

MASTER CONTRACT

**The Community School Contract entered into by the
Governing Authority of Columbus Collegiate Academy
and the Thomas B. Fordham Foundation**

Dated as of July 1, 2016

COMMUNITY SCHOOL CONTRACT

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COMMUNITY SCHOOL CONTRACT

**COMMUNITY SCHOOL CONTRACT
For
Columbus Collegiate Academy**

This Community School Contract (the "Contract") is entered into pursuant to the provisions of Chapter 3314 of the Ohio Revised Code, effective July 1, 2016, by and between the Thomas B. Fordham Foundation (hereinafter the "SPONSOR") and the Governing Authority (hereinafter the "GOVERNING AUTHORITY") of Columbus Collegiate Academy, located at 1469 E Main St, Columbus, Ohio 43205 (hereinafter the "Community School").

The names and business addresses of the individuals who currently make up the GOVERNING AUTHORITY of the Community School, which is responsible for carrying out the provisions of this Contract, are attached hereto as Exhibit 7.

Article I. Purpose

The purpose of this Contract is to ensure that the Community School provides a high-quality education to its students and contributes significantly to Ohio's effort to provide high-quality education options to needy children via a strong community school program.

This Contract authorizes the continued operation of the Community School pursuant to Chapter 3314 of the Ohio Revised Code (the "Code"). Such school shall be a public school, independent of the Columbus City School District and is part of the state education program. Pursuant to Code Section 3314.01, the Community School may sue and be sued, acquire facilities as needed, and contract for services necessary for the operation of the school. The GOVERNING AUTHORITY of the Community School may carry out any act and ensure the performance of any function that is in compliance with the Ohio Constitution, Chapter 3314 of the Code, other statutes applicable to community schools, and the terms of this Contract. The Community School is educating children in grade- or age-equivalent grade levels sixth through eighth.

In approving this Contract, the SPONSOR voluntarily exercises powers given to it to sponsor community schools. Nothing in this Contract shall be deemed to be any waiver of the SPONSOR's autonomy or powers.

The Community School may not use the name of the SPONSOR or any assumed name, trademark, division, or affiliation of the SPONSOR in any of the Community School's or the GOVERNING AUTHORITY's promotional advertising, contracts, or other materials without the SPONSOR's prior written consent, except that the Community School or the GOVERNING AUTHORITY may include the following statement in such materials, "Columbus Collegiate Academy is sponsored by the Thomas B. Fordham Foundation."

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Article II. Term

The term of this Contract shall be for a period of one year commencing July 1, 2016 and ending June 30, 2017 (the "Term"); provided, however, that the SPONSOR or GOVERNING AUTHORITY may terminate this Contract prior to its term, pursuant to Article X of this Contract. This Contract may be renewed by the parties hereto in accordance with the requirements of Section 3314.03(E) of the Code. This Contract is not valid and binding until executed by both parties.

No later than November 30 in the calendar year prior to expiration of this Contract, unless such date is waived by the SPONSOR at its sole discretion, the GOVERNING AUTHORITY shall provide to the SPONSOR the application to renew this Contract (the "Renewal Application"). The Renewal Application shall contain:

1. a report of the progress of the Community School in achieving the educational objectives set forth in the charter;
2. a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the Community School that will allow a comparison of such costs to other schools, both public and private;
3. copies of each of the Annual Reports of the Community School, including the Ohio Department of Education report cards for the Community School and the certified financial statements;
4. evidence of parent and student satisfaction; and
5. such other material and information as is required by the SPONSOR.

When considering Contract renewal, the SPONSOR will examine the Community School's performance during the term of this Contract. The SPONSOR will examine with particularity the Community School's fidelity to Exhibit 1 (Education Plan) and the school's performance against the requirements of Exhibit 4 (Academic and Organizational Accountability Plan).

The renewal or non-renewal of this Contract between the SPONSOR and GOVERNING AUTHORITY shall be subject to Code Section 3314.07. In the event of non-renewal of this Contract, and in accordance with Code Section 3314.07, the SPONSOR shall provide to the GOVERNING AUTHORITY a decision on the Renewal Application by January 15 in the year in which the Sponsor intends to take action not to renew the Contract. In the event that renewal is not approved, then the parties to this Contract shall fulfill their respective obligations hereunder to the end of the term pursuant to Articles II and XI of this Contract. Notwithstanding any obligations pursuant to Article X, once the GOVERNING AUTHORITY has received notice of a non-renewal decision, the GOVERNING AUTHORITY is free to contact other sponsors within the state if permitted to do so under Code Section 3314.07(B)(5). In the event that the Renewal Application is granted, the SPONSOR may enter into a proposed

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Contract with the GOVERNING AUTHORITY. Nothing herein shall obligate the SPONSOR to approve a Renewal Application.

If the GOVERNING AUTHORITY of the Community School does not intend to renew the Contract with the SPONSOR, the GOVERNING AUTHORITY of the Community School shall notify the SPONSOR in writing of that fact at least one hundred eighty (180) days prior to the expiration of the Contract pursuant to Article X of this Contract. The GOVERNING AUTHORITY of the Community School may enter into a Contract with a new SPONSOR in accordance with Code Section 3314.03 upon the expiration of this Contract.

Article III. Responsibilities of the GOVERNING AUTHORITY

The GOVERNING AUTHORITY agrees to comply with provisions established under Chapter 3314 of the Code applicable to community schools. Pursuant to and in accordance with Code Sections 3313.131 and 3314.02(E), all members of the GOVERNING AUTHORITY must be eligible to serve in such capacity.

In accordance with Code Section 3314.03, the Community School agrees that it will remain in good standing as a nonprofit, public benefit corporation pursuant to Chapter 1702 of the Code for the entire term of this Contract.

The Community School shall be located within the Columbus City School District.

In accordance with Code Section 3314.05(B)(5), the GOVERNING AUTHORITY agrees that any facility used for a community school shall meet all health and safety standards established by law for school buildings and agrees to remain compliant with all health and safety standards established by law for school buildings for the entire term of this Contract. The GOVERNING AUTHORITY agrees, in the event the Community School wishes to change locations and/or facilities, to acquire a new Letter of Approval pursuant to Article VII of this Contract.

The GOVERNING AUTHORITY agrees that it shall notify the SPONSOR immediately as to any of the following: any material change in the availability or condition of the physical plant, such as through flood, fire, or other unanticipated circumstance; any allegation that the GOVERNING AUTHORITY or the lessor has breached any lease, deed, or other land use agreement concerning the physical plant; any proposal to move the Community School from its current location specified in this Contract to another location or from its current facility to another.

The GOVERNING AUTHORITY represents that its Commercial General Liability policy expressly covers Corporal Punishment Liability and Athletic Participation Medical Liability. In addition to any existing insurance policies, the GOVERNING AUTHORITY agrees to negotiate in good faith with the SPONSOR to determine the types and amounts of other insurance policies that it shall acquire and maintain in place. At a minimum, however, the GOVERNING AUTHORITY agrees to maintain insurance policies for the following types and amounts of coverage: commercial general liability insurance with limits of one million dollars

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(\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate; automobile liability insurance of one million dollars (\$1,000,000); employee dishonesty insurance with limits of five hundred thousand dollars (\$500,000); and educators legal liability insurance (which shall include coverage of Trustees and officers of the Community School) with limits of one million dollars (\$1,000,000) per claim and two million dollars (\$2,000,000) aggregate. The GOVERNING AUTHORITY agrees to take all appropriate action to ensure that the SPONSOR is listed as an additional named insured on each of these insurance policies.

No later than fifteen (15) days following the date of this Contract, the GOVERNING AUTHORITY shall provide the SPONSOR with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts agreed to. All such insurance policies shall contain a provision requiring notice to the SPONSOR at least thirty (30) days in advance of any material change, non-renewal, or termination, to the attention of President, The Thomas B. Fordham Foundation, 1016 16th Street, NW, 8th Floor, Washington, D.C. 20036 or such other address designated by the SPONSOR, with copies to Thomas B. Fordham Foundation, 15 West Fourth Street, Suite 430, Dayton, OH 45402, Attn: Vice President for Sponsorship and to Thomas A. Holton/Charles Y. Kidwell, Porter, Wright, Morris & Arthur LLP, Suite 1600, One South Main Street, Dayton, Ohio 45402-2028.

To the fullest extent permitted by law, the GOVERNING AUTHORITY and Community School shall indemnify, defend and hold harmless the SPONSOR and any successor entity thereto and their respective members, officers, directors, Trustees, employees, agents, affiliates, and representatives, past and present (collectively “the Sponsor Indemnitees”), from and against any and all liabilities, losses, penalties, damages, and expenses, including costs and attorney fees arising out of all claims, liens, demands, suits, liabilities, and injuries (personal or bodily) of every kind, nature, and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy, or use of the property by the Community School, GOVERNING AUTHORITY and its faculty, students, patrons, employees, guests, or agents; or (ii) any act or omission to act, whether negligent, willful, wrongful, or otherwise by the GOVERNING AUTHORITY, Community School, its faculty, officers, students, patrons, employees, guests, or agents; or (iii) a violation of any law, statute, code, ordinance, or regulation by the GOVERNING AUTHORITY, Community School, its faculty, officers, students, patrons, employees, subcontractors, guests, or agents and/or any breach, default, violation, or non-performance by the GOVERNING AUTHORITY or Community School of any term, covenant, condition, duty, or obligation provided in this Contract.

These indemnification, defense, and hold-harmless obligations shall survive the termination of this agreement. Notwithstanding the expiration, termination, or nonrenewal of this Contract, the GOVERNING AUTHORITY and Community School agree that the insurance coverage requirements under this Article and the duty to indemnify described herein shall continue in force and effect with respect to any claim, action, expense (including attorney fees), damage, or liability arising out of, connected with, or resulting from the operation of the Community School by the GOVERNING AUTHORITY until such claim, action, expense (including attorney fees,) damage, or liability is barred by any applicable statute of limitation. Any indemnified parties shall have the right, at their own expense, to participate in the defense of any suit without relieving the indemnifying party of any of its obligations hereunder.

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The GOVERNING AUTHORITY shall request a Bureau of Criminal Identification and Investigation ("BCI&I") criminal records check for each newly elected and/or appointed GOVERNING AUTHORITY member. If any member fails to pass the criminal records check, their appointment to the GOVERNING AUTHORITY shall be void. The results of each criminal records check for the GOVERNING AUTHORITY members shall be provided to the SPONSOR upon request.

In accordance with Code Section 3319.39, the GOVERNING AUTHORITY shall request a BCI&I criminal records check with respect to teachers and any applicant who has applied to the Community School for employment in any position involving the care, custody, or control of a child. Any such applicants shall not be hired until the GOVERNING AUTHORITY receives a favorable criminal records check for that applicant from BCI&I.

Upon request of the SPONSOR, the GOVERNING AUTHORITY shall promptly provide proof of occupancy, fire inspection, health and safety inspection, lease or purchase verification, construction plans, liability insurance, BCI&I records checks of all staff, and valid teaching certification of staff. Proof of occupancy shall be satisfied by the GOVERNING AUTHORITY providing to the SPONSOR any permanent, interim, or temporary certificate of occupancy issued by the government agency having jurisdiction over the same. Proof of teacher certification shall be satisfied by the GOVERNING AUTHORITY providing to the SPONSOR any temporary or permanent teaching certificate/license issued by the Ohio Department of Education.

In accordance with Code Section 3314.03(A)(10), the GOVERNING AUTHORITY agrees to hire classroom teachers who are licensed in accordance with Sections 3319.22 to 3319.31 of the Code and may employ other persons as are necessary to carry out and fulfill its mission pursuant to Section 3314.01(B) of the Code. In accordance with applicable provisions of Ohio law, the GOVERNING AUTHORITY hereby represents that all individuals who teach in the Community School during the term of this Contract shall: (i) hold a license to teach in a public school in Ohio under Sections 3319.22 to 3319.31 of the Code; or (ii) be in the process of obtaining a license to teach in a public school in Ohio under the conditional or alternative path to licensure set forth under Ohio law. The GOVERNING AUTHORITY represents that any individual teaching at the Community School under this option shall complete the conditional or alternative path to licensure not later than two (2) years after beginning to teach at the Community School. The Community School may engage non-certified persons to teach up to twelve (12) hours per week pursuant to Section 3319.301 of the Code. The requirement of certification or licensure may be fulfilled by obtaining either a teaching certificate/license or temporary teaching certificate/license issued by the Ohio Department of Education.

In accordance with applicable provisions of Ohio law, the GOVERNING AUTHORITY represents that any individual who provides a service other than teaching to students at the Community School, and for which a license is required under Ohio law, shall have the appropriate license to provide the service in Ohio.

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In accordance with Code Section 3314.03(A)(6), the GOVERNING AUTHORITY agrees to adopt an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student fails to participate in one hundred five (105) consecutive hours of the learning opportunities offered to the student. Such policy shall provide for withdrawing the student by the end of the thirtieth (30th) day after the student has failed to participate. In accordance with Code Section 3314.03(A)(11)(a), the Community School shall provide learning opportunities to a minimum of twenty-five (25) students for a minimum of nine hundred twenty (920) hours per school year. In accordance with Code Sections 3314.03(A)(27) and (28), the Community School's attendance and participation policies will be available for public inspection, and the Community School's attendance and participation records will be made available to the Ohio Department of Education, the state auditor, and the SPONSOR to the extent permitted under and in accordance with the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232g, as amended, and any regulations promulgated under that act, and Section 3319.321 of the Code.

In accordance with Code Section 3314.03(A)(11)(c), the Community School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.

In accordance with Code Section 3314.03(A)(11)(d), the GOVERNING AUTHORITY shall comply with Sections 9.90, 9.91, 109.65, 121.22, 149.43, 2151.357, 2151.421, 2313.19, 3301.0710, 3301.0711, 3301.0712, 3301.0715, 3301.948, 3313.472, 3313.50, 3313.536, 3313.539, 3313.608, 3313.609, 3313.6012, 3313.6013, 3313.6014, 3313.6015, 3313.6020, 3313.643, 3313.6411, 3313.648, 3313.66, 3313.661, 3313.662, 3313.666, 3313.667, 3313.67, 3313.671, 3313.672, 3313.673, 3313.69, 3313.71, 3313.7112, 3313.716, 3313.718, 3313.719, 3313.80, 3313.814, 3313.816, 3313.817, 3313.86, 3313.89, 3313.96, 3319.073, 3319.321, 3319.39, 3319.391, 3319.41, 3319.46, 3321.01, 3321.041, 3321.13, 3321.14, 3321.17, 3321.18, 3321.19, 3321.191, 3327.10, 4111.17, 4113.52, and 5705.391 and Chapters 117, 1347, 2744, 3365, 3742, 4112, 4123, 4141, and 4167 of the Code as if it were a school district and comply with Section 3301.0714 of the Code in the manner specified in Section 3314.17 of the Code.

In accordance with Code Section 3314.03(A)(11)(e), the GOVERNING AUTHORITY shall comply with Chapter 102 and Section 2921.42 of the Code.

In accordance with Code Section 3314.03(A)(11)(h), the GOVERNING AUTHORITY shall comply with Section 3313.801 as if it were a school district.

In accordance with Code Section 3365.03, the GOVERNING AUTHORITY shall ensure that academically qualified students be permitted to participate in the College Credit Plus program.

In accordance with Code Section 3314.03(A)(25), the Community School will open for operation not later than September 30. The Community School and the GOVERNING AUTHORITY will comply with Code Section 3314.50 prior to the Community School's start of operations as a community school, as applicable.

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In accordance with Code Section 3314.03(A)(31), the GOVERNING AUTHORITY shall only contract with attorneys, accountants, or entities specializing in audits who are independent from the GOVERNING AUTHORITY and any other operator of the Community School with which the Community School has contracted.

In accordance with Code Section 3314.035, the GOVERNING AUTHORITY represents that the Community School shall (i) post on the school's website the name of each member of the GOVERNING AUTHORITY and (ii) provide, upon request, the name and address of each member of the GOVERNING AUTHORITY to the SPONSOR and the Ohio Department of Education.

In accordance with Code Section 3314.036, the GOVERNING AUTHORITY shall employ an attorney, who shall be independent from the SPONSOR or the operator with which the school has contracted, for any services related to the negotiation of this Contract or the Community School's contract with the operator.

In accordance with Code Section 3314.037, the GOVERNING AUTHORITY represents that the members of the GOVERNING AUTHORITY, the designated fiscal officer of the Community School, the chief administrative officer and other administrative employees of the Community School, and all individuals performing supervisory or administrative services for the Community School under a contract with the operator of the Community School shall complete training on an annual basis on the public records and open meeting laws, so that they may comply with those laws as prescribed by division (A)(11)(d) of Code Section 3314.03.

In accordance with Code Section 3314.038, the GOVERNING AUTHORITY represents that the Community School shall annually submit to the Ohio Department of Education and auditor of the State of Ohio a report of each instance in which a student who is enrolled in the Community School resides in a children's residential center as defined under Code Section 5103.05.

The GOVERNING AUTHORITY represents that the school director, principal, or superintendent of the Community School, if a member of the GOVERNING AUTHORITY, is a non-voting member of the GOVERNING AUTHORITY.

The GOVERNING AUTHORITY represents that the GOVERNING AUTHORITY will disclose any actual or potential conflict between any member of the GOVERNING AUTHORITY in his/her individual capacity and the Community School. To permit analysis of the existence of any actual or potential conflicts by the SPONSOR, the GOVERNING AUTHORITY shall submit to the SPONSOR, on a quarterly basis, the completed Related Parties Disclosure Form attached hereto as Exhibit 8.

The GOVERNING AUTHORITY further represents that the GOVERNING AUTHORITY will disclose any actual or potential conflicts, including but not limited to disclosure of any legal obligations such as employment or professional services contracts between any individual employed by or retained as a consultant by the GOVERNING AUTHORITY and the Community School.

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The Community School and GOVERNING AUTHORITY will comply with Sections 3302.04 and 3302.041 of the Code to the extent possible, except any action required to be taken by a school district pursuant thereto shall be taken by the SPONSOR, provided, however, that the SPONSOR is not required to take action under Section 3302.04(F) of the Code.

The Community School represents that its name does not violate or infringe upon the intellectual property rights of any third party and that it has taken appropriate measures to secure the intellectual property rights with respect to its name.

As consideration for the sponsorship of the Community School by the SPONSOR, the GOVERNING AUTHORITY or, as directed, the Community School will pay a sponsorship fee (the "Sponsorship Fee") to the SPONSOR, on or before the 10th day of the month for the term of this Contract, of the total amount of payments for operating expenses that the school receives from the state. The Sponsorship Fee will be based on the number of Full Time Enrollment (FTE) from the Community School Settlement statement and will be the sum of 2 % from a school's total state support for the first 300 FTEs, and 1.5% for all additional FTEs.

Where the majority of the governing authority membership are the same at one or more community schools sponsored by the Fordham Foundation, the SPONSOR, with written agreement from the GOVERNING AUTHORITY of each community school, may opt to combine the FTEs for each individual community school into a Total Fee. Total Fee will be comprised of all FTEs for each community school, as applied pro-rata to each school.

The sponsorship fee will increase to 2.0% for all FTEs, and for the remainder of the school year should any of the following events occur:

1. Two consecutive audits demonstrate non-compliance, deficiencies, material weaknesses, or any other material findings;
2. Referral of any matters to the Ohio Ethics Commission;
3. Site visit records compliance or Epicenter compliance (accurate/complete and on-time) falls below 79% for the year in any one category of records reviewed; or
4. The Community School is delinquent on any payments due to the Ohio Department of Education, the State Teachers Retirement System, the School Employees Retirement System or any other state agency.

Sponsorship Fees that remain unpaid for more than 30 days after they become due will accrue interest as follows: 30–60 days: 4% on any outstanding principal balance; 61–90 days: 6% on any outstanding principal balance; 90+ days: 8% on any outstanding principal balance. The total state foundation payment is defined under the applicable regulations promulgated by the office of Community Schools of the Ohio Department of Education in accordance with applicable provisions of Ohio law. For purposes of this Contract and calculation of the sponsorship fee payable by the GOVERNING AUTHORITY to the SPONSOR pursuant to this article of the Contract, the components of total state foundation payment are the state formula amount, disadvantaged pupil impact aid (DPIA), parity aid, and special education.

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The Community School and the GOVERNING AUTHORITY agree to cooperate with and assist the SPONSOR or its designee in providing the access, information, and data the SPONSOR requires at the SPONSOR's sole discretion. This expressly includes the SPONSOR's right to access all computer systems and websites hosted by the Ohio Department of Education to the extent that such access is necessary to fulfill the SPONSOR's monitoring obligations as set forth in Code Section 3314.03(D), as well as providing all necessary information and documentation to enable the SPONSOR to submit the assurances pursuant to Code Section 3314.19 in a timely manner. The Community School and the GOVERNING AUTHORITY understand and agree that the SPONSOR may contract with a third party, who will be a third party beneficiary of this Contract, to perform the SPONSOR's oversight functions pursuant to this Contract.

The Community School may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Community School is for the benefit of the SPONSOR.

A. Educational Plan:

The GOVERNING AUTHORITY agrees to comply with the policies and provisions described in the educational plan ("Educational Plan") of the Community School, including but not limited to the school's mission; the ages and grades of students; the characteristics of the students the Community School expects to attract; and the focus of the curriculum and academic calendar and instructional schedule for a typical school day.

In accordance with Code Section 3314.03(A)(23), the GOVERNING AUTHORITY agrees to set forth in Exhibit 1 a description of both classroom-based and non-classroom-based learning opportunities in compliance with the criteria set forth in Section 3314.08(H)(2) of the Code. The GOVERNING AUTHORITY represents that the Educational Plan attached hereto as Exhibit 1, and incorporated by reference as if fully written herein, will lead to attainment of the state and federal law requirements for school performance and the achievement and academic requirements specified in Exhibit 4.

In accordance with Code Section 3314.03(A)(11)(f), the GOVERNING AUTHORITY shall comply with Sections 3313.61, 3313.611, and 3313.614 of the Code, except that, for students who entered the ninth grade before July 1, 2010, if any, the requirement in Sections 3313.61 and 3313.611 of the Code, that a person must successfully complete the curriculum in any high school prior to receiving a high school diploma, may be met by completing the curriculum adopted by the GOVERNING AUTHORITY of the Community School rather than the curriculum specified in Title XXXIII of the Ohio Revised Code, or any rules of the State Board of Education; and further provided that, for students who enter the ninth grade for the first time on or after July 1, 2010, if any, Sections 3313.61 and 3313.611 of the Code shall be met, which require a student to successfully complete the requirements prescribed in Section 3313.603(C) of the Code prior to receiving a high school diploma, unless said student qualifies under division (D) or (F) of that section. The GOVERNING AUTHORITY, if applicable, shall implement the plan for awarding high school credit based on a student's ability to demonstrate

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subject area competency, as such competency standards are adopted and published pursuant to Section 3313.603(J) of the Code.

