



Charter School Application: Founding Group-State Board Model

IOWA DEPARTMENT OF EDUCATION

Instructions

The required criteria and evaluation of charter school applications shall be completed pursuant to Iowa Code chapter 256E, and are detailed in the Application Guidance to Create a School Board-State Board Model Charter School. Please carefully read the guidance before beginning this application. For items that require attachments please utilize designated appendices. **It is highly recommended that potential applicants seek technical assistance from the Iowa Department of Education (Department) prior to beginning a charter school application.** Contact information is available within the guidance, application, and the [Charter School Webpage](#).

Introduction

This application is to only be submitted by a local school board founding group wishing to establish and operate a School Board-Iowa State Board of Education (State Board) model charter school within and as a part of the school district by:

- Establishing a new attendance center (i.e., school building),
- Creating a new school located at an existing attendance center, or
- Converting an existing attendance center to a charter school.

For the purposes of this model, the term "founding group" should be taken to mean a person or group of persons that develops and submits a charter school application to the State Board.

Application Submission Requirements

For an application to be reviewed, the local school board founding group must complete and submit this form with all its required attachments by November 1, 11:59 pm of the school year preceding the establishment of the charter school. **Each question on the form is required and incomplete applications may not be reviewed for approval.** The local school board founding group must submit the completed application form, and all its attachments, via email to janet.boyd@iowa.gov or by mail to:

Iowa Department of Education
Attention: Janet Boyd, Charter School Consultant
400 East 14th Street
Des Moines, Iowa 50319-0146

Technical Assistance Available by Request

It is strongly encouraged that applicants contact the Department to receive technical assistance before completing the application. If the local school board founding group wishes to utilize technical assistance, it must contact Janet Boyd at janet.boyd@iowa.gov or 515-745-3385 before application submission. Once an application is submitted, it is considered final, and no additional changes will be accepted.

Additional Guidance

For additional information on the requirements and evaluation process, see the School Board-State Board application guidance on the [Charter Schools webpage](#).

2021-2022 Charter School Application: Founding Group-State Board Model

Please note that all information submitted in the charter school application is public information.

Applicant Contact Information

First Name:	<u>Cris</u>	Last Name:	<u>Gulacy-Worrel</u>
Email Address:	<u>cgworrel@oakmontedu.org</u>	Phone Number:	<u>614.905.8584</u>

1. Executive Summary

1.1. Provide an executive summary of the proposed charter school.

Briefly summarize the proposed charter school's ability to meet the charter school purposes outlined in Iowa Code section 256E.1, subsection 3 (see the Purposes of Charter Schools section of the application guidance).

Oakmont Education is a prominent and innovative educational organization dedicated to reshaping traditional learning models for opportunity youth. Founded on the principles of student-centered education, and a quality life *after* high school, Oakmont strives to provide personalized, flexible, and engaging educational experiences for opportunity youth. Opportunity youth are students ages 16-24 who are disconnected from school and/or work opportunities.

Key Highlights:

Personalized Learning: At the heart of Oakmont's approach is the commitment to personalized learning. We leverage cutting-edge technology and teaching methods to tailor education to each student's pace, style, and goals. We meet students where they are and provide the support necessary for them to flourish.

Wrap Around: In his 2009 book, Reaching the Wounded Student, Joe Henerschott identifies those students who are beyond the point of “at-risk” and who suffer from hopelessness. Those youth who are traumatized by abuse, neglect, violence, bullying, poverty, and other Adverse Childhood Experiences (ACE’s) such as growing up in a family with mental health or substance use problems suffer from toxic stress that can change brain development and affect how the body responds to stress. Those individuals who experience ACE’s are linked to chronic health problems, mental illness, and substance misuse in adulthood. Potential reduction of ACE’s can reduce the negative outcomes in adulthood including Health Conditions such as Depression, Asthma, and Heart Disease; Health Risk Behaviors such as smoking and heavy drinking; and Socioeconomic Challenges such as Unemployment and No Health Insurance. Oakmont provides dedicated staff to help identify and address those barriers disproportionately represented in students who have dropped out of school. Family Advocates help students access community resources to mitigate those stressors. When a student’s primary focus can move past surviving, they can begin to set goals, make gains in school, and envision themselves achieving a better tomorrow.

Career Readiness: Oakmont's career-focused programs are designed to equip students with the skills training needed to earn nationally recognized industry credentials, while exposing them to in-the-field, workforce experience (WEX) opportunities, and competency-based training in self-efficacy skills (resiliency, initiative, and collaboration). The combination of these 3 elements (credentials + WEX + professional/essential/soft skills training) results in a workforce development program that prepares graduates to effectively meet the expectations of an entry-level worker regardless of what employment sector they choose; however, when students select the pathway that aligns with their postsecondary career goals, the result is a highly motivated individual student who is well prepared and well motivated to join the workforce.

Innovation and Adaptability:

Oakmont Education is continually evolving to meet the changing needs of education. We embrace emerging technologies and pedagogical approaches to enhance the learning experience.

Community Engagement:

Oakmont Education values community involvement and works closely with local stakeholders to promote educational access and excellence.

1. Executive Summary

Student Success:

A primary metric of Oakmont's success is the achievement and well-being of its students. We prioritize outcomes and strive to empower learners for lifelong success and a quality life after high school.

2. Proposed Vision and Mission

2.1. Describe the vision of the proposed charter school.

Describe the overall purpose and intention of the proposed charter school.

Oakmont Education's vision is bold, our purpose is clear: to be the best educational organization exclusively dedicated to opportunity youth and their pursuit of a quality life after high school.

We're not just a school; we're a lifeline for those who've faced adversity, a sanctuary for those ready to seize their potential. A place where we see the full potential in everyone.

At Oakmont, we understand that education isn't just about books and classrooms. It's about nurturing the spirit of ambition, fostering resilience, and cultivating a profound sense of purpose. Our commitment is unwavering, and our methods are innovative.

We've set our sights on a singular goal: preparing our students for a life of quality and fulfillment beyond high school. Our curriculum isn't limited to traditional academics; it extends to workforce development, career and technical education, and nationally recognized industry credentials. We provide the tools and knowledge needed to navigate the complexities of the modern world.

But Oakmont is more than an academic institution; it's a place of opportunities. We believe in our students.

Our vision for the footprint of Oakmont Education extends far beyond this initial school. We know that there are students dropping out across Iowa every day, 2022 nearly 5,000* students dropped out across the state, and with each dropout costing their community an additional \$300,000 over their lifetime, that adds up very quickly to a staggering \$1.5B in one year alone, and that doesn't include the social impact of young adults that are unengaged. It doesn't have to be this way and we are doing things to change this narrative, permanently. We're not content with boundaries; we envision a network that spans across the entire city and even reaches students from all corners of the state. Our commitment knows no limits because we believe that every young person deserves a chance at success, regardless of where they come from and the struggles they have faced.

**Iowa Department of Education. (2023). Iowa Public School District 2021-2022 Grades 7-12 Dropout Rate by Student Group. Retrieved from <https://educateiowa.gov/documents/iowa-public-school-district-2021-2022-grades-7-12-dropout-rate-student-group>*

2. Proposed Vision and Mission

2.2. Describe the mission for the proposed charter school and identify the targeted student population(s) and community(ies) the proposed charter school intends to serve.

Describe the mission and objectives of the charter school, including the targeted student population(s) and community(ies) to be served.

Oakmont Education is committed to continuously improving our approach to meet the evolving needs of our students. Our vision is to change the lives and positively impact our communities by transforming under-resourced opportunity youth into responsible, educated, and skilled contributors to society. To that end, Oakmont Education-Iowa will provide a second chance for nontraditional high school students who have faced considerable challenges on their educational journey. Our focus extends beyond the classroom and encompasses the entire continuum of secondary education, with the goal of ensuring “a quality life after high school”, for every one of our graduates.

In the state of Ohio, where our network has flourished and now serves a student population nearing 5,000, we encounter a diverse group of young individuals who have weathered various storms in pursuit of their education. The typical profile of our students paints a picture of resilience and tenacity. On average, they are 18 years of age, have already traversed three or more high schools in their quest for a supportive and conducive learning environment, read at a 5th-grade level, and have only a quarter of the credits they need to graduate. They have been given up on and as a result, many of them come dangerously close to giving up but not when they find their place in an Oakmont Networks school.

One of the most pressing challenges we address is the reading proficiency of our students. Many come to us reading at a fifth-grade level, a stark reminder of the disparities in educational resources and opportunities that have plagued their past. Equipped with only 20% of the credits required for graduation, these students often face an uphill battle toward realizing their dreams.

Moreover, our students have often experienced disappointment and disenchantment with the educators in their lives. This loss of trust further compounds the difficulties they face in envisioning a brighter future beyond their present circumstances. Recognizing this, Oakmont Education embraces the responsibility of restoring that trust, rebuilding their self-belief, and instilling in them a sense of purpose.

Understanding that the vision of a quality life after high school can vary greatly for each student, we dedicate ourselves to a multifaceted approach. Our central focus revolves around placing students on trajectories that lead to successful post-secondary outcomes, tailored to their unique aspirations and strengths. Whether that involves pursuing a chosen career through technical education, obtaining relevant credentials, or embarking on a journey of higher education, we stand by our commitment to guide and support them every step of the way.

The significance of our work extends beyond the walls of our schools. It resonates with the larger societal context, where the lack of access to quality education often perpetuates cycles of poverty and limited opportunities. The sobering statistic that 75% of incarcerated men lack a high school diploma highlights the transformative potential of our efforts. We also know that when a student drops out of high school, they will end up costing their community an additional \$300,000 over their lifetime. We cannot afford to write students off like we write off medical debt. Oakmont is disrupting the cycle of failure for so many forgotten students.

2. Proposed Vision and Mission

Research suggests that the greatest reason why students don't finish high school is because of their perceived lack of relevance between what they are learning and what they will need as adults. It is currently estimated that 66% of high school graduates go to college and yet only 25% of those students actually graduate. Of those who do graduate, 50% don't get a job in the area of their degree, forcing them to take a job for which they are overqualified and under-paid. However, students who participate in career tech education outpace the national graduation rate by an estimated 13%. Our graduates are prepared to enter the workforce and positioned to achieve 3 major goals in life: Job security, social mobility, and financial prosperity without having to go to college. By empowering our students with a relevant education - one that is highly focused on career technical education - we are actively working to shift the trajectory of future generations away from the grip of poverty and towards a brighter and more promising future.

In essence, the Oakmont Iowa Charter School Network aspires to be a beacon of hope, a sanctuary for those who have faced setbacks, and a catalyst for positive change in our communities. Our dedication to creating a better tomorrow through education fuels our passion and unwavering commitment to each student who walks through our doors. Through perseverance, empathy, and a belief in the transformative power of education, we strive to make a lasting impact and foster a society where every individual can thrive.

3. Proposed Location

3.1. What is the address (Street Address, City, Zip Code) of the proposed charter school? Or, if not yet identified, describe the proposed geographic area within the school district where the charter school is proposed to be located.

3. Proposed Location

We are engaged with two commercial brokers in the Des Moines area with a strategic focus on the north, northeast, and east sides of the city. In these neighborhoods, we see diverse communities and opportunities to be a part of assisting, supporting, and fortifying them through providing opportunities for youth with relevance in their education, and ownership of a quality life after high school. Oakmont's Data Analyst Has developed an algorithm we utilize in Ohio when looking at potential new sites for expansion that take into consideration real data including numbers of dropouts from schools in the area. The darker the color on the map, the higher the concentration of opportunity youth.

Opportunity Youth:

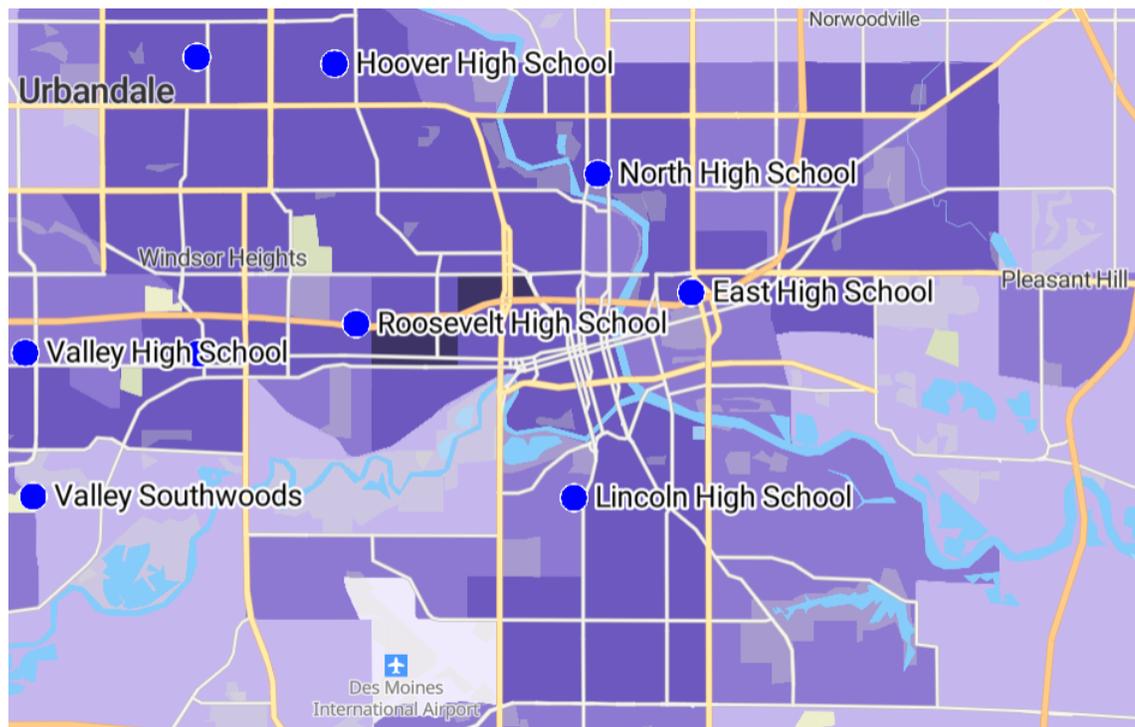
Hoover HS: 201

North HS: 470

East HS: 583

Roosevelt HS: 285

Lincoln HS: 501



Our vision for the geographic footprint extends beyond the first school in Des Moines and we are fortunate enough to have access to the ability to move quickly to serve populations of students in different areas of the city, based on need but supported by data as seen above. We hope to extend Oakmont education's network of dropout recovery, career technical, and credentialing schools, not just to multiple sites in Des Moines, but to Cedar Rapids, Davenport, Waterloo, and Dubuque. We see ourselves as a much necessary safety net for students who have or are at risk of dropping out of high school.

4. Proposed Grade Levels and Enrollment

4.1. Select each grade level that will be served during the five-year duration of the charter school contract by placing a mark in the first column below (Check all that apply). For each grade level selected, enter the minimum, planned, and maximum enrollment number for each year of the charter school contract.

√	Grade	Year 1	Year 2	Year 3	Year 4	Year 5
X	9	Min: 20 Planned: 25 Max: 30	Min: 25 Planned: 30 Max: 35	Min: 35 Planned: 40 Max: 50	Min: 40 Planned: 45 Max: 55	Min: 45 Planned: 50 Max: 60
X	10	Min: 20 Planned: 25 Max: 30	Min: 25 Planned: 30 Max: 35	Min: 35 Planned: 40 Max: 50	Min: 40 Planned: 45 Max: 55	Min: 45 Planned: 50 Max: 60
X	11	Min: 20 Planned: 25 Max: 30	Min: 25 Planned: 30 Max: 35	Min: 35 Planned: 40 Max: 50	Min: 40 Planned: 45 Max: 55	Min: 45 Planned: 50 Max: 60
X	12	Min: 20 Planned: 25 Max: 30	Min: 25 Planned: 30 Max: 35	Min: 35 Planned: 40 Max: 50	Min: 40 Planned: 45 Max: 55	Min: 45 Planned: 50 Max: 60

5. Evidence of Need and Community Support

5.1 and 5.2 should address how the local school board founding group gathered, engaged, and assessed the community's need and support for the proposed school. Evidence may include survey results, minutes from community meetings, summarized public comments, or any other documentation of community need and support for the proposed charter school.

5.1. Describe the evidence supporting the need for the proposed charter school.

The establishment of the Oakmont, Iowa Network of Dropout Recovery Schools is a vital necessity, supported by substantial evidence that underscores the urgency of our mission. The need for a comprehensive approach to addressing high school dropouts is evident when we examine the striking statistics and long-term implications.

In the Des Moines area alone, the year 2022 witnessed a staggering number of 725 dropouts*. These individuals are not merely numbers; they represent potential untapped, dreams deferred, and opportunities lost. When we extrapolate this figure to the entire state of Iowa, where a total of 4,878* students dropped out in the same year, the magnitude of the problem becomes even clearer.

However, the impact of these dropouts reverberates far beyond the classroom walls. It is crucial to recognize the far-reaching financial consequences that stem from a lack of educational attainment. Studies consistently show that individuals without a high school diploma are more likely to face unemployment, rely on public assistance, and have lower earning potential throughout their lives.

The economic burden that dropout rates place on the state of Iowa is substantial. Estimates indicate that each dropout costs the state nearly \$308,000 in terms of lost tax revenue, increased public assistance, and healthcare expenses. Collectively, the 4,878 students who dropped out in 2022 translate to an astronomical potential cost of around \$1.5 billion over their lifetimes. Unfortunately, the dropout problem is not getting any better, compounded by learning loss for so many due to Covid19.

These financial ramifications are not just abstract numbers but a tangible drain on resources that could otherwise be invested in education, infrastructure, and community development. By proactively addressing the dropout crisis through initiatives like the OakmontIowa Network of Dropout Recovery Schools, we can significantly mitigate these economic losses and redirect resources toward building a stronger, more prosperous state.

Moreover, the social and individual toll of high school dropouts is immeasurable. Those who leave school prematurely are more susceptible to a host of negative outcomes, including lower health outcomes, increased criminal involvement, and diminished overall well-being. By intervening early, providing tailored support, and offering an environment that fosters academic success and personal growth, we can break this cycle and empower individuals to realize their full potential.

In conclusion, the evidence for the need for an OakmontIowa Network of Dropout Recovery Schools is resoundingly clear. The dropout rates in the Des Moines area and across the state of Iowa carry significant economic, social, and personal consequences. By addressing this issue head-on, we not only provide a lifeline to those who have fallen through the cracks but also strengthen our communities, elevate our workforce, and secure a brighter future for all.

**Iowa Department of Education. (2023). Iowa Public School District 2021-2022 Grades 7-12 Dropout Rate by Student Group. Retrieved from*

<https://educateiowa.gov/documents/iowa-public-school-district-2021-2022-grades-7-12-dropout-rate-student-group>

5. Evidence of Need and Community Support

5.2. Describe the evidence of community support for the proposed charter school.

In early September 2023, the Executive Leadership Team of Oakmont Education traveled to Des Moines, Iowa for a three-day visit. The purpose of the visit was to explore potential partnerships and engage with key stakeholders that would play a vital role in the relationship between Oakmont Education schools and the local community.

One of the central meetings during this visit was with Rob Denson, the President of Des Moines Area Community College (DMACC). The discussion involved both Directors of the Career Advantage program, Mike Lentsch and Randy Gabriel, along with other staff members. The primary focus of this meeting was to explore opportunities for dual enrollment in Career and Technical Education (CTE) programs within the framework of Oakmont Education.

Furthermore, a meeting was held with community partners in the skilled trades workforce sector. Attendees included Samantha Groark, the Executive Director of the Central Iowa Building & Construction Trades Council, Trevor Stevens, Curriculum and Outreach Coordinator for Des Moines Electrical Apprenticeship, and Brandon Patterson, who is responsible for Workforce Development at the Home Builders Association of Des Moines. This meeting centered around Oakmont Education's utilization of the Sector Strategy Approach and the crucial need for skilled trades partners to contribute to the development of instructional programs. It also aimed to establish a pipeline to employment for Oakmont's skilled graduates and to create employment opportunities within partner organizations.

Additionally, the Oakmont team met with Will Keeps, President of "Starts Right Here," to explore potential collaboration opportunities. Both Oakmont Education and "Starts Right Here" serve under-resourced opportunity youth, making collaboration beneficial for both organizations.

A meeting with Iowa Workforce Development was a part of the visit, which included Jon Peppetti, Chief of Staff, Dane Sulentic, State Apprenticeship Director, Kathy Legget, Future Ready Iowa Policy Advisor, and Linda Fandel, the Governor's Liaison for Work-Based Learning. The goal of this meeting was to provide an overview of the Oakmont Education model and its alignment with the Workforce Innovation Opportunity Act (WIOA) in serving out-of-school youth. While Director Beth Townsend couldn't attend the meeting in person, a virtual meeting had taken place a few weeks prior to the Iowa visit. A Letter of Support from Director Townsend and Iowa Workforce Development has been included in this application.

The highlight of the visit was an extended meeting with Governor Kim Reynolds, accompanied by her staff members Taryn Frideres, Chief of Staff, and Jane Dufoe, Education Policy Advisor. This marked Oakmont Education's second meeting with Governor Reynolds, with the initial one occurring in Washington, D.C., where they were introduced at the National Governors Association (NGA). During this meeting, Oakmont staff shared their recent recognition as recipients of the STOP Award for educational innovation, supported by the philanthropic efforts of Jeff and Janine Yass and endorsed by The Center for Ed Reform and Forbes. The discussion centered on the Oakmont model and its proven track record of success in Ohio. It's worth noting that the visit to Iowa was at the suggestion of Governor Reynolds. The three-day event was generously hosted by Mike Huguelet, the Executive Director of the Iowa Coalition for Public Charter Schools.

5. Evidence of Need and Community Support

5.3. Optional attachment(s) to support 5.1 and 5.2. Please add any information or documents to [Appendix A](#).

6. School Board Founding Group and Governing Board Background Information

School Board Founding Group Members

For the purposes of this model, the term "founding group" should be taken to mean a person or group of persons that develops and submits a charter school application to the State Board.

6.1. Enter the names of each of the local school board founding group members.

Cris Gulacy-Worrel, MPA
John Stack
Jerry Farley, Ed. D.
Karen Wachter
Dimitrios Kriaras

6.2. Attach the curriculum vitae (CV) or résumé for each founding member to [Appendix B](#).

Proposed Governing Board Members

"Governing board" means the independent board of a charter school whose members are elected or selected pursuant to the charter school contract [Iowa Code § 256E.2(6)].

6.3. Enter the names of each of the proposed governing board members. If names of governing board members are not yet known, enter the date when they will be available.

6. School Board Founding Group and Governing Board Background Information

While board members have not yet been identified, Oakmont Education is engaged in on-the-ground recruitment and meetings of valued community members and stakeholders that will positively impact and bring their expertise to the school's board. We look forward to a robust and highly skilled governing authority. We will have an established governing authority within three months of charter approval. We are collaborating with the Iowa Coalition for Public Charter Schools, led by Mike Huguelet, to ensure that the local community is represented and that the school's mission is supported.

