at the School in the format required by AOS Bulletin 2004-009. The annual audited financial disclosures detailing the Company's financial expenditure at the School shall be provided to the Board on or before October 31 following the close of the fiscal year;
 - ii. Preparation of monthly financial statements in accordance with state and federal laws and the Contract and assist the Board with the annual audit;
 - iii. Compliance with the Contract and Ohio laws related to student achievement and performance following the administration of each test or site visit;
 - iv. Annual School Facility report including budgets for capital improvements and purchases of equipment;

- v. Performance of students enrolled at the School for two or more years (Longevity Study);
 - vi. Results of standardized tests administered by the Company or required pursuant to the Contract with OCCS;
 - vii. Results of parent and other surveys;
 - viii. Periodic reports on student performance, subject to the laws governing individual confidentiality;
 - ix. Annual update of the School's Strategic Plan;
 - x. Teacher retention and turnover;
 - xi. Student retention and turnover;
 - xii. Student Teacher ratio;
 - xiii. Attendance;
 - xiv. Expulsions and suspensions;
 - xv. Legal and other notices addressed to the School;
 - xvi. Graduation Rate, where applicable;
 - xvii. Any incident or event involving law enforcement or the media; and
 - xviii. Additional Reporting required by the Contract; and
 - xix. Any information the Board of Directors deems necessary from time to time.
- f. Educational Program. The Educational Model and program provided by the Company to the School has been approved by the School Board and may be adapted and modified by the Company from time to time upon obtaining prior written approval of the School Board, it being understood that an essential principle of this educational program is its flexibility, adaptability and capacity to change in the interest of continuous improvement.
- g. Subcontracts. Subject to approval by the Board of Directors, the Company may subcontract services provided to the School.
- h. Attendance and Academic Standards. It is the goal of the School to exceed the attendance and academic standards as set forth in the Contract. In order to promote the academic success of the School's

students in every academic subject, the Company shall research and obtain or develop curriculum aligned with Ohio's academic content standards and representing "best practices" in each academic subject;

- i. Student Recruitment. The Company shall be responsible for the recruitment of students subject to general recruitment and admission policies stated in the Contract or as approved by the Board of Directors. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law.

3. Personnel and Training.

- a. Personnel Responsibility. All personnel shall be employed by the Company. In addition to all of the duties assumed by the Company pursuant to Section 2 above, and subject to the Contract, except as otherwise provided herein, the Company shall also have the responsibility and authority to determine staffing levels, and to select, evaluate, hire, assign, discipline, transfer and terminate personnel, consistent with state and federal law, provided, however, the Company shall promptly inform the Board of major personnel changes and shall respond promptly to Board inquiries regarding any such personnel changes.
- b. School Administrator. The Company will have the authority, consistent with state law, to select and supervise the School Administrator and to hold him or her accountable for the success of the School. The employment contract with the School Administrator, and the duties and compensation of the School Administrator shall be determined by the Company, and shared with the Board of Directors upon request. The Company will share on a confidential basis with the Board of Directors its performance reviews and assessment of the Administrator and shall provide prior notice of the dismissal of the Administrator. The Administrator shall not be transferred to another school managed by the Company or one of its affiliates without the consent of the Board.
- c. Teachers. Prior to the commencement of each school year under this Agreement, and subject to the Contract the Company shall determine the number of teachers and the applicable grade levels and subjects required for the operation of the School. The Company shall employ such teachers qualified in the grade levels and subjects required, as are required by the state and federal law. The curriculum taught by such teachers shall be the curriculum set forth in the Contract or as otherwise approved by the Board of Directors. The Company shall work with each teacher to develop an Individualized Teaching Plan focused on professional growth and development and on increasing student achievement. Such

teachers may, in the discretion of the Company, work at the School on a full or part time basis.

- d. Support Staff. Prior to the commencement of each school year under this Agreement, and subject to the Contract, the Company shall determine the number and functions of support staff, as are required for the operation of the School. The Company shall employ such staff. Such support staff may, in the discretion of the Company, work at the School on a full or part time basis.
- e. Personnel Compensation. The Company shall employ and compensate the personnel who perform services at the School. If the Company fails to pay said compensation, the School, in its sole discretion, may pay such compensation and offset the amount by withholding an equal amount from the fees owed to the Company under this Agreement. For purposes of this Agreement, compensation shall include salary, fringe benefits, state and federal tax withholdings and retirement programs pursuant to the Ohio Revised Code ("Code"). As requested by the Board, the Company will share with the Board on a confidential basis the salaries, benefits and bonuses paid and who performs services at the School.
- f. Training. The Company shall continuously improve its teaching methodologies to reflect "best practices" in all subject areas and shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular and continuous basis. The Company shall continue its tuition reimbursement program for educators who qualify. Non-instructional personnel shall receive such training as the Company determines to be reasonable and necessary under the circumstances.

4. Responsibility. In providing services required by this Agreement, the Company must observe and comply with all applicable federal, state and local statutes, and the Articles of Incorporation of the School, including, but not limited to, the requirement that the School maintain tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986. The Company shall be responsible and accountable to the School's Board of Directors and to OCCS on the Board's behalf for the administration, operation and performance of the School in accordance with the Contract

5. Insurance and School Responsibilities.

- a. The Company. The Company shall comply at the Company's expense with the insurance requirements set forth in the Contract and shall maintain, at Company's expense, such commercial general liability insurance, naming the School as the insured or as an additional insured on a Company policy, in an amount not less

than one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) aggregate and excess umbrella liability insurance of not less than ten million dollars (\$10,000,000.00) per occurrence and fifteen million dollars (\$15,000,000.00) aggregate. Each such policy shall name the School and Sponsor as insureds or an additional insureds and a certificate of insurance specifying same shall be provided within thirty (30) days of the execution of this Agreement. All such policies of insurance required to be maintained by Company shall be by responsible companies of recognized standing authorized to do business in the jurisdiction where the Company is performing services and shall be written in standard form and shall provide that the policies shall not be cancelable except upon thirty (30) days written notice to the School. Upon the School's request, the Company shall deliver to the School a copy of such policies and other written confirmation acceptable to School, together with evidence that the insurance premiums have been paid.

- b. The School. The School will be responsible for items it chooses to spend in its discretion including without limitation its directors' and officers' insurance, legal fees for the representation of the Board of Directors general corporate matters, accounting, audit, tax and consulting fees for the School and other expenses approved by the Board of Directors.
- c. Notice of Claims. The Company shall notify the Board of Directors about any claim or potential claim involving the School or any students, parents, teachers, Administrators or their supervisors. On any claim arising out of the negligence, recklessness or intentional misconduct of the Company or its employees, the Company shall pay the deductibles on all Company and Board owned insurance policies.

6. Authority. The Company shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by law.

7. Fees.

- a. Management, Consulting and Operation Fee. The School shall pay a monthly continuing fee (the "Continuing Fee") to the Company of Ninety-Seven Percent (97%) of the revenue per student received by the School from the State of Ohio Department of Education pursuant to Title 33 of the Ohio Revised Code (the "Code") and any other statute applicable to Community Schools as defined in the Code (the "Qualified Gross Revenues"). Qualified Gross Revenues do not include: casino revenue unless said casino revenue is

included in the general state aid, student fees, charitable contributions, PTA/PTO income.

- i. Payment of Costs. Except as otherwise provided in this Agreement, all costs incurred in providing the educational program at the School shall be paid by the Company. Such costs shall include, but shall not be limited to, compensation of all personnel, curriculum materials, textbooks, library books, computer and other equipment, software, supplies, building payments, maintenance, and capital improvements. Any furniture, computers, software, equipment, or other personal property purchased for use in the operation of the School with state funds that were paid to the Company by the School is the property of the School.
- i. Property Owned by the School. The property purchased by the School shall continue to be owned by the School and marked or tagged as such by the Company. No property owned by the School may be disposed of without the consent of the Board of Directors. The Company shall maintain records regarding the ownership of its property used in School operations. Any property located at the School, for which no tags or proof of ownership exist, is deemed to belong to the School.
- b. Grants. The Company, from time to time hereafter, and with the prior approval of the Board of Directors may apply for available grants in the name of the School which will (A) provide additional funding to the School, (B) aid the School in fulfilling the terms of the Contract and/or (C) provide additional services and programs to the students.

Prior to the application for any grant funds, the Board of Directors shall review and approve any grant application including any fees to be paid to the Company. Following the expenditure of said grant funds, the Board of Directors shall direct and participate in any audit of said funds and the Company shall provide to the School any information requested which bears upon the audit.

- c. Notwithstanding the above, prior to paying to the Company any of the above referenced fees, the School shall deduct and pay to OCCS any fees due under the Contract.
- d. The School agrees to pass through to the Company and to match any financial incentives the School receives from OCCS as a result of the School meeting the Local Report Card benchmarks that are identified in Paragraph D.4. of the Contract. Pursuant to the Contract, OCCS will reduce the base-fee it charges the School (the

“Sponsor Fee”) by a certain percentage depending on the School meeting certain Local Report Card ratings for the previous school year (“Sponsor Fee Reduction”). The School agrees that in any month in which it receives a Sponsor Fee Reduction the School shall pay the dollar amount equal to such Sponsor Fee Reduction to the Company. Moreover, the School shall pay an additional amount equal to the Sponsor Fee Reduction to the Company as a matching incentive (the Sponsor Fee Reduction dollar amount and matching pay collectively referred to as the “Incentive Pay”).

For example: If the final Local Report Card released by the Ohio Department of Education for the previous fiscal year indicates that the School is rated with a Performance Index that is equal to a “C”, pursuant to the Contract, the School will receive a Sponsor Fee Reduction of 0.4%. Each month the School will calculate the dollar value of the Sponsor Fee Reduction and pay that amount to the Company. The School will also match the dollar value of the Sponsor Fee Reduction and pay that amount to the Company. For purposes of illustration, monthly Incentive Pay will be calculated as follows:

Hypothetical Month 1:

0.4% Sponsor Fee Reduction = \$100

School Pays \$100 to the Company representing the dollar amount of the Sponsor Fee Reduction; and

School Pays \$100 to the Company representing the matching amount.

Total Month 1 Incentive Pay = \$200

Hypothetical Month 2:

0.4% Sponsor Fee Reduction = \$125

School Pays \$125 to the Company representing the dollar amount of the Sponsor Fee Reduction; and

School Pays \$125 to the Company representing the matching amount.

Total Month 2 Incentive Pay = \$250.

- e. The School agrees to pay the Company a percentage of the casino revenue it receives in the School’s fiscal year as a reenrollment incentive (“Reenrollment Incentive”). The Reenrollment Incentive will

be calculated and paid on the last day of the School's fiscal years using the following formula:

<p># of students reenrolled by June 15th of the School's fiscal year <div style="text-align: center;">÷</div> # of students previously enrolled as of October 15th of the same fiscal year</p>	X	<p>Casino revenue received by the School during its fiscal year</p>	=	<p>Reenrollment Incentive</p>
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Prior to the close of the School's fiscal year the Company shall present to the School an invoice for the Reenrollment Incentive supported by official enrollment data submitted by the Company to the Ohio Department of Education through EMIS, SOES, or any subsequent data reporting system authorized by the Ohio Department of Education.

All Continuing Fees payable hereunder shall, at the Company's option and with approval of the Board of Directors, be made via electronic funds transfer. Title and other Grant funds shall be payable to the Company upon a reimbursement basis and, unless otherwise authorized by the Board of Directors, payment to the Company shall occur only following approval of invoices submitted by the Company to the Board certifying that the services provided or items purchased for which reimbursement is sought were done in accordance with the terms and conditions of the grant or any related State or Federal laws or regulations. The School shall cooperate with the Company to set up and establish necessary accounts and procedures such that the School shall automatically transfer the funds received from the State when such funds are immediately available in the School's accounts.

8. Additional Programs. The services provided by the Company and the School under this Agreement consist of the educational program during the school year and school day, and for the age and grade level of students as set forth in the Contract, as such school year, school day, and age and grade level may change from time to time. The School and the Company may decide to provide such additional programs as may be mutually agreed upon by the School and the Company.

9. Termination by the School. Except as otherwise provided herein, the School may terminate this Agreement in the event the Company materially breaches this Agreement or the Contract and the Company does not cure said material breach within sixty (60) days of its receipt of written notice from the School, unless said breach cannot reasonably be cured within said sixty (60) day period, in which case, the Company shall promptly undertake and continue efforts to cure said material breach within a reasonable time. Material Breach, without limitation, shall include:

- a. The Company files for bankruptcy or has a bankruptcy suit filed against it which is not dismissed within ninety (90) days, is

insolvent, ceases its operations, admits in writing its inability to pay its debts when they become due or appoints a receiver for the benefit of its creditors.

- b. Termination of the Community School Contract by the School or the School's then current Sponsor.
- c. Failure to meet any of the material terms of the Contract.
- d. Failure to maintain the insurance coverages as described above.
- e. Failure to pay any employee compensation when due as described above.
- f. The parties agree in writing to terminate the Agreement.
- g. In the event the Company assigns this Agreement, to any entity other than a Company affiliate, the School may terminate this Agreement at the end of the then-current term of this Agreement on or before June 30th of that then-current term.

10. Termination by the Company. Except as otherwise provided herein, the Company may, at its option, terminate this Agreement in the event that the School materially breaches this Agreement, and the School does not cure said material breach within sixty (60) days of its receipt of written notice from the Company, unless said breach cannot reasonably be cured within said sixty (60) day period, in which case, the School shall promptly undertake and continue efforts to cure said material breach within a reasonable time. Material Breach, without limitation, shall include:

- a. The School files for bankruptcy or has a bankruptcy suit filed against it which is not dismissed within ninety (90) days, is insolvent, ceases its operations, has its Contract terminated or not renewed, admits in writing its inability to pay its debts when they become due or appoints a receiver for the benefit of its creditors.
- b. The parties agree in writing to terminate the Agreement.
- c. The School fails to pay any fees due to the Company within (30) days of receiving written notice that such fees are overdue, excluding overdue payments resulting from a payment dispute between the School and any funding entity.
- d. The School's assignment or attempted assignment of this Agreement without the prior written consent of the Company.
- e. Termination of the Community School Contract by the School or the School's then current Sponsor.

- f. A material reduction in per pupil funding available from the State of Ohio below the Formula Amount as defined in Ohio Revised Code Section 3317.02 for the fiscal year in which the Educational Phase of this Agreement begins.

11. Duties Upon Notice of Termination and Termination.

- a. Continuing Services and Payments. Unless otherwise agreed in writing by the parties, in the event that the School notifies the Company of its intent to terminate this Agreement as provided in Paragraph 1 above, or the School receives notice from its then current Sponsor of the Sponsor's intention to terminate the School's Community School Contract, the parties agree to continue School operations through the end of the School year or June 30th, whichever date is sooner ("Termination Date"); provided that the School continues to make the payments provided for in Section 8. In the event that this Agreement is terminated during an academic year, the Company shall not impede the School's continuation of the academic year.
- b. INTENTIONALLY DELETED
- c. Equipment and Personal Property. On or before the Termination Date the Company shall transfer title to the School, or assign to the School the leases (to the extent such leases are assignable), for any and all computers, software, office equipment, furniture and personal property used to operate the School, other than the Company's proprietary materials. Other than said proprietary materials, the School shall own said personal property and the rights under any personal property lease assigned from the Company to the School. The Company warrants and represents that during the term of this Agreement, all assets used to educate students on a daily basis shall remain at the School's Facility; provided, however, this provision shall not be construed to prohibit the replacement or substitution of assets with assets of the same or better quality, or the delivery of computer based curriculum from a remote location.

12 Rules and Procedures. The School Board shall adopt reasonable rules, regulations and procedures applicable to the School and the Company is authorized and directed by the School to enforce such rules, regulations and procedures. In particular, the Company shall propose and the Board of Directors shall adopt rules, regulations and procedures concerning the proper use of computer and other equipment made available for home schooling.

13. Indemnification. Except as otherwise stated in this Agreement, the School agrees to indemnify, defend and hold harmless the Company from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by the Company as a result of any claims, actions or lawsuits brought against the Company as a result of the negligence, recklessness or intentional misconduct of the School or breach of this Agreement by the School. Likewise, except as otherwise stated in this Agreement, the Company agrees to indemnify, defend and hold harmless the School from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by the School as a result of any claims, actions or lawsuits brought against the School as a result of the negligence, recklessness or intentional misconduct of the Company or breach of this Agreement by the Company, including but not limited to claims brought against the School by current or former Company employees arising out of their employment with the Company. This indemnification provision shall survive the termination of this Agreement.

14. Relationship of the Parties. The parties hereto acknowledge that their relationship is that of an independent contractor. No employee of either party shall be deemed an employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties.

15. No Third Party Beneficiaries. This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any third person.

16. Captions. Paragraph captions are used herein for reference only and are not intended, nor shall they be used, in interpreting this instrument.

17. Notices. Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to:

Accel Online Ohio, LLC
Attn: Chief Operating Officer
1650 Tysons Boulevard, Suite 600
McLean, VA 22102
Facsimile: 703-991-8930

With a copy to:

Pansophic Learning US, LLC
Attn: General Counsel
1650 Tysons Boulevard, Suite 600
McLean, VA 22102
Facsimile: 703-991-8930

If to the School, to:

Eric S. Fankhauser
1819 Clinton Street
Toledo, Ohio 43607
Facsimile: 419-535-0565

With a copy to:

Mr. Arthur L. Clements, III
Nicola, Gudbranson & Cooper, LLC
25 West Prospect Ave., Suite 1400
Cleveland, Ohio 44115
Facsimile: 216-621-3999

18. Severability. The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.

19. Waiver and Delay. No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

20. Resolution of Disputes; Arbitration. In the event that a dispute arises among the parties, they agree to appoint a mediator mutually agreeable to both parties to help resolve the dispute. The parties agree to resolve by arbitration any dispute that cannot be mediated. Following mediation, an arbitration may be started by one party serving upon the other a written demand for arbitration together with the name of the party's arbitrator. The opposing party shall respond in writing within fourteen (14) days by naming that party's arbitrator. The two arbitrators shall meet immediately and shall name a third arbitrator. The arbitration shall be conducted in accordance with the Commercial Arbitration Rules of the American Arbitration Association ("AAA"), then in effect, unless the parties mutually agree otherwise; provided, however, that, the Arbitration shall not be administered by AAA but shall be subject to the reasonable control of the arbitrators as to manner and time. The arbitrators shall conduct any arbitration in Summit County, Ohio and shall apply Ohio law without regard to its conflict of laws principles. Notwithstanding any AAA rules, the parties shall have the right to utilize those means of discovery available to litigants under the Ohio Rules of Civil Procedure and, subject to the consent of the Arbitrators, which consent shall not be unreasonably withheld, may present testimony of witnesses by way of deposition or other electronic means. The cost of the arbitration shall be borne equally by the Parties, provided however, that the arbitrators shall have the power and authority to award attorneys fees and the cost of arbitration to the prevailing party. In the event that either party shall refuse to respond within thirty (30) days to the demand for arbitration or otherwise refuse to arbitrate, the party demanding arbitration may, upon Notice to the other party, present that party's case to one or more arbitrators for decision and the arbitration award shall include an award of costs and attorneys fees against the non participating party.

21. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Ohio.

22 Amendment. This Agreement may not be modified or amended except by a writing signed by each party hereto.

23 Assignment; Binding Agreement. Neither party shall assign this Agreement without the written consent of the other party, which consent shall not be unreasonably withheld or delayed; provided, however, that the Company may assign this Agreement to a similarly situated and qualified affiliate without the consent of the School so long as such an assignment would not invalidate the School's community school contract with the Sponsor. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

24 Counterparts. This Agreement may be executed via facsimile and in several counterparts, with each counterpart deemed to be an original document and with all counterparts deemed to be one and the same instrument.

[Signatures on following page]

IN WITNESS WHEREOF, the parties hereto have set their hands by and through their duly authorized officers as of the date first above written.

SCHOOL:
Alternative Education Academy

By: *Mr. Dan Drew*

Its: *President.*

COMPANY:
Accel Online Ohio, LLC

By: *Paul P. W.*
DocuSigned by:
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Its: CEO

Educational Program

A. Curricular Plan

Overview of Back on Track Online Academy Academic Program

Back on Track Online Academy's mission is to provide 9-12 students a structured yet flexible online academic program designed to utilize the best aspects of both synchronous and asynchronous instruction, featuring rich online content combined with college and career preparatory skill building. Through compelling inquiry-based learning, Back on Track Online Academy instills in students an intellectual curiosity and a sense of their unique purpose and strengths. Our balanced approach of "high tech" and "high touch" builds a strong sense of community and engagement among Back on Track Online Academy students.

Back on Track Online Academy offers students a rigorous program of academic fundamentals coupled with credit recovery courses that allow students to recapture credits for courses previously taken. These individualized, self-paced, mastery and standards-based courses will keep students on track at their own pace for graduation. The design of the Back on Track Online Academy program comes from Accel Schools, a leader in educational innovation and charter-school operation in Ohio and around the country.

In education, one size does not fit all, so Back on Track Online Academy is dedicated to providing students and families with an online learning environment that can meet individual students' unique needs and their unique schedules. The goal of Back on Track Online Academy is to create a school that enables all of its students to become self-motivated, competent, lifelong learners. Our program features a curriculum that is fully accessible online with all core subjects and electives delivered both synchronously and asynchronously via the Internet.

The fundamental elements of the Back on Track Online Academy program include:

- **Graduation Success Plan** - Upon enrollment, each student's prior performance results will be obtained from their prior schools; data from ongoing assessments, annual tests, pre and post-testing and the other forms of assessment will be logged in the student's individual file and will be utilized to develop the student's Graduation Success Plan (GSP). This plan will be further developed into a roadmap for graduation and career success.
- **Advisement and Support:** Upon enrollment, each student will be assigned an academic advisor (AA). The advisor will review the newly created GSP, meet with the student to discuss goals and formulate a strategic plan to meet those goals for graduation and beyond. The role of the AA is to continuously monitor student progress as a whole and provide the structure, motivation and pacing needed for the student to meet the goals of the GSP.
- **Synchronous and Asynchronous Instruction:** Back on Track Online Academy's teacher-led classes are a combination of synchronous and asynchronous instruction with frequent assessment and feedback. The credit recovery courses are mastery based and facilitated by a teacher who is also available for synchronous sessions.
- **High Touch Environment:** In addition to regular contact with their teachers, students will have progress goals, which are set as a contract between the student and the Academic Advisor. During the course of each semester there will be a series of face to face touch points at local Accel Resource Support Centers (ARSC). These touch points serve to verify

academic integrity of the work being submitted online. Depending upon a student's progress toward meeting his/her goals, there may also be requirements to come in to the ARSC for additional learning support sessions. Regardless, a student may also take advantage of this physical resource by coordinating an appointment through his/her advisor.

- **Curriculum Framework:** Following the Ohio State Learning Standards, Back on Track Online Academy will offer the core subjects required in the sequence outlined by ODE focusing on the big ideas, concepts, competencies and essential questions.
- **Career and Workforce Readiness:** While the Industry Credential pathway is only one of the three available pathways to graduation in Ohio, all Back on Track Academy students will be provided resources and support to help them establish and meet their goals for after high school. Students may of course pursue any of the three pathways (Ohio Test Scores, Workforce Credential or College/Career Readiness) and will receive appropriate support for each.
- **Assessment:** Back on Track Online Academy will implement numerous assessment tools for students in Back on Track Online Academy in order to determine student educational needs and measure improvement in performance over time. An individualized testing schedule will be developed to include in person assessments at the ARSCs to monitor student progress and ensure the accuracy and integrity of the results.
- **Standards:** Standards define what students should know and be able to do for each part of the curriculum. Back on Track Online Academy offers courses in grades 9-12 that are fully aligned to the Ohio Learning Standards.
- **Safe and Supportive Environment:** Student safety is a priority as Back on Track Online Academy. Our online resources and communication tools are secure and password protected; students, by design, do not interact with adults who have not undergone a required background checks. The online community and classrooms will contain a Positive Behavior Support program.
- **Materials and Resources:** All necessary learning materials and resources, including a student computer, are provided free of charge to all fully enrolled students.

Unlike many of today's online learning options, the Back on Track Online Academy model is built specifically to the online medium and incorporates a wide variety of digital resources and presentation avenues, including audio, animation and images to keep students interested and engaged. It is designed to capitalize on the best opportunities that the online venue has to offer for both synchronous and asynchronous learning.

The curriculum and teaching strategies at Back on Track Online Academy recognize and will accommodate the needs of a diverse set of learners – those students who are eager to stretch their horizons on a challenging path of individual-based inquiry, as well as those students who require more time-on-task and personalized courses that spark their interest and help them “catch up” to their grade level peers. The Graduation Success Plan is a living document that is worked on in a partnership with the student and academic advisor, being continuously revised and refined as students develop skills and hone goals and interests.

Back on Track Online Academy will offer a full curriculum for students in grades 9-12. The curriculum is fully aligned with the Ohio Learning Standards a combination of proprietary vendor-created and instructor-designed materials. The educational program at Back on Track Online

Academy pairs an intensive Core Program focused on forming strong skills in Mathematics, Science, English Language Arts (ELA) complemented by world languages, career exploration courses and other electives that meet their interests and fill out their graduation requirements.

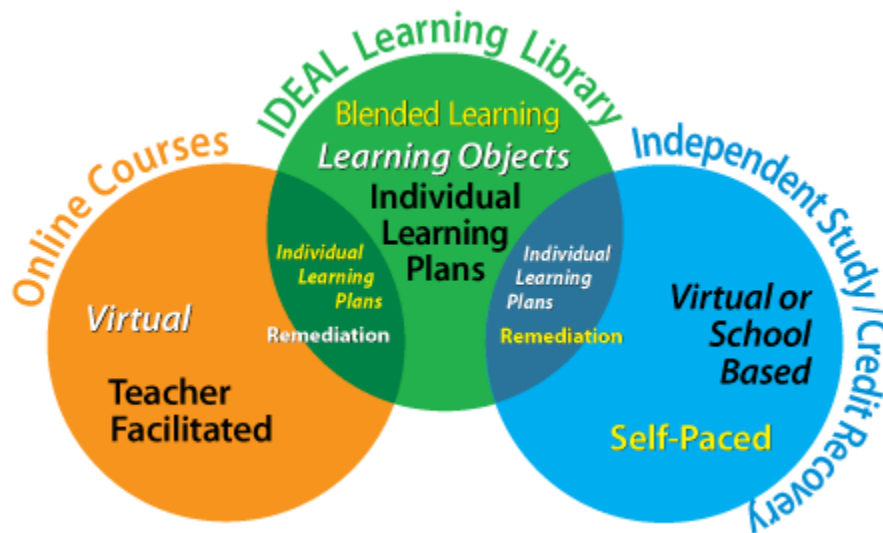
Curriculum Resource Descriptions

Back on Track Online Academy uses Accelerate Education’s curricula as well as electives from the Edynamic Learning portfolio. Back on Track Online Academy’s courses utilizing these curricula sources are fully developed and aligned to the Ohio Learning Standards. Information on each grade level can be provided.

Accelerate Education

Accelerate Education’s suite of curriculum products is designed to be either stand-alone or integrated, thus allowing the school to adjust for students’ learning style needs as they progress through their Graduation Success Plans.

Accelerate Education’s Suite of Curriculum Products either Stand-Alone or Integrated



By combining Accelerate’s curriculum with the features of Canvas, the Learning Management System, instructors will be able exercise the amount of control desired over the pace and structure of the curriculum from the course level all the way down to the individual assignment item and/or question.

Accelerate Education offers all of the core academic courses required for graduation in both a teacher facilitated format and a mastery based (self-paced) format. Additionally, they offer electives in each core academic area and world languages as well as the requirements needed in the areas of health/pe and fine arts.

Edynamic Learning

Edynamic learning provides a suite of contemporary career and elective courses designed to ignite student passions for career exploration and equip them with the knowledge they need to make life shaping and career decisions. Edynamic Learning also support a career readiness program that has sequenced tracks aligned to national standards and puts students on a track to obtain industry certifications and secure employment in high paying, high demand jobs.

Features of edynamic learning's courses include meaningful assessments, reflective discussion assignments, review games, personal curriculum narratives, captivating course lab activities, podcasts, balanced reading levels, contemporary graphics, and are iTunes audio integration capable. When combined with Back on Track Online Academy's passionate online teaching staff, these courses really help students identify their career interests and skill sets.

As a part of Back on Track Online Academy's vision, the school is always striving to incorporate new curricular resources. The management organization's academic team evaluates the relevance and effectiveness of the existing curriculum based upon achievement and performance data, staff reports and the identification of gaps in ability to support the core standards. The team researches other curriculum resources that can fill the gaps and help the school achieve better performance. When curriculum pieces that meet the criteria are identified, a pilot program is conducted with select staff. The staff and students piloting the curriculum provide feedback on its efficacy. If the academic team believes that the piloted curriculum fits student and staff needs moving forward, information regarding the curriculum and the pilot program is presented to the school's Governing Authority. With board approval, and subsequent sponsor approval, the curriculum is then selected. Curriculum pieces that are not successful, based on pilot criteria, are not selected for presentation.

Course Offering List

Note: This list can change as new courses/curricula are curated and procured. Not all courses will be offered each semester, but each student's Graduation Success Plan will be considered as long term scheduling is done. As stated before, core academic courses are offered both in a teacher led and a mastery based/independent study format.

English

English 9	Public Speaking
English 10	Mythology & Folklore
English 11	Creative Writing
English 12	Gothic Literature
	Contemporary Novels

Math

Algebra I
Algebra 2
Geometry

Consumer Math
Pre-Calculus
Trigonometry

Science

Earth Science
Physical Science
Biology I
Chemistry
Physics
Astronomy
Anatomy and Physiology
Botany and Zoology

Entomology
Environmental Science
Marine Science
Paleontology
Renewable Energy
Space Exploration
Forensic Science I
Forensic Science II
Great Minds in Science

Social Studies

American Government
American History
Economics
Financial Literacy

World History
World Geography
Anthropology
Psychology
Sociology
Archaeology

World Languages

Spanish I
Spanish II
Spanish III

French I
French II

Health and PE

Health
P.E.
Flexibility Training
Walking Fitness

First Aid
Nutrition

Fine Arts

Art Appreciation
Art History

Basic Drawing
Advanced Drawing

Art in World Cultures
Music Appreciation
Beginning Painting
Media Arts

Calligraphy
Digital Photography I
Digital Photography II

Business, Tech and Career Electives

Basic Web Design
Business Communication
Career Planning
Business Essentials
Hospitality and Tourism
Health Careers
Health Science I
Health Science II
Accounting

Photojournalism
Medical Terminology
Sports and Entertainment Marketing
Veterinary Science
Fashion & Interior Design
Intro to Legal Studies
Intro to Culinary Arts

B. Instructional Practices

Learning best occurs when teachers are well prepared, best practices are employed, the students are engaged, and the lessons suit individual needs. Back on Track Online Academy's educational approach will feature an innovative curriculum, a high degree of connectivity and personalized attention, intensive teacher training and inquiry-based, student-centered learning. Back on Track Online Academy's program will focus on practical application of knowledge and strong family and community involvement with the school

Back on Track Online Academy's instructional approach stems from proven research and our team's years of experience in effective instructional and administrative practices. The fundamental elements of our instructional strategy are:

- **Synchronous and Asynchronous Instruction:** Back on Track Online Academy integrates online instruction into everyday practice. The program features both live "synchronous" instruction as well as content-rich "asynchronous" lessons. Back on Track Online Academy uses the best, standards-based content and leading online delivery methods to assure a top-flight learning experience.
- **Reciprocal Teaching:** Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The Back on Track Online Academy model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies core skills in an engaging manner, providing students with content knowledge rich in cultural literacy.
- **Differentiated Instruction:** Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. Additionally, the Learning Management System provides the capability to personalize assignment selections through

grouping. Back on Track Online Academy teachers are trained in effective strategies for successfully tailoring all of these areas to individual student needs, ensuring that different learners are all provided the best opportunity to succeed.

There is much evidence showing that students are more successful academically if they are taught in ways that match their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Also, differentiating instruction is a key part of effective professional development. Expert teachers pay attention to their students' varied learning needs (Danielson, 1996); “to differentiate instruction, then, is to become a more competent, creative, and professional educator.”¹

In this way, the curriculum and teaching strategies at Back on Track Online Academy will accommodate the needs of a diverse set of learners – those students who are eager to stretch their horizons on a challenging path of individual-based inquiry and those students who require more time-on-task and personalized courses that spark their interest and open a world of engagement. Innovative and effective instructional methods include: cooperative learning, graphic organizers, role-playing, activating prior knowledge, personal connection journaling and Socratic Method

Experience - Students will engage with a rich level of synchronous content resources throughout the week.

- Subject specific teachers.
- Six courses per semester mapped to graduation requirements using the Graduation Success Plan as a guide.
- High school courses structured to provide students the necessary knowledge and skills to achieve proficiency on the Ohio Achievement Assessments and Graduation Tests.
- Weekly+ Webinars per subject.
- Access to full catalog of courses.
- Daily access to communication with teachers and academic advisors.
- Scheduled access to regional Accel Resource Support Centers around Ohio.

Instructional Technology – Back on Track Online Academy provides instruction primarily through a learning management system (LMS), Canvas, and a Webinar Platform (Big Blue Button).

All students will have an account in the Canvas learning management system. Canvas connects all of the digital tools students and teachers use in one easy place. The platform is intuitive, collaborative, and can be accessed anytime, anywhere on any device. Because it is easy to learn, implement and use, Canvas allows all stakeholders to participate without the perceived obstacles often associated with new software. Features of Canvas include:

¹ All references from Tomlinson, C. (2001). *Differentiation of Instruction in the Elementary Grades*. ERIC Digests. Says elementary

- Graphic Analytics and Reporting which turns student performance and usage data into meaningful insights that can inform instruction.
- A badge and reward system that can be customized.
- A global calendar for assignments and course work providing students a way to manage their schedules and prioritize their tasks.
- Collaborative workspaces, discussion areas, ePortfolios, web conferencing and audio/video message capability provide students with a variety of ways to demonstrate learning.
- A dashboard and activity stream provides students with a snapshot of the latest and most relevant course information upon login.
- Notification preferences allow users to receive course updates when and where they want—by email or text message.
- Parent co enrollment connects parents to students' classes automatically—giving them the insight to be successful.

Through effective use of this technology, teachers, parent/guardians and students will be able to interact through webinars, online chat and email, enabling teachers to custom-tailor academic programs to students' unique skills and interests – all aimed at optimizing our students' learning experience. Back on Track Online Academy students enjoy ongoing opportunities to succeed as the program draws forth and cultivates their multiple intelligences and unique gifts.

Back on Track Online Academy's webinar software, Big Blue Button is used for synchronous collaboration between teacher and students and among students. When working on a project, students can go to the teacher's virtual office and work together on a project. They have use of a whiteboard, typed chat, voice chat and webcams to do this. Documents can be file transferred while in an online session and the moderator can share his/her desktop to show, in real-time, how to accomplish a task. If the student is given moderator rights, the student will be able to share his/her desktop or application with other students. They can all edit a document at the same time and can all view the changes simultaneously. Additionally, if a teacher is holding a whole-class meeting in his/her virtual office, he/she can create "breakout" rooms where collaborative groups can meet to discuss a project or work on content.

The Student Experience

Assumptions:

- Student attendance is important to success. As a part of the Graduation Success Plan, student schedules for online and offline work time will be discussed. These schedules will be revisited periodically and adjusted to meet student needs.
- Student participation is essential to success. All students are expected to participate fully in their course schedules and communicate responsibly should any issues arise.
- Effective and timely communication is crucial. All stakeholders, are expected to respond to all email and phone communications within 24 hours on school days.

- Student schedules will vary according to the student's GSP, the courses being taken, and the student's personal circumstances.

Meeting Requirements

Students enrolled in the Back On Track Online Academy will quickly learn and understand the importance of a support and accountability system to help them meet their GSP. As such, the first step is the establishment of the GSP which will outline initial student goals and outline a roadmap for graduation with regards to timeline and course requirements. The GSP should be done in person at the student's local ACCEL Support and Resource Center (ASRC). This center will serve as the hub for all extra face to face support services a student might require. These can include but are not limited to:

- Having a student attend classes and advising sessions at the center should attendance requirements not be met.
- Having a student participate in various assessments, both high stakes and low stakes, to ensure academic integrity.
- Having a student schedule "extra help" in the form of tutoring or other support needs.
- Having a student meet periodically with his/her advisor to revise the GSP and make sure the Back on Track Plan is working.

Upon enrollment students will be placed in a tier system in terms of the attendance and support requirements they will need. All students will start at a Tier 3. Students who are excelling academically and with attendance can move as high as tier 5. Students who are struggling academically, not communicating regularly, and/or not attending and participating as expected will be placed on Tier 1 or 2, with 1 being the lowest. The tier level the student is on determines the face to face attendance requirements at the center.

Tier	General Description	Required Center Attendance Frequency
5	Student is meeting above 90% of the GSP goals.	High stakes testing.
4	Student is meeting 75%-90% of the GSP goals.	High stake testing GSP review each semester
3	NOTE: All students start at this tier. Student is meeting between 60%-75% of the GSP goals	High stakes testing GSP review quarterly
2	Student is meeting below 60% of GSP goals	High stakes testing GSP review quarterly Monthly check-ins for academic and advisement support.
1	Student is meeting below 40% of GSP goals	High stakes testing

		<p>GSP review twice per quarter.</p> <p>Biweekly check-ins for academic and advisement support.</p>
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Regardless of tier, all student make use of their local ASRC for extra help or even just as a place from where they can login and attend class. They just need to schedule these sessions through their academic advisors to ensure adequate staffing.

C. Assessment and Alignment with Curriculum and Instruction

Describe how student progress will be determined, measured and reported. As a starting point, community schools in Ohio are subject to mandatory assessment and testing requirements applicable to all Ohio public schools. Please indicate, which assessment tools, in addition to administering state-mandated assessments the school will used to determine and report student progress.

Please explain which measures and metrics will be chosen and why they were selected. Please discuss how baseline achievement data will be collected, in which subject or development areas such data will be collected, and which assessment tools will be used. Please describe how the school will use results from formative, summative or diagnostic assessments to make instructional adjustments according to standards-mastery information demonstrated by student performance.

A strong assessment plan is the cornerstone of any successful instructional program. Back on Track Online Academy will implement numerous assessment tools for students in Back on Track Online Academy in order to determine student educational needs and measure improvement in performance over time.

- **Incoming student assessment** - All new students coming into Back on Track Online Academy will be screened for learning readiness. Upon enrollment, each student’s prior performance results will be obtained from their prior schools. Data from ongoing assessments, annual tests, pre and post-testing and the other forms of assessment will be logged in the student’s individual file and will be utilized to develop the student’s Graduation Success Plan (GSP). In addition, all entering students will also undergo skill testing using a computer adaptive assessment and the NWEA results to identify specific instructional targets for the state standards.
- **Ongoing assessment** – Once a student is enrolled at Back on Track Online Academy and has finalized his/her GSP with the advisor, the student will participate in a variety of performance assessments over to time to monitor their progress and modify their academic program to keep them on track for academic success. These assessments include:

- **Computer-adaptive assessments:** These quick assessments have the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students and classes to identify areas for improved instruction across groups of students as well as at an individual level.
- **NWEA assessments:** The NWEA are taken quarterly by all students. Baselines are established within the first three months of the school year. Once a baseline has been established, performance is measured quarterly and from the beginning to the end of each term.
- **State-sponsored criterion referenced tests:** These are State of Ohio mandated tests designed for gathering detailed information about how well a student has performed on each of the educational goals of the curriculum.
- **Authentic assessments using e-portfolios:** Portfolios document students' work, display a command of skills and content, and provide insight into the learning process over time. These include student work samples along with observations and evaluations of student learning and performance by the student, school staff, parents and peers as applicable.
- **Performance-based assessments:** These assessments require students to actively solve problems and apply knowledge in production-driven learning activities such as science experiments, math problems, dramatic and oral presentations, etc.

The table below provides a summary of the assessments we plan to use to monitor student performance at Back on Track Online Academy, the frequency of testing, and the grade levels to be tested.

Assessment Tool	Frequency	Description
Computer Adaptive Assessments	Ongoing, weekly and as needed	Computer (ILS) assessment. Determines mastery of core subjects
NWEA	Quarterly	A computer-adaptive test that lets teachers quickly determine the proficiency level of student on specific state standards.
State of Ohio Assessments	Annually for most grades.	State mandated criterion-referenced test.
ePortfolios	Ongoing, weekly as per GSP	Utilized as authentic assessments documenting student achievement over time.
Performance-based assessments	Ongoing, as needed	Includes science experiments, dramatic & oral presentations, video productions, and research projects.

Performance data from NWEA and the computer adaptive assessments are available instantly in the online program, so they become the primary resource enabling teachers to modify their instruction to insure any achievement gaps are covered. This assessment data is reviewed by grade level and course content teacher teams and is placed quarterly in the context of the school improvement plan goals and objectives. All key data is collected for each student's Individualized Learning Plan which is reviewed three times per year with each student, his or her parent, and the respective teacher. This review allows for an objective review of achievement and development of strategies to improve achievement

D. Special Student Populations

Special Education Students

Back on Track Online Academy will comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), the Individuals with Disabilities in Education Improvement Act ("IDEA"), as well as the Ohio Special Education Rules. Back on Track Online Academy will contract with outside vendors for any services deemed necessary by the student's Individualized Education Plan. Examples of these services may include speech, occupational and physical therapy as well as school psychology, evaluation, and intervention services. Vendors will be determined on a case-by-case basis depending on geographic area the student resides. In some cases, we may be able to contract from the local school district and when this is not possible, we will contract with third-party agencies.

When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, Back on Track Online Academy will ensure that those services are provided. A full range of services appropriate to meet the disability needs of the student are also considered, including but not limited to: Speech/Language Pathology, Occupational Therapy, Physical Therapy, Orientation/Mobility, etc.

The school will ensure that the Head of School is fully trained in all of the rules and regulations listed above. The Head of School will receive special education training as part of their comprehensive training. The Head of School will receive guidance from the ESP's special education support personnel (such as the Special Education Director) that will provide both guidance on the special education process and build capacity with the Head of School with ongoing training. In addition, school leadership will develop a special education procedural manual outlining the school's provision of special education programs and services as well as compliance with IDEA and the Ohio rules by the end of the first school year.

To determine whether a child with disabilities can be educated satisfactorily in a regular online classroom with supplementary aids and services, the following factors will be considered and addressed in the IEP:

- What efforts have been made to accommodate the child in the regular classroom and with what outcome(s)?
- What additional efforts (i.e., supplementary aids and services) in the regular classroom are possible?

- What are the educational benefits available to the child in the regular classroom, with the use of appropriate supplementary aids and services?
- Are there possible significant and negative effects of the child's inclusion on the other students in the class?

All service decisions will be made by the IEP team including no less than the special education teacher/provider of that student, Parent/Guardian, general education teacher of that student and the student (when appropriate). Placement decisions are considered at every full IEP team meeting (at least annually) and adjusted according to team decision. In selecting a placement in the least restrictive environment, consideration is given to any potential harmful effect on the student or the quality of services he or she needs, as well as ensuring that a student is not removed from general education solely based on the need for modifications of the general education curriculum.

Regular review of special education census data will be reviewed by the school, assuring that adequate attention is paid to compliance timelines, as well as special education personnel caseloads, with recommendations made to the school leader to add personnel as necessary to provide for not only at least 10% of the initial projected enrollment, but also to adjust for additional personnel as enrollment and identification of students increases based on that enrollment. As more fully described below, Back on Track Online Academy shall be solely responsible for its compliance with the Section 504 and the ADA.