The GOVERNING AUTHORITY shall sign and complete Exhibit 10, which indicates whether the Community School is using, or plans to use, a “blended learning model” as defined in Code Section 3301.079. The GOVERNING AUTHORITY agrees that the Community School shall not operate using a blended learning model without the prior written consent of the SPONSOR. If, at any time, the Community School operates using a blended learning model, the GOVERNING AUTHORITY shall provide the following information in Exhibit 10:

1. An indication of what blended learning model or models will be used;
2. A description of how student instructional needs will be determined and documented;
3. The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
4. The Community School’s attendance requirements, including how the Community School will document participation in learning opportunities;
5. A statement describing how student progress will be monitored;
6. A statement describing how private student data will be protected; and
7. A description of the professional development activities that will be offered to teachers

The GOVERNING AUTHORITY shall annually update Exhibit 10, and the SPONSOR shall review such information on an annual basis pursuant to Code Section 3314.19(N).

B. Financial Plan:

In accordance with Code Section 3314.03(A)(15), the GOVERNING AUTHORITY agrees to comply with the financial plan ("Financial Plan") of the Community School, which details an estimated school budget for each year of the period of this Contract, specifies the total estimated per-pupil expenditure amount for each such year, and describes the financial policies, procedures and internal financial controls of the Community School. Said Financial Plan is attached hereto as Exhibit 2 and incorporated by reference as if fully written herein. In accordance with Section 3314.042, the GOVERNING AUTHORITY further agrees to comply with the standards for financial reporting adopted under Section 3301.07(B)(2) of the Code. The GOVERNING AUTHORITY shall (i) confirm to the SPONSOR that the projected student enrollment reported to the Department of Education is accurate and (ii) calculate and report student enrollment thereafter, all in accordance with Section 3314.08, and expend funds received as required therein. In accordance with Code Section 3314.03(B), the Community School shall submit to SPONSOR a comprehensive plan as required therein, which shall include copies of all policies and procedures regarding internal financial controls adopted by the GOVERNING AUTHORITY.

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In accordance with Code Section 3314.03(A)(8), the GOVERNING AUTHORITY shall require financial records of the Community School to be maintained in the same manner as are financial records of school districts, pursuant to rules of the Auditor of State, and the audits shall be conducted in accordance with Section 117.10 of the Code. The GOVERNING AUTHORITY agrees to comply with the requirements for financial audits by the Auditor of State.

In accordance with Code Section 3314.011, the GOVERNING AUTHORITY shall have a designated fiscal officer for the Community School who meets all of the requirements set forth in Section 3314.011. Except as provided in Section 3314.011(D) of the Code, the designated fiscal officer shall be employed by or engaged under a contract with the GOVERNING AUTHORITY. The GOVERNING AUTHORITY shall provide prompt assurances to the SPONSOR that the Community School's fiscal officer is in compliance with Code Section 3314.011.

In accordance with Code Section 3314.03(A)(30), any and all money loaned to the Community School by the operator of the Community School, including facilities loans or cash flow assistance, shall be accounted for, documented, and bear interest at a fair market rate.

The GOVERNING AUTHORITY shall provide the SPONSOR with financial reports, enrollment records, and a reconciliation report for budgeted and actual costs and revenues every month, as required under Code Section 3314.023. Financial reports will be submitted in the form and format requested by the SPONSOR and, at a minimum, shall include cashflow and income statements and balance sheet information and may further include statements of revenues, expenses, and changes in net assets. The GOVERNING AUTHORITY will allow the SPONSOR to monitor the Community School's operations at the request of the SPONSOR.

The Community School will undergo an annual audit performed by the state auditor's office or a certified public accountant and provide a copy of the audit and management letter to the SPONSOR within ten (10) days of receipt of the audit by the school. The GOVERNING AUTHORITY will provide copies of any audits and management letters, upon request, to any other state agency or office that requests a copy of the audit. The GOVERNING AUTHORITY will submit copies of all state issued audits and management letters to the SPONSOR within two (2) business days of receipt of the same by the GOVERNING AUTHORITY.

The GOVERNING AUTHORITY will annually conduct an inventory of all school assets, to include cost, acquired year, a brief description of the asset, and whether federal/title funds were used for the acquisition of such asset. The date the inventory was completed should also be recorded, and a copy of this inventory report must be submitted to the SPONSOR by September 30th.

The GOVERNING AUTHORITY will submit an annual IRS form 990 and provide a copy to the SPONSOR.

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The GOVERNING AUTHORITY will submit to the SPONSOR, by the dates set forth in Ohio Administrative Code Section 3301-92-04, the same Five-Year Budget Forecasts that are required to be submitted to the Board of Education pursuant to that Section.

C. Governance Plan:

The GOVERNING AUTHORITY agrees to comply with the policies and procedures for the management and administration of the Community School as set forth in the governance and administrative plan ("Governance Plan"), which is attached hereto as Exhibit 3 and incorporated by reference as if fully written herein.

The GOVERNING AUTHORITY agrees that it will be comprised of at least five (5) voting members, and that a quorum of the Board will consist of the requisite number of members specified by the GOVERNING AUTHORITY's Code of Regulations, Bylaws, or the Ohio Revised Code. Additionally, the GOVERNING AUTHORITY agrees to comply with the procedures by which the members of the GOVERNING AUTHORITY of the Community School will be selected in the future as set forth in the Governance Plan, which is attached hereto as Exhibit 3 and incorporated by reference as if fully written herein. Failure to maintain at least five (5) voting members on a regular basis may result in the SPONSOR taking action under Section D (Accountability) of Article III (Responsibilities of the Governing Authority), Article VIII (Probationary Status), Article IX (Suspension of Operation), or Article X (Expiration/Termination of Contract) of this Contract.

The GOVERNING AUTHORITY agrees that any voting member of the GOVERNING AUTHORITY will recuse him/herself and not participate in any decisions or deliberations involving any spouse, blood relative, or business associate who is an employee of the school, any employee of a management organization or a vendor that services the school, or any independent contractor servicing the school. Servicing the school is defined as any work that relates to the educational mission, operations, or governance of the school. The approved minutes of the Governing Authority will specifically evidence these recusals and reason therefore.

The GOVERNING AUTHORITY agrees to provide notices to students, parents, employees and the general public indicating that all of the Community School's educational programs are available to its students without regard to race, creed, color, national origin, sex, or disability. Further, the Community School shall provide a non-discrimination notice in all newsletters, annual reports, admissions materials, handbooks, application forms, and promotional materials other than radio advertisements.

In accordance with Code Section 3314.03(A)(12), the GOVERNING AUTHORITY agrees to make arrangements for providing health and other benefits to employees as set forth in the Governance Plan, which is attached hereto as Exhibit 3 and incorporated by reference as if fully written herein.

The GOVERNING AUTHORITY agrees to comply with the admission procedures as set forth in Section 3314.06 of the Code. In accordance with Section 3314.03(A)(19) of the Code, the GOVERNING AUTHORITY agrees to adopt an enrollment policy regarding the admission

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of students who reside outside the district and/or the state in which to Community School is located. The policy shall comply with the admissions procedures as specified in Sections 3314.06 and 3314.061 of the Code. Pursuant to Section 3314.08(F), the Community School may charge tuition for the enrollment of any student who is not a resident of Ohio.

In accordance with Code Section 3314.03(A)(7), the GOVERNING AUTHORITY agrees to comply with the portion of its Governance Plan, attached hereto as Exhibit 3 and incorporated by reference as if fully written herein, which sets forth the ways by which the Community School will achieve racial and ethnic balance reflective of the community it serves.

In accordance with Code Section 3314.03(A)(6), the GOVERNING AUTHORITY agrees to comply with the dismissal procedures as set forth in the Governance Plan, which is attached hereto as Exhibit 3 and incorporated by reference as if fully written herein.

In accordance with Code Section 3314.03(A)(16), the GOVERNING AUTHORITY agrees to comply with the requirements and procedures regarding the disposition of employees of the Community School in the event that this Contract is terminated or not renewed pursuant to Section 3314.07 of the Code, as set forth in the Governance Plan, which is attached hereto as Exhibit 3 and incorporated by reference as if fully written herein.

In accordance with Code Section 3314.10, the GOVERNING AUTHORITY agrees that the employment of teachers and non-teaching personnel by the Community School shall be as set forth in the Governance Plan, which is attached hereto as Exhibit 3 and incorporated by reference as if fully written herein, and said employment shall be subject to either Chapter 3307 or Chapter 3309 of the Code, whichever is applicable, and the Community School shall carry out all of the duties of an employer specified therein.

The GOVERNING AUTHORITY agrees to participate in the sponsorship information management system (Epicenter) developed by the SPONSOR, including but not limited to: (i) the participation of Community School staff in all required training and (ii) the timely response to all information requests related to the sponsorship information management system.

The GOVERNING AUTHORITY agrees to report to the SPONSOR by August 1 any updates to the composition of the Board. This report shall include the names, addresses (including electronic mail), and phone numbers of the GOVERNING AUTHORITY members, as well as the identified officers and meeting schedule of the GOVERNING AUTHORITY.

The GOVERNING AUTHORITY agrees to notify the SPONSOR in writing within seven (7) business days of an existing GOVERNING AUTHORITY member's resignation or a new GOVERNING AUTHORITY member's appointment.

D. Accountability Plan:

The GOVERNING AUTHORITY agrees to assess student achievement of academic goals using the methods of measurement identified in the Academic and Organizational Accountability Plan ("Academic and Organizational Accountability Plan"), which is attached

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hereto as Exhibit 4 and incorporated by reference as if fully written herein. Such methods shall include the administration of Ohio's proficiency tests, achievement tests, diagnostic assessments, all applicable report card measures set forth in Sections 3302.03 and 3314.017 of the Code, or any other statutory testing established for Ohio's students. The SPONSOR and GOVERNING AUTHORITY further agree to comply with any and all statutory amendments regarding student achievement and testing governing community school students as if such amendments were specifically set forth in this Contract.

The GOVERNING AUTHORITY agrees to comply with all requirements of the federal No Child Left Behind Act ("NCLB"), and any amendments or reauthorization thereof, including but not limited to highly qualified teacher, public school choice, and supplemental education services requirements, and corrective action and restructuring mandates. The GOVERNING AUTHORITY will provide the SPONSOR with a written description of all actions it has taken to comply with applicable NCLB requirements by October 31.

In accordance with Code Section 3314.03(A)(11)(g), the GOVERNING AUTHORITY shall submit to the SPONSOR and to the parents of all students enrolled in the Community School, an annual report within four months after the end of each school year.

The GOVERNING AUTHORITY acknowledges that timely reporting of data and timely response to requests from oversight bodies, including but not limited to the SPONSOR, Ohio Auditor of State, and Ohio Department of Education, are of paramount importance.

Article IV. Responsibilities of the SPONSOR

The SPONSOR shall perform its obligations under this Contract pursuant to Section 3314.015(B) of the Code and consistent with its obligations under its written agreement with the Ohio Department of Education as well as Section 3314.03(D) of the Code; specifically, the SPONSOR shall: (1) monitor the Community School's compliance with all applicable laws and with the terms of the Contract; (2) monitor and evaluate the academic and fiscal performance and the organization and operation of the Community School on at least an annual basis; (3) report, by November 30 of each year, the results of the evaluation conducted under division (D)(2) of Code Section 3314.03 to the Ohio Department of Education and to the parents of students enrolled in the Community School; (4) provide technical assistance to the Community School in complying with all applicable laws and terms of the Contract; (5) take steps to intervene in the Community School's operation, to the extent reasonable and within available resources, to correct problems in the Community School's overall performance, declare the Community School to be on probationary status pursuant to Section 3314.073 of the Code, suspend the operation of the school pursuant to Section 3314.072 of the Code, or terminate the Contract of the Community School pursuant to Section 3314.07 of the Code as determined necessary by the SPONSOR; and (6) have in place a plan of action to be undertaken in the event that the Community School experiences financial difficulties or closes prior to the end of a school year.

In accordance with Code Section 3314.023, the SPONSOR shall provide monitoring, oversight, and technical assistance to the Community School as defined in Code Section 3314.023.

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The SPONSOR agrees to comply with the standards by which the success of the Community School will be evaluated as set forth in Exhibit 4, which is attached hereto and incorporated by reference as if fully written herein. The duties of the SPONSOR shall be in accordance with the written agreement between the SPONSOR and the Ohio Department of Education.

The SPONSOR will not require the GOVERNING AUTHORITY and/or Community School to purchase, contract to purchase, or use any supplemental services (treasury services, financial management services, etc.) offered by the SPONSOR or any affiliate of the SPONSOR.

In accordance with Code Section 3314.02(E)(2)(c), the SPONSOR will annually verify that a finding for recovery has not been issued by the state auditor against any member of the GOVERNING AUTHORITY, any operator of the Community School, or any employee of the Community School.

In accordance with Code Section 3314.019, the SPONSOR will communicate with the state auditor regarding an audit of the school or the condition of financial and enrollment records of the school and shall maintain a presence at any and all meetings with the state auditor regardless of whether the SPONSOR has entered into an agreement with another entity to perform all or part of the SPONSOR's oversight duties.

Article V. Compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Improvement Act of 2004

The GOVERNING AUTHORITY shall comply with all the provisions set forth in the Americans with Disabilities Act and shall not exclude a qualified individual with a disability, by reason of such disability, from participation in any programs or activities of the Community School, or subject such qualified individual to discrimination by the Community School.

The GOVERNING AUTHORITY shall ensure that all facilities meet the requirements of the Americans with Disabilities Act and that all education programs are accessible to individuals with disabilities.

The GOVERNING AUTHORITY shall comply with all of the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and shall not exclude a qualified handicapped person, on the basis of such handicap, from participation in any programs or activities of the Community School, and shall provide free appropriate public education to such qualified handicapped person.

The GOVERNING AUTHORITY shall comply with all of the provisions set forth in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and failure to so comply may result in probation, suspension, or termination under this Contract.

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Notwithstanding the foregoing, nothing in this Article is, or shall be construed to be, a waiver of any exceptions, exclusions or other rights that the GOVERNING AUTHORITY may have or may avail itself of under the Americans with Disabilities Act, the Rehabilitation Act of 1973, or any other applicable state or federal law.

Article VI. School Facilities and Property; Site Visits

Pursuant to Code Section 3314.03(A)(9), the GOVERNING AUTHORITY and the SPONSOR shall complete Exhibit 9, which outlines the facilities to be used by the Community School and contains the following information:

1. A detailed description of each facility used for instructional purposes;
2. The annual costs associated with leasing each facility that are paid by or on behalf of the Community School;
3. The annual mortgage principal and interest payments that are paid by the Community School; and
4. The name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the Community School or GOVERNING AUTHORITY, if any.

The GOVERNING AUTHORITY agrees to permit the SPONSOR to conduct site visits as determined necessary by the SPONSOR.

In accordance with Code Section 3314.032(A)(3), the SPONSOR and the GOVERNING AUTHORITY shall complete a list that describes the owner(s) of the Community School's facilities and property, including but not limited to its equipment, furniture, fixtures, instructional materials and supplies, computers, printers, and other digital devices. Such list shall be included in Exhibit 9 and comply with the requirements of Code Section 3314.0210

Article VII. Letter of Approval to Operate

Should the GOVERNING AUTHORITY elect to move the Community School to a new location, the GOVERNING AUTHORITY shall neither commence school operations nor, in the new location, begin classes for students until it has received a letter of approval to operate ("Letter of Approval") issued by the SPONSOR, the requirements of which are attached hereto as Exhibit 5 and incorporated by reference as if fully written herein, and any other health and safety certificates or documentation required by the appropriate governmental agency. The SPONSOR shall issue to the GOVERNING AUTHORITY a Letter of Approval within seven (7) business days after receipt of the required documentation. If the GOVERNING AUTHORITY receives no response from the SPONSOR within fourteen (14) business days after receipt of all the required documentation, the GOVERNING AUTHORITY shall be authorized to begin classes.

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Once classes begin, the Community School may continue to hold classes for students until such time that its Certificate of Occupancy or Temporary Certificate of Occupancy and/or any other required health and safety certificate is revoked by a governmental agency due to violations of health and safety standards, or until such time as school operations are suspended pursuant to this Contract and Ohio law, or this Contract otherwise terminates or expires pursuant to the provisions herein.

The parties to this Contract understand and agree that the provisions of Article VII of this Contract do not restrict or alter the SPONSOR's authority to suspend the operation of the Community School in accordance with Article IX of this Contract and Ohio law.

Article VIII. Probationary Status

In lieu of termination of the Contract or suspension of the operation of a Community School, the SPONSOR may declare in written notice to the GOVERNING AUTHORITY that the Community School is in a probationary status for the following reasons:

1. The GOVERNING AUTHORITY's failure to ensure that the Community School delivers the Education Plan specified pursuant to Exhibit 1 of this Contract to all students enrolled in the Community School;
2. The GOVERNING AUTHORITY's failure to ensure that the Community School meets the performance requirements specified in Exhibit 4 of this Contract;
3. The GOVERNING AUTHORITY's failure to meet generally accepted standards of fiscal management;
4. The GOVERNING AUTHORITY has violated any provisions of this Contract or applicable state or federal law; or
5. Other good cause.

The notice shall specify the conditions that warrant probationary status. Upon receipt of this notice, the GOVERNING AUTHORITY shall submit in writing reasonable assurances to the satisfaction of the SPONSOR, within ten (10) business days of receipt of the SPONSOR's notice of the Community School being placed on probation, that the GOVERNING AUTHORITY can and will take actions necessary to remedy the conditions that have warranted such probationary status pursuant to this Article of the Contract. Upon review by the SPONSOR of the assurances, if the assurances provided by the GOVERNING AUTHORITY are not sufficient, the Contract may be terminated or operations of the school may be suspended pursuant to Article IX of this Contract.

If the SPONSOR approves the written proposed remedy submitted by the GOVERNING AUTHORITY, then the Community School shall remain on probationary status and the SPONSOR shall monitor the actions taken by the GOVERNING AUTHORITY to remedy the conditions that have warranted probationary status as specified by the SPONSOR. If

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the SPONSOR finds at any time that the GOVERNING AUTHORITY is no longer able or willing to remedy those conditions to the satisfaction of the SPONSOR, the SPONSOR may take further action under Section 3314.073, including taking over the operation of the Community School or suspending the operation of the Community School.

Except in cases determined by the Sponsor, in its discretion, to be of such an extreme nature so as to require immediate remedy (e.g., financial insolvency or severe education programmatic inadequacy of the Community School), a Community School placed on probation pursuant to Article VIII of this Contract may remain in operation on probation for the remainder of the school year in which the notice of probation was received by the GOVERNING AUTHORITY, unless or until the Community School closes and ceases to operate for ten (10) consecutive business days during the period of probation for reasons other than closures scheduled on the academic calendar or force majeure events.

If such status is declared, the probationary status shall not extend beyond the end of the current school year. The probationary status under this Article and the suspension of operation of the Community School under Article IX are separate and distinct actions available to the SPONSOR under this Contract. Nothing herein shall preclude the SPONSOR from taking action under Article IX for suspension of operation of the Community School during the pendency of any probationary status or period for such imposed on the Community School under Article VIII.

Notwithstanding the foregoing, before taking action under Articles VIII or IX, the SPONSOR shall endeavor through reasonable efforts to inform, in the form of a warning, the GOVERNING AUTHORITY and Community School of areas of noncompliance that may warrant probationary status. The SPONSOR shall not have an affirmative legal obligation to provide a warning in lieu of action under Articles VIII or IX but does hereby agree to provide such as an additional form of corrective action where, in the SPONSOR's sole discretion, circumstances so warrant.

Article IX. Suspension of Operation

If the SPONSOR suspends the operation of the Community School pursuant to the procedures set forth in this Article IX, the GOVERNING AUTHORITY shall not operate the Community School while the suspension is in effect.

Upon the GOVERNING AUTHORITY's receipt of the notice of suspension, the GOVERNING AUTHORITY shall immediately notify the employees of the Community School and the parents of the students enrolled in the Community School of the suspension and the reasons for the suspension, and shall cease all school operations on the next business day. Any such suspension shall remain in effect until the SPONSOR notifies the GOVERNING AUTHORITY that it is no longer in effect.

A. Health and Safety

1. If at any time the conditions at the Community School do not comply with health and safety standards established by law for school buildings, the SPONSOR may immediately

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suspend the operation of the Community School by sending a written notice of suspension to the GOVERNING AUTHORITY. If the SPONSOR fails to take such action, the Ohio Department of Education may take such action.

2. If at any time public health and safety officials inspect the facilities of the Community School, such officials have the authority to order the facilities closed for noncompliance.
3. If at any time the SPONSOR determines that conditions at the Community School do not comply with health and safety standards established by law for school buildings and pose an imminent danger to the health and safety of the school's students and employees, the SPONSOR shall immediately suspend the operation of the Community School by sending a written notice of suspension to the GOVERNING AUTHORITY.
4. If the SPONSOR determines to suspend the operation of the Community School pursuant to the terms of this Contract and the provisions of Ohio law, the SPONSOR shall send written notice to the GOVERNING AUTHORITY stating that the operation of the Community School is immediately suspended and explaining the specific reasons for the suspension. The notice shall state that the GOVERNING AUTHORITY has five (5) business days to submit to the SPONSOR a written proposed remedy to the conditions cited as reasons for the suspension or face potential contract termination.
5. If the SPONSOR approves and accepts the written proposed remedy submitted by the GOVERNING AUTHORITY, the Community School may reopen following notification by the SPONSOR that such suspension is no longer in effect.

B. Other

The SPONSOR may also suspend the operation of the Community School for the following reasons:

1. The GOVERNING AUTHORITY's failure to ensure that the Community School delivers the Education Plan specified pursuant to Exhibit 1 of this Contract to all students enrolled in the Community School;
2. The GOVERNING AUTHORITY's failure to ensure that the Community School meets the performance requirements specified in Exhibit 4 of the Contract;
3. The GOVERNING AUTHORITY's failure to meet generally accepted standards of fiscal management;
4. The GOVERNING AUTHORITY's violation of any provisions of this Contract or applicable state or federal law; or
5. Other good cause.