6.4. Attach the CV or résumé for each governing board member to [Appendix C](#).

Proposed Charter School Administration

6.5. Enter the names of each of the proposed charter school administrators indicate the role of each person.

Add rows as necessary.

Proposed Administrator Full Name	Role
Identified - To be hired upon approval of charter	State Executive Director
Identified - To be hired upon approval of charter	School Director

6.6 Attach the CV or résumé for each administrator to [Appendix D](#).

7. Proposed Calendar and Daily Schedule

7.1. Attach a copy of the proposed charter school's calendar to [Appendix E](#) that includes:

- School year and semester start and end dates,
- Holidays and other no-school days, and
- Professional learning days.

7. Proposed Calendar and Daily Schedule

7.2. Attach a sample of the proposed charter school's daily schedule for one week to [Appendix E](#) that includes:

- **Daily start and end times,**
- **Class period or content block start and end times, and**
- **Name of classes or content to be covered.**
- **If the proposed charter school wishes to offer grades nine through 12, attach a master schedule and course catalog.**

8. Proposed Academic Program

8.1. Describe the proposed charter school's academic program and identify how the program aligns with state academic standards.

The proposed charter school in Iowa is designed to provide a comprehensive academic program with a strong emphasis on career technical education (CTE) programs for high school students. The school's academic program aligns closely with the state's academic standards to ensure that students receive a high-quality education that prepares them for both college and career success.

Core Academic Curriculum: The charter school will offer a rigorous academic curriculum in subjects such as English, mathematics, science, and social studies. These courses will adhere to the Iowa Academic Standards, which outlines the state's academic standards in these subjects. Students will be required to meet or exceed these standards to earn their diplomas.

Career Technical Education (CTE) Programs: The school's CTE programs will be a central focus. These programs will offer hands-on, industry-relevant training in various career pathways, including but not limited to fields such as construction, advanced manufacturing, healthcare, agriculture, business, childcare, and paraeducation. The curriculum, while aligning with the Iowa Department of Education's Career and Technical Education Framework, will be focused on students' ability to earn nationally recognized industry credentials and will meet the standards of the national credentialing agencies that award those portable and stackable credentials ensuring that students receive training that meets state standards and industry expectations.

Dual Credit Opportunities: To enhance college readiness, the charter school will partner with the local community colleges for dual credit opportunities that support each student's ability to earn nationally recognized industry credentials while also developing a strong foundation for further postsecondary education that aligns with that individual's career goals. The alignment with state higher education standards will be a priority in these offerings.

Assessment and Accountability: The charter school will implement state-mandated assessments, such as the Iowa Statewide Assessment of Student Progress (ISASP), to measure student progress and ensure accountability. Additionally, the school will conduct regular formative and summative assessments to track student performance and tailor instruction to meet individual needs.

Individualized Learning Plans: Recognizing the diverse needs and interests of students, the charter school will develop and implement individualized learning plans (ILPs) for each student. These ILPs will help align the academic program with students' postsecondary goals, ensuring that they receive personalized guidance and support to meet state standards while pursuing their chosen career pathways.

Professional Development: Faculty and staff at the charter school will engage in ongoing professional development to stay current with best practices in education and CTE. This professional development will also emphasize the importance of aligning instruction with state academic standards.

8. Proposed Academic Program

Community Partnerships: The charter school will utilize a Sector Strategy Approach which utilizes partnerships with multiple employers within a critical industry that brings together education, economic development, workforce systems, and community organizations to identify and collaboratively meet the workforce needs of that industry within a regional labor market. Oakmont utilizes this approach for each one of our identified career tech pathways (Construction, advanced manufacturing, agriculture, business, culinary, childcare, and paraeducation) by developing Workforce Advisory Committees (WAC) for each pathway. These meetings, conducted quarterly, bring everyone together so that our graduates meet the expectations of entry-level employees as determined by those who will be hiring them. Adjustments to our career tech strategies are made as the workforce demands change, ensuring our students are ready to implement best practices. These partners also provide students with opportunities for workforce experience opportunities, which often include models such as internships, job shadowing, volunteering, or even part-time employment. These models actively engage youth in real-world experiences that cannot be simulated in a classroom. Additionally, direct exposure to workforce experience allows partners to evaluate students for full-time employment after graduation, thus creating a pipeline from secondary education directly into the workforce.

Community partnerships are also critical in our effort to mitigate barriers and reduce those potential negative outcomes associated with youth who experience Adverse Childhood Experiences (ACEs). Whether it is accessing a local food pantry to combat food insecurity, securing housing options for homeless youth, helping a teenage parent qualify for daycare for a child, or meeting the financial gap to prevent utilities from being turned off, communities have agencies whose mission it is to provide critical assistance while also educating and supporting individuals on ways to break the cycle of continuously needing community supports.

Although none of the workforce or community-based partners have been identified, establishing these connections, creating Memorandums of Understanding (MOUs), and connecting people will be a priority prior to the first student even enrolling in our school.

In summary, the proposed charter school in Iowa offers a comprehensive academic program that aligns closely with state academic standards, particularly in core subjects and career technical education. By adhering to state standards, offering dual credit options, and fostering community partnerships, the school aims to provide students with a well-rounded education that prepares them for success in both college and their chosen careers, all while meeting or exceeding state academic expectations.

9. Proposed Instructional Model

9.1. Describe the proposed charter school's instructional model that includes:

- **Type of learning environment,**
- **Class size and structure,**
- **Curriculum overview, and**
- **Teaching methods.**

An instructional model is a framework for the proposed instructional design that aligns with the needs of the charter school's prospective student population(s). The description should address all of the following:

- Learning environment is the way instruction will be provided (e.g., face-to-face classroom-based, independent study, online).
 - Class size and structure includes the maximum class size, teacher-to-student ratio, grades served in a particular classroom, etc.
 - Curriculum overview includes how teachers will teach the standards, including the particular curriculum (e.g., lessons, instructional materials, teaching techniques, activities).
 - Teaching methods include the methods and systems that teachers will use to provide differentiated instruction, remediation, and intervention to meet the needs of all students.
-

Learning Environment:

The learning environment will be designed to be welcoming, inclusive, and accommodating to students who may have faced challenges in the traditional school system. Key features include:

- **Small, Supportive Community:** The school will foster a close-knit and supportive community where students feel valued and respected. This sense of belonging will be crucial in helping students re-engage with their education.
- **Flexible Scheduling:** Recognizing that students may have work, family, or personal commitments, the school will offer flexible scheduling options, including evening classes, online coursework, and self-paced learning. This flexibility will allow students to customize their learning experience to fit their individual circumstances.
- **Safe and Inclusive Environment:** The school will prioritize creating a safe and inclusive environment where students can express themselves without fear of judgment. Counseling services will be available to address emotional and social needs.

Class Size and Structure:

Small Class Sizes: Class sizes will be intentionally small to allow for personalized attention and support. This will enable teachers to build strong relationships with students and address their individual academic needs effectively. The typical teacher-to-student ratio is 1:12.

Individualized Learning Plans (ILPs): Each student will have an ILP that outlines their academic goals, credit recovery plan, and support services. ILPs will serve as a roadmap for students throughout their educational journey.

Flexible Groupings: While some instruction may occur in traditional classroom settings, the school will also offer opportunities for students to work independently, in small groups, or one-on-one with teachers or mentors based on their preferences and learning needs.

Teaching Methods:

Personalized Instruction: Teachers will use a personalized approach to instruction, tailoring lessons and assignments to meet individual student needs. They will monitor progress closely and provide timely feedback.

Project-Based Learning: Project-based learning will be incorporated into the curriculum to engage students in real-world, hands-on projects that build critical thinking and problem-solving skills.

Mentorship: Each student will have a mentor or counselor who provides academic guidance, emotional support, and assistance with setting and achieving goals.

Blended Learning: A combination of in-person instruction, online coursework, and experiential learning will be utilized to provide students with a well-rounded education.

Inclusive Education Practices: Teachers will be trained in inclusive education practices to meet the diverse needs of students, including those with disabilities.

Overall, the instructional model for this proposed drop-out recovery high school in Iowa will prioritize flexibility, individualization, and a supportive learning environment to help students re-engage with their education, recover lost credits, and work toward earning their high school diplomas. The school's curriculum and teaching methods will align with state standards while catering to the unique needs and aspirations of each student. The primary, instructional delivery method is Computer Assisted Instruction. While there is limited evidence for the approach as a Tier 1 or Tier 2 strategy, there is evidence to support computer-aided instruction as a promising practice.

Research base: The website of John Hopkins Best Evidence Encyclopedia (BEE) was visited to review examples of third-party research. The website focuses on specific education programs. However, there was ample evidence throughout the stated research findings indicating programs that offered education-assisted technology such as the program at Frederick Douglass High School, do show a positive effect on learning. The website states, "Findings of this review indicate that educational technology applications produced a positive but modest effect on the reading skills of struggling readers." Additionally, for struggling readers, "Classroom instructional process approaches, especially cooperative learning and structured phonetic models, have strong effects for low achievers (as well as other students)." For high school reading, "Programs using one-to-one and small-group tutoring (ES=+0.23) and cooperative learning programs (mean ES=+0.16), showed positive outcomes." Success in utilizing the Apex Learning computer-assisted instruction can be found on the Apex Learning website through the following link:

<https://www.apexlearning.com/efficacy-studies/study-impact-apex-learning-digital-curriculum-credit-recovery-students>

Apex Learning Instructional Strategies

Pedagogy and the Basis for our Instructional Design:

The foundation underlying Apex Learning digital curriculum is the established body of learning research and best practices in teaching. We access evidence-based work from leading learning theorists to develop a curriculum that incorporates basic and higher levels of learning, builds critical thinking skills, deepens understanding, and engages and motivates students to succeed. The research base that serves as the foundation for our course development is documented in Research Put into Practice: Apex Learning Curriculum and Pedagogy, which can be viewed here:

<https://www.apexlearning.com/resources/white-papers/201007/research-put-practice-apex-learning-curriculum-pedagogy>

Active Learning:

9. Proposed Instructional Model

Rather than expect students to learn by passively watching, reading, and listening, Apex Learning students learn by doing through multiple activity types. Apex Learning integrates interactive media into every lesson, bringing ideas to life. Students will progress through course content by interacting with each concept as they are prompted to observe, inquire, create, connect, and confirm. Instructive feedback is immediately provided as students apply their understanding, creating continuous interplay with the subject matter that keeps students attentive and motivated through ongoing interaction with course content. Students are able to take responsibility for – and ownership of – their individual learning experience. As students experience success, their confidence builds, and achievement increases.

Apex Learning believes in setting high expectations for all students, and that philosophy is reflected in the rigor as well as the breadth and depth of adherence to standards in core courses. Recognizing that students have varying levels of proficiency and preparation for grade-level academic content, Apex Learning strives in its courses to make rigorous content accessible to all students by providing opt-in supports and scaffolds to meet each student at their level of academic readiness and develop their capacities. Examples of supports and scaffolds within Comprehensive Courses include:

- **Audio Assistance:** Students have the option to listen along as they read. Research indicates that below-proficient readers can read at proficiency when text is accompanied by audio. Content is read aloud by professional voice actors.
- **Vocabulary Assistance:** Students can roll over terms and a pop-up window is displayed with definitions, pronunciations, and examples of how the term is used.
- **Support Cards:** These opt-in supports provide students with strategies for understanding the text on the page, reminders of previously taught concepts related to the lesson, and ways in which the lesson relates to real-life situations.
- **Frequent Self Check-ins.** Students are provided with frequent opportunities as often as once every page or two in study activities, where they complete active learning activities to assess their understanding of the content just covered.
- **Stepping Out.** Directions for complex tasks such as solving a proof or writing an essay are broken into smaller steps with explanations and guidance.
- **Study Assistance.** Printable study sheets guide students through the content. These include reading guides, graphic organizers, note-taking guides, and practice questions to aid students as they learn new material and review for tests.

10. Assessment of Student Progress

10.1. Describe how the proposed charter school will use assessments to measure and report student progress on the performance framework.

This should describe how the proposed charter school will administer, analyze, and use assessment results related to the performance framework (see the Charter School Contract Performance Framework section of the guidance).

For subjects where traditional assessments are not an option, the school has established a process to create locally determined measures, including student learning objectives, to measure student progress. The measures for student learning objectives may include district-approved, locally developed assessments, pre/post assessments, performance-based assessments, and portfolios. Rubrics will be established to set expectations, improve student work, and provide feedback to students about their work in specific areas of a project. Teacher-developed summative assessments such as quizzes, tests, and classroom-based assessments provide a variety of information about students' abilities, progress, and needs. The assessments are designed by teachers based on classroom and student needs, and school, class, and student goals. The variety of formats, which may include, but are not limited to multiple choice, short answer, essay, etc. Informal assessments such as running records are used to inform and improve instruction. Designed by teachers, the assessments are based on classroom and student needs.

Authentic assessments, such as project work, are used to inform and improve instruction, and provide students with feedback to help them reflect on their current standing and needs to meet the expected goals. Designed by teachers, authentic assessments are based on classroom and student needs as well as school, class, and student goals. Oakmont Education schools also use summative data assessments to produce valuable information that is used to make curriculum decisions, direct future instruction, and improve instructional practices. Summative assessment data that is collected at the end of a chapter, unit, or course is obtained through tests, projects, term papers, and student portfolios. The data collected from these types of summative assessments is used to guide our efforts in developing alternative assessments, differentiating instruction, and providing additional academic support in the areas in which students show gaps in learning. Apex provides Comprehensive Courses and Tutorials that provide teacher-scored and computer-scored formative and summative assessments integrated throughout each lesson to reveal student understanding through the learning process. The embedded assessments are specifically designed to test students at various levels of Bloom's Taxonomy and Webb's Depth of Knowledge (DOK). In order to provide teachers and administrators with actionable data to use to support student learning, student knowledge is assessed regularly in Apex Learning Comprehensive courses and Tutorials with items similar to Ohio Learning Standards and via the following categories of assessments:

- Pretests, available for Tutorials and for Courses with prescriptive features, assess student mastery of content and create individualized learning plans that direct each student to the relevant material yet to be mastered. In Courses, the threshold for achieving mastery can be specified by the teacher.
- Unscored formative assessments provide students with immediate feedback, allowing them to check their own understanding before continuing. In Courses, these are interactive self-checks integrated into the instructional content. There are several interactive self-checks in each study activity. In Tutorials, Try It activities are inviting, no-stakes assessments for practice and application that provide immediate feedback to reinforce learning.

- Unit-level diagnostic assessments allow students to assess their understanding of the contents of a unit before either attempting the unit or taking the unit test. These tests can be utilized diagnostically at the beginning of the unit to help determine the grade level of the student.
- Scored formative assessments provide students with feedback regarding their understanding of the material as they progress through a course. In Courses, computer-scored quizzes provide students with immediate feedback. Teacher-scored formative assessments include practice problem sets, journals, and discussions. In Tutorials, Test It activities are low-stakes opportunities to test student understanding.
- Scored summative assessments in Courses are taken at the end of each unit and semester and require students to demonstrate their mastery of the material. In addition to computer-scored assessments, Apex Learning Courses include subjective, open-ended, teacher-scored assessments to fully address standards and evaluate the higher order and critical thinking skills associated with the higher levels of Bloom's Taxonomy and Webb's DOK. In Tutorials, the post-test for each unit assesses student knowledge and serves as a gauge for teachers to evaluate student progress against the standards. All Apex Learning assessments are intentionally designed to meet the requirements of the Iowa Learning Standards. Test items represent the variety of item types expected on state-standardized assessments. In addition to computer-scored tests, students demonstrate academic proficiency in performance tasks through teacher-scored assessments. The assessments offer remediation as needed and provide summative assessments that include both objective and extended response items. The assessments present information in multiple formats (text, audio, images, video, interactive media, manipulative tools, graphs, charts, and diagrams) to address individual learning styles.

"Diagnostic assessments" for purposes of this Policy are defined as those aligned with Iowa academic content standards and model curriculum, and designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level. The School will administer assessments pursuant to Iowa Code 256.7. In addition to achievement tests and diagnostic assessments, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but are not limited to, teacher observation, exit tickets, APEX assessments, cumulative student records, and/or student performance data collected through standard testing programs.

10. Assessment of Student Progress

Any student receiving special education services may be excused from taking any particular test required if the individualized education program ("IEP") developed for the student excuses the student from taking that test and instead specifies that an alternative assessment method be used. The Alternative Assessment for a Student with Disability ("AASWD") is approved by the Department of Education to evaluate the performance of students with the most significant cognitive disabilities for whom regular assessments, even with accommodations, are not appropriate. In general, the IEP shall not excuse the student from taking a test unless no reasonable accommodation can be made to enable the student to take the test. In that case, the school shall use AASWD to test students needing an alternate form of assessment.

11. Proposed Identification and Provision of Student Supports

11.1. Describe the proposed charter school's plan for identifying and serving students with disabilities, including but not limited to compliance with applicable laws and regulations.

This should describe the school's service delivery plans and referral process, including related professional development, for students with disabilities.

For additional guidance please refer to the Department webpage at: <https://educateiowa.gov/pk-12/special-education>.

For guidance specific to Service Delivery Plans visit:

<https://educateiowa.gov/pk-12/special-education/special-education-state-guidance/district-developed-service-delivery-plan>.

Note: A charter school is eligible for Area Education Agency services based on the address of the main office of operations.

The proposed charter school in Iowa is dedicated to providing high-quality education and support to all students, including those with disabilities. To ensure compliance with applicable laws and regulations and to create an inclusive and supportive learning environment, the school has developed a comprehensive plan for identifying and serving students with disabilities. This plan outlines the school's service delivery strategies, referral process, related professional development, and collaboration with Area Education Agencies (AEAs).

1. Identification and Referral Process:

Early Identification: The charter school will implement a system for early identification of students who may have disabilities. This process includes ongoing teacher observations, parent referrals, and collaboration with feeder schools to gather information about incoming students.

Child Find: The school will adhere to the "Child Find" requirements under the Individuals with Disabilities Education Act (IDEA), which obligates educational agencies to actively seek and identify students with disabilities who may be eligible for special education services.

Multi-Tiered System of Supports (MTSS): The school will implement a Multi-Tiered System of Supports that includes universal screening, progress monitoring, and data-based decision-making to identify students who may require additional support, including students with learning disabilities.

Referral to the IEP Team: When a student is identified as potentially needing special education services, the school will refer the student to the Individualized Education Program (IEP) team for further evaluation and determination of eligibility.

2. Service Delivery Plans:

Development of IEPs: The school will ensure that Individualized Education Programs (IEPs) are developed, reviewed, and revised for each eligible student with disabilities. These IEPs will be developed in compliance with Iowa's Special Education Rules, the IDEA, and other applicable laws and regulations.

IEP Team Collaboration: The IEP team will consist of parents, teachers, special education staff, related service providers, and the student when appropriate. The team will collaboratively develop and review IEPs, set specific goals, and determine appropriate services and accommodations.

Least Restrictive Environment (LRE): The school will adhere to the principle of providing students with disabilities access to the general education curriculum to the maximum extent appropriate for each student. The LRE will be considered when determining placement options.

3. Professional Development:

11. Proposed Identification and Provision of Student Supports

Staff Training: The charter school will provide ongoing professional development to all staff, including teachers, paraprofessionals, and administrators, to ensure they have the knowledge and skills needed to effectively support students with disabilities.

Inclusive Education Practices: Training will include strategies for implementing inclusive education practices, differentiated instruction, and effective classroom management techniques.

Understanding Special Education Law: Staff will be trained in special education laws and regulations, including IDEA, Iowa's Special Education Rules, and the school's responsibilities for compliance.

4. Collaboration with Area Education Agencies (AEAs):

Utilization of AEA Services: The charter school acknowledges its eligibility for services provided by the Area Education Agencies (AEAs) based on the address of its main office of operations. The school will collaborate with the AEA to access specialized services, resources, and expertise.

IEP Support: The school will work closely with AEA staff to ensure the development and implementation of high-quality IEPs and access to specialized services, such as speech therapy, occupational therapy, and assistive technology.

In summary, the proposed charter school in Iowa is committed to providing a supportive and inclusive educational environment for all students, including those with disabilities. The school's plan for identifying and serving students with disabilities is designed to comply with state and federal laws and regulations, while also emphasizing early identification, inclusive practices, and ongoing professional development to ensure that all students can achieve their full potential. The collaboration with Area Education Agencies further strengthens the school's ability to meet the diverse needs of its students.

11.2. Describe the proposed charter school's plan for identifying and serving English learners, including but not limited to compliance with applicable laws and regulations.

This should describe the school's Lau plan and use of the English Language Proficiency Assessment (ELPA).

For additional guidance please refer to the Departments webpage at:

<https://educateiowa.gov/pk-12/learner-supports/english-learners-el>

The proposed charter school in Iowa is dedicated to providing effective education and support to English learners (ELs) in compliance with applicable laws and regulations. To achieve this, the school has developed a comprehensive plan for identifying and serving ELs, which includes a Lau plan and the use of the English Language Proficiency Assessment (ELPA). Here is an overview of the school's plan:

1. Identification of English Learners:

Home Language Survey: The school will administer a Home Language Survey to all enrolled students to identify students who may have a language other than English as their primary or home language.

EL Identification Process: When the Home Language Survey indicates that a student speaks a language other than English, the school will initiate the EL identification process.

ELPA: The school will use the English Language Proficiency Assessment (ELPA) to assess the English language proficiency of identified ELs. The ELPA is a state-mandated assessment that measures the language proficiency of EL students.

Parent Notification: Parents or guardians of identified ELs will be informed of their child's EL status, the assessment results, and the importance of EL services.

2. Lau Plan:

Development of a Lau Plan: The school will develop and implement a Lau Plan in accordance with federal Lau v. Nichols requirements, which mandate that ELs receive equal access to education and language support.

Language Support Services: The Lau Plan will outline the language support services and accommodations that will be provided to ELs to ensure they have meaningful access to the curriculum.

Qualified Staff: The school will employ or contract qualified staff, including ESL (English as a Second Language) teachers or instructors, to deliver language support services and implement the Lau Plan.

Professional Development: School staff will receive professional development on effective strategies for teaching ELs, differentiating instruction, and culturally responsive practices.

3. EL Support Services:

Individualized Support: ELs will receive individualized support based on their English language proficiency levels and academic needs.

Small Group Instruction: The school will provide small-group instruction, intensive language development programs, and sheltered content instruction as appropriate.

Monitoring Progress: Ongoing assessment of ELs' English language proficiency and academic progress will be conducted to inform instructional decisions and modify support services.

11. Proposed Identification and Provision of Student Supports

11.3. Describe the proposed charter school's plan for identifying and serving gifted and talented students, including but not limited to compliance with applicable laws and regulations.

This should describe the school's gifted and talented plan.

For additional guidance please refer to the Departments webpage at:

<https://educateiowa.gov/pk-12/advanced-learning-opportunities/gifted-talented>

The proposed charter school is committed to identifying and serving gifted and talented (GT) students in compliance with applicable laws and regulations. To ensure that GT students receive appropriate educational opportunities, the school has developed a comprehensive gifted and talented plan. Here is an overview of the school's plan:

1. Identification of Gifted and Talented Students:

Multiple Criteria: The school will employ a multi-faceted approach to identify GT students. This approach may include a combination of quantitative and qualitative criteria, such as standardized test scores, teacher recommendations, portfolios, performance assessments, and other relevant data.