Child Find - Back on Track Online Academy recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have, a disability so that a free appropriate public education can be made available to all these children. To ensure compliance with these Child Find provisions of IDEA, Back on Track Online Academy will put in place the following Child Find procedures through which to identify students with disabilities within the school enrollment and provide them services. This will include:

- Informing Parent/Guardians as to the scope and breadth of special education programs and services available to the school in literature and/or web site.
- Developing an Interventions process whereby:
 - All students in the school are assessed and progress monitored periodically through the school year.
 - Such data is used to determine students who are struggling and require intervention, and such interventions offered to the students.
 - Students not responding to secondary levels of intervention (such as structured small group interventions) will enter a student study team process, and provided the opportunity to engage in more intense, individualized instruction. Movement from general to individualized interventions will be based on how the student responds to such interventions using objective measurement and assessment. Students not responding to interventions across this continuum of interventions will be referred for further evaluation for consideration for potential special education services.
- Either upon completion of the comprehensive systems of providing scientific, researched based interventions described above, or upon request from a Parent/Guardian, the student

may be referred for an evaluation for eligibility for potential special education services. Such a referral will be made following:

- A comprehensive review of existing evaluation data, including state and local assessments, observations and classroom data and data provided by the student's Parent/Guardians. Often, this data is collected and reviewed in an ongoing fashion as part of the intervention team process and further summarized and reviewed at the time of referral.
- Based on this review, the team will determine what additional information is needed to determine if the student has a disability, present levels of academic achievement and functional performance and/or what special education programs and services may be required.
- An evaluation will only proceed once a Parent/Guardian has provided written consent for such an evaluation
- Once that consent is received, an evaluation (based on the required additional information needed) will be provided within 45 days of that consent. Following such eligibility determination and IEP team will convene and a final IEP will be completed within 45 days of receiving written consent.
- Implementation of an initial IEP will only take place upon a Parent/Guardian providing written consent for the provision of those initial programs and services.
- When the school is made aware (through regular registration process) that a student enrolled is a student with a disability, the following steps will be taken:
 - If the student's current IEP is available, then the school will make an offer of a Free and Appropriate Education that:
 - Adopts that current IEP developed by the previous school until not later than the original expiration date, at which time an IEP team meeting will take place; or
 - A temporary placement/Comparable services agreement will be drawn up that provides programs and service comparable to that on the previous IEP that are agreed to by the Parent/Guardian and the school. This placement would be in effect for no more than 30 calendar days, at which time an IEP team meeting would be convened and a new IEP developed.
 - If the student's current IEP is not available,
 - A temporary placement/Comparable services agreement will be drawn up that provides programs and service comparable to that on the previous IEP that are agreed to by the Parent/Guardian and the school. This placement would be in effect for no more than 30 calendar days, at which time an IEP team meeting would be convened and a new IEP developed.
 - The school will make regular attempts to receive the previous records of this student from the previous district by providing a release for records form signed by the Parent/Guardian, making multiple attempts as necessary.
 - If the school is unsuccessful in obtaining such records, a review of existing evaluation data will take place and the student re-evaluated to determine eligibility for continued services.

Evaluations and IEPs - Students can be referred to special education either by the Student Support Team (SST) or by the Parent/Guardians. Such referrals will result in a review of all current data regarding that child and the evaluation review team will determine if any further data is needed to determine if the student has a disabling condition that is serviceable under IDEA. This review will take place no later than 10 days after the referral. In order for the school to carry out such a plan, the Parent/Guardian will need to consent to the plan in writing in accordance with IDEA. The school will contract for psychological or other services to carry out the evaluation plan. Copies of the evaluation results will be provided to the Parent/Guardians prior to an IEP meeting.

Any student eligible for services will undergo a review of current and past data at least every three years. Such a review will take place for students with cognitive disabilities such as Mental Retardation every two years (§ 711.22). A review of existing evaluation data can be called for and re-evaluations completed more often as the parent and school deem necessary. Back on Track Online Academy will plan for and carry out re-evaluations based on the aforementioned reviews and will re-determine eligibility in an IEP team meeting. If the team (including the Parent/Guardians) determines that enough data exists to determine that a student continues to have a disability under State Code and continues to be eligible, an agreement will be entered into that no evaluations are necessary (for at least three years or until a determination is made that they are needed). If this option is exercised, the Parent/Guardians will be informed of their right to request an evaluation. Reevaluations will also be conducted to determine if a student is no longer eligible for services or for the purposes of exiting a student from special education programs or services in accordance with IDEA and proposed revisions to the State Code.

Any student identified with a disability that meets eligibility requirements where the team has indicated that the student requires special education programs and or services will receive appropriate programs and services as set forth in the student's Individualized Education Program (IEP). An IEP will be developed when the IEP team determines that a student is eligible for special education services (as outlined in the aforementioned section). The IEP team will consist at a minimum: an administrative representative (who has authority to commit the resources of the school/district/LEA); the Parent/Guardian; a general education teacher that services the student; a special education teacher, and the student if transition to adult services is to be considered. Current data is reviewed and a statement expressing present levels of academic achievement and functional performance will be developed, with corresponding observable and measurable goals set for the student. These goals will be carried out using a variety of service delivery options. A full continuum of programs and services will be considered with a placement decision to carry out the IEP in the least restrictive environment (LRE) that is appropriate for the student. Highly qualified special education teachers will be hired to facilitate the implementation of the IEPs, with the provision of such programming taking place either in the general education classroom or in a separate special education classroom, depending on LRE determination from the IEP team. The IEP Team will determine the need for the provision of special education services such as: speech language impairments, hearing impairments, orthopedic impairments, vision impairments, as well as assistive technology and/or other related/supportive services, e.g., orientation and mobility, physical and /or occupational therapy, etc.

Progress on IEP goals will be provided to Parent/Guardians at least as often as progress is reported to Parent/Guardians of students without disabilities. IEP teams will meet to revise and update IEPs at least annually but may also meet more often in order to modify the provision of programs and services or measurable goals when any member of the team indicates such a review is necessary.

The Back on Track Online Academy views Parents/Guardians as vital members of the IEP team and will make every attempt to come to an agreement on the provision of special education programming and services to students with disabilities, however, we recognize that there are times when disagreement may occur. Upon receipt of a due process complaint, Back on Track Online Academy will respond to the complaint within ten (10) days. Within fifteen (15) days of receiving notice of the due process complaint and prior to the scheduled due process hearing, Back on Track Online Academy will convene a meeting with the Parent/Guardians in attempt to resolve the situation (resolution session). Mediation may be sought to facilitate a successful resolution to the complaint. If a resolution cannot be reached within thirty (30) days of the complaint, a due process hearing will take place in accordance with IDEA and state regulations.

If both the family and school agree to such an approach, alternate methods to dispute resolution may be sought, including sessions facilitated by a Mediator approved by state. Either party may file a due process complaint with the state on matters related to identification, evaluation, educational placement of a student with a disability or provision of a Free and Appropriate Public Education. Back on Track Online Academy will follow the Ohio Rules for Special Education, including those rules governing complaints, mediation and due process complaints

Family Educational Rights and Privacy Act - The school will ensure compliance with the Family Educational Rights and Privacy Act by following the steps noted below:

- Parent/Guardians or guardians (or any student over the age of 18) who request to inspect or review a student's educational records will be asked to put the request in writing to the Head of School specifying the record or records they want to review. All office staff will be advised of the process at the professional development training prior to the school's opening. Within 15 days of receiving the request, the Head of School will make arrangements for access and notify the Parent/Guardians/guardians/student of the time and place where the records may be inspected.
- If a Parent/Guardian or eligible student requests that notations be added to student's records, they will be asked write a letter of request to the Head of School, clearly identifying the nature of the additions. In addition, they will be asked to specify in their letter why they believe the information will be included in the student's file.
- All office staff will be advised of this procedure at professional development training prior to the school's opening.
- Parent/Guardians/guardians and eligible students will be provided their right to consent to any disclosures of personally identifiable information contained in a student's educational record except if the disclosure is to school officials who need the information for legitimate and sound educational reasons. The charter school considers such "school officials" to be one or more of the following:
 - Head of School

- The student’s teacher/paraprofessional
- Board member (under limited circumstances)
- Board attorney
- Designated school employee
- A school official must be fulfilling his/her professional responsibility to have a legitimate educational interest to review a student’s educational record.

Communication - Parent/Guardians/guardians of students with disabilities will be advised of student progress through Parent/Guardian conferences, report cards, updated Individualized Education Programs and by grade updates that will be provided through a Parent/Guardian’s individual login to the online campus just like Parent/Guardians of students without disabilities. Parents of students with disabilities will be given progress reports on progress toward IEP goals at least as often as parents receive progress reports on student progress in the general curriculum (at least quarterly, more often as dictated by general education communication practice).

The online format enables Parent/Guardians, students and teachers to track grades and progress daily. In addition, formal communications will occur periodically throughout the school year as indicated below:

Parent/Guardian Conferences – required meetings in which the student’s progress is discussed and samples of work provided	4 times per year
Report Cards – distributed at the Parent/Guardian conference (only mailed home on exception basis)	4 times per year
Grade Level Updates – although not specific to the achievement of an individual child, provides Parent/Guardians and guardians with curriculum updates	2 times per year

Back on Track Online Academy believes that the school and the family must be working in concert to have the maximum impact on the child’s development and, therefore, will strive to ensure that Parent/Guardians/guardians are in attendance at meetings, throughout the process, regarding their child so that their understanding of the child and his/her needs are discussed as a critical contribution to the development of the IEP. Meetings involving discussion of the needs of the individual student with disabilities will be scheduled so that Parent/Guardians/guardians will be able to attend.

Parent/Guardian Satisfaction Surveys - The school intends to use Parent/Guardian Satisfaction Surveys specific to special needs students in order for Parent/Guardians/guardians to have an opportunity to evaluate the quality of services provided to their child. The survey includes questions regarding the level of satisfaction concerning:

- The degree of involvement in the development of the IEP
- The extent to which the Parent/Guardian’s opinions have helped shape the special services their child is receiving
- The quality of communication with the school

- The progress being made in carrying out the special education plan for their child

Although the survey is confidential, Parent/Guardians/guardians are provided with the opportunity to give their name and phone number if they want the Head of School or another individual to contact them to discuss their comments.

Section 504 Students - Back on Track Online Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Back on Track Online Academy. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Head of School of Back on Track Online Academy and shall include Parent/Guardians/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the Parent/Guardian or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the

student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Back on Track Online Academy's professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. All 504 team participants, Parent/Guardians, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

ESL Students

All students enrolling in Back on Track Online Academy will have a parent or guardian complete the Home Language Survey. The Home Language Survey will be translated into the languages represented in the school area population. If answers indicate there are languages other than English spoken in the home, these students will be assessed for English language proficiency (ELP) using the W-APT. This will be administered by the ESL program administrator trained to understand the needs and concerns of English language learners (ELLs) and their families. Bilingual support will be made available to families who require translation services.

The ESL program administrator will also take previous academic performance into account. The two components of the student's academic record include grade reports and results on standardized, criterion-referenced assessments. The ESL program administrator will look for evidence of the student's ability to succeed in English or English language development courses, the student's ability to succeed in core content areas, including math, science, and social studies, and whether the student has received language support services in another school environment. The ESL program administrator will review all available data from standardized test scores (going back as many years as the student has taken them) to analyze the test performance for patterns demonstrating strengths and weaknesses. During the oral interview, the ESL program administrator will informally assess the student's on-demand English proficiency.

If an assessed student requires language development courses and special services for these language needs, this student is considered part of the ESL program. Once a student has tested in to the ESL program, the student will receive age-appropriate and level-appropriate instruction in all core areas, will undergo annual testing to determine advancement in ELP levels, and will be eligible to test out of the ESL program at any time the student is able to satisfy the exit criteria

Students Below Grade Level and the use of RTI

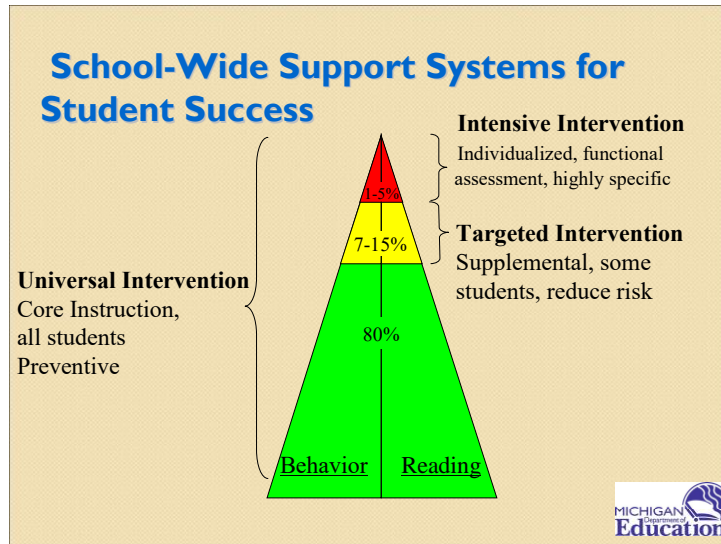
The gap in achievement between students from different socioeconomic and racial/ethnic backgrounds is one of the most persistent challenges facing educators, a challenge that has become increasingly imperative for schools to conquer as they struggle to meet AYP goals stipulated by NCLB. The Response to Intervention (RTI) model is used as a vehicle for closing the achievement gap between different subgroups of students. The RTI model identifies three distinct tiers of service delivery. The majority of students will need only Tier 1 services, the least expensive and most broadly available options for serving needs. A smaller percentage of people, however,

will need more specialized assistance, or greater “dosages” of intervention: Tier 2. The third tier is reserved for those students who need the most intense assistance.

The success of this intervention model hinges on teachers’ and administrators’ ability to keep as many students in the primary and secondary intervention as possible, thereby concentrating resources on those students most in need of intensive aid, those in Tier 3. In applying the RTI model on a schoolwide basis, schools are expected to change the allocation of resources and reengineer their design and delivery of instruction in keeping with the tenets of the three-tier approach. Such reallocation of resources is projected to boost the academic performance of all students.

This model will be applied at Back on Track Online Academy through the following methods:

- **Screening:** Placement tests, used in conjunction with any other assessment portfolio information we have on the student and placement according to that screening (of course we never use one data point – and it does not apply to certain populations such as students with IEPs or ELL).
- **Progress Monitoring:** Back on Track Online Academy will use the NWEA to progress monitor students against national standards quarterly. In addition, teachers will use NWEA to monitor progress on specific strands via curriculum based measures (weekly is the goal). Students with IEPs have goals and objectives with skills that are directly linked to state standards and benchmarks, and weekly probes are taken to progress monitor students toward the annual goals and objectives.
 - For students who are making progress, we consider them “responding to the intervention”. These are school-wide supports (correspond to the green below)
 - For students not responding to the school-wide supports, we move to the next level.
- **Intervention:**
 - The first level of secondary support (identified in the yellow below) would be to use the progress monitoring and achievement data to identify students at risk (this is the same process the school will go through to identify target groups for Title 1).
 - Group interventions are usually done for a period of weeks and the students re-assessed. Student responding to this intervention are either continued or removed from the intervention, depending on progress.



- Students not making progress are considered “Not responding to the intervention” and are moved to an Intervention Assistance Team. This is part of the red part of the triangle below.

Sample School Calendar

August						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

State Testing Dates

To Be Determined

180 days in session
1260 academic hours for
FY19

Legend	
	First/Last Day of School
	Teacher Workday-No School
	Parent/Teacher Conference - No School
	School Closed
	End of Quarter
	Interim Report Sent Home

- August:**
 7-8 Teacher Workday – No School
 9 First Day of School
- September:**
 1 1st Quarter Interim Reports
 4 Labor Day – No School
 29 Teacher Workday – No School
- October:**
 6 End Quarter 1
 19 Parent-Teacher Conferences – No School
 20 Teacher Workday – No School
- November:**
 10 2nd Quarter Interim Reports
 22 Teacher Workday- No School
 23-24 Thanksgiving Break – No School
- December:**
 15 End Quarter 2
 December 18 – January 1 Winter Recess
- January:**
 2 School Resumes
 15 Dr. Martin Luther King, Jr. Day – No School
 26 Teacher Workday – No School
- February:**
 2 3rd Quarter Interim Reports
 19 President’s Day – No School
- March:**
 1 Parent-Teacher Conferences – No School
 2 Teacher Workday - No School
 9 End Quarter 3
 March 30 – April 6 Spring Recess
- April:**
 9 School Resumes
 20 4th Quarter Interim Reports
- May:**
 18 End of Quarter 4
 23 Last Day of School for Students
 25 Last Day for Teachers

Back on Track Academy

Response to Charter School Specialists

Enrollment Projections: As discussed in the interview, the OHDELA school has a significant special education population and being that this is a dropout recovery school, we anticipate a high percentage of special education students.

Location of the School – We will target students across the state who are in danger of dropping out of high school or have already dropped out.

Governing Authority Structure – Upon the approval of the charter, the existing board member will work to recruit a full board. The members of the board will live in the Northeast Ohio and the existing member will step down. A full board will be in place no later than April 1, 2019. We anticipate holding board meetings at the Maple Heights location.

ESP, EMO, CMO Selection Process – To date, the board has not signed a contract with an ESP, EMO or CMO. The Board of Directors, once fully in place, will work with legal counsel to review the records of other management organizations. Once a final decision has been made, the Board of Directors will allow the sponsor to review the management agreement prior to signing. At this time, the Board has not determined if they will do a sweep contractor or fee based. A sample sweep contract from the OHDELA school has been attached for review.

Communication Plan – The Board of Directors and all employees will follow a predetermined communication plan with the media. Whenever possible, the Board of Directors and Regional Vice Presidents will speak to the media about school issues. Teachers will not be placed in a position where they will have to speak with the media and the Principal will be provided with guidance by the Board of Directors or RVP if they must speak with the media.

Management Responsibilities – Please find attached a detailed list of the services the management company will provide.

Record of Success – A great deal of the variance across the state in student success comes down to both the leadership and the years we have worked with them. Many of the schools in our portfolio came from management companies that either failed to support the schools in their network or were founded on educational principles that simply do not work. Accel took on the former White Hat schools in 2015 and over the past three years we have seen their growth and value-added ratings increase significantly and remain the highest in the district. The PI scores for these schools have begun to rise at a reasonable rate and we anticipate they will continue to climb due to the capacity which we have built.

In contrast, the former I Can schools have remained stagnant. In 2018-19, the leadership at these schools was shifted in order to provide more structure for the

academic success of these schools. When we took them over, small changes were made but not nearly significant enough to show progress. With different leadership in place, we believe the students will make greater gains.

Finally, South Columbus Preparatory Academy is the latest new charter to open their doors. While notably a very small school, the initial NWEA scores showed students were significantly below grade level. Of the students tested on the Ohio State Assessment, SCPA received a 96.5/120 Performance Index score. This was a very strong showing and it demonstrates the strength of our schools that are opened and managed by Accel from the beginning.

Please find attached a detailed list of the schools managed by Accel Schools and their opening dates. At this time the formal closure list has not been released but we are working with all potential schools based on the data we have. We have assigned two of our top regional people to work with these schools to implement a turnaround plan.

As discussed in the meeting, Accel Schools was founded by Ron Packard and Maria Szalay who have both worked with online schools for many years through their work at K12. Their resumes and experience have been attached.

Curriculum Maps and Pacing Guides: The Academic Coaches initially drive the development of the maps and pacing guides as the first year of a new online school is hectic. Following the launch of the school, the teachers are involved in the development of the curriculum maps and pacing guides with the Academic Coaches through grade level and cross grade level teams. The teams meet during common planning times virtually and in person at the Maple Heights facility. The maps are used to drive lesson planning and instructional practices. They are monitored through short cycle assessment data which tells the teachers and Academic Coaches when the students are ready to move onto the next standard.

OTES – The Head of School will be credentialed.

OPES – The Evaluators will be credentialed.

School Calendar – See attached

Bell Schedule – Please see the “Day in the Life” section of the attached Education Plan.

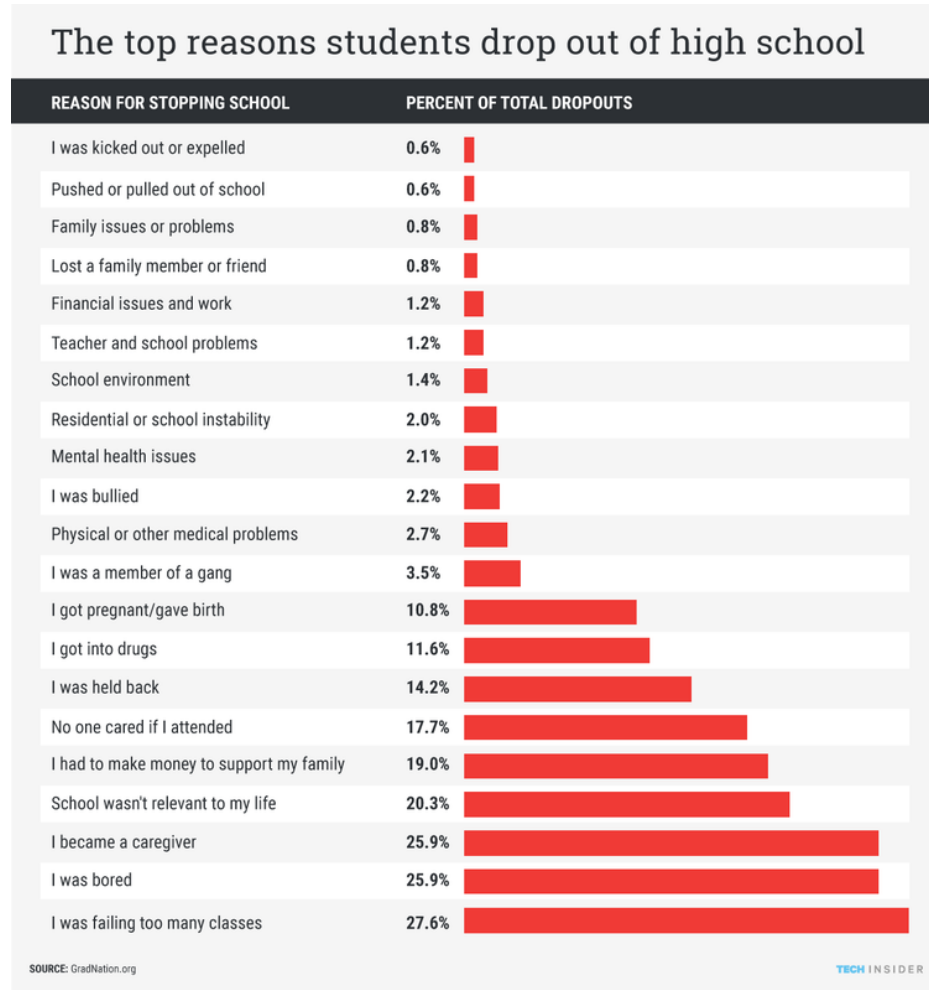
Prevention and Intervention Plan: Please see pages 19-21 of the attached Education Plan

Organizational Chart: See attached

Demographics/Marketing – School District: State-wide with Brick and Mortar sites located around the state for testing and tutoring (Columbus, Cincinnati, Youngstown, Maple Heights, Akron, Lorain, Sandusky, Mansfield and other rented space as needed). The main physical location will be in Maple Heights.

Students and Local Demographics –

Students in the state of Ohio attending Dropout Recovery Schools varies by location. Brick and Mortar schools across the state are enrolling students of all demographics with high percentages of students of students with disabilities. Based on the Ohio Report Cards, many of the online schools are experiencing an average of 21% SWD, 55% economically disadvantaged but with higher percentages of white students than the brick and mortar schools. As an organization we will pursue a marketing plan to address this disparity and offer online opportunities to families who desire an alternative to brick and mortar Dropout Recovery Schools.



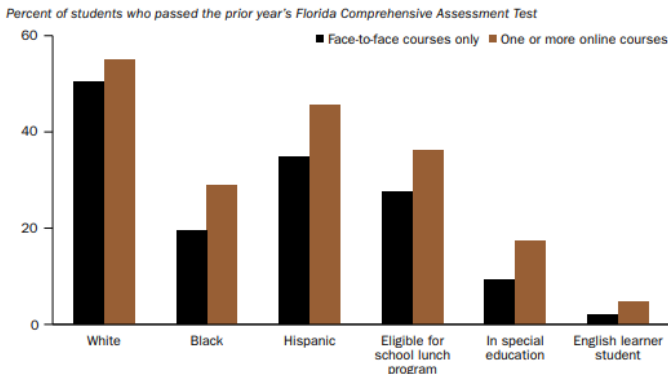
Please refer to the Educational Plan for more information on the education options for all students.

Marketing and Assessment: Evidence of Need -

Based on Report Card Data, success in the state of Ohio is mixed. While some schools like Findlay Digital Academy is making a marked impact on the lives of students, others appear to have less than stellar results. This shows that online schools can be successful if implemented with fidelity in a high touch environment. Please see our Education Plan for further information.

Research on Dropout Recovery Programs tells us that when implemented with fidelity, students can succeed. A study out of FL found that HS students in online recovery programs were more likely to receive a C or higher than in a traditional school setting. https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2015095.pdf

Figure 2. Students who took online courses typically performed higher on the prior year's Florida Comprehensive Assessment Test than those who did not, 2010/11 (percent of students scoring 3 or higher)



Note: Scores of 3 or higher on the Florida Comprehensive Assessment Test (FCAT) are considered on grade level or "passing" for the purposes of these analyses. The bars reflect the percentage of students in each category who passed the FCAT—those who took one or more online courses and those who took only face-to-face courses. The taller bar for White students who took one or more online courses indicates that among White students pass rates on the FCAT were higher for students who took online courses than for students who took face-to-face courses; the same held true for all student subgroups. All differences are statistically significant.

Source: Authors' analysis of transcript data provided by the Florida Department of Education's Education Data Warehouse.

Based on research released by the U.S. Department of Education, students who attend online vs in-person credit recovery classes show no difference in their likelihood for graduation. With that in mind, Back on Track will combine both online classes with the opportunity for in-person tutoring in an effort to increase the likelihood of success. <https://www2.ed.gov/rschstat/eval/high-school/credit-recovery.pdf>

2017-18 OH School Report Cards: Dropout Recovery and Prevention Schools

Below is a list of schools that received an overall rating of exceeds (36-100%) or meets (8-35.9%) expectations. According to the OED, DOPR schools do not receive A-F grades.

Average graduation rate for DORP in OH is 26.3%. The school highlighted below receives a D based off of traditional graduation standards.

- Academy for Urban Scholars Youngstown (32.8%)
- Ashland County Community Academy (45.5%)
- Auglaize County Educational Academy (68%)
- Canton Harbor High School (34.6%)
- Capital High School (18.8%)
- Tomorrow Center (40%)
- Lighthouse Community Sch Inc (15.8%)
- Promise Academy (19.3%)
- Cliff Park High School (12.5%)
- Coshocton Opportunity School (69.4%)
- Dayton Business Technology High School (22.8%)
- Dohn Community (31.8%)
- Everest High School (60.4%)
- Fairborn Digital Academy (35.4%)
- Findlay Digital Academy (81.5%)
- Flex High School (26.2%)
- Focus Learning Academy of Southeastern Columbus (23.5%)
- Focus Learning Academy of Southwest Columbus (30.2%)
- Focus North High School (19.3%)
- Frederick Douglass Reclamation Academy (17.7%)
- Glass City Academy (43.5%)
- Goal Digital Academy (34.1%)
- Greater Ohio Virtual School (41.5%)
- Hardin Community School (52.4%)
- Interactive Media & Construction (IMAC) (18.8%)
- Invictus High School (11.8%)
- Lakewood City Academy (23.5%)
- Liberty Preparatory School (57.1%)
- Life Skills Center of Columbus North (13.5%)
- Mahoning Unlimited Classroom (33.0%)
- Townsend North Community School (34.4%)
- Rushmore Academy (41.3%)
- Marshall High School (12.4%)
- Massillon Digital Academy, Inc (61.9%)
- Foxfire High School (59.3%)
- Mound Street Health Careers Academy (17.6%)
- Mound Street IT Careers Academy (12.5%)
- Quaker Digital Academy (40%)
- Newark Digital Academy (51.3%)
- Road to Success Academy (24.5%)
- The Academy for Urban Scholars (22.9%)
- Polly Fox Academy Community School (25%)
- Towpath Trail High School (12.8%)

- West Central Learning Academy II
(57.1%)
- Youthbuild Columbus Community
(18.8%)
- Zanesville Community School
(72%)

Recruitment & Marketing – Based on the success of K12’s marketing, in order to enroll students statewide, significant funds were budgeted to include campaigns on television, radio, as well as print. The Chief Marketing Officer of Accel spent 9 years creating effective plans to recruit students to K12 schools across the country.

Community Support – At this time we cannot provide evidence of community support. We will use our Brick and Mortar sites as gathering locations for our families throughout the year.

Admissions and Open Enrollment/Attendance and Withdrawal/Suspension and Expulsion: As discussed in the interview, student attendance will be monitored through their participation in coursework and through Powerschool. When students have not met the requirements outlined in the Ohio attendance law, they will be disenrolled.

Operational Budget/Five Year: Please find attached a revised budget with the revised enrollment caps. The Economic Disadvantaged funding was removed. The other PPR at \$7,100 is comparable to OHDELA and OHVA. We are estimating that an advance of \$900K will be needed from the management company and it will be paid back by the end of the first year. The 1st quarter expenses that need to be covered include:

- 1) Staff Salaries and Taxes/Benefits
- 2) Outsourced Special Ed Services
- 3) Other Professional Fees like Legal, Fiscal Treasurer, and IT
- 4) Rent
- 5) Phone & Internet
- 6) Insurance
- 7) Student Support Items like Office Expenses, Software & Curriculum Licenses, Student Technology
- 8) Marketing

The total of these items in Q1 in the model is \$895,235.

Facilities – Site Specifics: The building space will be leased from the owner of the building 21100 Southgate Blvd, Maple Heights Ohio 44137. The building will be secured by February 2019 to allow ample time to complete any additional renovations to the property.

Ownership/Conflict of Interest: N/A – The building space will be leased from the owner of the building 21100 Southgate Blvd, Maple Heights Ohio 44137.

Management Services Provided by Accel Schools

Facility:

- The School will be located at 21100 Southgate Park Blvd Ste 10, Maple Heights, OH 44137 (“School Facility”) and it shall be used to carry out the terms and conditions of the Contract, and for education related purposes not inconsistent with the Contract, unless otherwise authorized by the Board of Directors.

Equipment:

- The Company shall purchase or lease on behalf of the School all furniture, computers, software, equipment, and other personal property necessary for the operation of the School.

Education Management and Consulting:

- Provide day-to-day management of the School, in accordance with the terms of the Contract, the non-profit purpose of the School and subject to the direction given by the School’s Board of Directors;
- Curriculum and program development subject to the Contract as approved by the Board of Directors;
- Assist the Board of Directors in preparation of the budget for submission to the Board of Directors for approval;
- Consulting and liaison services with the sponsor, the Ohio Department of Education and other governmental and quasi- governmental offices and agencies;
- Advisory services regarding special education and special needs students, programs, processes and reimbursements;
- EMIS monitoring, consultation and ongoing compliance with EMIS requirements;
- Drafting of operations manuals, forms parent student handbooks, and management procedures, as the same are from time to time developed by the Company and as approved or requested by the Board of Directors;
- Assist the Board of Directors in identifying and applying for grants and cooperate with any grants consultant separately engaged by the Board of Directors;
- Coordination and cooperation with other Advisors engaged by the Board of Directors including but not limited to attorneys, accountants, auditors, and educational consultants;
- Annual preparation or update of a strategic plan for the School in consultation with the Board of Directors, which defines how the Company will meet the requirements in the Contract, including but not limited to State and Federal requirements related to academic progress, attendance and graduation rates (the “Strategic Plan”); and

- Such other reasonable management and management consulting services as are from time to time requested by the Board of Directors and mutually agreed upon by the School and Company, including but not limited to attendance at Board of Directors meetings as requested.

Technology and Operational Support Services:

- Acquisition of technology and systems;
- Integration of technology with curriculum;
- Ongoing teacher training with respect to technology;
- Advice on admissions and expulsion procedures, including utilization of forms and systems;
- Consultation and advice in implementing accounting and bookkeeping systems and preparing for annual audits as required by the State of Ohio;
- Quality data tracking, tying together all school data as the Company's system is developed;
- Training of employees, including the School Administrator, teachers and assistants through the services of the Company's professional and curriculum development staff;
- Access to Company supply sources to obtain centralized purchasing discounts where applicable and available; and
- Such other technology support services as are from time to time requested by the Board and mutually agreed upon.

**New Virtual Charter
Unaudited - Internal Use Only
FY2020
Forecasted Income Statement**

	FY20 Jul-19	FY20 Aug-19	FY20 Sep-19	FY20 Oct-19	FY20 Nov-19	FY20 Dec-19	FY20 Jan-20	FY20 Feb-20	FY20 Mar-20	FY20 Apr-20	FY20 May-20	FY20 Jun-20	FY20 Forecast
Revenue													
State Basic Aid	-	-	-	1,159,667	286,293	284,854	283,421	281,993	280,570	279,153	277,741	276,335	3,410,026
Federal Revenue - Title 1	-	-	-	-	-	-	24,097	24,097	24,097	24,097	24,097	29,514	150,000
Total Revenue	-	-	-	1,159,667	286,293	284,854	307,518	306,090	304,667	303,250	301,838	305,848	3,560,026
Operating Expenses													
Instr Salaries - Certified	-	86,111	86,111	86,111	86,111	86,111	81,944	81,944	81,944	81,944	81,944	163,889	1,004,167
Instr Retirement - 14% STRS	-	12,056	12,056	12,056	12,056	12,056	11,472	11,472	11,472	11,472	11,472	22,944	140,583
Instructional Healthcare	-	13,778	13,778	13,778	13,778	13,778	13,111	13,111	13,111	13,111	13,111	26,222	160,667
Instructional Salaries	-	111,944	111,944	111,944	111,944	111,944	106,528	106,528	106,528	106,528	106,528	213,056	1,305,417
Administrative Salaries Exp	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
Administrative Retirement - 14% SERS	1,283	1,283	1,283	1,283	1,283	1,283	1,283	1,283	1,283	1,283	1,283	1,283	15,400
Administrative Healthcare	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600
Administrative Salaries	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	11,917	143,000
TITLE 1 Salaries - Certified	-	-	-	-	-	-	4,167	4,167	4,167	4,167	4,167	8,333	29,167
TITLE 1 Retirement - 14% STRS	-	-	-	-	-	-	583	583	583	583	583	1,167	4,083
TITLE 1 Healthcare	-	-	-	-	-	-	667	667	667	667	667	1,333	4,667
Grant Salaries	-	-	-	-	-	-	5,417	5,417	5,417	5,417	5,417	10,833	37,917
Office Exp - Educ Soft Title 1	-	-	-	-	-	-	18,681	18,681	18,681	18,681	18,681	18,681	112,083
Grant Expenses	-	-	-	-	-	-	18,681	18,681	18,681	18,681	18,681	18,681	112,083
Professional Fees - OT/PT	-	7,500	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	7,500	150,000
Professional Fees - Psych	-	3,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	3,000	60,000
Special Education Expenses	-	10,500	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	10,500	210,000
Professional Fees - Developmnt	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Professional Fees - Legal	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Professional Fees-Sponsor Fees	-	-	-	34,790	8,589	8,546	8,503	8,460	8,417	8,375	8,332	8,290	102,301
Prof Fees - Audit and Acctng	1,700	1,700	1,700	1,700	1,700	1,700	1,700	8,700	1,700	1,700	1,700	1,700	27,400
Professional Fees - ITC	1,000	1,000	1,000	1,000	7,500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	18,500
Professional Fees - Consulting	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	15,000
Professional Fees	4,200	4,200	5,700	42,157	22,455	15,912	15,869	22,826	15,784	15,741	15,699	15,657	196,201
Facility Costs - Rent Exp	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	33,084
Facility Costs - Rent	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	33,084
Office Expense - Telephone	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	2,867	34,400
Office Expense - Internet	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Communications Expense	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	7,033	84,400
Insurance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Office Expense - Travel & Mtgs	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Software Licensing / Content	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	112,500
Curriculum	29,167	29,167	29,167	-	-	-	-	-	-	-	-	-	87,500

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FY2020
Forecasted Income Statement**

	FY20 Jul-19	FY20 Aug-19	FY20 Sep-19	FY20 Oct-19	FY20 Nov-19	FY20 Dec-19	FY20 Jan-20	FY20 Feb-20	FY20 Mar-20	FY20 Apr-20	FY20 May-20	FY20 Jun-20	FY20 Forecast
Student Technology	50,000	50,000	50,000	-	-	-	-	-	-	-	-	-	150,000
Student Support & Office Expense	95,208	95,208	95,208	16,042	16,042	16,042	16,042	16,042	16,042	16,042	16,042	16,042	430,000
Professional Fees - Mgt. Fees	-	-	-	156,555	38,650	38,455	38,262	38,069	37,877	37,686	37,495	37,305	460,353
Management Fees	-	-	-	156,555	38,650	38,455	38,262	38,069	37,877	37,686	37,495	37,305	460,353
Marketing	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Marketing & Recruitment	150,000	100,000	25,000	-	-	-	5,000	10,000	10,000	25,000	50,000	125,000	500,000
Total Operating Expenses	271,115	343,560	280,560	369,405	231,798	225,061	248,505	260,269	253,034	267,801	292,568	468,780	3,512,455
Surplus / (Deficit)	(271,115)	(343,560)	(280,560)	790,262	54,495	59,793	59,013	45,821	51,633	35,450	9,271	(162,932)	47,571
Surplus / Deficit %	0%	0%	0%	68%	19%	21%	19%	15%	17%	12%	3%	-53%	1%
Beginning Cash Balance	-	628,885	285,325	4,765	45,027	99,522	159,315	218,328	264,149	315,782	351,232	360,502	-
Mgt Company Contributions	900,000	-	-	-	-	-	-	-	-	-	-	-	900,000
Net Cash (Required) / Provided	(271,115)	(343,560)	(280,560)	790,262	54,495	59,793	59,013	45,821	51,633	35,450	9,271	(162,932)	47,571
Mgt Company Contribution Payback	-	-	-	(750,000)	-	-	-	-	-	-	-	(150,000)	(900,000)
Ending Cash Balance	628,885	285,325	4,765	45,027	99,522	159,315	218,328	264,149	315,782	351,232	360,502	47,571	47,571

**New Virtual Charter
Unaudited - Internal Use Only
FY2021
Forecasted Income Statement**

	FY21 Jul-20	FY21 Aug-20	FY21 Sep-20	FY21 Oct-20	FY21 Nov-20	FY21 Dec-20	FY21 Jan-21	FY21 Feb-21	FY21 Mar-21	FY21 Apr-21	FY21 May-21	FY21 Jun-21	FY21 Forecast
Revenue													
State Basic Aid	284,311	284,311	284,311	597,375	358,951	357,510	356,072	354,639	353,211	351,786	350,366	348,951	4,281,795
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	284,311	299,311	314,311	627,375	388,951	387,510	386,072	384,639	383,211	381,786	380,366	363,951	4,581,795
Operating Expenses													
Instr Salaries - Certified	-	99,167	99,167	99,167	99,167	99,167	99,167	99,167	99,167	99,167	99,167	198,333	1,190,000
Instr Retirement - 14% STRS	-	13,883	13,883	13,883	13,883	13,883	13,883	13,883	13,883	13,883	13,883	27,767	166,600
Instructional Healthcare	-	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	15,867	31,733	190,400
Instructional Salaries	-	128,917	128,917	128,917	128,917	128,917	128,917	128,917	128,917	128,917	128,917	257,833	1,547,000
Administrative Salaries Exp	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	112,200
Administrative Retirement - 14% SERS	1,309	1,309	1,309	1,309	1,309	1,309	1,309	1,309	1,309	1,309	1,309	1,309	15,708
Administrative Healthcare	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	17,952
Administrative Salaries	12,155	12,155	12,155	12,155	12,155	12,155	12,155	12,155	12,155	12,155	12,155	12,155	145,860
TITLE 1 Salaries - Certified	-	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	17,000	102,000
TITLE 1 Retirement - 14% STRS	-	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	2,380	14,280
TITLE 1 Healthcare	-	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	2,720	16,320
Grant Salaries	-	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	22,100	132,600
Office Exp - Educ Soft Title 1	-	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	-	167,400
Grant Expenses	-	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	16,740	-	167,400
Professional Fees - OT/PT	-	9,375	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	9,375	187,500
Professional Fees - Psych	-	3,750	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	3,750	75,000
Special Education Expenses	-	13,125	26,250	26,250	26,250	26,250	26,250	26,250	26,250	26,250	26,250	13,125	262,500
Professional Fees - Developmnt	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	18,360
Professional Fees - Legal	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	18,360
Professional Fees-Sponsor Fees	8,529	8,529	8,529	17,921	10,769	10,725	10,682	10,639	10,596	10,554	10,511	10,469	128,454
Prof Fees - Audit and Acctng	1,751	1,751	1,751	1,751	1,751	1,751	1,751	8,961	1,751	1,751	1,751	1,751	28,222
Professional Fees - ITC	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Professional Fees - Consulting	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	20,400
Professional Fees	16,540	16,540	16,540	25,932	18,780	18,736	18,693	25,860	18,607	18,565	18,522	18,480	231,796
Facility Costs - Rent Exp	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	33,746
Facility Costs - Rent	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	2,812	33,746
Office Expense - Telephone	3,633	3,633	3,633	3,633	3,633	3,633	3,633	3,633	3,633	3,633	3,633	3,633	43,600
Office Expense - Internet	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	62,500
Communications Expense	8,842	8,842	8,842	8,842	8,842	8,842	8,842	8,842	8,842	8,842	8,842	8,842	106,100
Insurance	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	20,400
Office Expense - Travel & Mtgs	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	61,200
Software Licensing / Content	11,719	11,719	11,719	11,719	11,719	11,719	11,719	11,719	11,719	11,719	11,719	11,719	140,625
Curriculum	7,292	7,292	7,292	-	-	-	-	-	-	-	-	-	21,875

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	FY21 Jul-20	FY21 Aug-20	FY21 Sep-20	FY21 Oct-20	FY21 Nov-20	FY21 Dec-20	FY21 Jan-21	FY21 Feb-21	FY21 Mar-21	FY21 Apr-21	FY21 May-21	FY21 Jun-21	FY21 Forecast
Student Technology	12,500	12,500	12,500	-	-	-	-	-	-	-	-	-	37,500
Student Support & Office Expense	38,310	38,310	38,310	18,519	18,519	18,519	18,519	18,519	18,519	18,519	18,519	18,519	281,600
Professional Fees - Mgt. Fees	38,382	38,382	38,382	80,646	48,458	48,264	48,070	47,876	47,683	47,491	47,299	47,108	578,042
Management Fees	38,382	38,382	38,382	80,646	48,458	48,264	48,070	47,876	47,683	47,491	47,299	47,108	578,042
Marketing	60,000	40,000	10,000	-	-	-	2,000	4,000	4,000	10,000	20,000	50,000	200,000
Marketing & Recruitment	60,000	40,000	10,000	-	-	-	2,000	4,000	4,000	10,000	20,000	50,000	200,000
Total Operating Expenses	177,042	326,873	309,998	331,862	292,522	292,284	294,047	303,021	295,575	301,340	311,106	450,974	3,686,644
Surplus / (Deficit)	107,269	(27,562)	4,313	295,513	96,429	95,225	92,025	81,619	87,636	80,446	69,261	(87,023)	895,151
Surplus / Deficit %	38%	-9%	1%	47%	25%	25%	24%	21%	23%	21%	18%	-24%	20%
Beginning Cash Balance	47,571	154,840	127,278	131,591	427,104	523,533	618,758	710,784	792,402	880,038	960,484	1,029,745	47,571
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	107,269	(27,562)	4,313	295,513	96,429	95,225	92,025	81,619	87,636	80,446	69,261	(87,023)	895,151
Mgt Company Contribution Payback	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	154,840	127,278	131,591	427,104	523,533	618,758	710,784	792,402	880,038	960,484	1,029,745	942,722	942,722