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Prior to suspension for one or more of the five reasons set forth in paragraphs (B)(1) through (B)(5) above, the SPONSOR must first issue to the GOVERNING AUTHORITY written 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 GOVERNING AUTHORITY with five (5) business days to submit to the SPONSOR a written 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 proposed remedy.

If the SPONSOR disapproves the remedy proposed by the GOVERNING AUTHORITY, or if the GOVERNING AUTHORITY fails to submit a proposed written 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 the operation of the Community School.

If the SPONSOR determines to suspend the operation of the Community School pursuant to the terms of this Contract and the provisions of Ohio law, the SPONSOR shall send written notice to the GOVERNING AUTHORITY stating that the operation of the Community School is immediately suspended and explaining the specific reasons for the suspension. The notice shall state that the GOVERNING AUTHORITY has five (5) business days to submit to the SPONSOR a written proposed remedy to the conditions cited as reasons for the suspension or face potential contract termination.

Upon the GOVERNING AUTHORITY's receipt of the notice of suspension, the GOVERNING AUTHORITY shall; (i) designate a representative of the GOVERNING AUTHORITY who shall retain responsibility for the security of and access to all Community School records, including student records, during the suspension; (ii) provide the means and capability to access Community School records, including student records, to the SPONSOR's representative, as designated in writing, and (iii) fully cooperate with the SPONSOR's designated representative, who shall have unrestricted and equal access to Community School records, including student records, during the suspension period. During the suspension period, the SPONSOR's designated representative shall have access to and may remove Community School records, including student records, if, in the sole discretion of the SPONSOR, the representative of the Governing Authority fails to timely provide such records following a legitimate request, or for any reason if the Community School remains under suspension and is not fully operational for a period of ten (10) weekdays.

C. Termination Resulting from the Suspension of School Operations

In accordance with Article X of this Contract and Ohio law, the SPONSOR may choose to terminate this Contract prior to its expiration if the SPONSOR has suspended the operation of the Community School. However, pursuant to Section 3314.072(E), the Contract shall become void if the GOVERNING AUTHORITY fails to provide a proposal to remedy the conditions cited by the SPONSOR as reasons for the suspension, to the satisfaction of the SPONSOR, by September 30 of the school year in which the operation of the Community School was suspended.

Article X. Expiration/Termination of Contract

The expiration of the Contract between the SPONSOR and the GOVERNING AUTHORITY shall be the date provided in the Contract, provided, however, that the GOVERNING AUTHORITY may terminate this Contract upon one hundred eighty (180) days written notice to the SPONSOR of its intent to enter into a Community School Contract with a successor sponsor approved to be a sponsor of community schools by the Ohio Department of Education. If the SPONSOR decides to terminate the Contract prior to its expiration, then not later than the fifteenth day of January in the year in which SPONSOR intends to terminate this Contract, the SPONSOR shall notify the GOVERNING AUTHORITY in writing of its intent to terminate the Contract pursuant to Code Section 3314.07. The SPONSOR may choose to terminate this Contract prior to its expiration for any of the following reasons:

1. The GOVERNING AUTHORITY's failure to ensure that the Community School delivers the Education Plan specified pursuant to Exhibit 1 of this Contract to all students enrolled in the Community School;
2. The GOVERNING AUTHORITY's failure to ensure that the Community School meets the performance requirements specified in Exhibit 4 of the Contract;
3. The GOVERNING AUTHORITY's failure to meet generally accepted standards of fiscal management;
4. The GOVERNING AUTHORITY's violation of any provisions of this Contract or applicable state or federal law;
5. The Community School is insolvent or is bankrupt;
6. The Community School has insufficient enrollment to successfully operate a community school, or the Community School has lost more than fifty percent (50%) of its student enrollment from the previous school year;
7. The Community School defaults in any of the terms, conditions, promises, or representations contained in or incorporated into this Contract or any other agreement entered into between the SPONSOR and the Community School or GOVERNING AUTHORITY;
8. The Community School's applicant(s), directors, officers, or employees have provided false or misleading information or documentation to the SPONSOR in connection with the SPONSOR's issuance of this Contract, Preliminary Agreement, or other legally binding document executed by the parties to this Contract, or the Community School's reporting requirements under this Contract, or applicable law;

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9. The SPONSOR discovers grossly negligent, fraudulent or criminal conduct by the Community School's applicant(s), directors, officers, employees, or agents in relation to their performance under this Contract; or
10. Other good cause.

The notice shall include the reason for the proposed termination of the Community School in detail, the effective date of the termination or nonrenewal, and a statement that the GOVERNING AUTHORITY may, within fourteen (14) days of receiving the notice, request an informal hearing before the SPONSOR. Such request shall be in writing. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Not later than fourteen (14) days after the informal hearing, the SPONSOR shall issue a written decision either affirming or rescinding the decision to terminate the Contract. The expiration, termination, or non-renewal of this Contract between the SPONSOR and GOVERNING AUTHORITY shall be subject to Code Section 3314.07.

The termination of this Contract shall be effective upon the occurrence of the later of the following events:

1. The date the SPONSOR notifies the GOVERNING AUTHORITY of its decision to terminate the Contract;
2. If an informal hearing is requested and, as a result of the informal hearing, the SPONSOR affirms its decision to terminate this Contract, the effective date of the termination specified in the notice of termination.

If the SPONSOR learns that the Community School may receive a designation of "unauditable" from the Ohio Auditor of State, the Community School shall be subject to probationary status, suspension of operations, and termination or nonrenewal of the Contract. In the event that the Ohio Auditor of State declares the Community School to be "unauditable," the GOVERNING AUTHORITY shall comply with its obligations under Code Section 3314.51.

If, at any time, the SPONSOR does not receive approval from the Ohio Department of Education to act as a sponsor to the Community School, or otherwise has its sponsorship authority revoked under the Code, then this Contract shall immediately terminate upon the occurrence of such event.

Article XI. Contract Termination Contingencies

If the Community School permanently closes and ceases its operation, or closes and ceases to operate, (i) the Community School shall comply with Section 3314.074 of the Code and proceed according to the Contract termination contingencies set forth in the Governance and Administration Plan, Exhibit 3, which is attached hereto and incorporated by reference as if fully written herein, and (ii) the designated fiscal officer of the Community School shall deliver all financial and enrollment records to the SPONSOR within thirty (30) days of the Community School's closure, in accordance with Section 3314.023 of the Code.

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The GOVERNING AUTHORITY represents that its governing documents provide that, upon dissolution, (i) all remaining assets, except funds received from the Ohio Department of Education, shall be used for nonprofit educational purposes, and (ii) remaining funds received from the Ohio Department of Education shall be returned to the Ohio Department of Education.

All property personally and/or individually owned by the trained and licensed teachers or staff employed by the Community School shall be exempt from distribution of property and shall remain the property of the individual teachers and staff. Such property includes but is not limited to albums, curriculum manuals, personal mementos, and other materials or apparatus that have been personally financed by teachers or staff.

Upon the GOVERNING AUTHORITY's receipt of written notice of termination, and throughout the period of Community School operation between the notice of termination and school closure, if any, the GOVERNING AUTHORITY shall (i) comply with school closing procedures required by law imposed by or upon the Ohio Department of Education, the Code, or the SPONSOR and perform all obligations necessary thereto, (ii) designate a representative of the GOVERNING AUTHORITY who shall retain responsibility for the security of and access to all Community School records, including student records, (iii) provide the means and capability to access Community School records, including student records, to the SPONSOR's representative, as designated in writing, and (iv) fully cooperate with the SPONSOR's designated representative, who shall have unrestricted and equal access to Community School records, including student records, during the period prior to the closure of the Community School. Upon termination and closure, the GOVERNING AUTHORITY shall secure all Community School records, including student records, in the possession of the Community School and shall grant to the SPONSOR access to records requested by the SPONSOR. The SPONSOR may take possession of such records, and upon taking possession of such records shall thereafter fulfill any and all statutory and contractual duties concerning the Community School records, including the student records which are within the SPONSOR's possession; provided that, in performing the GOVERNING AUTHORITY's statutory or contractual duties, the SPONSOR shall comply with Section 3314.015(E), and any procedural guidances published by the Ohio Department of Education, which correspond thereto. In accordance with Section 3314.44, the GOVERNING AUTHORITY shall take all reasonable steps necessary to collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the school so that those records may be transmitted within seven (7) business days of the school closing to the student's school district of residence.

In accordance with Section 3314.03(A)(20) of the Code, the GOVERNING AUTHORITY further recognizes the authority of the Ohio Department of Education to take over sponsorship of the Community School pursuant to Section 3314.015(C) of the Code.

Article XII. Governing Law

This Contract shall be governed and interpreted according to the laws of the State of Ohio. This Contract is subject to any and all future changes, amendments, or additions to the statutes, rules, and procedures applicable to community schools. The SPONSOR and the

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GOVERNING AUTHORITY hereby agree to comply with any such change as if it were specifically set forth herein. Any such change shall supersede any term within this Contract that conflicts with the statutory change.

Article XIII. Limitation on Liability/Disclaimer of Liability/Covenant Against Suit

The SPONSOR of the Community School and the officers, directors, or employees of the SPONSOR shall be afforded the protections against liability under Code Section 3314.07(E) and (F) or any other statutory immunity granted to SPONSOR, now or hereafter.

The parties expressly acknowledge that the Community School is not operating as the agent or under the direction or control of the SPONSOR except as required by law or this Contract and that the SPONSOR assumes no liability for any loss or injury from: (i) the acts and omissions of the Community School, its directors, Trustees, officers, agents, subcontractors, independent contractors, representatives, or employees; (ii) the use and occupancy of the building or buildings occupied by the Community School or any matter in connection with the condition of such building or buildings; or (iii) any debt or contractual obligation incurred by the Community School. The GOVERNING AUTHORITY acknowledges that it is without authority to and will not extend the faith and credit of the SPONSOR to any third party.

The SPONSOR does not assume any liability with respect to any director, Trustee, employee, agent, parent, guardian, student, subcontractor, or independent contractor of the GOVERNING AUTHORITY, and no such person shall have the right or standing to bring suit against the SPONSOR or any of its Trustees, directors, employees, agents, subcontractor, or independent contractors as a result of the issuing, overseeing, suspending, terminating, or revoking of this Contract. The GOVERNING AUTHORITY hereby covenants not to sue the SPONSOR's directors, Trustees, officers, employees, agents, or representatives for any matters that arise under this Contract. Furthermore, the GOVERNING AUTHORITY agrees to indemnify the SPONSOR for liabilities, causes of action, losses, and expenses (including reasonable attorney fees) for acts or omissions of the Community School, the GOVERNING AUTHORITY, and the Community School Treasurer to the fullest extent provided for and covered by insurance maintained by the Community School and GOVERNING AUTHORITY pursuant to Article III.

Article XIV. Assignment

Neither this Contract nor any rights, duties, or obligations described herein shall be assigned by either party hereto, without the prior written consent of both parties, which consent shall not be unreasonably withheld, and upon such terms and conditions as the parties may agree. Any assignment without the prior written consent of both parties is void. The GOVERNING AUTHORITY shall have the authority to subcontract its obligations under this Contract to third parties for the management and daily operations of the Community School.

Article XV. Amendments or Modifications

This Contract, and all amendments hereto, constitute the entire agreement of the parties and may be modified or amended, provided that any such modification is in writing and signed

COMMUNITY SCHOOL CONTRACT

by both parties. The exhibits may be modified by the GOVERNING AUTHORITY and SPONSOR in the interim, pending subsequent approval of all exhibits by the parties. All interim changes and modifications must be necessary for the effective and efficient operation of the Community School and consistent with the purposes and terms of this Contract. Any changes or modifications of this Contract other than as provided herein shall be made and agreed to in writing by the SPONSOR and the GOVERNING AUTHORITY. It is further agreed that any amendments or additions to the laws, rules, or regulations cited herein, or which are applicable to the operation of a community school, will result in a correlative modification of this Contract without the necessity of a written amendment signed by the parties.

Article XVI. Severability

If any provision of this Contract, or any covenant, obligation, or agreement contained herein, is determined by a court of competent jurisdiction to be invalid, unenforceable, and/or contrary to applicable statutory or regulatory provisions under law, such determination shall not affect any other provision, covenant, obligation, or agreement, each of which shall be construed and enforced as if such invalid or unenforceable provision were not contained herein.

Article XVII. No Child Left Behind

To the extent applicable to community schools, the Community School will be subject to the federal rules and regulations for publicly funded schools as outlined in the No Child Left Behind Act of 2001 and its associated regulations.

Article XVIII. Dispute Resolution Procedure

In accordance with the Code Section 3314.03(A)(18), disputes involving the GOVERNING AUTHORITY of the Community School and the SPONSOR regarding this Contract shall be placed in writing and resolved in the following manner:

- a. Members of the GOVERNING AUTHORITY shall meet with representatives of the SPONSOR;
- b. Members of the GOVERNING AUTHORITY and the SPONSOR will make a good faith effort to define the issues, clarify any miscommunications, and resolve contractual differences;
- c. All agreed terms shall be placed in writing and signed by both parties;
- d. The GOVERNING AUTHORITY or the SPONSOR may initiate this process by providing written notice to the other party of their intent to initiate the dispute resolution process.

In the event that the representatives are unable to resolve such disputes on their own accord, then the representatives may engage in nonbinding mediation using a trained, experienced mediator selected by mutual agreement of the representatives of the SPONSOR and

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the representatives of the GOVERNING AUTHORITY. In addition to the foregoing, the parties may also engage in a process of notifications relating to noncompliance or corrective actions through the use of written notice, warnings, and other remedial action prior to the Community School being subject to probationary status, suspension of operations, or termination or nonrenewal of the Contract. Notwithstanding the foregoing, nothing herein is intended to supersede or modify the procedures set forth under Article VIII for Probationary Status, Article IX for Suspension of Operation, or Article X for Expiration/Termination of Contract.

Article XIX. Discrimination Policy

In carrying out this Contract, the GOVERNING AUTHORITY shall not discriminate against any employee or any applicant for employment based upon race, color, religion, military status, national origin, sex, age, disability, or ancestry.

Article XX. Entire Agreement

The SPONSOR and the GOVERNING AUTHORITY hereby agree that this Contract, including all exhibits and attachments hereto, constitutes the entire agreement and understanding of the parties and supersedes all prior agreements and understandings, whether oral or written, with respect to the operation of Community School. No course of prior dealing between the parties shall supplement or explain any terms used in this Contract.

Article XXI. Notice

All notices required or permitted by this Contract shall be in writing and shall be either personally delivered or sent by nationally recognized overnight courier, or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date delivered.

If to GOVERNING AUTHORITY:

GOVERNING AUTHORITY
Columbus Collegiate Academy
1469 E Main St
Columbus, Ohio 43205
Attn. Governing Board Chairperson

Copies to:
Andrew E. Boy
1469 E. Main Street
Columbus, OH 43205

If to SPONSOR:

The Thomas B. Fordham Foundation
1016 16th Street, N.W., 8th Floor
Washington, D.C. 20036
Attn. Michael J. Petrilli

Copies to:

The Thomas B. Fordham Foundation
15 West Fourth Street, Suite 430
Dayton, Ohio 45402
Attn. Kathryn Mullen Upton

Porter, Wright, Morris & Arthur LLP
Attn: Thomas A. Holton/Charles Y. Kidwell, Jr.
One South Main Street, Suite 1600
Dayton, Ohio 45402-2028

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Article XXII. Non-Waiver

Except as provided herein, no term or provision of this Contract shall be deemed waived, and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute consent to, waiver of, or excuse for any different or subsequent breach or default.

Article XXIII. Force Majeure

If any circumstances occur that are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Article XXIV. No Third-Party Rights

This Contract is made for the sole benefit of the GOVERNING AUTHORITY, the Community School, and the SPONSOR. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

Article XXV. Non-Agency

The Community School and GOVERNING AUTHORITY as one party, and the SPONSOR as the second party, shall at all times hereunder be separate and independent parties whose relationship and actions are subject to the applicable provisions of this Contract and Ohio law. Nothing shall be construed or implied to create an agency, partnership, joint venture, or any other relationship between the parties except one of sponsorship pursuant to this Contract in accordance with Ohio law, and neither party shall (i) have any authority, right, or entitlement, express or implied, to make any commitments, obligation, or contracts, or (ii) incur any liabilities, charges, or expenses for or in the name of the other party, except as specifically permitted in this Contract.

Article XXVI. Statement of Assurances for Start-Up Schools

The Community School represents that it has completed a statement of assurances as required as a recipient of funding from the Ohio Public Charter Schools Program. A copy of the executed completed statement of assurances is included as Exhibit 6 of this Contract (Statement of Assurances for Start-up Schools).

**ON BEHALF OF THE
THOMAS B. FORDHAM FOUNDATION**

By: Michael J. Petrilli
Michael J. Petrilli
President

DATE: June 14, 2016

**THE GOVERNING AUTHORITY OF
Columbus Collegiate Academy**

BY: [Signature]
Governing Board Representative

DATE: 6/21/16

EXHIBIT 1: EDUCATION PLAN

A.1 Mission

Columbus Collegiate Academy prepares middle school students to achieve academic excellence and become citizens of integrity. High expectations for scholarship and behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

A.1.1 Vision

Each morning, a Columbus Collegiate Academy (CCA) student is greeted at the door of her school by a firm handshake and warm greeting from a staff of dedicated educators, fiercely committed to doing whatever is necessary to hold her accountable to the highest standards of academic excellence. She is one of several hundred exceptional children within the United Schools Network—exceptional not for their privilege or life circumstances, but rather for their unusual hard work, their incomparable respect for themselves and others, and the unwavering high standards they experience inside of the school’s doors. This young student, along with all of her schoolmates at CCA, participates in a day of non-stop learning, where not a moment of precious time is wasted from the study of reading, writing, mathematics, history, and science. In each class, she is reminded constantly of the exciting goal and the transparent expectation—that she acquire the skills and knowledge that will enable her to attend one of the nation’s strongest high schools and then enter college.

This student is reminded of such rigorous accountability during each of her regular, comprehensive assessments. Designed as intermediate measures that replicate the state Ohio Achievement Assessments, these tests give this student, her teachers, and her family immediate, clear feedback on where she has excelled in her study of the core academic subjects, and also where more diligence is required. She understands, as she has in each of her years here, that unsatisfactory scores on any of these tests lead to afternoon study sessions where her teachers painstakingly review material with her, while proficient scores lead to afternoons participating in elective courses of her choice, covering such subjects as poetry, fencing, drama, and music. These assessments do not bring feelings of regret or shame; they are simply honest evaluations of her skills and knowledge, delivered with the assured confidence of teachers who demand and guarantee excellence.

This student knows that she is also accountable to her peers for her learning. Today, she is one of several students presenting their learning of the periodic table of elements from a recent chemistry unit to the entire student body at the Friday afternoon Celebration. In the week of preparation, she has mastered an important synthesis of science, public speaking, and advocacy skills that such a presentation demands. The accountability she feels toward her peers is reflective of her accountability to her school community, and ultimately of her accountability to herself for her success.

This student and her parents, who visit the school each trimester for conferences and to attend Celebration, have chosen this school of uncompromising excellence for its academic rigor, safety, and warmth. Here, intelligence is celebrated, collaboration praised, and students inspired to work harder, achieve more, and seize complete control of their academic futures, whatever

their personal circumstances. Since the moment this student set foot in the school, she has known that the faculty will challenge her to the highest level of academic performance and that she will leave fully prepared for outstanding college-preparatory high schools.

This is the vision of life for a student at Columbus Collegiate Academy. Unfortunately, this is the reality for few teenagers on the Near East Side and nearby neighborhoods. Current performance data indicate that few students in this area learn and master essential skills of reading, writing, and mathematics, and many students struggle with poverty, which only makes an excellent education all the more critical. At nearby Champion Middle School, for example, 98 percent of students are economically disadvantaged. Only 37 percent leave the school proficient in reading, 32 percent leave the school proficient in math, and 21 percent leave the school proficient in science.¹

A.1.2 Educational Philosophy

The central focus of our educational program is college preparation. All children should be expected to achieve success in school and be prepared to achieve success in college.

Our mission requires that we develop in all students the foundational skills, core content knowledge, critical thinking ability, and personal characteristics necessary to succeed in demanding high schools on their way to college. We can only accomplish this through a highly structured and disciplined environment in which rigorous instruction drives every classroom and frequent assessments allow us to ensure every that student is receiving the ongoing academic support necessary for success. Our educational philosophy and program are built on four core values.

Core Value 1: All students have the ability to achieve academic excellence.

We understand that many students will enter Columbus Collegiate 2–3 grade levels behind. It is our duty to provide the expectations, structures, and support that will allow them to efficiently and effectively strengthen any academic weaknesses and advance forward.

The *expectations* we provide: All students are college-bound—every one. We expect students to behave well and work hard. We expect students, families, and staff to be accountable to each other for maintaining high expectations. All members of the school community sign a contract of commitment, a pledge to do all in their power and whatever is necessary to achieve academic success. We expect families to attend annual family orientations and participate in parent conferences throughout the year. Progress reports are distributed three times each trimester, and report cards are issued at the end of each trimester. We expect students to arrive at school on time, attend classes prepared to work and learn, and complete homework assignments thoughtfully, carefully, and on time. We expect teachers to raise the bar by developing lessons that reflecting passion for of their subjects, assigning work that is challenging and engaging, and assessing student progress thoughtfully, fairly, and regularly.

The *structures* we provide: Students learn in a highly disciplined school environment based upon respect and accountability for their actions. They benefit from an extended school day,

¹ Test results represent the preliminary numbers released by the Ohio Department of Education for the 2012 OAA.

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participate in high school and college visits, and complete challenging homework every night.

The *supports* we provide: All students receive at least one hundred minutes of literacy instruction and one hundred minutes of math instruction (sixth and seventh grade), tutoring sessions, and Homework Center daily.

Core Value 2: All students thrive in a highly disciplined school environment.

“You have to build the culture first, or you will never get to the academics.” – Dr. Howard Fuller

A highly disciplined school environment allows students to learn and teachers to teach. It is our responsibility to implement a culture of discipline, respect, and hard work every minute of every day. School staff members explicitly teach values like teamwork, respect, and effort. The school culture makes it “cool” to do well and help others. Columbus Collegiate has clear, high expectations for student conduct and a strict discipline policy. Through clear rules and constant positive reinforcement, all Columbus Collegiate students learn to take responsibility for themselves, their school, and their community. Older students are expected to provide leadership to their younger peers by modeling hard work and respectful behavior.

