

**FOURTH AMENDMENT
TO RENEWAL COMMUNITY SCHOOL SPONSORSHIP CONTRACT
FOR
GOAL DIGITAL ACADEMY
IRN #149047**

WHEREAS, the Governing Board of Mid-Ohio Educational Service Center (the “Sponsor”) and the Governing Authority of GOAL Digital Academy (the “Board of Directors” or “School”) (collectively, the “Parties”) are parties to a Renewal Community School Sponsorship Contract for GOAL Digital Academy, IRN #149047 with a term expiring on June 30, 2025 (the “Contract”).

WHEREAS, the Parties desire to amend the Contract due to changes in law.

NOW THEREFORE, the Board of Directors and the Sponsor enter into this Third Amendment to the Renewal Community School Sponsorship Contract with the following terms and conditions:

1. Article IV, Section F.

- a. In the first sentence of the section insert the following new statutory citation in appropriate numerical order:
 - i. 3313.5318 [mental health training for coaches]
 - ii. 3313.5319 [cash payments at school-affiliated events]
 - iii. 3313.6028 [literacy curriculum]
 - iv. 3313.6029 [parental notification of student assessment results]
 - v. 3313.6413 [free feminine hygiene products in schools]
 - vi. 3313.7117 [individualized seizure action plans]
 - vii. 3313.819 [free school meals]
 - viii. 3319.0812 [pre-service teacher permit]
 - ix. 3319.324 [student record transfer]
 - x. 3322.20 [Ohio computer science promise program], and
 - xi. 3322.24 [high school credit for courses under Ohio computer science promise program].

2. Article IV, Section N, Subsection iii.

- a. Insert the following new paragraph at the end of the subsection:

Notwithstanding, the School shall not employ an individual in any position if they state board of education permanently revoked or permanently denied the individual a license under R.C. 3319.31 or if the individual entered into a consent agreement with the Superintendent of Public Instruction in which the individual agreed never to apply for a license after the agreement date.

3. Exhibit 3 shall be replaced in its entirety with the attached.

4. Exhibit 4 shall be replaced in its entirety with the attached.

The Parties agree the terms of this Amendment will be incorporated into the Contract between the Parties. All other terms and conditions of the Contract shall remain in full force and

effect. This Amendment represents the entire agreement between the Parties with respect to its subject matter and shall only be amended by a signed writing.

IN WITNESS WHEREOF, the Parties have executed this Amendment through their duly authorized representatives as of the date written below.

ON BEHALF OF THE MID-OHIO EDUCATIONAL SERVICE CENTER

By: _____ Date: _____

By: _____ Date: _____

ON BEHALF OF THE GOVERNING AUTHORITY OF GOAL DIGITAL ACADEMY

By: James S. Peterson Date: April 11, 2024

By: Josh Jenkins Date: 4/11/2024

PERFORMANCE AND ACCOUNTABILITY STANDARDS

This Performance and Accountability Framework is aligned with the applicable report card measures prescribed for the School on its state report card, as well as operational/organization and financial measures of the School's viability and success. The School will also be evaluated on the basis of mission-specific performance. Goals for this Performance and Accountability Standards framework are established annually with the Sponsor.

School's performance standards will be assigned a score based upon the rubrics below. The Performance and Accountability Framework will also form the basis of the Sponsor's High-Stakes Review, which shall occur prior to any renewal decision or at least every five years.

Points assigned in these performance standards reflect the scoring on the high-stakes review. The high stakes review weighs academic performance at 40%, financial performance at 25%, and organizational/operational performance at 35%.

High Stakes Review – Academic Performance Scoring	
Exceeds Standards	4 points
Meets Standards	3 points
Does Not Meet Standards	2 points
Falls Far Below Standards	1 point

High Stakes Review – Financial Performance Scoring	
Meets Standards	3 points
Does Not Meet Standards	2 points
Falls Far Below Standards	1 point

High Stakes Review – Operational/Organizational Performance Scoring	
Meets Standards	3 points
Does Not Meet Standards	2 points
Falls Far Below Standards	1 point

Academic Performance Standards

The School's academic performance is evaluated in part by its performance on the state report card. *Where a School has not consistently maintained a designation as a Dropout Prevention and Recovery School ("DOPR School") by satisfying the requirements of R.C. 3314.017 in a given year, the Sponsor shall evaluate the School using this Performance Framework based upon the School's designation for the current year being assessed. In the first year that the School receives a "Standard" report card, it shall be scored on the "First Year" framework.*

	Academic Performance Indicators
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Exceeds Standards	4 points
Meets Standards	3 points
Does Not Meet Standards	2 points
Falls Far Below Standards	1 point

A. **Conversion.** Where indicators appear on both the DOPR Report Cards and the Standard Report Cards, the Sponsor will convert the School's score on that indicator based on the conversion chart.

Standard Report Card to DOPR Report Card Conversion Chart	
A/ 5 Stars	Exceeds Standards
B/ 4 Stars	Meets Standards
C/ 3 Stars	Meets Standards
D/ 2 Stars	Does Not Meet Standards
F/ 1 Star	Falls Far Below Standards

If an indicator does not appear on both report cards, the School may elect to provide the Sponsor with raw data (if available) to inform the Sponsor's assessment of the School's performance on that indicator.