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	FY22 Jul-21	FY22 Aug-21	FY22 Sep-21	FY22 Oct-21	FY22 Nov-21	FY22 Dec-21	FY22 Jan-22	FY22 Feb-22	FY22 Mar-22	FY22 Apr-22	FY22 May-22	FY22 Jun-22	FY22 Forecast
Revenue													
State Basic Aid	356,995	356,995	356,995	742,808	448,913	447,111	445,313	443,521	441,734	439,953	438,177	436,406	5,354,920
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	356,995	371,995	386,995	772,808	478,913	477,111	475,313	473,521	471,734	469,953	468,177	451,406	5,654,920
Operating Expenses													
Instr Salaries - Certified	-	126,438	126,438	126,438	126,438	126,438	126,438	126,438	126,438	126,438	126,438	252,875	1,517,250
Instr Retirement - 14% STRS	-	17,701	17,701	17,701	17,701	17,701	17,701	17,701	17,701	17,701	17,701	35,403	212,415
Instructional Healthcare	-	20,230	20,230	20,230	20,230	20,230	20,230	20,230	20,230	20,230	20,230	40,460	242,760
Instructional Salaries	-	164,369	164,369	164,369	164,369	164,369	164,369	164,369	164,369	164,369	164,369	328,738	1,972,425
Administrative Salaries Exp	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	114,444
Administrative Retirement - 14% SERS	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	16,022
Administrative Healthcare	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526	18,311
Administrative Salaries	12,398	12,398	12,398	12,398	12,398	12,398	12,398	12,398	12,398	12,398	12,398	12,398	148,777
TITLE 1 Salaries - Certified	-	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	13,005	26,010	156,060
TITLE 1 Retirement - 14% STRS	-	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	3,641	21,848
TITLE 1 Healthcare	-	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	4,162	24,970
Grant Salaries	-	16,907	16,907	16,907	16,907	16,907	16,907	16,907	16,907	16,907	16,907	33,813	202,878
Office Exp - Educ Soft Title 1	-	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	-	97,122
Grant Expenses	-	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	9,712	-	97,122
Professional Fees - OT/PT	-	11,719	23,438	23,438	23,438	23,438	23,438	23,438	23,438	23,438	23,438	11,719	234,375
Professional Fees - Psych	-	4,688	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	4,688	93,750
Special Education Expenses	-	16,406	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	16,406	328,125
Professional Fees - Developmnt	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	18,727
Professional Fees - Legal	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	18,727
Professional Fees-Sponsor Fees	10,710	10,710	10,710	22,284	13,467	13,413	13,359	13,306	13,252	13,199	13,145	13,092	160,648
Prof Fees - Audit and Acctng	1,804	1,804	1,804	1,804	1,804	1,804	1,804	9,230	1,804	1,804	1,804	1,804	29,069
Professional Fees - ITC	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000
Professional Fees - Consulting	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	20,808
Professional Fees	19,619	19,619	19,619	31,193	22,376	22,322	22,268	29,641	22,161	22,107	22,054	22,001	274,979
Facility Costs - Rent Exp	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	34,421
Facility Costs - Rent	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	34,421
Office Expense - Telephone	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	54,800
Office Expense - Internet	6,510	6,510	6,510	6,510	6,510	6,510	6,510	6,510	6,510	6,510	6,510	6,510	78,125
Communications Expense	11,077	11,077	11,077	11,077	11,077	11,077	11,077	11,077	11,077	11,077	11,077	11,077	132,925
Insurance	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	20,808
Office Expense - Travel & Mtgs	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	62,424
Software Licensing / Content	14,648	14,648	14,648	14,648	14,648	14,648	14,648	14,648	14,648	14,648	14,648	14,648	175,781
Curriculum	9,115	9,115	9,115	-	-	-	-	-	-	-	-	-	27,344

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Student Technology	15,625	15,625	15,625	-	-	-	-	-	-	-	-	-	46,875
Student Support & Office Expense	46,324	46,324	46,324	21,584	21,584	21,584	21,584	21,584	21,584	21,584	21,584	21,584	333,232
Professional Fees - Mgt. Fees	48,194	48,194	48,194	100,279	60,603	60,360	60,117	59,875	59,634	59,394	59,154	58,915	722,914
Management Fees	48,194	48,194	48,194	100,279	60,603	60,360	60,117	59,875	59,634	59,394	59,154	58,915	722,914
Marketing	60,000	40,000	10,000	-	-	-	2,000	4,000	4,000	10,000	20,000	50,000	200,000
Marketing & Recruitment	60,000	40,000	10,000	-	-	-	2,000	4,000	4,000	10,000	20,000	50,000	200,000
Total Operating Expenses	200,480	387,874	374,280	403,200	354,707	354,410	356,113	365,244	357,523	363,229	372,936	557,801	4,447,798
Surplus / (Deficit)	156,514	(15,879)	12,714	369,608	124,206	122,701	119,200	108,277	114,211	106,724	95,241	(106,394)	1,207,122
Surplus / Deficit %	44%	-4%	3%	48%	26%	26%	25%	23%	24%	23%	20%	-24%	21%
Beginning Cash Balance	942,722	1,099,236	1,083,357	1,096,071	1,465,679	1,589,885	1,712,585	1,831,785	1,940,062	2,054,273	2,160,997	2,256,238	942,722
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	156,514	(15,879)	12,714	369,608	124,206	122,701	119,200	108,277	114,211	106,724	95,241	(106,394)	1,207,122
Mgt Company Contribution Payback	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	1,099,236	1,083,357	1,096,071	1,465,679	1,589,885	1,712,585	1,831,785	1,940,062	2,054,273	2,160,997	2,256,238	2,149,844	2,149,844

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	FY23 Jul-22	FY23 Aug-22	FY23 Sep-22	FY23 Oct-22	FY23 Nov-22	FY23 Dec-22	FY23 Jan-23	FY23 Feb-23	FY23 Mar-23	FY23 Apr-23	FY23 May-23	FY23 Jun-23	FY23 Forecast
Revenue													
State Basic Aid	446,466	446,466	446,466	928,974	561,422	559,168	556,920	554,678	552,444	550,216	547,995	545,781	6,696,997
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	446,466	461,466	476,466	958,974	591,422	589,168	586,920	584,678	582,444	580,216	577,995	560,781	6,996,997
Operating Expenses													
Instr Salaries - Certified	-	161,208	161,208	161,208	161,208	161,208	161,208	161,208	161,208	161,208	161,208	322,416	1,934,494
Instr Retirement - 14% STRS	-	22,569	22,569	22,569	22,569	22,569	22,569	22,569	22,569	22,569	22,569	45,138	270,829
Instructional Healthcare	-	25,793	25,793	25,793	25,793	25,793	25,793	25,793	25,793	25,793	25,793	51,587	309,519
Instructional Salaries	-	209,570	209,570	209,570	209,570	209,570	209,570	209,570	209,570	209,570	209,570	419,140	2,514,842
Administrative Salaries Exp	9,728	9,728	9,728	9,728	9,728	9,728	9,728	9,728	9,728	9,728	9,728	9,728	116,733
Administrative Retirement - 14% SERS	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	16,343
Administrative Healthcare	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556	18,677
Administrative Salaries	12,646	12,646	12,646	12,646	12,646	12,646	12,646	12,646	12,646	12,646	12,646	12,646	151,753
TITLE 1 Salaries - Certified	-	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	35,374	212,242
TITLE 1 Retirement - 14% STRS	-	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	4,952	29,714
TITLE 1 Healthcare	-	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	5,660	33,959
Grant Salaries	-	22,993	22,993	22,993	22,993	22,993	22,993	22,993	22,993	22,993	22,993	45,986	275,914
Office Exp - Educ Soft Title 1	-	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	-	24,086
Grant Expenses	-	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	2,409	-	24,086
Professional Fees - OT/PT	-	14,648	29,297	29,297	29,297	29,297	29,297	29,297	29,297	29,297	29,297	14,648	292,969
Professional Fees - Psych	-	5,859	11,719	11,719	11,719	11,719	11,719	11,719	11,719	11,719	11,719	5,859	117,188
Special Education Expenses	-	20,508	41,016	41,016	41,016	41,016	41,016	41,016	41,016	41,016	41,016	20,508	410,156
Professional Fees - Developmnt	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	19,102
Professional Fees - Legal	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	19,102
Professional Fees-Sponsor Fees	13,394	13,394	13,394	27,869	16,843	16,775	16,708	16,640	16,573	16,506	16,440	16,373	200,910
Prof Fees - Audit and Acctng	1,858	1,858	1,858	1,858	1,858	1,858	1,858	9,507	1,858	1,858	1,858	1,858	29,941
Professional Fees - ITC	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	40,500
Professional Fees - Consulting	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	21,224
Professional Fees	23,579	23,579	23,579	38,054	27,028	26,960	26,893	34,474	26,758	26,691	26,625	26,558	330,778
Facility Costs - Rent Exp	2,926	2,926	2,926	2,926	2,926	2,926	2,926	2,926	2,926	2,926	2,926	2,926	35,109
Facility Costs - Rent	2,926	2,926	2,926	2,926	2,926	2,926	2,926	2,926	2,926	2,926	2,926	2,926	35,109
Office Expense - Telephone	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	68,500
Office Expense - Internet	8,138	8,138	8,138	8,138	8,138	8,138	8,138	8,138	8,138	8,138	8,138	8,138	97,656
Communications Expense	13,846	13,846	13,846	13,846	13,846	13,846	13,846	13,846	13,846	13,846	13,846	13,846	166,156
Insurance	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	21,224
Office Expense - Travel & Mtgs	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	63,672
Software Licensing / Content	18,311	18,311	18,311	18,311	18,311	18,311	18,311	18,311	18,311	18,311	18,311	18,311	219,727
Curriculum	11,393	11,393	11,393	-	-	-	-	-	-	-	-	-	34,180

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	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23	FY23
	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Forecast
Student Technology	19,531	19,531	19,531	-	-	-	-	-	-	-	-	-	58,594
Student Support & Office Expense	56,310	56,310	56,310	25,385	25,385	25,385	25,385	25,385	25,385	25,385	25,385	25,385	397,397
Professional Fees - Mgt. Fees	60,273	60,273	60,273	125,411	75,792	75,488	75,184	74,882	74,580	74,279	73,979	73,680	904,095
Management Fees	60,273	60,273	60,273	125,411	75,792	75,488	75,184	74,882	74,580	74,279	73,979	73,680	904,095
Marketing	60,000	40,000	10,000	-	-	-	2,000	4,000	4,000	10,000	20,000	50,000	200,000
Marketing & Recruitment	60,000	40,000	10,000	-	-	-	2,000	4,000	4,000	10,000	20,000	50,000	200,000
Total Operating Expenses	229,580	465,059	455,567	494,256	433,610	433,238	434,867	444,147	436,129	441,761	451,395	690,676	5,410,286
Surplus / (Deficit)	216,887	(3,593)	20,899	464,718	157,812	155,929	152,052	140,532	146,315	138,455	126,600	(129,895)	1,586,711
Surplus / Deficit %	49%	-1%	4%	48%	27%	26%	26%	24%	25%	24%	22%	-23%	23%
Beginning Cash Balance	2,149,844	2,366,731	2,363,138	2,384,037	2,848,755	3,006,567	3,162,496	3,314,549	3,455,080	3,601,395	3,739,850	3,866,451	2,149,844
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	216,887	(3,593)	20,899	464,718	157,812	155,929	152,052	140,532	146,315	138,455	126,600	(129,895)	1,586,711
Mgt Company Contribution Payback	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	2,366,731	2,363,138	2,384,037	2,848,755	3,006,567	3,162,496	3,314,549	3,455,080	3,601,395	3,739,850	3,866,451	3,736,555	3,736,555

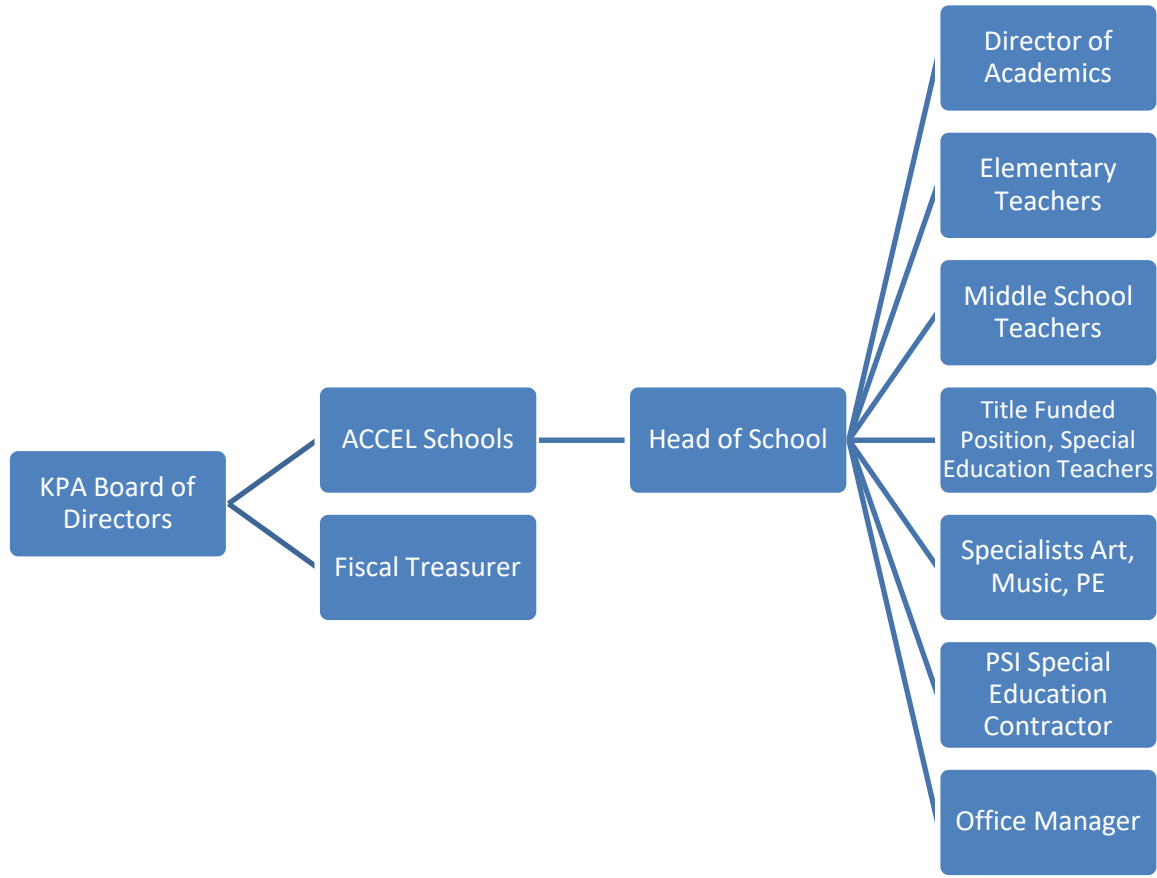
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	FY24 Jul-23	FY24 Aug-23	FY24 Sep-23	FY24 Oct-23	FY24 Nov-23	FY24 Dec-23	FY24 Jan-24	FY24 Feb-24	FY24 Mar-24	FY24 Apr-24	FY24 May-24	FY24 Jun-24	FY24 Forecast
Revenue													
State Basic Aid	558,362	558,362	558,362	1,161,798	702,129	699,309	696,498	693,695	690,900	688,114	685,336	682,567	8,375,431
Federal Revenue - Title 1	-	15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	15,000	300,000
Total Revenue	558,362	573,362	588,362	1,191,798	732,129	729,309	726,498	723,695	720,900	718,114	715,336	697,567	8,675,431
Operating Expenses													
Instr Salaries - Certified	-	205,540	205,540	205,540	205,540	205,540	205,540	205,540	205,540	205,540	205,540	411,080	2,466,480
Instr Retirement - 14% STRS	-	28,776	28,776	28,776	28,776	28,776	28,776	28,776	28,776	28,776	28,776	57,551	345,307
Instructional Healthcare	-	32,886	32,886	32,886	32,886	32,886	32,886	32,886	32,886	32,886	32,886	65,773	394,637
Instructional Salaries	-	267,202	267,202	267,202	267,202	267,202	267,202	267,202	267,202	267,202	267,202	534,404	3,206,423
Administrative Salaries Exp	9,922	9,922	9,922	9,922	9,922	9,922	9,922	9,922	9,922	9,922	9,922	9,922	119,068
Administrative Retirement - 14% SERS	1,389	1,389	1,389	1,389	1,389	1,389	1,389	1,389	1,389	1,389	1,389	1,389	16,669
Administrative Healthcare	1,588	1,588	1,588	1,588	1,588	1,588	1,588	1,588	1,588	1,588	1,588	1,588	19,051
Administrative Salaries	12,899	12,899	12,899	12,899	12,899	12,899	12,899	12,899	12,899	12,899	12,899	12,899	154,788
TITLE 1 Salaries - Certified	-	22,551	22,551	22,551	22,551	22,551	22,551	22,551	22,551	22,551	22,551	45,101	270,608
TITLE 1 Retirement - 14% STRS	-	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	6,314	37,885
TITLE 1 Healthcare	-	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	7,216	43,297
Grant Salaries	-	29,316	29,316	29,316	29,316	29,316	29,316	29,316	29,316	29,316	29,316	58,632	351,790
Office Exp - Educ Soft Title 1	-	-	-	-	-	-	-	-	-	-	-	-	-
Grant Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Professional Fees - OT/PT	-	18,311	36,621	36,621	36,621	36,621	36,621	36,621	36,621	36,621	36,621	18,311	366,211
Professional Fees - Psych	-	7,324	14,648	14,648	14,648	14,648	14,648	14,648	14,648	14,648	14,648	7,324	146,484
Special Education Expenses	-	25,635	51,270	51,270	51,270	51,270	51,270	51,270	51,270	51,270	51,270	25,635	512,695
Professional Fees - Developmnt	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	19,484
Professional Fees - Legal	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	19,484
Professional Fees-Sponsor Fees	16,751	16,751	16,751	34,854	21,064	20,979	20,895	20,811	20,727	20,643	20,560	20,477	251,263
Prof Fees - Audit and Acctng	1,913	1,913	1,913	1,913	1,913	1,913	1,913	9,792	1,913	1,913	1,913	1,913	30,839
Professional Fees - ITC	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	60,750
Professional Fees - Consulting	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	21,649
Professional Fees	28,778	28,778	28,778	46,881	33,091	33,006	32,922	40,717	32,754	32,671	32,587	32,504	403,468
Facility Costs - Rent Exp	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	35,811
Facility Costs - Rent	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	2,984	35,811
Office Expense - Telephone	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	85,325
Office Expense - Internet	10,173	10,173	10,173	10,173	10,173	10,173	10,173	10,173	10,173	10,173	10,173	10,173	122,070
Communications Expense	17,283	17,283	17,283	17,283	17,283	17,283	17,283	17,283	17,283	17,283	17,283	17,283	207,395
Insurance	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	21,649
Office Expense - Travel & Mtgs	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	64,946
Software Licensing / Content	22,888	22,888	22,888	22,888	22,888	22,888	22,888	22,888	22,888	22,888	22,888	22,888	274,658
Curriculum	14,242	14,242	14,242	-	-	-	-	-	-	-	-	-	42,725

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	FY24 Jul-23	FY24 Aug-23	FY24 Sep-23	FY24 Oct-23	FY24 Nov-23	FY24 Dec-23	FY24 Jan-24	FY24 Feb-24	FY24 Mar-24	FY24 Apr-24	FY24 May-24	FY24 Jun-24	FY24 Forecast
Student Technology	24,414	24,414	24,414	-	-	-	-	-	-	-	-	-	73,242
Student Support & Office Expense	68,760	68,760	68,760	30,104	30,104	30,104	30,104	30,104	30,104	30,104	30,104	30,104	477,220
Professional Fees - Mgt. Fees	75,379	75,379	75,379	156,843	94,787	94,407	94,027	93,649	93,272	92,895	92,520	92,147	1,130,683
Management Fees	75,379	75,379	75,379	156,843	94,787	94,407	94,027	93,649	93,272	92,895	92,520	92,147	1,130,683
Marketing	60,000	40,000	10,000	-	-	-	2,000	4,000	4,000	10,000	20,000	50,000	200,000
Marketing & Recruitment	60,000	40,000	10,000	-	-	-	2,000	4,000	4,000	10,000	20,000	50,000	200,000
Total Operating Expenses	266,083	568,236	563,870	614,782	538,936	538,471	540,007	549,423	541,084	546,624	556,166	856,592	6,680,274
Surplus / (Deficit)	292,279	5,126	24,492	577,016	193,192	190,838	186,490	174,271	179,816	171,490	159,171	(159,025)	1,995,157
Surplus / Deficit %	52%	1%	4%	48%	26%	26%	26%	24%	25%	24%	22%	-23%	23%
Beginning Cash Balance	3,736,555	4,028,834	4,033,960	4,058,452	4,635,468	4,828,661	5,019,498	5,205,989	5,380,260	5,560,076	5,731,566	5,890,737	3,736,555
Mgt Company Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash (Required) / Provided	292,279	5,126	24,492	577,016	193,192	190,838	186,490	174,271	179,816	171,490	159,171	(159,025)	1,995,157
Mgt Company Contribution Payback	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	4,028,834	4,033,960	4,058,452	4,635,468	4,828,661	5,019,498	5,205,989	5,380,260	5,560,076	5,731,566	5,890,737	5,731,712	5,731,712

KENMORE PREPARATORY ACADEMY ORGANIZATION CHART



Attachment 2
Accelerator Online High School
Preliminary Agreement



St. Aloysius Community School Preliminary Agreement

This agreement is entered into by and between St. Aloysius (SPONSOR) and Accelerator Online High School (APPLICANT) whose address is 5022A Pine Creek Drive, Westerville, Ohio 43081.

Article I, Purpose

This agreement is established pursuant to section 3314.02 of the Ohio Revised Code and indicates the intention of the SPONSOR to sponsor a new start-up community Eschool with a principal place of business within the Maple Heights City School District and serving students statewide. Upon the signatures of all parties set forth below, the APPLICANT may proceed to finalize plans for the school, establish a governing authority as described in division (E) of section 3314.03 of the Revised Code for the school, and negotiate a contract with the SPONSOR, whereby the SPONSOR may agree to enter into a contract to sponsor the new start-up community school.

Article II, Responsibilities of the SPONSOR

The SPONSOR hereby indicates its intention to sponsor a new start-up community Eschool to be known as Accelerator Online High School with a principal place of business in Maple Heights City School District serving students statewide pursuant to and consistent with the information provided by the APPLICANT.

The SPONSOR hereby agrees to enter into good faith negotiations with the APPLICANT to establish a contract between the SPONSOR and the GOVERNING AUTHORITY, whereby the SPONSOR contracts to sponsor the new start-up community Eschool in accordance with section 3314.03 of the Revised Code, to be located with a principal place of business in Maple Heights City School District serving students statewide. Good faith negotiations shall take place on the condition that the APPLICANT adheres to this preliminary agreement and complies with the provisions of Chapter 3314. of the Ohio Revised Code.

Article III, Responsibilities of the GOVERNING AUTHORITY

The APPLICANT hereby agrees to finalize plans for the community school that include but are not limited to, the following: Establish the community school as a non-profit organization or public benefit corporation under Chapter 1702 of the Ohio Revised Code and enter into contract negotiations with the SPONSOR. The APPLICANT shall comply with all provisions of Chapter 3314. of the Ohio Revised Code in carrying out this agreement.

In carrying out this agreement, the APPLICANT shall not discriminate against any employee or applicant for employment because of race, color, religion, national origin, sex age or disability.

Article IV, Time for Performance

This agreement shall be binding upon both parties and shall remain in effect until the 30th day of May, 2020, subject to termination as described herein. If the agreement has expired and the parties have failed to negotiate a contract for the sponsorship of the proposed community school, a successor

agreement may be entered into at the discretion of both parties. Upon the expiration of this agreement, there is no obligation for either party to enter into a successor agreement.

Article V, Governing Law

The preliminary agreement shall be governed and interpreted according to the laws of the State of Ohio.

Article VI, Assignment

Neither this preliminary agreement, nor any rights, duties or obligations described herein, shall be assigned by any party without prior written consent of the SPONSOR and the APPLICANT.

Article VII, Changes or Modification

The preliminary agreement constitutes the entire agreement among the parties and any changes or modifications of this preliminary agreement shall be made and agreed to in writing.

Article VIII, Cancellation of Agreement

The SPONSOR reserves the right to cancel this preliminary agreement upon written notice to the APPLICANT.

The APPLICANT reserves the right to cancel this preliminary agreement upon written notice to the SPONSOR.

Article IX, Disclaimer

This preliminary agreement shall not be construed as the SPONSOR'S present agreement to sponsor the new start-up community school as proposed by the APPLICANT named herein, nor does the preliminary agreement obligate the SPONSOR to enter into a contract with the GOVERNING AUTHORITY to sponsor a new start-up community school.

SPONSOR


By: 

Date: 1-15-19

APPLICANT

Approved as Back on Track Online School

Accelerator Online High School

By: 

Date: 1/15/2019

Attachment 3
Proposed School Information

Proposed School Information

1) Please describe the proposed internet- or computer-based community school. In your description, please address the following:

- *Reasons applicant believes Ohio would benefit from an additional internet- or computer-based community school*

Accelerator Online High School will address the limited opportunities for students to participate in an online dropout recovery high school. There is a need for this type of school because, while the state of Ohio's graduation rate has continued to rise, approximately 16% of students still do not receive their high school diploma. Across the state, 16 percent of students are chronically absent. These are often the same students who are not meeting the state standards which can ultimately lead to dropping out of high school. The gap between white students and African Americans in Ohio is 25 percentage points; among whites and Hispanics, it is 18 percentage points. If you are a student from a middle- or high-income family in Ohio, your chances of graduating on time are nearly 9 in 10. If you come from a low-income family or are a student with a disability, your chances are just 68 percent. The most discouraging news for Ohio is that it led the nation in the increase in the number of high-school "dropout factories" – those schools graduating 60 percent or fewer of their students every year. In 2002, Ohio had 75 dropout factories; by 2012 that number had grown to 142.

Students in the state of Ohio attending Dropout Recovery Schools varies by location. Brick and Mortar schools across the state are enrolling students of all demographics with high percentages of students of students with disabilities. Based on the Ohio Report Cards, many of the online schools are experiencing an average of 21% Students with Disabilities (SWD), 55% economically disadvantaged but with a higher percentage of white students than the brick and mortar schools. As an organization we will pursue a marketing plan to address this disparity and offer online opportunities to families who desire an alternative to brick and mortar Dropout Recovery Schools.

The figure below shows the top reasons that students drop out of high school. Accelerator Online High School is designed to address most of the most commonly cited reasons. Students who need schedule flexibility to catch up in some subjects, be a caregiver, or need to earn an income would be served by this model. Other students who are bored, were held back, or need more 1:1 support from caring teacher would be served in this model. Flexibility of schedule and pacing is a core part of the school's academic program.

The top reasons students drop out of high school



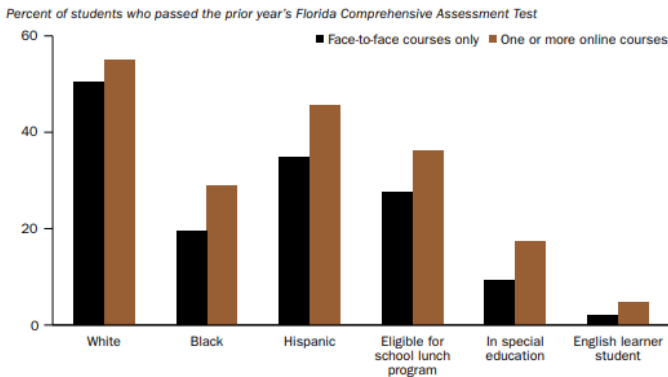
Marketing and Assessment: Evidence of Need -

Based on Report Card Data, the success of Dropout Recovery Programs in the state of Ohio is mixed. While some schools like Findlay Digital Academy are making a marked impact on the lives of students, others appear to have less than stellar results. This shows that online schools can be successful if implemented with fidelity in a high touch environment. Please see our Education Plan for further information.

Research on Dropout Recovery Programs tells us that when implemented with fidelity, students can succeed. A study out of FL found that HS students in online recovery programs were more likely to receive a C or higher than in a traditional school setting.

https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2015095.pdf

Figure 2. Students who took online courses typically performed higher on the prior year's Florida Comprehensive Assessment Test than those who did not, 2010/11 (percent of students scoring 3 or higher)



Note: Scores of 3 or higher on the Florida Comprehensive Assessment Test (FCAT) are considered on grade level or "passing" for the purposes of these analyses. The bars reflect the percentage of students in each category who passed the FCAT—those who took one or more online courses and those who took only face-to-face courses. The taller bar for White students who took one or more online courses indicates that among White students pass rates on the FCAT were higher for students who took online courses than for students who took face-to-face courses; the same held true for all student subgroups. All differences are statistically significant.

Source: Authors' analysis of transcript data provided by the Florida Department of Education's Education Data Warehouse.

Based on research released by the U.S. Department of Education, students who attend online vs in-person credit recovery classes show no difference in their likelihood for graduation. With that in mind, Accelerator Online High School will combine both online classes with the opportunity for in-person tutoring in an effort to increase the likelihood of success.

<https://www2.ed.gov/rschstat/eval/high-school/credit-recovery.pdf>

2017-18 OH School Report Cards: Dropout Recovery and Prevention Schools

Below is a list of schools that received an overall rating of exceeds (36-100%) or meets (8-35.9%) expectations. According to the OED, DOPR schools do not receive A-F grades.

Average graduation rate for DORP in OH is 26.3%. The school highlighted below receives a D based off of traditional graduation standards. This shows a significant need for a high quality Drop out recovery program.

- Academy for Urban Scholars Youngstown (32.8%)
- Ashland County Community Academy (45.5%)
- Auglaize County Educational Academy (68%)
- Canton Harbor High School (34.6%)
- Capital High School (18.8%)
- Tomorrow Center (40%)
- Lighthouse Community Sch Inc (15.8%)
- Promise Academy (19.3%)
- Cliff Park High School (12.5%)
- Coshocton Opportunity School (69.4%)
- Dayton Business Technology High School (22.8%)

- Dohn Community (31.8%)
- Everest High School (60.4%)
- Fairborn Digital Academy (35.4%)
- Findlay Digital Academy (81.5%)
- Flex High School (26.2%)
- Focus Learning Academy of Southeastern Columbus (23.5%)
- Focus Learning Academy of Southwest Columbus (30.2%)
- Focus North High School (19.3%)
- Frederick Douglass Reclamation Academy (17.7%)
- Glass City Academy (43.5%)
- Goal Digital Academy (34.1%)
- Greater Ohio Virtual School (41.5%)
- Hardin Community School (52.4%)
- Interactive Media & Construction (IMAC) (18.8%)
- Invictus High School (11.8%)
- Lakewood City Academy (23.5%)
- Liberty Preparatory School (57.1%)
- Life Skills Center of Columbus North (13.5%)
- Mahoning Unlimited Classroom (33.0%)
- Townsend North Community School (34.4%)
- Rushmore Academy (41.3%)
- Marshall High School (12.4%)
- Massillon Digital Academy, Inc (61.9%)
- Foxfire High School (59.3%)
- Mound Street Health Careers Academy (17.6%)
- Mound Street IT Careers Academy (12.5%)
- Quaker Digital Academy (40%)
- Newark Digital Academy (51.3%)
- Road to Success Academy (24.5%)
- The Academy for Urban Scholars (22.9%)
- Polly Fox Academy Community School (25%)
- Towpath Trail High School (12.8%)
- West Central Learning Academy II (57.1%)
- Youthbuild Columbus Community (18.8%)
- Zanesville Community School (72%)

- *Community and student population (demographics, ages, and grade levels) school intends to serve.*

We will target students across the state who are in danger of dropping out of high school or have already dropped out. As a state-wide dropout recovery school, we anticipate serving students from all backgrounds including those with disabilities, English Language Learners, and those who are economically disadvantaged. The school expects to serve at least 75% students in need of a dropout recovery program. We will be targeting and anticipate that a significant portion of our students will be low-income and come from traditionally underserved communities. These are students who have traditionally been overlooked by traditional schools, even in schools that would be considered very successful. The personalized learning model was chosen in order to meet the individual needs of each student, with a specific objective to realize significant academic gains each school year.

- *Enrollment area (specific counties in Ohio)*

State-wide

- *Education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the international association for K-12 online learning*

Educational Program

A. Curricular Plan

Overview of Accelerator Online High School Academic Program

Accelerator Online High School’s mission is to provide grade 9-12 students with a structured, yet flexible online academic program designed to utilize the best aspects of both synchronous and asynchronous instruction, featuring rich online content combined with college and career preparatory skill building. Through compelling inquiry-based learning, Accelerator Online High School instills in students an intellectual curiosity and a sense of their unique purpose and strengths. Our balanced approach of “high tech” and “high touch” builds a strong sense of community and engagement among Accelerator Online High School students.

Accelerator Online High School offers students a rigorous program of academic fundamentals coupled with credit recovery courses that allow students to recapture credits for courses previously taken. These individualized, self-paced, mastery and standards-based courses will keep students on track at their own pace for graduation. The design of the Accelerator Online High School program comes from Accel Schools, a leader in educational innovation and charter-school operation in Ohio and around the country.

In education, one size does not fit all, so Accelerator Online High School is dedicated to providing students and families with an online learning environment that can meet individual students’ unique needs and their unique schedules. The goal of Accelerator Online High School is to create a school that enables all of its students to become self-motivated, competent, lifelong learners. Our program features a curriculum that is fully accessible online with all core subjects and electives delivered both synchronously and asynchronously via the Internet.

The fundamental elements of the Accelerator Online High School program include:

- **Graduation Success Plan** - Upon enrollment, each student’s prior performance results will be obtained from their prior schools; data from ongoing assessments, annual tests, pre and post-testing and the other forms of assessment

will be logged in the student's individual file and will be utilized to develop the student's Graduation Success Plan (GSP). This plan will be further developed into a roadmap for graduation and career success.

- **Advisement and Support:** Upon enrollment, each student will be assigned an academic advisor (AA). The advisor will review the newly created GSP, meet with the student to discuss goals and formulate a strategic plan to meet those goals for graduation and beyond. The role of the AA is to continuously monitor student progress as a whole and provide the structure, motivation and pacing needed for the student to meet the goals of the GSP.
- **Synchronous and Asynchronous Instruction:** Accelerator Online High School's teacher-led classes are a combination of synchronous and asynchronous instruction with frequent assessment and feedback. The credit recovery courses are mastery based and facilitated by a teacher who is also available for synchronous sessions.
- **High Touch Environment:** In addition to regular contact with their teachers, students will have progress goals, which are set as a contract between the student and the Academic Advisor. During the course of each semester there will be a series of face-to-face touch points at local Accel Resource Support Centers (ARSC). These touch points serve to verify academic integrity of the work being submitted online. Depending upon a student's progress toward meeting his/her goals, there may also be requirements to come in to the ARSC for additional learning support sessions. Regardless, a student may also take advantage of this physical resource by coordinating an appointment through his/her advisor.
- **Curriculum Framework:** Following the Ohio State Learning Standards, Accelerator Online High School will offer the core subjects required in the sequence outlined by ODE focusing on the big ideas, concepts, competencies and essential questions.
- **Career and Workforce Readiness:** While the Industry Credential pathway is only one of the three available pathways to graduation in Ohio, all Accelerator Online High School students will be provided resources and support to help them establish and meet their goals for after high school. Students may of course pursue any of the three pathways (Ohio Test Scores, Workforce Credential or College/Career Readiness) and will receive appropriate support for each.
- **Assessment:** Accelerator Online High School will implement numerous assessment tools to determine student educational needs and measure improvement in performance over time. An individualized testing schedule will be developed to include in-person assessments at the ARSCs to monitor student progress and ensure the accuracy and integrity of the results.
- **Standards:** Standards define the knowledge and skills students should acquire at each grade level in each subject. Accelerator Online High School offers courses in grades 9-12 that are fully aligned to the Ohio Learning Standards.
- **Safe and Supportive Environment:** Student safety is a priority as Accelerator Online High School. Our online resources and communication tools are secure, and password protected. Students, by design, do not interact with adults who have not undergone a required background check. The online community and classrooms will contain a Positive Behavior Support program.
- **Materials and Resources:** All necessary learning materials and resources, including a student computer, are loaned free of charge to all fully enrolled students.

Unlike many of today's online learning options, the Accelerator Online High School model is built specifically to the online medium and incorporates a wide variety of digital resources and presentation avenues, including audio, animation and images to keep students interested and engaged. It is designed to capitalize on the best opportunities that the online venue has to offer for both synchronous and asynchronous learning.

The curriculum and instructional strategies at Accelerator Online High School recognize and will accommodate the needs of a diverse set of learners – those students who are eager to stretch their horizons on a challenging path of

individual-based inquiry, as well as those students who require more time-on-task and personalized courses that spark their interest and help them “catch up” to their grade level peers. The Graduation Success Plan is a living document that is worked on in a partnership with the student and academic advisor, being continuously revised and refined as students develop skills and hone goals and interests.

Accelerator Online High School will offer a full curriculum for students in grades 9-12. The curriculum is fully aligned with the Ohio Learning Standards through a combination of proprietary vendor-created and instructor-designed materials. The educational program at Accelerator Online High School pairs an intensive Core Program focused on forming strong skills in Mathematics, Science, English Language Arts (ELA) complemented by world languages, career exploration courses and other electives that meet their interests and fill out their graduation requirements.

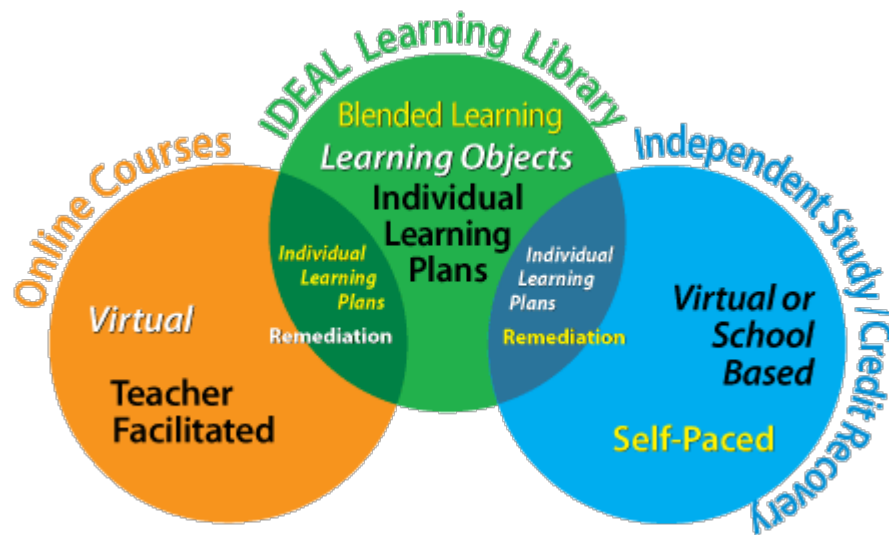
Curriculum Resource Descriptions

Accelerator Online High School uses Accelerate Education Inc.’s curricula as well as career and elective courses from the Edynamic Learning portfolio. Accelerator Online High School’s courses utilizing these curricula sources are fully developed and aligned to the Ohio Learning Standards. Information on each grade level can be provided. Accelerate Education Inc. is not affiliated with Accel Schools nor Accelerator Online High School.

Accelerate Education Inc.

Accelerate Education’s suite of curriculum products is designed to be either stand-alone or integrated, thus allowing the school to adjust for students’ learning style needs as they progress through their Graduation Success Plans.

Accelerate Education’s Suite of Curriculum Products either Stand-Alone or Integrated



By combining Accelerator Online High School’s curriculum with the features of Canvas, the Learning Management System, instructors will be able exercise the amount of control desired over the pace and structure of the curriculum from the course level all the way down to the individual assignment item and/or question.

Accelerate Education offers all of the core academic courses required for graduation in both a teacher facilitated format and a mastery based (self-paced) format. Additionally, they offer electives in each core academic area and world languages as well as the requirements needed in the areas of health/pe and fine arts.

Edynamic Learning

Edynamic learning provides a suite of contemporary career and elective courses designed to ignite student passions for career exploration and equip them with the knowledge they need to make life shaping and career decisions. Edynamic Learning also supports a career readiness program that has sequenced tracks aligned to national standards and puts students on a track to obtain industry certifications and secure employment in high paying, high demand jobs.

Features of Edynamic learning's courses include meaningful assessments, reflective discussion assignments, review games, personal curriculum narratives, captivating course lab activities, podcasts, balanced reading levels, contemporary graphics, and are iTunes audio integration capable. When combined with Accelerator Online High School's passionate and licensed teaching staff, these courses really help students identify their career interests and skill sets.

As a part of Accelerator Online High School's vision, the school is always striving to incorporate new curricular resources. The management organization's academic team evaluates the relevance and effectiveness of the existing curriculum based upon achievement and performance data, staff reports and the identification of gaps in ability to support the core standards. The team researches other curriculum resources that can fill the gaps and help the school achieve better performance. When curriculum pieces that meet the criteria are identified, a pilot program is conducted with select staff. The staff and students piloting the curriculum provide feedback on its efficacy. If the academic team believes that the piloted curriculum fits student and staff needs moving forward, information regarding the curriculum and the pilot program is presented to the school's Governing Authority. With board approval, and subsequent sponsor approval, the curriculum is then selected. Curriculum pieces that are not successful, based on pilot criteria, are not selected for presentation.

Course Offering List

Note: This list can change as new courses/curricula are curated and procured. Not all courses will be offered each semester, but each student's Graduation Success Plan will be considered as long-term scheduling is done. As stated before, core academic courses are offered both in a teacher led and a mastery based/independent study format.

English

English 9	Public Speaking
English 10	Mythology & Folklore
English 11	Creative Writing
English 12	Gothic Literature
	Contemporary Novels

Math

Algebra I	Consumer Math
Algebra 2	Pre-Calculus

Geometry

Trigonometry

Science

Earth Science
Physical Science
Biology I
Chemistry
Physics
Astronomy
Anatomy and Physiology
Botany and Zoology

Entomology
Environmental Science
Marine Science
Paleontology
Renewable Energy
Space Exploration
Forensic Science I
Forensic Science II
Great Minds in Science

Social Studies

American Government
American History
Economics
Financial Literacy

World History
World Geography
Anthropology
Psychology
Sociology
Archaeology

World Languages

Spanish I
Spanish II
Spanish III

French I
French II

Health and PE

Health
P.E.
Flexibility Training
Walking Fitness

First Aid
Nutrition

Fine Arts

Art Appreciation
Art History
Art in World Cultures
Music Appreciation
Beginning Painting
Media Arts

Basic Drawing
Advanced Drawing
Calligraphy
Digital Photography I
Digital Photography II

Business, Tech and Career Electives

Basic Web Design
Business Communication
Career Planning
Business Essentials
Hospitality and Tourism
Health Careers
Health Science I
Health Science II
Accounting

Photojournalism
Medical Terminology
Sports and Entertainment Marketing
Veterinary Science
Fashion & Interior Design
Intro to Legal Studies
Intro to Culinary Arts

B. Instructional Practices

Learning best occurs when teachers are well prepared, best practices are employed, the students are engaged, and the lessons suit individual needs. Accelerator Online High School's educational approach will feature an innovative curriculum, a high degree of connectivity and personalized attention, intensive teacher training and inquiry-based, student-centered learning. Accelerator Online High School's program will focus on practical application of knowledge and strong family and community involvement with the school

Accelerator Online High School's instructional approach stems from proven research and our team's years of experience in effective instructional and administrative practices. The fundamental elements of our instructional strategy are:

- **Synchronous and Asynchronous Instruction:** Accelerator Online High School integrates online instruction into everyday practice. The program features both live "synchronous" instruction as well as content-rich "asynchronous" lessons. Accelerator Online High School uses the best, standards-based content and leading online delivery methods to assure a top-flight learning experience.
- **Reciprocal Teaching:** Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The Accelerator Online High School model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies core skills in an engaging manner, providing students with content knowledge rich in cultural literacy.

- **Differentiated Instruction:** Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. Additionally, the Learning Management System provides the capability to personalize assignment selections through grouping. Accelerator Online High School teachers are trained in effective strategies for successfully tailoring all of these areas to individual student needs, ensuring that different learners are all provided the best opportunity to succeed.