Core Value 3: All students must be prepared to excel in demanding high schools on their way to selective colleges.

“No excuses. That is the message that superb schools deliver to their students. And that is the message that schools (and school board members) need to hear. Sure, some kids are easier to teach than others. But dysfunctional families and poverty are no excuse for widespread, chronic educational failure.” – Abigail and Stephan Thernstrom

Many of our students will be the first members of their families to attend college, and so the path to higher education will be a long and strenuous climb. A school can encourage, cajole, and prepare a student academically, but success ultimately relies on a student’s internal belief in and commitment to his own success. To place our students firmly on the long climb to college, we explicitly and proactively instill perseverance and courage in each of our students. In order to fulfill our long-term goal of having students enter and succeed in demanding high schools and colleges, we inculcate commitments to enthusiasm, hard work, and achievement with no excuses. Students who attend Columbus Collegiate have many opportunities to visit and experience demanding high schools and colleges firsthand. Each trimester, students will visit top high schools and colleges.

Core Value 4: All students deserve outstanding teachers that produce outstanding results.

“The best teachers stand for a set of principles on which they will not compromise.” – Rafe Esquith

Teachers’ attitudes and actions critically influence student performance. A teacher who moves too quickly through the curriculum, ignores the needs of a struggling student, shows favoritism to another, or demonstrates complete apathy toward the subject material diminishes the

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possibility of success for many of her students. Outstanding teachers challenge their students to do their best, learn the most, and see the world through new eyes. Outstanding teachers have mastery in and passion for their content areas and instill such passion in their students, and they are prepared with strong lessons every day and with frequent assessments to ensure they have a close and clear understanding of what their students are learning. These are the teachers Columbus Collegiate recruits.

Experience with educating students in high-poverty environments and a track record of successful, measurable results in the classroom are key characteristics our teachers must possess. A belief that every student can learn and that standards-driven lessons and assessments are supportive of learning are also key. The ideal candidate will be willing to work hard to give students discipline, boundaries, and challenges—and to work as a member of a mission-driven team relentless about academic results.

Columbus Collegiate supports its teachers in many ways. Teachers are trained during a four-week summer institute prior to the start of the school year. Professional development time is a part of the school's annual schedule. Meetings between the school director and teachers are held regularly to exchange ideas, concerns, and supports. Collaborative subject area teams have daily opportunities to observe and learn from their colleagues. Two periods of planning time have been incorporated into each teacher's daily schedule. All staff members have the professional supplies and resources necessary to challenge the students and themselves.

Columbus Collegiate teachers will use materials demonstrating success with similar populations. We will never use any one instructional approach in isolation, as we believe it is important to encourage teachers to devise the most comprehensive methods to deliver the best outcomes for students. Curriculum will be standards-driven, and we will ensure that all students meet specific national, state, and school standards required before progressing into higher grades. We believe that standards provide a clear and useful framework by which to measure real student progress and hold teachers accountable for student performance.

A future of academic success that includes college cannot be built on a weak foundation. A strong foundation is one that is built upon well-developed skills in literacy and mathematics. As E.D. Hirsch points out in *The Schools We Need and Why We Don't Have Them*, "The ability to learn something new depends on an ability to accommodate the new thing to the already known." In order to do more advanced work, students must have skills and content "already known"; to achieve mastery, students must be given rigorous instruction and mandatory supports to develop a skill and knowledge base. The road to the higher-level thinking that college will require begins with the ability to read well, write well, and compute accurately. We build this foundation through the implementation of our instructional strategies and core beliefs, all of which are supported by the practice of high-performing urban charter schools that inspire our school design. Our instructional strategies are outlined below:

- *Consistent School-Wide Approach to Classroom Instruction:* All classrooms are structured through the common use of the Universal Blackboard System (UBS), with "Do Now"/AIM/Agenda/HW, classroom procedures for notebooks and classroom supplies, and instruction that follows the "I do, we do, you do" approach. The UBS, inspired and

guided by the work of noted urban educator Dr. Lorraine Monroe, is shown to lead to greater efficiency: All lessons are sharply focused on a clear, standards-driven aim, and the entire class hour is planned out in the agenda. Students will benefit from the teacher's direct instruction ("I do"), group practice guided by the teacher ("We do"), and individual opportunities to practice, apply, and master the skill and content of the class ("You do").

- *Standards-Based Instruction:* Our educational goals at each grade level are clear and ambitious because we use Ohio and Common Core standards as our foundation and standards-driven assessments as our benchmarks.
- *Flexible Ability Groupings:* Instructional supports and strategies will be most effective through the use of flexible ability groupings in the core subjects of English and math. Students will be responsible for mastery of the same concepts and will be required to take the same internal and external assessments regardless of grouping. Using differentiated instructional strategies, teachers will maximize the learning of all students.²
- *Data-Driven:* In order to be academically competitive, our students must be able to excel above their local, state, and national peers. We have created and implemented end-of-trimester, standards-based assessments to ensure students are reaching those expectations. This enables us to effectively address student deficiencies within the extended day supports and to adjust classroom instruction and materials as needed. This data-driven approach has proven an invaluable tool in many of the highest-performing middle and high schools throughout the country and is a critical component of our school design.
- *Constant Support—No Excuses:* In addition to the instruction that teachers deliver in their classrooms, Homework Center and tutoring will provide additional time to ensure students master the material and meet the school's high expectations.
- *Working with a Sense of Urgency:* Teachers and administrators must always maintain a high level of urgency. The school must be filled with a sense of immediacy, particularly with a middle school population that is challenged to remediate two or three years of skill and content acquisition within the first year. Therefore, teachers will not waste a minute of instructional time. From the time the second class begins, they start a "Do Now," flow right into the lesson and work until it is time for the next class to begin.

As part of our planning process, we continue to travel across the country visiting high-performing urban public schools. We continue to meet with school leaders and closely examine the best practices, systems, and structures that lead to strong student achievement with similar student populations. We continue to take what we learn and incorporate it strategically into our school design. We only plan to use methods that have proven successful and are supported by ample evidence of positive achievement outcomes for urban children.

A.2 Geographic Boundaries

There continues to be a compelling need for a highly structured college-preparatory middle

² This approach is modeled after that at Roxbury Preparatory Charter School. For more detail, please see www.roxburyprep.org.

school on the East Side of Columbus. Students that attend Columbus Collegiate Academy most often would have been assigned to one of eight Columbus City middle school programs, including Buckeye Middle School, Champion Middle School, Johnson Park Middle School, Linden-McKinley STEM 7–12, Medina Middle School, Sherwood Middle School, Woodward Park Middle School, and Yorktown Middle School. Of these options, four are in Academic Emergency, two are in Academic Watch, and two are in Continuous Improvement.

Columbus Collegiate Academy accepts all grade-level-eligible students from within Columbus’s geographic boundaries; however, we target our enrollment strategies to students in low-income communities on the East Side of Columbus. These areas, and particularly those students who live in the Near East-area neighborhoods, make up the majority of the current student body. A number of recruitment strategies, such as direct mail and door-to-door campaigns, allow us to market to these families. Given the nature of our school design and local needs, we anticipate that each year, we may also draw students from contiguous school districts, including Whitehall, Gahanna Jefferson, Groveport-Madison, Reynoldsburg, and Westerville. The geographic boundary for student busing is the Columbus City Schools district boundary.

A.3 Curriculum and Instruction

The mission of Columbus Collegiate is to prepare middle school students to achieve academic excellence and to ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges. The most important component of this mission is academic preparation. Regardless of their level of proficiency upon entrance, students must complete the eighth grade ready to enter ninth-grade programs that have an advanced college-preparatory curriculum. Certain exit outcomes reflect this preparation, such as the reading and comprehension of classical texts from different cultures, effective writing of five-paragraph essays, completion of a comprehensive eighth-grade algebra course, exposure to high school-level science curricula in the eighth grade, mastery of a broad history curriculum, and completion of a high-quality ten-page research paper.

Academic achievement in core academic subjects is the primary vehicle by which we accomplish the mission of Columbus Collegiate. As a result, the schedule and entire program structure are designed to promote maximum success in these courses. All students will take reading, writing, math, science, and history every day. In the sixth and seventh grades, students will take double blocks of math—in addition to the already doubled program of reading and writing—in place of a conventional English class.

At Columbus Collegiate, we believe in using the Common Core and Ohio state standards as a template for designing specific internal standards that clearly identify exactly what our students should know and be able to do, based on the expectations of state and national standards organizations and our own faculty. Teachers use a detailed item-analysis process of assessments, including released Common Core and OAA items to identify precise skills and content that students need for success. Columbus Collegiate standards are created by blending Common Core and Ohio standards with these skills and content. From these standards, teachers devise learning activities and plan how they will assess mastery of each standard. Teachers develop unit and trimester assessments before the school year starts, guaranteeing a high degree of accountability to teaching the necessary material. Standards are written during a four-week

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summer institute for teachers, and these standards will be reviewed by the school director.

Currently, Ohio is in a state of transition from using its own standards to using the Common Core standards. Columbus Collegiate has chosen to begin using the Common Core standards for the 2012–2013 school year in anticipation of all schools in Ohio being required to use these standards by the 2013–2014 school year. However, the Common Core standards have not been written in all subject areas. The chart below outlines the standards that are used for each subject area and is used as a resource by teachers when planning curricula.

	<i>Source and Link</i>	<i>Key Information</i>
<i>Reading</i>	Common Core Standards http://www.corestandards.org/the-standards/english-language-arts-standards	There are sixth-, seventh-, and eighth-grade standards in each of the following areas: Literature, Informational Text, Writing, Speaking and Listening, and Language. There is also a standard that addresses the Range, Quality, and Complexity of texts used in class.
<i>Writing</i>	Common Core Standards http://www.corestandards.org/the-standards/english-language-arts-standards	
<i>Math</i>	Common Core Standards http://www.corestandards.org/the-standards/mathematics	The strands in sixth and seventh grade differ slightly from the eighth-grade strands. There is also a separate set of standards for algebra.
<i>Science</i>	College and Career (Ohio Revised) Standards in Science -Go to the Academic Content Standards page on the ODE website. Common Core Grades 6–12 Literacy in Science and Technical Subjects http://www.corestandards.org/the-standards/english-language-arts-standards	The revised standards and model curricula are in one document. These standards relate to literacy skills in science and not content standards.
<i>Social Studies/History</i>	College and Career (Ohio Revised) Standards in Social Studies -Go to the Academic Content Standards page on the ODE website. Common Core Grades 6–12 Literacy in History/Social Studies http://www.corestandards.org/the-standards/english-language-arts-standards	We structure our sixth-grade social studies class differently than the revised Ohio standards to account for the vast knowledge gaps with which most students enter CCA. In addition to the revised standards, there is also a link for Model Curriculum at each grade level that features content elaborations and links to instructional resources that will be helpful when unit planning. These standards relate to literacy skills in history/social studies and not content standards.

To ensure that our standards are challenging and content-rich, Columbus Collegiate consults with other high-performing charter schools in Ohio and around the country. This will allow Columbus Collegiate to develop content and performance standards that lay a solid foundation to prepare all students to excel in high school and college.

All of the curricular standards for Columbus Collegiate are directly aligned with the Common Core and/or Ohio Academic Content Standards. Where necessary for college preparation,

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Columbus Collegiate curricula will exceed these standards in a manner that is age-appropriate and that simultaneously ensures the mastery of basic skills. For example, all Columbus Collegiate students complete algebra by the eighth-grade (a ninth-grade requirement according to many district guidelines). More instructional time and a focused, accountable school culture allow for this intensified pace.

Columbus Collegiate Academy has adopted the curriculum development process designed by current School Director John A. Dues. Through this process, teachers use state tests, state standards (from Ohio and other states), and national curricular resources to develop standards for each course. From these standards, teachers complete Understanding by Design Unit Plans for each course. These include student learning goals for each standard, teaching activities to reach these standards, and assessments (both questions and full assessments). Using these assessment questions, teachers create Trimester Comprehensive Exams for every class, all before the start of school.

The process, used since the school's inception, has demonstrated excellent results. On the 2012 state assessment (OAA), Columbus Collegiate was the highest-performing public middle school in Columbus despite serving a higher population of economically disadvantaged students than other Columbus schools in the top tier. One hundred percent of students scored proficient or higher on the eighth-grade reading test, higher than the average for students in Columbus City Schools by thirty-eight points. One hundred percent of students scored proficient or higher on the eighth-grade math test, higher than the average for students in Columbus City Schools by forty-seven points. Ninety percent of students scored proficient or higher on the eighth-grade science test, higher than the average for students in Columbus City Schools by forty-eight points.

The student population at Columbus Collegiate is 70 percent African-American, 22 percent Hispanic, and 89 percent economically disadvantaged. The results described above have been achieved with this population. The success is evenly distributed, meaning that students of color and economically disadvantaged students have achieved gains comparable to those of the larger population. Such achievement has made Columbus Collegiate one of the most effective charter schools in the nation at bringing low-performing students of color to high levels of academic success.³

Members of the Founding Board of Columbus Collegiate have studied and evaluated the curricular programs of many high-performing charter schools across the country. Without exception, the very highest-performing schools serving urban students use an assessment and curricular design program similar to this one.

To accompany this standards-based curriculum planning process, Columbus Collegiate faculty has access to nationally recognized curricula for use in developing the teaching activities portion of the unit plan. These curricula are listed in the subject-specific sections of this document.

Reading

Reading proficiency is essential to the mastery of all academic subjects. Students of Columbus Collegiate must graduate reading at or above grade level in order to be successful in high school

³ http://www.nlms.org/documents/epic/2010-2011_EPIC_Charter_Schools_and_Winners.pdf

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and college. Throughout their education, students will read classical texts from diverse cultures in fiction, nonfiction, and poetry. Teachers will develop unit plans based on the skill level of their students, including grade-appropriate novels, poetry, short stories, and regular assessment of reading comprehension skills. In the sixth grade, students will receive intensive phonics and phonemic awareness instruction to meet the needs of students who are reading below grade level.

To ensure teaching activities are consistent with best practices for reading instruction, Columbus Collegiate teachers use the Holt sequence *Elements of Literature*. Using these textbooks alongside the unit planning process ensures an effective, standards-based approach to reading.

Writing

Written expression is closely linked with success in college-preparatory high schools and higher education. Students master the writing of five-paragraph essays in all five genres: expository, narrative, persuasive, literary response, and correspondence. Students also master grammar and mechanics.

Teachers develop Columbus Collegiate standards for writing using the Common Core Standards and the item analysis of nationally recognized writing tests. To generate teaching activities, teachers use a wide range of curriculum resources. These resources include Prentice Hall's writing and grammar textbook series *Communication in Action*, Longman's *Along These Lines: Writing Paragraphs and Essays*, and Sadlier-Oxford's vocabulary workshop textbooks.

Mathematics

Algebra mastery has been called the next gateway of civil rights. "Without these skills [of algebra], children will be tracked into an economic underclass," one expert has written.⁴ Columbus Collegiate students will all master algebra in the eighth grade. This goal requires a seventh-grade pre-algebra course for all students and intensive sixth-grade courses in general mathematics. Such a program prepares students for a college-preparatory high school curriculum that includes calculus by twelfth grade.

Standards for each year of the mathematics curriculum have been developed using the Common Core standards and the item analysis of assessments. To ensure teaching activities are consistent with best practices for math instruction, Columbus Collegiate teachers will use the Holt sequence of mathematics textbooks, including Courses 1, 2, and 3 as appropriate, Pre-Algebra, and Algebra. These texts are fully aligned with the Common Core standards. Using these textbooks alongside the unit planning process ensures an effective, standards-based approach to mathematics.

Science

Our science instruction develops mastery of core vocabulary and conceptual knowledge, supplemented with the application of scientific principles in laboratory settings. As outlined in the Ohio Revised Standards, students at each grade level study the earth and space sciences, life science, physical science, science and technology, scientific inquiry, and scientific ways of knowing. There is also a focus on literacy skills within science as outlined by the Common Core

⁴ www.algebra.org/apinfo/welcome2.html. "Excerpts from Remarks on the Struggle for Citizenship and Math/Sciences Literacy," by Robert P. Moses, *Journal of Mathematical Behavior* 13, 107–111 (1994).

Grades 6–12 Literacy in Science and Technical Subjects Standards.

Along with a standards-driven science curriculum developed under the leadership of the school director, we will also draw strategically from the FOSS program. Research has shown that “the best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses.”⁵ The FOSS program engages students in these processes as they explore the natural world and has had tremendous results with students in diverse and underserved communities.⁶ It guides students through intensive reading and hands-on interaction with scientific ideas and concepts. Where there are gaps in the FOSS program in relation to Columbus Collegiate and state standards, teachers will supplement the curriculum as appropriate.

History

To ensure that Columbus Collegiate graduates have the critical research, thinking, and writing skills necessary for high school history, all students study a wide range of historical content and research. The sequence of courses include Regions and People of the Eastern Hemisphere in the sixth grade, World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age in the seventh grade, and U.S. Studies from 1492 to 1877: Exploration through Reconstruction in the eighth grade. This sequence aligns with that of the Ohio Revised Standards. There is also a focus on literacy in history as outlined in the Common Core Grades 6–12 Literacy in History/Social Studies Standards. In addition, all students will research, write, and orally present a ten-page thesis paper in the eighth grade.

Physical Education

Our physical education program is designed to keep students active, fit, and healthy. It will also be used as a time to reinforce the school’s culture. Students will be encouraged to participate in group activities, try new sports, and challenge themselves. Columbus Collegiate’s standards will be aligned with state and national standards.

College Preparation

Integrated within our curriculum is a strong focus on college preparation. The school’s Founding Board understands that even with the most rigorous academic curriculum, there are practical concerns that must be addressed before entering college. Therefore, beginning in the sixth grade, students have a college preparation curriculum interwoven into their college visits to address practical concerns like entrance requirements, expectations for their dream schools, scholarship information, geographical location of their potential schools, majors and minors offered at different locations, and college graduation requirements.⁷ This practical knowledge allows students and families to plan accordingly as they prepare for college. A team of staff members run the High School Placement program, the primary focus of which is to do the following: facilitate the incorporation of high school and college readiness skills and methods into classrooms; support the high school admission process; and, over time, support our alumni and

⁵ Shamansky, J.A., Hedges, L., Woodworth, G., (1990), “A Reassessment of the Effects of Inquiry-Based Science Curricula of the 60’s on Student Performance,” *Journal of Research on Science Teaching*, 27(2): 127–144.

⁶ Klentschy, M., Garrison, L., and Amaral, O., “Four-Year Comparison of Student Achievement Data 1995–1999,” Valle Imperial Project in Science (VIPS): National Science Foundation Grant #ESI-9731274.

⁷ Students that follow the STRIVE values will attend high school and college visits once per trimester.

create a strong alumni network. This team facilitates school-wide professional development on how to talk about college and excite students about college in every class. They work closely with individual students and families throughout the high school application process, develop relationships with a variety of high schools, and (with our returning alumni) support the college application process as needed. We believe that this program is pivotal to reaching our goal of sending all students to demanding high schools and colleges.

Community Celebration

Community Celebration is held on Fridays, when the school meets as a whole and highlights successes and challenges within the school environment. The meetings are led by faculty and staff but also provide leadership opportunities for students. During Community Celebration, individual students and classes are rewarded for their accomplishments throughout the week.

Enrichment

After the academic day, students are able to participate in enrichment activities, including basketball, soccer, student government, and computer literacy.

Technology

Technology plays a role in the curriculum and assessment program at Columbus Collegiate. Students will take the NWEA Measures of Academic Progress and the Scholastic Reading Inventory three times each year. These assessments are used to monitor student growth in reading, language, math, and science. Reading teachers utilize Scholastic's ReadAbout nonfiction reading program as a part of the curriculum. Students will also utilize Microsoft Office programs like Word, Excel, and PowerPoint in their classes. Specific emphasis is put on this training for eighth graders as they prepare to attend high-performing high schools.

A.3.1 Classroom and Non-classroom-based Learning Opportunities

Classroom-based learning opportunities are described throughout this Exhibit and may include but are not limited to instruction in the subjects set forth, tutoring opportunities, and student projects. Non-classroom-based learning opportunities may include but are not limited to field trips, programs, and/or events.

A.4 Target Population

Students who are not performing on grade level, who are challenged by socioeconomic factors, and who are exposed to a lack of educational attainment prevalent within the local adult community are at a high risk of academic failure and in need of strong public educational options. Columbus Collegiate Academy will serve students in grade- or age-equivalent levels 6–8.

This is the target student population that Columbus Collegiate Academy serves and seeks to serve in the future. Columbus Collegiate Academy had the following student demographics in the 2011–2012 school year: 93 percent or more of our students qualified for free or reduced-price lunch, 3 percent were white, 97 percent were students of color, and 12 percent qualified for special education services.

Relevant data like level of education, average income, and current academic achievement levels

further substantiates that this area of the city is desperately in need of a highly structured college-preparatory middle school. According to the Community Research Partners DataSource database, in the 43205 zip code where CCA is located, the per capita income in 2000 was \$13,601—less than half the average income for Columbus—and the median household income was \$20,400. In 2000, 70.5 percent of individuals twenty-five or older had obtained a GED or high school degree, compared with 89 percent in Columbus.

Columbus Collegiate’s school design takes into account the unique challenges this student population brings with it to school. By adopting a program based upon a direct mission of ensuring that all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges, Columbus Collegiate directly addresses these academic needs. In designing the school, the Founding Board has studied the best practices of high-performing schools across the country that have achieved exemplary academic performance with urban, low-income, and minority populations.⁸ Based on this study and the school mission, Columbus Collegiate employs the following design elements to specifically address the academic needs of its students:

- *More Time on Academic Tasks:* Columbus Collegiate students spend a minimum of twenty more days on academic tasks than traditional public school students through the use of double periods in math and literacy, an extended day program (8:00 a.m. – 4:00 p.m.), and summer programming. A strict code of conduct with clear consequences will ensure learning is not disrupted.
- *Standards-Based Curriculum:* Columbus Collegiate students learn in intensive, focused classrooms where the curriculum—created by teachers during summer and school-year professional workshops—achieves and surpasses the goals of the Common Core and Ohio standards.
- *Rigorous, Accountable Community:* From the moment they enter the school, students understand the need to be accountable to themselves and their peers, whether presenting at Community Celebration or demonstrating respectful support for the learning of fellow students. The school will remain rigorously accountable to the state, the city, its parents, and its students.
- *Outstanding Educators:* Outstanding educators recruited to Columbus Collegiate are rigorously selected for teaching skills, ensure maximum time on task, and have a deep personal commitment to bring all students to the highest level of academic excellence.
- *Data-Driven Approach to Teaching and Learning:* Educators use regular classroom assessments and trimester school-wide assessments to gather specific, objective data about student achievement. With direct supervision from the school director, Columbus Collegiate teachers use these data to appropriately modify the academic program.