Universal Screening: The school will conduct a universal screening of all students to ensure that GT students are identified, including those who may not be nominated through traditional means.

Culturally Responsive Identification: The identification process will consider cultural and linguistic diversity to ensure equitable access to GT services for all students.

2. Gifted and Talented Plan:

Development of a GT Plan: The school will develop and implement a comprehensive GT plan that outlines the services, supports, and opportunities available to GT students. This plan will be in accordance with Iowa's requirements for gifted education.

Differentiated Instruction: The GT plan will emphasize differentiated instruction to meet the unique academic, social, and emotional needs of GT students. Teachers will receive professional development on effective strategies for differentiating instruction. Each student will be provided with a WEP (Written Education Plan.)

Acceleration Options: The school will provide acceleration options, such as grade skipping, subject acceleration, and advanced coursework, to GT students who demonstrate readiness for more challenging content.

Enrichment Activities: GT students will have access to enrichment activities, including clubs, competitions, research opportunities, and projects that align with their interests and talents.

3. Data Collection and Monitoring:

Ongoing Assessment: The school will use ongoing assessments to monitor the progress of GT students and make adjustments to instruction and support services as needed.

Review and Evaluation: The GT plan will be reviewed and evaluated regularly to ensure that it remains effective in meeting the needs of GT students.

11. Proposed Identification and Provision of Student Supports

4. Parent and Guardian Engagement:

Communication: The school will maintain open and regular communication with parents and guardians of GT students, informing them about the GT program, opportunities, and their child's progress.

Parent Input: The school will seek input from parents and guardians regarding the GT program and seek their involvement in decision-making processes.

5. Compliance with State Regulations:

The school will adhere to all state laws and regulations governing the education of gifted and talented students in Iowa, including Chapter 41 of the Iowa Administrative Code and any additional requirements set by the Iowa Department of Education.

In summary, the proposed charter school in Iowa is committed to identifying and serving gifted and talented students in compliance with applicable laws and regulations. The school's GT plan outlines a range of services and opportunities to meet the unique needs of GT students, emphasizing differentiation, acceleration, enrichment, ongoing assessment, and parent engagement. This plan reflects the school's dedication to providing a challenging and supportive educational environment for GT students.

11.4. Describe the proposed charter school's plan for identifying and serving students who are failing academically or are below grade level, including but not limited to compliance with applicable laws and regulations.

This should describe the school's plan for identification and support for students:

- That do not meet benchmark on screening assessments,
- Are not proficient on statewide assessments,
- Have failing grades, and/or
- Are chronically absent.

For additional guidance please refer to the Departments webpage at:

<https://educateiowa.gov/pk-12/learner-supports/risk>

The proposed charter school in Iowa is dedicated to identifying and providing support to students who are struggling academically, below grade level, or facing various challenges that impact their academic success. To ensure compliance with applicable laws and regulations, including the Iowa Department of Education's guidance on learner support and addressing risk factors, the school has developed a comprehensive plan for identifying and serving such students. Here is an overview of the school's plan:

1. Identification of At-Risk Students:

Screening Assessments: The school will conduct regular screening assessments to identify students who may not meet benchmark expectations in core academic areas. These assessments may include reading, mathematics, and other relevant subjects.

Statewide Assessments: The school will closely analyze statewide assessment results to identify students who are not proficient in key content areas and may be at risk academically.

Grades and Academic Performance: Teachers will monitor students' grades and academic performance to identify those with failing grades or who are consistently performing below grade level.

Chronic Absenteeism: The school will track attendance records to identify students who are chronically absent, as chronic absenteeism is a risk factor for academic struggles.

2. Tiered Support System:

Tier 1: Universal Supports: All students will receive high-quality, evidence-based instruction as part of the school's core curriculum. Teachers will differentiate instruction to meet diverse needs.

Tier 2: Targeted Interventions: Students identified as at risk based on screening assessments, academic performance, or attendance will receive targeted interventions. These interventions may include small-group instruction, additional tutoring, and specific skill-building activities.

Tier 3: Intensive Supports: For students who continue to struggle despite Tier 1 and Tier 2 interventions, individualized plans will be developed. These plans may involve more intensive interventions, personalized learning plans, and collaboration with specialists, including special education staff when applicable.

3. Data-Driven Decision-Making:

The school will use data to drive decision-making at all levels. This includes analyzing assessment results, attendance data, and grades to monitor student progress and adjust support strategies as needed.

Regular data meetings and collaboration among teachers, counselors, administrators, and support staff will ensure a coordinated and effective response to students' needs.

4. Individualized Support Plans:

11. Proposed Identification and Provision of Student Supports

Students identified as academically at risk will have individualized support plans developed, outlining specific interventions, goals, and monitoring processes.

Parent and guardian involvement will be encouraged in the development and implementation of these support plans.

5. Professional Development:

The school will provide ongoing professional development to teachers and staff to ensure they have the knowledge and skills necessary to implement evidence-based interventions and support strategies effectively.

6. Family Engagement:

The school will actively engage with parents and guardians to inform them of their child's academic challenges, progress, and opportunities for support. This includes regular communication, parent-teacher conferences, and workshops on how to support their child's learning at home.

7. Compliance with State Regulations:

The school will adhere to all state laws and regulations governing the education of at-risk students, including any requirements set by the Iowa Department of Education.

In summary, the proposed charter school in Iowa is committed to identifying and serving students who are academically at risk or facing challenges that impact their learning. The school's plan is designed to provide tiered supports, data-driven decision-making, individualized support plans, professional development, and family engagement to ensure that all students have the opportunity to succeed academically. This plan reflects the school's dedication to addressing the diverse needs of its student population and ensuring equitable access to quality education.

12. Proposed Co-Curricular and Extracurricular Programs

12.1. Describe the proposed charter school's co-curricular and extracurricular programs, including how the programs will be funded and delivered.

Note: Co-curricular and extracurricular programs are not required to be offered. If the school will not offer either of them, please type "None" in the box below.

12. Proposed Co-Curricular and Extracurricular Programs

We encourage and support a wide range of activities that align with our student's interests and aspirations, cultivating a universal approach to personal development. Many of our students must work to support themselves and in some cases, children of their own; time not spent in academics or work-based learning is spent ensuring that they are mentally, socially, and emotionally prepared for what the real world brings after graduation and entry into post-secondary pursuits.

We do believe in providing our students with a well-rounded education that goes beyond the traditional classroom setting. Our extracurricular activities are designed to nurture the talents and interests of our diverse student body. Several extracurricular programs align with current Career Tech programs.

Artistic Expression: Students with a creative flair can participate in various artistic clubs and activities, including visual arts, drama, and music. Classes are coordinated through community partnerships or through an elective course taught by a licensed teacher.

Athletic Excellence: For those who love sports, we offer club sports in several competitive and non-competitive options.

Academic Enrichment: Our commitment to academic excellence extends beyond the classroom. We provide various academic clubs, such as debate and robotics, that encourage students to explore their intellectual interests and pursue academic achievements outside of traditional coursework.

Leadership Development: Leadership is a key focus at the proposed school. We offer student government and other leadership-oriented clubs that empower students to become confident, responsible, and informed leaders in their community.

Community Service: We believe in giving back to the community. Our students can participate in volunteer and service projects that help them develop a strong sense of social responsibility while making a positive impact on those in need.

Cultural Diversity: Our school celebrates the rich tapestry of cultures that make up our student body. Cultural clubs, such as the Hispanic Club, African American Association, and Asian Cultural Exchange, provide a platform for students to share their traditions, foster cultural understanding, and celebrate diversity.

Entrepreneurship: For aspiring entrepreneurs, our entrepreneurship club provides opportunities to learn about business development, innovation, and startup ideas. It's a platform for students to turn their creative ideas into tangible projects.

Technology and Coding: In our ever-evolving technological world, we offer coding and technology clubs where students can explore computer programming and innovation, preparing them for future careers in technology.

13. Proposed Student Recruitment

13.1. Describe the proposed charter school's plan and timeline(s) for recruiting, enrolling, and transferring students, including information about any enrollment preferences and procedures for conducting transparent admissions selections.

This should describe how information related to enrollment and lottery policies will be publicly available and provided to the targeted community(ies).

Recruitment Phase:**Community Outreach (Underway)**

Establish a dedicated outreach team to connect with community organizations, local businesses, and social services agencies. Organize informational sessions and workshops to raise awareness about the dropout recovery school.

Engage with Public District (Months 2-4)

Initiate discussions with the Des Moines Public School District to forge a collaborative partnership. Emphasize the benefits of the dropout recovery school in improving district accountability and retaining students.

Public Awareness Campaign (Months 3 + ongoing)

Launch a comprehensive public awareness campaign, including social media, local newspapers, and radio. Highlight the school's mission, its commitment to at-risk students, and the transparent admissions process.

Recruitment Events (Months 4+ ongoing)

Host open houses and recruitment events to provide prospective students and their families with a firsthand look at the school's facilities and offerings.

Admissions Phase**Transparent Admissions Process (Months 6+ ongoing)**

Clearly outline the admission criteria and procedures on the school's website and in informational materials. Ensure that the process is accessible and easy to understand.

Application Period (Months 6+ ongoing)

Open the application window, allowing prospective students to apply online or through paper applications. Communicate the application deadlines prominently.

Information Sessions (Months 6+ ongoing)

Conduct information sessions for interested students and their families to explain the admissions process, curriculum, and support services.

Continued Collaboration with Public District (Months 6+ ongoing)

Work closely with the public district to identify students who have dropped out or are at high risk of doing so. Develop a clear transfer process that ensures a seamless transition to the dropout recovery school.

Enrollment Phase:**Enrollment Support (Months 8+ ongoing)**

Offer enrollment support services to assist students and their families in completing the necessary paperwork, gathering transcripts, and meeting any other enrollment requirements.

Orientation (Months 8+ ongoing)

13. Proposed Student Recruitment

Organize orientation sessions for enrolled students to introduce them to the school's culture, expectations, and available resources.

Waitlist Management (Ongoing)

Maintain a transparent waitlist for students who meet the at-risk criteria but cannot be immediately accommodated due to space constraints. Regularly communicate with waitlisted students and their families.

Continuous Recruitment (Ongoing)

Continue recruitment efforts throughout the year to ensure that any available slots are filled promptly and that at-risk students are given the opportunity to re-engage with their education.

By following this plan and timeline, the dropout recovery school in Des Moines can effectively recruit, enroll, and transfer students, while also establishing strong relationships with the public district. This approach will ensure transparency, accessibility, and equitable access for all at-risk students seeking a chance at a quality life after high school.

14. Proposed Code of Student Conduct

14.1. Describe the charter school's proposed code of student conduct, including procedures and disciplinary sanctions for both general education and special education students.

This should describe the proposed charter school's philosophy of student discipline, including:

- Which student actions will result in discipline,
- How discipline practices and procedures will be monitored to ensure legal and policy compliance,
- The appeal process that the school will employ for students facing expulsion, and
- How the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.

14. Proposed Code of Student Conduct

Oakmont Education believes that every student deserves an environment that enables them to achieve their potential and that our culture - because of our innovative and relevant model - promotes mutual respect where the student's postsecondary goals become our priority to steward them along their unique journey. A positive learning environment cannot occur without maintaining order and so a Code of Conduct is essential to standardize expectations and protect the rights of every Oakmont student.

What is fundamental to an effective Code of Conduct is the culture embedded within a building. This is especially true when working with youth who have disproportionately been impacted by trauma. In his 2009 book, [Reaching the Wounded Student](#), Joe Henderschott identifies these students, the ones who are beyond the point of "at-risk" and who suffer from hopelessness. He calls those students "wounded" because their exposure to abuse, neglect, violence, bullying, poverty, and other Adverse Childhood Experiences (ACEs) creates toxic stress that can change brain development and affect how the body responds to stress. For decades there has been a well known saying, "Hurt people hurt people". We know this to be true and it is why one of our key approaches is the goal to heal. From hiring "Retention Specialists" to help mitigate barriers to students attending school, to hiring "Family Advocates" to help students access social supports to address social issues such as food insecurity, homelessness, child care for their dependent children, etc., to even hiring "Juvenile Court Liaisons" to help students seal and/or expunge criminal records, our staffing pattern is designed to mitigate that hurt, to re-create a sense of trust, and to rekindle hope because when a student's primary focus can move past surviving, they can begin to set goals, make gains in school, and envision themselves achieving a better tomorrow.

[Appendix N](#) includes a sample of a Student Handbook for an Oakmont Education school. The Code of Conduct is Part A under Section II. Student Responsibilities.

[APPENDIX N Student Handbook](#)

**** upon approval of our charter, legal counsel will ensure compliance with all Iowa local and state rules, code, and legislation to ensure regulatory compliance****

15. Proposed Organizational Structure

15.1. Describe the proposed charter school's organizational structure. For each position or group, list the duties and powers.

Proposed School Organizational Structure

Year One:

School Director:

Duties and Powers:

Overall leadership and management of the school.
Develop and implement the school's mission, vision, and strategic plan.
Supervise and evaluate staff.
Establish relationships with community partners and stakeholders.
Manage the school's budget and resources.

Enrollment Specialist:

Duties and Powers:

Coordinate student enrollment and admissions processes.
Maintain accurate records of student enrollment.
Communicate with prospective families and assist in enrollment inquiries.
Collaborate with the School Director on enrollment strategies.

Core Content Teachers (4 positions):English, Math, Science, Social Studies

Duties and Powers:

Develop and deliver curriculum aligned with state standards.
Create a positive and engaging classroom environment.
Assess and monitor student progress.
Collaborate with colleagues to improve instructional methods.
Attend professional development opportunities.

Intervention Specialist:

Duties and Powers:

Identify students who require additional academic support.
Develop and implement intervention plans.
Monitor and track student progress.
Collaborate with core content teachers and parents.

Career Technical Education Teachers:

Duties and Powers:

Provide specialized instruction in career and technical education.
Create and maintain relevant industry partnerships.
Develop career-focused curriculum and resources.

Family Advocate:

Duties and Powers:

Act as a liaison between the school and families.
Provide support to students, parents, and guardians.
Organize student/family engagement events and workshops.

Assist with resolving student issues

AS ENROLLMENT GROWS:

Placement Specialist:

Duties and Powers:

Assist students with job placement

Follow up with graduates on job placement for 3 years post graduation.

Ensure students are placed in good or promising jobs

Retention Specialist:

Duties and Powers:

Implement strategies to reduce student attrition.

Analyze and address factors leading to student departures.

Collaborate with families to improve student retention.

Assistant Director:

Duties and Powers:

Support the School Director in overall school management.

Oversee day-to-day operations and staff.

Act as a backup for the School Director in their absence.

Assist with strategic planning and development.

Title Teachers:

Duties and Powers:

Provide specialized instruction to students eligible for Title I services.

Monitor and assess student progress.

Collaborate with core content teachers to differentiate instruction.

Resiliency Coach:

Duties and Powers:

Support students facing social and emotional challenges.

Develop and implement resiliency programs and interventions.

Provide counseling and referrals to external resources when needed.

Additional Intervention Specialists:

Duties and Powers:

Expand the intervention program to accommodate the growing student body.

Provide targeted support to students who require academic intervention.

**See [Appendix F](#) for Org Chart*

15. Proposed Organizational Structure

15.2. Attach a copy of the organizational chart to [Appendix F](#).

15.2. Describe the delineation of authority and reporting between the governing board, administration, staff, and any other related bodies or external organizations that play a role in managing the charter school.

The delineation of authority is a matter of local determination, as long as the delineation is clear and unambiguous.

The core of the operational model lies in the critical principles of transparency, delineation of responsibilities, and robust governance oversight. We believe that these principles are pivotal to our collaborative commitment to excellence.

Organizations

Governing Authority: Our charter school will be governed by a dedicated board of directors. They are responsible for setting the school's overarching mission and vision, ensuring its fidelity, approving budgets, overseeing policy development, and maintaining compliance with legal and regulatory requirements. The governing authority also has the authority to appoint or dismiss school leadership in coordination with the management organization.

School Leadership and Staff: At the heart of our institution, the school leadership, led by the Director, along with the administrative team, manages the day-to-day operation of the school, overall school culture, student affairs, and the educational environment. Our committed teachers and staff diligently implement these programs and support functions.

External Management Company, Oakmont Education: To ensure a high standard of education and operational efficiency Oakmont provides essential services, including curriculum development, financial management, facilities oversight, marketing, and human resources support. These collaborations are structured through well-defined contracts, explicitly outlining roles, responsibilities, and performance expectations in coordination with the governing authority.

External Organizations: We acknowledge the importance of external oversight and collaboration with organizations such as our future authorizer, Great Public Schools Iowa, and other relevant entities. They serve as additional layers of oversight, ensuring our compliance with charter terms, educational standards, and legal and regulatory requirements. Their guidance enhances our commitment to excellence.

Our coordinated directive is designed to maintain clear lines of authority and reporting, emphasizing the transparent and collaborative nature of our approach. This transparency and collaboration are essential to the successful operation of our charter school and the promise we make to all our students – a quality life after high school.

The governing authority, in collaboration with Oakmont Education, plays a central role in upholding the charter with the State Board. This approach is grounded in transparency and accountability, as outlined in the school's management agreement with the governing authority. Oakmont Education, an Educational Management Organization (EMO), will leverage a wealth of experience in successfully managing dropout recovery programs in Ohio and oversee the day-to-day operations of the proposed school, through the State Executive Director and School Director, and provide direct oversight of our dedicated school staff. The selection and supervision of the State Executive Director and School Director are fundamental to our academic and operational success. This partnership ensures a solid foundation for our institution. We prioritize the hiring of a State Executive Director who possesses not only expertise in school operations but also a strong commitment to our mission and vision. This leader serves as a crucial representative when engaging with the charter authorizer, the state department of education, and overseeing the school Director.

15. Proposed Organizational Structure

The school Director is entrusted with shaping both the educational and cultural aspects of our institution. Their performance is subject to an annual review conducted by Oakmont Education, which provides insights to inform the governing authority's ultimate decisions. While our school staff are employed by Oakmont Education and receive compensation from them, their dedication to the school's best interests remains unwavering. The governing authority's responsibility extends to evaluating Oakmont Education's performance to ensure alignment with the mission and strategic vision of the school.

Oakmont Education is committed to high-level fiscal oversight, meticulous budget approval, and diligent financial controls. Our fiduciary responsibility guarantees the availability of essential resources for all network schools.

16. Proposed Staffing Plan

16.1. the proposed charter school's staffing plan for the duration of the charter school contract.

This should include how staffing needs will be analyzed and addressed over the duration of the contract and how compliance with licensure requirements through the Board of Educational Examiners will be achieved.

Staffing Plan for the Duration of the Charter School Contract:

1. Initial Staffing:

Begin with the staff outlined in the year one organizational structure as mentioned earlier. Ensure that all teachers meet the necessary licensure requirements as mandated by the Board of Education.

2. Staffing Analysis:

Regularly assess staffing needs and performance based on student enrollment, academic achievement, and school development.

Collect data on student-to-teacher ratios, academic outcomes, and student needs.

3. Addressing Staffing Needs:

As enrollment grows, hire additional staff as necessary to maintain appropriate student-to-teacher ratios. Consider the recruitment of specialized personnel to meet specific program needs, such as special education teachers, English as a Second Language (ESL) instructors, and other specialists. Develop a transparent and competitive hiring process to attract the best talent.

4. Professional Development:

Provide ongoing professional development for all staff to ensure they are current with best practices in education.

Support staff in obtaining or renewing required licenses through courses, workshops, and resources.

Encourage staff to pursue advanced degrees and certifications in their respective fields.

5. Compliance with Licensure Requirements:

Maintain a dedicated staff member responsible for tracking and ensuring compliance with licensure requirements through the Board of Education

Regularly monitor licensure status for all educators to ensure they meet or work towards the required qualifications.

Assist educators in obtaining the necessary credentials and endorsements as needed.

Collaborate with local colleges and universities to facilitate licensure programs for staff if necessary.

6. Continuous Evaluation and Improvement:

Conduct regular evaluations of staff performance to identify areas for improvement and recognition of excellence.

Use feedback from parents, students, and peers to inform staff development.

Implement a comprehensive system for addressing underperformance and professional development plans for teachers who may need additional support.

Seek input from the school community in decisions related to staffing and licensure requirements.

7. Flexibility and Adaptation:

Be flexible in adjusting staffing needs based on changing demographics, educational trends, and community feedback.

Consider alternative staffing arrangements, such as part-time or contract educators, to address specific needs without overextending the budget.

8. Succession Planning:

Develop a succession plan to ensure a smooth transition in leadership and other key positions.

Identify potential future leaders within the school and provide opportunities for their growth and development.

16. Proposed Staffing Plan

9. Budget Allocation:

Allocate budget resources for staff salaries, professional development, and licensure compliance.

10. Reporting and Accountability:

Regularly report to the charter authorizer, school board, and the community on staffing plans, compliance with licensure requirements, and related data.

17. Proposed Recruitment and Development of Administration, Staff, and Governing Board

17.1. Describe how the proposed charter school will recruit and develop school administrators, staff, and governing board members.

This should describe information, such as:

- Recruitment policies;
- How open positions will be advertised in the community(ies);
- Ongoing professional learning that will be provided to administrators, staff, and governing board members; and
- Plans for mentoring and induction for [teachers](#) and [administrators](#).

The Iowa Coalition for Public Charter Schools is assisting in the recruitment of staff, administrators, and governing Board members as well as serving as a partner for the recruitment of key personnel, on the ground in Iowa.

Through collaborations and partnerships with external stakeholders and supporters, Oakmont Education will conduct thorough and comprehensive recruitment processes with the State Executive Director running point once onboarded. Open positions will be posted on our network and school website, traditional educator recruitment sites, and sector and state-specific sites as well. Oakmont Education offers a competitive and performance-based compensation system. Staff will have opportunities to receive extra compensation based on performance as well as undertaking additional responsibilities and duties. School Directors, whose school meets thresholds (enrollment, completion rate, fiscally sound, high parent/student satisfaction scores, etc.) as an Oakmont Model School get added to the list of Presidents Club. Extended contracts and raises are connected with this achievement and these Directors are also invited to sit in on executive leadership meetings to drive continuous improvement in areas such as Operations, CTE, etc. In CTE, Instructors receive bonuses upon completion of “Train the Trainer” courses such as becoming a Master Trainer in NCCER. This is also true for CTE staff who complete courses so that they can certify students in stackable credentials such as Basic Life Support in Healthcare or OSHA-10 in Construction or Manufacturing. Finally, all staff who have demonstrated that they go “Above and Beyond” are rewarded with a bonus midway through the school year and at the end of the year. These bonuses are intentionally **not** connected to student achievement.

17. Proposed Recruitment and Development of Administration, Staff, and Governing Board

17.2. Attach the proposed charter school's employment policies, including performance evaluation plans, to [Appendix G](#).