B. **Safe Harbor Years.** The Parties acknowledge that the COVID-19 Pandemic impacted all Schools and the issuance of DOPR Report Cards and Standard Report Cards. Accordingly, for the 2019-2020 school year, the 2020-2021 school year, and any future school years for which Ohio law causes grades/ratings not to be assigned to a measure or component, the School will not be evaluated on an indicator in which no grade/rating has been assigned, unless the School provided internal data to demonstrate the score that would have been achieved for that component if a grade/rating had been assigned.

DROPOUT PREVENTION & RECOVERY SCHOOL INDICATORS

DOPR Indicator: Graduation Rate (Combined)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>40% and above</i>	<i>12-39.9%</i>	<i>2.5-11.9%</i>	<i>2.49% and below</i>
	Actual Rating	Points	
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
DOPR Indicator: Graduation Rate (4 Year)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>

36% and above	8-35.9%	2.5-7.9%	2.49% and below
	Actual Rating	Points	
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
DOPR Indicator: Graduation Rate (5 Year)			
Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
40% and above	12-39.9%	2.5-11.9%	2.49% and below
	Actual Rating	Points	
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
DOPR Indicator: Graduation Rate (6 Year)			
Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
40% and above	12-39.9%	2.5-11.9%	2.49% and below
	Actual Rating	Points	
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
DOPR Indicator: Graduation Rate (7 Year)			
Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
40% and above	12-39.9%	2.5-11.9%	2.49% and below
	Actual Rating	Points	
2018-2019			

2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		
DOPR Indicator: Graduation Rate (8 Year)		
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>40% and above</i>	<i>12-39.9%</i>	<i>2.5-11.9%</i>
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		
DOPR Indicator: Modified Graduation Rate Component (Internet- and Computer-Based School ONLY)		
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>36% and above</i>	<i>8-35.9%</i>	<i>2.5-7.9%</i>
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		
DOPR Indicator: Graduation Rate (Combined) v. All Ohio Dropout Prevention and Recovery Schools		
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Scored 7% or more above all Ohio Dropout Prevention and Recovery Program Schools</i>	<i>Scored the same as or up to 6.9% above all Ohio Dropout Prevention and Recovery Program Schools</i>	<i>Scored .1-9.9% below all Ohio Dropout Prevention and Recovery Program Schools</i>
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		

2021-2022		
2022-2023		
2023-2024		
2024-2025		
DOPR Indicator: Achievement (High School Test Passage Rate)		
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>50% and above</i>	<i>32-49.9%</i>	<i>25-31.9%</i>
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		
DOPR Indicator: Gap Closing (Annual Measure Objectives)		
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>36% and above</i>	<i>1-35.9%</i>	<i>.99% and below</i>
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		
DOPR Indicator: Progress		
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>+2 and higher</i>	<i>Greater than or equal to -2 but less than +2</i>	<i>Less than -2</i>
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

DOPR Indicator: Overall School Rating			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>"Exceeds Standards" on state report card</i>	<i>"Meets Standards" on state report card</i>	<i>"Does Not Meet Standards" on state report card</i>	N/A
	Actual Rating	Points	
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
DOPR Indicator: Progress Component - Comparative Data from "Similar" Schools in Progress Component Scores for Reading and Math			
Similar School 1: Buckeye Community School Marion Similar School 2: Buckeye Community School Mansfield			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>Scored the same or better than all comparative "similar" Schools in Reading and Math</i>	<i>Scored the same or better than at least one comparative "similar" School in Reading and Math</i>	<i>Scored lower than all comparative "similar" Schools in Reading and Math</i>	N/A
	Actual Rating	Points	
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			

STANDARD SCHOOL INDICATORS

The rating system for the 2021-2022 Report Cards will use a 1-5 star scale. Where indicated with an asterisk (), please refer to the conversion chart below to determine if a score is the same or better than prior years.*

Standard Report Card Conversion Chart	
A	5 Stars
B	4 Stars
C	3 Stars
D	2 Stars
F	1 Star

Standard Report Card Indicator: Achievement Component - Performance Index			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>First School Year Only: 80% and above</i>	<i>First School Year Only: 50-79.9%</i>	<i>First School Year Only: Up to 49.9%</i>	
<i>80% and above</i>	<i>70-79.9%</i>	<i>50-69.9%</i>	<i>Up to 49.9%</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Achievement Component - Indicators Met			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>More than 20 indicators met</i>	<i>15-19 indicators met</i>	<i>9-14 indicators met</i>	<i>8 or fewer indicators met</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Progress Component – Value Added (Overall/ All Students)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>First School Year Only: 4 or 5 Stars on state report card</i>	<i>First School Year Only: 2 or 3 Stars on state report card</i>	<i>First School Year Only: 1 Star on state report card</i>	<i>N/A</i>
<i>4 or 5 Stars on state report card</i>	<i>3 Stars on state report card</i>	<i>2 Stars on state report card</i>	<i>1 Star on state report card</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			