There is much evidence showing that students are more successful academically if they are taught in ways that match their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Also, differentiating instruction is a key part of effective professional development. Expert teachers' pay attention to their students' varied learning needs (Danielson, 1996); "to differentiate instruction, then, is to become a more competent, creative, and professional educator."¹

In this way, the curriculum and teaching strategies at Accelerator Online High School will accommodate the needs of a diverse set of learners – those students who are eager to stretch their horizons on a challenging path of individual-based inquiry and those students who require more time-on-task and personalized courses that spark their interest and open a world of engagement. Innovative and effective instructional methods include cooperative learning, graphic organizers, role-playing, activating prior knowledge, personal connection journaling and the Socratic Method

Experience - Students will engage with a rich level of synchronous content resources throughout the week. Each student will be provided:

- Subject-specific teachers.
- Six courses per semester mapped to graduation requirements using the Graduation Success Plan as a guide.
- High school courses structured to provide students the necessary knowledge and skills to achieve proficiency on the Ohio Achievement Assessments and Graduation Tests.
- Weekly+ Webinars per subject.
- Access to full catalog of courses.
- Daily access to communication with teachers and academic advisors.
- Scheduled access to regional Accel Resource Support Centers around Ohio.

Instructional Technology – Accelerator Online High School provides instruction primarily through a learning management system (LMS), Canvas, and a Webinar Platform (Big Blue Button).

All students will have an account in the Canvas learning management system. Canvas connects all of the digital tools students and teachers use in one easy place. The platform is intuitive, collaborative, and can be accessed anytime, anywhere on any device. Because it is easy to learn, implement and use, Canvas allows all stakeholders to participate without the perceived obstacles often associated with new software. Features of Canvas include:

- Graphic Analytics and Reporting which turns student performance and usage data into meaningful insights that can inform instruction.
- A badge and reward system that can be customized.
- A global calendar for assignments and course work providing students a way to manage their schedules and prioritize their tasks.
- Collaborative workspaces, discussion areas, ePortfolios, web conferencing and audio/video message capability provide students with a variety of ways to demonstrate learning.

¹ All references from Tomlinson, C. (2001). *Differentiation of Instruction in the Elementary Grades*. ERIC Digests. Says elementary

- A dashboard and activity stream provide students with a snapshot of the latest and most relevant course information upon login.
- Notification preferences allow users to receive course updates when and where they want—by email or text message.
- Parent co enrollment connects parents to students' classes automatically—giving them the insight to be successful.

Through effective use of this technology, teachers, parent/guardians and students will be able to interact through webinars, online chat and email, enabling teachers to custom-tailor academic programs to students' unique skills and interests – all aimed at optimizing our students' learning experience. Accelerator Online High School students enjoy ongoing opportunities to succeed as the program draws forth and cultivates their multiple intelligences and unique gifts.

Accelerator Online High School's webinar software, Big Blue Button is used for synchronous collaboration between teacher and students and among students. When working on a project, students can go to the teacher's virtual office and work together on a project. They have use of a whiteboard, typed chat, voice chat and webcams to do this. Documents can be file transferred while in an online session and the moderator can share his/her desktop to show, in real-time, how to accomplish a task. If the student is given moderator rights, the student will be able to share his/her desktop or application with other students. They can all edit a document at the same time and view the changes simultaneously. Additionally, if a teacher is holding a whole-class meeting in his/her virtual office, he/she can create "breakout" rooms where collaborative groups can meet to discuss a project or work on content.

The Student Experience

Assumptions:

- Student attendance is important to success. As a part of the Graduation Success Plan, student schedules for online and offline work time will be discussed. These schedules will be revisited periodically and adjusted to meet student needs. All student attendance will be tracked and verified by teachers per ODE guidelines.
- Student participation is essential to success. All students are expected to participate fully in their course schedules and communicate responsibly should any issues arise.
- Effective and timely communication is crucial. All stakeholders are expected to respond to all email and phone communications within 24 hours on school days.
- Student schedules will vary according to the student's GSP, the courses being taken, and the student's personal circumstances.

Meeting Requirements

Students enrolled in the Accelerator Online High School will quickly learn and understand the importance of a support and accountability system to help them meet their Graduation Success Plan (GSP). As such, the first step is the establishment of the GSP which will outline initial student goals and outline a roadmap for graduation with regards to timeline and course requirements. The GSP should be done in person at the student's local ACCEL Support and Resource Center (ASRC). This center will serve as the hub for all extra face to face support services a student might require. These can include but are not limited to:

- Having a student attend classes and advising sessions at the center should attendance requirements not be met.
- Having a student participate in various assessments, both high stakes and low stakes, to ensure academic integrity.
- Having a student schedule “extra help” in the form of tutoring or other support needs.
- Having a student meet periodically with his/her advisor to revise the GSP and make sure the Accelerator Online High School Plan is working.

Upon enrollment students will be placed in a tier system in terms of the attendance and support requirements they will need. All students will start at a Tier 3. Students who are excelling academically and with attendance can move as high as tier 5. Students who are struggling academically, not communicating regularly, and/or not attending and participating as expected will be placed on Tier 1 or 2, with 1 being the lowest. The tier level the student is on determines the face-to-face attendance requirements at the center.

Tier	General Description	Required Center Attendance Frequency
5	Student is meeting above 90% of the GSP goals.	High stakes testing.
4	Student is meeting 75%-90% of the GSP goals.	High stake testing GSP review each semester
3	NOTE: All students start at this tier. Student is meeting between 60%-75% of the GSP goals	High stakes testing GSP review quarterly
2	Student is meeting below 60% of GSP goals	High stakes testing GSP review quarterly Monthly check-ins for academic and advisement support.
1	Student is meeting below 40% of GSP goals	High stakes testing GSP review twice per quarter. Biweekly check-ins for academic and advisement support.

Regardless of tier, all students make use of their local ASRC for extra help or even just as a place from where they can login and attend class. They just need to schedule these sessions through their academic advisors to ensure adequate staffing.

C. Assessment and Alignment with Curriculum and Instruction

Describe how student progress will be determined, measured and reported. As a starting point, community schools in Ohio are subject to mandatory assessment and testing requirements applicable to all Ohio public schools. Please indicate, which assessment tools, in addition to administering state-mandated assessments the school will use to determine and report student progress.

Please explain which measures and metrics will be chosen and why they were selected. Please discuss how baseline achievement data will be collected, in which subject or development areas such data will be collected, and which assessment tools will be used. Please describe how the school will use results from formative, summative or diagnostic assessments to make instructional adjustments according to standards-mastery information demonstrated by student performance.

A strong assessment plan is the cornerstone of any successful instructional program. Accelerator Online High School will implement numerous assessment tools for students in order to determine student educational needs and measure improvement in performance over time.

- **Incoming student assessment** - All new students coming into Accelerator Online High School will be screened for learning readiness. Upon enrollment, each student's prior performance results will be obtained from their prior schools. Data from ongoing assessments, annual tests, pre- and post-testing and the other forms of assessment will be logged in the student's individual file and will be utilized to develop the student's Graduation Success Plan (GSP). In addition, all entering students will also undergo skill testing using a computer adaptive assessment and the NWEA results to identify specific instructional targets for the state standards.
- **Ongoing assessment** – Once a student is enrolled at Accelerator Online High School and has finalized his/her GSP with the advisor, the student will participate in a variety of performance assessments over time to monitor their progress and modify their academic program to keep them on track for academic success. These assessments include:
 - **Computer-adaptive assessments:** These quick assessments have the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students and classes to identify areas for improved instruction across groups of students as well as at an individual level.
 - **NWEA assessments:** The NWEA are taken quarterly by all students. Baselines are established within the first three months of the school year. Once a baseline has been established, performance is measured quarterly and from the beginning to the end of each term.
 - **State-sponsored criterion referenced tests:** The State of Ohio mandated summative tests designed for gathering detailed information about how well a student has performed on each of the educational goals of the curriculum.
 - **Authentic assessments using e-portfolios:** Portfolios document students' work, display a command of skills and content, and provide insight into the learning process over time. These include student work samples along with observations and evaluations of student learning and performance by the student, school staff, parents and peers as applicable.
 - **Performance-based assessments:** These assessments require students to actively solve problems and apply knowledge in production-driven learning activities such as science experiments, math problems, dramatic and oral presentations, etc.

The table below provides a summary of the assessments we plan to use to monitor student performance at Accelerator Online High School, the frequency of testing, and the grade levels to be tested.

Assessment Tool	Frequency	Description
Computer Adaptive Assessments	Ongoing, weekly and as needed	Computer (ILS) assessment. Determines mastery of core subjects
NWEA	Quarterly	A computer-adaptive test that lets teachers quickly determine the proficiency level of student on specific state standards.
State of Ohio Assessments	Annually for most grades.	State mandated criterion-referenced test.
ePortfolios	Ongoing, weekly as per GSP	Utilized as authentic assessments documenting student achievement over time.
Performance-based assessments	Ongoing, as needed	Includes science experiments, dramatic & oral presentations, video productions, and research projects.

Performance data from NWEA and the computer adaptive assessments are available instantly in the online program, so they become the primary resource enabling teachers to modify their instruction to ensure any achievement gaps are covered. This assessment data is reviewed by grade level and course content teacher teams and is placed quarterly in the context of the school improvement plan goals and objectives. All key data is collected for each student’s Individualized Learning Plan which is reviewed three times per year with each student, his or her parent, and the respective teacher. This review allows for an objective review of achievement and development of strategies to improve achievement

D. Special Student Populations

Special Education Students

Accelerator Online High School will comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), the Individuals with Disabilities in Education Improvement Act (“IDEA”), as well as the Ohio Special Education Rules. Accelerator Online High School will contract with outside vendors for any services deemed necessary by the student’s Individualized Education Plan. Examples of these services may include speech, occupational and physical therapy as well as school psychology, evaluation, and intervention services. Vendors will be determined on a case-by-case basis depending on geographic area the student resides. In some cases, we may be able to contract from the local school district and when this is not possible, we will contract with third-party agencies.

When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, Accelerator Online High School will ensure that those services are provided. A full range of services appropriate to meet the disability needs of the student are also considered, including but not limited to: Speech/Language Pathology, Occupational Therapy, Physical Therapy, Orientation/Mobility, etc.

The school will ensure that the Head of School is fully trained in all of the rules and regulations listed above. The Head of School will receive special education training as part of their comprehensive training. The Head of School will receive guidance from the ESP's special education support personnel (such as the Special Education Director) that will provide both guidance on the special education process and build capacity with the Head of School with ongoing training. In addition, school leadership will develop a special education procedural manual outlining the school's provision of special education programs and services as well as compliance with IDEA and the Ohio rules by the end of the first school year.

To determine whether a child with disabilities can be educated satisfactorily in a regular online classroom with supplementary aids and services, the following factors will be considered and addressed in the IEP:

- What efforts have been made to accommodate the child in the regular classroom and with what outcome(s)?
- What additional efforts (i.e., supplementary aids and services) in the regular classroom are possible?
- What are the educational benefits available to the child in the regular classroom, with the use of appropriate supplementary aids and services?
- Are there possible significant and negative effects of the child's inclusion on the other students in the class?

All service decisions will be made by the IEP team including no less than the special education teacher/provider of that student, Parent/Guardian, general education teacher of that student and the student (when appropriate). Placement decisions are considered at every full IEP team meeting (at least annually) and adjusted according to team decision. In selecting a placement in the least restrictive environment, consideration is given to any potential harmful effect on the student or the quality of services he or she needs, as well as ensuring that a student is not removed from general education solely based on the need for modifications of the general education curriculum.

Regular review of special education census data will be reviewed by the school, assuring that adequate attention is paid to compliance timelines, as well as special education personnel caseloads, with recommendations made to the school leader to add personnel as necessary to provide for not only at least 10% of the initial projected enrollment, but also to adjust for additional personnel as enrollment and identification of students increases based on that enrollment. As more fully described below, Accelerator Online High School shall be solely responsible for its compliance with the Section 504 and the ADA.

Child Find - Accelerator Online High School recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have, a disability so that a free appropriate public education can be made available to all these children. To ensure compliance with these Child Find provisions of IDEA, Accelerator Online High School will put in place the following Child Find procedures through which to identify students with disabilities within the school enrollment and provide them services. This will include:

- Informing Parent/Guardians as to the scope and breadth of special education programs and services available to the school in literature and/or web site.
- Developing an Interventions process whereby:
 - All students in the school are assessed and progress monitored periodically through the school year.

- Such data is used to determine students who are struggling and require intervention, and such interventions offered to the students.
- Students not responding to secondary levels of intervention (such as structured small group interventions) will enter a student study team process, and provided the opportunity to engage in more intense, individualized instruction. Movement from general to individualized interventions will be based on how the student responds to such interventions using objective measurement and assessment. Students not responding to interventions across this continuum of interventions will be referred for further evaluation for consideration for potential special education services.
- Either upon completion of the comprehensive systems of providing scientific, researched based interventions described above, or upon request from a Parent/Guardian, the student may be referred for an evaluation for eligibility for potential special education services. Such a referral will be made following:
 - A comprehensive review of existing evaluation data, including state and local assessments, observations and classroom data and data provided by the student's Parent/Guardians. Often, this data is collected and reviewed in an ongoing fashion as part of the intervention team process and further summarized and reviewed at the time of referral.
 - Based on this review, the team will determine what additional information is needed to determine if the student has a disability, present levels of academic achievement and functional performance and/or what special education programs and services may be required.
 - An evaluation will only proceed once a Parent/Guardian has provided written consent for such an evaluation
 - Once that consent is received, an evaluation (based on the required additional information needed) will be provided within 45 days of that consent. Following such eligibility determination and IEP team will convene and a final IEP will be completed within 45 days of receiving written consent.
 - Implementation of an initial IEP will only take place upon a Parent/Guardian providing written consent for the provision of those initial programs and services.
- When the school is made aware (through regular registration process) that a student enrolled is a student with a disability, the following steps will be taken:
 - If the student's current IEP is available, then the school will make an offer of a Free and Appropriate Education that:
 - Adopts that current IEP developed by the previous school until not later than the original expiration date, at which time an IEP team meeting will take place; or
 - A temporary placement/Comparable services agreement will be drawn up that provides programs and service comparable to that on the previous IEP that are agreed to by the Parent/Guardian and the school. This placement would be in effect for no more than 30 calendar days, at which time an IEP team meeting would be convened and a new IEP developed.
 - If the student's current IEP is not available,
 - A temporary placement/Comparable services agreement will be drawn up that provides programs and service comparable to that on the previous IEP that are agreed to by the Parent/Guardian and the school. This placement would be in effect for no more than 30 calendar days, at which time an IEP team meeting would be convened and a new IEP developed.
 - The school will make regular attempts to receive the previous records of this student from the previous district by providing a release for records form signed by the Parent/Guardian, making multiple attempts as necessary.

- If the school is unsuccessful in obtaining such records, a review of existing evaluation data will take place and the student re-evaluated to determine eligibility for continued services.

Evaluations and IEPs - Students can be referred to special education either by the Student Support Team (SST) or by the Parent/Guardians. Such referrals will result in a review of all current data regarding that child and the evaluation review team will determine if any further data is needed to determine if the student has a disabling condition that is serviceable under IDEA. This review will take place no later than 10 days after the referral. In order for the school to carry out such a plan, the Parent/Guardian will need to consent to the plan in writing in accordance with IDEA. The school will contract for psychological or other services to carry out the evaluation plan. Copies of the evaluation results will be provided to the Parent/Guardians prior to an IEP meeting.

Any student eligible for services will undergo a review of current and past data at least every three years. Such a review will take place for students with cognitive disabilities such as Mental Retardation every two years (§ 711.22). A review of existing evaluation data can be called for and re-evaluations completed more often as the parent and school deem necessary. Accelerator Online High School will plan for and carry out re-evaluations based on the aforementioned reviews and will re-determine eligibility in an IEP team meeting. If the team (including the Parent/Guardians) determines that enough data exists to determine that a student continues to have a disability under State Code and continues to be eligible, an agreement will be entered into that no evaluations are necessary (for at least three years or until a determination is made that they are needed). If this option is exercised, the Parent/Guardians will be informed of their right to request an evaluation. Reevaluations will also be conducted to determine if a student is no longer eligible for services or for the purposes of exiting a student from special education programs or services in accordance with IDEA and proposed revisions to the State Code.

Any student identified with a disability that meets eligibility requirements where the team has indicated that the student requires special education programs and or services will receive appropriate programs and services as set forth in the student's Individualized Education Program (IEP). An IEP will be developed when the IEP team determines that a student is eligible for special education services (as outlined in the aforementioned section). The IEP team will consist at a minimum: an administrative representative (who has authority to commit the resources of the school/district/LEA); the Parent/Guardian; a general education teacher that services the student; a special education teacher, and the student if transition to adult services is to be considered. Current data is reviewed and a statement expressing present levels of academic achievement and functional performance will be developed, with corresponding observable and measurable goals set for the student. These goals will be carried out using a variety of service delivery options. A full continuum of programs and services will be considered with a placement decision to carry out the IEP in the least restrictive environment (LRE) that is appropriate for the student. Highly qualified special education teachers will be hired to facilitate the implementation of the IEPs, with the provision of such programming taking place either in the general education classroom or in a separate special education classroom, depending on LRE determination from the IEP team. The IEP Team will determine the need for the provision of special education services such as: speech language impairments, hearing impairments, orthopedic impairments, vision impairments, as well as assistive technology and/or other related/supportive services, e.g., orientation and mobility, physical and /or occupational therapy, etc.

Progress on IEP goals will be provided to Parent/Guardians at least as often as progress is reported to Parent/Guardians of students without disabilities. IEP teams will meet to revise and update IEPs at least annually but may also meet more often in order to modify the provision of programs and services or measurable goals when any member of the team indicates such a review is necessary.

The Accelerator Online High School views Parents/Guardians as vital members of the IEP team and will make every attempt to come to an agreement on the provision of special education programming and services to students with disabilities, however, we recognize that there are times when disagreement may occur. Upon receipt of a due process complaint, Accelerator Online High School will respond to the complaint within ten (10) days. Within fifteen (15) days of receiving notice of the due process complaint and prior to the scheduled due process hearing, Accelerator Online High School will convene a meeting with the Parent/Guardians in attempt to resolve the situation (resolution session). Mediation may be sought to facilitate a successful resolution to the complaint. If a resolution cannot be reached within thirty (30) days of the complaint, a due process hearing will take place in accordance with IDEA and state regulations.

If both the family and school agree to such an approach, alternate methods to dispute resolution may be sought, including sessions facilitated by a Mediator approved by state. Either party may file a due process complaint with the state on matters related to identification, evaluation, educational placement of a student with a disability or provision of a Free and Appropriate Public Education. Accelerator Online High School will follow the Ohio Rules for Special Education, including those rules governing complaints, mediation and due process complaints

Family Educational Rights and Privacy Act - The school will ensure compliance with the Family Educational Rights and Privacy Act by following the steps noted below:

- Parent/Guardians or guardians (or any student over the age of 18) who request to inspect or review a student's educational records will be asked to put the request in writing to the Head of School specifying the record or records they want to review. All office staff will be advised of the process at the professional development training prior to the school's opening. Within 15 days of receiving the request, the Head of School will make arrangements for access and notify the Parent/Guardians/guardians/student of the time and place where the records may be inspected.
- If a Parent/Guardian or eligible student requests that notations be added to student's records, they will be asked write a letter of request to the Head of School, clearly identifying the nature of the additions. In addition, they will be asked to specify in their letter why they believe the information will be included in the student's file.
- All office staff will be advised of this procedure at professional development training prior to the school's opening.
- Parent/Guardians/guardians and eligible students will be provided their right to consent to any disclosures of personally identifiable information contained in a student's educational record except if the disclosure is to school officials who need the information for legitimate and sound educational reasons. The charter school considers such "school officials" to be one or more of the following:
 - Head of School
 - The student's teacher/paraprofessional
 - Board member (under limited circumstances)
 - Board attorney
 - Designated school employee
 - A school official must be fulfilling his/her professional responsibility to have a legitimate educational interest to review a student's educational record.

Communication - Parent/Guardians/guardians of students with disabilities will be advised of student progress through Parent/Guardian conferences, report cards, updated Individualized Education Programs and by grade updates that will be provided through a Parent/Guardian's individual login to the online campus just like Parent/Guardians of students without disabilities. Parents of students with disabilities will be given progress reports on progress toward IEP goals at least as often as parents receive progress reports on student progress in the general curriculum (at least quarterly, more often as dictated by general education communication practice).

The online format enables Parent/Guardians, students and teachers to track grades and progress daily. In addition, formal communications will occur periodically throughout the school year as indicated below:

Parent/Guardian Conferences – required meetings in which the student’s progress is discussed and samples of work provided	4 times per year
Report Cards – distributed at the Parent/Guardian conference (only mailed home on exception basis)	4 times per year
Grade Level Updates – although not specific to the achievement of an individual child, provides Parent/Guardians and guardians with curriculum updates	2 times per year

Accelerator Online High School believes that the school and the family must be working in concert to have the maximum impact on the child’s development and, therefore, will strive to ensure that Parent/Guardians/guardians are in attendance at meetings, throughout the process, regarding their child so that their understanding of the child and his/her needs are discussed as a critical contribution to the development of the IEP. Meetings involving discussion of the needs of the individual student with disabilities will be scheduled so that Parent/Guardians/guardians will be able to attend.

Parent/Guardian Satisfaction Surveys - The school intends to use Parent/Guardian Satisfaction Surveys specific to special needs students in order for Parent/Guardians/guardians to have an opportunity to evaluate the quality of services provided to their child. The survey includes questions regarding the level of satisfaction concerning:

- The degree of involvement in the development of the IEP
- The extent to which the Parent/Guardian’s opinions have helped shape the special services their child is receiving
- The quality of communication with the school
- The progress being made in carrying out the special education plan for their child

Although the survey is confidential, Parent/Guardians/guardians are provided with the opportunity to give their name and phone number if they want the Head of School or another individual to contact them to discuss their comments.

Section 504 Students - Accelerator Online High School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Accelerator Online High School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Head of School of Accelerator Online High School and shall include Parent/Guardians/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by

the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the Parent/Guardian or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Accelerator Online High School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. All 504 team participants, Parent/Guardians, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

ESL Students

All students enrolling in Accelerator Online High School will have a parent or guardian complete the Home Language Survey. The Home Language Survey will be translated into the languages represented in the school area population. If answers indicate there are languages other than English spoken in the home, these students will be assessed for English language proficiency (ELP) using the W-APT. This will be administered by the ESL program administrator trained to understand the needs and concerns of English language learners (ELLs) and their families. Bilingual support will be made available to families who require translation services.

The ESL program administrator will also take previous academic performance into account. The two components of the student's academic record include grade reports and results on standardized, criterion-referenced assessments. The ESL program administrator will look for evidence of the student's ability to succeed in English or English language development courses, the student's ability to succeed in core content areas, including math, science, and social studies, and whether the student has received language support services in another school environment. The ESL program administrator will review all available data from standardized test scores (going back as many years as the student has

taken them) to analyze the test performance for patterns demonstrating strengths and weaknesses. During the oral interview, the ESL program administrator will informally assess the student's on-demand English proficiency.

If an assessed student requires language development courses and special services for these language needs, this student is considered part of the ESL program. Once a student has tested in to the ESL program, the student will receive age-appropriate and level-appropriate instruction in all core areas, will undergo annual testing to determine advancement in ELP levels, and will be eligible to test out of the ESL program at any time the student is able to satisfy the exit criteria

Students Below Grade Level and the use of RTI

The gap in achievement between students from different socioeconomic and racial/ethnic backgrounds is one of the most persistent challenges facing educators, a challenge that has become increasingly imperative for schools to conquer as they struggle to meet AYP goals stipulated by NCLB. The Response to Intervention (RTI) model is used as a vehicle for closing the achievement gap between different subgroups of students. The RTI model identifies three distinct tiers of service delivery. The majority of students will need only Tier 1 services, the least expensive and most broadly available options for serving needs. A smaller percentage of people, however, will need more specialized assistance, or greater "dosages" of intervention: Tier 2. The third tier is reserved for those students who need the most intense assistance.

The success of this intervention model hinges on teachers' and administrators' ability to keep as many students in the primary and secondary intervention as possible, thereby concentrating resources on those students most in need of intensive aid, those in Tier 3. In applying the RTI model on a schoolwide basis, schools are expected to change the allocation of resources and reengineer their design and delivery of instruction in keeping with the tenets of the three-tier approach. Such reallocation of resources is projected to boost the academic performance of all students.

This model will be applied at Accelerator Online High School through the following methods:

- **Screening:** Placement tests, used in conjunction with any other assessment portfolio information we have on the student and placement according to that screening (of course we never use one data point – and it does not apply to certain populations such as students with IEPs or ELL).
- **Progress Monitoring:** Accelerator Online High School will use the NWEA to progress monitor students against national standards quarterly. In addition, teachers will use NWEA to monitor progress on specific strands via curriculum-based measures (weekly is the goal). Students with IEPs have goals and objectives with skills that are directly linked to state standards and benchmarks, and weekly probes are taken to progress monitor students toward the annual goals and objectives.
 - For students who are making progress, we consider them "responding to the intervention". These are school-wide supports (correspond to the green below)
 - For students not responding to the school-wide supports, we move to the next level.
- **Intervention:**
 - The first level of secondary support (identified in the yellow below) would be to use the progress monitoring and achievement data to identify students at risk (this is the same process the school will go through to identify target groups for Title 1).
 - Group interventions are usually done for a period of weeks and the students re-assessed. Student responding to this intervention are either continued or removed from the intervention, depending on progress.

- *Expectations of academic performance, including academic achievement status or proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures*

As a Dropout Prevention and Recovery (DOPR) School, AOHS anticipates its students will enter the school with credit deficiencies; one or more grade level behind their cohort age groups. Many of the students that enter AOHS will face challenges due to jobs and families and anticipates the online nature of the program offered will help offset the time constraints that come with the above challenges. Supports will be in place for students who are struggling academically.

Expectations of Academic Performance: Achievement, Growth, and Postsecondary Readiness

AOHS expects its students to meet or exceed standards as outlined in OAC 3301-102-10 and OAC 3301-102-11:

Metric	Measure	Minimum Goal
Graduation Rate	4-year student graduation cohort	8%
	5- 6- 7- and 8- year student graduation cohort	12%
High school test passage rate	The passage rate for twelfth-grade students or by the time they are within 2 months of turning age 22 who have attained a score of 3 or higher on all end of course state tests that are required for graduation.	32%
Progress	The School's progress for its students in math and reading using the NWEA Measure of Academic Performance (MAP) assessment in grade 9 – 12. Students will be tested, once in the fall and once in the spring.	A composite gain score of less than two standard errors of measure above the mean score
Gap Closing	Measured by annual measurable objectives compare school performance for up to 10 student groups in reading, math and graduation to state performance for all students, assigning a rating for efforts to close achievement gaps in all applicable groups.	1%

Beyond meeting the required composite score, the NWEA MAP assessment will also be used to measure year over year growth of AOHS' students.

As required for a DOPR school by OAC 3301-102-10, AOHS will develop an Individual Career Plan for each student including a Graduation Plan that specifies the student's matriculation to a two-year degree program, acquiring a business and industry credential or entering an apprenticeship. The Career Plan will be aligned to the career advising policies established by the Board. Career Plans will be developed for each student soon after enrollment then reviewed and updated as needed once per semester. The AOHS team will provide career counseling and graduation planning and support for the student related to the Individual Career Plan. Each student's credits will be closely monitored throughout their enrollment to ensure that the goals of the Individual Career Plan are met.

The School’s administration, teachers, and staff will closely monitor student attendance in synchronous sessions, student progress, and achievement in individual course assessments, NWEA MAP performance levels and growth by grade level, credit acquisition, and student attendance in relation to expected percent of time. This information, along with enrollment and withdrawal numbers, student demographics, special education populations, graduation year cohorts, ethnicity balance, and family and teacher satisfaction survey results will be reported as available by the administrative staff to the Board. The Board will, pursuant to the charter contract, report these findings to the sponsor and ODE, as applicable.

- *Expectations of any non-academic school or student goals to which school will hold itself accountable*

In addition to academic goals, AOHS will establish the following non-academic goals that will affect the academic goals:

Goal	Description/Measure
Overall Parent Satisfaction Rates	Parents/Guardians must be partnered with teachers for a cyber charter school to be successful. Based on an annual parent satisfaction survey, AOHS parents will have an average of 80% overall parent satisfaction rating in Year 1 and improving 2% each year to achieve 90% by Year 5.
Students Prepared for Learning	AOHS students will have an average of 80% participation rate in orientation activities the first week of school Year 1 and improving 2% each year to achieve 90% participation rate by Year 5.

Attachment 4
Computer Based Schools
sponsored by St. Aloysius

Computer Based Schools Overseen by St. Aloysius

IRN	School	First Calendar Year of Sponsorship	Most Recent Calendar Year of Sponsorship	Total Years of Sponsorship
000282	Greater Ohio Virtual School	2019	2020	2
151191	Capella High School	2006	2018	12
132795	Cliff Park High School	2006	2020	15
011956	Everest High School	2017	2020	4
013892	Franklinton Preparatory Academy	2013	2020	8
000131	Glass City Academy	2018	2020	3
133835	Invictus High School	2006	2020	15
151183	Lake Erie International High School	2006	2020	15
016849	Liberty High School	2017	2020	4
008282	Northwoods Career Prep High School	2007	2020	14
000664	Capital City Career Prep High School	2006	2020	14
000813	Gem City Career Prep High School	2006	2020	15
142919	Black River Career Prep High School	2006	2020	15
133801	Life Skills Ctr of Youngstown	2006	2018	12
133785	Queen City Career Prep High School	2006	2020	15
013226	Life Skills High School of Cleveland	2012	2018	6
132803	Marshall High School	2006	2020	15
143123	Mound Street Academies	2017	2020	4
151209	Randall Park High School	2006	2020	15
133488	River Gate High School	2006	2020	15
133868	Towpath Trail High School	2006	2020	15

Attachment 5

Sponsor's Experience

Sponsor's Experience with Online Schools

1) Describe the sponsor's experience with internet- or computer-based community schools. Please indicate the number of internet- or computer-based community schools the sponsor has provided monitoring and technical assistance to since the inception of such activities.

St. Aloysius contracts with Charter School Specialists to provide the oversight, monitoring and technical assistance for all St. Aloysius sponsored schools. Because of this partnership, St. Aloysius brings to this new e-school much diverse expertise working with internet – or computer-based schools. Since its inception in 2005, Charter School Specialists has provided monitoring, oversight and technical assistance through twice a year compliance visits, on-site assistance reviews, attending all board meetings, enrollment and attendance reviews, and monthly fiscal reviews. In 2018-2019, St. Aloysius was rated an Exemplary sponsor by the Ohio Department of Education based in part on its exemplary quality practices and compliance of its schools. This level of quality practices will be implemented with the new e-school.

St. Aloysius and Charter School Specialists also have experience with reviewing e-school practices through implementation of its exemplary rated application process. We recently added e-school expertise with the addition of Rochelle Nelson and Andrea Dobbins to the Charter School Specialists staff. Rochelle has been involved with e-schools since 2010 and has been a presenter at the highly acclaimed iNACOL conference. She has a principal certification, masters in Talented and Gifted Education and a bachelor's in Elementary Education. Andrea was a principal at Buckeye Online School for Success for seven (7) years prior to coming to Charter School Specialists. She has a master's in educational leadership and a bachelor's in Education. We have provided their resumes as Exhibit 1.

St. Aloysius currently sponsors an e-school, Greater Ohio Virtual School. Prior to sponsoring an e-school, Charter School Specialists conducted a pre-FTE review at The Ohio Distance and Electronic Learning Academy (OHDELA).

St. Aloysius also currently provides monitoring, oversight and technical assistance to a total of 19 internet or computer-based schools. This includes currently sponsoring 1 e-school, 16 drop-out recovery schools whose curriculum is 100% computer-based, 1 drop-out recovery school that offers a blended learning program and use a 100% computer-based curriculum and 1 traditional high school offering a blended learning program that is computer-based. CSS maintains complete and thorough policies and procedures that are approved by the St. Aloysius board to guide its technical assistance to its sponsored schools. These policies and procedures are attached as Exhibit 2 to this narrative.

Charter School Specialists has additional experience with monitoring e-schools. For example, in 2011, Charter School Specialists was approached by Akron Virtual Academy to conduct a thorough assessment of the school. A thorough assessment was conducted over a three-month period. The assessment included reviews of various key documents and school processes in the following components of the school operations:

1. Academic Performance
2. Fiscal Performance
3. Federal Program Allocations & Expenditures
4. Governance and Operational Compliance

A formal report was presented including findings and recommendations for improvement. The report was reviewed with school leadership and who additionally further discussed with the board of the school in an effort to offer guidance on increasing the school's performance in areas where improvement was needed. This report is included as Exhibit 3 to this narrative.

Charter School Specialists also spent several years' experience working with Virtual School House in ensuring that their finances were maintained appropriately and in compliance. Virtual School House contracted with CSS to assist them in better aligning their financials and expenditures with revenue received.

2) Describe the sponsor's assessment of the degree to which each of its sponsored internet- or computer-based schools is meeting the operating standards for online schools and complying with all applicable laws and rules. If applicable, describe the specific steps taken to correct each internet- or computer-based school's compliance with applicable laws and rules in the two most recent evaluation cycles.

St. Aloysius and Charter School Specialists provide monitoring, oversight and technical assistance to their current e-school, Greater Ohio Virtual School. Attendance, student performance and learning opportunities are the three main focuses of this monitoring, oversight and technical assistance. Greater Ohio Virtual School has a parent/student handbook and attendance policy detailing how attendance is tracked and documented. This attendance policy is highly detailed and addresses all issues, including how to notify families about attendance lapses and how to conduct mediation meetings to fulfill the requirements of HB 410. The handbook and policy also address hours expected of students and the definitions of excused/un-excused absences. The school has a curriculum platform/learning management system that has a real time tracker to show durational log-in time of each student. This can be seen by the teacher, student and parent. The school provides a print-out for teachers to verify attendance of each student weekly and monthly. During regular monthly enrollment and attendance reviews, this report is sent to the Sponsor for review. During on-site visits to the school, student records will be randomly pulled and checked to match the overall attendance report.

In addition to using these reports to track attendance, the Sponsor requires the school to show how it is using these attendance reports to drive instructional decisions, approve credits, and improve student performance. Additionally, these reports can be used to monitor and evaluate both student and teacher performance. The reports are also reviewed to ensure that learning opportunities are actually being provided to students and calculate the amount of time spent on these opportunities. The Sponsor also requires the school to provide a list of specific learning opportunities provided and show time spent on these by students. The sponsor also requires documentation of monitoring of live lessons provided by teachers to show teachers are following prescribed lesson plans and providing adequate instruction to students. This information also assists in ensuring that OTES evaluations are followed.

Charter School Specialists will conduct an on-site assistance review of Greater Ohio Virtual School once per year as it does for all St. Aloysius sponsored schools. One of the differences for monitoring an e-school is reviewing teacher expectations each year. Maintaining yearly teacher expectations are highly critical to the success of students at e-schools. Part of these expectations must be student engagement which is different at e-schools. Once engagement is established, students are retained, and the school thrives.

Charter School Specialists will also monitor the school’s EMIS data and ensure the EMIS person is regularly attending training specific to e-schools. EMIS data will be sporadically checked to ensure compliance with all HB 410 requirements.

During on-site visits, it assesses compliance with all applicable rules and laws, special education requirements, and the school’s overall education plan. CSS and St. Aloysius subscribe to a progressive method of corrective action. A school is initially placed on a corrective action plan if it does not comply with applicable rules and laws and/or its charter contract. If the school continues to remain non-compliant, it may go on probation, be suspended or eventually terminated. CSS and St. Aloysius maintain clear and concise policies on corrective action that are included as Exhibit 4 to this narrative. At this time, Greater Ohio Virtual has not been placed on any corrective action.

3) Has the sponsor ever terminated or nonrenewed sponsorship with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate sponsorship for each internet- or computer-based school. Describe the specific actions taken by the sponsor and timeline for each action. If the sponsor has not had to terminate or non-renew sponsorship with an internet- or computer-based school, please describe what circumstances would lead the sponsor to the decision to terminate sponsorship and specific actions the sponsor will take including timeline for each action.

During the most recent round of high-stakes reviews, St. Aloysius non-renewed 3 of its drop-out recovery schools and 1 blended learning high school. St. Aloysius performed a thorough five-year high stakes review beginning the fall before the expiration of the school’s contracts. Included for review as Exhibit 5 are the timeline for the renewal process, renewal process policies and procedures and the final renewal reports provided to the schools.

Finances and academic performance are different for e-schools. Academic performance can be harder to maintain because of student turn-over. Fiscal and academic performance goals are tailored to be specific to the e-school environment and are included in the contract. If the governing board is not independent of the management of the school and has a high focus on student performance, this may be more cause for concern at an e-school. Governing boards of e-schools should not be focused on FTEs alone. The main focus should be student performance and student gains. St. Aloysius and Charter School Specialists will also monitor closely the e-schools compliance with HB410 rules and regulations and EMIS data. Any discrepancies will be seen in the attendance data that is being reviewed. St. Aloysius and Charter School Specialists will not hesitate to take appropriate action if any of the above-mentioned issues come to light.

A timeline of the renewal process is provided below.

September 30, 2019	St. Aloysius begins accepting applications for renewal of charter agreement for sponsorship.
October 31, 2019	Deadline to submit all renewal community school application(s).
September 30, 2019 to November 8, 2019	St. Aloysius’ review and scoring of all renewal community school applications and preliminary data reports.

November 13, 2019	Charter School Specialists to determine recommendations for St. Aloysius.
November 26, 2019	St. Aloysius board meeting approving/denying Charter School Specialists recommendations.
December 2, 2019 to December 6, 2019	Notification of renewal/non-renewal to applicants including: Sponsor final score sheet for application.

Prior to non-renewal or termination, St. Aloysius would attempt to work with the school through the probation process. This process is prescribed by statute and in the contract as listed below.

The **Sponsor** may, in lieu of suspension or termination, declare in writing that the **School Governing Authority** is in a probationary status, after consulting with the **School Governing Authority** or authorized parties thereof, and specifying the conditions that warrant probation and after receiving the **School Governing Authority's** written assurances (satisfactory to Sponsor) of the actions and time frames necessary to remedy those conditions. Such probationary status shall not extend beyond the then current school year. The **Sponsor** may proceed to suspension, termination or take-over of operations if the **Sponsor** finds at any time, that the **School Governing Authority** is no longer able or willing to remedy the conditions to the satisfaction of **Sponsor**. For purposes of this Charter, the **Sponsor** agrees to attempt to declare probationary status with the **School Governing Authority**, before proceeding to suspension, except in extraordinary circumstances such as those involving the health and safety of students, or waste or illegal use of state or federal funds.

The **Sponsor** may suspend operations of the **School** for (1) failure to meet student performance requirements stated in this Charter, or (2) failure to meet generally accepted standards of fiscal management, or (3) violation of any provision of this Charter or applicable state or federal law, or (4) other good cause or if funding to the **School Governing Authority** should cease under R.C. 263.420, if the **Sponsor** sends a written notice of intent to suspend explaining the reasons and provides the **School Governing Authority** with seven (7) business days to submit a remedy, and promptly reviews and disapproves the proposed remedy, or if the **School Governing Authority** fails to submit a remedy or fails to implement the remedy.

Once the **School Governing Authority** is suspended it must cease operations on the next business day, immediately send notice to all **School** employees and parents stating that the **School** is suspended and the reasons therefore, and the **School** again has an opportunity to submit a proposed remedy within seven (7) business days. At all times during suspension, the **School Governing Authority** remains subject to non-renewal or termination proceedings in accordance with the law.

Under R.C. 3314.072(E)(1), if the **School Governing Authority** fails to provide a proposal to remedy the conditions cited by the **Sponsor** as reasons for the suspension by the thirtieth (30th) day of September of the school year immediately following the school year in which the operation of the **School** was suspended, this Charter shall become void.

The **Sponsor** may choose to terminate this Charter for any of the following reasons: (1) failure to meet student performance requirements stated in this Charter, (2) failure to meet generally accepted standards fiscal management, (3) violation of any provision of this Charter or applicable state or federal law, or (4) other good cause.

Additionally, if the **Sponsor** has suspended the operation of this Charter under R.C. 3314.072, the **Sponsor** may choose to terminate this Charter prior to its expiration.

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

The termination of this Charter shall be effective upon the occurrence of the later of the following events:

- (a) ninety (90) days following the date the **Sponsor** notifies the **School Governing Authority** of its decision to terminate this Charter as provided for above; or
- (b) if an informal hearing is requested and as a result of that hearing the **Sponsor** affirms its decision to terminate this Charter, the effective date of the termination specified in the notice.

EXHIBIT 1

RESUMES

ANDREA DOBBINS

456 Southview Drive, East Liverpool, OH 43920 | (C) 330-831-6648 | adobbs22315@go2boss.com

Professional Summary

Experienced Principal and Academic Coach specializing in data-driven instruction and best practices focused on meeting students' needs and interests. Desires the opportunity to help to further drive organizational learning.

Skills

- Curriculum development
- Adobe Connect, Canvas LMS
- Rigor/Relevance training
- Credentialed Evaluator
- Edulastic Assessment
- i-Ready Diagnostic and Instruction
- RTI
- Data driven Instructional Strategies
- Ohio Improvement Process
- Distance Learning
- Ohio State Testing, TGRG, and ACT Testing
- PBIS
- School Improvement

Work History

Principal 7-12 05/2012 to Current

Buckeye Online School for Success – East Liverpool, OH

Observe, supervise, and evaluate teachers and staff to further school's vision of excellence
Assist with curriculum development, instructional strategies, and lesson planning
Facilitate professional development experiences for faculty to support excellence throughout the school
Create and maintain lasting meaningful partnerships with community education institutions
Act as internal facilitator for the Ohio Improvement Process and maintain the Support Schools Monitoring Tool for the district
Wrote and implemented School Improvement Plan for the district
Assisted with the preparation of the 2017-2018 Federal Programs Onsite Review
Enforce and support data driven instructional practices in each classroom and teacher based teams
Coordinated ACT testing for the district along with staff training and student preparation
Assist with Ohio State Testing coordination, preparation, and staff training
Wrote, monitored and maintained Corrective Action Plan from ESCLEW. Made significant academic progress and achievement to be removed from all corrective action as a result in May of 2018.