This should include hiring policies and a plan or form for [educator evaluation](#) and should address compliance with applicable state and federal employment policies.

18. Proposed Governing Bylaws

18.1. Attach the proposed governing bylaws for the proposed charter school to [Appendix H](#).

19. Partnerships or Contractual Relationships

19.1. Does any local school board founding group or proposed governing board member have a partnership or contractual relationship with any person or entity related to the proposed charter school's operations or mission (Mark either yes or no)?

- Yes (must complete 19.1.1)
 No (skip to 20.1)

19.1.1. If yes, state the name(s) of person(s) or entity(ies). For each person or entity listed, explain the partnership or contractual relationship.

20. Proposed Transportation, Food, Operational, and/or Ancillary Services

20.1. Describe the proposed plan for providing transportation services.

This should describe:

- Bus inspection,
- Bus safety,
- Driver training,
- Planned routes, and
- Transportation charges.

20. Proposed Transportation, Food, Operational, and/or Ancillary Services

The locations we are looking at in Des Moines are directly on or within very close proximity to multiple and regular public bus lines, with the Des Moines Area Rapid Transit (DART) system. Any location we choose will ensure that students will have convenient and reliable access to public transportation. This proximity to established transit routes serves as a cornerstone of our plan, making it easier for students from various parts of the city to reach our school.

We also recognize the importance of providing options to students and their families. To accommodate those who prefer to use their personal vehicles, our future school location will offer ample on-site parking. This ensures that students who have their own transportation can access our facility without the need for school-provided busing or transportation services.

To ensure that students can seamlessly access their work-based learning experiences, our school will employ smaller passenger vehicles dedicated to this purpose. These vehicles will serve as a vital component of our educational program, offering flexible and efficient transportation for students between the school and their work-based learning opportunities. By using smaller vehicles, we aim to minimize travel time, enhance safety, and provide personalized transportation solutions that align with the unique needs of our students as they embark on their practical learning journeys.

20.2. Describe the proposed plan for providing food services.

This should describe:

- How the school will provide nutritious lunches to children,
- If the school will participate in the National School Lunch Program, and
- Its process for income eligibility and verification.

The proposed charter school will provide FREE breakfast and lunch to all enrolled students. We will apply for enrollment in the National School Lunch Program (NSLP) and collect Free and reduced-price applications for all students. Those applications will be used to categorize each student as FREE, REDUCED, or FULL PAY. We plan to contract with a third-party vendor who will supply vended/unitized meals and milk for the students. No food will be prepared or cooked on-site at the school. Oakmont Education's Food Service Director handles the verification process and the training of school staff for the proper completion of all income eligibility applications. The Food Service Director also handles the vendor relations between the food service vendor and the school. All audits and reviews required by the Iowa Department of Education will be conducted with the Food Service Director present in the school.

20.3. Describe the proposed plan for all other operational or ancillary services.

This may describe:

- School facility maintenance,
- School business and finance,
- Technology, and
- Safety and security.

20. Proposed Transportation, Food, Operational, and/or Ancillary Services

The Governing Authority will enter into an agreement with Oakmont Education, an education management organization, to receive comprehensive academic, operational, and financial services.

As part of our comprehensive approach to school management, Oakmont Education will maintain rigorous oversight of operational and ancillary services through contractual agreements with our vendors. These agreements encompass technology facilities, maintenance, safety, security, and school treasury operations. Our unwavering commitment to diligent oversight in these critical areas ensures the efficient functioning of our school, promotes the safety and well-being of our students, and upholds our dedication to delivering a high-quality educational experience.

See [Appendix O](#): sample Management Contract, for additional details related to the services provided and the relationship between the governing authority and Oakmont Education.

21. Proposed Family and School Partnerships

21.1. Describe how parents and guardians will be given opportunities to be involved in the proposed charter school.

This may describe:

- How input and feedback from parents will be requested and used,
- How family-school partnerships will be used to strengthen support for learning,
- Volunteer activities the school will seek or offer to parents,
- How the school will conduct parent-teacher conferences and provide other opportunities for parents to communicate with their child's teacher, and
- How the school will communicate with families that do not speak English.

1. Parent Input and Feedback:

- Regularly solicit input and feedback from parents through surveys, meetings, and suggestion boxes.
- Create a Parent Advisory Council, comprising a diverse group of parents, to provide insights and recommendations on school policies, programs, and initiatives.
- Actively use parent feedback to make informed decisions and improve the school's operations and programs.

2. Family-School Partnerships:

- Promote strong family-school partnerships by organizing workshops, seminars, and events where parents can learn about the school's curriculum, teaching methods, and student support services.
- Develop a comprehensive family engagement plan that outlines the roles and responsibilities of both parents and school staff in supporting student learning and success.
- Encourage parents to actively participate in their child's education, setting expectations for home support and involvement in school activities.

3. Volunteer Opportunities:

- Create a Parent Volunteer Program that allows parents to contribute their time and skills to support various school activities.
- Recognize and appreciate parent volunteers through acknowledgments, certificates, or special events.
- Provide opportunities for parents to volunteer in classrooms, school events, and extracurricular activities.

4. Parent-Teacher Conferences and Communication:

- Conduct regular parent-teacher conferences to discuss student progress, academic goals, and areas for improvement.
- Schedule meetings at convenient times for parents, and offer alternative options like virtual conferences for those with scheduling constraints.
- Establish a system for open and ongoing communication between parents and teachers, including emails, phone calls, and a parent portal for tracking student performance.

5. Multilingual Communication:

- Recognize the linguistic diversity of the school community and provide communication in multiple languages.
- Employ multilingual staff or interpreters to facilitate communication with families that do not speak English.
- Translate important school documents, newsletters, and announcements into relevant languages to ensure equitable access to information.

6. Cultural Competency Training:

- Offer cultural competency training for school staff to ensure they understand and respect the cultural backgrounds of students and their families.
- Celebrate cultural diversity through events and initiatives that promote inclusivity and a sense of belonging.

7. Technology and Social Media:

- Utilize a user-friendly school website and social media platforms to share information, updates, and resources with parents.
- Leverage digital tools for real-time access to student grades, assignments, and other important data.

21. Proposed Family and School Partnerships

8. Parent Education and Support:

- Provide resources and support for parents in helping their children with homework, college preparation, and navigating the education system.
- Offer information sessions on topics such as financial aid, college applications, and standardized testing.

9. Accessibility and Inclusivity:

- Ensure that school events and meetings are held in accessible locations and at times convenient for working parents.
- Make accommodations for parents with disabilities to attend school activities.

10. Transparent Policies:

- Develop clear and transparent policies that govern parent involvement and communication, including procedures for resolving concerns and grievances.

22. Start-Up and Five-Year Plans

22.1. Describe the charter school's start-up plan that includes information, timeline(s), and the individual(s) responsible for each of the following items:

- **Finances;**
 - **Budget;**
 - **Insurance coverage; and**
 - **Facility construction, preparation, and contingencies.**
-

November 2023

- November 1: Submit the charter application.
- Continuous Governing Authority Recruitment: continue recruitment efforts for the governing authority, aiming to have it in place by March, including onboarding and professional development.
- Community Engagement: Continue engagement with relevant departments, governmental agencies, and bureaus.
- Fundraising Efforts: Continue fundraising activities (Yass Prize, private philanthropy.)
- Financial Planning: Develop a preliminary budget and initiate insurance coverage discussions.
- Facility Preparation: Begin identification and preparation of the selected property.
- Contingency Plan: Outline contingency strategies for possible delays.
- Engage with appropriate insurance vendors to ensure all regulatory compliance metrics regarding liability coverage are acquired and maintained.

December 2023

- Continuous Governing Authority Recruitment: Continue recruitment and establishment of the governing authority.
- Community Engagement: Continue engagement with relevant departments, governmental agencies, and bureaus.
- Fundraising Efforts: Sustain fundraising activities.
- Financial Planning: Finalize budget and insurance coverage.
- Facility Preparation: Progress in property identification and improvements.
- Staffing: Begin hiring key personnel (administrative and support staff).
- CSP Grant Application: Apply for the Federal CSP Grant for high-quality replicators.

January 2024-APPROVAL

- Property Secured: By January 30, secure the property for the school.
- Full-Time Staff: Hire essential full-time staff, including administrators, to establish operations.
- Teacher Recruitment: Begin the process of recruiting teaching staff.
- Continuous Governing Authority Recruitment: Conclude recruitment and initiate onboarding and professional development.
- Community Engagement: Continue engagement with relevant departments, governmental agencies, and bureaus.
- Fundraising Efforts: Maintain fundraising activities.
- Financial Planning: Continue financial preparations.
- Contingency Plan: Review and update contingency plans.
- Secure appropriate insurance vendors to ensure all regulatory compliance metrics regarding liability coverage are acquired and maintained

February 2024

- Community Engagement: Continue community outreach efforts, including cooperation with relevant departments, governmental agencies, and bureaus.
- Fundraising Efforts: Increase fundraising efforts.
- Facility Preparation: Proceed with facility improvements and setup.

- Teacher Recruitment: Intensify teacher recruitment efforts.
- Financial Planning: Monitor and adjust the budget as needed.

March 2024

- Teacher Recruitment: Conclude teacher recruitment and selection.
- Staff Recruitment: Continue hiring of non-teaching staff.
- Facility Preparation: Ensure facility improvements are on track.
- Continuous Governing Authority Recruitment: Conclude onboarding and professional development for the governing authority.
- Fundraising Efforts: Sustain fundraising activities.
- Financial Planning: Maintain fiscal oversight.
- Contingency Plan: Reevaluate and refine contingency strategies.

April 2024

- Community Engagement: Continue engagement with relevant departments, governmental agencies, and bureaus.
- Fundraising Efforts: Maintain fundraising activities.
- Facility Preparation: Ensure facility improvements are nearing completion.
- Financial Planning: Monitor and manage finances.
- Staff Onboarding: Begin orientation for staff.

May - June 2024

- Teacher Recruitment: Conclude staff recruitment.
- Professional Development: Conduct extensive professional development for all staff.
- Facility Preparation: Finalize facility improvements and setup.
- Budget Monitoring: Continue to monitor and manage finances.
- Contingency Plan: Ready contingency measures for potential last-minute issues.
- Fundraising Efforts: Continue fundraising initiatives.

July 2024

- Staff Onboarding: Complete staff onboarding.
- Facility Readiness: Ensure the facility is fully prepared for the start of the school year.
- Budget Review: Conduct a final review of the budget.
- Contingency Plan: Finalize and communicate contingency procedures.
- Fundraising Efforts: Conclude fundraising activities.

August - September 2024

- School Opening: Open the school either at the end of August or the beginning of September 2024.
- Full Operation: Begin full-scale school operations.
- Continual Oversight: Continue monitoring finances and operations.
- Contingency Plan: Implement contingency plans as necessary.

22. Start-Up and Five-Year Plans

Responsible Team Members

- Cris Gulacy-Worrel, Vice President
- Dr. Jerry Farley, Vice President of Career Technical Education
- Karen Wachter, Chief Academic Officer
- Dimitrios Kriaras, President
- Paulette Hare, Facilities and Project Management
- Tim Millitzer, Vice President of Operations
- Two full-time, high-level, dedicated staff living in Des Moines for on-the-ground support.

22.2. Describe the charter school's five-year plan that includes information, timeline(s), and the individual(s) responsible for each of the following items:

- **Finances;**
- **Budget;**
- **Insurance coverage; and**
- **Facility construction, preparation, and contingencies.**

Year 1 (Current Year)

- Facility Acquisition, Preparation, and Maintenance:
 - Identify potential facilities and assess suitability (ongoing).
 - Secure funding for acquisition and initial preparation.
 - *Responsible Individual/Team/Department: Facilities Team.*

Insurance Coverage:

- Assess insurance needs for property, liability, and staff (ongoing).
- Secure comprehensive insurance coverage.
- *Responsible Individual/Team/Department: Risk Management & Finance Team.*

Budget and Finances:

- Detailed budget based on per-pupil funding and additional state and federal funding, in Iowa for charter schools.
 - Adopt financial procedures and systems.
 - Responsible Department: Finance Department.
- Per-Pupil Funding and Additional Funding Sources:
 - Calculate the per-pupil funding amount in Iowa.
 - Explore and secure additional funding through the legislature, fundraising efforts, and grants.
 - Develop a fundraising strategy and calendar.
 - Execute fundraising initiatives, including events, campaigns, and donor outreach.
 - *Responsible Individual/Team/Department: Development Team, Legislative Affairs Team.*

Year 2

- Facility acquisition and preparation.
- Continuation of ongoing tasks, such as insurance assessment and fundraising.
- *Responsible Individual/Team/Department: Relevant teams as mentioned above.*

Year 3

- Ongoing facility maintenance and improvements.
- Monitor and update the budget as needed.
- Continue seeking additional funding sources.
- *Responsible Individual/Team/Department: Facilities Management, Finance Department, Development Team.*

Year 4-5

- Continue facility maintenance and improvements.
- Continue budget monitoring and updates.
- Ongoing fundraising efforts and securing additional funding.
- *Responsible Individual/Team/Department: As mentioned in each task above.*

[FINANCIAL POLICIES & CONTROLS - OHIO SAMPLE](#)

23. Fundraising

23.1. Does the proposed charter school have anticipated fundraising contributions (Mark only one set of brackets)?

This includes any fundraising activities or grant activities known to the applicant at the time of the application. Examples might include U.S. Department of Education grants, state grants, or local fundraising efforts.

Yes (must attach evidence to 23.1.1)

No (skip to 24.1)

23.1.1. **If yes, attach evidence of the contributions to [Appendix I](#).**

24. Evidence of Prior Student Success

24.1. Attach evidence of the school board founding group's success in serving student populations like those proposed in this application to [Appendix J](#).

This may include demonstration of:

- Growth on assessment scores over time for the specific population;
- Provision of curriculum and instruction matched to the student population being served;
- Increased student enrollment and attendance for the specific population;
- Decreased student discipline for the specific population; and
- Exemplary parent and community involvement for the specific population.

24.2. Has the local school board founding group operated other charter schools (Mark either Yes or No)?

A "No" response does not disqualify the applicant.

Yes (must attach evidence to 24.2.1)

No (skip to 25.1)

24.2.1. **If yes, attach evidence of past performance of other charter schools and the founding group's capacity for an additional charter school to [Appendix K](#).**

This must include demonstration of the local school board's:

- Past performance of other charter schools, which may be demonstrated by:
 - Growth on assessment scores over time;
 - Curriculum, instruction, and assessment matched to the mission of the charter school;
 - Increased student enrollment and attendance;
 - Decreased student discipline;
 - Exemplary parent and community involvement;
 - Financial stability; and
 - Staff stability.
- Capacity for an additional charter school, which may be demonstrated by:
 - Sound budget management;
 - Proper allocation of resources;
 - Fundraising efforts; and

- Level of commitment and time for the proposed school.

25. Proposed Staff Performance Evaluation

1.1. Describe the proposed local school board founding group's staff performance evaluation measures and compensation structure for teachers, administrators, and other staff members.

We engage in a comprehensive system for evaluating staff performance and establishing a compensation structure for teachers, administrators, and other staff members. The details of this plan, including specific evaluation measures and compensation criteria, can be found in Appendix G. This appendix provides a thorough breakdown of the performance evaluation process, tying individual and group performance to fair and competitive compensation packages. By referencing [Appendix G](#), we ensure transparency and clarity in our approach, which is designed to reward excellence and support continuous improvement among our dedicated school staff.

[Appendix G](#)

1.2. Describe the proposed local school board founding group's methods of contract oversight and dispute resolution.

All third-party contracts are reviewed for scope of work and costs yearly to ensure that the services provided match the required services and that the services are being offered at a competitive rate. Contracts are also reviewed on an as-needed basis throughout the year if any issues or questions about the scope of work arise. The annual review takes place in the spring prior to the budget season to ensure that the contracted services still meet the annual budgets.

The contract needs to be reviewed by both parties prior to execution to provide clear rules about dispute resolution so that in the case of a dispute, each party has clear direction on how to proceed.

When there is a contract dispute, it is necessary for the School to understand clearly the basis for the dispute and the root cause. The terms of the agreement will be reviewed to understand each party's obligations and agreements and if there is the language that is required to be followed. Based on these terms, the School will gather all relevant evidence to support the facts. The School's legal counsel will be brought into the situation to assist in reviewing the terms of the contract and determining the best course of action for the dispute.

1.3. Describe the proposed local school board founding group's investment disclosures and conflicts of interest.

25. Proposed Staff Performance Evaluation

[Appendix M](#) is a policy utilized across our Ohio Network and will be utilized in Iowa as well. This outlines the standards and procedures for disclosing and managing conflicts of interest within our organization and schools and serves as a framework to ensure transparency, accountability, and the responsible handling of potential conflicts. All members, including board members, employees, and volunteers, are expected to adhere to these guidelines, fostering an environment of trust and ethical conduct in our organization.

[APPENDIX M-Sample Conflict of Interest Policy](#)

2. Proposed Charter School Contract with State Board

2.1. Attach an outline of the proposed charter school contract with the State Board to [Appendix L](#) that includes:

- Duration,
- Designation of roles,
- Authority,
- Duties of the governing board, and
- Charter school staff.

Any contract should include a review by the applicant's legal counsel.

3. Statute and/or Rule Waiver

3.1. Select each statute and/or administrative rule with which the charter school requests a waiver to not comply (Mark all that apply).

Requirements of Iowa Code section 256.7, subsection 21 and the educational standards of Iowa Code section 256.11.

Provision of instruction for at least the number of days or hours required by Iowa Code section 279.10, subsection 1.

3.2. Describe the technical assistance sought by the local school board founding group from the Department concerning statutes and administrative rules that may be waived including the reason the charter is requesting to have each statute and/or administrative rule waived.

3. Statute and/or Rule Waiver

In our pursuit of technical assistance, we have partnered with the Iowa Coalition for Public Charter Schools, led by Mike Huguelet. Together, we organized a series of in-person and Zoom meetings with key representatives from the Iowa Department of Education.

During these meetings, we had the privilege of engaging with individuals such as Janet Boyd, Cassandra Cline, Dennis Harden, Mark Joyce, and Barbara Ohlund from the Department. Our primary objective was to present our innovative educational model, discuss our objectives, and ensure that our approach aligned with the department's expectations and regulations.

Through constructive dialogues and a shared determination to enhance educational opportunities for Iowa's students, we collaborated closely with the Department of Education. This partnership allowed us to meet the state's requirements while contributing to the broader mission of delivering quality education.

We intend to pursue waivers for both the 1080-minute seat time requirement and the "Offer and Teach". Our strategy involves leveraging our sector-relevant and extensive field experience as a valid and effective alternative to traditional seat time. Simultaneously, we will seek an exemption from the "Offer and Teach" requirement, given the distinctive nature of the student population we serve.

As a result of these technical assistance meetings, we were able to understand the areas in which we will need to focus, to advocate for some of Iowa's most forgotten about students, opportunity youth.

Iowa Public Charter School Program Assurances and Conditions

ASSURANCES

Please mark the following assurances with Y for yes and N for no. If the local school board founding group is unable to assure compliance with any of the following assurances, the application will not be approved. Later discovery of failure to adhere to any of the assurances may be basis for the State Board to revoke the charter contract.

Y/ N The proposed charter school assures that:

Y	A. It will meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination based on race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or disability. If approved, the charter school will be subject to any court-ordered desegregation in effect for the school district at the time the charter school application is approved, unless otherwise specifically provided for in the desegregation order.
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Y	B. It will operate as a nonsectarian, nonreligious school.
Y	C. It will be free of tuition and application fees to Iowa resident students between the ages of five and 21 years.
Y	D. It will comply with chapters 216 and 216A relating to civil and human rights.
Y	E. It will provide special education services in accordance with chapter 256B.
Y	F. It understands that it is subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit must be consistent with the requirements of sections 11.6, 11.14, 11.19, and 279.29, and section 256.9, subsection 20, except to the extent deviations are necessary because of the program at the school. The Department, the auditor of state, or the Legislative Services Agency may conduct financial, program, or compliance audits.
Y	G. It will comply with the requirements of section 256.7, subsection 21, and the educational standards of section 256.11, unless specifically waived by the State Board during the application process.
Y	H. It will provide instruction for at least the number of days or hours required by section 279.10, subsection 1, unless specifically waived by the State Board as part of the application process.
Y	I. It will comply with the requirements of chapter 256E.
Y	J. Its governing board meetings will be conducted in a manner that is open to the public. The governing board will be a governmental body for purposes of chapter 21 relating to open meetings.
Y	K. It understands that all records, documents, and electronic data of the charter school and of the governing board—its governing body for purposes of chapter 22—will be public records and are subject to the provisions of chapter 22 relating to the examination of public records.
Y	L. It will employ or contract with teachers as defined in section 272.1, who hold valid licenses with an endorsement for the type of instruction or service for which the teachers are employed or under contract.

Y	<p>M. It will have a chief administrator that is one of the following:</p> <ul style="list-style-type: none"> ● An administrator who holds a valid license under chapter 272, ● A teacher who holds a valid license under chapter 272, or ● An individual who holds an authorization to be a charter school administrator issued by the Board of Educational Examiners under chapter 272.
Y	<p>N. It will not discriminate in its student admissions policies or practices based on intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability. However, a charter school may limit admission to students who are within a particular range of ages or grade levels or on any other basis that would be legal if initiated by a school district.</p>
Y	<p>O. It will give enrollment priority to the siblings of students enrolled in a charter school.</p>
Y	<p>P. It will enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students must be accepted by lot.</p>
Y	<p>Q. It will, upon enrollment of an eligible student, notify the public school district of residence not later than March 1 of the school year preceding the year of enrollment.</p>
Y	<p>R. It will adopt a conflict-of-interest policy and a code of ethics for all board members and employees.</p>
Y	<p>S. It will adopt a policy regarding the hiring of family members to avoid nepotism in hiring and supervision. The policy must include but is not limited to a disclosure to the governing board of potential nepotism in hiring and supervision. Any person subject to the policy with a conflict must not be involved in the hiring decision or supervision of a potential employee.</p>
Y	<p>T. It will prohibit individuals compensated by an education service provider from serving as a voting member on the governing board unless the State Board waives such prohibition.</p>
Y	<p>U. It will have a majority of the membership of the governing board be residents of the geographic area served by the charter school. Each member of the governing board who is not a resident of the geographic area served by the charter school must be a resident of Iowa.</p>

Y	V. It will post the charter school's annual budget on the charter school's website for public viewing within 10 days of approval of the budget. Each posted budget must continue to be accessible to the public on the website for all subsequent budget years (Iowa Code § 256E.7(2)-(11)).
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Conditions

Each condition must be met and followed for the duration of the charter school contract. The failure to maintain any of these conditions could result in the revocation of the charter by the State Board (Iowa Code § 256E.10(3)).

Reporting

To meet the data reporting requirements, including student enrollment and performance information needed for the performance framework, charter schools must use a student information system that will transmit information to the Department that is compliant with the School Interoperability Framework (SIF) education data standard [Iowa Admin. Code r. 281—19.10(3)].