2024-2025			
Standard Report Card Indicator: Progress Component – Value Added (Students with Disabilities)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>First School Year Only: 4 or 5 Stars on state report card</i>	<i>First School Year Only: 2 or 3 Stars on state report card</i>	<i>First School Year Only: 1 Star on state report card</i>	<i>N/A</i>
<i>4 or 5 Stars on state report card</i>	<i>3 Stars on state report card</i>	<i>2 Stars on state report card</i>	<i>1 Star on state report card</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Progress Component – Value Added (Students in the Lowest 20 Percent of Achievement Statewide)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>First School Year Only: 4 or 5 Stars on state report card</i>	<i>First School Year Only: 2 or 3 Stars on state report card</i>	<i>First School Year Only: 1 Star on state report card</i>	<i>N/A</i>
<i>4 or 5 Stars on state report card</i>	<i>3 Stars on state report card</i>	<i>2 Stars on state report card</i>	<i>1 Star on state report card</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Progress Component - Comparative Data from “Similar” Schools in Progress Component Scores for Reading and Math			
Similar School 1: Buckeye Community School Marion			
Similar School 2: Buckeye Community School Mansfield			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>Scored the same or better than all comparative “similar” Schools in Reading and Math</i>	<i>Scored the same or better than at least one comparative “similar” School in Reading and Math</i>	<i>Scored lower than all comparative “similar” Schools in Reading and Math</i>	<i>N/A</i>
	Actual Rating		Points
2018-2019			

2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Gap Closing Component – Annual Measurable Objectives			
	Goal		Actual Rating
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>First School Year Only: 36% and above</i>	<i>First School Year Only: 1-35.9%</i>	<i>First School Year Only: Up to .99%</i>	<i>First School Year Only: N/A</i>
<i>4 or 5 Stars on state report card</i>	<i>3 Stars on state report card</i>	<i>2 Stars on state report card</i>	<i>1 Star on state report card</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Graduation Rate Component –Graduation Rate (4 Years)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>First Year Only: 36% and above</i>	<i>First School Year Only: 8-35.9%</i>	<i>First School Year Only: 2.5-7.9%</i>	<i>First School Year Only: 2.49% and below</i>
<i>4 or 5 Stars on state report card</i>	<i>3 Stars on state report card</i>	<i>2 Stars on state report card</i>	<i>1 Star on state report card</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Graduation Rate Component – Graduation Rate (5 Years)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>First School Year Only: 40% and above</i>	<i>First School Year Only: 12-39.9%</i>	<i>First School Year Only: 2.5-11.9%</i>	<i>First School Year Only: 2.49% and below</i>
<i>4 or 5 Stars on state report card</i>	<i>3 Stars on state report card</i>	<i>2 Stars on state report card</i>	<i>1 Star on state report card</i>
	Actual Rating		Points

2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Graduation Rate Component – Graduation Rate (Overall)			
Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
First School Year Only: The School “Exceeds Standards” on both 4 and 5 year graduation rate indicators (listed above) during the transition year	First School Year Only: The School “Meets Standards” or “Exceeds Standards” on both 4 and 5 year graduation rate indicators (listed above) during the transition year	First School Year Only: The School “Meets Standards” on the 4 or the 5 year graduation rate indicators (listed above) during the transition year	First School Year Only: The School “Does Not Meets Standards” on the 4 or the 5 year graduation rate indicators (listed above)during the transition year
4 or 5 Stars on state report card	3 Stars on state report card	2 Stars on state report card	1 Star on state report card
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Modified Graduation Rate Component (Internet- and Computer-Based Community School ONLY)			
Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
4 or 5 Stars on state report card	3 Stars on state report card	2 Stars on state report card	1 Star on state report card
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Early Literacy/Improving At-Risk K-3 Readers (On-Track vs. Off-Track)			
Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
First School Year Only:	First School Year Only:	First School Year Only:	N/A

4 or 5 Stars on state report card	2 or 3 Stars on state report card	1 Star on state report card	
4 or 5 Stars on state report card	3 Stars on state report card	2 Stars on state report card	1 Star on state report card
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Overall School Report Card Rating			
Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
First Year Only 3, 4, or 5 Stars on the state report card	First Year Only: 2 Stars on the state report card	First Year Only: 1 Star on the state report card	N/A
4 or 5 Stars on state report card	3 Stars on state report card	2 Stars on state report card	1 Star on state report card
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
Standard Report Card Indicator: Gifted Data			
	Goal		Actual Rating
Exceeds Standards	Meets Standards	Does Not Meet Standards	Falls Far Below Standards
An increase in the gifted performance index or gifted value-added from the most recently rated prior year to the current report card	The same in the gifted performance index or gifted value-added from the most recently rated prior year to the current report card	A decrease in the gifted performance index or gifted value-added from the most recently rated prior year to the current report card	N/A
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			

Standard Report Card Indicator: Early Literacy			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>4 or 5 Stars on state report card</i>	<i>3 Stars on state report card</i>	<i>2 Stars on state report card</i>	<i>1 Star on state report card</i>
	Actual Rating	Points	
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			