A.5 School Calendar and Daily Schedule

⁸ Schools studied include Excel Academy, Boston Prep, Boston Collegiate, Williamsburg Collegiate, the Academy of the Pacific Rim, Roxbury Prep, North Star Academy, Amistad Academy, and others

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For children to learn more, we must provide more time for them to learn. Columbus Collegiate's academic year will provide an extended school day within an extended school year—both of which have proven effective in urban settings with low-performing public school students. Students will therefore have the support and time needed to prepare for rigorous high school programs. Enrichment programs, tutoring, and homework support will enhance the school day, providing students with an in-depth knowledge of the curriculum and the confidence to achieve in a high-expectation environment.

The academic year is 174 days long, with an additional ten days of summer school. The school year runs from the third week of August through mid-June. For the sake of our students' families, which often have other children in Columbus City Schools, we generally follow the district's schedule for holidays and closures. The school day will begin at 7:45 a.m. with breakfast and homework check; advisory starts at 8:00 a.m., and classes begin at 8:25 a.m. Each class is fifty minutes long, and daily lunch/physical activity lasts forty minutes. Dismissal is at 4:00 p.m. Students who commit disciplinary infractions that warrant a detention—or students who fail to successfully complete all homework assignments—will serve the detention during the lunch hour and/or during the Extension period on Friday afternoons.

In an impoverished community, with established schools performing below state averages and students below proficient levels, Columbus Collegiate must redouble efforts to ensure that urban students bridge the gap between their performance and that of their suburban counterparts. We provide two blocks of literacy and math (sixth and seventh grade) per student per day. Daily tutoring and homework support hours bolster this effort for students who require even more instructional and support time. Teachers will have two planning periods each day. Teamwork and grade-level planning are an integral part of the staff culture at Columbus Collegiate.

The school year for the staff begins in late July with a four-week summer institute. Students participate in a three-day orientation prior to the beginning of core academic instruction. This orientation introduces students to the culture of high expectations and no excuses at Columbus Collegiate and provides direct instruction and practice of school-wide expectations, procedures, and routines.

The school is based on a trimester schedule. Each trimester lasts approximately fifty-eight days and ends with comprehensive trimester exams. Teachers compile test and class grades promptly, and report cards are picked up at school by parents one week following trimester exams at parent-teacher conferences. Progress reports are sent home every three weeks each trimester. Professional development days for staff are scheduled throughout the year. Columbus Collegiate ends its academic year with a two-week Summer Academy for students who failed one or more of their classes.

Students are divided into grade-level teams; students within a team have the same schedule throughout the day. This provides simplicity in scheduling and group camaraderie. Many students have the opportunity to begin daily homework assignments at the end of each day with a teacher's support—this time is identified on the sample schedules as Focus on Success. Students who earn an 80 percent or higher in classes and a paycheck average of \$80 or above enjoy enrichment opportunities during the last hour of the day. These activities might include soccer,

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student government, martial arts, or computer literacy. They offer students a chance to explore their individual interests within a structured group setting and build communication skills and confidence in achievement.

The typical day in the life of Columbus Collegiate students begins at 7:45 a.m. As students enter the building, they pick up breakfast and walk directly to their homeroom class. Students eat breakfast while their homeroom teachers are checking their homework. At 8:00 a.m., homerooms transition to one of three activities: going to the library, working on character education, or completing Focus on Success activities. Beginning at 8:25 a.m., students will have four academic classes before lunch, each lasting fifty minutes.

At noon., sixth-grade students walk silently to the cafeteria, collect their lunch, and sit silently. Once every student is seated, the lead teacher will signal to the group that they have permission to talk quietly while they eat.⁹ Students who completed their homework from the night before earn a twenty-minute recess. Students who did not complete their homework attend Homework Center to work on incomplete assignments. This process is reversed for seventh- and eighth-grade students, who go to recess first and then to lunch.

When the lunch period is over, students return to academic classes at 12:40 p.m. There are two more academic classes after lunch, each lasting fifty minutes. At 2:20 p.m., students have an afternoon snack and a twenty-five minute “Drop Everything and Read” guided reading period. The final fifty-five minutes of the day are spent either in enrichment classes, Focus (homework support), or intensive tutoring.

At 3:50 p.m., students return to their homeroom for dismissal. Students are dismissed in order by bus assignments, pick-ups, and walkers at 4:00 p.m.

A.6 Special Student Populations

Students with Learning Disabilities

Columbus Collegiate serves all students regardless of ability and complies with all state and federal statutes, including Title II of the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. Columbus Collegiate educates students with disabilities in the least restrictive environment (LRE), and with their non-disabled peers, to the extent appropriate and allowed by each student’s individualized education plan (IEP). The school does not discriminate in admission or enrollment practices against students having or suspected of having disabilities.

At Columbus Collegiate, we believe all students can achieve academically regardless of ability. Columbus Collegiate provides students with disabilities with a free and appropriate public Education (FAPE); to ensure that all students’ needs are well met, Columbus Collegiate hires teaching staff who have the appropriate special education licensure issued by the Ohio Department of Education. The intervention specialist works closely with the school director and all teachers and students to provide accommodations and modifications as needed.

The intervention specialist maintains records and adheres to the following processes to ensure

⁹ This approach is modeled after KIPP Academy Lynn.

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that Columbus Collegiate meets every student's needs:

- Upon enrollment, families complete a questionnaire to identify if their child has received special education services or has been diagnosed as having a disability.
- Once students are enrolled in the school, the intervention specialist communicates with families regarding students already receiving special education services.
- The staff implements existing IEPs and provides an appropriate education within the least restrictive environment and, as appropriate, meets with families to rewrite IEPs.
- For all students, academic progress is monitored regularly. Students who are not showing academic progress receive additional supports, such as in-school tutoring. If progress is not made through such supports, the staff begins the pre-referral process, and the intervention specialist works closely with teachers to identify alternative strategies within the classroom to support that student.
- The strategies are implemented in the classroom immediately. If the student does not show improvement, the school recommends an evaluation and, with parental consent, will conduct an evaluation with an appropriately licensed professional.
- When an evaluation indicates evidence of a disability and suggests that special education services are appropriate, an IEP team—including the parent(s), the intervention specialist, a regular education teacher, and the student (if age appropriate)—develops an IEP for the student and agreed-upon special education services are provided.
- All IEPs are evaluated annually and revised as needed by the IEP team. All students receiving special education services are re-evaluated at least once every three years.
- To the greatest extent possible, Columbus Collegiate serves all students within an inclusion program. In cases where the needs of the student and the IEP require a different program, Columbus Collegiate meets those needs with existing or appropriately licensed contracted staff.

Limited English Proficiency Program

Columbus Collegiate Academy serves its LEP students in accordance with all applicable federal laws and regulations and in compliance with Ohio Revised Code Section 3301.07.11. LEP students are subject to all state testing requirements.

Columbus Collegiate follows all Ohio guidelines for identifying LEP students. Specifically;

- Upon enrollment into the school, all students receive a home-language survey of languages spoken in the home.
- Columbus Collegiate identifies students whose primary language or home language is other than English (PHLOTE).
- Students whose dominant language is not English receive an assessment of English proficiency using instruments and techniques approved by the district that are likely to include the Language Assessment Scales (LAS).
- Educational programs are responsive to these specific needs and in compliance with state and federal guidelines.
- Columbus Collegiate reports the number of LEP students attending the school to the district and the state.

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Columbus Collegiate has adopted a program of structured English immersion for all LEP students. The purpose of this program is to achieve English proficiency for all students as quickly as possible while holding the utmost respect for the language and culture of every student.

The LEP program at Columbus Collegiate is designed exclusively to meet our mission. If students are to leave our school and enter, excel in, and graduate from the strongest college-preparatory high schools, they must read, write, and speak English fluently. Effective achievement of this mission requires that we teach our students' English as efficiently as possible. At a minimum, we assess students' progress in learning English on an annual basis using procedures approved by the Ohio Department of Education.

Structured English Immersion

Students of limited English proficiency receive the same academic content as those students who are native speakers of English. All classroom instruction takes place in English. However, the level of English used for written and spoken instruction is modified appropriately for LEP students, with the stated purpose of holding every student to high academic standards.

Students are not excluded from any curricular or extracurricular activities based on their level of English proficiency. Students are not placed in special education classes based on their level of English proficiency.

The academic program at Columbus Collegiate is designed for high performance with limited English proficient learners. Most prominently, students receive one hundred minutes of literacy instruction each day, which may include instruction in phonemic awareness and phonics. The double literacy periods also allow for LEP pull-outs as needed.

Research Supporting Structured English Immersion

In the development of this program, the Founding Board has primarily considered the necessary instruction required to fulfill the school's mission. If Columbus Collegiate is to succeed in placing well-prepared students in the strongest high school college-preparatory programs, all students must be fluent readers, writers, and speakers of English as soon as possible. Two studies particularly confirm the effectiveness of an immersion program:

- John Hood, president of the John Locke Foundation (a North Carolina-based think tank), writes, "A review of three hundred studies of bilingual education by federal researchers found only seventy-two that were methodologically sound. Of those studies, 83 percent comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse."¹⁰
- Cara Morlan of the Independence Institute (a nonprofit, nonpartisan Colorado think tank) writes, "In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores and the lowest college admissions." Ms. Morlan finds

¹⁰ "Immersion v. Bilingual Education," *The Business Journal of Raleigh/Durham*, December 26, 1997.

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that only 5 percent of these students were gaining proficiency in English each year.¹¹

Gifted Students

Columbus Collegiate understands that some students, by virtue of intellectual gifts or advanced preparation, need additional academic challenges. The design of Columbus Collegiate's curriculum is especially well suited to serve these students.

Columbus Collegiate sets an extremely high bar for academic performance, requiring algebra in the eighth grade, demanding the reading of literature in all grades, and assigning writing across the curriculum. As a result, it is likely that students will experience some academic challenge from the standard curriculum. However, just as individualized instruction can be used for students who are struggling, it can also support those students who need acceleration beyond the curriculum.

Students who excel in reading, math, and science may receive special projects in place of subject material that has already been mastered. Different reading, of a higher grade level or including primary sources, may be assigned in history. Enrichment programs will provide other intellectual pursuits, which may include chess, mock trial, debate, geography bees, or science experiments. Flexible ability groupings will also support the learning needs of our gifted students.

Columbus Collegiate is committed to the best education for every child. If it proves necessary to accelerate a student into the next grade or provide other accommodations, the school will do whatever is necessary to meet the learning needs of the child.

Homeless Students

Columbus Collegiate believes that all school-aged students, including homeless students, have a basic right to attend school and enjoy equal educational opportunities. A homeless student or individual is defined as an individual who lacks fixed, regular, and adequate nighttime residence and who has a primary nighttime residence that is:

- A supervised, publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
- An institution that provides a temporary residence for individuals intended to be institutionalized; or
- A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

In compliance with the Stewart B. McKinney Homeless Assistance Act, the school shall:

- Review and revise policies and regulations to eliminate barriers to the enrollment, retention, and success in school of homeless students;
- Appoint a school liaison whose role is to facilitate and increase the enrollment and success of homeless students in school; and

¹¹ "Structured Immersion, An Alternative to Traditional Bilingual Education" Independence Institute, Issues Backgrounders 2000-4, July 26, 2000.

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- Provide homeless students with transportation services that are at least comparable to the service provided to non-homeless students.

To the extent that the school receives assistance from the Federal Program for Education for Homeless Children and Youth, it shall comply with requirements to coordinate services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.

The school complies with the Ohio Department of Education's plan, as well as Ohio and federal law for the education of homeless children and youth.

A.7 School Goals

We believe that accountability is a strong driver of student achievement and that accountability requires clear, measurable, data-driven goals that fully align with the school's mission.

We have identified nine goals that measure the school's success. The goals encompass three areas: academic performance, the school as an organization, and faithfulness to the charter. Reaching our academic goals will be the primary measure of our success—students must be learning to a high and demanding degree and must exceed Common Core and Ohio state standards. To remain a strong public educational option for families, we must also maintain a financially healthy, viable organization and remain faithful at all times to the terms set forth in the school's charter.

In many cases, the academic goals represent annual goals—each sub-group of students, for example, will make adequate yearly progress (AYP) in reading as defined by No Child Left Behind (NCLB) legislation. In some cases, they describe goals to be obtained over the term of the charter; we set a goal, for instance, of 75 percent of Columbus Collegiate students who have attended the school for two or more years scoring in the Proficient, Accelerated, or Advanced categories on the Ohio Reading Achievement Assessment in eighth grade, and 60 percent of such students scoring thusly in the seventh grade. All goals are established to ensure that Columbus Collegiate students meet or exceed Ohio state standards, make AYP, and reach academic proficiency by 2014 as outlined in NCLB.

At Columbus Collegiate, we value the use of data-driven decisions; in addition to administering the Ohio Achievement Assessment (OAA) each year, we will implement the Northwest Evaluation Association (NWEA) Measures of Academic Progress three times per year. All assessment results will evidence the longitudinal, value-added effectiveness of our educational program and provide comparative measures with a local and national cohort. The goals outlined below demonstrate our commitment to exceed the results produced by local public schools and raise the bar for public education in Columbus (specifically the Near East Side neighborhood).

Academic Goal Statement 1: Students at Columbus Collegiate will become competent readers of the English language.

Measurable Target(s) with Metric(s):

(a) Seventy-five percent of students who have attended the school for two or more years will

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score in the Proficient, Accelerated, or Advanced categories on the Reading Ohio Achievement Assessment in eighth grade, and 60 percent of such students will score thusly in the seventh grade. (*Metric: Reading OAA*)

(b) The percentage of students who have attended the school for two or more years and attain OAA Reading scores of Proficient, Accelerated, or Advanced in the seventh and eighth grades will exceed the average percentage for Columbus City Schools by at least 15 percent. (*Metric: Reading OAA*)

(c) Each cohort of students will, on average, annually demonstrate a minimum of one year of academic growth in reading on the NWEA; by the end of the spring trimester, at least 75 percent of seventh graders and at least 80 percent of eighth graders will perform on or above grade level on NWEA's MAP assessment as defined by NWEA's most recent normative data. (*Metric: NWEA*)

(d) Each sub-group of students will make adequate yearly progress in reading as defined by No Child Left Behind legislation. (*Metric: OAA and Annual School Report Card*)

Academic Goal Statement 2: Students at Columbus Collegiate will be competent in the understanding and application of writing.

Measurable Target(s) with Metric(s):

(a) Seventy-five percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Writing Ohio Achievement Assessment in seventh grade.¹² (*Metric: Writing OAA*)

(b) A greater percentage of students enrolled in the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Writing Ohio Achievement Assessment than students from Columbus City Schools. (*Metric: Writing OAA.*)

Academic Goal Statement 3: Students at Columbus Collegiate will become competent in the understanding and application of mathematical computation and problem solving.

Measurable Target(s) with Metric(s):

(a) Seventy-five percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Mathematics Ohio Achievement Assessment in eighth grade, and 60 percent of such students will score thusly in the seventh grade. (*Metric: Mathematics OAA*)

(b) The percentage of students who have attended the school for two or more years who attain OAA Math scores of Proficient, Accelerated, or Advanced in the seventh and eighth grades will exceed the average percentage for Columbus City Schools by at least 15 percent. (*Metric: Mathematics OAA*)

(c) Each cohort of students will, on average, annually demonstrate a minimum of one year of

¹² The Ohio Department of Education has suspended the seventh-grade writing OAA due to budget constraints.

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academic growth in math on the NWEA; by the end of the spring trimester, at least 75 percent of seventh graders and at least 80 percent of eighth graders will perform on or above grade level on NWEA's MAP assessment as defined by NWEA's most recent normative data. (*Metric: NWEA*)

(d) Each sub-group of students will make adequate yearly progress in mathematics as defined by No Child Left Behind legislation. (*Metric: OAA and Annual School Report Card*)

Academic Goal Statement 4: Students at Columbus Collegiate will be competent in the understanding and application of scientific reasoning.

Measurable Target(s) with Metric(s):

(a) Seventy-five percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, and Advanced categories on the Science Ohio Achievement Assessment in eighth grade. (*Metric: Science OAA*)

(b) A greater percentage of students enrolled in the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Science Ohio Achievement Assessment than students from Columbus City Schools. (*Metric: Science OAA*)

(c) Eighth-grade students will design, conduct, and report on an independent science experiment. Students will present this experiment to a panel of at least three expert evaluators. Ninety-five percent of students will demonstrate competence; of those, 50 percent will demonstrate advanced work as measured by a standards-driven, commonly applied rubric. (*Metric: Standards-based rubric*)

Academic Goal Statement 5: Students at Columbus Collegiate will be competent in the understanding and application of social studies.

Measurable Target(s) with Metric(s):

(a) Seventy-five percent of Columbus Collegiate students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Social Studies Ohio Achievement Assessment in eighth grade.¹³ (*Metric: Social Studies OAA*)

(b) A greater percentage of Columbus Collegiate students enrolled in the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Social Studies Ohio Achievement Assessment than students from Columbus City Schools. (*Metric: Social Studies OAA*)

Organizational Viability Goal Statement 6: Columbus Collegiate will be fully enrolled and demonstrate high levels of daily attendance and student retention.

Measurable Target(s) with Metric(s):

(a) Columbus Collegiate student enrollment will be at 100 percent of projected enrollment described in the charter application at the beginning of each school year. (*Metric: The community*)

¹³ The Ohio Department of Education has suspended the eighth-grade social studies OAA due to budgetary constraints.

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school will track enrollment numbers and provide detailed analysis in annual report)

(b) The Columbus Collegiate waiting list will be equal to 50 percent of the sixth-grade enrollment each year. *(Metric: The community school will track enrollment numbers and provide detailed analysis in annual report)*

(c) Ninety percent of students who begin the school year at Columbus Collegiate will remain in the school throughout the academic year. *(Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.)*

(d) Ninety percent of students who complete the school year at Columbus Collegiate will re-enroll for the following school year. *(Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.)*

(e) Average daily student attendance at Columbus Collegiate will be at or above ninety-five percent over the course of each school year. *(Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.)*

Organizational Viability Goal Statement 7: Columbus Collegiate will demonstrate fiscal viability that focuses on student achievement and responsible use of public monies.

Measurable Target(s) with Metric(s):

(a) Approved school budgets for each school year will demonstrate sound allocation of resources in support of the school's mission. *(Metric: The Board of Trustees will create a finance committee that will monitor and approve all monthly and annual budgets.)*

(b) Each year, the school will provide annual balanced budgets with consistent cash reserves. *(Metric: The Board of Trustees will create a finance committee that will monitor and approve all monthly and annual budgets.)*

(c) Yearly audits performed by the office of the auditor of Ohio will show the school's sound fiscal management of public resources meet or exceed GAAP. The findings of these audits will be submitted in a timely manner to the sponsor and the Legislative Office of Education Oversight or any other requesting state agency or office. *(Metric: The Board of Trustees will create a finance committee that will secure an audit performed by the office of the auditor of Ohio.)*

Organizational Viability Goal Statement 8: Columbus Collegiate will ensure parent approval and support that demonstrates the school's long-term viability and effectiveness.

Measurable Target(s) with Metric(s):

(a) Average parent satisfaction with the academic program, as measured by an annual survey at the conclusion of the school year, will exceed 85 percent of respondents. *(Metric: The community school will administer parent surveys annually.)*

(b) Average parent satisfaction with the clear and open communication by the faculty and staff,

as measured by an annual survey at the conclusion of the school year, will exceed 85 percent.
(*Metric: The community school will administer parent surveys annually.*)

Faithfulness to Terms of Charter Goal Statement 9: Students at Columbus Collegiate will be prepared for success in college-preparatory high schools.

Measurable Target(s) with Metric(s):

(a) Fifty percent or more of students who attend Columbus Collegiate for three consecutive years will enroll in college-preparatory high schools. The number of students attending college-preparatory schools will increase, on average, 5 percent per year until 100 percent is achieved.
(*Metric: The Community School will track the high schools into which the graduating eighth graders enroll. High schools in which 75 percent of their graduates matriculate to college will be considered college-preparatory.*)

(b) In a survey given to parents of eighth-grade students who have attended Columbus Collegiate for three consecutive years, 80 percent will agree or strongly agree with the statement “Columbus Collegiate Academy prepared my child for success in high school.” (*Metric: The Community School will administer parent surveys annually.*)

A.8 School Climate and Discipline

The Theory

Walking through the halls of Columbus Collegiate during class time will be a remarkable experience. In every classroom, teachers are presenting rigorous lessons, and students rise to the challenge. CCA teachers hold students to high academic expectations and are able to focus on effective instruction because consistent classroom management expectations are enforced by every teacher. Teachers deliver great lessons, students are engaged and on-task throughout the entire class period, and there is a “buzz” of learning in class. Classes run fluidly, with clear communication between students and teacher. Teachers proactively plan to avoid misbehavior. Consistency in application of consequences drives student actions away from negative behaviors, while positive incentives encourage students to succeed. Overall, however, academic success and opportunity serve as the greatest motivators. Teachers use school-wide systems, individual techniques, strong student-teacher relationships, and strong teacher-family relations to promote and reinforce behavioral excellence. Students hold each other accountable and support each other in reaching ambitious goals. Our values are internalized, and students make good decisions even when they know no one is watching. Parents feel welcome at the school, and teachers feel that they are well supported by school leaders. The staff, teachers, students, and families of Columbus Collegiate work together to achieve a college-preparatory environment.

The Philosophy

Students are capable of making choices. Students can choose to follow the rules or to break the rules. At Columbus Collegiate, there are positive motivators for when a student chooses to follow a rule or procedure and negative consequences for when a student chooses to break a rule or procedure. Students quickly learn that when they do good things, good things happen, and when they do bad things, bad things happen; every positive contribution results in a positive motivator; conversely, every negative infraction results in a negative consequence. This is the basis of our student Code of Conduct. Students who choose not to meet the school community’s

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clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen.

Straightforward rules, coupled with consistently applied consequences, make clear to students what is expected of them and what is unacceptable. No misbehavior goes unchecked at any time for any reason. We must acknowledge misbehavior, address it, and offer a consequence every time.

In order to succeed, our discipline system has more positive motivators than negative consequences. These positive motivators can be intrinsic or extrinsic. Students who choose to follow the rules choose academic success, opportunity, positive recognition, and individual STRIVE Dollars. Classes who choose to support each other in achieving excellent preparedness, respect, engagement, and posture earn recognition, privileges, and rewards.