High School Social Studies Teacher

04/2006 to 05/2012

Buckeye Online School for Success – East Liverpool, OH

Communicated with peers, colleagues, administrators, and parents to meet and exceed teaching goals
Participated in regular training courses to keep up-to-date with new teaching methods and developments in the field
Created an interactive virtual classroom atmosphere to maintain student interest and facilitate learning

Identified areas of weakness with individual students and tailored lessons accordingly
Helped to develop and facilitate a College and Career Readiness Program for 9-12 grade students

Developed online course of study for the American Government curriculum

Education

Master of Science: Educational Leadership

2010

Salem International University - Salem, West Virginia

Principal, Supervisor of Instruction, & Superintendent Pre-K to Adult course of study

Ohio License Held

- Principal grades 5-12
- Administrative Specialist Curriculum, Instruction, and Professional Development
- Integrated Social Studies grades 7-12

Bachelor of Science: Education

2005

Youngstown State University - Youngstown, OH

Professional References

Don Thompson, Director- Buckeye Online School for Success

330-385-1987

dthompson@go2boss.com

DeAnna Hardwick, Regional Technical Assistance Representative- Educational Service Center of Lake Erie West

330-612-1296

dhardwick@eslakeeriewest.org

Michael Douglas, Treasurer- Salem City Schools

330-332-0316 ext. 58217

DouglasM@salem.k12.oh.us

Jack Cunningham, Principal- North Elementary East Liverpool City Schools

330-386-8772

jcunningham@elcsd.k12.oh.us

Maria Hoffmaster, School Improvement Consultant- State Support Team Region 5

330-533-8755

maria.hoffmaster@sstr5.org

ROCHELLE REPP NELSON

13499 Silverbrook Drive
Pickerington, OH 43147
(614) 668-7550

EDUCATION

Ashland University	Principal Certification	2004-2005
U. of Rio Grande	Continuing Education	2003-2004
Nova Southeastern U.	Doctoral Program Work	1998-1999
Ohio University	M.Ed. in Talented & Gifted Education	1994
Ohio University	B.S. in Elementary Education	1992

EXPERIENCE

Account Manager	Florida Virtual School	2017- 2018
Director of Staff and Student Svcs	Virtual Community School	2013- 2017
Teaching and Learning Coordinator	Virtual Community School	2010- 2012
Liberty Union-Thurston LSD	Gifted Teacher	2005- 2010
Nelsonville York Local Schools	Teacher-on-Loan	2003- 2005
Nova Southeastern University	Mentor, M.A.T.L.	2000-present
Nelsonville-York Local Schools	School Improvement Consultant	2003
Federal Hocking Local Schools	Gifted Coordinator	1999-2003
Federal Hocking Local Schools	Curriculum Coordinator	2001-2003
Federal Hocking Local Schools	Continuous Improvement Coor.	2000-2003
Nova Southeastern University	Instructor, Elementary Methods	1998-1999
Ohio University – Athens	Instructor, Elementary Methods	1997-1998
Federal Hocking Local Schools	Teacher, 6 th Grade	1992-1998

SELECTED PROFESSIONAL ACTIVITIES

OETC Presentation – Digital Curriculum Solutions	2018
iNACOL Presentation	2015
Ohio Improvement Process Internal Facilitator	2011
Value-Added District Representative	2006
OMAP Coach	2004
Pathwise Mentor Training	2003
Survey of Enacted Curriculum Southeast Regional Coordinator	
Team Member, Southeast Regional School Improvement Team	Spring 2005
Formative Assessment (provided by Karen Edwards)	Spring 2004
Linking Standards to Education Trainer, Instructional Management System Trainer, and Journey Through Data Trainer	2003-2004
Curriculum Mapping Training	2002-2003
Board Member, Kids on Campus	2001-2002
Baldrige in Education Training – Parts I, II, and Teacher/Student Partnership	2001-2002
Collaborating for Student Success Training	2001
Dimensions of Learning Training	1993

AWARDS

Martha Holden-Jennings Scholar	1996
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Student teacher of the Year, Ohio University

1992

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

iNACOL Member

2010 - present

National Council for the Social Studies

Association for Supervision and Curriculum Development

Ohio Association of Gifted Coordinators

EXHIBIT 2
POLICIES AND
PROCEDURES



**COMPREHENSIVE
ONSITE REVIEW
PROCESS**

EFFECTIVE DATE 06/21/2013

SIGNATURE _____

A handwritten signature in black ink, appearing to be "R. P.", is written over a horizontal line.

SOP 3.1

PROPOSED BY _____ **VP Sponsorship Operations**

PURPOSE

The COMPREHENSIVE ONSITE REVIEW PROCESS provides guidance for conducting on-site reviews (beyond the monthly enrollment and financial reviews) at least twice per year and three months apart while school is in session, which include an examination and collection of the school's data relevant to compliance with all applicable laws, rules, contractual obligations and academic performance measures. Additionally, the COMPREHENSIVE ONSITE REVIEW PROCESS provides consistency for the review of school documentation and the report (beyond the monthly financial and enrollment report) provided to each school after each site visit.

The process includes four primary component processes: ANNUAL COMPLIANCE ON-SITE REVIEW PROCESS, ONSITE ASSISTANCE REVIEW PROCESS, COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS and SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS. Each component process will follow the same review steps to ensure consistency across the different departments and CSS staff completing the process. Each component process will also provide the goal of the visits and prescribe strict adherence to a specific set of actions (i.e., procedures for data collection and their sources, types of data, observation and interview guidance and observation and interview instruments) for conducting on-site reviews.

SCOPE

The COMPREHENSIVE ONSITE REVIEW PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all employees who conduct or support on-site reviews.

PROCEDURE

The COMPREHENSIVE ONSITE REVIEW PROCESS commences prior to the start of the school year and is as follows:



1. All staff participating in on-site reviews will ensure that the processes below, as they are components of the overall on-site review process and monitoring responsibility of Charter School Specialists and St. Aloysius, are completed in accordance with the specific SOP written for each component, as well as in accordance with the steps noted below.
 - a. Annual Compliance Onsite Review Process (3.3)
 - b. Special Education Monitoring and Onsite Review Process (3.4)
 - c. College and Career Readiness Monitoring and Onsite Review Process (3.12)
 - d. Onsite Assistance Review Process (3.14)
2. Prior to beginning the on-site reviews:
 - a. The responsible department reviews changes in all applicable laws, rules, contractual obligations, academic performance measures and stakeholder input necessary to update the data collection tools.
 - b. The responsible department shall review the on-site visit summary template from the previous year and prepare a draft incorporating all suggested changes and send to the Management Team for a final review.
 - c. The responsible departments will work together to prepare assignments and timelines ensuring that on-site reviews are conducted at least twice per year and three (3) months apart while school is in session.
 - d. All team members assigned to conduct on-site reviews will follow the processes outlined in the standard operating procedure that guides their on-site reviews.
 - e. As team members schedule their on-site reviews, they will input the dates of visits into the CSS site visit calendar and post all visits on the CSS shared calendar.
 - i. As changes are made to on-site review dates, each team member will update the CSS site visit calendar providing the new on-site review date.

DOCUMENTATION / VERIFICATION

Supporting documentation included with this process:

1. Sample on-site visit summary template
2. Department assignment tracking sheet and timeline
3. CSS site visit calendar

DOCUMENT HISTORY

Orig. Date 2011
Rev. June 2012
Rev. June 2013
Rev. February 2015
Rev. March 2017
Rev. October 2018



REVIEW AND APPROVAL

Reviewer of the COMPREHENSIVE ONSITE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 11/19/18

Approved By: President David L. Cash, Jr.

Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMPREHENSIVE ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



**ANNUAL COMPLIANCE ONSITE
REVIEW PROCESS**

EFFECTIVE DATE 09/01/2013

SIGNATURE: 

SOP 3.3

PROPOSED BY: Director of Sponsorship

PURPOSE

The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS provides for consistency in review of school documentation necessary to maintain school's compliance with all applicable laws, rules, and applicable contractual obligations. The goal of the annual compliance on-site review visits is to assist schools in achieving overall compliance in all areas.

SCOPE

The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all CSS staff conducting reviews.

PROCEDURE

The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS is conducted according to the following procedures:

1. The Compliance Department will finalize and distribute all applicable on-site review tools and provide training to CSS staff and schools prior to annual compliance on-site review visits.
2. Upon arrival at the school, CSS staff will meet with the school administrator/principal and other relevant staff to review the procedures for data collection.
 - a. CSS staff will be reviewing the school's compliance and collecting data relative to all rules, laws and applicable contractual obligations as provided in the compliance spreadsheets, staff roster, and student files.
 - b. CSS staff will bring a digital copy of the previous school's years annual compliance



on-site review documentation, which includes relevant policies and procedures, inspections, and other documentation required to show the school's overall compliance with all rules, laws and applicable contractual obligations and compare to the school's current documentation.

- i. If the current documentation has changed from the previous year, CSS staff will collect new documentation electronically.
 - c. CSS staff collects the staff roster and reviews the school staff's licensure, background checks and training per the completed staff roster provided by the school to ensure compliance with all rules, laws and applicable contractual obligations.
 - d. CSS staff reviews a sample of student files to ensure collection of documentation for students relative to all rules, laws and applicable contractual obligations.
 3. During the on-site review, CSS staff may interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
 - a. When an interview is conducted, the following should be considered:
 - i. Reviewer should use compliance spreadsheets, staff roster and/or student records checklist to guide questions.
 - ii. Reviewer should consider requirements in all applicable rules, laws and applicable contractual obligations, policies, procedures, inspections, staff roster and student files during the interview.
 - iii. As interviews are completed, CSS staff will complete the compliance spreadsheets indicating compliance or non-compliance.
 1. Any non-compliance items will be provided to the school leader/principal or other relevant staff for follow-up after the interview.
 - b. Classroom observations are not generally conducted during annual compliance on-site reviews.
4. CSS staff continues to collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of overall compliance.
5. After all data has been collected, the Compliance Department will send a final annual compliance on-site review report (i.e., site visit report summary template) to the governing authority members, school leader/principal, governing authority legal counsel and management company representative (if applicable).
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), and areas of strength.



- i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and request relevant status updates from the school.
- ii. The Compliance Department and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
- iii. The Compliance Department will also review areas needing improvement and determine if technical assistance should be provided to the school.

DOCUMENTATION / VERIFICATION

All ANNUAL COMPLIANCE ONSITE REVIEW PROCESS documents will be saved as working copy and will be saved to a distribution copy when available for proofing. Once the assigned staff member uploads to the distribution folder, the Compliance Department will verify accuracy and consistency in formatting. The Compliance Department will resave the final to annual compliance assessment process folder identifying the school name as an Excel and PDF file.

Location of documentation:

S:/SITE VISITS

Naming convention: Year + Document + School

Ex: S:/SITE VISITS/ [School Year] SITE VISITS/ ANNUAL COMPLIANCE ASSESSMENT
PROCESS /SCHOOL NAME

Spring Site Visits/Working Copy School Name

Supporting documentation included with this process:

1. Compliance Assessment Spreadsheets
2. Staff Roster
3. Student File Checklist
4. Assignments and Tracking Sheet
5. Site Visit Report Summary Template

DOCUMENT HISTORY

Orig. Date May 2012

Rev. Sept. 2012

Rev. Sept. 2015

Rev. February 2015

Rev. March 2017

Rev. October 2018



REVIEW AND APPROVAL

Reviewer of the ANNUAL COMPLIANCE ONSITE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 11/19/18

Approved By: President David L. Cash, Jr.

Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS EFFECTIVE DATE 10/1/2013

SOP 3.4

SIGNATURE _____

A handwritten signature in black ink, appearing to be "R. J. ...", is written over a horizontal line.

PROPOSED BY Vice President, Special Ed. Services

PURPOSE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is a critical component of education in all of Ohio's community schools. Students with special needs, ranging from the mildest to the most severe disability, require individualized instruction and accommodations. CSS special education staff monitors the school's special education programs, services, data reporting and documentation, to ~~monitor~~ assess the school's compliance with all applicable rules, laws and contractual obligations.

The intended purpose of the SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is to ensure that there is consistency in the process for review and monitoring of individual schools' contracts for special education programs and services. CSS' goal is to provide expertise and guidance to partner schools to ensure accuracy in data reporting and effective utilization of funding for all special education services. The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS works in conjunction with the COMPREHENSIVE ONSITE REVIEW PROCESS.

SCOPE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS applies to all CSS partner schools and CSS special education staff.

PROCEDURE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is conducted according to the following procedures:

1. The CSS special education staff will finalize and distribute all applicable on-site review tools prior to special education review visits.
2. Upon arrival at the school, CSS special education staff will inform the administrator of the visit and meet with the intervention specialist to review the procedures for data collection.
 - a. CSS special education staff will review the school's compliance with and collect



data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan.

- i. CSS special education staff collects data relative to the school's calendar, special education student files, and policies and procedures related to: FAPE, IATs, ADA/504, LEP/ELL students.
 - ii. CSS special education staff reviews a sample of student files to ensure accurate documentation for students relative to all special education rules, laws and applicable contractual obligations.
3. During the on-site review, CSS special education staff may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
 - a. When an interview is conducted, the following should be considered:
 - i. Reviewer should use the school's calendar, policies and procedures and student files to guide questions.
 - ii. Reviewer should consider requirements in all applicable special education rules, laws and contractual obligations, policies, procedures, and student files during the interview.
 - iii. If interviewing an intervention specialist in classroom, interviews should be as least disruptive as possible and should not take away from instructional time.
4. CSS special education staff do not generally conduct classroom observations.
5. CSS special education staff may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
6. After all data has been collected, the staff person conducting the review will send a final special education on-site review report (i.e., site visit report summary template) to the governing authority members, school leader/principal, governing authority legal counsel and management company representative (if applicable).
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. CSS special education staff and/or Legal Department will review relevant



- status updates from the school regarding its progress in the area.
- iii. CSS special education staff will also review areas needing improvement and determine if technical assistance should be provided to the school.

DOCUMENTATION/VERIFICATION

Location of documentation:

- S:/Site Visits/[Year]/Spec Ed Reviews

Naming convention:

- Year + School +document

DOCUMENT HISTORY

Orig. Date October 2013

Rev. Date March 2017

Rev. Date February 2018

Rev. Date October 2018

REVIEW AND APPROVAL

Reviewers of the SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS are as follows:

Reviewed By: Management Team

Date: 11/19/18

Approved By: President David L. Cash, Jr.

Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



**ODDEX SCHOOL
CALENDAR REVIEW PROCESS**

EFFECTIVE DATE 07/01/2013

SOP 3.6

SIGNATURE: _____

A handwritten signature in black ink is written over a horizontal line. The signature is cursive and appears to be the initials "R. P." followed by a surname.

PROPOSED BY: Compliance Department

PURPOSE

The ODDEX SCHOOL CALENDAR REVIEW PROCESS provides for initial review and approval of school calendars, to verify that each school is scheduled to meet and/or exceed the minimum number of instructional hours per year, and to ensure that the school has an adequate daily schedule as required.

The PROCESS provides for a sponsor review and approval of the ODDEX calendar to ensure accuracy of the calendar being uploaded into the system by the school's EMIS/SOES designee.

SCOPE

The ODDEX SCHOOL CALENDAR REVIEW PROCESS applies to the Compliance Department that is responsible for ensuring calendar sufficiency and compliance for all CSS partner schools contracted with St. Aloysius.

PROCEDURE

The procedure includes, but is not limited to the following tasks and responsibilities:

1. Compliance Department distributes to all schools a request for the calendar and bell schedule to be submitted for review and approval. The request is sent out in mid-June to all schools with reminders emailed to schools who have not submitted the documents.
2. Once received, the Compliance Department reviews the calendar and daily schedule to ensure that the school is in session for at least the minimum number of hours required by statute and that it matches the ODDEX calendar.
 - a. If the calendar and/or daily schedule are not accurate, an email with explanation is sent to the school requesting revised documents.
3. Additionally, the Compliance Department monitors calendars throughout the year and responds to inquiries as necessary.
4. If changes are needed, modifications are presented, reviewed and approved/disapproved by the Compliance Department, who maintains communication between ODE and the school.



DOCUMENTATION / VERIFICATION

ODDEX school calendar documentation is maintained by the Compliance Department and accessed on the S drive as follows:

Location of documentation:

- S:/CALENDARS

Naming convention:

- Year + School Calendar+School Name
- Ex: [School Year]/Excel Calendars/ABC School

Supporting documentation included with this process:

1. Email requests and reminder for profile and calendar submission
2. Sample follow up communication

DOCUMENT HISTORY

Orig. Date June 2013

Rev. October 2015

Rev. April 2017

Rev. November 2018

REVIEW AND APPROVAL

Reviewer of the SOES PROFILE & SCHOOL CALENDAR REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 11/19/18

Approved By: President: David L. Cash, Jr.

Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ODDEX SCHOOL CALENDAR REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



**TECHNICAL ASSISTANCE
PROCESS**

EFFECTIVE DATE 05/01/2013

SOP 3.11

SIGNATURE _____

A handwritten signature in black ink, appearing to be "R. P.", is written over a horizontal line.

PROPOSED BY _____

VP Sponsorship Operations

PURPOSE

The TECHNICAL ASSISTANCE PROCESS provides consistency in the handling of requests for technical assistance, including proper documentation and verification of communication and/or actions taken. It provides for targeted and customized supports by CSS professional staff or contractors with subject matter expertise relevant to the operations of partner schools to successfully fulfill their obligations under applicable rules, laws, and the terms of the community school contract and ensure timely assistance to schools in response to issues, problems and concerns.

SCOPE

The TECHNICAL ASSISTANCE PROCESS applies to all CSS staff or contractors responsible for providing technical assistance.

PROCEDURE

1. Technical assistance requests are received through a telephone call, email, verbal or written communications from schools, governing authorities and school leadership.
2. Requests may be received by any CSS staff member or contractor.
3. The request should be responded to with a telephone call or email by the appropriate team member within a twenty-four (24) hour period unless extenuating circumstances apply.
4. If the request for technical assistance is related to health and safety, the request should be sent directly to the President and addressed immediately if deemed appropriate.
5. In general, the staff member or contractor receiving the request shall respond. For specific technical matters, the staff member or contractor may consult a subject matter expert for additional assistance.
6. If the request is not appropriate for sponsorship technical assistance, CSS will work with the school to provide appropriate recommendations for how the school can receive technical support as may be requested.



7. At least once per month, the Office Manager shall send a spreadsheet to all staff for them to record technical assistance provided to a school.
8. Staff shall return a completed spreadsheet to the Office Manager within ten (10) business days of receiving the spreadsheet.
9. Office Manager will maintain a master spreadsheet of technical assistance provided to each sponsored school.
10. Management Team shall review spreadsheet annually during scheduled team meetings in conjunction with the Resource Allocation Process and Sponsorship Improvement Process.

DOCUMENTATION / VERIFICATION

Location of documentation:

S:/Sponsorship Technical Assistance/

Naming convention: Year + Tracking Sheet

Ex: Sponsorship Technical Assistance/2017/Tracking Sheet

Naming convention: Technical Assistance + date of request

Ex. S/TECHNICAL ASSISTANCES/SCHOOL NAME/TECHNICAL ASSISTANCE06012012

Supporting documentation included with this process:

1. A sample technical assistance tracking form is attached to this process.

DOCUMENT HISTORY

Orig. Date May 2013

Rev. December 2014

Rev. March 2017

Rev. November 2018

REVIEW AND APPROVAL

Reviewers of the TECHNICAL ASSISTANCE PROCESS are as follows:

Reviewed By: Management Team

Date: 11/19/18

Approved By: President David L. Cash, Jr.

Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The TECHNICAL ASSISTANCE PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



**COLLEGE AND CAREER READINESS
MONITORING AND ONSITE
REVIEW PROCESS**

EFFECTIVE DATE 3/28/17

SOP 3.12

SIGNATURE _____

A handwritten signature in black ink is written over a horizontal line. The signature is cursive and appears to be the initials "R. P." followed by a flourish.

PROPOSED BY Dir. College and Career Readiness

PURPOSE

The purpose of the COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS is to ensure that all CSS sponsored schools are providing each student with a high-quality college and career program consistent with rule, law and the community school contract. The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS is used to review and monitor each sponsored school's compliance with statute and contract in the areas including but not limited to Career Technical Education, Graduation (Requirements and Pathways), Career Advising Policy, and College Credit Plus. CSS will provide expertise and guidance to schools to ensure policies are approved and programs are in place for students to have the opportunity to acquire the necessary knowledge, skills and abilities for future success. CSS will ensure schools effectively utilize funding received by the state for these services.

SCOPE

The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS applies to CSS staff who conduct college and career readiness monitoring and onsite reviews and all St. Aloysius sponsored schools that offer career technical education, graduation pathways, career advising and college credit plus.

PROCEDURE

1. The CSS college and career readiness staff will finalize and distribute all applicable on-site review tools prior to monitoring and onsite review visits.
2. Upon arrival at the school, CSS college and career readiness staff will inform the administrator of the visit and meet with the school's Career Advisor to review the



procedures for data collection.

3. CSS college and career readiness staff will review the school's compliance with and collect data relative to all college and career readiness rules, laws and applicable contractual obligations as provided in student files and the school's education plan.
 - a. CSS college and career readiness staff collect data relative to the school's calendar, student files, and policies and procedures related to: Career Technical Education, Graduation (Requirements and Pathways), Career Advising Policy, and College Credit Plus.
 - b. CSS college and career readiness staff review a sample of student files to ensure accurate documentation for students relative to all high school graduation rules, laws and applicable contractual obligations.
4. During the on-site review, CSS college and career readiness staff may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
 - a. When conducting observations, the following should be considered:
 - i. A representative selection of classrooms should be observed;
 - ii. Reviewers should avoid interrupting the teacher(s) or creating any unnecessary disturbances during classroom instruction;
 - iii. Reviewer should use the observation tool to note strengths and weaknesses relative to areas noted on the observation tool;
 - iv. When possible the teacher(s), Community School Leadership or Building Leadership Team, students, coaches, aides, or parents should be utilized as a resource for collecting information/data relative to the areas noted on the observation tool and/or documents collected during observation (if any);
 - v. Reviewer should refer to/compare observations to requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law.
 - b. When conducting interviews, the following should be considered:
 - i. Possible interviewees include school leadership, board members, teachers, students, parents, aides, or coaches;
 - ii. Reviewer should use review tool to guide questions during interview;
 - iii. In a classroom, interviews should be as least disruptive as possible and should not take away from instructional time;
 - iv. Reviewer should consider requirements in charter language, education



plan, Ohio Improvement Plan, policy, procedure, or rule/law to guide interview follow-up.

5. CSS college and career readiness staff may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
6. After all data has been collected, the staff person conducting the review will send a final college and career readiness on-site review report (i.e., site visit report summary template) to the governing authority members, school leader/principal, governing authority counsel and management company representative (if applicable).
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. CSS college and career readiness staff and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. CSS college and career readiness staff will also review areas needing improvement and determine if technical assistance should be provided to the school.

DOCUMENTATION/VERIFICATION

Location of documentation:

- S:/COLLEGE AND CAREER READINESS

Naming Convention:

- Year+School+Document+Date
- Ex: COLLEGE AND CAREER READINESS/2017-2018/ABC School/Review

Supporting documentation included with this process:

1. College and Career Readiness Compliance Review



DOCUMENT HISTORY

Orig. Date April 2017

Rev. November 2018

REVIEW AND APPROVAL

Reviewers of the COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS are as follows:

Reviewed by: Management Team: Date: 11/19/18

Approved by: President David L. Cash, Jr. Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



**ONSITE ASSISTANCE
REVIEW PROCESS**

EFFECTIVE DATE 05/15/2015

SOP 3.14

SIGNATURE _____

A handwritten signature in black ink, appearing to be "J. P. ...", is written over a horizontal line.

PROPOSED BY: School Improvement Team

PURPOSE

The ONSITE ASSISTANCE REVIEW PROCESS, herein known as “OAR”, provides for consistency in review of charter faithfulness, education plan implementation (determined by classroom observations and discussion with the school leadership), school improvement plan, and sponsor recommendations necessary for a sponsored school to establish and maintain compliance with contract, rule and law. Additionally, the OAR will assess areas of technical assistance needed by the school and offer technical assistance and professional development as necessary. The process works in concert with the TECHNICAL ASSISTANCE PROCESS and the COMPREHENSIVE ONSITE REVIEW PROCESS.

SCOPE

The OAR is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all staff visiting schools and conducting OARs.

PROCEDURE

The procedure includes the following steps:

1. School Improvement Department will select at least two (2) school improvement team members to conduct an OAR for each CSS partner school sponsored by St. Aloysius.
 - a. One (1) staff member will be assigned by the School Improvement Director or designee to be the lead OAR school contact.
2. School Improvement Department will create an annual OAR schedule with school assignments.
3. School Improvement Department will provide a training to all CSS staff conducting OAR visits.
4. School Improvement Department will draft an email regarding the OAR process.
5. At least two (2) weeks prior to the visit, the lead school contact will contact the school via email or telephone call to schedule a visit date to (a) conduct the OAR, and (b) send the OAR template to assigned school(s) for school leader and governing authority president review.



6. School improvement department members that will be attending the OAR visit shall review, at a minimum, the following information prior to conducting the OAR at the school:
 - a. Any documentation related to 6.4 Accountability and the school's Ohio Improvement Plan (OIP) found in each school's designated folder on the CSS shared drive under School Improvement Team (SIT);
 - b. Review documentation related to 6.4b intervention reports found in each school's individual folder found on the CSS shared drive under School Improvement Team (SIT);
 - c. Review each school's contract attachments 6.3, 6.4 and 6.5 looking for anything related to curriculum, instructional delivery methods, resources and materials, prevention/intervention plan, continuous improvement and professional growth, and the assessment plan found in Dropbox under each school's folder;
 - d. The school's most recent local report card found on the Ohio Department of Education website;
 - e. The school's previous local report cards to document any trends that may require additional technical assistance.
7. One (1) day before the visit, the lead school contact shall send a reminder to the principal confirming the visit.
8. CSS staff will review the school's compliance with and collect data relative to all rules, laws and applicable contractual obligations as provided in the school's education plan.
9. During the on-site review, CSS staff may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
 - a. When conducting observations, the following should be considered:
 - i. A representative selection of classrooms should be observed;
 - ii. Reviewers should avoid interrupting the teacher(s) or creating any unnecessary disturbances during classroom instruction;
 - iii. Reviewer should use the observation tool to note strengths and weaknesses relative to areas noted on the observation tool;
 - iv. When possible the teacher(s), Community School Leadership or Building Leadership Team, students, coaches, aides, or parents should be utilized as a resource for collecting information/data relative to the areas noted on the observation tool and/or documents collected during observation (if any);
 - v. Reviewer should refer to/compare observations to requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law.



- b. When conducting interviews, the following should be considered:
 - i. Possible interviewees include school leadership, board members, teachers, students, parents, aides, or coaches;
 - ii. Reviewer should use review tool to guide questions during interview;
 - iii. In a classroom, interviews should be as least disruptive as possible and should not take away from instructional time;
 - iv. Reviewer should consider requirements in charter language, education plan, School Improvement Plan, policy, procedure, or rule/law to guide interview follow-up.
10. Preliminary OAR findings will be discussed by assigned staff members with the school leadership team at the time of the visit or after completion of the draft OAR report. The lead staff member is responsible for collecting all preliminary findings and creating a final report to share with school principal and board. CSS staff may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
11. The School Improvement Department will have a standing meeting agenda item to review recently completed OARs to ensure consistency in reporting and recommendations for technical assistance. The lead OAR school contact will present preliminary findings at the next regularly scheduled School Improvement Department meeting.
12. After the SIT team reviews the OAR in a SIT meeting, the lead school contact will follow up with school principal by phone, email, or in-person to address any questions or concerns identified in the OAR.
13. After the OAR report is finalized, the lead school contact will notify Office Manager to send final OAR reports to board members and other stakeholders that may be deemed appropriate prior to next board meeting.
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. CSS staff conducting the visit and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. CSS staff will also review areas needing improvement and determine if technical assistance should be provided to the school.



14. The Office Manager will send the OAR report to the CSS representative attending the next scheduled board meeting with the other meeting materials. The CSS representative attending the next scheduled board meeting will take at least one (1) copy of the OAR report per board member and review the OAR report with the board members on behalf of the Sponsor.
15. A survey will be sent to the board and the school principal with each final OAR report to gather data to improve the OAR process and provide assistance in determining the professional development and technical assistance needs of the school.
16. Annually, the SIT will meet to conduct a needs assessment, make recommendations to improve the OAR process and report for the upcoming year determine professional development needs of schools, set technical assistance priorities CSS partnered schools and allocate resources.

DOCUMENTATION / VERIFICATION

All OAR documents will be saved as final with the ODE required naming convention, proofed and confirmed as accurate under the Shared Drive as follows:

Location of documentation:

S:\ONSITE ASSISTANCE REVIEW SY\SCHOOL FOLDER

File Naming convention: NAME OF SCHOOL_OAR REPORT_DATE

Ex: S:\ONSITE ASSISTANCE REVIEW SY\SCHOOL NAME\SCHOOL NAME.OAR REPORT.DATE

DOCUMENT HISTORY

Orig. Date May 2015

Rev. February 2016

Rev. March 2017

Rev. March 2018

Rev. November 2018

REVIEW AND APPROVAL

Reviewer of the ONSITE ASSISTANCE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 11/19/18

Approved By: President David L. Cash, Jr.

Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ONSITE ASSISTANCE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



ENROLLMENT AND ATTENDANCE

MONITORING PROCESS

EFFECTIVE DATE 3/15/2018

SIGNATURE _____

A handwritten signature in black ink, appearing to be "R. P.", written over a horizontal line.

SOP 3.15

PROPOSED BY _____

General Counsel

PURPOSE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS ensures that all enrollment and attendance data for St. Aloysius schools is being reported timely and accurately to the sponsor and the Ohio Department of Education. This also ensures that information is available for the Ohio Auditor of State, Ohio Department of Education or other stakeholders.

SCOPE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS applies to the Office Manager, CFO and all CSS staff attending governing authority meetings.

PROCEDURE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS begins at the start of each school year and is initiated and monitored by the Office Manager.

1. In August of each school year the Office Manager sends an email and spreadsheet to all school leaders, principals, superintendents, and management company personnel providing details about what information needs to be included in the school's enrollment and attendance report, a date to perform the enrollment and attendance count and a due date for submission of the count to CSS.
 - a. Count dates are selected randomly at the beginning of each school year by the Office Manager to ensure samples are arbitrary.
 - b. If a school is closed on the day of a required count, it may contact the Office Manager and change the day the count will be conducted.
2. The Office Manager prepares an internal spreadsheet which captures the following information for each school:



- a. FTE (full time equivalent) Count
 - b. Enrollment
 - c. Attendance
 - d. Attendance Rate
 - e. Lunch Count, if applicable
 - f. Sign in and Sign Out Sheets, if applicable
 - g. Comments
3. All documents received from the schools are reviewed and logged on the internal spreadsheet.
 - a. Reminders are sent to responsible school personnel for submission of the student counts if the reports are not received by the due date.
 4. Office Manager compares enrollment count, attendance count and FTE count.
 5. Office Manager shall report attendance comparison results at each all staff meeting.
 6. If an attendance rate is 25% or less for a DOPR (Drop Out Recovery and Prevention School) for two (2) consecutive months, Office Manager shall notify the President and Management Team via email.
 - a. The President and Management Team shall assign a CSS representative shall visit the school within ten (10) business days unannounced to do a headcount.
 7. If an attendance rate is 89% or less for a traditional community school for two (2) consecutive months, Office Manager shall notify the President and Management Team via email.
 - a. The President and Management Team shall assign a CSS representative shall visit the school within ten (10) business days unannounced to do a headcount.
 8. If the discrepancy is confirmed after the unannounced visit, the school may be placed on a corrective action plan, probation or suspension as warranted by the Management Team and President. (See Corrective Action Plan, Probation and Suspension Processes).

DOCUMENTATION / VERIFICATION

All ENROLLMENT AND ATTENDANCE MONITORING PROCESS documents will be saved with a naming convention and the date in the shared drive as follows:

Location of documentation: S:/ ENROLLMENT/ATTENDANCE WORKSHEETS

Naming convention: ENROLLMENT AND ATTENDANCE MONITORING + fiscal year

Supporting documentation included with this process:

- 1) Emails from Office Manager to appropriate school contact or designee
- 2) Emails with requested information from schools
- 3) Spreadsheet prepared and maintained by the Office Manager.



DOCUMENT HISTORY

Orig. March 2018

Rev. November 2018

REVIEW AND APPROVAL

Reviewers of the ENROLLMENT AND ATTENDANCE MONITORING PROCESS

Reviewed By: Management Team

Date: 11/19/18

Approved By: President: David L. Cash, Jr.

Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ENROLLMENT AND ATTENDANCE MONITORING PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



**MONTHLY ENROLLMENT AND
FINANCIAL REVIEW
PROCESS**

EFFECTIVE DATE 07/01/2013

SOP 4.2

SIGNATURE _____

A handwritten signature in black ink, appearing to be "R. P.", is written over a horizontal line.

PROPOSED BY Chief Financial Officer

PURPOSE

The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS supports compliance with applicable law and the monthly financial monitoring requirement for all schools sponsored by St. Aloysius. The Fiscal Operations Department is responsible for ensuring collection and review of each sponsored school's monthly financial reports to increase the knowledge and awareness of school's financial wherewithal and stability and to comply with statutory requirements. The Fiscal Operations Department is also responsible for providing written feedback following each month's reviews including, if applicable, proactive recommendations to improve the governing authority's financial and enrollment decision making.

SCOPE

The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS applies primarily to the CSS CFO and Office Manager. All CSS Staff attending governing authority meetings may be asked to share information from the fiscal reviews with the governing authorities of St. Aloysius sponsored schools.

PROCEDURE

1. CFO provides annual written communication to all new schools identifying the requirement and process for submitting financials monthly to the sponsor as required by law, including enrollment records in the form of current FTEs.
2. Fiscal Operations Department monitors and confirms that schools make monthly submission of financial reports to sponsor using a dedicated email: financials@charterschoolspec.com.
3. CFO reviews the financials on a monthly basis using a summary checklist. The checklist contains predetermined financial items and data that have been identified as significant in order to gain insight into the financial condition of the school. The checklist includes, but is not limited to, a



budget analysis (review of budget ledgers or detail general ledger) and check register analysis (transaction detail reports). In addition, a tracking sheet is maintained to record the school's cash balance, YTD and MTD revenues and expenses to be used for comparison from month to month and to other schools.

4. Upon CFO's determination of error or necessary revisions, CFO contacts the school or the school's treasurer within five (5) business days to obtain necessary changes or request additional information.
5. Within fifteen (15) days of receiving all financial information, CFO conducts a monthly financial review.
6. Within ten (10) days of the review, all school treasurers and governing authority presidents receive a written report from the CFO confirming receipt of the required financial and enrollment information and providing feedback regarding the review.
7. When a review indicates areas of financial concern, including but not limited to, enrollment, revenue and expense fluctuations, CSS makes proactive recommendations to the governing authority regarding financial and enrollment decision-making.
8. Office Manager provides a copy of the written report to the CSS sponsor representative scheduled to attend the next governing authority meeting of the school.
9. CFO advises President of concerns and reports as necessary regarding the fiscal status of sponsored schools.
10. CFO also reports monthly at the all staff meeting regarding any schools experiencing financial or enrollment concerns.
11. Sponsor representatives attending governing authority and other appropriate school meetings address enrollment or financial issues as appropriate with the governing authority or management company.
12. Fiscal Operations Department saves all financial and written reports on the shared drive.
13. If a school fails to make regular submission of financials, Fiscal Operations Department initiates contact with the school.
14. If a school fails to comply within thirty (30) days after being contacted, the school may be put on a Corrective Action Plan. The Fiscal Operations Department shall contact the Legal Department to initiate the CORRECTIVE ACTION PLAN PROCESS.

DOCUMENTATION / VERIFICATION

The monthly financials and related documentation is maintained by CFO and accessed on the S drive as follows:

Location of documentation:

S:/FISCAL REVIEWS

Naming convention: Name of school+year+month+year+school name financial (or budget)

Ex: S:/fiscal reviews/ABC School/2017/June 2013/ABC School



Supporting documentation included with this process:

1. Notice of requirements to new schools
2. Monthly fiscal review acknowledgement
3. Analysis of Financial Statement
4. FTE Chart
5. Sample enrollment or financial corrective action plan

DOCUMENT HISTORY

Orig. Date June 2013
Rev. November 2014
Rev. February 2016
Rev. March 2017
Rev. October 2018

REVIEW AND APPROVAL

Reviewer of the MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS is as follows:

Reviewed By: Management Team Date: 11/19/18

Approved By: President: David L. Cash, Jr. Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.

EXHIBIT 3
ADA DRAFT
COMPREHENSIVE
ASSESSMENT

February 20, 2012

Akron Digital Academy
Attn: Mr. Schuett on behalf of the Akron
Digital Academy's Board of Directors
335 Main Street
Akron, OH 44308

Dear Board Members,

**Re: Comprehensive Organizational & Academic School Assessment
Charter School Specialists (CSS) Report & Recommendations**

We are pleased to present the following report which summarizes our review, assessment and recommendations for the Akron Digital Academy.

As you have requested, members of the Charter School Specialists team with expertise in various areas of school oversight and operations have spent time evaluating the Akron Digital Academy school sites. Our on-site engagement included extensive records review, as well as discussions with administrators, teachers, and staff.

Your school programs have provided the academic instruction necessary to allow over 400 students to earn their high school diploma over the last several years. Your programs show great promise and have the potential to be an outstanding educational asset for students not only in Akron, but throughout Summit County and the State of Ohio.

A report of this depth and length is a lot to digest. We are eager to discuss our findings and recommendations, as well as to answer any questions.

Thank you for the opportunity to work with you toward a shared goal: an outstanding school well-positioned to serve its students – this year and beyond.

Respectfully,

Dave L. Cash
President
CC – All Board Members ?

Comprehensive Organizational & Academic Assessment Table of Contents

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SAFETY

DIAGNOSTIC ACADEMIC ASSESSMENT
REVIEW PROCESS (DAARP)

Appendix A

FEDERAL PROGRAMS REVIEW

Appendix B

ON SITE VISIT COMPLIANCE REPORT

Appendix C

I. EXECUTIVE SUMMARY

Charter School Specialists (CSS) was contracted to conduct a Comprehensive Organizational & Academic Assessment for Akron Digital Academy (“ADA”) or (“School”). Working closely with key stakeholders, members of the Charter School Specialists team - with extensive expertise in various areas of school operations - conducted a thorough review and assessment of the school’s operational and academic accountability, governance and leadership.

ADA currently has an average daily enrollment of over 600 students across 4 facilities offering a variation of 4 different academic programs. ADA has been successful in graduating 113 students during 2011 -2012 and to date 432 students have graduated from ADA.

The School provides multiple offerings for students not served through Akron Public Schools. Individualized learning plans for each student in K-12 are offered , which include; elementary offerings; a high school offering; a remediation and credit recovery offering; the Gaining Positive Skills (“GPS”) program for older students, and a new direct instruction focused Advancement Via Individual Determination (“AVID”) program. Unfortunately, the unique offerings and stand-alone structure are not always recognized by School employees as a collaborative set of programs offered through an independent charter school.

ADA teachers are highly-competent and bring years of experience and a clear commitment to helping students achieve their full potential. These teachers are great assets and while expertise and experience is highly valuable, it must be communicated that ADA and its programs are not a direct extension of the Akron Public School system and its benefits. It is beneficial to communicate the differentiating factors to highlight and focus on the benefit of being an independent charter school.

The Charter School Specialists team applauds ADA’s Board of Directors (“Board”) and Leadership for taking the important step of encouraging early detection through a rigorous assessment process in order to determine and implement best practices to further advance ADA’s mission and vision for its students’ success.

The results of Charter School Specialists’ thorough evaluation and findings are documented in this report. While the number of individual tasks, policies and procedures that require attention are significant, it’s important to note that focused effort in several key high-level areas will address countless individual operational items.

Specifically, the school should focus its initial response to this assessment in the following areas:

- Develop and implement a comprehensive communications plan to include strategic organizational direction and objectives which will result in improvements across many of the evaluation areas;
- Develop an organizational structure that includes

- A clearly refined and streamlined reporting structure
- Comprehensive job descriptions including responsibilities assigned to positions best equipped and most suited to oversee specific areas of concern
- Core academic teams focused on improved curricular alignment and full compliance with Ohio regulations and appropriate internal policies
- Full time and consistent staffing at each site as dictated by state mandates and ADA board leadership
- Consistency in year round hours and days worked for all programs
- Address organizational and procedural weaknesses by developing and establishing protocol for daily operations that supports ADA board level policies

We look forward to reviewing this Report and Recommendations with ADA to help you position the School to be successful in your Mission:

To provide a quality education, in grades K-12, that promotes student achievement for all and preparation for success in completing quality work at the next level.

Much is being accomplished at ADA every day, but we must move forward and promote continued school improvement. The next steps – moving forward to implement the Recommendations included in this Report – will result in achieving the school’s goals of Continuous Improvement and Effective School Ratings which we have seen so proudly posted throughout all of the facilities.

II. GOVERNANCE & LEADERSHIP

- A. **GOVERNANCE & OVERSIGHT** A thorough review of Akron Digital Academy's governance and leadership structure was conducted including a review of board meeting agendas and minutes, board policies and records, as well as, discussion on policy and procedures with Cathy Hunt, board secretary, Fred Schuett, Fred Lewis, Bill Romano, Ed Pfeiffer, LaShawn Terrell, Barbara Meacham and several other members of the Academy's leadership team.

Corporate Record Book

Findings: In acquiring board records, there was difficulty in trying to locate current and historical information. The School, or Board corporate records are not maintained as a customary school or non-profit board should maintain its records in one organized location onsite and accessible.

Recommendation: Good governance practices require all non-profit board corporate records to be maintained in one location in an onsite corporate record book so that they are accessible for review by leadership or the public, when necessary or desired. We recommend that the board secretary maintain a corporate record book for all of the board's corporate records, including but not limited to:

Corporate Record Book

- A. Articles of Incorporation
- B. Certificate of Good Standing and Annual Filings
- C. Corporate Bylaws and any revisions
- D. A Board Roster including all names, roles and contact information
- E. Resumes for each of the board members
- F. BCI and FBI background checks for each of the board members
- G. Public notice of previous meetings
- H. Previous minutes showing all action taken
- I. A list of resolutions approved by the board

Board Minutes and Meeting Material

Findings: A current board member roster, schedule of meetings, previous agendas and previous minutes are posted and accessible via the ADA website under the "About Us" tab. This is excellent, in that these documents are public record, so the School website is an appropriate place to maintain the Board actions for ease in public viewing. However, there were only two months of agendas and minutes posted for this school year. There were monthly meetings posted for 2009-2010 and 2010-2011, however; no historical agendas, minutes or board actions were posted prior to this.

Recommendation: Implement a process for timely acquiring and uploading Board

minutes to the website within one month of Board approval. Additionally, ADA should determine how and where all historical minutes will be posted or maintained (beyond 2009 –via the website or other electronic or paper file) to ensure consistency in documented historical public record keeping.

Board Member Documentation

Findings: In reviewing board composition and makeup, it was concluded that the Board is comprised of local membership with significant expertise and capacity, which can be very beneficial for the School. However, we were unable to locate the board member resumes and BCI/FBI background checks as these documents have not been historically maintained by the board secretary on site.

Recommendation: We recommend that the Board members immediately submit to new BCI and FBI background checks, unless they have completed checks within since February 2011, that can be forwarded directly to the School. The background checks should be received and maintained on site for each member of the board, as is required by R.C. 3319.39 and R.C. 3314.19(I),.

Findings: In reviewing board documentation, it was noted that the School has no resumes or bios for its members and its members have not regularly attended or participated in board training for governance or charter school regulations and requirements.

Recommendation: We believe that it is a practice of good governance for a charter school board to maintain a current resume on file at the school for each of its members. We also believe that good governance, like other professional public service roles, requires time and effort spent on professional development for the board members to fully develop their skills and knowledge about roles, functions, and responsibilities of board membership for a charter school board in Ohio.

Board Policies

Findings: In review of board approved policies, there is not one location to easily access all board approved policies and resolutions. The board has approved all Akron Public Schools policies with the caveat that any policy that does not apply to a charter school or an e-school is not applicable, but it must be noted that APS policies do not always suit ADA needs. The board secretary maintains a list of independently modified board policies that have been adapted for ADA's specific needs, but this list is not all-inclusive and many policies are not addressed. If someone is looking for a board approved policy, they look on the ADA shared drive to see if it is included in the ADA policies, and if it is not, then they must look under APS policies and pull the policy to see if it applies. If it does not, they need to modify it and request Board approval in order to move forward.

Recommendation: We recommend that the Board contract with a professional

service provider for compliance oversight to ensure the School has access to the information relating to policies, statutory requirements and state guidance as may be necessary and beneficial for the School to operate in compliance. We work with several Ohio attorneys who can provide, for a standardized fee, a list of policies and draft copies of all currently required charter school specific board policies. This could eliminate the need for the Board to address individual policy concerns and the need to modify multiple APS policies on an ongoing basis. In one contracted arrangement, the Board could be up to date and compliant with policy needs, and then leadership would be tasked with the development of operating procedures to ensure compliance with the Board policies adopted.

B. **ORGANIZATIONAL STRUCTURE** – A thorough review of the ADA programs and the various components making up the School resulted in awareness of four (4) different offerings in four (4) different locations provided under the ADA community school charter. ADA, a school contracted through Akron Public Schools as an e-school charter school, is providing 4 variations of its online program. Each of the programs use work points as attendance tracking tools, but they encourage onsite attendance at the locations listed below to better serve the students in each of its programs.:

1. 9-12 credit recovery high school program in three locations (Main Street, Easter Avenue and Goodyear Heights)
2. 9-12 dropout/credit recovery program called GPS (Gaining Positive Skills) offered to older students at Main Street location
3. 9-12 AVID program, available through a grant, providing college preparation classes via more direct instruction at the Easter Avenue location, and
4. K-8 offering at the Main Street location allowing 1-8 onsite attendance.