ALL SCHOOL INDICATORS

All Schools Indicator: Student Attendance (Combined)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>70% and above attendance rate</i>	<i>60-69.9% attendance rate</i>	<i>50-59.9% attendance rate</i>	<i>49.9% and below attendance rate</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
All Schools Indicator: Student Attendance (Economically Disadvantaged)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>70% and above attendance rate</i>	<i>60-69.9% attendance rate</i>	<i>50-59.9% attendance rate</i>	<i>49.9% and below attendance rate</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
All Schools Indicator: Student Attendance (Male Students)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>70% and above attendance rate</i>	<i>60-69.9% attendance rate</i>	<i>50-59.9% attendance rate</i>	<i>49.9% and below attendance rate</i>

	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
All Schools Indicator: Student Attendance (Female Students)			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>70% and above attendance rate</i>	<i>60-69.9% attendance rate</i>	<i>50-59.9% attendance rate</i>	<i>49.9% and below attendance rate</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			

All Schools Indicator: Mission Specific ^Q - Students develop good work habits such as being responsible, on time, and disciplined			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>More than 50% of students "agree" or "strongly agree" with this statement</i>	<i>45-50% of students "agree" or "strongly agree" with this statement</i>	<i>40-44.9% of students "agree" or "strongly agree" with this statement</i>	<i>Fewer than 40% of students "agree" or "strongly agree" with this statement</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
All Schools Indicator: Mission Specific ^Q - Students develop values of hard work, honesty, and tolerance of others			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>More than 50% of students "agree" or "strongly agree" with</i>	<i>45-50% of students "agree" or "strongly agree" with this</i>	<i>40-44.9% of students "agree" or "strongly agree" with this</i>	<i>Fewer than 40% of students "agree" or "strongly agree" with</i>

<i>this statement</i>	<i>statement</i>	<i>statement</i>	<i>this statement</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
All Schools Indicator: Mission Specific ^Q - Students use technology to find, organize, and present information			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>More than 50% of students “agree” or “strongly agree” with this statement</i>	<i>45-50% of students “agree” or “strongly agree” with this statement</i>	<i>40-44.9% of students “agree” or “strongly agree” with this statement</i>	<i>Fewer than 40% of students “agree” or “strongly agree” with this statement</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
All Schools Indicator: Mission Specific ^Q - Students establish both personal and career goals			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>More than 50% of students “agree” or “strongly agree” with this statement</i>	<i>45-50% of students “agree” or “strongly agree” with this statement</i>	<i>40-44.9% of students “agree” or “strongly agree” with this statement</i>	<i>Fewer than 40% of students “agree” or “strongly agree” with this statement</i>
	Actual Rating		Points
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
All Schools Indicator: Mission Specific ^Q - Students express satisfaction with the School when asked “Would you recommend the School?”			
<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>More than 70% of students mark “yes”</i>	<i>50-69.9% of students mark “yes”</i>	<i>40-49.9% of students mark “yes”</i>	<i>Fewer than 40% of students mark “yes”</i>

	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Ω Based upon an annual survey administered by the School to students. In responding to the questions, the student should have the options: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, and not applicable.

Financial Performance Framework

High Stakes Review – Financial Performance Scoring	
Meets Standards	3 points
Does Not Meet Standards	2 points
Falls Far Below Standards	1 point

Sustainability Measure –1(a) Total Margin: Net Income divided by Total Revenue Aggregated Total Margin: Total Three-Year Net Income divided by Total Three-Year Revenues		
Meets Standards	Does Not Meet Standards	Falls Far Below Standards
<ul style="list-style-type: none"> Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive; <u>or</u> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive <p>Note: For Schools in their first or second year of operation, the cumulative Total Margin must be positive.</p>	Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not “Meet Standard”	Aggregated Three-Year Total Margin is less than or equal to -1.5% or the most recent year Total Margin is less than -1.0%
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		
Sustainability Measure –1(b) Debt to Asset Ratio: Total Liabilities divided by Total Assets		
Meets Standards	Does Not Meet Standards	Falls Far Below Standards

Debt to Asset Ratio is between 0.9 and 1.0		Debt to Asset Ratio is greater than 1.0		Debt to Asset Ratio is greater than 1.0	
	Actual Rating			Points	
2018-2019					
2019-2020					
2020-2021					
2021-2022					
2022-2023					
2023-2024					
2024-2025					
Sustainability Measure –1(c) Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash- Year 1 Total Cash One-Year Cash Flow = Year 2 Total Cash-Year 1 Total Cash					
Meets Standards		Does Not Meet Standards		Falls Far Below Standards	
<ul style="list-style-type: none">Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive each year; orMulti-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive <p>Note: Schools in their first or second year of operation must have positive Cash Flow.</p>		Multi-Year Cumulative Cash Flow is positive, but trend does not “Meet Standard”		Multi-Year Cumulative Cash Flow is negative	
	Actual Rating			Points	
2018-2019					
2019-2020					
2020-2021					
2021-2022					
2022-2023					
2023-2024					
2024-2025					
Sustainability Measure –1(d) Debt Service Coverage Ratio: (Net Income+ Depreciation+ Interest Expense)/ (Annual Principal, Interest, and Lease Payments)					
Meets Standards		Does Not Meet Standards		Falls Far Below Standards	
Debt Service Coverage Ratio is equal to or exceeds 1.1		Debt Service Coverage Ratio is less than 1.1		N/A	
	Actual Rating			Points	
2018-2019					
2019-2020					
2020-2021					
2021-2022					