Non-Discrimination

Iowa Code section 256E.7, subsection 4, states that a charter school cannot discriminate in its student admissions policies or practices based on intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability. However, a charter school may limit admission to students who are within a particular range of age or grade level or on any other basis that would be legal if initiated by a school district. Enrollment priority must be given to the siblings of students enrolled in a charter school.

Certification

WE, THE UNDERSIGNED, do hereby submit an Iowa public charter school program application and agree to the conditions and assurances contained therein.

Cris Adams-Welch

10.30.23

Founding Group Authorized Representative Signature

Date

NA

Governing Authority President Signature*

Date

10.30.23

Dimitrios Kiaran

Education Service Provider Authorized Representative Signature*

Date



*If identified

[Appendix A: 5. Optional Attachment – Evidence of Need and Community Support](#)

[Appendix B: 6.2. Attach the curriculum vitae \(CV\) or résumé for each founding member.](#)

[Appendix C: 6.4. Attach the CV or résumé for each governing board member.](#)

[Appendix D: 6.5. Attach the CV or résumé for each administrator.](#)

[Appendix E: 7.3. Proposed Calendar and Daily Schedule.](#)

[Appendix F: 15.1. Proposed Organizational Structure.](#)

[Appendix G: 17.2. Proposed Recruitment and Development of Administration, Staff, and Governing Board.](#)

[Appendix H: 18.1. Proposed Governing Bylaws.](#)

[Appendix I: 23.1.1. Fundraising.](#)

[Appendix J: 24.2. Evidence of Prior Student Success.](#)

[Appendix K: 24.3.1. Evidence of past performance of other charter schools operated by the applicant.](#)

[Appendix L: 26.1. Attach an outline of the proposed charter school contract with the State Board.](#)

[Appendix M: Conflict of Interest Sample Policy](#)

[Appendix N: Student Handbook Sample](#)

[Appendix O - Sample Management Agreement](#)

[Sample Financial Policies and Controls- Ohio](#)



OAKMONT
EDUCATION

Appendix A



To Whom It May Concern:

I am submitting this letter in support of the proposal from Oakmont Education to open a Dropout Recovery Charter High School in the State of Iowa. Our state has made a considerable effort in recent years to support new pathways for the next generation of Iowans. A proposal like Oakmont's will help advance that cause with a unique approach to preparing students for future employment.

Not many efforts are more important than supporting a successful future for our youth. A key part of that commitment is laying the groundwork for initiatives that prepare them for the workforce. The ability of young people to find opportunities in our state is directly tied to the future success of Iowa's economy.

Iowa Workforce Development is supportive of Oakmont's proposal because of its commitment to helping students who face difficult situations find a new path, as well as its application of a competency-based model that uses work-based learning and related tools to successfully prepare students for success in the workforce. Iowa Workforce Development also supports the principles laid out in Oakmont's proposal that prepare students for success in the workplace by implementing a meaningful experience across promising, in-demand careers. The addition of incorporating industry recognized credentials, a work-based learning component, as well as soft skills and related employability training are components that go a long way toward creating the pipeline that Iowa needs.

Finding the right path from education to the workplace is critical for student success. Oakmont's focus on forming partnerships between education, community and economic development organizations, and the workforce system is a meaningful approach to tackling the skills gap and the needs of our labor force. This is the type of model that will bring real-world experience to students and will help them reach the ultimate goal: placement in a promising new career.

For all these reasons, I support Oakmont's proposal and believe its education model will help more young Iowans find their path toward living and working in our state for years to come.

Sincerely,

A handwritten signature in black ink, appearing to read "Beth Townsend".

Beth Townsend
Executive Director, Iowa Workforce Development



October 22, 2023

To State Board of Education,

My name is Mike Huguelet and I am the Executive Director of the Iowa Coalition for Public Charter Schools. The Coalition is the statewide association responsible for launching and supporting high-quality public charter schools in Iowa. Almost all states that allow for public charters have a state association that helps to ensure quality operation of its member schools. We officially launched in July of 2023. Over the past few months, I have been meeting with charter management organizations (CMOs) from around the country that are interested in bringing proven school models to Iowa. I have also worked with local community members and groups interested in filling an educational gap in their community. I am writing to support the application of Oakmont Education to launch a new public charter high school in Des Moines. Oakmont has a track record of success across the state of Ohio in taking opportunity youth from high school dropouts to graduates and productive employees in the workforce. We need Oakmont Education to implement their successful model here in Iowa to achieve the same impact for our opportunity youth.

In September, I had the privilege of touring the city of Des Moines with the leadership team of Oakmont Education. We met with industry partners, community leaders, educational partners, government agencies and the Governor. Unanimously, everyone with whom they met was impressed and requested that Oakmont come to Iowa as soon as possible. The need is very clear. I was able to get an in-depth lesson about their school model and get to know their leadership team. Based upon that knowledge and my 22+ years of experience in education, I can say without hyperbole, that bringing an Oakmont high school to Des Moines will have an immeasurable positive impact on the community.

With thousands of students dropping out of Iowa high schools each year, we have a compounding problem. The life outcomes for these students long-term are significantly worse than their peers who earn a diploma and pursue further education and training. Currently, there are very few effective solutions for opportunity youth embedded within their communities. Oakmont can be that missing link to help them re-enroll, earn a high school diploma and enter the career pathway of their choice. There are many elements to the secret sauce that makes the Oakmont model work, but I will name the three that seem the most impactful to me. First, they help students meet their basic needs through partnerships with social service agencies. Second, they help students heal and address their “why.” The reasons student’s dropout of high school are wide ranging and many of those reasons require some social-emotional support. Finally,

**Iowa Coalition for Public Charter Schools ~ www.icpcs.org
4801 Franklin Avenue ~ Des Moines, IA 50310**

Oakmont delivers their competency-based instruction in an A & B week model. As students progress through their career, they will receive classroom instruction for one week (A in this example), then learn on the job in a field experience the following week (B in this example). While it may seem like common sense to create a model like this for students who either did not succeed or did not desire a traditional school model, I do not see many others running this model. Any school could adopt this model, but Oakmont implements it with success and fidelity.

The best part about Oakmont's expansion to Iowa is that they have the capacity to replicate their model across the state. They operate 16 campuses in 13 cities across Ohio, serving over 2,300 students. In 2020 alone, Oakmont graduated almost 800 students. Iowa cannot afford to continue to leave these students behind. The impact that their high-quality credit recovery high schools could have on students' lives and the economy in Iowa is difficult to overstate. We desperately need an Oakmont campus here in Des Moines where there are over 2,000 high school dropouts still within the age range to earn a high school diploma. What are these students doing if they are not in an Oakmont classroom or job site?

Respectfully,

Mike Huguelet

Mike Huguelet
Executive Director
Iowa Coalition for Public Charter Schools



OAKMONT
EDUCATION

Appendix B

John P. Stack
3773 Mapleleaf Hill
Akron, OH 44333
(330) 730-8092
jstack@oakmontedu.org

Innovative, authentic, committed, and driven education leader with a career dedicated to serving opportunity youth. Experience encompassing all aspects of charter education including curriculum & instruction, operations, fiscal management, governance, new school development, and school & organizational culture, with a specialized knowledge of dropout recovery schools.

Overview

- Over 20 years of experience working with opportunity youth in Ohio
- Unique collegiate experience focused on education, business, and psychology well-tailored for professional endeavors
- Served on Rep. Cupp's Task Force on Education and Poverty in 2017
- Proven ability to build strong organizational culture
- Goal oriented, creative, and collaborative leader focused on continuous improvement
- Passionate about improving our communities through education and workforce development

Experience

Oakmont Education, Akron, OH 2018-Present
Founder & CEO

Founded this education management company that focuses on drop-out recovery high schools, managing 11 of these programs throughout the state and serving over 2200 students. Oakmont has over 300 employees and uses an innovative approach to career technical education to change the lives of opportunity youth.

Cambridge Education Group, Akron, OH 2013-2017
VP Operations

Responsible for oversight of compliance, academic, and fiscal performance of over a dozen dropout recovery schools throughout Ohio.

Towpath Trail High School, Akron, OH 2012-2013
Principal

School leader at drop-out recovery high school responsible for increasing enrollment 115% in one year while accomplishing "meeting standards" rating on local report card.

Life Skills Center of Akron, Akron, OH 2008-2012
Principal

Responsible for enrollment, recruitment, academic performance and staff management of drop-out recovery charter high school serving at-risk students.

Life Skills Center of North Akron, Akron, OH 2005-2008
Vocational Specialist

Responsible for building and maintaining relationships with area businesses for the purpose of placing opportunity youth high school students in the workforce as well as providing career-based intervention skills to our drop-out recovery charter high school students.

Life Skills Center of Akron, Akron, OH

2001-2005

Teacher/Lead Classroom Teacher

Lead a team-teaching based classroom comprised of four teachers and two instructional aides, Instructed opportunity youth high school students in the areas of Social Studies.

Oriana House, Akron, OH

2000-2001

Resident Supervisor

Served as counselor, mentor, and tutor at a juvenile halfway house to adolescents attempting to exit the legal system.

Education:

Mount Union College, Alliance, OH

Bachelor of Arts, Psychology, Business Management, May 2000

Integrated Social Studies 7-12 Teacher License, May 2002

CRISTINA GULACY-WORREL, MPA

460 Retreat Lane, Powell, Ohio 43065 | C: 614.905.8584 | E: crisgw@gmail.com

OVERVIEW

- Over 20 years within the Education Sector, primarily in Dropout Recovery schools serving Opportunity Youth
- A dedicated career long School Choice advocate and activist
- Ability to direct complex and innovative projects from concept to fully operational status
- Goal-oriented individual with strong leadership and public speaking capabilities
- Highly organized, motivated, adaptable, and detail-directed problem solver
- Proven ability to work in unison with staff, volunteers, and board of directors
- Public speaking, expert panelist, and media representation for education freedom
- In depth policy development and writing

PROFESSIONAL EXPERIENCE

Development and Advocacy

- Sits on the Task Force assigned to redevelop and design the new accountability standards for Local Report Cards as issued by the Ohio Department of Education.
- Active member of the Steering Committee with the Freedom Coalition
- Registered lobbyist in Ohio only lobbying for Opportunity Youth, no other outside lobbying ever.
- Successfully managed the application process for new start-up Dropout Recovery schools in Ohio, Michigan, and Tennessee.
- Worked with school level, administrative, and authorizing staff closely to ensure quality applications are high quality, realistic and are able to be executed efficiently and effectively for success.
- Experience in large fund-raising capacities with 501(c)(3) organizations through networking and development.
- Understanding of legislative policy & process in Ohio (JCARR, OAC, ORC, etc...)

Program Coordination

- Managed approximately \$1 billion dollars yearly in State Foundation Aid to Ohio public charter schools
- Extensive understanding of school finance and funding in Ohio. Expertise in Public Foundation Aid website management for use in public school payments
- Management of State & Federal low-income funding programs and streams
- Successfully established new daycare facility for use of pregnant students at a drop out recovery high school to reduce dropouts and increase graduation rate within the cohort
- Managed over \$3 million dollars yearly in Federal Grants (fiscally & programmatically)
- Wrote, read and maintained competitive and non-competitive grants within the

- Ohio Department of Education web portal
- Fiscal management of Federal Grants (including Title I, 21st Century Learning, IDEA and ARRA)
- Developed processes to streamline all federal grant proposals
- Designed service development plans and conducted assessments
- Formulated, wrote, and implemented new employee orientation manuals
- Secured outside clients in need of educational consulting services
- Management/Supervision
- Directed recruitment and retention of supervisors and staff of 35 employees
- Trained, supervised and evaluated staff and coached improvement management skills
- Multilateral staff achievement of work objectives
- Successfully refined and implemented new projects to ensure the continued success of the company
- Project management of the charter school application process from inception to implementation, utilizing all pertinent staff and outside consulting organizations

WORK EXPERIENCE

Vice President, Oakmont Education, LLC (CMO) 2018-Present

- Responsible for overseeing all in and out of state expansion
- Application oversight and project management for new in and out of state charters through authorizers in Ohio and Michigan
- Working to diversify Oakmont's portfolio with regards to high quality Authorizers
- Expert panelist for the CMO at National charter school events, discussions, and townhalls
- Point of contact for all Authorizers, DOE's and consultants for all out of state expansion
- Board development in Ohio and Michigan, identifying diverse and powerful board members who will contribute to the future successes of the schools
- Networking and lobbying for advocacy efforts on dropout recovery administrative rule changes
- Activism and advocacy with a specific focus on Opportunity Youth
- Identified markets of high need and low service for new charter schools

Regional Vice President, Expansion, Learn4Life Organization (CMO) 2016-2018

- Responsible for overseeing all out of state expansion for California's largest network of Dropout Recovery schools
- Application oversight and project management for new, out of state charters through authorizers in Tennessee and Michigan
- Expert panelist for the CMO at National charter school events, discussions, and townhalls
- Point of contact for all Authorizers, DOE's and consultants for all out of state expansion
- Board development in Tennessee and Michigan, identifying diverse and powerful board

- members who will contribute to the future successes of the schools
- Managed remote employees and organized processes to maximize time and expertise of each employee

Director Eastern United States Territory, Charter School Capital September 2013-2016

- Assists charter schools with obtaining the funding needed to meet operational and expansion objectives, including Facilities funding.
- Collaborate with schools through strategic planning to ensure growth and targeted expectations are met in future years
- Collaborate with schools to establish development relationships that will assist them in their growth initiatives
- Assist proven high performing charter organizations from other states in obtaining the necessary approvals to operate in Ohio, Michigan, and surrounding states
- Work with schools, as a partner and advocate with regards to operational and educational deliverables
- Assisted schools in new state expansion facilitating three California CMO's opening new high-quality charter schools
- Manage a team of client service representatives located throughout the United States remotely

*Senior Management Analyst III, Ohio Department of Education
June 2011-September 2013*

- Served as agency manager for community school payment systems
- Developed processes and procedures regarding community school payment systems
- Provided mediation and technical assistance to field staff & customers
- Worked closely with intra-agency departments regarding issues facing community schools
- Served as liaison to Attorney General and Auditor of State regarding community school payment systems
- Provided grant writing and reading within the Office of Quality School Choice and Funding
- Served as ODE representative at trials
- Served as ODE representative at trainings, conferences, conventions for public speaking events
- Created and distributed reports regarding community school funding
- Served as an advocate for making policy and legislative changes to how community schools are funded In Ohio
- Worked closely with State legislative staff and lobbyists regarding education policy issues

Director of Federal and State Programs and Grants Management, eSchool Consultants &

*Private Consulting with various Education Management Organizations (EMO)
2007-June 2011*

- Annual budget preparation and cost forecasting for fiscal school year for Federal Programs and daycare centers
- Main point of contact for ongoing State Audits of records and expenditures related to grants and other funding issues
- Data consolidation and analysis for CEO, CFO, State of Ohio, and other agencies as required
- Developed processes to streamline the application all Federal Grants and increase funding
- Grants management to ensure compliance with State and Federal regulations
- Wrote and was awarded over 3 million dollars in competitive Federal Grants (conducted grant oversight as well as fiscal grant related expenditures and record keeping)
- Utilized as EMO's grant reader for any Federal and state level grants

Director of Special Projects, eSchool Consultants, Columbus 2005-2007

- Moved throughout the corporation to divisions that needed revitalization and organization to set up processes, internal controls, and to raise levels of productivity
- Established streamlined processes to ensure efficient productivity amongst the team
- Worked closely with inner city, at-risk high school students to help them achieve a high school diploma
- Responsible for the oversight of multiple projects at any given time including audit preparation and working closely with school treasurer and CFO on school finance compliance
- Developed an SES tutoring program and marketed and sold the program in various states across the US as well as managed funding and implementation of the program

SOES/CSADM/EMIS Coordinator, eSchool Consultants 2000-2005

- Responsible for student data integrity, accuracy, error resolution and other related activities in SMS database
- Lead contact for State audits and other funding related issues as well as provide basic support for SOES, EMIS/SMS, DASL, and other State Software
- Reporting and ad-hoc analysis as necessary
- Conducted trainings for schools regarding all data systems

EDUCATION

- Northwestern University, Evanston, Illinois, M.P.A, Public Policy and Administration with an emphasis on Education Policy Reform
- Denison University, Granville, Ohio B.A., Fine Arts - 2years
- Malone University, Canton, Ohio B.A., Finance, Business and Organizational Management

- 2022 50CAN National Voices Fellowship Fellow
- 2022 Yass STOP Award winner
- 2023 Yass Foundation Fellow

SKILLS

Microsoft Excel, Word, PowerPoint, Access, Visio, Publisher, and Outlook. Paint shop Pro, Salesforce, Adobe Acrobat Pro, CS4, Covey Training, Capturing Kids Hearts Training, School Board Training, Dare to Lead, Baldrige Training and Social Media training

COMMUNITY INVOLVEMENT

- Board Member, Real Girls F.A.R.T. (middle grade mental health services for young women)
- 2008 Presidential Campaign Main Community Organizer
- Co-Founder and BOD Vice President of Solly & Sammy's Foundation for Peace
- Board Member for the Ohio Alternative Education Association
- Board Member of the Freedom Coalition with Dr. Howard Fuller

**References and published work available upon request*

410 Pamela Sue Drive
Kettering, Ohio 45429

Jerry Farley, Ed. D.

Cell: (937) 269-4043
e-mail: jfarleyedd@gmail.com

EDUCATION

East Tennessee State University. Johnson City, TN. (2002)

Doctor of Education: Educational Leadership and Policy Analysis (Post-Secondary and Private Sector Administration).

Cognate Area: Counseling

Dissertation: Barriers and Supports Affecting the Inclusion of Special Education Issues into the Preservice Training of School Principals: Faculty Perceptions

Belmont Abbey College. Belmont, N.C. (1997) **Master of Arts** in Special Education: Cross Categorical.

Belmont Abbey College. Belmont, N.C. (1986) **Bachelor of Arts** in Education: Major: Special Education with a concentration in Mental Retardation.

Minor: Theology

ADDITIONAL PROFESSIONAL CERTIFICATIONS

- Teacher, Class A, North Carolina. Certified in “Mental Handicaps” and “Severe/Profound Handicaps” (May 1986 through June 2011)
- Behavior Specialist. State of Tennessee
- Professional Catechist Certificate – Diocese of Knoxville

ACADEMIC AWARDS

- Who’s Who Among American High School Scholar Athletes (1982).
- Pi Gamma Mu: International Honor Society in Social Sciences (1985).
- Kappa Delta Phi: Excellence in Education (2000).
- Phi Kappa Phi: Honor Society (2000).
- East Tennessee State University: Doctoral Fellow (1998 - 2001).

WORK HISTORY

Oakmont Education – Akron, Ohio

April 2016 to Present. **Vice President – Career Technical Education**

Oakmont Education is an Education Management Company with 11 schools and 16 campuses across the State of Ohio. My primary responsibility includes development and implementation of industry credential programs in the company’s Dropout Recovery High Schools. While ensuring that all of the career tech pathways meet Ohio Department of Education guidelines, I also ensure that they comply with industry standards. I am responsible

for all facets of implementation including acquisition of curriculum, tools/equipment and the hiring of teachers. I am also responsible for the development and implementation of a Career-Based Intervention program, which works on development of soft skills/employability skills for high school students. Job responsibilities have expanded to also include advocacy and development.

YouthBuild Dayton - Dayton, Ohio

September 2012 to Present. **Executive Director**

I am responsible for daily operations and oversight of a U.S. Department of Labor – Education and Training grant which focus on dropout youth ages 16-24 completing their secondary school education (high school diploma or high school equivalency certificates), earning industry credentials in either construction or healthcare pathways while gaining job experience by building single family homes as part of a neighborhood revitalization effort or volunteering in hospitals, nursing homes or other extended care facilities. In addition, the YouthBuild program works with participants for post-program placement in apprenticeships, college, trades schools, military, or employment. I oversee all aspects of the program from recruitment of participants to graduation and placement including the 1 year of follow up services to ensure retention in an appropriate placement. I am also responsible for helping create partnerships with other community agencies to support participants and ultimately meet program outcomes as specified by the Department of Labor.

ISUS (Improved Solutions for Urban Systems) – Dayton, Ohio

June 2008 to 2012. **Superintendent of Schools.**

I was responsible for conceptualizing and overseeing the implementation of educational strategies specifically designed for three dropout recovery charter high schools that combined vocational education (construction, information technologies, and health care) with a strong post-secondary initiative, including working with business leaders for employment opportunities for graduates. I oversaw the organizational structure of the 3 schools and was charged with implementing strategies for accomplishing short and long range goals consistent with legal, fiscal, organizational and community demands. I worked closely with the ISUS Corporation's President and Founder as well as the three School Boards. Responsibilities also included evaluation of data to determine progress on goals ensuring the schools achieved high standards as measured by annual state report cards for student academic achievement. Within 3 years, each school improved to receive a rating of "Excellent" from the Ohio Department of Education. In a Thomas B. Fordham Institute report for the 2010-2011 school year, the ISUS Institutes were ranked as the top 3 public schools (district and charter) in Dayton, Ohio for academic achievement. During my tenure, ISUS received *The Ohio Coalition for Quality Education's Honor Roll Recipient 2010-2011*

Eastway Behavioral Healthcare, Inc.- Dayton, Ohio

September 2001 to May 2008. **Founder & Director, Webster Street Academy and Family Center.**

I developed the mission and the organizational concept for the Webster Street Academy and Family Center. As such, I was responsible for all administrative direction regarding daily operations and facilities management of this new approach to educating students with mental

health issues. This included oversight of three separate programs including a mental health outpatient clinic, an alternative to school program and an outreach services program that provided school-based mental health services to local charter schools. I ensured compliance regarding ODMH and ODADAS certification as well as CARF accreditation and all educational requirements with regards to contractual obligations. I served on the agency's leadership team and participated in the development of program financial forecasts, which were used for the development of the agency's overall operating budget. As such, I was responsible for maximizing revenue, containing expenses, and developing new revenue resources. I was also responsible for developing strategic initiatives that promoted community awareness of corporate and program services. During my tenure, the program was rated as "Exemplary" during the agency's CARF accreditation review.

Muscatatuck State Developmental Center - Butlerville, Indiana
Summer employment during doctoral program

April, 2000 to August, 2000. **Behavior Clinician.**

Muscatatuck had been decertified and was undertaking the necessary revisions to regain certification. Responsibilities included psychology services for 36 individuals with Developmental Disabilities. These services included testing, development of Behavioral Support Plans (BSPs), serving as a member of the Interdisciplinary Team and assisting in the development, implementation and follow-through of each individual's plan of care. During my tenure, I was asked to serve as Co-Chair for the facility's Behavioral Support Review Committee. This committee reviewed all BSPs, prior to implementation, in order to ensure that they were appropriate regarding their technical merit.

East Tennessee State University - Johnson City, Tennessee
Office of Rural and Community Health & Community Partnerships
Part-Time employment during doctoral program

May 1999 to August 2000. **Program Coordinator.**

I developed and managed a youth leadership program entitled "Developing Community Leaders for Tomorrow" which was funded through monies from the University's Kellogg III Grant. This grant focused on the development of partnerships between the university and leaders of the region's rural communities. This program was designed to prepare and encourage rural youth to take on future leadership roles in their communities. My job responsibilities included coordinating the county planning teams, development and oversight of multiple summer camps, planning school year activities, promoting service learning activities for university students, co-developing a website and planning for the independent sustainability of the program after the initial seed money was gone.