Organization Alignment

Finding: With four (4) different programs in operation, ADA has a structure that allows for central office oversight and strategic and operational level direction while requiring and allowing for site or program level input and responsibilities. This type of structure can be very beneficial for pooling resources and sharing expertise. It does, however, create challenges with communication and maintaining consistency when one program or site leader does things differently and alters the course of action. Additionally, the loss of several members of the executive team can cause a lack of access to a great deal of institutional knowledge and history, such as is the case for ADA this year.

We were looking for written organizational procedures, direction, guidelines, and expectations. Our findings in this area resulted in obtaining and reviewing the employee manual that was recently finalized and put in place for all ADA employees. This manual addresses consistent practices and expectations for employees. While

this newly created document is detailed, it includes a number of additional student specific items that don't belong in the employee manual, while other critical human relations and employee matters are not addressed.

A central office structure requires a strong leadership team to communicate the strategy and any restructuring events in an effective and comprehensive manner. Staff looks to leadership to lead their direction and effective communication is necessary in this regard.

Recommendation: Thoroughly evaluate the staff organizational chart and the skills and knowledge of ADA staff. Consider realigning the staff based on School Improvement Grant guidelines as recommended by ODE through various models - to ensure key positions focusing on education while the necessary support, business and operational positions are addressing everything else in an efficient and effective manner. ADA would benefit from consistent oversight and direction for all of its academic programs. Additionally, while you need knowledgeable and responsible employees on staff to work with the various outside vendors, many of the business positions are effectively outsourced, such as compliance oversight, treasurer services, federal programs, student data reporting, payroll, benefits, marketing, IT, and others. An overall organizational chart should be developed identifying staffing needs at the operational (?) level and for each program location.

Recommendation: Immediately develop and put in place an internal strategic communication plan and roll it out to ADA leadership for input. The communication should start prior to any major organizational staffing realignment. A major factor that needs to be included in the plan is the fact that ADA is separate and different from APS as an independent charter school with optional programs to best serve its students. Differentiate ADA from APS in the eyes of teachers and staff. Let the staff know what ADA leadership is doing and that the organization is realigning to provide more focus to the academic program and educational offerings ADA provides its students to improve educational outcomes and academic results. Executive staff will re-contract with staff and teachers that are in agreement with the realignment and reorganizational structure of ADA based on academic focus. Communication plans relating to organizational strategies and realignment need to include regular and often communications advising staff of progress and next steps. Going forward, the differentiation between ADA and APS should begin at the interview process.

Recommendation: Continue to finalize formal job descriptions for each position employed by ADA at the corporate level and at each program/site. Because of the potential loss of institutional knowledge with executive level staff retiring soon, task individual staff members to be involved in the process to ensure leadership is aware of all of the responsibilities under different roles. Then leadership can make an informed decision on how to best organize individual responsibilities to prioritize the educational focus of the School.

Employee Benefits

Findings: Previously, all employees were APS employees resulting in all health and fringe benefits being consistent with APS. Since the changeover to ADA employees, criteria must be met to be able to obtain the health benefits and the offerings that were not widely accepted or available. This is currently being addressed to find the best package to offer full time ADA employees going forward.

Recommendation: ADA is a separate entity and it was not appropriate for all staff to be employed through APS, so this is a positive development for ADA employees and communications of such further differentiates the program from APS. Contracting for benefits can be very labor intensive and should be evaluated on an annual basis. When Mr. Lewis leaves his position, this important role must be assigned to the business manager, contract manager, or another appropriate member of the executive staff who has knowledge of what is required to oversee the project and ongoing service to support the employees.

Training and Orientation

Findings: When new teachers are hired, it is important that the differentiation between ADA and APS is communicated from the onset. ADA is an online e-school that offers its students the ability to come in to a site for additional assistance, guidance and academic instruction. This is a positive addition to the program, but new teachers are not fully aware of the program's history and reason for this organizational structure.

Recommendation: Immediately develop and implement an orientation process for new staff and teachers. This can start now for all employees during the realignment of job descriptions and staff. Establish a core team of executive leadership -- to provide strategic direction, highlight key objectives, and establish a "train the trainer" internal orientation process. Then, utilize site leadership to identify and train new employees and teachers on specifics of their site's key indicators and measures for success. An orientation and training process for new employees helps to establish clear expectations from the beginning and it is easier to evaluate progress.

Employee Guidelines & Evaluation

Findings. As referenced earlier, the newly developed employee handbook includes a miscellaneous group of employee, student and operational issues and yet there is no formal process, procedure or consistency in an employee evaluation process used at ADA across the different programs. It doesn't appear that formal employee evaluations have been done in the past and they are not currently being done at the School.

Recommendations: The Employee Handbook should be revised before the beginning of the 2012-2013 school year. The document should include Employee related issues including expectations, requirements, benefits, etc., and the School should remove the operational, student and parent issues from this manual. These additional items could be included in the parent student handbook or an operational manual which are both necessary and beneficial. An experienced charter school service provider could assist ADA in aligning these documents appropriately. ADA should implement a formalized evaluation process for its staff and teachers. The process should incorporate a consistent evaluation tool that ADA can use, taking into consideration the School's current strategic direction, objectives, and measures as determined.

A. ACADEMIC ACCOUNTABILITY DIAGNOSTIC ACADEMIC ASSESSMENT REVIEW

The Diagnostic Academic Assessment Review Process (DAARP) is designed to help the School improve student performance by analyzing current performance in relation to effective research based practices. This process takes a snapshot of current educational practices and policies to identify areas of strength and opportunities for growth.

Educational practitioners using standardized tools for data collection and analysis utilized the DAARP in both an onsite and external review. The onsite review process included interviews with the principals, teaching staff, support staff, and administrative personnel. In addition, the onsite and the external review were combined to include a review and assessment of the following: physical plant, classroom observations, curriculum and instructional materials, policy and procedure, assessment practices, instructional practices, incorporation of technology in the curriculum, intervention, barriers and facilitation of student achievement, safety and security, staff and student relationships, systems of support for parents, community involvement, leadership, decision making processes, resource allocation, staff collaboration, communication, professional development, teacher quality, mission and vision, scheduling, student performance data, sponsor and community school relationship and governance.

The DAARP examined six (6) Benchmark Indicators which reflect effective research based practices in education. These practices are integral to the development of a high performing school. The six (6) Benchmark Indicators include:

- Alignment to Standards
- Instructional Practices
- Environment/Climate
- Systems of Leadership

- Professional Development
- Data Driven Decisions

A summary of each Benchmark Indicator as well as a list of the effective research based practices that demonstrate a high performing school are below:

Benchmark Indicator: Alignment to Standards demonstrates that the general education and intervention curriculums, instructional practices and assessments are based on the Ohio Academic Content Standards and Common Core State Standards. Alignment also includes textbooks, instructional materials, lesson plans and report cards.

- Student tasks require higher order thinking skills
- Technology supported instruction
- Differentiated materials
- Curriculum and curriculum review
- Assessments
- Lesson Plans
- Report cards
- Professional development
- Communication of Ohio Academic Content Standards and Common Core State Standards

Benchmark Indicator: Instructional Practices demonstrates that the educational instruction incorporates industry best practices.

- Clearly defined learning outcomes
- Higher order thinking skills
- Variety of teaching strategies
- Technology that supports instruction
- Differentiated materials and instructional techniques
- Assessments used to inform instruction
- Student engagement
- Intervention and enrichment
- Job embedded professional development
- High expectations for students and teachers
- Coordination with non-school agencies
- Cohort transitions

Benchmark Indicator: Environment/Climate provides for the comprehensive approach to involve students, staff, parents and community in a highly effective school.

- Addressing non-academic barriers to student success
- High student achievement and behavioral expectations
- High instructional expectations for teachers
- Shared mission and vision
- Data driven professional development
- Students and staff are recognized for high performance
- Adequate and up to date equipment and facilities
- Safe and secure environment
- Respectful relationships among staff and students
- Supportive programs for parents
- Community engagement

Benchmark Indicator: System of Leadership facilitates the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

- Shared leadership responsibilities
- Shared decision making
- High expectations for staff and students
- Adequate and up to date facilities
- Effective discipline policies and procedures
- Resource allocation for maximum student achievement
- School improvement is the priority
- Strong lines of communication for staff, students, parents , School Board, and community
- Maximization of volunteer support
- Professional development that meets the needs of the school

Benchmark Indicator: Professional Development involves the opportunities that are provided for professional growth to meet the performance needs of students to ensure maximum student achievement.

- Professional development aligned to the Ohio Academic Content Standards and Common Core State Standards and student performance needs
- Standards based lesson plans
- High quality student work models
- High expectations for staff

- Shared mission and vision
- Access and use of student data to inform instruction
- Teacher quality
- Annual professional development plan
- Collaborative professional learning
- Job embedded and ongoing professional development
- Scheduled and intentional collaboration opportunities with grade levels and departments

Benchmark Indicator: Data Driven Decisions involves the use of data to drive all decisions as it relates to the school.

- Test and assessment data is regularly analyzed and used to inform instruction
- Teacher quality
- Closing achievement gaps
- Effective intervention programs
- Programs and practices are reviewed for effectiveness at least annually
- Resources allocated towards improvement needs
- Faculty and staff use data to guide decision making
- Analysis of data reflect longitudinal assessment of trends
- Analysis of data reflects assessment of the school's strengths and weaknesses
- Analysis of data reflects the identification of at risk students
- Teachers have input into intervention programs
- School Board and administrators use multiple sources of data to drive decision making

Summary of Findings. Based on the above listed effective research based practices, a summary of the Findings is located in Appendix A.

Recommendations. (Critical/priority recommendations are indicated in red.)

Alignment to Standards/Instructional Practice/Curriculum

- **Develop and/or purchase an online curriculum and appropriate instructional materials for all grade levels and content areas that are aligned to the Ohio Academic Content Standards (OACS) and Common Core State Standards. Professional Development in the use of the online curriculum and instructional materials must be provided to all instructional staff.**

- The online curriculum and small group instruction must provide for differentiation of instruction and higher order thinking skills using the revised Bloom's Taxonomy.
- Establish a technology team as well as develop a solid technology infrastructure and cohesive technology plan that includes a budget, resources, and ongoing review and revision.
- Collaboratively develop a Scope of Curriculum, Sequence of Curriculum, Curriculum Maps, Pacing Guides, and Model Curriculum Units that are aligned to the OACS and Common Core State Standards for all content areas and grade levels involving teachers and administrators.
- Establish an assessment calendar to include standardized assessments, quarterly assessments, short cycle assessments and the Ohio Achievement Assessment (OAA)/Ohio Graduation Tests (OGT).
- Collaboratively develop, implement and monitor quarterly and short cycle assessments that are aligned to the OACS and Common Core State Standards to aide in informing instruction.
- Develop a format and process by which lesson plans are submitted electronically to administrators on a weekly basis and should demonstrate alignment with the OACS and Common Core State Standards and create a collection of juried or model lesson plans for each content area and grade level.
- Review the curriculum for effectiveness and gaps annually by content area and grade level teachers to ensure vertical and horizontal alignment. This review should be used to inform staff development.
- Develop a report card to identify student progress towards the OACS and Common Core State Standards.
- Display the OACS and Common Core State Standards on which students are working in small groups.
- Display the OACS and Common Core State Standards on teacher created websites, blogs, and other online instructional media.
- Clearly link instruction to defined goals and learning outcomes in all content areas and grade levels.

Instructional Practice/Assessment

- The online curriculum must allow for differentiation of instruction and teachers must be available to meet individual learner needs.
- Establish a technology team that includes teachers and administrators that will research, monitor and evaluate the effectiveness of the online curriculum as it relates to highly effective instructional practices and assessments.

- The online curriculum must allow for modifications and accommodations as it pertains to Students with Disabilities.
- Analyze data from all types of assessments (short cycle, quarterly, formative, summative and standardized) to inform instructional practices.
- Staff development is needed to incorporate data analysis of assessment to inform instruction.
- Standardized test data is needed in a usable format such as disaggregated by subgroup and achievement levels to assist teachers in using the data effectively to differentiate instruction.
- Establish an online Library with reference and research materials beyond Internet search engines.
- Implement summer school intervention and enrichment opportunities for students.
- Collaboratively develop common short cycle and common quarterly assessments for all content areas and grade levels to enable the creation of cohorts for intervention and enrichment.
- Develop a multi-criteria recommendation process for students needing intervention and enrichment. This process should include diagnostic assessment data and current assessment data.
- Teacher instructional practices need to be reviewed in department meetings and by academic leaders at least quarterly.

Environment/Climate

- A systemic Safety and Security Plan that includes fire drills, security monitoring, physical plant review, etc needs to be developed, implemented and monitored.
- The Evans facility does promote an effective learning environment and requires substantial security modifications.
- Administer a diagnostic assessment of individual students during the new student orientation that is available to teachers immediately upon completion. This is needed to support the effective transition of students into the school.
- Develop a process to gather, review, and analyze information and data from teachers, parents and students in relation to school and non-school barriers to student achievement and to assist in identifying at risk students and families.
- Collaboratively develop a mission and vision that is uniformly recognized by all staff at all facilities.

- Establish a technology team that includes teachers and administrators that will research, monitor and evaluate the effectiveness of the technology plan that promotes an environment that facilitates learning.
- Develop, implement, monitor, evaluate and revise a formal process to assist parents in expressing expectations of high academic achievement to students to support learning at home.
- Develop an effective and strategic relationship with non-school agencies to address both in school and non-school barriers to student achievement.
- Establish exit interviews with students and parents that are transitioning out of the school. Data from this exit interview process should be collected, analyzed and reported.
- Develop a reward and incentive program for high achievement across the school.
- The multiple learning sites are isolating for teachers and staff. A strategic communication plan is needed that incorporates staff, students, parents and the community would help to alleviate this isolation and should promote collaboration
- The development, implementation, monitoring, evaluation and revision of Professional Learning Communities (PLC) is required to enhance the relationships of staff for maximum benefit of staff and student achievement.
- Develop, implement, monitor, evaluate and revise a strategic communications plan. The plan must provide for two-way communication that encompasses teachers, administrators, parents, students and the community to maximize positive communication channels.
- Develop and implement a collaborative network to ensure the community school receives the necessary support of the sponsor for school improvement needs.

Leadership

- A Community School Leadership Team (CSLT) must be developed and implemented.
- The Ohio Improvement Process (OIP) must be implemented with fidelity to ensure that a focused plan is developed, implemented, monitored and evaluated.
- The plan for Professional Learning Communities or Teachers Based Teams for all content areas and grade levels needs to be implemented and monitored.

- A strategic plan for resource allocation that is focused on providing teachers and administrators with needed instructional resources that are aligned to the OIP is essential.
- Instructional technologies that allow for two-way communication among teachers, students and parents must be developed, implemented, monitored and evaluated.
- Develop a process to ensure hiring and retention of quality staff.
- A communication plan must provide for periodic individual communication from staff to administrators in order to build positive lines of communication.
- Board members may require training or professional development in multiple data usage for the purposes of decision making.
- Board members need to develop, implement, monitor, evaluate and revise a two-way communication plan with administrators.
- Board members require training in the interrelationship between resource allocation and student achievement to ensure funds are allocated to the priorities of school improvement.

Professional Development

- Create and implement a professional development plan that is monitored, evaluated and revised annually.
- Include in the professional development plan effective use of assessment data to inform instruction including:
 - Development and analysis of quarterly assessments
 - Development and analysis of common short-cycle assessments
 - Development and analysis of formative assessments
 - Analysis of longitudinal assessment trends by disaggregate and cohort groups
- Staff development is needed in using technology to support instruction.
- Staff development is needed on differentiated instruction to meet the needs of individual learners.
- Staff development is needed to incorporate data analysis of assessment to inform instruction.
- Administrators and the CSLT must annually develop a professional development plan that matches resources to the needs of the staff and students.
- The development of a professional development plan using OACS and Common Core State Standards and educational best practices is required.

- Professional Development opportunities must include the examination and sharing of high quality student work as an educational best practice.
- Develop and implement an intentional plan to ensure that grade level and content area meetings occur on a regular basis. This collaboration needs to be consistent, structured and collegial.
- Include in the professional development plan a process that facilitates the entire staff in coalescing around the shared vision and mission of the school as well as a review of the charter. Include orientation for new staff or an orientation for new policies and procedures.
- Establish technology training opportunities for staff to facilitate technology that supports instruction.

Data Driven Decisions

- A strategic plan must be developed for the purpose of reviewing, monitoring, evaluating and revising resource allocations to benefit high levels of student achievement while ensuring teachers and students have needed instructional resources.
- Develop and implement a process to examine and analyze the effectiveness of current intervention programs including a Response to Intervention (RTI) model.
- Administrators require training or professional development in multiple data usage for the purposes of decision making.
- Develop electronic student portfolios which can be easily accessed by each staff member needing to use the data.
- Develop and implement an annual procedure to ensure that teacher qualifications meet state requirements as well as school and student needs.
- Develop and implement a process using multiple data sources to examine and analyze the effectiveness of current leadership practices.
- Develop and implement a procedure for matching resources to instructional needs.
- Develop and implement a procedure for matching resources to improvement needs.
- Develop and implement a systemic process for using data to analyze the school's strengths and weaknesses.
- Develop and implement a systemic process for using data to identify students at-risk of underperformance.
- Develop and implement a diagnostic assessment process for all incoming students.

III. OPERATIONAL ACCOUNTABILITY

A. FINANCE

A thorough financial review was done for ADA to overview the current systems and processes in use for accounts payable, payroll, and board reporting. Additionally, there was evaluation of staffing model and operational costs and a full review of the current audit available for fiscal year 2010. The audit for fiscal year 2011 is in process.

Overview of current systems and processes in place for accounts payable, payroll and board reports

Findings: In addition to meeting with ADA's treasurer, business and finance leader and special projects leader, the bank reconciliation expense worksheet, revenue worksheet and financial summary for November 30, 2011 and December 31, 2011 were reviewed. Board reports are being prepared and presented at monthly board meetings and were reviewed as well. These reports allowed a comparison of expenditures and revenues by category for each fund.

We were informed of the School's purchasing philosophy and the direction toward better fiscal control and oversight. The purchasing and payroll processes that are in place are being followed. In speaking with staff, the purchase order process and payroll is working as required. We discussed the purchasing process, invoice processing and the check processing. The timesheets for payroll are sent with three signatures. Staff hasn't had any complaints about payroll that were not easily addressed and there is no knowledge of unpaid invoices. Most invoices are paid within a week to 10 days of receipt and staff works closely with the treasurer, Mr. Adkins, who processes the checks for payment.

Even though, there is a process for placing orders, processing payments for accounts payable and payroll, there is no overall budgetary policy. There was mention of developing a return on investment budgetary policy but there was no starting point or a lead person to direct this process.

Recommendation: ADA should immediately implement a program based budgetary policy and/or a performance based budgetary policy. Either of these policies have a process that leads to involvement of all administrative staff and this gives fiscal direction. This change in process needs to be discussed now to ensure such is established before the beginning of the school year and a lead person is designated to drive the process. Because there is no organizational budgetary policy currently in place, spending seems to be at the will of the department head or leadership and

it will be very difficult to continue a fiscally sound organization without a budgetary policy.

Financial Knowledge & Expertise

Findings: ADA is preparing for a transition. Executive leadership changes can have a positive or devastating effect if not managed correctly. It has been announced that Mr. Lewis is retiring and that a business manager or contract manager position will take on many of the responsibilities. We were advised that Mr. Romano will be retiring as well. The CCIP Schoolwide Pooling process, as established in fiscal year 2011, appears to be understood only by Mr. Romano and the staff is not knowledgeable of the requirements or the process. The Treasurer for the school is a part time designee who is a full time employee of Akron Public Schools, so it appears that there is risk for significant loss of institutional knowledge. Further, while Mr. Adkins is bonded and insured, he is not a licensed school fiscal officer.

Recommendation: In order to position ADA for immediate benefit, the contract manager or business manager should be a licensed business manager who has experience in establishing budgetary policy and can begin implementation of such a process immediately. We would further recommend that the staff be trained on the Schoolwide Pooling process and they need to have access to the budgets through the USAS accounting system and ITC. Mr. Adkins advised that he has offered this information, but the School prefers to use Mr. Romano's spreadsheets. We believe there is benefit in simplified spreadsheets, but it is critical that there is more understanding and access at the School level to USAS and the ITC. Further, it is critical that ADA employs or contracts with a professional service provider who can provide the necessary licensed school treasurer expertise to work closely with the business manager or contract manager to promptly establish this policy and effectuate the necessary changes.

Evaluation of staffing model and operational costs Student to Teacher Ratio

Findings: In conversations between multiple CSS team members and ADA leadership and teaching staff, it was determined that there are significant inconsistencies with the staffing model and teacher to student ratio. The staffing ratios are varied with full-time and part-time people, but we did not receive any total FTE count of staffing. Mr. Romano referenced an 8:1 staffing, with a teaching staff of 28:1, and an estimated 20:1 was additionally mentioned. The staff is currently 51 full-time and 50 part-time. We did not receive written information confirming student to teacher ratios from Mr. Romano prior to the conclusion of this report.

Recommendation: We are unclear of a standard student to teacher ratio because of varied programming and uncertainty in students who regularly attend the buildings. We would need more information to determine staffing ratios. In the January

payment detail the number of students was 597.23. With the variation in model, location and student online vs. in class instruction to teacher ratios, it is difficult to do a revised staffing model without more detailed information. A consistent FTE student to teacher ratio should be used when realigning ADA staff and re-contracting for 2012-2013 school year. Considering the students enrolled in the locations being attended as well as the full FTE being earned by the school in total. Ensure teachers are Highly Qualified in their respective areas and hire or re-contract based on current and projected enrollment, but a true analysis needs to be done on the staff ratio with more information to gather.

Staff Re-contracting

Findings: With the variation of part-time vs. full-time teaching staff, there was a consistent statement of APS employees and expectations. Leadership and teachers both mentioned not enough time to do everything, ie: no planning time. It appears that there is an expectation that teachers and staff should continue with APS benefits, extras and time on task should be as they were received when they were employed by APS.

Recommendation: To further differentiate ADA from APS, immediately consider year round full-time contracts for ADA teachers and staff for the 2012-2013 school year. E-schools and credit recovery programs benefit by providing year round academic instruction. If this is determined as a recommendation that ADA wants to pursue, the decision should be made prior to re-contracting staff and a determination made of whether to alternate staff in the summer months. Summer enrollment oftentimes drops, so while ADA may not need all full-time employees all summer, the program can benefit from the school being year round. Full year contracts will increase planning time as well as additional instruction time, which is necessary for ADA school improvement team meetings, LPDC committees, and other academic planning and collaboration.

Review of current audits and corrective action plans

Findings: In reviewing the fiscal year 2010 audit, there were no findings for recovery or citations. The management letter referred to policies and an action plan was developed for those. We do not have a copy of this management letter. Additionally, we spoke with Richard Cunningham, the lead auditor, for the fiscal year 2011 audit. The audit is on target, but the issue on how to audit the Schoolwide Pooling is still in process.

Recommendation: We would recommend that the fiscal year 2011 be reviewed when it is in draft form to ensure there have not been any issues and to follow up on the recommendations regarding the Schoolwide Pooling. Additionally, we would

recommend verifying that the policies comment and the corrective action plan fully addressed the issues previously stated.

B. FEDERAL PROGRAMS

Summary of Findings. A summary of the Findings is located in Appendix B.

Recommendations. (Critical/priority recommendations are indicated in red.)

C. COMPLIANCE

Summary of Findings. A complete on-site assessment report including Findings is located in Appendix C.

Recommendations. (Critical/priority recommendations are indicated in red.)

i. Contract Compliance

Findings: CSS was informed that the previous ADA contract was out of date and not descriptive in defining ADA's programs and offerings. We were advised that the Contract is in the process of being modified and approved.

Recommendation: A thorough review of the contract and all attachments should be made by key academic and operational leadership to ensure that the educational model is fully described and that there are goals and measures documented in the contract which ADA board and leadership may use to measure its progress and successes against. This process should be completed with fidelity as it is critical to the School's ongoing success in effectively measuring performance and school improvement.

ii. Enrollment & Admissions Procedures

Enrollment and Retention

Findings: Marketing for enrollment and retention of students is not addressed in the School's current organizational structure. It is not assigned to anyone on the leadership staff. This is a common oversight in startup charter schools because of the lack of an overabundance of charter schools at the beginning of the charter school movement. . Today, there are more charter schools to choose from and consequently more competition for students. Even when a majority of the students are coming from the local district directly, numbers are often dropping with no distinct marketing and enrollment efforts.

Recommendation: Contract with a marketing agency that has experience with the education industry, charter schools specifically, if possible. Assign a liaison on staff to work with the marketing firm and executive team to develop a reasonable marketing and enrollment effort at the end of this year to ramp up for enrollment next year. School/Site/Educational Leaders should also be involved in this effort and the enrollment packet should include a question for how the parent/student was made aware of the School so that the Board can evaluate the performance of the marketing effort and adjust if necessary.

Racial Balance

Findings: The School was not aware of R.C. 3314.06 requirement to annually assess the racial balance of the School.

Recommendation: It is noted that charter school boards are to review the racial and ethnic balance of the school enrollment and marketing efforts annually. Establishment of a marketing plan and reporting to the board on progress and demographics should be done annually after the start of the school year.

Admissions

Findings: Review of the ADA enrollment packet was not the cutting edge technical e-school enrollment packet that we had expected to review. The enrollment packet is lengthy and must be filled out by hand and physically brought in to the 335 Main Street facility. The form is posted on the website, but it is in PDF form and it is not a writable document that could be filled out and submitted online to start the enrollment process.

Recommendation: ADA has potential to be the best blended e-school in the state, and one of the first impressions is its enrollment packet. ADA's enrollment packet/admissions forms should be revised to include the ability for parents and students to complete them electronically and submit them via electronic delivery to start the enrollment process without having to physically come in to the building. The form should be recreated as a fill-in word document that is reposted on the website so that it can be completed and emailed to the ADA Admissions Office to prompt a call back to start the enrollment process.

Parent Communications

Findings: Parent student handbooks are not consistent in providing detailed requirements relating to the admissions, enrollment, attendance and suspension, expulsion policies and procedures across all grades.

Recommendations: Revise the parent student handbooks for the K-8 and the 9-12 programs to include the AVID and the GPS program offerings. Provide consistency in the processes and guidelines so that parents and students are aware of

attendance, withdrawal, expulsions, suspensions and all other academic and operational expectations. Additionally, the handbooks should be annually revised and approved by the ADA board. Another positive recommendation would be to post these consistent and fully revised handbooks on the website page for parents and students to easily access and review.

Findings: Parent notices must be sent annually regarding parent involvement policy, statewide testing and compulsory attendance, parent right to know, parent notice on HQT status and fourth grade reading capability sent to 3rd grade parents. These notices were familiar to the ADA staff, but staff was not clear on the process of how and when these notices are distributed.

Recommendations: ADA should develop a procedure for disseminating these notices. A benefit of being an e-school is that ADA provides the students with a computer, which can be used as the vehicle for obtaining the information referenced in each of these parent notices. ADA should post notices to the website or send them electronically when appropriate. ADA should assign parent notices to a responsible staff member to oversee the process of annually drafting, distributing and tracking such notices for all programs and enrollment.

Cost for Student Computers

Findings: ADA provides desktop computers to its students and has a process for accepting denial forms if an enrollee does not take a computer. ADA has had difficulty with computer retrieval when the child withdraws from the program. Additionally, DSL has been provided in the past, but has been discontinued due to the lack of reimbursement and is no longer provided because of the extreme ongoing expense .

Recommendation: It is recommended that a formal process be developed and implemented by contracting with an external recovery agent to regain computers from withdrawn students.

Findings: We were advised that the School used to reimburse parents for internet service, but the cost became too great so the reimbursement process was stopped. Through interviews with teachers and staff, it was determined that an estimated high number of students do not have access to internet at home and have to complete their online work by coming into the facilities that are primarily used for remediation and direct instruction rather than the online course work.

Recommendation: That the School reconsider reimbursement for internet service. We were advised of R&R's work to reassess and recommend on new curriculum and technology for the School. It must be noted that when the School upgrades its curriculum offerings to a more advanced technology offering, including graphics, videos and interactivity, ADA may have to require a certain level of faster connectivity which could be cost prohibitive for students and parents. If this cost is built in to the budget, it is a more appealing package to the parent and student being

enrolled. If internet service is maintained by the School, retention may be positively impacted as well.

Orientation & Eschool Processes

Findings: Both the K-8 and the 9-12 programs offer an orientation process that is very beneficial for the student. The elementary program includes a 4 week orientation process requiring in building attendance Monday – Thursday. The 9-12 high school/credit recovery program requires in-seat attendance for the first 2 weeks to introduce the student to the electronic curriculum, assess and provide any intervention, and provides results in the student earning 1/2 credit during this orientation time.

Recommendation: It is recommended that the orientation processes are incorporated in detail into the handbooks for the associated program. It is further recommended that if possible, the orientation programs are consistent in the time frame, the scope, and the goals of the orientation process.

Findings: ADA does not have a formal lunch program, does not require body mass index (BMI) screening, and does not have a medication dispensing policy put in place because it is an e-school. ADA does, however, provide snacks to its students when they are in the building. Since the students are in the building, there may be an occasion that a student may need to use medication as well.

Recommendations: With a 94% free and reduced lunch population, it is recommended that the school check into additional funding for reimbursable snacks to assist in funding food provided to the students. It is further recommended that the board fund, and the school staff participate in, safety training to ensure they can handle a situation if a student chokes on a snack during the time they are on site at the facility.

Although the School was not required to submit for a waiver against doing the BMI screening, it did submit and receive a waiver for the BMI screening.

Lastly, we recommend that the board approve a medication dispensing policy to address how such a need will be handled if there is a situation that a student would need to use an inhaler, epi-pen or other medication while at the facility.

iii. RECORDS

Findings: The board follows the APS record retention policy, however, there doesn't appear to be standard ADA procedures for record retention and disposal that are being followed.

Recommendation: This is one critical example of the need to ADA policy and procedure development. Develop record retention procedures that support the

policy guidelines. Leadership should ensure that the operational procedures are developed with input from the responsible parties and that once the procedures are final, that all relevant employees receive copies of the requirements.

STUDENT RECORDS

Findings: All student records are maintained at the site that the student is enrolled. There is not consistent maintenance or oversight of the records. This can be very beneficial for security and oversight of the records if a secure process is implemented, but with all student records maintained on the 2nd floor of the 335 South Main Street location, there are security and convenience issues that the principals and teachers must address at this location.

Recommendation: Consistency is important and there is value in maintaining all records in one location. ADA should be consistent in the security of the records and in organization of the records. We recommend that ADA establishes a Sign In / Sign Out process for removal and review of records. We have provided a sample of a form to use in the Akron Digital Academy Compliance Binder. Additionally, the student records need to maintain the same order and form as all others. We recommend that ADA conduct a student record audit to ensure accurate and consistent records. The audit should include a review of (1) student enrollment forms including current address information and proof of residency, (2) medical information, and (3) transcripts and grades.

STAFF RECORDS

Findings: We were informed that Mr. Lewis oversees HR and he handles HR issues or forwards them to the HR service provider depending on the type of issue. ADA has many APS employees on staff, and therefore, much of the staff record information is assumed to be in order and up to date. Since there has recently been change over from APS employees to ADA employees, responsibilities are changing.

Recommendation: Assign HR functions to a qualified individual or service provider. If it is decided that the business manager or contract manager is to be the liaison for group health insurance issues, STRS/SERS, or other issues that the HR vendor provides, the position should be filled with a person possessing such qualifications. With respect to the personnel issues, develop and implement a process for consistency in the following areas: responsibility and handling of complaints; maintenance of licensure and certifications; background checks; resident educator training; and safety training requirements .

DATA & REPORTING

Findings: The School currently has 605 students enrolled. This is down from 871 at the beginning of the year, which shows a steady decline in enrollment. While a decline may be considered common due to the transient population attending the

programs, this is a significant decline in less than one year. The School maintains 3 employees to report data in EMIS, SOES, DASL and an independent student system. Internal verifying processes are conducted quarterly and monthly. There proves to be only 4 flags in the system, which is minimal flagging for an enrollment of this number. We were advised that next year, the School's independent student system will also upload to DASL in addition to SOES.

Recommendation: The data reporting area is critical to the School's success and it appears that the data and reporting is currently being accurately uploaded and maintained. Oversight of these critical functions should be maintained by the business manager or contract manager position. It is recommended that the student data is assigned to one person primarily with a secondary staff member who is cross trained in the same responsibilities of DASL, EMIS, SOES systems and reporting requirements. The secondary cross trained individual will be a backup and may share additional responsibilities as the School so determines.

iv. SAFETY

Findings: In our review of ADA's safety of its children in its various programs and locations, we found ADA to have several appropriate policies and procedures in place even with the challenges of the 335 Main Street location. The school has approved an anti-bullying policy and the school locations are conducting their safety drills and maintaining appropriate records. However, the School was not knowledgeable of required staff training and didn't have adequate documentation on training. The School was also unaware and unable to locate a safety plan or confirm that the School, or any of its locations, submitted a safety plan to the local law enforcement agencies as is required.

Recommendation: Assign the responsibility of "Safety" to the business manager, the new contract manager, HR oversight or another appropriate senior staff member in the organization. Allow that leader to establish a committee to address the following safety concerns:

1. Establish a sign in/sign out and visitor pass procedure. This is difficult when you are on several floors and have several entrances for various programs you are operating in different locations, but using a committee and ensuring procedures are written, posted and communicated will help ensure consistency throughout the programs. This is necessary to address security issues at the different facilities
2. Immediately schedule required staff training and keep a staff roster including, at a minimum, the following mandated safety trainings (a) safety & violence prevention training, (b) Heimlich maneuver, and (c) bloodborne pathogens or others as ADA may deem necessary or desired.
3. Follow up on the safety plan with Akron Police Department. If they do not have a previously submitted plan from ADA, use the committee to develop and submit

v. FACILITIES

Findings: Charter School Specialists team members visited your sites and spoke to teachers, staff, and students and evaluated your program sites. The sites varied on the layout and orderly appearance. All locations had a National Flag on display and they all had a workers compensation certificate posted in the break or lunch room. Depending on the day, the time and the location, some of the rooms or labs were attended by 6-8 students and others were attended by 1-2 students. ADA is an e-school and cannot formally require onsite attendance, so it is hard to establish how much physical space is necessary or even desired at a location during different times of the year, but the amount of square footage secured for the programs based on the days that we attended in January and February of 2012 seemed under-utilized.

Recommendation: Noting that the availability to implement this recommendation is primarily based on lease terms, ADA should consider doing a comprehensive site assessment taking into account the alternating two day attendance of the students and FTE of teachers and students in each program and facility and consider minimizing or consolidating ADA's locations and square footage under contract.

While the secondary locations on Easter Avenue and Goodyear Heights Boulevard have ample space for labs and student attendance, they are ill-attended comparatively speaking to the available seats. Marketing within these areas and coordination with the Akron Public Schools in these locations could assist in increasing enrollment. Also an addition of the marketing and enrollment responsibility can greatly assist these locations.

Additionally, the primary location of 335 South Main Street should be reevaluated. If possible, ADA should consider a stand-alone facility or a facility that has independent access and can restrict access by grade level or program. ADA's 335 South Main Street location should be reorganized based on the current enrollment by program and the floors and space that ADA has under lease if moving is not an option.

With students coming to the site for instruction only two days a week, ADA should minimize the time lost by taking elementary students to the basement bathroom. Consideration should be made to relocate the elementary students to a floor with a restroom, a waiting room for parents, and ample room for teaching and learning and should adjust additional programs and offices accordingly.

EXHIBIT 4

**POLICIES AND
PROCEDURES**



**CORRECTIVE ACTION PLAN
PROCESS**

EFFECTIVE DATE 07/01/2013

SOP 3.9

SIGNATURE _____

A handwritten signature in black ink, appearing to be "R. P.", is written over a horizontal line.

PROPOSED BY _____

VP Sponsorship Operations

PURPOSE

This CORRECTIVE ACTION PLAN PROCESS provides guidance to all team members and Management Team on how to communicate, evaluate and track corrective action plans regarding any area of the school's governance, operations, financial, or compliance issues relative to any state, federal, or sponsor requirements. This includes issues brought to the attention of CSS by stakeholders such as the Ohio Department of Education, which may include audits; programmatic, grant and data reporting; or other pertinent issues relative to the school's operations.

The CORRECTIVE ACTION PLAN PROCESS relates to any compliance issue requiring a request for a corrective action plan for a school. The CORRECTIVE ACTION PLAN PROCESS is followed by all team members relating to any school regarding the items listed below.

SCOPE

This CORRECTIVE ACTION PLAN PROCESS applies to all staff who participate in oversight or provide technical assistance to CSS partner schools sponsored by St. Aloysius.

PROCEDURE

The CSS CORRECTIVE ACTION PLAN PROCESS is as follows:

1. CSS staff member could identify the potential need for a corrective action plan during an enrollment and financial review, on-site visit, during preparation of site visit reports and/or while conducting annual performance monitoring.
 - a. Conditions that may trigger intervention and corrective action include, but are not limited to:
 - i. Violation of rule and/or law
 - ii. Violation of community school contract
 - iii. Excessive decrease in enrollment



- iv. Financial instability
 - v. Failure to respond to reasonable requests from sponsor
 - vi. Failure to make adequate academic progress or meet the local report card measures
 - b. Documentation noting conditions that may trigger intervention and corrective action may include, but is not limited to, the following:
 - i. Enrollment and financial review documents
 - ii. Communication from the Ohio Department of Education or other stakeholders (i.e. Auditor of State)
 - iii. Site Visit Reports
 - iv. Audit Reports
 - v. Board Meeting Reports
 - vi. Complaints
- 2. CSS staff member reviews data collected during the enrollment and financial reviews, on-site visits and while completing annual performance monitoring. If the CSS staff member notes a potential deficiency, he/she will discuss with department manager to determine if there is a deficiency that should be investigated and documented.
- 3. CSS staff member or department manager may conduct further investigation, including contact school personnel, governing authority members, management company representatives and governing authority legal counsel.
 - a. The investigation may include verbal conversations, email correspondence and document collection.
- 4. After completion of the investigation, department manager discusses potential deficiency with President.
- 5. President makes the ultimate determination if a request for a corrective action plan should be sent to the school.
- 6. Once it is determined that a corrective action plan will be sent, department manager provides general information related to the corrective action plan requirements to the Operations Coordinator.
- 7. Operations Coordinator drafts the corrective action plan and sends the draft to department manager for review.
- 8. After review by department manager, Operations Coordinator finalizes the corrective action plan request draft.
 - a. Operations Coordinator will check the accuracy of the information provided and follow-up with the department manager if necessary.
- 9. Operations Coordinator will send the finalized draft to Education Programs Assistant for a final review including addition of contact information and relevant dates.
 - a. Contact information may include board member contact, legal counsel contact, management company contact and school leader contact.



10. Education Programs Assistant will send the finalized draft to General Counsel for review and final approval from the President.
11. Upon President approval of the document, the following occurs:
 - a. General Counsel finalizes the corrective action plan letter ('letter') with any necessary revisions and sends the letter to Education Programs Assistant.
 - b. Education Programs Assistant sends the letter electronically to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to next governing authority meeting.
 - c. The School shall be provided five (5) business days after the upcoming governing authority meeting to respond to the CAP letter.
 - i. If the deficiency noted in the CAP request is time sensitive and needs addressed prior to the next governing authority meeting, General Counsel shall set an appropriate date for response.
 - d. A Legal Department designee updates the corrective action plan tracking spreadsheet with date sent, reason and due date for response.
 - e. The Legal Department monitors the corrective action due date.
 - i. If the corrective action plan is not received by the due date:
 1. General Counsel or designee shall decide if the school shall be given more time to respond.
 2. If the school fails to respond, the Legal Department and President discuss next course of action, which may include probation, suspension or termination.
 3. If it is determined to be probation, suspension or termination, the probation, suspension or termination process shall begin. (See Probation and Suspension Process; Termination Process)
 4. A copy of the termination, suspension or probation letters will be retained in the corrective action plan electronic file.
12. Upon receipt of CAP from the governing authority, the following occurs:
 - a. Education Programs Assistant will forward to Operations Coordinator for an initial sufficiency review.
 - i. Operations Coordinator will ensure all deficiencies have been addressed.
 1. If all deficiencies have not been addressed, Operations Coordinator will send a request for additional information within five (5) business days to the governing authority. Governing Authority will be given five (5) business days to provide additional information.
 2. When all deficiencies have been addressed, Operations Coordinator and department manager will review the corrective action plan within five (5) business days.



- b. If the governing authority has adequately addressed all deficiencies:
 - 1. Education Programs Assistant sends notice to governing authority noting receipt/approval and monitoring protocol as necessary within ten (10) business days of receipt of final plan.
- c. If the governing authority has not adequately addressed all deficiencies after two (2) requests:
 - i. Operations Coordinator shall consult with General Counsel to discuss next steps.
 - 1. The Legal Department can request additional information to be provided within five (5) business days.
 - 2. Upon receipt of additional information, repeat steps listed in #11 above.
 - 3. If additional information does not satisfy the original request, the General Counsel discusses with President to determine the consequences for not resolving the deficiency. The consequences may include, probation, suspension or termination.
 - 4. Next steps will be communicated with the school within ten (10) business days.
- d. Departments are responsible for adding CAPs to monthly department meeting agendas for review.

DOCUMENTATION / VERIFICATION

All CORRECTIVE ACTION PLAN PROCESS documents are maintained on the shared drive and documented on the CAP tracking sheet as follows:

Location of documentation:

S:/CORRECTIVE ACTION PLANS

Naming convention: SY/School/Issue/Date

Ex: FY/SY/ ABC Community School

Supporting documentation included with this process:

- 1. CAP request form letter
- 2. CAP approval response form letter
- 3. CAP denial response form letter
- 4. Example CAP Tracking sheet



DOCUMENT HISTORY

Orig. Date 2011
Rev. May 2012
Rev. Nov. 2012
Rev. December 2014
Rev. October 2015
Rev. March 2017
Rev. March 2018
Rev. October 2018

REVIEW AND APPROVAL

Reviewer of the CORRECTIVE ACTION PLAN PROCESS is as follows:

Reviewed By: Management Team Date: 11/19/18

Approved By: President David L. Cash, Jr. Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The CORRECTIVE ACTION PLAN PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



**COMMUNITY SCHOOL
PROBATION PROCESS**

EFFECTIVE DATE 09/01/2013

SOP 2.4

SIGNATURE

A handwritten signature in black ink, appearing to be "R. P.", is written over a horizontal line.

PROPOSED BY: General Counsel

PURPOSE

The purpose of the COMMUNITY SCHOOL PROBATION PROCESS is to ensure a complete understanding of how a school may be placed on and removed from probation status. The process provides for adequate notice, monitoring and communication with all stakeholders.

SCOPE

The COMMUNITY SCHOOL PROBATION PROCESS is managed by the Legal Department and is used to guide any applicable school through all phases of probation.