2022-2023		
2023-2024		
2024-2025		

Organizational/ Operational Performance Framework

High Stakes Review – Operational/Organizational Performance Scoring	
Meets Standards	3 points
Does Not Meet Standards	2 points
Falls Far Below Standards	1 point

Education Program Measure –1(a) Is the School implementing the material terms of the education program as defined in the current community School contract?		
<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the contract, or the School has gained approval for a modification to the material terms.</i>	<i>The School has failed to implement the program in the manner described above; that failure(s) was material, but the Board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the Board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Education Program Measure –1(b) Is the School complying with applicable educational requirements?		
<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to education requirements, including but not limited to:</i> <ul style="list-style-type: none"> <i>Instructional days or minutes requirements</i> 	<i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward</i>

<ul style="list-style-type: none"> • <i>Graduation and promotion requirements</i> • <i>Content standards</i> • <i>State assessments</i> • <i>Implementation of mandated programming as a result of state or federal funding</i> 	<i>compliance to the satisfaction of the sponsor.</i>	<i>compliance to the satisfaction of the sponsor.</i>
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	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Education Program Measure –1(c) Is the School protecting the rights of students with disabilities?

<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<p><i>Consistent with the School's status and responsibilities as either a Local Education Agency (LEA) or School in a district LEA, the School materially complies with applicable laws, rules , regulations, and provisions of the contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected or having a disability, including but not limited to:</i></p> <ul style="list-style-type: none"> • <i>Equitable access and opportunity to enroll</i> • <i>Identification and referral</i> • <i>Appropriate development and implementation of</i> 	<p><i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>	<p><i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>

<i>Individualized Education Plans and Section 504 plans</i> <ul style="list-style-type: none"> • <i>Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the School's academic program, assessments, and extracurricular activities</i> • <i>Discipline, including due process protections, manifestation determinations, and behavioral intervention plans</i> • <i>Access to the School's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans</i> • <i>Appropriate use of all available, applicable funding</i> 		
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	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Education Program Measure –1(d) Is the School protecting the rights of English Learner (EL) students?		
<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S.</i>	<i>The School \ failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that</i>

<p><i>Department of Education authorities) relating to requirements regarding English Learners (ELs), including but not limited to:</i></p> <ul style="list-style-type: none"> <i>• Equitable access and opportunity to enroll</i> <i>• Required policies related to the service of EL students</i> <i>• Compliance with native-language communication requirements</i> <i>• Proper steps for identification of students in need of EL services</i> <i>• Appropriate and equitable delivery of services to identified students</i> <i>• Appropriate accommodations on assessments</i> <i>• Exiting of students from EL services</i> <i>• Ongoing monitoring of exited students</i> 	<p><i>or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>	<p><i>have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>
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	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Financial Management and Oversight Measure –2(a) Is the School meeting financial reporting and compliance requirements?		
Meets Standards	Does Not Meet Standards	Falls Far Below Standards
<p><i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to financial reporting requirements, including but not limited to:</i></p> <ul style="list-style-type: none"> <i>• Complete and on-</i> 	<p><i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction</i></p>	<p><i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and</i></p>

<p><i>time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an Education Service provider (ESP)</i></p> <ul style="list-style-type: none"> <i>On-time submission and completion of the annual independent audit and corrective action plans, if applicable</i> <p><i>All reporting requirements related to the use of public funds</i></p>	<p><i>of the sponsor.</i></p>	<p><i>sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>
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	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Financial Management and Oversight Measure –2(b) Is the School following Generally Accepted Accounting Principles (GAAP)?		
<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<p><i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:</i></p> <ul style="list-style-type: none"> <i>An unqualified</i> 	<p><i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor</i></p>	<p><i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>

<i>audit opinion</i> <ul style="list-style-type: none"> • <i>An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses</i> <p><i>An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report</i></p>		
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	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Governance and Reporting Measure –3(a) Is the School complying with governance requirements?		
Meets Standards	Does Not Meet Standards	Falls Far Below Standards
<p><i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to governance by its board, including but not limited to:</i></p> <ul style="list-style-type: none"> • <i>Board policies, including those related to oversight of an Education Service Provider (ESP), if applicable</i> • <i>.Board Code of Regulations</i> • <i>State open meetings law - Code of Ethics/ Conflicts of Interest policy</i> • <i>Board composition and/or membership</i> 	<p><i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>	<p><i>The School has failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>

<p><i>rules (e.g., requisite number of qualified teachers, ban on employees or contractors serving on the board, etc.)</i></p> <ul style="list-style-type: none"> • <i>Completion for attendance at meetings</i> 		
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		
Governance and Reporting Measure –3(b) Is the School holding management accountable?		
<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<p><i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to oversight of School management, including but not limited to:</i></p> <ul style="list-style-type: none"> • <i>(For Education Service Providers [ESPs]) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP</i> • <i>(For others) oversight of management that includes holding it accountable for performance expectations that may or may not be agreed to under a written performance agreement.</i> 	<p><i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>	<p><i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>
	Actual Rating	Points

2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Governance and Reporting Measure –3(c) Is the School complying with reporting requirements?