Holy Angels Services, Inc. Belmont, North Carolina

June 1992 to July 1998. During the last two years of employment, I was the **Director of Quality Enhancement and Training**. Job responsibilities included monitoring Interdisciplinary services and developing reports for individuals presenting with medical, behavioral, or programmatic crisis. I also assumed job responsibilities as the agency's job coach. I was tasked with training individuals for placement in a natural supports model for employment. In addition, I oversaw all training components including orientation classes for new employees and on-going

professional development. Prior to accepting this position, I was the **Manager of Quality Assurance Services and Qualified Mental Retardation Professional (QMRP)**, I was responsible for a caseload which fluctuated between 18 and 32 people. All were diagnosed with Mental Retardation requiring pervasive supports. Their ages ranged from 11 to 30. These individuals were also classified as medically fragile. During this time, I was responsible for the quality of clinical services and program development for the entire facility. I was also responsible for working on special projects as assigned by the Executive Director.

Resource Housing of America (RHA) Salisbury, North Carolina
An ICF-MR provider

August 1988 to June 1992. During the last two years of employment, I was a **Qualified Mental Retardation Professional (QMRP)**. Responsibilities included development of each individual's plan of care for the upcoming year. I also coordinated and supervised all services provided by the clinical staff and generated scheduled notes regarding the overall status and progress of each person. My caseload consisted of 24 people with ages ranging from 5 to 52 and levels of retardation ranging from profound to moderate. Prior to accepting this position, I was a **Habilitation Specialist**. Responsibilities included formal testing and evaluation of students in 4 community-based group homes in Rowan County, North Carolina. Other responsibilities included development and implementation of formal education goals and generating progress notes. I worked with teachers in the public school system as well as supervised training in classrooms at the agency's ADAP workshop in Cleveland, North Carolina.

Howell's Centers, Inc. Clear Creek. Charlotte, North Carolina
An ICF-MR provider

July 1986 to July 1988. Employed as **Special Education Teacher**.

Responsibilities included formal testing and evaluation of students, developing training programs, implementation of those programs and monthly notes regarding progress. My caseload consisted of 13 people, ranging in age from 7 to 56 with levels of retardation from profound to moderate. During my employment at Howell's, I was laterally promoted twice to start two new educational models. The first concentrated on those students with severe physical handicaps with only moderate mental retardation, while the second concentrated on development of vocational skills for ambulatory students with mild to moderate mental retardation.

TEACHING EXPERIENCE: Higher Education

University of Dayton (Dayton, Ohio) - Fall 2003 through Fall 2008

Adjunct Professor: Department of Teacher Certification. Courses:

- Educating Diverse Student Populations in Inclusive Settings
- Collaborating with Families, Colleagues, and Agencies
- Behavior Management
- Individualized Independence Curriculum and Assessment
- Advanced Behavior Management
- Introduction to Learners with Moderate / Intensive Needs.

Wright State University (Dayton, Ohio) - Fall 2005 through Spring 2007

Adjunct Professor: Department of Teacher Education. Courses:

- Introduction to Addressing Learning Differences.
- Exceptional Learners.
- Special Education Exit Seminar.

East Tennessee State University (Johnson City, Tennessee) - Summer 2001

Adjunct Professor: Department of Special Education. Courses:

- Collaboration with Families, Agencies and Schools
- Introduction to Special Education.

Belmont Abbey College (Belmont, North Carolina) – Spring 1998

Adjunct Professor: Department of Special Education. Course:

- Introduction to Special Education.

Central Piedmont Community College (Charlotte, North Carolina) – Fall '93 to Spring '96)

Instructor: Department of Education. Courses:

- Introduction to Developmental Disabilities I & II
- Teaching Strategies I & II

GUEST LECTURER

University of Dayton: EDT 660 **Introduction to Educational Research**. Graduate School: Teacher Education. Summer Session, 2006. Dayton, Ohio

Wright State University: PSI 832-02 **Child Psychopathology**. Graduate School: School of Professional Psychology (SOPP Program). Winter Quarter, 2004. Dayton, Ohio.

East Tennessee State University: ELPA 6452 **Creating School Cultures That Support Teaching & Learning**. Doctoral Cohort Class (Extension Program). Fall, 1998. Sevierville, Tennessee.

East Tennessee State University: ELPA 6820 **Law for Educational Leaders**. Doctoral Cohort Class (On-campus). Summer, 1999. Johnson City, Tennessee.

East Tennessee State University: ELPA 6010 **Small Group Leadership**. Doctoral Class (on campus). Fall, 2000. Johnson City, Tennessee.

East Tennessee State University: ELPA 5100/6100 **Interpersonal Skills for K-12 Administrators**. Johnson City, Tennessee.

CONSULTATION SERVICES

September 2006: **Programmatic Consultant** to Holy Angels, Inc. (Belmont, North Carolina). I am intermittently called upon to evaluate and provide feedback/corrections for active treatment programs for the entire facility, train direct care staff on delivering active treatment and provide on-site consultation to program directors, QMRPs and program instructors/teachers.

April 2007: **Educational Consultant/Instructor** for the Transition to Teaching Program at the University of Dayton (Dayton, Ohio). I provided a full day seminar designed to prepare individuals to take the Praxis II exam in order to achieve an alternative teaching license in Special Education. Seminar participants represented districts including but not limited to: Columbus, Ohio; Cincinnati, Ohio and Dayton, Ohio. The seminar focused on special education law and characteristics of learners who present with moderate to severe disabilities.

September 2000: **Vice-Principal**. I was asked to serve as Interim Vice-Principal for The East Tennessee State University Lab School (Johnson City, Tennessee). This K-12 public school was faced with a dilemma in which both vice-principals were scheduled off for an extended period of time. The principal did not feel he could operate the school alone and so I was hired to come in and serve as the sole vice-principal during their absence.

November 1998 to 2002. **Behavior Specialist - State of Tennessee**. I developed and implemented Behavioral Support Plans (BSPs) for both children and adults who were in behavioral crisis. The BSPs developed were in accordance with state regulations. I provided behavioral consultation for families, private agencies, and public schools.

June 1996 to June 1998 I served as an **Educational Consultant** to the Center for The Advancement of Exceptional Children Services, (CAECS) under the direction of Dr. Ben Brooks, Belmont Abbey College. I served as a resource for administrators, teachers, aides, direct care staff and clinical staff regarding the education of persons with Mental Retardation who require pervasive supports.

February 1997 through October 1998: I worked as an **Instructor** for EduCare of North Carolina in Charlotte. I taught new employees the strategies for de-escalating crisis situations as well as defensive techniques for intervention with aggressive people.

Spring of 1996. I served as an **Educational Consultant** to Pence Place Group Home in Rockingham, N.C., I worked with the clinical staff on documentation procedures, environmental changes and program modification to ensure compliance of all ICF-MR regulations. Pence Place serves children with Mental Retardation who require pervasive supports and are also classified as medically fragile.

November 1994 to January 1995: I served as an **Administrative Consultant** to Nevin's Way Group Homes in Charlotte, N.C. I worked with their clinical team in revising the structure of their ICF—MR Group Homes so that they came into compliance with all regulatory standards.

November and December 1994: I worked as an **Educational Consultant** for EduCare of North Carolina in Charlotte. I developed Educational Evaluations and programs for 3 start-up ICF-MR Group Homes.

PRESENTATIONS

It's Not Rocket Science! Understanding the Mysteries of the Developmental Sequence: Practical Habilitation Planning for Persons with Severe/Profound Developmental Disabilities.

- 07/99 7th Annual Special Education Directors Conference, Knoxville, Tennessee.
- 09/98 Caswell Center, Kinston, North Carolina.
- 10/97 Eastern Area Health Education Center (AHEC), Greenville, North Carolina
- 08/97 Developmental Disabilities Services Managers (DDSM) 10th Annual National Conference. New Orleans, Louisiana.
- 05/97 North Carolina Association of Residential Resources (NORCARR) LaGrange, North Carolina.
- 11/96 South Eastern American Association on Mental Retardation (SEAMMR), Biloxi, Mississippi.
- 10/96 Central Area Health Education Center (AHEC), Greensboro, North Carolina.
- 10/96 Mountain AHEC, Asheville, North Carolina.
- 05/96 Eastern AHEC, Greenville, North Carolina.
- 04/96 Advocacy and Protective Services, Inc. Columbus, Ohio.
- 03/95 North Carolina ICF-MR Service Providers Annual Conference, Raleigh, North Carolina.

Just Like Us: Eliminating the Double Standard in Special Education

- 05/97 Forsythe/Stokes MH/DD/SAS. Winston-Salem, North Carolina

Promoting Therapeutic Relationships

- 03/95 Residential Support Services (RSS) Charlotte, North Carolina.

Maximizing the Effectiveness of Charitable Organizations

- 08/97 National Executive Committee of PUSH America. PUSH America is the foundation sponsored by Pi Kappa Phi Fraternity. PUSH is the acronym for People Understanding Severe Handicaps.

They Ain't Saints (But There Really Are No "Bad" Children): A Positive Approach To Dealing With Challenging Behaviors.

- 10/98 Washington County Schools, Jonesboro, Tennessee.
- 11/97 Diocese of Charlotte North Carolina. Bi—Annual Education Conference. Charlotte, North Carolina.

Aggression Intervention: Crisis Management

09/99 Washington County Schools, Jonesboro, Tennessee.
02/99 Unicoi County Schools, Erwin, Tennessee.
02/99 Carter County Schools, Elizabethton, Tennessee.
01/99 Johnson County Schools, Mountain City, Tennessee.
11/98 Washington County Schools, Jonesboro, Tennessee.

Strategies for Minimizing Conflicts in the Classroom

03/00 Washington County Schools, Jonesboro, Tennessee.
08/99 Unicoi County Schools, Erwin, Tennessee.

Proactive Behavior Strategies (Designed to help teachers minimize behavioral outbursts in the classroom)

04/05 Summit Academy Schools. Regional Faculty Workshop. Dayton, Ohio
08/01 Woodland Elementary School. Faculty Workshop. Johnson City, Tennessee.
08/99 Carter County Schools General Inservice Conference. Elizabethton, Tennessee.

The Increasing Needs of Educational Leaders to Have Special Education Courses Included in Their Programs of Study

11/99 Southern Regional Council on Educational Administration (SRCEA) 42nd Annual Conference. Unpublished paper. Charlotte, North Carolina.

Seeing the Future in our Children: The “Developing Community Leaders for Tomorrow” Program.

10/00 National Rural Education Association. Annual Conference. Charleston, South Carolina
01/00 Unicoi County Rotary Club. Erwin, Tennessee.
12/99 4H Extension Regional Committee. Erwin, Tennessee.
10/99 Kellogg Governing Board Quarterly Meeting. Johnson City, Tennessee.
09/99 ETSU’s College of Education Annual Workshop. Johnson City, Tennessee.

Achievement: Beating the Odds

07/04 Keynote Speaker. Graduation Ceremonies. Montgomery County Children Services Independent Living Program. Dayton, Ohio.

Webster Street Academy: Education and Treatment of At-Risk Youth via The Community Partnership Model

02/07 7th Annual North Carolina Conference on Juvenile Justice. Raleigh, North Carolina
01/07 The Morgan Family Foundation. Dayton, Ohio
08/06 The Lange Foundation. Dayton, Ohio
06/05 Montgomery County Juvenile Court (Probation Services). Dayton, Ohio.
10/04 SERTOMA (Service to Mankind) Club. Dayton, Ohio.

Strengthening Mental Health Services

10/07 2nd Annual Dayton Area Conference on Youth. Dayton, Ohio.

**Motivating Opportunity (High Risk) Youth:
Strategies to Increase Achievement and Improve Attitudes**

10/12 The Teaching and Learning Conference. Gaston County Public Schools. Gastonia, N.C.

**Education Pays:
The Importance of Building Pathways for Opportunity (High Risk) Youth
to Access Post-Secondary Instruction**

10/12 The Teaching and Learning Conference. Gaston County Public Schools. Gastonia, N.C.

**The New Neighborhood Revitalization Model:
Skills, Training, Job Creation & Affordable Green Housing**

12/13 Miami Valley Zoning and Planning Session. Sinclair Community College. Dayton, OH.

Panel Presentation Member: Linking Youth to Services to Promote Health & Stability
5/17 YouthBuild: Peer to Peer Conference (Region 5). Metcalfe Federal Building. Chicago, IL.

**Presentations: Motivating Opportunity Youth; Crossroads: Change and Culture;
Understanding and Responding to Challenging Behaviors**
8/17 Lewis & Clark Community College. Adult Education Summer Staff Retreat. Godfrey, IL.

Tabletop Session: Construction Programs That Work
5/18 Success Bound Conference. Tech Prep of Southwest Ohio. Cincinnati, Ohio.

Keynote Speaker: The Success of a Compassionate School
5/18 Partner Appreciation Banquet. Marshall High School. Middletown, Ohio.

Panelist: Service Partnerships Panel
8/19 YouthBuild AmeriCorps Management Conference. Boston, MA.

**Presenter: Incorporating Service Into Your Construction Plus Programming and
Placement Strategy**
10/19 U.S. Department of Labor: Workforce GPS Webinar. Online.
[Workforcegps.org/events/2019/09/06/18/52/Incorporating-National-Service-into-Your-Construction-Plus-Programming-and-Placement](https://workforcegps.org/events/2019/09/06/18/52/Incorporating-National-Service-into-Your-Construction-Plus-Programming-and-Placement)

Presenter: How to Develop Quality Work Experience for Your Participants
03/20 U.S. Department of Labor: Workforce GPS National Webinar. Online.

Panelist: Inspiring Youth from Surviving to Thriving
03/20 Mentoring & Re-Engagement Summit. Montgomery County, Ohio.

Panelist: Apprenticeships - Policy and Practice
07/21 The National Directors Association Meeting and Conference (Virtual). YouthBuild,
U.S.A. Washington, D.C.

Sector Strategy Approach

07/21 Ohio Conference of Community Development (OCCD) 2021 Virtual Summer Meeting. Urbana, Ohio.

Panelist: Future of Work

09/21 4th Annual Midwest Tour: Access Opportunities, Capital, Talent & Partners – Make an Impact. Columbus, Ohio.

Sector Strategy Approach: Creating a New Pipeline for Graduates to Opportunity Industries

06/22 National Charter Schools Conference. Washington, D.C.

Panel: Registered Apprenticeship

05/23 YouthBuild USA's Virtual Peer-to-Peer U.S. Department of Labor. Washington, D.C.

Beyond the Diploma: Preparing Students for Success in the Workforce

06/23 Model Schools Conference. Orlando, Florida

PUBLICATIONS

Brooks, B. L. & Farley, G. (1998) History of School and Clinical Programs. In D. A. Sabatino & B. L. Brooks (Eds), Contemporary Interdisciplinary Interventions For Children With Emotional / Behavioral Disorders (pp.31—44). Durham, North Carolina. Carolina Academic Press.

Farley, G. (2007, Spring) Introducing the Webster Street Academy: A New Model for Court Involved Youth. *North Carolina Juvenile Justice Institute*, Volume 2, 2.

GRANTS AND AWARDS

YouthBuild, U.S.A. AmeriCorps: This grant awarded in 2022 by YouthBuild, U.S.A. as a full affiliate member with funds from the Corporation for National and Community Service (CNCS), is for \$266,667 with \$88,889 disbursed for each of the three years for the length of the grant. These monies support the training and education of opportunity youth, during which time each member is required to volunteer in the community for a specified length of service for 450 hours.

STOP Award Finalist: This national competition included over 2,700 applicants from 49 states and is funded by the Yass Foundation for Education and is powered by the Center for Education Reform in partnership with Forbes. The award advances the four core STOP principles: Sustainable, Transformational, Outstanding, and Permissionless education by recognizing innovative providers that demonstrate these qualities in their commitment to new ideas, technologies, and approaches to learning that bring education into the 21st century.

Department of Labor (DOL) Education and Training (ETA): This grant was awarded for 2022 through the United States Department of Labor as a YouthBuild grant. The 3-year grant, began in July 2020 and provides \$1,500,000.00 in support for education and occupational skills training in the areas of construction, manufacturing, and healthcare for disconnected, transition age (16-24 year old) youth.

Department of Labor (DOL) Education and Training (ETA): This grant was awarded for 2020 through the United States Department of Labor as a YouthBuild grant. The 3-year grant, began in July 2020 and provides \$1,500,000.00 in support for education and occupational skills training in the areas of construction and healthcare for disconnected, transition age (17-24 year old) youth.

Coronavirus Aid, Relief, and Economic Security (CARES) Act: This grant awarded in October of 2020 by 2019 by Montgomery County Ohio is for \$250,000 to provide much needed relief to communities trying to re-invent their service delivery model during the restrictions imposed during the COVID-19 Pandemic. This grant was awarded to YouthBuild – Dayton and was the only grant awarded in the County to an educational program serving out-of-school youth. Funds provided the additional resources required to deliver remote and virtual learning opportunities, staff, and additional training, as well as Personal Protective Equipment (PPE).

YouthBuild, U.S.A. AmeriCorps: This grant awarded in 2019 by YouthBuild, U.S.A. with funds from the Corporation for National and Community Service (CNCS), is for \$110,250 with \$36,750 disbursed for each of the three years for the length of the grant. These monies support the training and education of opportunity youth, during which time each member is required to volunteer in the community for a specified length of service ranging from 450 hours up to 1,700 hours.

Expanding Opportunities for Each Child. This grant awarded in 2019 by the Ohio Department of Education was designed to expand access to and enrollment in school improvement activities for low achieving students and students from low-income families. I co-authored 8 grant applications for Dropout Recovery Schools in the Oakmont Education network. Each school was awarded \$700,000 allotted over a 3-year period totaling 5.6 million in grant dollars to expand our Career Tech programs.

Department of Labor (DOL) Education and Training (ETA): This grant was awarded for 2018 through the United States Department of Labor as a YouthBuild grant. The 3-year grant, began in January 2019 and provides \$1,100,000.00 in support for education and occupational skills training in the areas of construction and healthcare for disconnected, transition age (18-24 year old) youth.

Department of Labor (DOL) Education and Training (ETA): This grant awarded in 2016 through the United States Department of Labor as a YouthBuild grant. The 3-year grant, began in October 2016 provides \$1,100,000.00 in support for education and occupational skills training in the areas of construction and healthcare for disconnected, transition age (18 – 24 year old) youth.

YouthBuild, U.S.A. AmeriCorps: This grant awarded in 2016 by YouthBuild, U.S.A. with funds from the Corporation for National and Community Service (CNCS), is for \$75,000 with \$25,000 disbursed for each of the three years for the length of the grant. These monies support the training and education of at risk youth, during which time each member is required to volunteer in the community for a specified length of service ranging from 450 hours up to 1,700 hours.

Screening, Brief Intervention and Referral to Treatment (SBIRT): This training grant awarded in 2015 through YouthBuild U.S.A. is an approach to screening and early intervention for substance use disorders and people at risk for developing these disorders. SBIRT methodology focuses on the large group of people who may use alcohol or drugs in unhealthy ways, but who are most often not dependent. The targeted results are designed to improve retention and overcome those barriers that inhibit classroom achievement and successful postsecondary placement (apprenticeship, work, college, etc.).

Department of Labor (DOL) Education and Training (ETA): This grant awarded in 2014 through the United States Department of Labor as a YouthBuild grant. The 3-year grant, which began in September of 2014, provides \$1,100,000.00 in support for education and occupational skills training in the area of construction for disconnected youth.

Department of Labor (DOL) Education and Training (ETA): This grant awarded in 2012 through the United States Department of Labor as a YouthBuild grant. The 3-year grant, which began in September of 2012, provides \$1,080,000.00 in support for education and occupational skills training in the area of construction for disconnected youth.

YouthBuild, U.S.A. AmeriCorps: This grant awarded in 2013 by YouthBuild, U.S.A. with funds from the Corporation for National and Community Service (CNCS), is for \$75,000 with \$25,000 disbursed for each of the three years for the length of the grant. These monies support the training and education of at risk youth, during which time each member volunteers in the community for a length of service (from 300 to 1,700 hours).

Charter School Programs (CSP) Dissemination Grant: This grant awarded through the United States Department of Education recognized successful charter school models that were positioned to disseminate information about their schools and share those ideas and strategies with others interested in replicating aspects of the program to enhance educational successes. This award is for \$200,000 each year for two years and was awarded to ISUS in the fall of 2011.

Post-Secondary Initiative: Contributing author for this grant submitted to the National Youth Employment Coalition (NYEC) funded through the Bill & Melinda Gates Foundation. This 2009 grant awarded ISUS \$600,000 over a 3-year period. ISUS was selected as one of 8 pilot programs across the nation to pioneer initiatives to increase post-secondary completion for high risk youth.

Expanding Nursing Services for At-Risk Youth: This grant submitted to the CareSource Foundation was accepted in September 2007. The grant totaled \$5,000 and was directed toward the provision of proactive nursing services for youth with poor health and wellness in the Dayton, Ohio area.

Improving Literacy with At-Risk Youth: This granted, submitted to the Mead Westvaco Foundation was accepted in July 2006. The grant totaled \$15,000 and was directed toward the development of a small reading library, computer-based software and additional reading programs to address the ever-growing problem of literacy in the Dayton, Ohio area.

Developing Community Leaders for Tomorrow. This one-year grant, submitted to the Office Of Rural and Community Health and Community Partnerships at East Tennessee State University was accepted in April of 2000. The grant totaled over \$40,000 and comes from the monies awarded to ETSU from the Kellogg Foundation.

COMMITTEE MEMBERSHIPS

- Samaritan Homeless Clinic Advisory **Committee Member** – Dayton 2018 - Present
- The Montgomery County Out-of-School Task Force **Committee Member** – 2019 - Present
- Montgomery County Workforce Investment Board (WIB) Youth Advisory Sub-**Committee Member** – Dayton 2017 – Present
- Served as a **Committee Member** for Kettering City Schools Adult Basic & Literacy Education (ABLE) advisory committee. The ABLE program provides GED and ESL classes and helps bridge the gap to viable post-secondary options such as employment or college. 2013-2014 School Year.
- Served as a **Team Coach** for the University of Dayton’s Senior Project in the Department of Management and Information Services (MIS – Course 475). In conjunction with the UD faculty, I worked with four seniors on a project to develop social networking platforms (Facebook, Twitter, and Word Press) to enhance recruitment for the ISUS Institutes. 2011 – 2012.
- Served as a **Project Team Leader** for MBA 607 – Strategic Performance Measurement and Control at the University of Dayton. Several value streams for improvement were identified and targeted using strategies from the Toyota Way to improve outcomes. 2008-2010.
- Governing Board of the Office of Rural and Community Health and Community Partnerships of the East Tennessee State University. **Graduate School Representative**. The purpose of the Board is to provide overall guidance and direction to the Office of Rural and Community Health and Community Partnerships of the Division of Health Sciences of ETSU. The Board constitutes the decision-making component in the ongoing development, planning, coordination and implementation of health and other professions education and service programs through partnerships with communities. 1999-2000.
- East Tennessee State University, College of Education. Dean’s Student Advisory Council. **Graduate School Representative**. Responsibilities included meeting with the Dean of the College of Education and other selected representatives to discuss proactive measures for academic improvement. This council also served as an informal vehicle for student grievances. 1998 – 2000.