We believe that intrinsic motivators work. They are central to our mission. We start with the idea that students want to learn and want to be successful: they do. We create a culture in which students are serious about making academic gains. We set ambitious goals. We make clear to our students what they can achieve academically and have faith that we will help them to achieve it. Our strongest motivator is a student's own desire to succeed.

The school is proactive in discipline, building a strong sense of community, getting students excited about achievement, and giving teachers and staff the support they need. The school plans proactively to avoid misbehavior. Teachers plan engaging lessons. Clear procedures for all activities reduce confusion and rule breaking and maximize efficiency. A positive school culture benefits students and teachers in the classroom. Good classroom management is a means to an end, not an end in itself. The goal is to create a culture of achievement in the school. Together, we place the highest value on student achievement and show students the path to success. We strive to create a community where students would rather learn than distract or disrupt.

Parents are our partners. Students know we communicate frequently with families, reporting their successes and missteps. The school staff enlists parent help in modifying student behavior. Parents and students are accountable for continued poor behavior.

We believe in a community where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. In this community space, they can thrive as students and as people. It is our job to provide this. This sense of community comes from showing and earning respect, being firm and positive, and sharing the love that brought us to this job, even when issuing consequences. This school is what we choose to make it.

Ultimately, we realize that consequences, rewards, and structures alone will not serve our students as well as helping them learn how to make good choices. We must strive to educate students around the true costs, benefits, and future implications of their behavior choices. One measure of the success of our behavioral system is helping students grow so that they make the right decisions when no one is watching—when they make decisions because it is the right thing

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to do and because they hold themselves accountable. This education will serve our students long after they leave our school.

The STRIVE Paycheck

The STRIVE Paycheck system at Columbus Collegiate is built around six value statements:

- 1) **Scholarship:** *I conduct myself as a scholar at all times, demonstrating curiosity, enthusiasm for academics, and high-quality work.*
- 2) **Teamwork:** *I make a positive contribution to my team at all times, including my classmates, my teachers, and members of my community.*
- 3) **Respect:** *I always treat myself and others with the highest level of respect.*
- 4) **Intelligence:** *I appreciate that I can learn to be smart. I am proud of my intelligence and the intelligence of my classmates.*
- 5) **Virtue:** *I always behave in a way that I am proud of and such that my family is proud of me.*
- 6) **Effort:** *I always work as hard as I possibly can.*

These statements are framed positively to make explicit to students what they should do. These values, like procedures, need to be taught: explained, modeled, and enforced. We will clearly spell out specific ways students can exceed these expectations and earn STRIVE Dollars, just as we will be clear regarding specific violations of these values and their consequences.

Going along with the above STRIVE values, CCA has developed a student STRIVE Paycheck system to provide students, families, and teachers with a frequent, comprehensive report of student performance. A student's weekly STRIVE Paycheck total is impacted by his/her fulfillment of Behavioral, Academic, and Attendance expectations. Current year-to-date-attendance, homework completion data, and STRIVE Paycheck averages are also included on the paycheck.

The STRIVE week runs from Friday through Thursday for logistical reasons. All students receive STRIVE Paychecks every Friday afternoon. Each student starts the STRIVE Week with \$100.

Students may increase their STRIVE Score by:

- Earning STRIVE Dollars from a staff member
- Being awarded an Act Worthy of Public Recognition
- Winning Spirit Stick
- Their homeroom winning the STRIVE for College Challenge.

Students will decrease their STRIVE Score when they fail to meet expectations. Specifically,

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STRIVE Points are deducted when:

- Students do not meet behavioral expectations (deductions, referrals, suspensions)
- Students do not meet attendance expectations (absences, tardiness)
- Students do not complete homework assignments according to standard

Students who lose more than \$30 dollars on their STRIVE Paycheck will miss Community Celebration and attend Friday Extension.

Each score is added to each student's STRIVE Bank.

Students with high STRIVE Paycheck averages earn rewards, including but not limited to:

- School celebrations
- Field trip invitations
- School event invitations
- Invitations on the end of the year trip
- STRIVE store and auctions
- Eligibility for CCA athletics.

Students with low STRIVE Paycheck averages lose privileges and receive other consequences. Specifically:

- Students are not invited to school events
- Students may not participate in extracurricular activities and teams
- Students will not be invited to reward field trips and other events

Students with STRIVE Paycheck averages below \$70 will receive support from their grade-level teams as well as individualized support from the dean of students.

In order to facilitate student improvement, CCA restarts STRIVE averages every trimester for sixth-grade students.

A report on school-wide STRIVE averages is shared with staff and students every progress report. Students can use the dollars in their STRIVE Banks to participate in the STRIVE auctions.

Weekly STRIVE Paychecks are sent home to be reviewed and signed by guardians. Students complete a weekly reflection reviewed by the dean of students in Friday Extension if their STRIVE Paycheck is \$69 or less. The purpose of the reflection is for the student to better understand where they are well or needs to improve, and to serve as a starting point for conversations between student and advisor as needed. If a STRIVE Paycheck or reflection is not returned the day it is due, the dean of students will assign Friday Extension for the following week. If both are incomplete, the dean of students follows up with the student and assigns additional consequences if necessary.

The school reserves the right to add or subtract STRIVE Dollars for examples of very good or very poor behavior.

We always use the phrase “Earn it” when using this type of system. When referring to certain rewards, teachers should ask students: “Did you earn it?” This is a good way of letting the students know that they are in control of their rewards and consequences.

A.9 Assessments and Intervention

For the school to ensure dramatic academic results, student academic progress must be measured and analyzed frequently, and action plans must then be efficiently and effectively put into place. Columbus Collegiate will administer all state-mandated assessments and will use those results to inform the school’s development over time. We will also implement the NWEA Measures of Academic Progress (a national, computer-adaptive assessment administered in September, December, and May) to monitor student progress and to provide comparative analysis with a national cohort. The school director will lead teachers in the development and review of end-of-trimester exams that identify those specific skills and content knowledge students must master at discrete points in time in each subject and at each grade level. The trimester exams will align with state and national standards and reflect the structure of questions used on the Ohio Achievement Assessment, with the goal of preparing our students to enter and succeed in demanding high schools.

- *Ohio Achievement Assessment (OAA)*: Columbus Collegiate will administer the OAA assessments in every year as required. Columbus Collegiate will use the OAA, a criterion-referenced assessment, to evaluate the effectiveness of the educational program as described in our Accountability Plan. OAA scores will be used by the state to determine that Adequate Yearly Progress (AYP) has been met across all qualified demographic groups and to determine the School Report Card rating. OAA scores will be used by Columbus Collegiate to determine if academic goals, set out in the Accountability Plan, have been met. The OAA will drive our internal assessment system, specifically informing the scope and sequence of study and the creation of internal end-of-trimester assessments.¹⁴
- *Northwest Educational Association Measures of Academic Progress (NWEA MAP)*: Columbus Collegiate will administer the NWEA, a national adaptive test of foundational skills, in September, December, and May of each school year. The test, administered upon enrollment, will provide a benchmark score against which all future academic growth can be measured per student and per cohort. Ongoing test results will allow a comparative analysis on a national level.
- *Trimester Comprehensive Exams (Comps)*: During summer institute, teachers at Columbus Collegiate examine the content and skills that must be mastered in each core subject at each grade level, conduct an item analysis of all assessments students must successfully master, and then divide all standards, skills, and content knowledge into three separate trimesters of study. Under the direction and leadership of the school director, teachers create individual trimester exams in each core subject that align with Ohio Academic Content Standards (in the future, these exams will align with the

¹⁴ Columbus Collegiate transitioned to the Common Core standards for the 2012–2013 school year. As soon as there are resources available, the school will begin preparing students to take the PARCC assessment.

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Common Core Standards and the PARCC assessment). Teachers then create three trimester sequences of study that guide instruction throughout the year and prepare students for these comprehensive assessments. Trimester Comps are administered in November, February, and May. To ensure rigorous exams that accurately evaluate mastery of the Ohio Academic Content Standards, the school director monitors the process of developing, standardizing, and implementing all exams, as well as their alignment with individual learning units.

Teachers review results of all comps under the guidance of the school director. Teachers examine content mastery by the majority of students for information to guide general instruction (as well as content mastery by individual students to guide individual instruction and tutoring for students who are not meeting expectations). Teachers re-teach standards that were not met by a majority of students, using different instructional methods to ensure greater mastery. Further, teachers analyze which standards were taught most effectively for the purposes of improving their instructional practice overall.

These three measures allow us to effectively measure and report student achievement on an absolute scale (OAA and Trimester Comps), within-year student gains/losses (NWEA and Trimester Comps) and year-to-year student gains/losses (NWEA and OAA). Results from Trimester Comps effect student grades and are included on trimester report cards. Analysis of these exams at the student, standard, and question level are key drivers of our intervention program. Results from the NWEA and OAA are included in aggregate in Columbus Collegiate's annual report. In addition, the school director delivers an academic report outlining all of these measures to the Board of Trustees two times each year.

EXHIBIT 2: FINANCIAL PLAN

B.1 Budget Summary

The most recent five-year projected budget is available from the Ohio Department of Education [here](#) and fully incorporated by reference herein. Projections are subject to revision at the discretion of the Governing Authority.

B.2 Financial Management

Policies and procedures regarding internal financial controls adopted by the Governing Authority of the school may be updated and submitted to the Sponsor in Epicenter and incorporated by reference herein.¹⁵

As stated in the Financial Management and Accounting Procedures Manual, the Board of Trustees assumes responsibility for ensuring that the fiduciary duties associated with the receipt and disbursement of public funds and the responsibilities associated with state employment are faithfully undertaken. They have established sound and fiscally prudent policies pertaining to fiscal management and create and review controls that minimize the chance for unethical and unsound practices to occur. The board has chosen an executive director who is responsible for overseeing the day-to-day implementation of the financial policies and procedures.

Whereas the board has financial oversight, the executive director has primary responsibility for managing the financial operations of the school and ensuring that all internal financial controls are established and upheld. S/he works closely with the board treasurer to ensure that all monies are being properly allocated and recorded. The board contracts its accounting and payroll and financial reporting services to Mangen & Associates.

The following is a list of Mangen & Associates services that are provided to Columbus Collegiate Academy:

Basic Financial Management Services

1. Comprehensive financial assessment and strategic priority recommendations
2. Cash flow management
3. Monthly financial reviews for the executive director and board
4. Best-case models for financial planning, negotiations, and monitoring systems
5. Preparation of five-year financial plan
6. Benchmarking on operating functions of other comparable schools
7. Oversight and strict controls on budget modifications
8. Facilitating the preparation of independent GAAP report
9. Mid-year and end-of-year financial reviews.

Basic Treasurer Services

1. Budget preparation and ongoing management evaluations
2. Preparing payroll on a semi-monthly basis

¹⁵ [ORC 3314.03 \(A\) \(31 \(B\) \(5\)\)](#)

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3. Providing monthly check of receivables and payables
4. Presenting monthly fund balances for each restricted/non-restricted fund
5. Filing federal 941 deposits, Ohio returns, and city returns
6. Reconciling bank statements monthly
7. Ensuring the accommodation of SERS/STRS requirements
8. Filing FUTA and Medicare payments
9. Completing all required financial EMIS data
10. Overseeing school investments
11. Providing monthly, year-to-date budget/actual reports

CCIP Grant Management

1. Plan development support
2. CCIP budget preparation
3. Ongoing monitoring and budget revisions
4. Final expenditure report preparation

EMIS Coordination

1. State reporting requirements
2. Student information reporting
3. Oversight to student achievement reporting

The Columbus Collegiate Academy director of operations and office manager manage:

SOES Management

1. Guidance and oversight related to SOES system setup, maintenance, and input of student data provided by CCA.
2. Input student specific information
3. Monthly review of SOES data accuracy
4. Ongoing consultation and information related to SOES issues, policies, and procedures
5. Collection of student registration packets
6. Collection and submission of all economically disadvantaged information

Internal controls and provisions pertaining to administrative and financial operations include the following:

Annual Budgeting: Columbus Collegiate's fiscal year runs from July 1 through June 30. The executive director and Mangen & Associates have shared responsibility for planning a detailed budget and cash flow statement each year. The initial drafts of the budget and cash flow statements will be reviewed by the board's Finance Committee and the chair before being presented to the full board for approval. The Board will review and approve the budget at least one full month before the beginning of the new fiscal year.

Internal Controls: The Board of trustees has established a system of internal control

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policies that, when executed, will ensure the practice of sound fiscal management practices. These controls comply with generally accepted accounting principles for nonprofit organizations. We also want to ensure that the reports and data generated from these controls are accurate and useful in effectively managing the financial needs of the organization. The following areas have been identified as ones requiring specific internal controls:

Cash Receipts: All deposits received for Columbus Collegiate are properly received, deposited, and recorded by an individual delegated by the executive director. All records are promptly reconciled. All monies are kept under the strictest security provisions we can provide, and all cash received is deposited within the same day.

Cash Disbursements: We ensure that all monies paid or withdrawn are authorized, used exclusively for business purposes, and properly recorded and reconciled. These controls include purchase orders and the use of the school's credit cards and other credit accounts.

Petty Cash: The use of petty cash and the availability to these funds is restricted and limited. The use of petty cash is not a standard practice—employees are encouraged to complete a reimbursement sheet and attach receipts for minimal purchases. When used, petty cash is properly recorded and reconciled and requires both a signature from the receiver and permission from an authorized administrator. Receipts are also required to be submitted within a specific timeframe, or the monies will be expected to be returned.

Payroll: We ensure that all payroll monies paid are accurate and, with proper authorization, disbursed to the parties intended. All payroll disbursements are properly recorded, comply with all laws and applicable tax regulations, and have been properly reconciled.

Grants, Gifts, and Bequeaths: Columbus Collegiate ensures that all grants, gifts, and bequeaths are monitored, properly recorded, and comply with all legal requirements and related restrictions. All checks representing grants or gifts are promptly deposited.

Fixed Assets: We ensure that all fixed assets are properly acquired, that their value is properly recorded, and that provisions are set to ensure that assets are safeguarded. We mandate that no asset be disposed of without proper authorization.

Check Signatures: We ensure that all checks issued by the school be signed and authorized by the executive director. All check registers are maintained so that cash flow projections can be properly maintained. Checks over \$5,000 will require an additional signature.

Deposits: We ensure that all deposits are properly recorded, safeguarded, and reconciled.

Personnel Policies: We develop and approve all personnel policies, including but not limited to salary levels, vacation, overtime, paid time off, grievance procedures, severance pay, merit increases, bonuses, and other personnel matters. These policies will

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be developed by the executive director with board approval and will be reviewed annually.

Plans and Commitments: Columbus Collegiate will ensure that monies are not spent on plans and commitments that are not reflected in the budget. In the event that an unexpected expense arises, the executive director and Mangan & Associates will review the budget and make a recommendation to the treasurer and Finance Committee on how to proceed. Modifications of the budget must be approved by the board. Provisions will be developed for emergency situations.

Bank Statement Reconciliation: Each month's bank statements will be reconciled by the executive director, board treasurer and Mangan & Associates. A system of controls will be established to prevent the embezzlement, corruption, and mismanagement of funds.

The above is not intended to be a fully inclusive list. Additional systems will be developed as directed by the board. A Financial Management and Accounting Procedures manual will be developed internally to fully outline controls, levels of authority, and overall expectations of staff, teachers, accountants, and the executive director. These procedures will be fully outlined and developed in greater detail during the planning year by the board in collaboration with the executive director. This manual will be reviewed annually. Any interim changes will be submitted to the Finance Committee and presented to the full board for approval.

Maintaining Effective Controls

The executive director will have primary responsibility for overseeing the school's fiscal operations. The executive director will contract with Mangan & Associates to assist with the responsibilities of financial management and reporting. The executive director and Mangan & Associates will closely monitor cash flow and all regulations and compliance issues pertaining to school funding.

Fiscal Accountability

All board members and administrators of Columbus Collegiate who have delegated authority over financial management issues will be required to attend training on finance management. The chair of the board and the executive director will work together to find a qualified resource to deliver training. The class will include basic principles of accounting and information pertaining to financial controls and reading balance sheets, income statements, and cash flow statements. Although our board treasurer will have finance and accounting experience, we recognize that it is everyone's responsibility to know and understand fundamental fiscal management and accounting practices.

All board members will have the right to review the school's financial records at all times. We are committed to establishing systems of internal controls and maintaining properly functioning systems that protect the economic health of the school and increase its ability to sustain itself year after year.

Cash Flow Management Plan

The board of Columbus Collegiate intends to develop cash flow systems that will enable the

organization to effectively manage and predict unexpected shortages and windfalls in cash allocations and disbursements. We recognize that although our budget may reflect the necessary revenues to cover all expenses, relying on the budget alone is not enough. We must also accurately track monthly expenditures, track specifically when revenues will be received, and ensure that we have enough fluid cash to cover the day-to-day expenses. We will explore the use of software, as well as best-practice cash management systems, to ensure that monthly cash flow estimates are extremely accurate. Careful attention to cash flow will also help to prevent errors in planning and monetary allocations throughout the fiscal year, allow us to more accurately anticipate problems and opportunities to improve fiscal allocations, and serve as the basis from which we can negotiate short- and long-term funding if needed.

Annual Audits

Columbus Collegiate hires a third party to conduct an annual audit. The auditor is a certified public accountant who audits the financial records in accordance with generally established accounting principles.

Use of State Administrative and Financial Systems

To the extent possible, the board of Columbus Collegiate intends to use the state's administrative and financial systems.

Further Assurances

The board will ensure that Columbus Collegiate adheres to the highest standards of integrity and ethical conduct.

B.3 Transportation, Food Service, Other Partnerships

Transportation: Columbus Collegiate Academy relies on our district partners (Columbus City Schools, White Hall City Schools) to provide busing for students outside of walking distance from our Main Street campus. There are no plans to purchase vehicles or privately contract transportation for CCA students. CCA utilizes V.A.T., Inc. for transportation needs outside of day-to-day student transportation (i.e., college visits, field trips).

Food Service: Columbus Collegiate Academy contracts meal service through Arlene's Cuisine, Ltd. Arlene's provides breakfast, lunch (hot), and afternoon snack for CCA students. Arlene's is a trusted food service provider that values nutrition and compliance with all USDA school meal guidelines. Nearly 90 percent of Columbus Collegiate Academy's students qualify for free or reduced-price meals through the National School Lunch Program (NSLP). This program provides funding on a per-pupil basis for the school's breakfast, lunch, and afternoon snack programs. CCA will also be certified this year for an additional six cents per lunch reimbursement for compliance with new school meal pattern guidelines. These benefits allow CCA to continue to work with outstanding service providers to ensure that meal programs support and promote healthy living for CCA students.

Other Partnerships: Columbus Collegiate Academy has developed a strong relationship with the After-School All-Stars program to provide students with supplemental enrichment opportunities that further develop the values inherent to educational and personal success.

B.4 Insurance

To be prepared for all budget implications and the appropriate board knowledge of insurance, the Founding Board has secured all necessary liability insurance coverage. The board annually seeks prepared quotes for Columbus Collegiate, including estimated premiums for all necessary types of insurance, from Argonaut Insurance Company. We have purchased and will continue to purchase Directors & Officers Insurance (including Employment Practices Liability) and, at the appropriate times, purchase General Liability, Property, and Worker's Compensation Insurance. The General Liability policy covers Corporal Punishment Liability and Athletic Participation Medical Liability. At a minimum, we acquire: commercial general liability insurance with limits of \$1,000,000 per occurrence and \$2,000,000 aggregate; employee dishonesty insurance with limits of \$500,000; educators legal liability insurance (which shall include coverage of Trustees and officers of the school) with limits of \$1,000,000 per claim and \$2,000,000 aggregate; and automobile liability insurance of \$1,000,000. We agree to take all appropriate actions to ensure that the sponsor is listed as an additional named insured on each of these insurance policies.

EXHIBIT 3: GOVERNANCE PLAN

C.1 Governing Body

Columbus Collegiate Academy was founded with the support of Building Excellent Schools (BES), a national program dedicated to training the founders of high-performing charter schools. As such, the Founding Board experienced the BES board training, which consisted of an extensive retreat and multiple trainings on best governance practices. Subjects covered in this training included the differences between governance and management; roles and responsibilities of committees, the board, and individual members; financial and fiduciary responsibility; and appropriate decision-making processes. The Code of Regulations (originally termed bylaws) were drafted following this training and carefully reviewed by the board.

The Board of Trustees shall be fiduciaries of the Corporation and shall set overall policy for the school. The board may make final decisions on matters related to the operation of the school, consistent with the charter granted to the school and other applicable law.

Trustees will be added to the board in small groups, hopefully of three or more, all at the same time. Staggered terms will be used to ensure only moderate turnover in any given year. The board undergoes comprehensive training when each new cohort joins. In addition to the conversations with prospective board members in the months prior to invitation, specific training areas include:

- School Mission and Vision
- School Academic Program
- School Community
- Board Governance and Management: Roles and Responsibilities
- Committee Duties
- Financial and Fiduciary Responsibility
- Individual Commitments of Board Service

All board members sign the Conflict of Interest Statement with the governing board description, included with the Code of Regulations.

The chair shall appoint committees or task forces of the board, except the governance committee, in which case s/he recommends members. Committees may be composed of trustees and community members. The board may prescribe the need and/or the composition of such committees. The Corporation has four standing committees of the Board of Trustees: Governance, finance, accountability and development. Ad hoc committees may be formed to address specific needs, such as facilities or organizational growth.

Section 1: Governance Committee

There shall be a standing nominating committee known as the Governance Committee. This committee shall be composed of at least three (3) but no more than five (5) persons recommended by the chair and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms may be staggered to ensure continuity of committee membership.

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The primary responsibilities of the Governance Committee shall be to identify, recruit, and nominate persons to serve as members and officers of the Board of Trustees; to provide development opportunities for board membership; and to oversee a Trustee assessment process to ensure optimum performance. Identification of well-qualified candidates shall result from a carefully planned process designed to obtain influential, knowledgeable, and representative leadership for the organization.

Section 2: Finance

The Finance Committee shall coordinate the board's financial oversight responsibilities by recommending policy to the board, interpreting it for the staff, and monitoring its implementation.

The committee shall monitor the organization's financial records; review and oversee the creation of accurate, timely, and meaningful financial statements to be presented to the board; review the annual budget and recommend it to the full board for approval; monitor budget implementation and financial procedures; monitor budget assets; monitor compliance with federal, state, and other reporting requirements; and help the full board understand the organization's finances. The committee also shall recommend the auditor for full board approval and review the audit.