PROCEDURE

1. CSS staff member could identify the potential need for probation during an enrollment and financial review, on-site visit, during preparation of site visit reports and/or while conducting annual performance monitoring.
2. Conditions that may trigger intervention and probation include, but are not limited to:
 - i. Violation of rule and/or law
 - ii. Violation of community school contract
 - iii. Excessive decrease in enrollment
 - iv. Financial instability
 - v. Failure to respond to reasonable requests from sponsor
 - vi. Failure to adequately address issues in a corrective action plan
 - vii. Failure to make adequate academic progress or meet local report card measures
3. Documentation noting conditions that may trigger intervention and probation may include, but is not limited to, the following:
 - i. Enrollment and financial review documents
 - ii. Communication from the Ohio Department of Education or other stakeholders (i.e. Auditor of State)



- iii. Site Visit Reports
 - iv. Audit Reports
 - v. Board Meeting Reports
 - vi. Complaints
4. If possible, a school will be placed on a corrective action (see CORRECTIVE ACTION PLAN PROCESS) prior to being placed on probation.
 - a. If a school is not complying with the terms of its corrective action plan, General Counsel shall consult the President and St. Aloysius to determine if the school should move to probation.
 - i. General Counsel and President may consider and collect data relevant to the timeliness of documentation submitted, severity of corrective conditions warranting corrective action, history of school's compliance with corrective action plan requests and number of times a school has been placed on corrective action or required interventions.
 5. If the deficiency is severe, CSS staff member suggesting probation reviews data collected during the enrollment and financial reviews, on-site visits and while completing annual performance monitoring. If the CSS staff member notes a potential deficiency requiring probation, he/she will discuss with department manager to determine if there is a deficiency that should be investigated and documented.
 6. CSS staff member or department manager may conduct further investigation, including contact school personnel, governing authority members, management company representatives and governing authority legal counsel.
 - a. The investigation may include verbal conversations, email correspondence and document collection.
 7. After completion of the investigation, department manager discusses potential deficiency with President to determine that probation is warranted.
 8. Once probation is determined to be the correct course of action, Education Programs Assistant will prepare a draft and send to General Counsel for review and final approval from the President.
 9. Upon President approval of the document, the following occurs:
 - a. General Counsel finalizes the probation letter ("letter") with any necessary revisions and sends the letter to Education Programs Assistant.
 - b. Education Programs Assistant sends the letter electronically to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to next governing authority meeting.
 - i. Education Programs Assistant submits the probation notice via Epicenter to the Ohio Department of Education.



- c. The School shall be provided five (5) business days after the upcoming governing authority meeting to respond to the probation letter.
 - i. If the deficiency noted in the probation letter is time sensitive and needs addressed prior to the next governing authority meeting, General Counsel shall set an appropriate date for response.
 - d. A Legal Department designee updates the corrective action plan/probation tracking spreadsheet with date sent, reason and due date for response.
 - e. The Legal Department monitors the due date.
 - i. If a response is not received by the due date:
 - 1. General Counsel or designee shall decide if the school shall be given more time to respond.
 - 2. If the school fails to respond, the Legal Department and President discuss next course of action, which may include suspension or termination.
10. Upon receipt of the probation response from the governing authority, the following occurs:
- a. Education Programs Assistant will forward to Operations Coordinator for an initial sufficiency review.
 - i. Operations Coordinator will ensure all deficiencies have been addressed.
 - 1. If all deficiencies have not been addressed, Operations Coordinator will send a request for additional information within five (5) business days to the governing authority. Governing Authority will be given five (5) business days to provide additional information.
 - 2. When all deficiencies have been addressed, Operations Coordinator and department manager will review the probation response within five (5) business days.
 - b. If the governing authority has adequately addressed all deficiencies:
 - 1. Education Programs Assistant sends notice to governing authority noting receipt/approval and monitoring protocol as necessary within ten (10) business days of receipt of final plan.
 - c. If the governing authority has not adequately addressed all deficiencies after two (2) requests:
 - i. Operations Coordinator shall consult with General Counsel to discuss next steps.
 - 1. The Legal Department can request additional information to be provided within five (5) business days.
 - 2. Upon receipt of additional information, repeat steps listed in #11 above.
 - 3. If additional information does not satisfy the original request, the General Counsel discusses with President to determine the consequences for not resolving the deficiency. The consequences may



include, taking over operations of the school, suspension, or termination.

4. Next steps will be communicated with the school within ten (10) business days.
11. Departments are responsible for adding a review of school's on probation and probation requirements to monthly department meeting agendas for review.
12. If a school is not released from probation by the end of the school year, the probation becomes void per the Ohio Revised Code.
 - a. The President and key members of the CSS Management Team shall then evaluate if the school needs to be placed on probation at the beginning of the following school year or other actions should be taken.

DOCUMENTATION / VERIFICATION

Location of documentation:

- S:/CORRECTIVE ACTION PLANS/

Naming convention:

- Year + School + Issue Date
- Ex: CORRECTIVE ACTION PLANS/SY/SYABC School/PROBATION letter [Date]

Supporting documentation included with this process:

1. Initial communication to the school/board advising of the decision to place the school on probation.
2. Sample follow up communication regarding outstanding issues or missed deadlines
3. Letter releasing the board from probation.

DOCUMENT HISTORY

Orig. Date Sept. 2013

Rev. Date March 2017

Rev. Date November 2018

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL PROBATION PROCESS is as follows:

Reviewed By: Management Team

Date: 11/19/18

Approved By: President: David L. Cash, Jr.

Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMMUNITY SCHOOL PROBATION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



**COMMUNITY SCHOOL
SUSPENSION PROCESS**

EFFECTIVE DATE 09/01/2013

SOP 2.5

SIGNATURE

A handwritten signature in black ink, appearing to be "R. P.", is written over a horizontal line.

PROPOSED BY: General Counsel

PURPOSE

The COMMUNITY SCHOOL SUSPENSION PROCESS is designed to maintain the health, safety, and welfare of students by establishing procedures under which the governing authority of the school will be held accountable for their compliance with the terms of their contract and law. The purpose of the COMMUNITY SCHOOL SUSPENSION PROCESS is to ensure all necessary notifications and requirements are met by deadlines established by the sponsor and as required by rule and law. The process provides for adequate notice, monitoring and communication of all suspension notices.

SCOPE

The COMMUNITY SCHOOL SUSPENSION PROCESS is primarily managed by the Legal Department and is used to guide any applicable school and CSS staff through all phases of the suspension process including cessation of operations due to the suspension.

PROCEDURE

1. The COMMUNITY SCHOOL SUSPENSION PROCESS begins with review of statutory reasons as outlined in R.C. 3314.072 (Suspending operation of a noncomplying school).
 - a. CSS staff member could also identify the potential need for suspension during an enrollment and financial review, on-site visit, during preparation of site visit reports and/or while conducting annual performance monitoring.
 - i. Conditions that may trigger intervention and suspension include, but are not limited to:
 1. Violation of rule and/or law
 2. Violation of community school contract
 3. Excessive decrease in enrollment
 4. Financial instability
 5. Failure to respond to reasonable requests from sponsor



6. Failure to adequately address deficiencies from the school being placed on probation
 7. Failure to make adequate academic progress or meet local report card measures
2. Documentation noting conditions that may trigger intervention and suspension may include, but is not limited to, the following:
 - i. Enrollment and financial review documents
 - ii. Communication from the Ohio Department of Education or other stakeholders (i.e. Auditor of State)
 - iii. Site Visit Reports
 - iv. Audit Reports
 - v. Board Meeting Reports
 - vi. Complaints
 - vii. Corrective action plans
 - viii. Probation notices
3. If possible, a school will be placed on a corrective action (see CORRECTIVE ACTION PLAN PROCESS) and probation (see COMMUNITY SCHOOL PROBATION PROCESS) prior to being placed on suspension.
 - a. If a school is not complying with the terms of its corrective action plan and/or probation, General Counsel shall consult the President to determine if the school should move to suspension.
 - i. General Counsel and President may consider and collect data relevant to the timeliness of documentation submitted, severity of corrective deficiencies warranting corrective action, history of school's compliance with corrective action plan/probation requests and number of times a school has been placed on corrective action/probation or required interventions.
4. If the deficiency is severe, CSS staff member suggesting suspension reviews data collected during the enrollment and financial reviews, on-site visits and while completing annual performance monitoring. If the CSS staff member notes a potential deficiency requiring suspension, he/she will discuss with department manager to determine if there is a deficiency that should be investigated and documented.
5. CSS staff member or department manager may conduct further investigation, including contact school personnel, governing authority members, management company representatives and governing authority legal counsel.
 - a. The investigation may include verbal conversations, email correspondence and document collection.
6. After completion of the investigation, department manager discusses potential deficiency with President to determine that suspension is warranted.



7. Once suspension is determined to be the correct course of action, Education Programs Assistant will prepare a draft and send to General Counsel for review and final approval from the President and St. Aloysius.
8. Upon President and St. Aloysius approval of the document, the following occurs:
 - a. General Counsel finalizes the intent to suspend letter ('letter') per R.C. 3314.072 with any necessary revisions and sends the letter to Education Programs Assistant.
 - b. Education Programs Assistant sends the letter electronically to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team.
 - c. The governing authority shall be provided five (5) business days to submit to the sponsor a proposal to remedy the conditions cited as reasons for the suspension.
 - d. The Legal Department, President and CSS Management Team shall review the proposed remedy within ten (10) business days after receipt.
 - e. If the sponsor approves of the remedy proposed, the governing authority and school will not be suspended and will be permitted to continue operating under conditions provided in a response.
 - i. The Legal Department shall draft the response and submit to the President for approval.
 - ii. Education Programs Assistant will provide the response to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to next governing authority meeting.
 - f. 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 per R.C. 3314.072.
9. The Legal Department shall provide all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to next governing authority meeting with an official notice of suspension.
 - a. Education Programs Assistant will submit the suspension notice via Epicenter to the Ohio Department of Education.
10. Upon suspension of the school, the school shall cease all operations on the next business day unless otherwise noted in the official suspension notice.
11. The Legal Department shall implement the closure process which also applies to suspended schools (see SCHOOL CLOSURE PROCESS).
12. If the governing authority of the school fails to provide a proposal to remedy the conditions cited by the sponsor as reasons for the suspension, to the satisfaction of the sponsor, by the



thirtieth day of September of the school year immediately following the school year in which the operation of school was suspended, the charter contract between the governing authority and the school shall become void and the school will be permanently closed.

DOCUMENTATION / VERIFICATION

Location of documentation:

- S:/CORRECTIVE ACTION PLANS/

Naming convention:

- Year + School + Issue Date
- Ex: CORRECTIVE ACTION PLANS/SY/SYABC School/PROBATION letter [Date]

Supporting documentation included with this process:

1. Initial communication to the school/board advising of the decision to place the school on probation.
2. Sample follow up communication regarding outstanding issues or missed deadlines
3. Letter releasing the board from probation.

DOCUMENT HISTORY

Orig. Date Sept. 2013

Rev. Date March 2017

Rev. Date November 2018

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL PROBATION PROCESS is as follows:

Reviewed By: Management Team

Date: 11/19/18

Approved By: President: David L. Cash, Jr.

Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMMUNITY SCHOOL PROBATION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



**COMMUNITY SCHOOL
TERMINATION &
NON-RENEWAL PROCESS**

EFFECTIVE DATE 1/30/2013

SOP 2.6

SIGNATURE _____

A handwritten signature in black ink, appearing to be "J. P. P.", is written over a horizontal line.

PROPOSED BY _____ VP Sponsorship Operations

PURPOSE

The COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS ensures that all necessary notifications and closure requirements are met by the deadlines established by the sponsor, rule and law, and the Ohio Department of Education. In addition, the process monitors the performance of the applicant through the RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS. The process also ensures that, if a terminated or non-renewed school does not close but rather is awarded a contract by ODE or a different sponsor, all requirements of the non-renewing sponsor are documented, submitted and retained as required.

SCOPE

The COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS is used to guide all schools from the point of a non-renewal or termination decision through to closure and applies to all staff involved in the termination and non-renewal process.

PROCEDURE

1. The COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS may begin with the RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS, which includes evaluation of the application and academic, financial and academic data over the term of the charter contract.
2. If the school does not meet the criteria for renewal as listed in its contract, the school will be non-renewed.
3. The process may also begin with an evaluation of concerns reviewed by the CSS Management Team.
4. Conditions that may trigger consideration of termination include but are not limited to: failure to meet student performance requirements stated in the contract; failure to meet generally



accepted standards of fiscal management; violation of any provision of the contract or applicable state or federal law; other good cause.

5. Internal staff will collect data relative to the condition listed in number 4 that triggered consideration of termination. This data may include academic data from the local report card or nationally normed assessments related to student performance requirements stated in the contract, financial statements related to meeting generally accepted standards of fiscal management, and compliance data related to the provision of the contract or law the school has violated.
6. Additionally, internal staff will contact the school leader, management company representative (if applicable), governing authority counsel, governing authority president and any other personnel related to the issues reported.
7. Analysis of the data is conducted internally and presented to St. Aloysius by the President or other key staff for a final determination. The St. Aloysius Education Committee reviews the findings and recommendations of CSS and makes a decision to non-renew or terminate the school.
8. Once a decision is made to non-renew or terminate, the notice of non-renewal or termination letter is sent from the Legal Department on behalf of St. Aloysius.
9. All schools are required to respond to the non-renewal or termination notice within fourteen (14) days and request an informal hearing if they intend to appeal the decision. The request must be made in writing.
 - a. If the School requests an informal hearing, CSS will conduct the hearing on behalf of St. Aloysius within fourteen (14) days of the request for the hearing.
10. Once CSS has conducted the informal hearing, CSS will present all information discussed at the hearing to the St. Aloysius Education Committee. The St. Aloysius Education Committee shall make a final determination to rescind the non-renewal or termination or continue with closure of the school.
11. CSS, on behalf of St. Aloysius, shall issue a written decision either affirming or rescinding the decision to not renew the contract. CSS appropriately notifies the Governing Authority, school and ODE and maintains records of the communications to comply with sponsor and statutory requirements.
 - a. All non-renewed schools shall continue to operate through the end of the school year in which they have been non-renewed.
 - b. All terminated schools shall cease operation on the date established in the original termination notice after all appeals have been exhausted.
12. At the end of the school year or date of termination, CSS works with the school's designated contact person, as required by the charter, to submit all notices, records, financial information and requirements as detailed in the ODE school closure guidelines unless CSS is provided with notice that the school has retained different sponsorship.



13. The Legal Department calendars relevant follow up dates to obtain documents or fulfill requirements as dictated therein. Such critical dates are uploaded to the shared drive and are monitored by the Legal Department and/or the relevant subject matter expert.

DOCUMENTATION / VERIFICATION

All COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS documents will be saved with a naming convention and the date in the shared drive as follows:

S DRIVE/"Current School Year" SPONSOR CONTRACT RENEWALS/ Name of School's proposed school name/Next identify folder for attachments, rubric or backup documentation/identify as final or draft and the date received.

Ex: S/"Current School Year" Renewal Contracts/ABC Academy of Columbus/Notice of non-renewal/[Date]

*Note that much of the financial documentation and school provided closure documentation will be hard copy. Noting that – CSS will scan the hard copies to the S Drive as indicated above.

Sample documents attached to this process include the following:

1. Sample communication to the board advising of decision to non-renew
2. Sample renewal report leading to non-renewal decision
3. Sample communication to the school advising of the CSS closure schedule, timeline and requirements
4. State closure listing of requirements
5. CSS timeline for closure including all state closure requirements

DOCUMENT HISTORY

Orig. date May 2012

Rev. March 2017

Rev. September 2018

REVIEW AND APPROVAL

Reviewers of the COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS are as follows:

Reviewed By: Management Team

Date: 11/19/18

Approved By: President David L. Cash, Jr.

Date: 11/19/18

With final approval as of the date that the President signs the COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS document. At that point, the COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS may be implemented.

EXHIBIT 5

RENEWAL

INFORMATION



**COMMUNITY SCHOOL
TERMINATION AND
NON-RENEWAL PROCESS**

EFFECTIVE DATE 1/30/2013

SOP 2.6

SIGNATURE _____

A handwritten signature in black ink, appearing to be "J. P. ...", is written over a horizontal line.

PROPOSED BY _____

VP Sponsorship Operations

PURPOSE

The COMMUNITY SCHOOL TERMINATION AND NON-RENEWAL PROCESS ensures that all necessary notifications and closure requirements are met by the deadlines established by the sponsor, rule and law, and the Ohio Department of Education. In addition, the process monitors the performance of the applicant through the CHARTER RENEWAL APPLICATION PROCESS. The process also ensures that, if a terminated or non-renewed school does not close but rather is awarded a contract by ODE or a different sponsor, all requirements of the non-renewing sponsor are documented, submitted and retained as required.

SCOPE

The COMMUNITY SCHOOL TERMINATION AND NON-RENEWAL PROCESS is used to guide all schools from the point of a non-renewal or termination decision through to closure and applies to all staff involved in the termination and non-renewal process.

PROCEDURE

1. The COMMUNITY SCHOOL TERMINATION AND NON-RENEWAL PROCESS may begin with the CHARTER RENEWAL APPLICATION PROCESS, which includes evaluation of the application and data over the term of the charter contract. The process may also begin with an evaluation of concerns reviewed by the CSS Management Team.
2. Analysis of data is conducted internally and presented to St. Aloysius by the President or other key staff for a final determination. The St. Aloysius Education Committee reviews the findings and recommendations of CSS and makes a decision to non-renew or terminate the school.
3. Once a decision is made to non-renew or terminate, the notice of non-renewal or termination letter is sent from the Legal Department on behalf of St. Aloysius.



4. All schools are required to respond to the non-renewal or termination notice within fourteen (14) days and request an informal hearing if they intend to appeal the decision. The request must be made in writing.
 - a. If the School requests an informal hearing, CSS will conduct the hearing on behalf of St. Aloysius within fourteen (14) days of the request for the hearing.
5. Once CSS has conducted the informal hearing, CSS will present all information discussed at the hearing to the St. Aloysius Education Committee. The St. Aloysius Education Committee shall make a final determination to rescind the non-renewal or termination or continue with closure of the school.
6. CSS, on behalf of St. Aloysius, shall issue a written decision either affirming or rescinding the decision to terminate or not renew the contract. CSS appropriately notifies the Governing Authority, school and ODE and maintains records of the communications to comply with sponsor and statutory requirements.
 - a. All non-renewed schools shall continue to operate through the end of the school year in which they have been non-renewed.
 - b. All terminated schools shall cease operation on the date established in the original termination notice after all appeals have been exhausted.
7. At the end of the school year or date of termination, CSS works with the school's designated contact person, as required by the charter, to submit all notices, records, financial information and requirements as detailed in the ODE school closure guidelines unless CSS is provided with notice that the school has retained different sponsorship.
8. The Legal Department calendars relevant follow up dates to obtain documents or fulfill requirements as dictated therein. Such critical dates are uploaded to the shared drive and are monitored by the Legal Department and/or the relevant subject matter expert.

DOCUMENTATION / VERIFICATION

All COMMUNITY SCHOOL TERMINATION AND NON-RENEWAL PROCESS documents will be saved with a naming convention and the date in the shared drive as follows:

S DRIVE/"Current School Year" SPONSOR CONTRACT RENEWALS/ Name of School's proposed school name/Next identify folder for attachments, rubric or backup documentation/identify as final or draft and the date received.

Ex: S/"Current School Year" Renewal Contracts/ABC Academy of Columbus/Notice of non-renewal/05052012

Note that much of the financial documentation and school provided closure documentation will be hard copy. Noting that – CSS will scan the hard copies to the S Drive as indicated above.



Sample documents attached to this process include the following:

1. Sample communication to the board advising of decision to non-renew
2. Sample renewal report leading to non-renewal decision
3. Sample communication to the school advising of the CSS closure schedule, timeline and requirements
4. State closure listing of requirements
5. CSS timeline for closure including all state closure requirements

DOCUMENT HISTORY

Orig. date May 2012.

Rev. March 2017

REVIEW AND APPROVAL

Reviewers of the COMMUNITY SCHOOL TERMINATION AND NON-RENEWAL PROCESS are as follows:

Reviewed By: Management Team

Date: 3/2/17

Approved By: President David I. Cash, Jr.

Date: 3/2/17

With final approval as of the date that the President signs the COMMUNITY SCHOOL TERMINATION AND NON-RENEWAL PROCESS document. At that point, the COMMUNITY SCHOOL TERMINATION AND NON-RENEWAL PROCESS may be implemented.



2020-2021 RENEWAL SCHOOL APPLICATION PROCESS OVERVIEW & MATERIALS

September 30, 2019	St. Aloysius begins accepting applications for renewal of charter agreement for sponsorship.
October 31, 2019	Deadline to submit all renewal community school application(s).
September 30, 2019 to November 8, 2019	St. Aloysius' review and scoring of all renewal community school applications and preliminary data reports.
November 13, 2019	Charter School Specialists to determine recommendations for St. Aloysius.
November 26, 2019	St. Aloysius board meeting approving/denying Charter School Specialists recommendations.
December 2, 2019 to December 6, 2019	Notification of renewal/non-renewal to applicants including: Sponsor final score sheet for application.

❖ Documents for charter attachment submission will be provided in January.



HIGH STAKES RENEWAL REPORT DECEMBER 2019

Franklinton Preparatory Academy

40 Chicago Avenue
Columbus, Ohio 43222
Phone: 614-636-3721

MISSION:

“Franklinton Preparatory Academy will prepare graduates to be successful in a variety of fields.”

- ❖ Board President: *Tom Heffner*
- ❖ School Leader: *Martin Griffith*
- ❖ Year Opened: 2014
- ❖ Grades Served: 9-12
- ❖ Enrollment from 2018-2019: 168

- ❖ Black, Non-Hispanic: 45.6%
- ❖ Multiracial: 7.5%
- ❖ White, Non-Hispanic: 41.3%
- ❖ Students with Disabilities: 20%
- ❖ Economic Disadvantage: 99%

RENEWAL ELIGIBILITY CRITERIA

School Year	Progress: Students with Disabilities
2018-2019	C

COMPARISON SCHOOL REPORT CARD DATA

	Overall School Grade 2018-2019	Progress 2018-2019	Performance Index Score 2018-2019	K-3 Literacy 2018-2019	Gap Closing 2018-2019	Indicators Met 2018-2019
Franklinton Preparatory	F	D	46.5	N/R	F	F
Charles School - Ohio Dominican	D	B	60.4	N/R	F	F
Graham School	F	D	64.8	N/R	F	F
Briggs HS	F	D	52.7	N/R	F	F
West HS	F	F	47.0	N/R	F	F
East HS	F	F	38.5	N/R	F	F

In comparing both traditional public elementary schools, and like community schools serving a similar demographic of students based on location, Franklinton Preparatory Academy's Overall School Grade and Achievement Grade, as identified by the Performance Index Score and Indicators Met, were the same as one school and not better than the other four comparison schools. Four community schools had higher performance index points and one school made more progress. Franklinton Preparatory Academy only out-performed one comparison school, East HS in Progress and Performance and tied with two comparison schools, Briggs HS and Graham School in the Overall Score and the Progress score.





ACADEMIC DATA

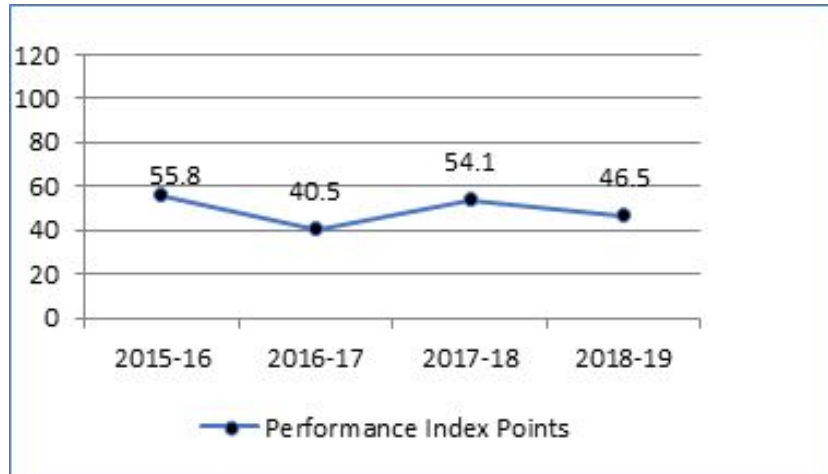
a. Overall School Grade

School Year	Overall School Grade
2017-2018	F
2018-2019	F

The overall grade is calculated by using the results in the six components: Achievement, Progress, Gap Closing, Improving At-Risk K-3 Readers, Graduation Rate and Prepared for Success. When a school or district has letter grades for all six components, the overall grade is determined using the following weights: 20% for Achievement Component (Performance + Indicators Met); 20% for Progress Component; 15% for Graduation Component; 15% for Gap Closing Component; 15% Improving At-Risk K-3 Readers, and 15% Prepared for Success Component. The Ohio Administrative Code 3301-28-10 states that when one or more components is not graded (e.g. – an elementary school that has no Graduation Rate or Prepared for Success or a high school that has no Improving At-Risk K-3 Readers), the remaining components contribute proportionally to the overall grade. Franklinton Preparatory Academy received an Overall School Grade of F.



b. Achievement - Performance Index



The Achievement Component - Performance Index (PI) represents the points a school received based on the number of students who met established thresholds on the state tests and how well they performed on them. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the school's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level. Untested students also are included in the calculation and schools are awarded zero points for these students.

The PI Score is calculated by using a weighted average of individual student performance levels on each achievement test in all subject areas for grades three (3) through eight (8). The highest PI score that a school can achieve is 120 and schools receive grades A through F based on the total percent achieved. Student performance levels include: Advanced Plus (1.3 pts.), Advanced (1.2 pts.), Accelerated (1.1 pts.), Proficient (1.0 pts.), Basic (0.5 pts.), Limited (0.3 pts.), and Untested (0.0 pts.).

The Performance Index answers the question: How did students perform on state tests? This is important because it shows the percentage of students meeting grade-level expectations. In 2018-2019, Franklinton Preparatory Academy received a Performance Index score of 46.5 out of a possible 120 and a letter grade of F; declined from a Performance Index score of 54.1 out of a possible 120 in 2017-2018 and a letter grade of D and 40.5 out of a possible 120 in 2016-2017 and a letter grade of F.



c. Achievement - Indicators Met

School Year	# of Indicators	#Met	Grade
2015-16	13	0	F
2016-17	8	0	F
2017-18	9	1	F
2018-19	9	2	F

Indicators Met is also part of the Achievement Component and measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. Indicators Met answers the question: "Did the percentage of students scoring at least proficient meet statewide expectations?" Although public traditional schools are evaluated on a Gifted Indicator, community schools are not. Franklinton Preparatory Academy was evaluated on 13 out of indicators (no Gifted Indicator) of student achievement in 2015-2016 and 8 indicators in 2016-2017. The school was evaluated on 9 indicators in 2017- 2018 and 2018-2019, including Chronic Absenteeism Improvement. Franklinton Preparatory Academy received a letter grade of F on the Indicators Met component of the Ohio Report Card in 2016-2017, 2017-2018 and 2018-2019.

Franklinton Preparatory Academy students met the indicator in EOC Improvement Indicator at 33.7% and the Chronic Absenteeism at 62.7%. All other areas of proficiency were below the state average.

The Chronic Absenteeism Improvement Indicator measures the number of students who are chronically absent (defined as missing at least 10 percent of the school year) and the efforts to reduce that number. To demonstrate success in meeting the Chronic Absenteeism Indicator on the report card, Franklinton Preparatory Academy needed to: (1) Meet or exceed the annual goal (12.6 percent for 2018-2019) or (2) Meet an improvement standard relative to the starting point of the school. Franklinton Preparatory Academy reported 62.7% of the students as chronically absent and did meet the annual goal.



d. Achievement Component Grade

School Year	Achievement Component Grade
2015-16	F
2016-17	F
2017-18	F
2018-19	F

The Achievement Component is the combined grade for both the Performance Index Score and the Indicators Met measures. In summary, Franklinton Preparatory Academy trend data shows that ELA and American US History trended up in 2018-2019 by 4% in ELA II and 42.3% in American US History, respectively. The other six indicators declined.



e. Progress Component Grade

School Year	Progress Component Grade
2015-16	C
2016-17	F
2017-18	F
2018-19	D

f. Progress

School Year	Overall Progress Grade	Gifted	Students w/ Disabilities	Lowest 20% in Achievement
2015-16	C	N/R	N/R	C
2016-17	F	N/R	N/R	F
2017-18	F	N/R	N/R	F
2018-19	F	N/R	C	F

The Progress component looks closely at the growth that all students are making based on their past performances. The progress component measures how groups of students made progress as compared to the statewide expectation of growth in all EOC tests. The expectation of growth is based on how students in the group performed, on average, compared to other similar students across the state.

The state examines students' state tests through a series of calculations to produce a "value-added" rating for the school in each of the following weighted groups: All Students (55%), Students with Disabilities (15%), Gifted (15%), and Students whose performance is in the lowest 20% of students statewide (15%).

A Progress component letter grade of C indicates an expected growth of one year. A student group or school that has made more than expected growth earns an A or B grade, depending upon the amount of growth. A student group or school that has made less than expected growth results in a D or an F grade.

Franklinton Preparatory Academy has a Progress Component grade of D for 2018-2019, indicating that the school has made less than expected growth in the areas of English Language Arts (-5.70) and Mathematics (-5.46) for all students. Students in overall/all subjects made less progress than standard growth (-7.88). The Progress Component grade of F in 2017-2018 indicated that all students made less than expected growth of one year. The Progress Component grade of F for 2016-2017, indicated that students demonstrated less than expected growth.

In terms of student groups at Franklinton Preparatory Academy, gifted students were not included in the Progress Component in 2016-2019, due to the limited number identified. Students in the lowest 20% in statewide English Language Arts, math, or science achievement attending Franklinton Preparatory Academy demonstrated less than expected growth and the school received a grade of D in 2018-2019. The school also received an overall value added grade of F. For students with disabilities, Franklinton Preparatory Academy received a grade of C.



g. Gap Closing Component Grade

School Year	Gap Closing Component Grade
2015-16	N/R
2016-17	N/R
2017-18	F
2018-19	F

Annual Measurable Objectives (AMOs) compare the performance of each student group, such as racial and demographic groups, to the expected performance goals for that group to determine if gaps exist. This component reviews 10 student groups in English Language Arts, math and graduation rate (if applicable) and assigns a grade for efforts to close achievement gaps in all groups. These student groups, which are the same groups measured by Adequate Yearly Progress (AYP), are: All Students, American Indian/Alaskan Native, Asian/Pacific Islander, Black, Non-Hispanic, Hispanic, Multiracial, White, Economically Disadvantaged, Students with Disabilities, and Limited English Proficiency. For 2018-2019, all student groups of 20 or more are included in the Gap Closure Component calculation. Subgroups with fewer than 20 students are not rated and do not appear in the graph. In 2016-2017 was 30 and in 2017-2018, the minimum number for a reported subgroup was 25.

As a result of the new Gap Closure calculations for 2018-2019 that compared each student group at Franklinton Preparatory Academy to its own interim goal rather than a one-size-fits-all state goal, the school achieved a 00.0% or overall grade of F in the Gap Closure component. Three subgroups* were identified for the school: all students, Black, non-Hispanic, and economically disadvantaged. All subgroups did not meet expected goals in both math and ELA. * subgroups with less than 20 are not reported in data.

h. Improving At-Risk K-3 Readers

School Year	K-3 Literacy Component Grade	Percentage	% of Students Meeting the Third Grade Reading Guarantee	% of Students Proficient on State Reading Assessment
2015-16	N/R	N/R	NC	NC
2016-17	N/R	N/R	NC	NC
2017-18	N/R	N/R	NC	NC
2018-19	N/R	N/R	NC	NC

Franklinton Preparatory Academy is not rated in this measure because it does not serve students in grades K-3.

i. School Improvement Data

School Year	Federal Designation	Sponsor 6.4b Intervention Status
2015-16	None	Year 1
2016-17	None	Year 1
2017-18	None	Year 1
2018-19	Priority	Year 2

Franklinton Preparatory Academy does not have a designation by the State of Ohio, for the 2018-19 school year. Franklinton Preparatory Academy does have a federal status designation of Priority per ESSA (Every Student Succeeds Act).



NATIONALLY NORMED ASSESSMENT DATA

a. Reading - iReady Assessment 2018-2019

Reading			
Grade	Percent Needed for Improvement	Observed Improvement	Goal
9	6.8	-18	Not Met
10	10	-9	Not Met
11	9.1	3	Not Met
12	8.1	12	Met

b. Math - iReady Assessment 2018-2019

Math			
Grade	Percent Needed for Improvement	Observed Improvement	Goal
9	4.1	-11	Not Met
10	7.1	12	Met
11	9.4	15	Met
12	9.4	13	Met

Franklinton Preparatory Academy utilized the iREADY, i-Ready is an effective, research-based computer-adaptive assessment that is proven to accurately identify those reading areas the student has mastered as well as each student's reading deficiencies. The system provides the resources and knowledge teachers need to address those skill gaps and help students master the CCSS and the Ohio Learning Standards. Currently approved as a comparable assessment for Ohio's Third Grade Reading Guarantee, i-Ready is also an ODE-approved instrument of student growth that may be used as a measure of teacher and principal effectiveness. It is a diagnostic used to determine student growth in reading and math from fall 2018 to spring 2019. Based on the personalized report submitted by, Franklinton Preparatory Academy, the school does not show consistent growth in the area of Reading but does show some consistency in math growth.



ACADEMIC DATA

Franklinton Preparatory Academy has not shown improvement in terms of gap closure for specific student groups: Black, White Non-Hispanic, lowest 20%, in math and ELA on the 2018-2019 report card. The school has received an F in Gap Closing since 2016.

The Achievement Component grade of F is the combined grade for both the Performance Index Score and the Indicators Met measures for Franklinton Preparatory Academy for each of the past three years. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%. In summary, students at Franklinton Preparatory Academy are not achieving at a basic proficient level in all the 9 indicators for the 2018-2019 school year, as well as the 9 measured in 2017-2018 and 8 in 2016-2017. Students demonstrate chronic absenteeism rates of 62.7% which is higher than the state average goal of 12.6%. It is important to note that Franklinton Preparatory Academy did earn the EOC Improvement Indicator at 33.7%. The End-of-Course Improvement Indicator measures performance and improvement for tests that students retake.



FINANCIAL DATA

Key Financial Measures

	<u>6/30/2018</u>	<u>6/30/2017</u>	<u>6/30/2016</u>	<u>6/30/2015</u>
Net Income (Change in Net Position) Net of GASB 68	\$-123,002	\$220,051	\$-179,286	\$148,139
Average FTE	171	158	131	123
Enrollment Change Yr. to Yr	13	27	8	45
Net Income per FTE	\$-719	\$906	\$-1,369	\$1,204
Net Position	\$-117,694	\$116,826	\$-56,137	\$-42,526
Working Capital (Current Assets-Current Liab.)	\$-118,791	\$114,987	\$-56,137	\$-42,526
Current Ratio	.46	1.88	.57	.74
Cash Balance	\$99,615	\$231,021	\$53,339	\$85,288
Days of Operating Cash on Hand	25	51	13	24
Short and Long-Term Debt (Excluding Pension and OPEB, including amounts to Management Company)	0	0	0	0



The financial performance of the school has been analyzed by using measures developed in part by the National Association of Charter School Authorizers (NACSA) for their financial performance. These measures have been prepared based on year-end audits and other information available from the school's management company (if applicable) or administration.

I. Analysis of Net Income

The school has negative net income for two of the four years reviewed, and the school's Net Position is negative for three of the four years. Going forward we would expect the school to have positive Net Income since the school is increasing its enrollment.

II. Analysis of Current Ratio/Working Capital

Current Ratio/Working Capital is a measure of a school's liquidity, operational efficiency, and its short-term financial health. The school is below the 1:1 threshold for three of the four years. The same is true for the school's working capital, negative for three of the four years. FY 2018 reflects that the school has the largest negative working capital and lowest Current Ratio. Going forward, we would expect that the school should be financially healthier with the enrollment increasing and no debt to hold the school back.

III. Analysis of Enrollment FTE

The enrollment for the school has been increasing each year We would expect the school to have steady enrollment or increasing enrollment going forward.

IV. Analysis of Long-Term Liabilities including amounts owed to management company

The school does not have any debt and we would not expect the school to incur any debt unless the school has a large capital expenditure.



COMPLIANCE/OPERATIONS

	Assessment Data Submitted Timely	CSLT Meeting Form Submitted Timely	Academic Coach Required	EMO Evaluation Submitted Timely	SIP Plan Submitted Timely	6.4b Reporting Submitted Timely	School Annual Report Submitted Timely	Five-Year Forecast Submitted Timely	Compliance Visits	Annual Audit Findings for Recovery	Corrective Action Plan Required	Probation
2018-2019	Yes	Yes	Yes	n/a	Yes	Yes	Yes	Yes	Overall Compliant	N/A	Yes	Yes
2017-2018	Yes	Yes	No	n/a	Yes	Yes	Yes	Yes	Overall Compliant	No	No	No
2016-2017	Yes	Yes	No	n/a	Yes	Yes	Yes	Yes	Overall Compliant	No	No	No
2015-2016	Yes	Yes	No	n/a	No	No	Yes	Yes	Overall Compliant	No	Yes	No
2014-2015	No	Yes	No	n/a	n/a	Yes	Yes	Yes	Overall Compliant	No	Yes	No

Historically, Franklinton Preparatory Academy has submitted documents timely. Franklinton Prep also continues to remain overall compliant during compliance visits. Franklinton Prep has struggled organizationally, being placed on a corrective action plan for 3 out of 5 years and probation one year. Most recently, Franklinton Prep was placed on probation for its academic results on the local report card and being placed on the at risk for closure list by the Ohio Department of Education.



CONCLUSION:

Results of the Renewal Process for Franklinton Preparatory Academy

St. Aloysius and Charter School Specialists have evaluated the completed renewal application and school performance data for Franklinton Preparatory Academy, including: academic data, which includes: local report card data, comparison school report card data and nationally normed assessment data; financial data, which includes: analysis of net income, analysis of current ratio/working capital, analysis of enrollment FTE and analysis of long-term liabilities; and compliance and operations data. Franklinton Preparatory Academy was eligible to be considered for renewal by scoring a C in Progress with Students with Disabilities. Overall, Franklinton Preparatory Academy has not shown improvement in academics over the past three years. Specifically, Franklinton Preparatory Academy has not shown improvement in terms of gap closure for specific student groups: Black, White Non-Hispanic, lowest 20%, in math and ELA on the 2018-2019 report card. The school also received an F in Gap Closing since 2016. The Achievement Component grade of F is the combined grade for both the Performance Index Score and the Indicators Met measures for Franklinton Preparatory Academy for each of the past three years. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%. In summary, students at Franklinton Preparatory Academy are not achieving at a basic proficient level in all the 9 indicators for the 2018-2019 school year, as well as the 9 measured in 2017-2018 and 8 in 2016-2017. Students demonstrate chronic absenteeism rates of 62.7% which is higher than the state average goal of 12.6%. Most recently, Franklinton Prep was placed on probation for its academic results on the local report card and being placed on the at risk for closure list by the Ohio Department of Education. Franklinton Preparatory Academy scored 63% on the renewal rubric and a 75% is required to be eligible for renewal. In its application, Franklinton Preparatory Academy indicated it should score a 70% on the renewal rubric. It is important to note that this score is not a 75% and still does not make the school eligible for renewal. Based on the information above, Franklinton Preparatory Academy is being non-renewed.





December 6, 2019

RE: Franklinton Preparatory Academy

To: Tom Heffner, President
Governing Authority of Franklinton Preparatory Academy

Beverly Fox, Vice President
Governing Authority of Franklinton Preparatory Academy

Scott Brown, Member
Governing Authority of Franklinton Preparatory Academy

Michael Hudoba, Member
Governing Authority of Franklinton Preparatory Academy

Jacob Kuttothara, Member
Governing Authority of Franklinton Preparatory Academy

Christiana Moffa, Member
Governing Authority of Franklinton Preparatory Academy

Patrick Reidy, Member
Governing Authority of Franklinton Preparatory Academy

Stephen Swift, Member
Governing Authority of Franklinton Preparatory Academy

**REVISED NOTICE OF NON-RENEWAL OF COMMUNITY
SCHOOL PURSUANT TO R.C. 3314.07**

Pursuant to R.C. 3314.02, St. Aloysius ("Sponsor") and Franklinton Preparatory Academy ("Governing Authority"), entered into a contract on July 29, 2017, setting forth the terms and conditions under which the Sponsor would sponsor the Governing Authority in its efforts to operate an Ohio community school.

In its oversight of the Governing Authority under the terms of R.C. Chapter 3314, O.A.C. 3301- 102, and the contract of July 29, 2017, the Sponsor has the authority to non-renew contracts with community schools for the reasons listed below and notification must be made of that decision in writing by January 15 of the renewal year of the contract. At this time, the Sponsor is electing to non-renew the contract entered into on July 29, 2017, for the reasons indicated below:

- The Governing Authority has failed to meet the student performance requirements stated in the Contract between the Sponsor and the Governing Authority.
- The Governing Authority has failed to meet generally accepted standards of fiscal management.
- The Governing Authority has violated the following state and/or federal laws that apply to community schools established under R.C. Chapter 3314.
- Good Cause.

St. Aloysius and Charter School Specialists have evaluated the completed renewal application and school performance data for Franklinton Preparatory Academy, including: academic data, which includes: local report card data, comparison school report card data and nationally normed assessment data; financial data, which includes: analysis of net income, analysis of current ratio/working capital, analysis of enrollment FTE and analysis of long-term liabilities; and compliance and operations data. Franklinton Preparatory Academy was eligible to be considered for renewal by scoring a C in Progress with Students with Disabilities. Once eligible for renewal, the school must score at least a 75% on the renewal rubric to be renewed. Overall, Franklinton Preparatory Academy has not shown improvement in academics over the past three years. Specifically, Franklinton Preparatory Academy has not shown improvement in terms of gap closure for specific student groups: Black, White Non-Hispanic, lowest 20%, in math and ELA on the 2018-2019 report card. The school also received an F in Gap Closing since 2016. The Achievement Component grade of F is the combined grade for both the Performance Index Score and the Indicators Met measures for Franklinton Preparatory Academy for each of the past three years. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%. In summary, students at Franklinton Preparatory Academy are not achieving at a basic proficient level in all the 9 indicators for the 2018-2019 school year, as well as the 9 measured in 2017-2018 and 8 in 2016-2017. Students demonstrate chronic absenteeism rates of 62.7% which is higher than the state average goal of 12.6%.

Additionally, Franklinton Preparatory Academy is on the at risk for closure list published by the Ohio Department of Education. This list is based on criteria outlined in ORC 3314.351. Based on this criteria, a community school could be automatically closed if it meets the criteria established in the applicable section for three consecutive years. Franklinton Preparatory Academy has met the criteria for two consecutive years and is at risk for closure at the end of the 20-21 school year pending the results of the 19-20 local report card.

Franklinton Preparatory Academy scored 63% on the renewal rubric and a 75% is required to be eligible for renewal. Based on the information above, Franklinton Preparatory Academy is being non-renewed.

The non-renewal shall be effective as of June 30, 2020. The Governing Authority may, within fourteen (14) days of receipt of this notice, request an informal hearing before the Sponsor. This request must be made in writing and sent to: St. Aloysius c/o Charter School Specialists, Attn: Tammie M. Osler, Esq., 40 Hill Road South, Pickerington, Ohio 43147 or via email to tosler@charterschoolspec.com. In compliance with state law, St. Aloysius, in conjunction with Charter School Specialists, will hold an informal hearing within fourteen (14) days of receipt of a request for a hearing. If requested, your hearing will be held on Monday, December 16 from 10-11 am at the Columbus Metropolitan Library – Southeast Branch, 3980 S Hamilton Road, Groveport, Ohio 43125. Not later than fourteen (14) days after the informal hearing, the Sponsor shall issue a written decision either affirming or rescinding the decision to not renew the contract.

Please pose any questions you may have to Tammie M. Osler, Esq., in writing at the address above or by email to tosler@charterschoolspec.com.

ST. ALOYSIUS ORPHANAGE



By: David L. Cash, Jr., Representative

cc: Pam Shannon, St. Aloysius Orphanage, Executive Director
Stacey Callahan, Consultant, Office of Community Schools
Amy Borman, Counsel for the Governing Authority
Adam Schira, Counsel for the Governing Authority
Anne Hyland, Academic Coach
Martin Griffith, School Leader



Renewal School Rubric 2020-2021

Community

School:

Reviewer

Name(s):

Instructions for the Review Team

This template guides reviewers through the quality review of each renewal school. Reviewers will score the key categories within five (5) main areas: Renewal Eligibility Criteria, Academic Data, Financial Performance and Compliance/Operations. Please note that the category names align with the sub-headers found in each renewal report so reviewers are easily able to locate the relevant information.

For each category, key characteristics of "Meets Expectations" response are outlined. Applicants that "Meets Expectations" outlined can earn 2 points; applications that "Partially Meets Expectations" can earn 1 point and applications that "Does Not Meet Expectations" can earn 0 points. Half scores are not permitted. Using these standards, reviewers should score each category based on the evidence in each category provided in the renewal report.