- Northeast Tennessee Behavioral Review **Committee Member**. This group of behavioral clinicians served as a peer review panel for all behavioral plans designed to support individuals with disabilities who live in the local community. This committee provided feedback on the technical merit of behavior plans and also ensured that the plans were in accordance with all applicable regulations. 2000 – 2001.
- East Tennessee State University, College of Education. Department of Educational Leadership and Policy Analysis. **Doctoral Fellows Liaison**. Responsibilities included representing concerns and issues of co-doctoral fellows; attend all faculty meeting of the Department and share pertinent information from those meetings. 1998 – 1999.
- Belmont Abbey College. Department of Special Education. **Co-Chair**. Conference on Cultural Diversity. This two-day workshop on the culturally different presented to teachers in the Gaston County School System. 1998
- Annual State Conference for Community Based ICF—MR Providers. North Carolina. **Co-Chair**. The theme for this was “Focus on Quality”. 1995.
- EduCare of North Carolina (Charlotte Administrative Unit). **Human Rights Committee Member**. I assisted in reviewing and approving all of the agency’s behavior management programs. In addition, the HRC reviewed and approved all incidents relating to each client’s health, safety, dignity, and respect. 1995-1996.

REFERENCES AVAILABLE UPON REQUEST

KAREN WACHTER

Experienced Educator

📞 330-620-8854 @ Kwachter@oakmontedu.org

🌐 <https://www.linkedin.com/in/karen-wachter-10830022a/> 📍 Akron, Ohio

EXPERIENCE

VP - Drop-out Recovery Prevention Schools 2023

OAKMONT EDUCATION

Akron , Ohio

Company Description

- Responsible for all Oakmont DORP schools across Ohio including operational leadership, instructional leadership, board relations and academic and financial outcomes encompassing over 300 administrative and instructional staff within 16 schools
- Successful turn-around of several schools, leading them from poor academic and financial results to self-sustaining, successful learning institutions
- Provide ongoing support and collaboration with all school leaders and board members to assure student academic outcomes and high satisfaction ratings across 11 Ohio schools
- Lead and manage schools including start-up charter schools, transition schools from former management companies, and ongoing management of existing schools

EXECUTIVE DIRECTOR 2015

CURRICULUM AND INSTRUCTION

Akron , Ohio

Company Description

- Responsible for academic and instructional leadership across all Oakmont Education DOR High Schools encompassing over 150 instructional staff
- Developed and lead multiple Professional Development initiatives focused on improving classroom instruction, student-centric instruction, and classroom leadership and management
- Improved overage annual State Report Card results every year for 5 years

School leader 2013

DIRECTOR - TOWPATH TRAIL HIGH SCHOOL

Akron, Ohio

Company Description

- Led Towpath Trail High School, a dropout recovery and prevention institution
- Developed and executed strategies to identify and re-engage at-risk students, resulting in increased graduation rates.
- Established a positive school culture and maintained high academic standards.
- Collaborated with community partners and stakeholders to enhance student support services.
- Grew the school's enrollment and increased graduations rate each year



EDUCATION

MASTERS OF SCIENCE

University of Akron

05/2003

BACHELOR OF ARTS

Kent State University

05/2005

STRENGTHS

💎 Educational Leadership

ACHIEVEMENTS

💎 Empowering Opportunity Youth

SKILLS

Curriculum Development ·

Data Analysis and Assessment ·

Stakeholder Collaboration ·

Team Management ·

Drop out prevention Strategies ·

Community Partnerships

DIMITRIOS KRIARAS, M.B.A.

4441 Lakeview Glen Dr. ▪ Medina, OH 44256

<https://www.linkedin.com/in/dimitrioskriaras> 708-921-8241 ▪ dkriaras2001@yahoo.com

EXECUTIVE SUMMARY

Accomplished executive leader with a personality for sales/marketing and a mindset for operations. 20 years of extensive experience in creating strategic alliances with organizational leaders to positively align with and support key business initiatives. Offer forward-thinking strategic expertise to increase operational efficiency, boost staff productivity and position organizations for optimal success. Commendable history as a visionary and thought leader with a verifiable track record for turning around and reinvigorating organizations with a renewed sense of mission and direction. Highly skilled business expert known for the successful planning and execution of large organizational campaigns that secure the engagement of diverse stakeholders. Qualified in change management, attracting top talent, developing marketing strategies, coaching and consultation to large staff sizes more than 250 employees. Dynamic presenter with the ability to inspire large audiences.

SIGNATURE COMPETENCIES

- | | | |
|------------------------------------|-------------------------------------|-------------------------------------|
| ✓ Organizational Vision & Strategy | ✓ Business Development & Consulting | ✓ Tactical Market Planning |
| ✓ Execution, Results, Leadership | ✓ Metrics-driven Management | ✓ Organizational Optimization |
| ✓ Sales & Revenue Generation | ✓ Budget and P&L Management | ✓ Enrollment, Operations, Marketing |
| ✓ Transformational Change | ✓ Staff Recruiting & Development | ✓ Relationship Management |

PROFESSIONAL EXPERIENCE

OAKMONT EDUCATION – *Akron, Ohio*

September 2023– Present

President

- Recruited to form a clear vision of how to expand Oakmont to serve more students in more locations.
- Responsible for leading and executing expansion activities such as investments, acquisitions, corporate alliances, development of new schools, and increasing operational efficiencies of existing facilities.
- Effectively manages the allocation and use of Oakmont’s capital resources.
- Ensures the success of and integrity of both Oakmont Education and its operating schools.
- Established relationships with key leaders and stakeholders of school boards, superintendents, government officials and community leaders.
- Leads and manages the talents of senior leaders and staff to provide the highest quality of educational services to the charter schools managed and operated.
- Oversees the direction and coordination of all approved Company initiatives, projects, and significant activities.
- Serves as Oakmont’s primary spokesperson to external stakeholders, investors, community leaders, government officials, the media and general public.

BRYAN UNIVERSITY – *Tempe, Arizona*

December 2020– September 2023

Executive Vice President

- Played a major role for driving revenues in excess of 50M within higher education verticals (Canada, US) over 2.5 years amid pandemic, despite lockdowns and restrictions. Helped CEO navigate school leadership through challenges of pandemic, providing hands-on leadership and guidance while driving organizational excellence during sustained social crisis.
- Introduced learning readiness platform with current employees to improve the development of confidently capable employees with a focus on sales skills which resulted in an increase of 30% in sales over a 90-day period.
- Increased student body by 800+ students since December 2020.
- Scaled business units for online operations from three to six verticals to support enrollment growth.

- Implemented test cards and SOP process improvement plan to test changes, measure quickly, and learn faster on how well changes resulted into a return on investment.
- Grew Canadian revenue by 1M in the first year of employment.
- Developed and implemented an internal call center to increase contact-rate and reduce Admissions expense by 20%.
- Recognized by the CEO as “Employee of the Year” – (2022).
- Fixed staff turnover issue by mentoring sales managers on better hiring and training practices. By teaching and supporting functional onboarding methodology that encouraged performance and professionalism, slashed sales turnover by 70% while elevating retention in service production. Experienced a 52% increase in staff promotions in 2023 and recognized as a “Top Ten Company” to work for in Arizona.
- Implemented EOS Ninety operating system across all Enrollment Divisions, including Call-Center, Operations, and Training Department in efforts of creating a culture of trust and accountability by unifying teams into one platform.
- Member of the Executive Counsel and involved in the development and execution of the 1- and 3-year strategic plan.

SALEM UNIVERSITY – Salem, West Virginia

April 2020– December 2020

Vice President of Marketing and Enrollment

- Responsible for creating a strategic, integrated marketing and communications plan for the University.
- Through market research and collaboration with Academic Deans and the President, made recommendations to add additional programs of study that supported the new student enrollment growth initiative.
- Developed and executed a strategic enrollment management plan that increased new enrollment by 35%.
- Created new articulation agreements and business partnerships that supported new student enrollment.
- Reinvigorated marketing campaigns to increase organic lead flow and achieved 200% increase in leads during the transformation which included oversight of all marketing partners.
- Member of the President’s cabinet and involved in the development of the University Strategic Plan.

NORTHWESTERN COLLEGE – Bridgeview, IL

July 2008 – April 2020

Chief Executive Officer/Chief Operations Officer / VP of Admissions and Marketing/Campus Director

- Promoted in January of 2018 to CEO from COO for exceptional performance.
- Created a new 3-Year strategic plan for the College following the appointment of becoming the CEO.
- Built the Executive Leadership team from the ground up, directing recruitment, hiring, and training to energize business operations and enrollment pipeline.
- Ignited enrollment and retention strategy that increased revenues by 5M over the course of 16 months. Successfully managed to increase revenue from 19M to 24M during fiscal year 2018.
- Promoted in August of 2013 to COO from VP of Admissions and Marketing for consistent record of success.
- Reduced marketing budget by \$1.3 million in fiscal year 2013/2014 and increased enrollment by 20%.
- Orchestrated a 200% financial turnaround for the Chicago campus in 2008-2009.
- Partnered with HR as a key strategist in designing a learning and development strategy for a 250-member workforce, including building a team of “A” players and succession planning to address future needs.
- Reported directly to the Board of Directors and was responsible for ensuring the success of the institution and leading transformational change for a college that was established in 1902.

EDUCATION AND TRAINING

Keller Graduate School of Management; Chicago, Illinois; **Master of Business Administration, 2016**; Magna Cum Laude
 DeVry University; Addison, Illinois; **Bachelor of Science in Technical Management, 2003**
 DeVry University; Addison, Illinois; **Associates of Applied Science in Electronic Computer Technology, 2000**



OAKMONT
EDUCATION

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Appendix D



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OAKMONT
EDUCATION

Appendix E



where
opportunity
thrives™



Fill gaps to increase
on-grade proficiency



Raise exam
scores



Improve on-time
graduation



Expand academic
options



Digital Curriculum Catalog

More Success for More Students

From filling critical learning gaps to providing greater challenge for accelerated students, Apex Learning digital curriculum meets each student where they are with standards-aligned curriculum and language, literacy, and academic scaffolds and supports.

Tutorials

With Tutorials, students close learning gaps and build their confidence so they develop missing prerequisite skills, master on-grade content, and are ready for high-stakes tests.

English	Math	Science	Social Studies
English 6	Math 6	Science 6	MS Contemporary World
English 7	Math 7	Science 7	MS World History
English 8	Math 8	Science 8	MS U.S. History
English 9	Algebra I	MS Physical Science	MS Civics
English 10	Geometry	MS Life Science	U.S. History
English 11	Algebra II	MS Earth and Space Science	End of Course
English 12	Mathematics I	Biology	
College Readiness	Mathematics II		
ACT®	Mathematics III		
SAT®	High School Equivalency		
GED®	GED®		
ACCUPLACER®	HiSET®		
TSIA2 Assessment	TASC®		

◆ Make your MAP Growth test data actionable with an alignment between RIT ranges and Apex Tutorials. Working with NWEA, we've mapped grades 6-12 math and ELA Tutorials to the MAP Growth assessment so each student uses Tutorials to address their unique needs.

Courses

Confidently meet the requirements for credit-bearing courses for both original credit and credit recovery with standards-based digital curriculum.

English	Core	Prescriptive	Honors
English Foundations I		✓	
English Foundations II		✓	
English 6	✓		
English 7	✓		
English 8	✓		
English 9	✓	✓	✓

English 10	✓	✓	✓
English 11	✓	✓	✓
English 12	✓	✓	✓
Personal Communication*	✓	✓	
Creative Writing *	✓		
Media Literacy *	✓		
Reading Skills and Strategies *	✓		
Writing Skills and Strategies *	✓		

P Prescriptive also available
 * One semester
 ** Available only through Apex
N New

Courses

Science	Core	Prescriptive	Honors
Science Foundations		✓	
Science 6	✓		
Science 7	✓		
Science 8	✓		
MS Physical Science	✓		
MS Life Science	✓		
MS Earth and Space Science	✓		
Earth Science	✓		
Environmental Science	✓	✓	
Physical Science	✓	✓	
Biology	✓	✓	✓
Chemistry	✓	✓	✓
Physics	✓	✓	✓
The Living Earth	✓	✓	
Chemistry in the Earth System	✓	✓	
Physics of the Universe	✓	✓	

Math	Core	Prescriptive	Honors
Math Foundations I		✓	
Math Foundations II		✓	
Math 6	✓		
Math 7	✓		
Math 8	✓		
Algebra I	✓	✓	✓
Geometry	✓	✓	✓
Algebra II	✓	✓	✓
Mathematics I	✓	✓	
Mathematics II	✓	✓	
Mathematics III	✓	✓	
Precalculus	✓		✓
Fundamental Math	✓		
Introductory Algebra	✓		
Mathematics of Personal Finance	✓		
Probability and Statistics	✓	✓	
Bridge Math	✓		
Liberal Arts Mathematics 1	✓	✓	
Liberal Arts Mathematics 2	✓		

World Languages	
Spanish I	P
Spanish II	P
Spanish III	
French I	
French II	
Mandarin Chinese I **	
Mandarin Chinese II **	
German I **	
German II **	
Latin I **	
Latin II **	
MS Spanish 1 **	
MS Spanish 2 **	
MS French 1 **	
MS French 2 **	
MS Mandarin Chinese 1 **	
MS Mandarin Chinese 2 **	
MS Latin 1 **	
MS Latin 2 **	
MS German 1 **	
MS German 2 **	

Additional Electives	
College and Career Preparation I *	
College and Career Preparation II *	
Art Appreciation *	
Music Appreciation	
Physical Education *	
Health *	P
Computer Science Essentials	

Social Studies			
MS Contemporary World	✓		
MS World History	✓		
MS U.S. History	✓		
MS Civics	✓		
Geography and World Cultures *	✓		✓
World History N	✓	✓	✓
World History to the Renaissance	✓		✓
Modern World History from 1450	✓	✓	✓
Modern World History from 1600	✓	✓	✓
U.S. History	✓	✓	✓
U.S. History Survey	✓	✓	
U.S. History to the Civil War *	✓	✓	✓
U.S. History since the Civil War	✓	✓	
U.S. Government and Politics *	✓	✓	✓
Economics *	✓	✓	✓
Financial Literacy*	✓	✓	
Economics and Personal Finance	✓	✓	
Multicultural Studies *	✓		
Sociology *	✓		
Psychology*	✓		

CTE–Career and Technical Education
Accounting I
Accounting II
Business Applications *
Computer Applications *
Human Resources Principles
Information Technology Applications *
Introduction to Business and Technology
Legal Environment of Business
Principles of Business, Marketing, and Finance
Principles of Health Science
Principles of Information Technology

Advanced Placement (AP®)
AP Biology
AP Calculus AB
AP Chemistry
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP French Language and Culture **
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish Language and Culture
AP Statistics
AP U.S. Government and Politics*
AP U.S. History

P Prescriptive also available
 ** Available only through Apex
 * One semester **N** New

Electives

To enhance our catalog, Apex Learning partners with Pointful Education and Carone Learning to offer CTE, physical education, health, and fitness courses for middle and high school students. These course collections are priced separately from other Apex courses.

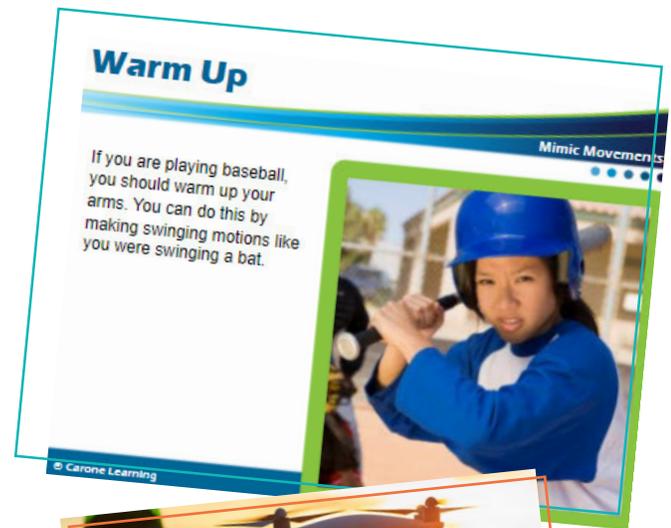
The complete course catalog can be viewed in our online catalog at www.apexlearning.com.

Pointful Education Courses

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Carone Learning Courses

The Carone library of courses offers 50+ courses that provide online instruction in physical education, health, fitness, and related careers.



Apex Learning Virtual School - A Turnkey Solution

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English

- English Foundations I P F
- English Foundations II P F
- English 6 C
- English 7 C
- English 8 C
- English 9 P C H
- English 9 with Romeo and Juliet P C H
- English 10 P C H
- English 11 P C H
- English 12 P C H
- AP® English Language and Composition A
- AP® English Literature and Composition A
- Creative Writing* C
- Media Literacy* C
- Reading Skills and Strategies* C
- Writing Skills and Strategies* C
- Personal Communication C



Science

- Science Foundations P F
- Science 6 C
- Science 7 C
- MS Physical Science C
- Science 8 C
- MS Life Science C
- MS Earth and Space Science C
- Earth Science C H
- Physical Science P C
- Environmental Science P C
- Biology P C H
- Chemistry P C H
- Physics P C H
- The Living Earth P C
- Chemistry in the Earth System P C
- Physics of the Universe P C
- AP® Environmental Science A
- AP® Biology A
- AP® Chemistry A



Math

- Math Foundations I P F
- Math Foundations II P F
- Math 6 C
- Math 7 C
- Math 8 C
- Introductory Algebra C
- Algebra I P C H
- Algebra II P C H
- Geometry P C H
- Mathematics I P C
- Mathematics II P C
- Mathematics III P C
- Precalculus C H
- AP® Calculus AB A
- AP® Statistics A
- Mathematics of Personal Finance C
- Probability and Statistics P C
- Fundamental Math C
- Algebra I-A C
- Algebra I-B C
- Bridge Math C
- Liberal Arts Mathematics 1 P C
- Liberal Arts Mathematics 2 C



Electives

- Computer Science Essentials C
- College and Career Preparation I* C
- College and Career Preparation II* C
- Art Appreciation* C
- Music Appreciation C
- Physical Education* C
- Health* P C
- Health Opportunities through Physical Education (HOPE) C
- Mathematics of Personal Finance C
- Probability and Statistics P C
- Bridge Math C
- Liberal Arts Mathematics 1 P C
- Liberal Arts Mathematics 2 C
- Creative Writing* C
- Media Literacy* C
- Reading Skills and Strategies* C
- Writing Skills and Strategies* C
- Multicultural Studies* C
- Sociology* C
- Psychology* C
- Financial Literacy* P C

World Languages

- MS Spanish 1** C
- MS Spanish 2** C
- Spanish I P C
- Spanish II P C
- Spanish III C
- AP® Spanish Language and Culture A
- MS French 1** C
- MS French 2** C
- French I C
- French II C
- AP® French Language and Culture** A
- MS German 1** C
- MS German 2** C
- German I** C
- German II** C
- MS Latin 1** C
- MS Latin 2** C
- Latin I** C
- Latin II** C
- MS Mandarin Chinese 1** C
- MS Mandarin Chinese 2** C
- Mandarin Chinese I** C
- Mandarin Chinese II** C



CTE

- Accounting I C
- Accounting II C
- Business Applications* C
- Computer Applications* C
- Human Resources Principles C
- Information Technology Applications* C
- Introduction to Business and Technology C
- Legal Environment of Business C
- Principles of Business, Marketing, and Finance C
- Principles of Health Science C
- Principles of Information Technology C

- P Prescriptive
- C Core
- H Honors
- A Advanced Placement
- ⬆ Coming Soon
- * One Semester
- ** Available only through Apex Learning Virtual School (ALVS)



National Course List



Social Studies

- MS World History ----- C
- MS U.S. History ----- C
- MS Civics ----- C
- MS Contemporary World ----- C
- World History ----- P C H
- Geography and World Cultures* ----- C H
- World History to the Renaissance ----- C H
- Modern World History from 1450 ----- P C
- Modern World History from 1600 ----- P C
- U.S. History ----- P C H
- U.S. History to the Civil War* ----- P C
- U.S. History since the Civil War ----- P C H
- U.S. Government and Politics* ----- P C H
- Economics* ----- P C H
- AP® U.S. History ----- A
- AP® U.S. Government and Politics* ----- A
- AP® Macroeconomics* ----- A
- AP® Microeconomics* ----- A
- AP® Psychology* ----- A
- Multicultural Studies* ----- C
- Sociology* ----- C
- Economics and Personal Finance ----- P C
- Psychology* ----- C
- Financial Literacy* ----- P C

- P** Prescriptive
- C** Core
- H** Honors
- A** Advanced Placement
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National Course List

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The Correlation of PLATO® Curricula to Iowa Core: Mathematics -> High School Mathematics Pathway -> Traditional Pathway -> Algebra 1.

8/2/2019

INTRODUCTION

Edmentum, Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Iowa Core : Mathematics -> High School Mathematics Pathway -> Traditional Pathway -> Algebra 1, Mathematics, High School Mathematics Pathway, Traditional Pathway, Algebra 1.

URL: <https://iowacore.gov/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO Courses were used in this correlation report:

PLATO Course Algebra 1, Semester A v7.0
PLATO Course Algebra 1, Semester B v7.0

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

Unit 1 Relationships Between Quantities and Reasoning with Equations

Interpret the structure of expressions.

A.SSE.1 Interpret expressions that represent a quantity in terms of its context.

a Interpret parts of an expression, such as terms, factors, and coefficients.

PLATO Course Algebra 1, Semester A v7.0

Unit 1: The Real Number System

Expressions

Unit 4: Linear Relationships

Unit Activity: Linear Relationships

Writing Linear Functions and Equations

Unit 5: Special Linear Relationships

Using Models from Data

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships

Writing Quadratic Functions and Equations

Unit 4: Exponential Relationships

Course Activity: Writing Exponential Functions

Modeling with Exponential Functions

b Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

PLATO Course Algebra 1, Semester A v7.0

Unit 1: The Real Number System

Expressions

Unit 4: Linear Relationships

Unit Activity: Linear Relationships

Writing Linear Functions and Equations

Unit 5: Special Linear Relationships

Using Models from Data

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships

Writing Quadratic Functions and Equations

Unit 4: Exponential Relationships

Course Activity: Writing Exponential Functions

Reason quantitatively and use units to solve problems.

N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

PLATO Course Algebra 1, Semester A v7.0
Unit 3: Functions
Unit Activity: Functions
Function Notation

N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.

The selected PLATO curriculum does not address this learning expectation.