<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<p><i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to relevant reporting requirements to the School's authorizer. State Education Agency (SEA), district education department, and/or federal authorities, including but not limited to:</i></p> <ul style="list-style-type: none"> <i>Accountability tracking</i> <i>Attendance and enrollment reporting</i> <i>Compliance and oversight</i> <i>Additional information requested by the authorizer</i> 	<p><i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>	<p><i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>

	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Student and Employee Measure –4(a) Is the School protecting the rights of all students?

<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<p><i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to the rights of students, including but not limited to:</i></p> <ul style="list-style-type: none"> <i>Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment,</i> 	<p><i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i></p>	<p><i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward</i></p>

<i>and enrollment (including rights to enroll or maintain enrollment)</i> <ul style="list-style-type: none"> <i>• The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)</i> <i>• Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public Schools from engaging in religious instruction</i> <i>• Conduct of discipline (discipline hearings and suspension and expulsion policies and practices)</i> 		<i>compliance to the satisfaction of the sponsor.</i>
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Student and Employee Measure –4(b) Is the School meeting attendance goals?		
<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to attendance goals.</i>	<i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>
	Actual Rating	Points

2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Student and Employee Measure –4(c) Is the School meeting teacher and other staff credentialing requirements?

<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to state certification requirements</i>	<i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>

	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Student and Employee Measure –4(d) Is the School respecting employee rights?

<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. The School does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.</i>	<i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>

	Actual Rating	Points
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2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		
Student and Employee Measure –4(e) Is the School completing required background checks?		
<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to background checks of all applicable individuals (including staff and members of the community, where applicable).</i>	<i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		
School Environment Measure –5(a) Is the School complying with facilities and transportation requirements?		
<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to the School facilities, grounds, and transportation, including but not limited to:</i> <ul style="list-style-type: none"> <i>Americans with Disabilities Act (ADA)</i> <i>Fire inspections and related records</i> <i>Viable certificate of occupancy or other required building use authorization</i> <i>Documentation of requisite</i> 	<i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>

<i>insurance coverage</i>		
• <i>Student transportation</i>		
	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

School Environment Measure –5(b) Is the School complying with health and safety requirements?

<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to safety and the provision of health- related services, including but not limited to:</i> <ul style="list-style-type: none"> • <i>Appropriate nursing services and dispensing of pharmaceuticals</i> • <i>Food service requirements</i> • <i>Other district services, if applicable</i> 	<i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>

	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

School Environment Measure –5(c) Is the School handling information appropriately?

<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School materially complies with applicable laws, rules, regulations, and provisions of the contract relating to the handling of information, including but not limited to:</i> <ul style="list-style-type: none"> • <i>Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy</i> 	<i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has</i>

<i>Act and other applicable authorities</i> <ul style="list-style-type: none"> • <i>Accessing documents maintained by the School under the Public Record law and other applicable authorities</i> • <i>Transferring of student records</i> • <i>Proper and secure maintenance of testing materials</i> 	<i>toward compliance to the satisfaction of the sponsor.</i>	<i>not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>
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	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

Additional Obligations Measure –6(a) Is the School complying with all other obligations?		
<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Falls Far Below Standards</i>
<i>The School materially complies with:</i> <ul style="list-style-type: none"> • <i>Revisions to state community School law</i> • <i>Consent decrees</i> • <i>Intervention requirements by the authorizer</i> • <i>Requirements by other entities to which the community School is accountable (e.g., State Education Agency- SEA)</i> 	<i>The School failed to implement the program in the manner described above; that failure(s) was material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>	<i>The School failed to implement the program in the manner described above; the failure(s) was material and significant to the viability of the School, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the sponsor.</i>

	Actual Rating	Points
2018-2019		
2019-2020		
2020-2021		
2021-2022		
2022-2023		
2023-2024		
2024-2025		

EXHIBIT 4

SUSPENSION AND CLOSING PROCEDURES

THE OHIO DEPARTMENT OF EDUCATION CLOSING ASSURANCES AND
REQUIREMENTS ARE INCORPORATED HEREIN BY REFERENCE



Community Schools: School Suspension and/or School Closing Procedures

Effective date: July 1, 2010

Revised: April 2023

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

Statutory Requirement for Closure

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

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

Suspension Statute

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

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



Overview

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

Note:

- The suspension and closing procedures detailed in this document or the accompanying are not applicable to school mergers.
- Procedures for school closures that are the result of settlement agreements may differ based on the provisions of the settlement. Schools and sponsors should consult their legal counsel. Sponsors must submit a Suspension and Closing Assurance Form for each suspended or closed community school. By completing this assurance, sponsors attest that all necessary notifications and actions are completed.