RENEWAL ELIGIBILITY CRITERIA

Contract Eligibility Requirements (Section 11.6 of Contract)	<i>"Meets Expectations" Characteristics: Received a grade of C or higher on at least one applicable grade card component; "Does Not Meet Expectations" Characteristics: Did not receive a grade of C or higher on at least one applicable grade card component.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

Comparison School Data	<i>"Meets Expectations" Characteristics: The school's most recent overall report card grade is greater than or equal to 3 out of 5 comparison schools listed in the charter; "Partially Meets Expectations" Characteristics: The school's most recent overall report card grade is greater than or equal to 2 out of the 5 comparison schools listed in the charter; "Does Not Meet Expectations" Characteristics: The school's most recent overall report card grade is greater than or equal to less than 2 of the comparison schools listed in the charter.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

ACADEMIC DATA

Overall School Grade	<i>"Meets Expectations" Characteristics: Received a grade of "Meets" or higher for both review years (2017-2018 and 2018-2019); "Partially Meets Expectations" Characteristics: Received at least (1) "Meets" or higher during the two (2) year review period; "Does Not Meet Expectations" Characteristics: Received all "Does Not Meet" during the two (2) year review period .</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

High School Test Passage Rate	<i>"Meets Expectations" Characteristics: Received a grade of "Meets" or higher for all four (4) years of the review period; "Partially Meets Expectations" Characteristics: Received at least (1) grade of "Meets" or higher during the four (4) year review period; "Does Not Meet Expectations" Characteristics: Received all "Does Not Meet" during the four (4) year review period .</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

Progress Component Grade (Value-Added)	<i>"Meets Expectations" Characteristics: Received a grade of "Meets" or higher for all four (4) years of the review period; "Partially Meets Expectations" Characteristics: Received at least one (1) grade of "Meets" during the four (4) year review period; "Does Not Meet Expectations" Characteristics: Received all "Does Not Meet" during the four (4) year review period.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

Gap Closing: Annual Measurable Objectives Component	<i>"Meets Expectations" Characteristics: Received a grade of "Meets" or higher for all four (4) years of the review period; "Partially Meets Expectations" Characteristics: Received at least one (1) grade of "Meets" during the four (4) year review period; "Does Not Meet Expectations" Characteristics: Received all "Does Not Meet" during the four (4) year review period.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

Combined Graduation Rate	<i>"Meets Expectations" Characteristics: Received a grade of "Meets" or higher for all four years of the review period; "Partially Meets Expectations" Characteristics: Received at least one (1) grade of "Meets" during the four (4) year review period; "Does Not Meet Expectations" Characteristics: Received all "Does Not Meet" during the four (4) year review period.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

FINANCIAL PERFORMANCE/BUSINESS PLAN

Audits	<i>"Meets Expectations" Characteristics: The school has not received any findings for recovery over the past five (5) years. If the Auditor of State has identified findings for recovery over the past five (5) years and the findings have not been resolved, the school cannot "meet expectations".</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

Net Position	<i>Meets Expectations Characteristics: The school has positive "Change in Net Position" for the last 4 years; "Partially Meets Expectations" Characteristics: The school has one negative "Change in Net Position" in the last 4 years. "Does Not Meet Expectations" Characteristics: The school has multiple years of negative "Change in Net Position" in the last 4 years.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

Enrollment Sustainability	<i>"Meets Expectations" Characteristics: The school's enrollment was static or grew over the term of the charter; "Partially Meets Expectations" Characteristics: The school sustained a loss in enrollment of less than 5% over the term of the charter; "Does Not Meet Expectations" Characteristics: The school sustained a loss in enrollment greater than 5% over the term of the charter.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

COMPLIANCE/OPERATIONS

Assessment Data/ CSLT Meeting	<i>"Meets Expectations" Characteristics: The school submitted all assessment data, CSLT meeting forms and management company evaluations on time over a five (5) year period. Partially Meets Expectations" Characteristics: The school submitted the information timely for a majority of the past five (5) years; "Does Not Meet Expectations" Characteristics: The school did not submit the information timely for all of the past five (5) years.</i>			
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Form/Management Company Evaluation Submitted Timely	Strengths Noted	Challenges Noted	Questions	Final Score

Academic Coach Hired	<i>"Meets Expectations" Characteristics: The school was required by Attachment 6.4b to hire an academic coach and did hire an academic coach during all years it was required (or met approved alternative expectations); "Partially Meets Expectations" Characteristics: The school only hired an academic coach for a majority of the years it was required; "Does Not Meet Expectations" Characteristics: The school did not hire an academic coach for any year it was required.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

School Improvement Plan/6.4b Interventions Template/School Annual Report/Five-Year Forecasts Submitted Timely	<i>"Meets Expectations" Characteristics: The school submitted the School Improvement Plan, 6.4b Interventions template, school annual report and five-year forecasts on time over a five (5) year period. "Partially Meets Expectations" Characteristics: The school submitted the information timely for a majority of the years; "Does Not Meet Expectations" Characteristics: The school did not submit the information timely for all five (5) years.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

Compliance with Rules and Laws at Compliance Visits	<i>"Meets Expectations" Characteristics: The school was found overall compliant on all compliance visits over a five (5) year period; "Partially Meets Expectations" Characteristics: The school was found overall compliant for a majority of the years; "Does Not Meet Expectations" Characteristics: The school was partially compliant and/or non-compliant for all five (5) years.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

<i>"Meets Expectations" Characteristics: The school has not been placed on a corrective action plan over the past five (5) years; "Partially Meets Expectations" Characteristics: The school was on a corrective action for two (2) years or less; "Does Not Meet Expectations" Characteristics: The school was on a corrective action plan for three (3) or more years.</i>				
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Corrective Action Plan Required	Strengths Noted	Challenges Noted	Questions	Final Score

Probation	<i>"Meets Expectations" Characteristics: The school has not been placed on probation over the past five (5) years; "Partially Meets Expectations" Characteristics: The school was on probation for two (2) years or less; "Does Not Meet Expectations" Characteristics: The school was on probation for three (3) or more years.</i>			
	Strengths Noted	Challenges Noted	Questions	Final Score

OVERALL SCORE

Section	Overall Section Score	Maximum Score Per Section
Renewal Eligibility Criteria		4
Academic Data		10
Financial Performance/Business Plan		6
Compliance/Operations		12

Total Score (Cut score/lowest possible points = 24 points)		32
Percentage Score (75% required to be considered for approval)		100%

Attachment 6

Operator's Experience

Operator's Experience with Online Schools

1) Describe the operator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state of Ohio.

ACCEL Schools is a K-12 Educational Management Organization based in McLean, VA currently serving over 14,000 students. ACCEL does not focus on one particular student demographic, nor subscribe to one specific school model or educational philosophy but rather customizes each school to maximize student performance. ACCEL Schools tailors blended learning solutions and management services to the unique needs of each student and school. ACCEL Schools partners with each school board of directors to deliver a high performing school.

The staff of ACCEL Schools was responsible for the founding of K-12 Education and has operated schools across the country including Ohio Virtual Academy prior to leaving to form ACCEL Schools. We have operated in the state of Ohio since 2015 operating brick and mortar schools and blended schools that offer online courses to students in high school. In 2018, the Board of Directors of OHDELA (Alternative Education Academy) approached us to help their program to become high performing like many of the K-12 schools we operated in the past.

ACCEL Schools currently operates over 45 Brick and Mortar schools in Colorado, Michigan, Minnesota, and Ohio and one online school in Ohio (OHDELA). Most ACCEL schools are in cities with high percentages of economically disadvantaged students. In 2015, ACCEL began managing the former White Hat and Mosaica Education brick and mortar charter schools including the highest performing charter school in Ohio. Since this time our portfolio has increased dramatically both from building new schools from the ground up and by working with schools experiencing academic and/or financial struggles.

The data reported below show significant gains for many of the schools in the portfolio. The schools showing the largest gains have spent extensive time training their staff in our turnaround method. The data below does not reflect the appeals that are currently on file with the state due to errors in reporting. The state report cards will be released in the near future.

3

Performance Index Gains 2017-2018

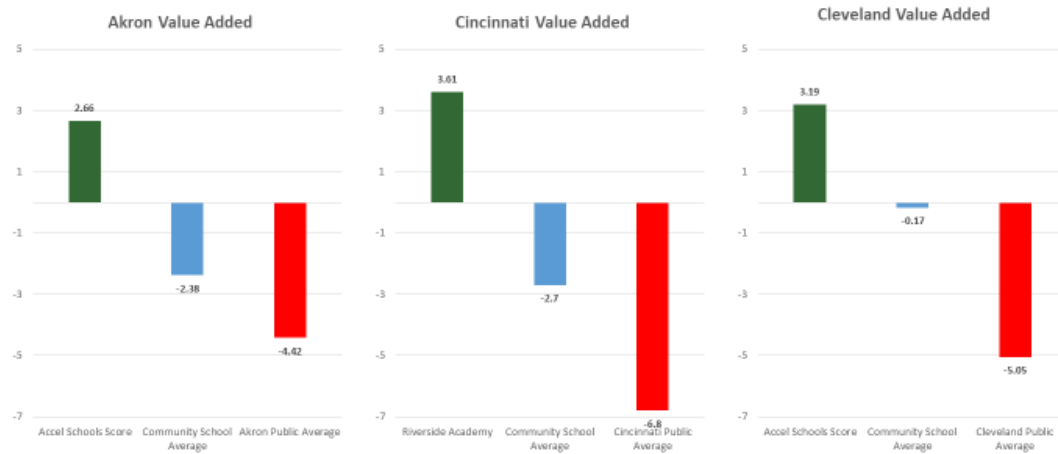
School	16-17	17-18	Delta
Broadway Academy	39.3	61.9	22.6
Northwest (Hope Academy)	63	78	15
STEAM Academy of Dayton	46.8	53	6.2
Youngstown Academy of Excellence	60.2	66.16	5.96
University Academy	51.5	57.3	5.8
Northcoast (Hope Academy)	48	53.2	5.2
Aurora Academy	48.5	53	4.5
Columbus Humanities, Arts and Technology Academy, Inc.	68.2	72.32	4.12
STEAM Academy of Warren	56.7	60.6	3.9
West Park Academy	57.1	60.7	3.6
Berwyn East Academy	51.1	53.49	2.39
Buckeye Preparatory Academy	42.8	44.9	2.1
Lincoln Park Academy	60.4	61.5	1.1
East Academy	53.4	53.5	0.1
Ohio College Preparatory School	58.1	58.15	0.05
Winton Preparatory Academy	45	45	0

School	16-17	17-18	Delta
Lorain Preparatory Academy	66.4	66	-0.4
Columbus Preparatory Academy	115.5	115	-0.5
Chapelside Cleveland Academy	52.7	51.9	-0.8
Cornerstone Academy, Inc.	90.9	90	-0.9
Akron College Preparatory School	57.9	56.4	-1.5
Canton College Preparatory School	65.3	62.93	-2.37
STAR Academy of Toledo	59.4	55.69	-3.71
University of Cleveland Preparatory School	57.1	52.9	-4.2
Northeast Ohio College Preparatory School	60	55.74	-4.26
Cleveland College Preparatory School	63.3	58.9	-4.4
Wright Preparatory Academy	45.7	41.2	-4.5
Columbus Arts and Technology Academy	81.6	75.7	-5.9
Lake Erie College Preparatory School	49.3	42.62	-6.68
Foundation Academy	80	71	-9
Riverside Academy	60.2	51	-9.2
Columbus Bilingual Academy North	68.3	55.6	-12.7
STEAM Academy of Warrensville Heights	65.1	51.6	-13.5
Cleveland Preparatory Academy	63.8	48	-15.8
Cleveland Arts and Social Sciences, Inc.	79.4	61	-18.4



ACCEL is often the only management company with an interest in turning around poor performing schools. We have a history of taking on projects, other management companies would walk away from. With that in mind, in 2015, ACCEL took over management of the former White Hat schools of Ohio. The chart below details the gains made in comparison to other charter and district schools.

Value Added: Students of Poverty*



Value Added: ACCEL's Turnaround Schools

Value Added Grade

	2013-2014	2014-2015	2015-2016
Broadway	F	C	A
Chapelside	F	F	D
East	D	F	A
Lincoln Park	F	F	C
Northcoast	C	F	A
Northwest	F	F	A
Riverside	C	F	A
University	C	F	A
West Park	F	F	C

accelschools.com

*Source: ODE Reports: "School Report Card Database" 2016, "Report Card Archives"



All turnaround schools combine intense professional development for teachers and administrators with a focused short cycle assessment plan. This model took Columbus Preparatory Academy from being a school slated for closure to the number one school in the state of Ohio. Columbus Preparatory Academy and Cornerstone Academy have combined strong academic instruction with short cycle assessment for years to yield strong results on the Ohio Assessments. Even through repeated changes in the state assessments, their Performance Index scores have remained strong. This model was replicated in communities with high poverty and low student performance at Cleveland Arts and Social Sciences Academy, Columbus Arts and Technology Academy and Foundation Academy (Mansfield) with similar results. Eleven of ACCEL Ohio schools received A or B ratings for Value Added which measures the progress made by the school in 2015-16. In 2015-16, 60% of ACCEL schools had higher Performance Index scores than their school district.

ACCEL Schools also manages a cohort of schools we have deemed "turnaround schools" because many were on the verge of closing when we began working with them. Due to the research based methods used at these schools, five of the eight schools in the cohort saw significant Performance Index increases from FY 2016 to SY 2017. Broadway Academy, East Academy, and Northcoast Academy received Momentum Awards from the State of Ohio for progress made in all areas of Value Added.

When ACCEL Schools began managing our current portfolio of schools, the schools were experiencing different levels of success. Some schools had a solid academic program with strong re-enrollment and little change in their teaching staff. Other schools were struggling significantly academically, financially, and staffing was unstable at best. ACCEL's approach to managing the schools has been to customize our approach to every school.

With the help of ACCEL Schools, several schools have pulled themselves from being in School Improvement to being recognized by the State.

- Columbus Preparatory Academy (CPA) has been successful for many years now, but this was not always the case. CPA was on the brink of closure due to consistent academic failure. Following a change in the administrator, a focus on short cycle assessments to monitor student progress, and intensive professional

development for the teachers, CPA is the highest performing elementary school in the State of Ohio and a National Blue Ribbon Award winner.

- Inkster Preparatory Academy (Michigan) is being recognized as a Model School by the International Center for Leadership in Education in their first year as a charter school for their significant academic gains in a short period of time.
- Banning Lewis Ranch Academy is entering their 12th year as a highly successful school in Colorado. In 2016-17, they were granted a grade level extension and broke ground on a new high school. The high school is the first of its kind in the area and will serve students from Banning Lewis Ranch and the surrounding areas. Banning Lewis has also received the Governor's Distinguished Improvement Award and continues to increase student achievement.
- North Metro Flex Academy opened in the fall of 2016 and was awarded a KaBoom grant to build a brand new playground for school and community use.
- 11 of ACCEL Ohio schools received an A or B rating for Value Added which measures the progress made by the school.
- Broadway Academy, East Academy, and Northcoast Academy received Momentum Awards from the State of Ohio for progress made in all areas of Value Added.

In 2018, Accel was approached to takeover the failing OHDELA online school. Due to our extensive experience with Virtual schools, as many of the Accel team was involved with the founding and management of K12 Inc. Additionally, we are quite familiar with Ohio, not just from our experience with Ohio Virtual Academy, but also from our management of brick and mortar schools in Ohio where we have had unprecedented results turning around low performing brick and mortar charters. The knowledge of what works in these brick and mortar schools and our current network in the state has helped us form a new model for online education that should deliver improved results.

In this turnaround effort, we are implementing what works in virtual schools and augmenting this with some novel approaches that utilize our brick and mortar experience and knowledge of Ohio standards and assessments. Additionally, we have been evaluating the current management and staff of the school and making changes if necessary after we have had time to evaluate the staff fairly. The first group of improvements have utilized the best practices of virtual schools and augment what was not being done at OHDELA. The actions that fall into this category have included following:

Best Practices

- 1) Improving the asynchronous content - We believe the quality of the content currently being used at OHDELA can be greatly improved by utilizing third party content from a variety of sources.
- 2) Higher quality daily assessment- The daily assessments currently being utilized were drastically improved.
- 3) Improved teacher monitoring and evaluation - We utilize software that allows us to assess the quality of teachers more effectively.
- 4) Increased family involvement - We know from our experience that this greatly improves the likelihood that a student will succeed in an online environment.
- 5) Extensive in person new family orientations - We feel it is important that new families have in person orientations so they know exactly what to expect from the online educational experience and can

accurately decide if it is right for their child. Additionally, we find this face-to-face interaction increases the success of online communication after the student matriculates.

- 6) Flexible tracks based on student performance - Students who need to move along at a certain pace will do so. However, we will not restrict students from moving ahead once they show they are capable of it.
- 7) More face to face contact - Again, we will encourage families to meet with their teachers face to face at the OHDELA rooms that will be located in most, if not all, of the large cities.
- 8) Increased offering of electives and career tracks - High school students benefit greatly from more electives. We believe career tracks will become common place so we intend to increase the number of career oriented electives.
- 9) More perfect systematic alignment of content and assessments with Ohio standards and assessment anchors- Many virtual schools do not fully align to the standards. We will align this content and assessments perfectly to the learning standards and AIR tests.

The second group of initiatives have not been done before, but we have every reason to believe they will improve the quality of the education and student experience.

Innovative and Groundbreaking

- 1) Utilization of Brick and Mortar Locations - We believe having physical locations will allow students to get face to face help and build relationships with their students more successfully. Additionally, these will be used for assessments to get an accurate gauge of student progress. These locations will have teachers that work out of these locations and we could augment with tutoring staff depending on demand.
- 2) Assessment Integrity - Even high-quality online schools have been plagued by errors created from exams that are not proctored. These false positives have resulted in teachers and schools having a false sense of student performance so that the state tests do not match the online tests. We will require some of the assessment be done in person with a proctor. This will allow us to measure student learning more precisely and intervene if the online and proctored results are at odds. Once a student is proven to be progressing, they will be able to earn their way out of this requirement.
- 3) Short Cycle Assessment and other learning practice from high performing schools - We feel fortunate to have managed some very high performing schools in Ohio and possess extraordinary knowledge about what works. We also are very familiar with the standards and assessments and can build assessments that accurately predict students' scores on the same test. By integrating these practices in the online environment, we seek to mirror what happens in high performing brick and mortar schools with regard to content, pedagogy and assessment. We eventually would like to include some of the specialized activities like learning competitions into the online model.

Year 1 results working with OHDELA were not as strong as hoped. With the closing of ECOT, OHDELA enrolled a significant number of their students who were needed additional support. In our second year working with OHDELA, we have put intensive tutoring in place and expect significantly higher results.

2) Describe the operator's assessment of the degree to which each of the operator's affiliated internet-or computer-based schools are meeting the operating standards for online schools.

The Accel staff has used the iNACOL standards to evaluate the current operation of OHDELA (Alternative Education Academy). Many of the ratings are low because the school operated for several years before seeking our assistance. We have provided an honest assessment of the schools current performance and have a substantial plan to increase each standard to a "5" rating. Please see the attached full iNACOL evaluation.

- A. Mission Statement. Rating: 4 Exemplary. All indicators in this category are met and will be reviewed upon school launch and periodically thereafter.
- B. Governance. Rating: 2 Exemplary. All indicators in this category are met and are clear but will need to be continuously reviewed as the school progresses in its development.
- C. Leadership. Rating 3: Exemplary. All indicators in this category are met and it is understood that knowledge and collaboration are essential in this area.
- D. Planning. Rating: 3 Exemplary. All indicators are met and it is understood that continuous planning and review are essential to a quality program.
- E. Organizational Staffing. Rating: 4 Exemplary. All indicators are accounted for and it is understood that the school must deploy and efficiently use the resources for staffing a quality program.
- F. Organizational Commitment. Rating: 4 Exemplary. ACCEL schools is accredited by AdvancEd and is in the process of extending the accreditation to this school after reviewing the program upon its implementation. The organization understands that long term commitment and planning are essential to a quality program.
- G. Financial and Material Resources. Rating: 5 Exemplary. All indicators are accounted for and it is understood that the school must deploy and efficiently use the resources necessary for funding a stable and successful program.
- H. Equity and Access. Rating 5: Exemplary. It is understood that a quality program must support full equity and access for all students.
- I. Integrity and Accountability. Rating 3: Exemplary. It is understood that a quality program is forthcoming and results oriented using a variety of information and sources to further its progress.
- J. Curriculum and Course Design. Rating 3: Exemplary. All indicators are accounted for and it is understood a well thought out approach with a rigorous and robust curriculum is successful to a quality program
- K. Instruction. Rating: 4 Exemplary. All indicators are accounted for and it is understood that continuous professional development and processes are essential to a quality program.
- L. Assessment of Student Performance. Rating: 3 Exemplary. All indicators are accounted for an it is understood that timely and frequent assessment along with adaptability and monitoring capabilities are essential to a quality program.
- M. Faculty. Rating 4: Exemplary. All indicators are accounted for and it is understood that induction, mentoring and regular monitoring with feedback are essential to the development of quality faculty in the program.
- N. Students. Rating 4: Exemplary. It is understood that a robust and responsive student services program is essential to a quality program.
- O. Guidance Services. Rating 3: Exemplary. It is understood that a robust and responsive guidance program is essential to a quality program.
- P. Organizational Support. Rating 3: Exemplary. It is understood that the technology and support services must be robust, secure and redundant to ensure a quality program.
- Q. Parents/ Guardians. Rating 3: Exemplary. It is understood that parents are key stakeholders and their involvement and support are essential to a quality program.
- R. Program Evaluation. Rating 2: It is understood that continuous reflection, evaluation and improvement are all part of a quality program.
- S. Program Improvement. Rating 3: It is understood that continuous reflection, evaluation and improvement are all part of a quality program.

3) Has operator ever terminated its agreement with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet- or computer-based school. Describe specific actions taken by the operator and timeline for each action. If the operator had not had to terminate agreement with an internet- or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet- or computer-based school and specific actions the operator will take including timeline for each action.

The operator has not terminated its agreement with an internet – or computer based school. If termination were required, it is specified in the operator agreement as provided below.

Termination By Manager.

- (a) Manager may terminate this Agreement effective at the end of the then-current school year if the School fails to make any payment of money due to the Manager within five (5) days of written notice from Manager to School that such payment is overdue, excluding overdue payments resulting from a payment dispute or delay between the School and any funding entity.
- (b) Manager may terminate this Agreement in the event that the School is in material default under any other condition, term or provisions of this Agreement (except late payment which is addressed above) or the Sponsorship Agreement, and the default remains uncured for thirty (30) days after the School receives written notice from the Manager or Sponsor, as applicable, of the default. However, if the default cannot be reasonably cured within thirty (30) days, and the School promptly undertakes or continues efforts to cure the material default within a reasonable time, the failure shall not be grounds for termination. Notwithstanding the foregoing, if the School's default creates an imminent danger to the life of students, parents or others, the default must be cured immediately upon notice from the Manager, and Manager may terminate the Agreement effective immediately if not so cured.
- (c) Manager may terminate this Agreement if there is any adverse and material change in local, State or federal funding for the School's students; provided that any notice of termination delivered to the School based upon an adverse and material change in funding shall be effective when the funding change goes into effect or such later date as designated by the Manager.
- (d) Manager may terminate this Agreement effective immediately upon written notice to the School in the event that the School adopts or amends a policy, and the effect of such amendment or policy would reasonably be determined by Manager to increase materially the financial risk to Manager arising from its performance of its obligations hereunder, thus rendering Manager's performance economically unviable. In the event the School adopts such an adverse policy in the middle of the school year, Manager agrees to use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder.
- (e) Manager may terminate this Agreement effective immediately upon written notice to the School in the event that the School undergoes adverse change that makes the School financially unviable.

Termination By the School. The School may terminate this Agreement in the event that Manager fails to remedy a material breach of this Agreement within ninety (90) days after written notice from the School or the number of days demanded by the Sponsor or state. Termination by the School will not relieve the School of any obligations to pay Management Fees and costs, accrued, pending or outstanding, to Manager as of the effective date of the termination, nor will it relieve Manager for liability for financial damages suffered by the School as a consequence of Manager's breach (or of the School's termination as a result thereof) of this Agreement.

Termination of the Sponsorship Agreement. This Agreement will terminate or not renew upon the School's ceasing to be a party to a valid and binding sponsorship agreement, provided, however, that this Agreement will continue to remain in effect until the date of termination or expiration of a Term (as applicable) if (i) the School has entered into a subsequent sponsorship agreement, and (ii) this Agreement has not been terminated pursuant to this

ARTICLE VII. Termination pursuant to this paragraph will not relieve the School of any obligations to pay Management Fees and costs, accrued, pending or outstanding, to Manager as of the effective date of termination.

Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion could reasonably be expected to have a materially adverse effect on the ability of either Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party, may request renegotiation of this Agreement. That notice may be given at any time following enactment of such change in applicable law, whether or not such change is effective on the date of such enactment or thereafter. Renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within thirty (30) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the academic year in which such notice was given unless earlier termination is necessary to protect the health, welfare, or safety of students. Manager may terminate this Agreement effective immediately upon written notice to School in the event Manager undergoes or is required to undergo a change by said change in law that makes Manager, as determined in its sole judgment, financially unviable.

Attachment 7

Academic Performance Record of Operator's Affiliated Schools' Records

School	IRN	Type of School	1st Year Managed by ACCEL Schools	# of School Years Managed
Ohio				
Akron Preparatory School	013254	Site Based	2017	3
Alternative Education Academy (OHDELA)	143396	Online	2018	2
Eastland Preparatory Academy	014090	Site Based	2017	3
Broadway Academy	012684	Site Based	2015	5
Canton College Preparatory School	013255	Site Based	2017	3
Chapelside Cleveland Academy	014061	Site Based	2015	5
Cleveland Arts & Social Sciences Academy	007995	Site Based	2015	5
Cleveland College Preparatory School	012010	Site Based	2017	3
Cleveland Preparatory Academy	013199	Online/Site Based	2017	3
Columbus Arts & Technology Academy	000557	Site Based	2015	5
Columbus Bilingual Academy	011468	Site Based	2017	3
Columbus Humanities Arts & Technology Academy	000553	Site Based	2015	5
Columbus Preparatory Academy	000558	Site Based	2015	5
Cornerstone Academy	133439	Site Based	2015	5
East Academy	014187	Site Based	2015	5
Euclid Preparatory School	015712	Site Based	2017	3
Foundation Academy	009192	Site Based	2015	5
Hope Academy - Northcoast	142968	Site Based	2015	5
Hope Academy - Northwest	000575	Site Based	2015	5

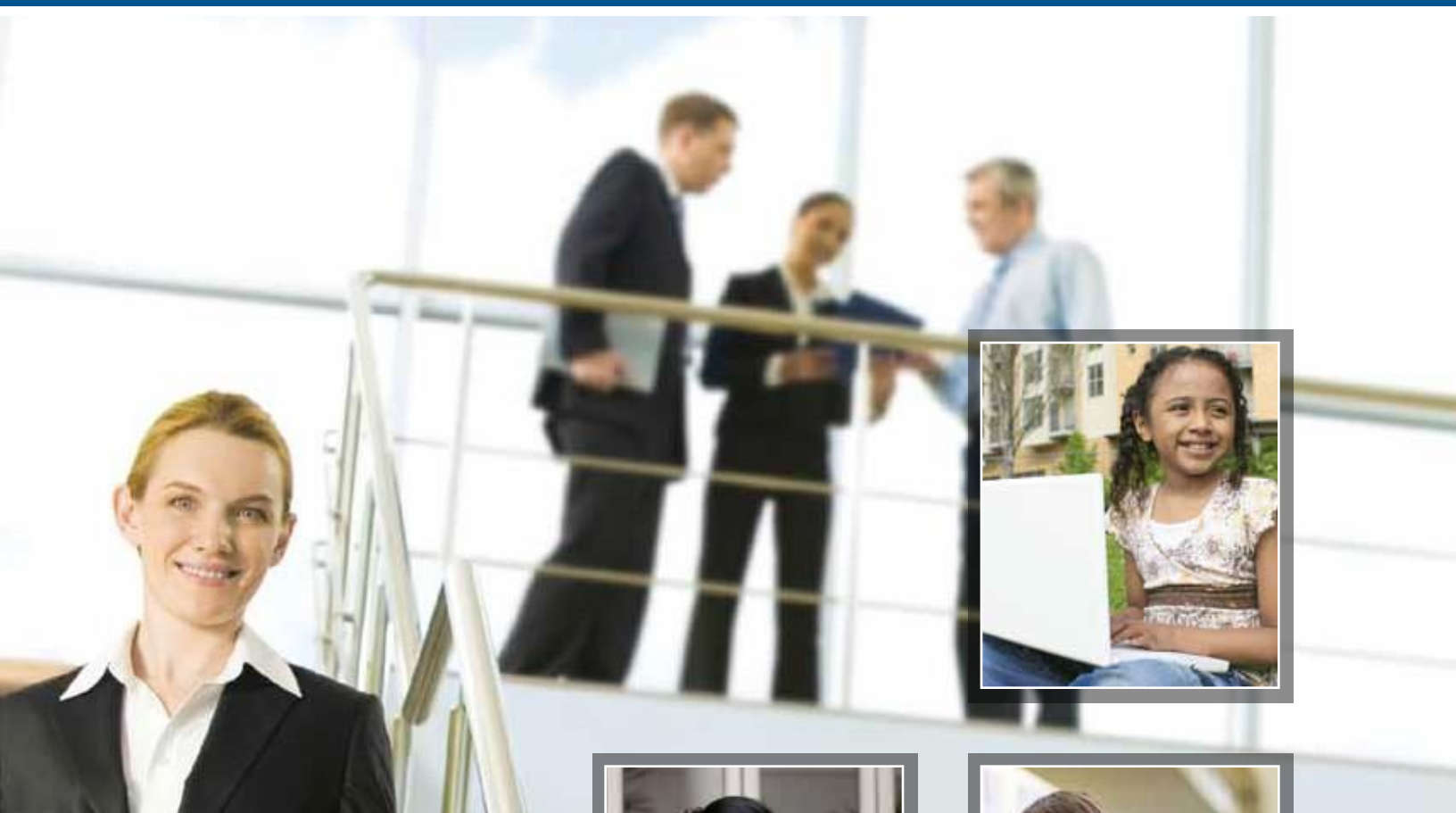
Lake Erie College Preparatory School	013132	Site Based	2017	3
Lincoln Park Academy	014061	Site Based	2015	5
Lorain Bilingual Academy	017270	Site Based	2018	2
Lorain Preparatory Academy	008000	Site Based	2015	5
Marion Preparatory Academy	017585	Site Based	2019	1
Monroe Preparatory Academy	008064	Site Based	2015	5
Montgomery Preparatory Academy	017259	Site Based	2018	2
Mount Auburn Preparatory	017274	Site Based	2018	2
North Columbus Preparatory Academy	017538	Site Based	2019	1
Northeast Ohio College Preparatory	011923	Site Based	2017	3
Ohio College Preparatory School	013253	Site Based	2017	3
Parma Academy (Huber Heights)	017535	Site Based	2019	1
Riverside Academy	133678	Site Based	2015	5
South Columbus Preparatory Academy	016829	Site Based	2017	3
STEAM Academy of Warren	012644	Site Based	2015	5
STEAM Academy of Warrensville Heights	013147	Site Based	2015	5
Toledo Preparatory Academy (Kenmore Prep)	017536	Site Based	2019	1
University Academy	014063	Site Based	2015	5
University of Cleveland Preparatory School	012541	Site Based	2017	3
West Park Academy	014189	Site Based	2015	5
Winton Preparatory Academy	014064	Site Based	2018	2

Wright Preparatory Academy	015713	Site Based	2018	2	
Youngstown Academy	007984	Site Based	2015	5	
Non-Ohio Schools	Link to School Data		Address	Year	
North Metro Flex Academy, Minneapolis MN	http://w20.education.state.mn.us/MDEAnalytics/Data.jsp	Site Based	2350 Helen St N, North St Paul, MN 55109	2015	# of Years
Banning Lewis Ranch Academy, Colorado Spring CO	http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp	Site Based	7094 Cottonwood Tree Dr, Colorado Springs, CO 80927	2015	5
Inkster Preparatory Academy, Inkster MI	https://www.mischooldata.org/EssaDashboard/EssaDashboardSchoolOverview.aspx?LocationId=S,16033,2950,119&LocationCode=03034	Site Based	27355 Woodsfield St, Inkster, MI 48141	2015	5
Global Preparatory Academy, MI	https://www.mischooldata.org/EssaDashboard/EssaDashboardSchoolOverview.aspx?LocationId=S,6587,1044,95&LocationCode=08737	Site Based	26200 Ridgemont St, Roseville, MI 48066	2017	5
Woodley Leadership Academy	1st Year School - Data not available	Site Based	1300 Malzahn Street, Saginaw MI 48602	2018	3
					2

Attachment 8

**Alignment to iNACOL National
Standards for Quality Online
Programs**

National Standards for Quality Online Programs



Written by

Liz Pape & Matthew Wicks and the iNACOL Quality
Standards for Online Programs Committee

Rating Scale

- 5 Exemplary: a model of best practice as related to this criterion
- 4 Accomplished: excellent implementation; comparable to other examples
- 3 Promising: good implementation; however, somewhat lacking in depth or detail
- 2 Incomplete: partial implementation of this criterion; additional work needed; good start
- 1 Confusing: not obvious; more work needed; not a good example
- N/A Not Applicable

Analysis of Alternative Education

Institutional Standards

Institutional standards address the organization’s vision, mission, philosophy and beliefs. The institutional standards define those elements critical to creating the operational framework of the online program, including the governance, leadership, resources, and organizational commitment to meet the program’s vision and mission.

A	Mission statement — A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program’s day-to-day operations, as well as a guide for its strategic plans for the future. Communication between and buy-in from stakeholders is a critical component of a mission statement.	Rating
✓	States the purpose of the organization. Is clear and concise in articulating who the organization is, what it does and whom it serves.	4
✓	Indicates that online learning is the focus of the organization.	4
✓	Demonstrates a commitment to measurable quality and accountability.	4
✓	Reflects involvement of key stakeholders.	3
✓	Is made available to the public.	5
✓	Is reviewed periodically by program leadership.	5



B	Governance — Governance is typically provided by a Board of Directors, an Advisory Board or a School Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff.	Rating
✓	Members are knowledgeable about K12 online learning and/or receive appropriate training after joining the governing board.	3
✓	Supports the organization by securing necessary resources.	4
✓	Fulfills the role defined for it in the by-laws of the institution.	5
✓	Collaborates with program leadership to implement policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies.	4
✓	The legal status of the online program is clearly defined with no ambiguities in ownership, control, or responsibility.	5

C	Leadership - The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements.	Rating
✓	Is responsible for meeting the organization's annual goals and communicating these goals to its constituents.	3
✓	Maintains a disciplined knowledge of its future with projections of income, expense, enrollment, and trends in its educational and business environment.	3
✓	Provides a productive collaborative environment for learning and work, and the leadership necessary to plan both day-to-day operations and the long-term future of the online program.	3
✓	Verifies that measures are in place to ensure quality, integrity and validity of information.	4



D	Planning — A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which defines annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization’s performance.	Rating
Strategic plan		
✓	Is developed that addresses 3-5 years of actions and has been approved by the program’s leadership and governance.	3
✓	Is updated on a regular basis (at least every 3-5 years) and includes historical data, baseline information, trend data, and projections, allowing data-driven decision-making.	4
✓	Addresses the requirements for resources that effectively and efficiently serve their students and faculty, including curriculum, technology, support, professional development, and fiscal viability.	4
Organizational goals		
✓	Are aligned with the strategic plan.	3
✓	Are updated annually based on past year’s accomplishments.	4
✓	Are shared and supported throughout the organization.	4

E	Organizational Staffing — A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management.	Rating
✓	Sufficient professional, administrative and support staff are provided to carry out the mission and annual organizational goals	5
✓	Ongoing training and support are provided to the staff to carry out the mission of the program.	4
✓	Clearly defined roles and responsibilities are evident to create a collegial team to assure effective delivery of quality education.	4
✓	Evaluations of staff and faculty occur on a regularly scheduled basis.	4



F	Organizational Commitment — In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it.	Rating
✓	Activities and accomplishments of the organization are aligned to the mission statement.	4
✓	Programs that function under the authority of another educational organization have a demonstrated commitment from the parent organization to support the implementation and ongoing operation of this program.	3
✓	Sustainability of the program is articulated through strategic and operational planning and implemented through ongoing operations (e.g. commitment to sustainable funding, maintaining quality staff, and compliance with applicable educational statutes).	4
✓	Is accredited by a recognized accrediting body.	5

G	Financial and Material Resources — A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices.	Rating
✓	Are available to assure a quality educational experience in alignment with the organization’s mission statement.	5
✓	Are managed in a responsible manner according to prescribed budget and accounting principles.	5
✓	Are allocated in support of mission statement that demonstrates sustainability over time.	5



H	Equity and Access — A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs.	Rating
✓	Policies clearly state eligibility requirements for the program.	5
✓	Policies and practices are in place that provide accommodations for students with disabilities.	5
✓	Ensures that students have equitable access to the program consistent with its mission and purposes.	5

I	Integrity and Accountability — In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes.	Rating
✓	The online program discloses accurate information relating to its mission, accreditation, courses and programs, services, policies, fees, recruitment processes and incentives, and other factors considered important to prospective and current students and stakeholders.	4
✓	The program results in learning appropriate to the rigor and breadth of the course, program, or diploma completion requirements.	3



Teaching and Learning Standards

Teaching and learning standards focus on how an online program develops or chooses its curricula; how the program’s teachers deliver that curriculum to students; and how students’ progress in the curriculum is assessed. The *iNACOL National Standards of Quality for Online Courses* focus on issues of curriculum and assessment at the individual course level, while the *iNACOL National Standards for Quality Online Teaching* focus on ensuring individual teacher quality. These standards assume that a quality online program meets those individual course and teacher standards and identifies the most critical aspects of those standards as well as a more comprehensive, “macro-level” set of standards to truly be considered a quality online program.

J	Curriculum and Course Design — A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.	Rating
✓	Has clearly stated and attainable educational goals	4
✓	Is clear and coherent in its organization	4
✓	Utilizes quality instructional materials and appropriate technology that enable and enrich student learning	4
✓	Demonstrates rigorous course content	4
✓	Provides for high-degree of interaction between teacher, learners, parents, and among learners themselves	5
✓	Embeds critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities	3
✓	Meets requirements of appropriate state or national standards, including applicable end of course assessments	4
✓	Meets requirements of accessibility for individuals with disabilities	5
✓	Meets requirements of copyright and fair use	5
✓	Is designed to accommodate different learning styles	3
✓	Is designed with consideration for time and place limitations of students	3



K	Instruction — A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development.	Rating
✓	Is grounded in the program’s mission, beliefs, and expectations for student learning	4
✓	Is supported by research and best practice	4
✓	Is continually refined based on assessment of stakeholders’ needs	3
✓	Is adaptable to best serve different student learning styles	4
✓	Is sensitive to the cultural differences of students	4
✓	Includes frequent teacher to student interaction, teacher to parent interaction, and fosters frequent student-to-student interaction	3
✓	Is sensitive to time and place limitations of students	3
✓	Faculty hold the required state certifications	5
✓	Faculty are trained in and demonstrate competency in online instructional methodologies and learning technologies	4
✓	Includes a process to monitor that the work and assessments are completed by the students registered for the course	4



L	Assessment of Student Performance — A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders.	Rating
✓	Enables students to monitor their own learning progress.	3
✓	Enables teachers to adapt their instruction to meet learner needs.	4
✓	Uses multiple methods to assess student performance.	4
✓	Assesses a variety of types of student performance.	3
✓	Uses formative assessments to inform instructional practice.	4
✓	Informs ongoing course design and revisions.	3
✓	Measures student attainment of the course’s educational goals.	4
✓	Provides for timely and frequent feedback about student progress.	4



Support Standards

Support standards address the organization’s academic, administrative, guidance and technical services that are critical to meeting the needs of all participants in the online program.

M	Faculty — A quality online program supports the faculty by providing opportunities for them to develop their professional skills through mentoring, professional development, and technical assistance.	Rating
✓	Provides and encourages participation in induction and mentoring programs.	4
✓	Provides regular feedback regarding teacher performance.	4
✓	Provides a wide variety of professional development opportunities.	4
✓	Provides timely, effective technical support.	3

N	Students — A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success.	Rating
✓	Provides an orientation to online learning technologies and successful online student practices.	4
✓	Provides academic and administrative services to address their academic and developmental needs.	4
✓	Provides support services for individual needs.	4
✓	Provides access to learning and assessment content, instruction, technologies and resources.	3
✓	Establishes standards for teacher to student communication.	4
✓	Provides timely and meaningful assessment feedback.	4
✓	Provides timely, effective technical support.	4



O	Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school.	Rating
✓	Ensures academic advising is provided for students to meet requirements of the program and/or school.	4
✓	Provides staff training in the unique student needs of online learning.	3
✓	Provides tools and/or information to assist students in determining the appropriateness of specific courses for their academic needs.	4
✓	Understands the network of services available to support online learning.	3

P	Organizational Support — A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online courses.	Rating
✓	Provides an online learning environment that is appropriately maintained, secure and is a productive and safe work environment for students and staff	3
✓	Provides a work environment consisting of the resources, tools, and organizational policies that enables staff to implement the program’s mission, beliefs and objectives.	4



Q	Parents/Guardians — In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.	Rating
✓	Are provided information about the program, successful online student practices and supportive learning environments.	3
✓	Receive timely responses from faculty and staff.	4
✓	Receive critical information about student progress and are encouraged to communicate with faculty and administrators to best support the online learning student.	3



Evaluation Standards

A culture of continual program improvement is critical in becoming a quality online program and maintaining that status. Evaluation efforts are utilized to both verify the program is meeting its intended purposes and identify where improvements can be made. The cycle is completed by taking this information and developing concrete plans for program improvement.

R	Program Evaluation — A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results.	Rating
✓	Conducts ongoing internal evaluations that include regularly collecting and analyzing data based on national, state, and/or program metrics.	4
✓	Conducts ongoing internal evaluations that include using clearly articulated measures to evaluate its learners.	4
✓	Conducts ongoing internal evaluations that include determining program success by measuring student achievement and satisfaction based on valid and reliable assessment techniques.	4
✓	Conducts ongoing internal evaluations that include ensuring students participate in state or national standardized testing, as appropriate and evaluating results against state or national data.	4
✓	Conducts ongoing internal evaluations that include consistently evaluating faculty to assure instructional quality, using clear, consistent policies, measures and procedures.	4
✓	Conducts ongoing internal evaluations that include reviewing and evaluating courses to ensure quality, consistency with the curriculum, currency, and advancement of the student learning outcomes.	4
✓	Conducts periodic external evaluations that include validating internal evaluation process and results.	4
✓	Conducts periodic external evaluations that include independently assessing progress towards goals, mission and strategic plan of program.	4
✓	Conducts periodic external evaluations that include informing an improvement plan for the online program.	4
✓	Communicates evaluation results to program stakeholders.	4



S	Program Improvement – A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision.	Rating
✓	Uses strategic, long-range and operational planning and evaluation to continuously improve its educational programs and services.	4
✓	Uses data effectively to drive instructional and management decision-making.	4
Is based on:		
✓	Advancement of the program’s vision and mission.	4
✓	Student achievement.	4
✓	Internal and external evaluation.	4
✓	Current research in the relevant areas.	4
✓	Promising practices.	4
Includes provisions for:		
✓	Beta testing and peer review.	4
✓	Satisfaction surveys by students, parents, teachers and schools as appropriate.	4
✓	Evaluation of curriculum and instruction as it relates to student achievement.	4
✓	Regular online teacher performance evaluations.	4
✓	Reviewing and updating policies and procedures.	4
✓	Reviewing appropriateness, effectiveness and quality of teaching and learning technologies.	4
✓	Regular online course reviews.	4