Section 3: Accountability

The Accountability Committee shall monitor the school's progress toward all goals as established in the Accountability Plan and ensure sufficient controls, measures, and supports to reach those goals. The main responsibilities of the committee shall include examining the school's education program, reviewing and analyzing standardized test scores, and performing other oversight functions as requested by the full board.

Section 4: Development

The Development Committee shall lead the board's participation in resource development and fundraising; work with the staff to develop the fundraising plan; develop policies, plans, procedures, and schedules for board involvement in fundraising; and educate Trustees about the organization's program plans and the resources needed to realize those plans.

C.2 Governing Board Composition

The board roster is included at Exhibit 7.

C.3 Management and Operation

Position: Chief Executive Officer **Reports to:** Board of Trustees

Description: The chief executive officer of Columbus Collegiate Academy is hired by and directly accountable to the Board of Trustees and is primarily responsible for the school's success, academic achievement, rigorous culture, financial viability, organizational structure, and reputation.

Position: Director of Operations **Reports to:** Executive Director

Description: The director of operations will be primarily responsible for all matters of school administration that do not directly relate to academics or student behavior at our Main Street and West campuses, including but not limited to finance, facilities, food service, transportation, and administrative functions.

Position: School Director

Reports to: Executive Director

Description: The school director is responsible for all internal operations of the school, including the academic program and school culture. The school director will ensure that teachers develop high-quality curricula using CCA's curriculum development process, assist the executive director with the recruitment and selection of faculty, and oversee the implementation of interim assessments and the evaluation of results. The school director implements and oversees an effective, building-wide, consistent student discipline system.

Position: Dean of Students

Reports to: School Director

Description: The dean of students will be the primary person responsible for oversight of non-academic concerns regarding students. S/he will serve as the interface between the school and the students' homes, ensuring consistent and timely communication from the school. The dean of students will also be responsible for student discipline, oversight of parent orientation, and coordination of student and family events outside of the regular academic program.

Evaluations

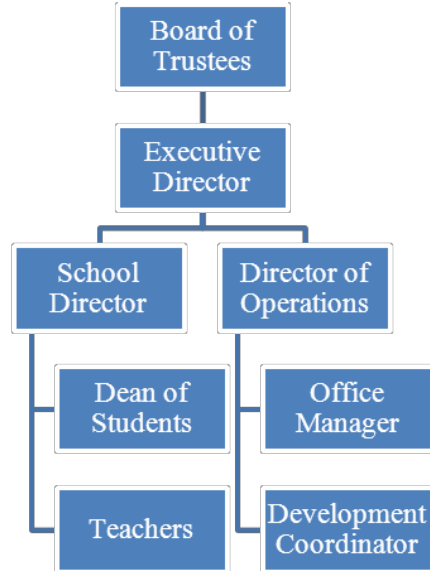
Columbus Collegiate Academy's executive director is evaluated annually by the Board of Trustees using the executive director evaluation rubric. The evaluation covers all aspects of the executive director's job description, focused on three main areas: Leadership, administration, and learning. There are indicators within each of these areas, and the leader is evaluated using a four-point scale where a four indicates Exemplary, a three indicates Proficient, a two indicates Developing, and a one indicates Limited. The rubric is completed by the Accountability Committee, with input from the executive director, and then shared with the full board. Rigorous annual job evaluation rubrics for other senior management staff are under development and will be complete by the 2014–2015 school year. Currently, these positions are reviewed on a weekly, monthly, semi-annual, and annual basis by measuring completed job responsibilities, school performance data, student performance data, and parent feedback; these metrics are reviewed in leadership meetings and at Board of Trustees meetings.

C.3.1 Records

The Board of Trustees has adopted a comprehensive records retention policy that outlines the appropriate procedures for handling the wide array of documents generated within the school. Each record type is designated a retention period, storage location, and owner. Records are divided into the following categories: Board and Administrative Records, Employee Records, Student Records, Building Records, Central Department, Financial Records, Payroll-Related Records, Reports and Other. The executive director or his designee is ultimately responsible for the annual review and proper retention or disposal of records within this plan. Current policy dictates that records are to be disposed of properly by document shredder or other approved disposal measures.

C.4 Staffing and Human Resources

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Position: Board of Trustees

Description: The Board of Trustees shall be fiduciaries of the Corporation and shall set overall policy for the school. The board may make final decisions on matters related to the operation of the school, consistent with the charter granted to the school and other applicable law.

Position: Chief Executive Officer **Reports to:** Board of Trustees

Description: The chief executive officer of Columbus Collegiate Academy is hired by and directly accountable to the Board of Trustees and is primarily responsible for the school's success, academic achievement, rigorous culture, financial viability, organizational structure, and reputation.

Position: Director of Operations **Reports to:** Executive Director

Description: The director of operations will be primarily responsible for all matters of school administration that do not directly relate to academics or student behavior at our Main Street and West campuses, including but not limited to finance, facilities, food service, transportation, and administrative functions.

Position: School Director **Reports to:** Executive Director

Description: The school director is responsible for all internal operations of the school, including the academic program and school culture. The school director will ensure that teachers develop high-quality curricula using CCA's curriculum development process, assist the executive director with the recruitment and selection of faculty, and oversee the implementation of interim assessments and the evaluation of results. The school director implements and oversees an effective, building-wide, consistent student discipline system.

Position: Dean of Students **Reports to:** School Director

Description: The dean of students will be the primary person responsible for oversight of non-academic concerns regarding students. S/he will serve as the interface between the school and the students' homes, ensuring consistent and timely communication from the school. The dean of

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students will also be responsible for student discipline, oversight of parent orientation, and coordination of student and family events outside of the regular academic program.

Position: Office Manager

Reports to: Director of Operations

Description: The office manager serves as the primary administrative staff member for the school. The office manager is responsible for effectively managing the information systems, communications, and other administrative systems of the school. S/he works closely with the school director and the director of operations to manage both urgent and long-term administrative needs.

Position: Development Coordinator **Reports to:** Director of Operations

Description: The Development Coordinator position is a part-time position (approximately thirty hours/week) designed to develop and build relationships with the constituencies and agencies that provide revenue support for Columbus Collegiate Academy.

Recruitment of Senior Administrative Staff

Administrative staff members in key leadership positions have historically been internal candidates who were recruited to assume leadership based on job performance and strict adherence to the mission of Columbus Collegiate Academy. CCA has successfully identified, engaged, and retained top talent since chartering and expects many candidates for open administrative roles will come from within the organization. In the event a leadership candidate is not found within the existing school, Columbus Collegiate Academy will leverage the national recruiting and training infrastructure of Building Excellent Schools to find and train leaders. Building Excellent Schools, in addition to being a founding partner of the Columbus Collegiate Academy, is a well-established national organization that has an extant, robust human capital infrastructure that is able to find leaders for CCA schools. Regardless of the source of administrative staff recruitment, Building Excellent Schools will provide its nationally renowned urban charter school leadership formation experience through its LENS (Leadership for Emerging Networks of Schools) program. This comprehensive leadership training program will ensure that each CCA senior staff member has a similar exposure to the founder of Columbus Collegiate Academy and that CCA is able to energize its operations with the most up-to-date best practice from the nation's strongest urban charter schools.

Position: Teachers

Report to: School Director

Description: Columbus Collegiate Academy attracts highly qualified, motivated teachers who want to further strengthen their skills and make a dramatic impact on the educational and life trajectories of their students. Teachers are evaluated on planning, experience, critical thinking, respect and humility, communication, professionalism, motivation, ability to motivate others, and responsibility. Most importantly, teachers are evaluated on their ability to dramatically improve student achievement as measured and outlined in our Accountability Plan. We work to attract entrepreneurial, mission-driven staff members—individuals who hold and enforce the highest academic and behavioral expectations and see student achievement as the ultimate reward. Each staff position at Columbus Collegiate has a clear set of responsibilities and duties. Our job requirements are demanding, and we understand that working at Columbus Collegiate is not attractive to every teacher because of those high expectations. Although teachers have multiple demands placed on them, such as teaching four sections daily, organizing enrichment

activities, maintaining contact with parents on a regular basis, and composing and evaluating end-of-trimester assessments, they are supported through multiple internal structures like dedicated daily planning periods, scheduled weekly meeting times, clear expectations, a disciplined and structured school environment, and a visionary and supportive leadership team.

A broad educational spectrum of the adults in a school, employed in a variety of professional positions, is the most powerful influence on student academic performance. With this in mind, Columbus Collegiate will continue to recruit, train, and support the highest-quality faculty and staff.

Teacher Recruitment and Selection

We take a local and national approach for recruiting teachers. Nationally, we tap the alumni networks of colleges and Teach For America; post openings on our web site and in education journals, Craigslist, and Idealist; and rely on word-of-mouth. Locally, we recruit at many of the major universities within the state, including the Ohio State University, Bowling Green University, Miami University, University of Dayton, Ohio University, and Wittenberg University. Board members also distribute job openings to educators and leaders within their networks to help identify potential faculty and staff.

The executive director and school director share the responsibility of reviewing applications, interviewing, and making offers to potential candidates. All final decisions for hiring are made by the executive director. The office manager schedules interviews and mails all follow-up materials. The school ensures the quality of the staff through the use of the following five-step process for selecting and hiring the most qualified candidates. Throughout the process, teachers are evaluated on planning, experience, critical thinking, respect and humility, communication, professionalism, motivation, ability to motivate others and responsibility.

- **Step One:** Candidate submits an application, resume, and cover letter.
- **Step Two:** Executive director and school Ddirector separate candidates into three categories: (1) very strong, (2) good, and (3) weak. Very strong candidates are invited for an interview and to teach a sample lesson. Good candidates are scheduled for a fifteen-minute phone interview. If the phone interview is strong, the candidate will receive an invitation to an in-person interview and to teach a sample lesson. Weak candidates are sent a postcard acknowledgment.
- **Step Three:** Candidates come in for the in-person interview and teach a sample lesson. For administrative positions, we may ask for additional documentation pertinent to their applications. If the candidate has potential but would not be an appropriate hire at the time, we put them in the “applicant hopper” (an internal database of individuals who, after more experience teaching or with additional training, may be possible hires in the future).
- **Step Four:** If the lesson and interview demonstrates that the candidate is strong, we will then request references and transcripts. If we are still unsure of the candidate’s potential for success at Columbus Collegiate, we may ask for additional material—such as another lesson plan or a follow-up interview—or put her into the “applicant hopper.”
- **Step Five:** If the candidate has gone through the entire process successfully, we will make him an offer of employment. This offer will be contingent upon a background and

reference check.

Individual Instructional Support

Professional development ensures that teachers have regular support and guidance from instructional leadership within the school regarding subject-specific pedagogy and overall strong classroom practice. Teachers are provided resources regularly to enhance their teaching of specific skills and content—whether that be time to visit a master teacher in another school, common planning time with other teachers, or funds to further support specific growth in their content teaching. Results from assessments might indicate, for example, that the classroom instruction to teach conversions of percentages was more effective for one teacher than another, and school leadership would facilitate individualized professional development between those teachers to share the most effective strategies as evidenced by student outcomes.

Observation and Evaluation

Research, anecdotal evidence, and experiences as a principal in Boston have led Kim Marshall¹⁶ to the conclusion that using one full-length observation of teachers is ineffective in changing what happens in the classroom. In addition to adding little value to student learning and teacher effectiveness, it is a time-consuming process. Instead, Mr. Marshall advocates for a much more frequent observation and feedback loop so that teachers know exactly what is expected of them throughout the year. Columbus Collegiate's instructional support, observation, and evaluation process is grounded in this research.

There are four broad types of observations used at CCA: mini-observations, informal observations, full observations, and peer observations. Observations serve as an important learning tool and as an avenue for each teacher to refine her teaching craft. Informal and full observations, along with curriculum review meetings, are used to complete mid-year and end-of-year evaluations. Observations are a regular part of daily operations at Columbus Collegiate.

An outline of the instructional support, observation, and evaluation process is below:

1. Curriculum Review: Standards and benchmarks, exam maps, unit sequence calendars, and course descriptions are reviewed during Summer Institute. Unit plans and trimester comprehensive exams are reviewed by the director of curriculum and instruction before the start of each trimester. In addition, weekly syllabi, daily packet keys, and/or lesson plans are reviewed on a regular basis.
2. Peer Observations: Teachers are expected to conduct one full-period observation and two fifteen-minute observations of their peers on a trimester basis. The full-period observation should be scheduled in advance with the teacher who is being observed, but the two fifteen-minute observations can be conducted on a drop-in basis. These observations are used for Professional Development purposes.
3. Mini-Observations: Three-to-five-minute mini-observations are conducted for non-evaluative purposes by the director of curriculum and instruction, dean of students, and school director. The main purposes of mini-observations are to collect instructional and management trends and to provide quick feedback to teachers. Mini-observations

¹⁶ This protocol is based on a series of articles by Kim Marshall and compiled in *Rethinking Teacher Supervision and Evaluation*.

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typically take place at least once per week.

4. Assessment Analysis: After every unit test and comprehensive exam, teachers fill out the Assessment Analysis template found on the shared server. Then teachers work with the director of curriculum and instruction and school director to complete an action plan for re-teaching and intervention.
5. Informal Observations: Fifteen-to-twenty-minute informal observations are conducted for evaluative purposes by the school director. The three main purposes of informal observations are to ensure objective alignment, support teachers in focused areas, and provide specific feedback on classroom management and instruction indicators aligned to the summative evaluation rubric. Teachers receive informal observations on a biweekly basis and receive written feedback within twenty-four hours. Conferences may be scheduled on an as-needed basis.
6. Full Observations: Fifty-minute full observations will be conducted for evaluative purposes by the school director. The main purpose of full observations is to provide concrete evidence of a teacher's performance on an observation tool aligned directly to the summative evaluation rubric. Teachers receive four full observations each year. They receive written feedback within twenty-four hours and a post-observation conference within forty-eight hours of the observation. Teachers create goals based on full observations.
7. Evaluation: While the bulk of the school director's time is spent on teacher support and mentorship, formal mid-year and end-of-year evaluations are conducted for each teacher for the following reasons:
 - To formally recognize positive contributions made by teachers throughout the year
 - To document best practices and identify teachers' mastery of teaching practices to further peer mentoring
 - To provide enrichment for teachers to help push their practice, in keeping with our spirit of constant learning
 - To formally address areas for improvement, whether major or minor, and indicate whether (and what) improvement is necessary

The mid-year and end-of-year evaluation rubric is used to evaluate teachers in three main areas: Classroom Culture and Management, Instructional Planning and Delivery, and Responsibilities and Values.

The school director writes the mid-year and end-of-year evaluations based on informal and full observations, curriculum and assessment reviews, and two teacher self-evaluations. The evaluation is completed using the Summative Evaluation Rubric and will be based on the degree to which each staff member is meeting the expectations outlined in the table below. The focus of the evaluations is on exceptional strengths and areas for improvement (i.e., evaluations do not include a list of expectations being fulfilled). The goal is a succinct but helpful document that leads to a productive conversation of how best the school can support a teacher's individual professional development goals.

Teachers are asked to submit self-evaluations in November and April, which will be considered

heavily in the development of the mid-year and end-of-year evaluations. In December and May, the executive director and school director will meet with teachers to present formal performance feedback in 30–45 minute conferences. Teachers receive their evaluation 24–48 hours in advance of these conferences. Staff members receive a brief follow-up email documenting additional topics discussed in each conference (e.g., proposed/requested areas of administrative support, areas of improvement, action steps).

C.5 Professional Development

The fourth Core Value at Columbus Collegiate is that great teachers are essential for academic excellence. This belief requires the recruitment and selection of the best teachers—as well as appropriate, high-quality professional development to support them, both prior to and during the school year.

Columbus Collegiate employs the use of full-staff seminars led by both outside experts and school administration, meetings by department, meetings by grade level, and individual meetings taking place during the summer and the school week.

Summer Institute

Hiring teachers early the calendar year is a priority for Columbus Collegiate because teachers engage in summer professional development and extensive training for four weeks prior to the opening of the school. The total of twenty full days, from mid-July until mid-August, is communicated to new hires immediately upon hiring to avoid schedule conflicts.

The emphasis of this training is first to develop a consistent school culture, such that classroom management strategies, classroom procedures, expectations of conduct and homework, and communication tools are standardized throughout the school. This training reviews and expands upon the rituals and routines described in the school's Overview and Operations manual, the common instructional practices described in the Curriculum, Instruction, and Assessment manual, and the character, management, and discipline procedures described in the School Culture manual.

The second emphasis of staff training is to develop detailed curriculum and assessments. Using the Ohio Academic Content Standards and the general guidelines described in the curriculum manual, teachers divide the yearly curriculum into units. Teachers write comprehensive exams for each trimester and write Understanding by Design unit plans for each course, describing when and how each standard will be addressed over the course of the school year. Good teaching at Columbus Collegiate demands that all students achieve on these specific performance standards.

A considerable portion of this curriculum development time is spent working by subject area. Teachers review best practices in specific content areas; review textbooks and other curricular resources and align them with the unit plans; and review critical content components of their curriculum. Content mastery among teachers is essential to high student achievement.

Professional Development Days

During the school year, Columbus Collegiate reserves eleven days for full-staff professional

development. This time is used to address student achievement throughout the school. The school director consults with the administrators and teachers to identify core areas of need among the faculty based on student achievement results, particularly as measured by unit tests and comprehensive exams. On some occasions, the school director and executive director deliver this professional development themselves; when appropriate, they bring in outside experts to cover specific subjects.

Weekly Meetings

The institutional commitment to professional development continues with weekly faculty meetings in small groups. One afternoon each week is set aside for staff meetings. These meetings are used to discuss student achievement issues in each subject area, review instructional strategies to address these issues, and ensure both unit plans and assessments are closely aligned between classes. These meetings are particularly of value to teachers who teach different portions of the same subject area (such as math procedures and math problem solving, or reading and writing) to ensure appropriate alignment between these subjects.

Once per week, grade-level meetings allow teachers to speak with each other about successful strategies for individual students. Teachers receive training on appropriate tools for discussion such that these conversations are as productive and professional as possible. They focus specifically on improving individual achievement through awareness of learning styles and collaborative strategies.

Teaching Load

The standard teaching load for a Columbus Collegiate teacher is four sections focused on one discipline. As a result, no teacher teaches more than four classes per day and no teacher has more than one class for which to prepare. Ample planning time will be available to teachers during the day, and the clear expectation is that this time be used effectively for curriculum development and instructional planning.

Professional Development Effectiveness

School leaders utilize three primary measures to gauge the effectiveness of professional development sessions. First, at the end of each week during Summer Institute and after workshops during professional development days, teachers fill out an evaluation for the training. Second, teachers and leaders create a data dashboard to measure student achievement outcomes over the year. Third, a matrix of teacher evaluation results is created to illustrate strengths and weaknesses in areas measured by the Summative Evaluation Rubric.

C.6 Student Recruitment and Enrollment

Student Recruitment Plans and Policies

Based on an analysis of strong recruitment practices of similar schools, we have set our goals at recruiting at least 1.5 times the number of students needed so that we can account for families who ultimately choose other schools—and also to create a secure waiting list. As we seek to enroll one hundred students into our sixth-grade fall classes, our target recruitment number is 150 students. While our primary target group is sixth graders and their families, we also build relationships with students and families in lower grades for future enrollment.

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Columbus Collegiate Academy's marketing activities include updated website information, including enrollment packet documents, multiple informational sessions, and community presentations, as well as the strategic placement of advertisements in community newspapers and other print publications. The publicly available list of grade-eligible students in the 43205, 43203, 43206, 43201, 43211, 43207 43209, 43227, 43213, 43224, 43229, 43219, and 43232 zip codes will be requested and used to target our direct mail campaigns, phone call campaigns, and door-to-door efforts. Local businesses receive letters and drop-in visits from staff. We will also attend community events throughout the year that will give us the opportunity to connect with students and families who are less likely to find us through the previously mentioned methods. Once a family has expressed an interest in Columbus Collegiate Academy, attempts are made to schedule a home visit meeting between the student, her family, and a CCA administrator. Historically, families who have the opportunity to hear about CCA program details in this format apply, enroll, and support their student's efforts throughout the year.

Applications are accepted during the Columbus Collegiate Academy's open student enrollment period. Should we have more applicants than seats available, we will hold a random public lottery to determine student enrollment and our waiting list. Once students are enrolled, families will attend a comprehensive school orientation during which we will explicitly discuss the school culture and review the Student and Family Handbook. The orientation will also allow families a second opportunity to raise any questions or concerns they may have about the school's high behavioral and academic expectations.

Enrolled students will also receive other pertinent information, including the identification of materials that the school must collect immediately from each student and family. This information will be put into enrollment packets and will include an official acceptance form, records release form, family questionnaire, and medical forms. Also included will be information packets outlining dress policy, student uniform order slips, and orientation and testing dates, as well as the school calendar. We will create student files so that we are ready to organize and record all pertinent information for the school's reporting requirements.

Columbus Collegiate Academy will abide by all legal admission policies outlined in Ohio statutes. Preference will be provided for siblings of students enrolled in the school and for students residing within the district boundaries of Columbus City Schools. The school will be nonsectarian in its programs, admissions policies, employment practices, and all operations, will not charge tuition, and will not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Class, section and grade level sizes are to be determined by the school.

Columbus Collegiate Academy Projected Enrollment

	2016-17	2017-18	2018-19	2019-20	2020-21
Grade					
K					
1					
2					

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3					
4					
5					
6	X	X	X	X	X
7	X	X	X	X	X
8	X	X	X	X	X
9					
10					
11					
12					
Total	Goal is 220	Goal is 220	Goal is 220	Goal is 220	Goal is 220

X indicates grade level offered.