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

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

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

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



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

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

Additional Resources

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

Submission Instructions

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

Submit the (1) Suspension and Closing Assurance Reports quarterly using the submission type: Quarterly Suspension and Closing Assurance Reports; and the (2) completed Suspension and Closing Assurance Form with its Certification tab using the submission type: Suspension and Closing Assurance Form. Upload the files to Epicenter following the process below:

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

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

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



Records

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

Student Records

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

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

Staff Records

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

Administrative/Financial Records

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

Record Retention

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



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

Should you have any questions, please contact your lead consultant or the Office of Community Schools at Community.Schools@education.ohio.gov.

Please note:

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



Instructions for Completing All Required Suspension/Closing Tasks

Section A: Initial Notifications

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



Section B: Timeline of suspension or closure process

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

Section C: Parent Notification

- 1. Notification to parents of community school suspension or closure**
 - a. Notify parents that the school is suspending or closing through a formal letter from the school's Governing Authority within 24 hours of action in the case of mid-year suspension or closure; no later than March 1 in the case of nonrenewal under ORC 3314.07(B); and in any other case, notify parents no later than April 15. The letter must include but not be limited to the reason for the suspension or closing of the school, sponsor contact information, options for enrolling in another community school, traditional school or nonpublic schools and contact information.
- 2. Provide each parent with the location to where the child's records are delivered.**
 - a. The notification must include, but not be limited to; address and phone number, department and contact information of the resident districts to where the records are being delivered to.
- 3. Provide each parent with the contact information of the school's sponsor.**
 - a. The notification must include the contact information of the school's sponsor.
- 4. Information meeting regarding educational options for students**
 - a. Notify parents of an informational meeting, where the school will present education options to students for enrolling in another community school, traditional school, or nonpublic school.
 - b. Convene parents and/or guardians to discuss the school enrollment process for the regional district. If possible, representatives from the school, sponsor, resident districts, and/or community schools should be present to answer questions primarily of the school choice/enrollment for the next year.

Section D: Staff Notification

- 1. Notify the teachers and staff that the school is suspended or closing.**
 - a. In the case of a mid-year suspension or closure, notify teachers and staff that the school is suspending or closing through a formal letter from the school Governing Authority within 24 hours of the action. The letter must include but not be limited to, the reason for the suspension or closing of the school, and if applicable, the status of appeals or legal action. Additionally, in the case of a mid-year suspension or closure, provide a second notification to the teachers and staff no later than 7 days after the initial notice. The letter must include, 1) plans to assist students in finding new schools; 2) date of last salary check, 3) instructions on filing for unemployment benefits, 4) date of termination of employees' benefits, 5) last day of work, 6)



description of any assistance the school will provide to faculty and staff to find new positions, and 7) information on where the suspension or closure plan, procedures and timeline can be found.

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

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

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

3. Clarify COBRA benefits and when medical benefits end.

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

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

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

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

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

6. Provide sponsor contact information to all staff.

- a. See item (D)(1) above and include in the letter to teachers and staff must the sponsor contact information.

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

- a. In the case of mid-year suspension or closure provide each Resident Educator with documentation that their Resident Educator program information is current within 5 days of action.
 - i. In the case of non-renewal under 3314.07(B), provide documentation no later than April 1.
 - ii. In all other cases, ensure the resident education program documentation is current no later April 15.



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

- 1. Take control of and secure all school records, property, and assets immediately when the school is suspended or closed.**
 - a. In the case of mid-year suspension or closure, secure all records (student, administrative/financial, staff), property, and assets within 24 hours of notice of suspension or closure.
 - b. If the building's landlord seizes the facility and its contents, or when a governing authority reneges on its obligations or other unforeseen circumstances, legal action may be necessary. The sponsor must share any such circumstance with the sponsor's OCS assigned consultant as quickly as possible.
 - c. In the case of suspension or closure at the end of the school year, begin securing all records and assets immediately under the oversight of the sponsor.
 - i. The sponsor should review the status of all records and assets no later than May 1 prior to suspension or closure.
 - ii. *As a best practice, sponsors are advised to periodically review records of graduates, including lists and transcripts to ensure the school can deliver records as required by statute.*

Section F: Student Records

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

- 1. Ensure student records are in order and transcript materials can be provided immediately.**
 - a. Organize records by grade level and district of residence.
 - b. Student names and SSID must be displayed clearly.
 - c. Prepare to deliver all students records to students' districts of residence within seven days of suspension or closure.
 - i. *As a best practice, sponsors are advised to periodically review records of graduates, including lists and transcripts to ensure the school can deliver records as required by statute.*
- 2. Scan or make a copy of all CURRENTLY enrolled student's records and provide a listing by residential district.**
 - a. Maintain a list in alphabetical order of the currently enrolled students by residential district.
 - b. Scan or make a copy of each currently enrolled student's records.
 - c. Scan or make a copy of each student's record, by residential district, in alphabetical order.
 - d. The community school shall maintain copies of records necessary to conduct the FTE review and final Auditor of State audit.
- 3. Organize all withdrawn student files by district.**
 - a. Maintain a list of all withdrawn students, in alphabetical order, by residential district.
 - b. Provide each withdrawn student's records, by residential district, in alphabetical order, to the residential district within seven days of suspension or closure.



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



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

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

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



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

1. Compile List of Creditors and Debtors.

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

2. Notification to all Creditors

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

3. Notification to all Debtors

- a. Contact all debtors and request payment.
 - i. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency.
 - ii. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.

4. Notification to vendors and termination of contracts

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



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

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

6. Terminate Operator (EMO/CMO) Agreement

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

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

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

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

9. Preparation of year-end financial statements

- a. The community school governing authority's treasurer or fiscal officer, or the sponsor in the absence of the governing authority, must review and prepare the itemized financials (subject to revision based on Auditor of State's final audit) to include year-end financial statements, notes to the financial statements and federal awards, if applicable. These financials should include the following items:
 - i. Cash analysis (taking the previous month's recap and reconciliation of bank accounts to books) for determination of the cash balance as of the closing date.
 - ii. List of investments in paper (hard copy) format.
 - iii. List of all payables and indicate when a check to pay the liability clears the bank.
 - iv. List of all unused checks (collect and void all unused checks).
 - v. List of any petty cash.
 - vi. List of bank accounts, closing the accounts once all transactions are final.
 - vii. List of all payroll reports including taxes, retirement, or adjustments on employee contract.
 - viii. Lists of all accounts receivable.
 - ix. List of assets and their disposition



10. Establish approved order of Vendors to be Paid.

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

Section H: Disposition of Assets

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

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

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

- a. Unless otherwise described below for the Public Charter Schools Program and the National School Lunch Program, all items purchased with federal funds may be sold at auction. However, for any item with a value of \$5,000 or higher, the item must be labeled on the disposition of assets record as having been purchased with federal dollars, along with the purchaser information (name of school or organization and contact).

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

- a. The following tasks are the responsibility of the community school governing authority's treasurer or fiscal officer or the sponsor in the absence of the governing authority.
 - i. Public Charter School Program assets must first be offered to other community schools with requisite board resolutions consistent with the purpose of the Public Charter School Program. If there are no takers, then an auction sale must be held to dispose of the assets along with the state-funded assets.
 - ii. After the above steps have been taken, any remaining assets may be offered to any public- school district with documented board resolutions by the community school and the accepting district.
 - iii. Provide the Office of Community Schools with a written report of the property and, if



available, a bill of sale. Completion within 30 days of closure.

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

- a. The community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, is responsible for contacting the Office of Child Nutrition.
 - i. Cafeteria equipment purchased with funds from the National School Lunch Program can only be liquidated through written guidance issued by the Office for Child Nutrition. Contact the Office for Child Nutrition prior to proceeding with any liquidation of equipment. Liquidation should be completed within 30 days of closure.

5. Establish Fair Market Value

- a. The community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, must establish the fair market (initial and amortized) value following generally accepted business rules in a transparent manner. The Uniform Commercial Code offers guidelines for liquidating assets in a commercially reasonable manner for all state-purchased assets and federally purchased assets that have a value of less than \$5,000 (ORC 1309.627).
 - i. *Note: Essentially, the price should be at the current price in any recognized market at the time of disposition or otherwise consistent with reasonable practices among dealers in the type of property subject to disposition. The school's governing authority's capital assets policy also should be followed. If an asset has no market value and the school is planning to dispose of the asset at a public auction, the school should still place a minimal value on the item.*
 - ii. As a best practice, sponsors are advised to periodically review the schedule of assets and accompanying value to ensure that records are up to date.
- b. In the case of a mid-year suspension or closure, the treasurer should complete the necessary review within seven days (7) of notice. In the case of closure at the conclusion of the school year, review should occur no later than May 1 prior to closure.

6. Designation of Individual with legal authority for payment processing

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

7. Board approved Disposition plan for assets

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

8. Notification of Public Auction

- 9. The community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, must notify the Office of Community Schools and then the public media (print, media, radio) of the date, time, and location of the asset and/or property disposition auction. Notification shall take place within 30 days' notice of suspension or closure. Board resolution for assets transferred to another public school at no cost.



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

10. Identify any Ohio Facilities Construction Commission guarantees.

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

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

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

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

- a. Consistent with ORC Section 3314.051, the community school governing authority's treasurer or fiscal officer, or sponsor in the absence of the governing authority, shall offer real property acquired from a public-school district to that school district's board first at fair market value. If the district board does not accept the offer within 60 days, dispose of the property in another lawful manner.

13. Prepare documentation on the sale of assets.

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

Section I: Final Payments and Adjustments

1. Final Payments to All Vendors

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

2. Completion of Final Audit

- a. Submission of the final audit report as presented by the Ohio Auditor of State's Office. (Note: The final audit identifies the amount of funds on hand and any outstanding liabilities at the time the audit was completed.)

3. Send Remaining Funds to ODE

- a. Send all the remaining funds to the Ohio Department of Education, Office of Budget and School Funding for final disposition. (Note: Sponsors will work with the school treasurer to account for any funds that remain after all outstanding bills are paid. All of a school's unexpended funds must be accounted for and returned to the Department.)

4. Close all Bank Accounts.

- a. The treasurer shall direct all bank accounts to be closed.
 - i. Remaining checks shall be destroyed.



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

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