C.7 Community Partnerships

As a nonprofit organization in the community, we recognize the need to establish partnerships with local individuals and organizations. Columbus Collegiate continuously seeks partnerships to assist the Board of Trustees and leadership team in realizing the mission and reaching the school’s overarching goals. The partnerships will assist with such efforts as student recruitment, community advocacy on behalf of the school, provision of mentorship, enrichment classes, and invitations to students to participate in extended summer or weekend programs. The executive director and Founding Board will seek to further establish these partnerships in the neighboring communities; they have already established relationships with a number of organizations, including:

- Boys and Girls Clubs of Columbus
- Cristo Rey Columbus
- Lower Lights Ministries
- Nationwide Children’s Hospital of Columbus
- The Columbus Chamber of Commerce
- The Columbus Foundation
- The Columbus Partnership
- The Near East Area Commission
- COSI
- Columbus Museum of Art
- The Columbus Zoo and Aquarium
- Columbus City Schools
- Direction for Youth and Families
- JPMorgan Chase
- Junior Achievement
- OSU Law School
- Hale Center at OSU
- Local Matters
- The Neighborhood Design Center
- NextGen Development Group
- Capital Law
- OSU Medical School

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- Central Community House
- After-Schools All-Stars

C.8 Parent Engagement

Columbus Collegiate is deeply accountable to the students it serves because their parents make the ultimate act of faith: to bring their children to our doors and trust our school to deliver an outstanding education and fulfill our school mission. Close communication with our parents is essential. Together, we enter into a three-way partnership between parents, students, and our school to ensure a successful academic future for each child.

To ensure the voice of these parents is well heard, Columbus Collegiate has created a Parents as Partners group with unlimited seats for membership. The chair and vice-chair are elected or chosen for one-year terms. If desired by the group at large, parents will be elected to the Parents as Partners chair position by a vote of parents whose students are currently enrolled in the school. This group supports the mission of Columbus Collegiate Academy by:

- Coordinating parent volunteer efforts to support student recruitment, enrichment classes, and community gatherings;
- Gathering and reporting data about parent satisfaction;
- Reporting to the school director regarding their findings;
- Ensuring that school communications are sufficiently accessible to Spanish-speaking parents;
- Planning parent events that support the academic mission of the school, such as high school achievement nights, community service events, student academic performance nights, and parenting seminars to support academic achievement.

In addition to this parent group, the school administration will establish frequent, formal communication with parents to support the school mission. Families will be welcomed to the school through an orientation that will review school policies in detail, celebrate student learning, and include the signing of parent-student-school contracts. Parents will attend conferences at the school two times annually, at which time assessment results and report cards will be reviewed in detail. Progress reports requiring parent signature will be sent home at regular intervals between these conferences. Teachers will call the parents of their homeroom students on a regular basis to both report positive academic results and behaviors and deliver clear feedback when expectations are not met. A monthly school newsletter will communicate the effectiveness of the program and the excitement of the school to members of the community.

C.9 Means for Achieving Racial and Ethnic Balance

The Community School will achieve a racial and ethnic balance reflective of the community it serves by abiding by all legal admission policies outlined in Ohio laws. The Community School will be nonsectarian in its programs, admissions policies, employment practices, and all operations, will not charge tuition, and will not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The Community School will annually review its demographic data. If a significant difference exists between the racial and ethnic balance of the Community School's home city and/or district and the racial and ethnic balance of the school, the Governing Authority

may take action to address the difference; this may include but not be limited to a review of enrollment and outreach policies and procedures.

C.10 Disposition of Employees

In the event the Contract is terminated or not renewed pursuant to Section 3314.07 of the Code, the Governing Authority agrees to maintain all staff records in a secure location and make records available to staff upon request; ensure that STRS and SERS contributions are current; clarify COBRA benefits; inform staff of the date medical benefits end; ensure that each faculty's Local Professional Development Committee (LPDC) is current and available to staff; and provide a clear, written timeline of the closing process to all staff.

C.11 Race to the Top

If the school is the recipient of monies from a grant awarded under the federal Race to the Top program, Division (A), Title XIV, Sections 14005 and 14006 of the "American Recovery and Reinvestment Act of 2009," Pub. L. No. 111-5, 123 Stat. 115, the school will pay teachers based upon performance in accordance with section 3317.141 and will comply with section 3319.111 of the Revised Code as if it were a school district.

C.12 Benefits

Benefits offered to employees may include but not be limited to health, dental, and vision coverage. The school will have Worker's Compensation insurance. Retirement benefits are provided via the State Teachers Retirement System of Ohio (STRS) or the School Employees Retirement System (SERS).

C.13 Dismissal Procedures

In accordance with Ohio Revised Code section 3314.191, the chief administrator of the community school actively is managing daily operations at the school.

C.14 Management

In accordance with Ohio Revised Code section 3314.191, the chief administrator of the community school actively is managing daily operations at the school.

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EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN

Pursuant to Article III of this Contract, the Academic and Organizational Accountability Plan constitutes the agreed-upon academic, financial, and organizational and governance requirements (“Requirements”) that the GOVERNING AUTHORITY and SPONSOR will use to evaluate the performance of the Community School during the term of this Contract. Each of these Requirements may be considered by the SPONSOR to gauge success throughout the term of this Contract.

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to have “achieved” the standard as specified herein, which is the SPONSOR’s minimum expectation for the school, in all primary academic indicators, all financial indicators, and all primary operations/governance indicators. Secondary indicators (for both academics and operations/governance) will be considered as well, but primary indicators will factor more heavily into decisions about renewal or non-renewal, as well as about probation, suspension, and termination. An inability to achieve minor elements of the standards may not prevent consideration of contract renewal, based on the totality of the circumstances, which will be subject to the SPONSOR’s sole and complete discretion.

Primary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Performance Index (PI) ¹⁷	90% or higher	80%–89%	70%–79%	69% and below
Value Added ¹⁸	+4.00 and above	0 to 3.9	–0.99 to –3.9	–4.0 and below
Graduation Rate (4 years)	93%–100%	84%–92%	79%–83%	Below 79%
Graduation Rate (5 years)	95%–100%	85%–94%	80%–84%	80% and below
K–3 Literacy Improvement	B or better	C	D	F
Performance versus Local Market: ¹⁹ PI	Ranked in top 20th percentile in PI score	Ranked in 70th–79th percentile in PI score	Ranked in 50th–69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus Local Market: VA	Ranked in top 20th percentile in VAM score	Ranked in 70th–79th percentile in	Ranked in 50th–69th percentile in	Ranked in bottom 49th percentile in VAM score

¹⁷ The PI percentage is calculated as follows: school’s PI score divided by 120 (the highest possible PI score).

¹⁸ A value-added score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher value-added score conveys greater confidence that, on average, the school has contributed more than one standard year of academic growth; a lower value-added score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth.

¹⁹ “Local market” includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by the ODE) in the county in which a school is located, as well as comparable district schools in the charter school’s serving district, as designated by the ODE.

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		VAM score	VAM score	
Performance versus Statewide Charters: PI	Ranked in top 20th percentile in PI score	Ranked in 70th–79th percentile in PI score	Ranked in 50th–69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus Statewide Charters: VA	Ranked in top 20th percentile in VAM score	Ranked in 70th–79th percentile in VAM score	Ranked in 50th–69th percentile in VAM score	Ranked in bottom 49th percentile in VAM score

Secondary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Value Added: Overall Grade	A	B or above	C or below	D or below in VA and PI = Probation
PI: Overall Grade	A	B or above	C or below	D or below in VA and PI = Probation
Value Added: Gifted	A	B or above	C or below	
Value Added: Disabilities	A	B or above	C or below	
Value Added: Lowest 20%	A	B or above	C or below	
Value Added: High School	A	B or above	C or below	
AMOs (Gap Closing)	A	B or above	C or below	
College Admission Test Participation Rate	A	B or above	C or below	
College Admission Test Nonremediation Score	A	B or above	C or below	
Dual Enrollment Credits	A	B or above	C or below	
Industry Credentials	A	B or above	C or below	
Honors Diplomas Awarded	A	B or above	C or below	
AP Participation Rate	A	B or above	C or below	
AP Score	A	B or above	C or below	
IB Participation Rate	A	B or above	C or below	
IB Score	A	B or above	C or below	
College-/Career-Readiness Assessment	A	B or above	C or below	
School Regularly Administers Internal Growth Assessment		Yes	No	
School Met a Majority of Its Internal Goals (Section A.7 of This		Yes	No	

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Contract)				
Financial Measures of Success (Current Year)	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days Cash	60 or more days cash	Between 30 and 60 days cash	Between 15 and 30 days cash; OR between 30 and 60 days cash AND one-year trend is negative	Fewer than 15 days cash

Current-Year Enrollment Variance ²⁰	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90%–95% of budgeted enrollment in most recent year	Actual enrollment is 80%–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Financial Measures of Success (Prior Years)	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Multi-year Ratio of Assets to Liabilities ²¹	Ratio is greater than or equal to 1.1 for at least the 2 most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year; OR below 1.0 in the 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in the 2 most previous years out of 3 years
Cash Flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for at least 1 of the most recent 2	Cash flow is not positive for at least 1 of the most recent 2	Cash flow is negative for any 2 consecutive years

²⁰ The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.

²¹ This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years.

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		years	years	
Total Margin (TM) and Aggregated 3-Year Total Margin ²² (ATTM)	ATTM is positive and the most recent year TM is also positive	ATTM is greater than -1.5%; the trend is positive for the last two years; AND the most recent year TM is positive	ATTM is greater than -1.5%, but trend does not “meet standard”	ATTM is less than or equal to -1.5%; OR the most recent year TM is less than -10%
Operations/ Governance Primary Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Records Compliance ²³	90% or higher	79%–89%	60%–78%	59% or below
On-Time Records Submission Rate	90% or higher	79%–89%	60%–78%	59% or below
Financial Records Submitted Monthly	90% or higher	79%–89%	60%–78%	59% or below
Annual Audit	Two consecutive years of no findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	No findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (less than \$5,000 combined), as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, or material weaknesses, findings for recovery (in excess of \$5,000 combined), as set forth in the audit
LEA Special Education Performance	Meets requirements	Needs assistance	Needs intervention	Needs substantial intervention

²² “Total margin” measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources. The total margin is important to track, as schools cannot operate at deficits for a sustained period of time without risk of closure. The aggregate three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations. The performance of the school in the most recent year, however, is indicative of the sustainability of the school; thus, the school must have a positive total margin in the most recent year to meet the standard. The total margin is the net income divided by the total revenue. The aggregate total margin is the total three-year net income divided by the total three-year revenues.

²³ Represents the percentage of records reviewed that were accurate and complete during the school year.

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Determination (most recent annual) ²⁴				
Operations/ Governance Secondary Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
5-Year Forecasts Submitted to ODE by Statutory Deadlines		Yes	No	
Preopening Assurances Documentation		Completed and available 10 days before the first day of school	Not completed 10 days before the first day of school	
Annual Report		Submitted to parents and sponsor by the last day of October	Not submitted to parents and sponsor by the last day of October	
Safety Plan and Blueprint Submitted within the Last 3 Years to the Ohio Attorney General		Yes	No	
Family Survey Results	90% or greater overall satisfaction with school	80%–89% overall satisfaction with school	70%–79% overall satisfaction with school	69% or less overall satisfaction with school

²⁴ The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.

EXHIBIT 5: LETTER OF APPROVAL TO OPERATE

Pursuant to the provisions of Chapter 3314 of the Ohio Revised Code and Article VII of the Community School Contract entered into between the GOVERNING AUTHORITY and the Thomas B. Fordham Foundation (the “SPONSOR”), this letter shall serve as the Letter of Approval to Operate from the SPONSOR for the (temporary/permanent) facility for located at:

Columbus Collegiate Academy
1469 E Main St, Columbus, Ohio 43205
IRN number 009122

to begin operations for the 2016–17 academic year.

This Letter of Approval is issued based upon the following documentation provided to the SPONSOR on:

- ___ Certificate of Authority of Nonprofit Status
- ___ Proof of property ownership or property lease
- ___ Certification of Teaching Staff (completed or in process)
- ___ Affidavit of BCI&I/FBI for all Staff (completed or in process)
- ___ Certificate of Occupancy (permanent or temporary)
- ___ Liability Insurance
- ___ Health and Safety Inspection (permanent/final or temporary)
- ___ Fire Inspection (permanent/final or temporary)
- ___ Food Permit (if applicable)

If the Certificate of Occupancy, Health and Safety Inspection, or Fire Inspection is temporary, the GOVERNING AUTHORITY shall provide the SPONSOR with the documentation of a permanent or final permit within five (5) business days of receipt from the governmental agency.

If any teaching certificates or licenses or BCI &I/FBI checks are in process, the GOVERNING AUTHORITY shall provide the SPONSOR with documentation of completion within five (5) business days of receipt from the governmental agency.

If the school opens under a temporary Certificate of Occupancy in which further repairs or modifications to the facility are needed, the school shall have a reasonable period of time to complete the repairs and obtain a permanent Certificate of Occupancy. If the repairs are not completed within a reasonable period of time, the SPONSOR may revoke this Letter of Approval, and the school shall cease operations upon the date specified by the SPONSOR.

If, after the GOVERNING AUTHORITY has received a permanent or temporary Certificate of Occupancy, the school is issued a health or safety violation by a governmental agency, the GOVERNING AUTHORITY shall have a reasonable period of time to remedy the circumstances that caused the citation. In the event the GOVERNING AUTHORITY does not correct the violation to the satisfaction of the governmental agency that issued said violation within a reasonable period of time, the SPONSOR shall revoke this Letter of Approval to Operate, and the school shall cease operations until the violations have been satisfactorily

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corrected and the Letter of Approval has been reissued by the SPONSOR.

If at any time the GOVERNING AUTHORITY fails to maintain the above-mentioned documentation, the SPONSOR may revoke this Letter of Approval to Operate, and the school shall cease operations until the proper documentation has been obtained and the Letter of Approval has been reissued by the SPONSOR.

If any of the required documentation that is set forth herein and provided by GOVERNING AUTHORITY contains false or misleading information or is in any way fraudulent, the SPONSOR may revoke this Letter of Approval to Operate at any time, and the school shall cease operations upon the date specified by the SPONSOR.

EXHIBIT 6: STATEMENT OF ASSURANCES

3314.19 Annual assurances by community school sponsor.

The sponsor of each community school annually shall provide the following assurances in writing to the department of education not later than ten business days prior to the opening of the school:

- (A) That a current copy of the contract between the sponsor and the governing authority of the school entered into under section [3314.03](#) of the Revised Code has been filed with the department and that any subsequent modifications to that contract will be filed with the department;
- (B) That the school has submitted to the sponsor a plan for providing special education and related services to students with disabilities and has demonstrated the capacity to provide those services in accordance with Chapter 3323 of the Revised Code and federal law;
- (C) That the school has a plan and procedures for administering the achievement and diagnostic assessments prescribed by sections [3301.0710](#), [3301.0712](#), and [3301.0715](#) of the Revised Code;
- (D) That school personnel have the necessary training, knowledge, and resources to properly use and submit information to all databases maintained by the department for the collection of education data, including the education management information system established under section [3301.0714](#) of the Revised Code, in accordance with methods and timelines established under section [3314.17](#) of the Revised Code;
- (E) That all required information about the school has been submitted to the Ohio education directory system or any successor system;
- (F) That the school will enroll at least the minimum number of students required by division (A)(II)(a) of section [3314.03](#) of the Revised Code in the school year for which the assurances are provided;
- (G) That all classroom teachers are licensed in accordance with sections [3319.22](#) to [3319.31](#) of the Revised Code, except for non-certificated persons engaged to teach up to twelve hours per week pursuant to section [3319.301](#) of the Revised Code;
- (H) That the school's fiscal officer is in compliance with section [3314.011](#) of the Revised Code;
- (I) That the school has complied with sections [3319.39](#) and [3319.391](#) of the Revised Code with respect to all employees and that the school has conducted a criminal records check of each of its governing authority members;
- (J) That the school holds all of the following:
 - (1) Proof of property ownership or a lease for the facilities used by the school;
 - (2) A certificate of occupancy;
 - (3) Liability insurance for the school, as required by division (A)(I I)(b) of section [3314.03](#) of the Revised Code, that the sponsor considers sufficient to indemnify the school's facilities, staff, and governing authority against risk;
 - (4) A satisfactory health and safety inspection;
 - (5) A satisfactory fire inspection;
 - (6) A valid food permit, if applicable.
- (K) That the sponsor has conducted a pre-opening site visit to the school for the school year for which the assurances are provided;
- (L) That the school has designated a date it will open for the school year for which the assurances are provided that is in compliance with division (A)(25) of section [3314.03](#) of the Revised Code;

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(M) That the school has met all of the sponsor's requirements for opening and any other requirements of the sponsor.

(N) That for any school that operates using the blended learning model as defined in section [3301.079](#) of the Revised Code, the sponsor has reviewed the following information submitted by the school:

- (1) An indication of what blended learning model or models will be used;
- (2) A description of how student instructional needs will be determined and documented;
- (3) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
- (4) The school's attendance requirements, including how the school will document participation in learning opportunities;
- (5) A statement describing how student progress will be monitored;
- (6) A statement describing how private student data will be protected;
- (7) A description of the professional development activities that will be offered to teachers.

Amended by 131st General Assembly File No. TBD, HB 2, §1, eff. 2/1/2016.

Amended by 129th General Assembly File No. 28, HB 153, §101.01. See act for effective dates.

Amended by 128th General Assembly File No. 9, HB 1, §101.01, eff. 10/16/2009.

Effective Date: 2007 HB119 06-30-2007; 2007 HB190 11-14-2007; 2008 HB428 09-12-2008

EXHIBIT 7: ROSTER OF GOVERNING AUTHORITY
Columbus Collegiate Academy Governing Authority

Name	Role	Term	Address
John Shockley	Treasurer, Finance Committee (Chair), USN Finance Liaison	To be submitted to Sponsor as set forth in EpiCenter	1469 E Main St, Columbus, OH 43205
Amber Merl	Board President/Chair, Finance Committee, Governance Committee	To be submitted to Sponsor as set forth in EpiCenter	1469 E Main St, Columbus, OH 43205
Jennifer Vessells	Board Secretary, Governance Committee	To be submitted to Sponsor as set forth in EpiCenter	1469 E Main St, Columbus, OH 43205
Marcie Rehmar	Member, Development Committee, Governance Committee	To be submitted to Sponsor as set forth in EpiCenter	1469 E Main St, Columbus, OH 43205
Sandy McIntosh	Vice Chair, Governance Committee (Chair), USN Governance Liaison	To be submitted to Sponsor as set forth in EpiCenter	1469 E Main St, Columbus, OH 43205
Jessica Meyer	Member, Finance Committee, Development Committee	To be submitted to Sponsor as set forth in EpiCenter	1469 E Main St, Columbus, OH 43205
Wes Reed	Member, Governance Committee, Development Committee	To be submitted to Sponsor as set forth in EpiCenter	1469 E Main St, Columbus, OH 43205

EXHIBIT 8: RELATED PARTY DISCLOSURE FORM
THOMAS B. FORDHAM FOUNDATION RELATED PARTY DISCLOSURE FORM

The Community School will submit this form annually to SPONSOR’s Epicenter system on the date set forth by the SPONSOR.

Ohio Ethics Commission Information Sheet #1 (Restrictions on Nepotism or Hiring Family Members) states:

Ohio Ethics Law and related statutes prohibit an official from:

- Authorizing the employment of a family member; and
- Using the authority or influence of her public position to secure authorization of the employment of a family member.

An official is prohibited from hiring a family member in any employment position, including a full-time, part-time, temporary or permanent position, a position in the classified or unclassified civil service, or a non-civil-service position.

In most situations, the Ohio Ethics Law and related statutes do not prohibit family members from being employed by the same public agency, as long as no official has secured a job, or job-related benefits, for her family member.

In addition, Statute²⁵ states:

- No present or former member, or immediate relative of a present or former member, of the governing authority of any community school established under this chapter shall be an owner, employee, or consultant of any sponsor or operator of a community school, unless at least one year has elapsed since the conclusion of the person's membership.

I acknowledge that no official at Columbus Collegiate Academy has authorized the employment of any family members. Family members, regardless of where they reside, are defined as the following: spouse, children (whether dependent or not); siblings; parents; grandparents; grandchildren; and any other person related by blood or by marriage and living in the same household.²⁶

I disclose that the following parties, either employed by or serving on the Governing Authority of the school, are related. I further disclose their roles as employees or members of the Governing Authority of the Community School.

Related party #1	Role	Related party #2	Role	Employed by Sponsor	Last date employed

²⁵ ORC 3314.02 (E) (4)

²⁶ Ohio Ethics Commission Information Sheet #1: Restrictions on Nepotism or Hiring Family Members (March 2006).

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				or Operator?	

I hereby acknowledge that none of the individuals listed above were recommended for employment by a related party and that no related party took part in the hiring process of a family member. No related parties are involved in employment evaluations, determinations regarding compensation and benefits, or determinations regarding promotions.

School Leader

Date

Governing Authority Representative

Date

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EXHIBIT 9: FACILITIES ADDENDUM

A stipulation of which entity owns all community school facilities and property, including but not limited to equipment, furniture, fixtures, instructional materials and supplies, computers, printers, and other digital devices purchased by the Governing Authority or operator. Any stipulation regarding property ownership shall comply with the requirements of section 3314.0210 of the Revised Code.²⁷

Columbus Collegiate Academy owns all Community School property, with the exception of the lease for building and property as set forth in the lease.

School facilities information must include:²⁸

- (a) A detailed description of each facility used for instructional purposes;
- (b) The annual costs associated with leasing each facility that are paid by or on behalf of the school;
- (c) The annual mortgage principal and interest payments that are paid by the school; and
- (d) The name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator, if any.

Information for the facility is noted below. Any contracts related to school facilities are subject to change at the discretion of the school’s Governing Authority. Any lease contract(s) and any updates thereto must be submitted to the sponsor via Epicenter.

Description of Facility	Main Elementary School building, approximately 37,153 square feet on approximately 3 acres of land, located at 1469 East Main Street, Columbus, Ohio 43205.
Annual Costs	\$175,371.44 for FY 2015
Annual Mortgage Principal and Interest Payments	N/A
Name of Landlord or Lender and Relationship to Operator	Columbus City School District. No organizational relationship to the United Schools Network.

²⁷ [ORC 3314.032 \(A\) \(3\)](#) and [3314.0210](#)

²⁸ [ORC 3314.03 \(A\) \(9\)](#)

EXHIBIT 10: BLENDED LEARNING REQUIREMENTS

If a school operates using the blended learning model, as defined in [ORC 3301.079](#), include all of the following information.²⁹

- (a) An indication of what blended learning model or models will be used;
- (b) A description of how student instructional needs will be determined and documented;
- (c) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
- (d) The school's attendance requirements, including how the school will document participation in learning opportunities;
- (e) A statement describing how student progress will be monitored;
- (f) A statement describing how private student data will be protected;
- (g) A description of the professional development activities that will be offered to teachers.

Columbus Collegiate Academy does not operate using the blended learning model as defined in ORC 3301.079.

²⁹ [ORC 3314.03 \(A\) \(29\)](#)