N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

PLATO Course Algebra 1, Semester A v7.0
Unit 6: Systems of Linear Equations and Inequalities
Systems of Linear Equations

Create equations that describe numbers or relationships.

A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

PLATO Course Algebra 1, Semester A v7.0
Unit 1: The Real Number System
Expressions
Unit 4: Linear Relationships
Unit Activity: Linear Relationships
Writing Linear Functions and Equations
Unit 5: Special Linear Relationships
Using Models from Data
Unit Activity: Special Linear Relationships
Direct Variation
PLATO Course Algebra 1, Semester B v7.0
Unit 2: Quadratic Relationships
Writing Quadratic Functions and Equations

Unit 4: Exponential Relationships
Course Activity: Writing Exponential Functions
Modeling with Exponential Functions

A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships
Linear Function Transformations
Unit 5: Special Linear Relationships
Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships
Unit Activity: Quadratic Relationships
Graphs of Quadratic Relationships
Unit 4: Exponential Relationships
Transforming Exponential Functions
Unit 5: Mixed Functions
Piecewise and Absolute Value Functions
Solving Systems of Linear and Quadratic Equations
Solving Linear and Exponential Equations

A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

PLATO Course Algebra 1, Semester A v7.0

Unit 2: Linear Equations
Solving Linear Equations
Solving Advanced Linear Equations
Solving Linear Inequalities
Unit 4: Linear Relationships
Writing Linear Functions and Equations
Unit 5: Special Linear Relationships
Linear Inequalities
Direct Variation

Unit 6: Systems of Linear Equations and Inequalities
Systems of Linear Equations
Writing and Solving Systems Using Substitution
Writing and Solving Systems Using Elimination
Systems of Inequalities

PLATO Course Algebra 1, Semester B v7.0

Unit 5: Mixed Functions
Solving Systems of Linear and Quadratic Equations
Solving Linear and Exponential Equations

A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

PLATO Course Algebra 1, Semester A v7.0

Unit 1: The Real Number System

Expressions

Linear Equations

Unit 2: Linear Equations

Solving Linear Equations

Solving Advanced Linear Equations

Solving Literal Equations

Solving Linear Inequalities

Unit 4: Linear Relationships

Unit Activity: Linear Relationships

Writing Linear Functions and Equations

Unit 5: Special Linear Relationships

Using Models from Data

Unit Activity: Special Linear Relationships

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships

Writing Quadratic Functions and Equations

Unit 4: Exponential Relationships

Course Activity: Writing Exponential Functions

Modeling with Exponential Functions

Understand solving equations as a process of reasoning and explain the reasoning.

A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

PLATO Course Algebra 1, Semester A v7.0

Unit 2: Linear Equations

Solving Linear Equations

Solving Advanced Linear Equations

Solving Literal Equations

Solving Linear Inequalities

Unit 5: Special Linear Relationships

Unit Activity: Special Linear Relationships
Special Lines
Direct Variation
PLATO Course Algebra 1, Semester B v7.0
Unit 3: Solving Quadratic Equations
Unit Activity: Solving Quadratic Equations

Solve equations and inequalities in one variable.

A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

PLATO Course Algebra 1, Semester A v7.0
Unit 1: The Real Number System
Linear Equations
Unit 2: Linear Equations
Solving Linear Equations
Solving Advanced Linear Equations
Solving Literal Equations
Solving Linear Inequalities
Unit 5: Special Linear Relationships
Unit Activity: Special Linear Relationships
Direct Variation

Unit 2: Linear and Exponential Relationships

Extend the properties of exponents to rational exponents.

N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.

PLATO Course Algebra 1, Semester A v7.0
Unit 1: The Real Number System
Expressions
PLATO Course Algebra 1, Semester B v7.0
Unit 1: Polynomials
Radicals and Exponents

N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

PLATO Course Algebra 1, Semester A v7.0

Unit 1: The Real Number System

Expressions

PLATO Course Algebra 1, Semester B v7.0

Unit 1: Polynomials

Radicals and Exponents

Understand the concept of a function and use function notation

F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input. The graph of f is the graph of the equation $y = f(x)$.

PLATO Course Algebra 1, Semester A v7.0

Unit 3: Functions

Unit Activity: Functions

Functions

Function Notation

F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

PLATO Course Algebra 1, Semester A v7.0

Unit 3: Functions

Unit Activity: Functions

Functions

Function Notation

PLATO Course Algebra 1, Semester B v7.0

Unit 5: Mixed Functions

Sequences as Functions

F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n = 1$.

PLATO Course Algebra 1, Semester A v7.0

Unit 3: Functions

Unit Activity: Functions

Function Notation

PLATO Course Algebra 1, Semester B v7.0
Unit 5: Mixed Functions
Sequences as Functions

Build a function that models a relationship between two quantities.

F.BF.1. Write a function that describes a relationship between two quantities.

a Determine an explicit expression, a recursive process, or steps for calculation from a context.

PLATO Course Algebra 1, Semester A v7.0
Unit 3: Functions
Unit Activity: Functions
Function Notation
PLATO Course Algebra 1, Semester B v7.0
Unit 5: Mixed Functions
Sequences as Functions

b Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

PLATO Course Algebra 1, Semester A v7.0
Unit 3: Functions
Unit Activity: Functions
Function Notation
PLATO Course Algebra 1, Semester B v7.0
Unit 5: Mixed Functions
Solving Systems of Linear and Quadratic Equations
Solving Linear and Exponential Equations
Sequences as Functions

F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

PLATO Course Algebra 1, Semester A v7.0
Unit 3: Functions
Unit Activity: Functions
Function Notation
PLATO Course Algebra 1, Semester B v7.0
Unit 5: Mixed Functions
Sequences as Functions

Construct and compare linear, quadratic, and exponential models and solve problems.

F.LE.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

a Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Slope and Graphing

PLATO Course Algebra 1, Semester B v7.0

Unit 4: Exponential Relationships

Graphs of Exponential Relationships

Comparing Exponential Functions

b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Slope and Graphing

Unit 5: Special Linear Relationships

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 4: Exponential Relationships

Graphs of Exponential Relationships

Comparing Exponential Functions

c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Slope and Graphing

PLATO Course Algebra 1, Semester B v7.0

Unit 4: Exponential Relationships

Graphs of Exponential Relationships

Comparing Exponential Functions

F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

PLATO Course Algebra 1, Semester A v7.0

Unit 3: Functions

Unit Activity: Functions

Functions

Function Notation

PLATO Course Algebra 1, Semester B v7.0

Unit 5: Mixed Functions

Sequences as Functions

F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

PLATO Course Algebra 1, Semester B v7.0

Unit 4: Exponential Relationships

Comparing Exponential Functions

Interpret expressions for functions in terms of the situation they model.

F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Slope and Graphing

Writing Linear Functions and Equations

Unit 5: Special Linear Relationships

Linear Inequalities

Using Models from Data

Unit Activity: Special Linear Relationships

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 4: Exponential Relationships

Graphs of Exponential Relationships

Modeling with Exponential Functions

Comparing Exponential Functions

Build new functions from existing functions.

F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

The selected PLATO curriculum does not address this learning expectation.

Interpret functions that arise in applications in terms of the context

F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Linear Function Transformations

Unit 5: Special Linear Relationships

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships

Unit Activity: Quadratic Relationships

Graphs of Quadratic Relationships

Unit 3: Solving Quadratic Equations

Solving Quadratic Equations by Completing the Square

Unit 4: Exponential Relationships

Transforming Exponential Functions

Unit 5: Mixed Functions

Piecewise and Absolute Value Functions

Sequences as Functions

F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

PLATO Course Algebra 1, Semester A v7.0

Unit 3: Functions

Unit Activity: Functions

Functions

Function Notation

PLATO Course Algebra 1, Semester B v7.0

Unit 5: Mixed Functions

Sequences as Functions

F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

PLATO Course Algebra 1, Semester B v7.0

Unit 4: Exponential Relationships

Comparing Exponential Functions

Analyze functions using different representations.

F.IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

a Graph linear and quadratic functions and show intercepts, maxima, and minima.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Slope and Graphing

Linear Function Transformations

Unit 5: Special Linear Relationships

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships

Unit Activity: Quadratic Relationships

Graphs of Quadratic Relationships

Unit 4: Exponential Relationships

Transforming Exponential Functions

Graphs of Exponential Relationships

Unit 5: Mixed Functions

Piecewise and Absolute Value Functions

Solving Systems of Linear and Quadratic Equations

Solving Linear and Exponential Equations

e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Slope and Graphing

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships

Quadratic Relationships

Unit 4: Exponential Relationships

Graphs of Exponential Relationships

Comparing Exponential Functions

Unit 5: Mixed Functions

Solving Linear and Exponential Equations

F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

PLATO Course Algebra 1, Semester B v7.0

Unit 3: Solving Quadratic Equations

Solving Quadratic Equations by Completing the Square

Unit 5: Mixed Functions

Sequences as Functions

Solve systems of equations.

A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

PLATO Course Algebra 1, Semester A v7.0

Unit 2: Linear Equations

Solving Linear Equations

Solving Advanced Linear Equations

Solving Linear Inequalities

Unit 4: Linear Relationships

Writing Linear Functions and Equations

Unit 5: Special Linear Relationships

Linear Inequalities

Direct Variation

Unit 6: Systems of Linear Equations and Inequalities

Systems of Linear Equations

Writing and Solving Systems Using Substitution
Writing and Solving Systems Using Elimination
Systems of Inequalities

A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

PLATO Course Algebra 1, Semester A v7.0
Unit 6: Systems of Linear Equations and Inequalities
Systems of Linear Equations
Writing and Solving Systems Using Substitution
Writing and Solving Systems Using Elimination
PLATO Course Algebra 1, Semester B v7.0
Unit 5: Mixed Functions
Solving Systems of Linear and Quadratic Equations
Solving Linear and Exponential Equations

Represent and solve equations and inequalities graphically.

A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

PLATO Course Algebra 1, Semester A v7.0
Unit 4: Linear Relationships
Unit Activity: Linear Relationships
Slope and Graphing
Writing Linear Functions and Equations
Linear Function Transformations
Unit 5: Special Linear Relationships
Using Models from Data
Special Lines
Direct Variation
Representing Data
PLATO Course Algebra 1, Semester B v7.0
Unit 2: Quadratic Relationships
Unit Activity: Quadratic Relationships
Quadratic Relationships
Graphs of Quadratic Relationships
Forms of Quadratic Equations
Writing Quadratic Functions and Equations
Unit 3: Solving Quadratic Equations
The Quadratic Formula
Unit 4: Exponential Relationships
Transforming Exponential Functions

Graphs of Exponential Relationships
Course Activity: Writing Exponential Functions
Modeling with Exponential Functions
Unit 5: Mixed Functions
Piecewise and Absolute Value Functions

A.REI.11 Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships
Unit Activity: Linear Relationships
Slope and Graphing
Writing Linear Functions and Equations
Linear Function Transformations
Unit 5: Special Linear Relationships
Using Models from Data
Special Lines
Direct Variation
Representing Data

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships
Quadratic Relationships
Graphs of Quadratic Relationships
Forms of Quadratic Equations
Writing Quadratic Functions and Equations
Unit 3: Solving Quadratic Equations
The Quadratic Formula
Unit 4: Exponential Relationships
Graphs of Exponential Relationships
Course Activity: Writing Exponential Functions
Modeling with Exponential Functions
Unit 5: Mixed Functions
Solving Systems of Linear and Quadratic Equations
Solving Linear and Exponential Equations

A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

PLATO Course Algebra 1, Semester A v7.0

Unit 2: Linear Equations

Solving Linear Equations

Solving Advanced Linear Equations

Solving Linear Inequalities

Unit 4: Linear Relationships

Writing Linear Functions and Equations

Unit 5: Special Linear Relationships

Linear Inequalities

Direct Variation

Unit 6: Systems of Linear Equations and Inequalities

Systems of Linear Equations

Writing and Solving Systems Using Substitution

Writing and Solving Systems Using Elimination

Systems of Inequalities

Unit 3: Descriptive Statistics

Summarize, represent, and interpret data on a single count or measurement variable

S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).

PLATO Course Algebra 1, Semester A v7.0

Unit 7: Descriptive Statistics

Unit Activity: Descriptive Statistics

Visual Representations of Data

S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

PLATO Course Algebra 1, Semester A v7.0

Unit 7: Descriptive Statistics

Unit Activity: Descriptive Statistics

Comparing Data Sets

S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

PLATO Course Algebra 1, Semester A v7.0
Unit 7: Descriptive Statistics
Unit Activity: Descriptive Statistics
Comparing Data Sets

Summarize, represent, and interpret data on two categorical and quantitative variables

S.ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

PLATO Course Algebra 1, Semester A v7.0
Unit 7: Descriptive Statistics
Two-Way Frequency Tables

S.ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related

a Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

PLATO Course Algebra 1, Semester A v7.0
Unit 4: Linear Relationships
Slope and Graphing
Unit 5: Special Linear Relationships
Using Models from Data
Unit Activity: Special Linear Relationships
Representing Data
PLATO Course Algebra 1, Semester B v7.0
Unit 4: Exponential Relationships
Graphs of Exponential Relationships

b Informally assess the fit of a function by plotting and analyzing residuals

PLATO Course Algebra 1, Semester A v7.0
Unit 5: Special Linear Relationships
Using Models from Data

Unit Activity: Special Linear Relationships
Representing Data

c Fit a linear function for a scatter plot that suggests a linear association

PLATO Course Algebra 1, Semester A v7.0
Unit 4: Linear Relationships
Slope and Graphing
Unit 5: Special Linear Relationships
Using Models from Data
Unit Activity: Special Linear Relationships
Representing Data
PLATO Course Algebra 1, Semester B v7.0
Unit 4: Exponential Relationships
Graphs of Exponential Relationships

Interpret linear models

S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

PLATO Course Algebra 1, Semester A v7.0
Unit 5: Special Linear Relationships
Using Models from Data
Unit Activity: Special Linear Relationships

S.ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.

PLATO Course Algebra 1, Semester A v7.0
Unit 5: Special Linear Relationships
Using Models from Data
Unit Activity: Special Linear Relationships
Representing Data
Unit 7: Descriptive Statistics
Two-Way Frequency Tables

S.ID.9 Distinguish between correlation and causation.

PLATO Course Algebra 1, Semester A v7.0
Unit 5: Special Linear Relationships
Using Models from Data
Unit Activity: Special Linear Relationships
Representing Data
Unit 7: Descriptive Statistics

Unit 4: Expressions and Equations

Perform arithmetic operations on polynomials.

A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

The selected PLATO curriculum does not address this learning expectation.

Create equations that describe numbers or relationships.

A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

PLATO Course Algebra 1, Semester A v7.0

Unit 1: The Real Number System

Expressions

Unit 4: Linear Relationships

Unit Activity: Linear Relationships

Writing Linear Functions and Equations

Unit 5: Special Linear Relationships

Using Models from Data

Unit Activity: Special Linear Relationships

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships

Writing Quadratic Functions and Equations

Unit 4: Exponential Relationships

Course Activity: Writing Exponential Functions

Modeling with Exponential Functions

A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Linear Function Transformations

Unit 5: Special Linear Relationships

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships

Unit Activity: Quadratic Relationships

Graphs of Quadratic Relationships

Unit 4: Exponential Relationships

Transforming Exponential Functions

Unit 5: Mixed Functions

Piecewise and Absolute Value Functions

Solving Systems of Linear and Quadratic Equations

Solving Linear and Exponential Equations

A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

PLATO Course Algebra 1, Semester A v7.0

Unit 1: The Real Number System

Expressions

Linear Equations

Unit 2: Linear Equations

Solving Linear Equations

Solving Advanced Linear Equations

Solving Literal Equations

Solving Linear Inequalities

Unit 4: Linear Relationships

Unit Activity: Linear Relationships

Writing Linear Functions and Equations

Unit 5: Special Linear Relationships

Using Models from Data

Unit Activity: Special Linear Relationships

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships

Writing Quadratic Functions and Equations

Unit 4: Exponential Relationships

Course Activity: Writing Exponential Functions

Modeling with Exponential Functions

Interpret the structure of expressions.

A.SSE.1. Interpret expressions that represent a quantity in terms of its context.

a Interpret parts of an expression, such as terms, factors, and coefficients.

PLATO Course Algebra 1, Semester A v7.0
Unit 1: The Real Number System
Expressions
Unit 4: Linear Relationships
Unit Activity: Linear Relationships
Writing Linear Functions and Equations
Unit 5: Special Linear Relationships
Using Models from Data
Direct Variation
PLATO Course Algebra 1, Semester B v7.0
Unit 2: Quadratic Relationships
Writing Quadratic Functions and Equations
Unit 4: Exponential Relationships
Course Activity: Writing Exponential Functions
Modeling with Exponential Functions

b Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

PLATO Course Algebra 1, Semester A v7.0
Unit 1: The Real Number System
Expressions
Unit 4: Linear Relationships
Unit Activity: Linear Relationships
Writing Linear Functions and Equations
Unit 5: Special Linear Relationships
Using Models from Data
Direct Variation
PLATO Course Algebra 1, Semester B v7.0
Unit 2: Quadratic Relationships
Writing Quadratic Functions and Equations
Unit 4: Exponential Relationships
Course Activity: Writing Exponential Functions
Modeling with Exponential Functions

A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

PLATO Course Algebra 1, Semester A v7.0
Unit 1: The Real Number System
Expressions
Unit 4: Linear Relationships
Unit Activity: Linear Relationships
Writing Linear Functions and Equations

Unit 5: Special Linear Relationships
Using Models from Data
Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships
Writing Quadratic Functions and Equations

Unit 4: Exponential Relationships
Course Activity: Writing Exponential Functions
Modeling with Exponential Functions

Write expressions in equivalent forms to solve problems.

A.SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

a Factor a quadratic expression to reveal the zeros of the function it defines.

PLATO Course Algebra 1, Semester B v7.0

Unit 1: Polynomials

Factoring Polynomials, Part 1
Factoring Polynomials, Part 2

Unit 2: Quadratic Relationships

Unit Activity: Quadratic Relationships
Quadratic Relationships
Forms of Quadratic Equations
Writing Quadratic Functions and Equations

b Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

PLATO Course Algebra 1, Semester B v7.0

Unit 3: Solving Quadratic Equations

The Quadratic Formula
Unit Activity: Solving Quadratic Equations
Solving Quadratic Equations by Factoring
Solving Quadratic Equations by Completing the Square

c Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Slope and Graphing
 PLATO Course Algebra 1, Semester B v7.0
 Unit 2: Quadratic Relationships
 Quadratic Relationships
 Unit 4: Exponential Relationships
 Graphs of Exponential Relationships
 Course Activity: Writing Exponential Functions
 Modeling with Exponential Functions
 Comparing Exponential Functions
 Unit 5: Mixed Functions
 Solving Linear and Exponential Equations

Solve equations and inequalities in one variable.

A.REI.4. Solve quadratic equations in one variable.

a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

PLATO Course Algebra 1, Semester B v7.0
 Unit 3: Solving Quadratic Equations
 The Quadratic Formula
 Unit Activity: Solving Quadratic Equations
 Solving Quadratic Equations by Factoring
 Solving Quadratic Equations by Completing the Square

b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

PLATO Course Algebra 1, Semester B v7.0
 Unit 1: Polynomials
 Factoring Polynomials, Part 1
 Factoring Polynomials, Part 2
 Unit 2: Quadratic Relationships
 Unit Activity: Quadratic Relationships
 Quadratic Relationships
 Forms of Quadratic Equations
 Writing Quadratic Functions and Equations
 Unit 3: Solving Quadratic Equations
 The Quadratic Formula
 Unit Activity: Solving Quadratic Equations

Solving Quadratic Equations with Square Roots
Solving Quadratic Equations by Factoring
Solving Quadratic Equations by Completing the Square

Solve systems of equations.

A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

PLATO Course Algebra 1, Semester B v7.0

Unit 1: Polynomials

Factoring Polynomials, Part 1

Factoring Polynomials, Part 2

Unit 2: Quadratic Relationships

Unit Activity: Quadratic Relationships

Quadratic Relationships

Forms of Quadratic Equations

Writing Quadratic Functions and Equations

Unit 3: Solving Quadratic Equations

The Quadratic Formula

Unit Activity: Solving Quadratic Equations

Solving Quadratic Equations with Square Roots

Solving Quadratic Equations by Factoring

Solving Quadratic Equations by Completing the Square

Unit 5: Quadratic Functions and Modeling

Build a function that models a relationship between two quantities.

F.BF.1. Write a function that describes a relationship between two quantities.

a Determine an explicit expression, a recursive process, or steps for calculation from a context.

PLATO Course Algebra 1, Semester A v7.0

Unit 3: Functions

Unit Activity: Functions

Function Notation

PLATO Course Algebra 1, Semester B v7.0

Unit 5: Mixed Functions

Sequences as Functions

b Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

PLATO Course Algebra 1, Semester A v7.0

Unit 3: Functions

Unit Activity: Functions

Function Notation

PLATO Course Algebra 1, Semester B v7.0

Unit 5: Mixed Functions

Solving Systems of Linear and Quadratic Equations

Solving Linear and Exponential Equations

Sequences as Functions

Construct and compare linear, quadratic, and exponential models and solve problems.

F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Slope and Graphing

PLATO Course Algebra 1, Semester B v7.0

Unit 4: Exponential Relationships

Graphs of Exponential Relationships

Comparing Exponential Functions

Build new functions from existing functions.

F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

The selected PLATO curriculum does not address this learning expectation.

F.BF.4. Find inverse functions.

a Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.

PLATO Course Algebra 1, Semester A v7.0
 Unit 5: Special Linear Relationships
 Unit Activity: Special Linear Relationships

Use properties of rational and irrational numbers.

N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

The selected PLATO curriculum does not address this learning expectation.

Interpret functions that arise in applications in terms of the context

F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

PLATO Course Algebra 1, Semester A v7.0
 Unit 4: Linear Relationships
 Linear Function Transformations
 Unit 5: Special Linear Relationships
 Direct Variation

PLATO Course Algebra 1, Semester B v7.0
 Unit 2: Quadratic Relationships
 Unit Activity: Quadratic Relationships
 Graphs of Quadratic Relationships
 Unit 3: Solving Quadratic Equations
 Solving Quadratic Equations by Completing the Square
 Unit 4: Exponential Relationships
 Transforming Exponential Functions
 Unit 5: Mixed Functions
 Piecewise and Absolute Value Functions
 Sequences as Functions

F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

PLATO Course Algebra 1, Semester A v7.0

Unit 3: Functions

Unit Activity: Functions

Functions

Function Notation

PLATO Course Algebra 1, Semester B v7.0

Unit 5: Mixed Functions

Sequences as Functions

F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

PLATO Course Algebra 1, Semester B v7.0

Unit 4: Exponential Relationships

Comparing Exponential Functions

Analyze functions using different representations.

F.IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

a Graph linear and quadratic functions and show intercepts, maxima, and minima.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Slope and Graphing

Linear Function Transformations

Unit 5: Special Linear Relationships

Direct Variation

PLATO Course Algebra 1, Semester B v7.0

Unit 2: Quadratic Relationships

Unit Activity: Quadratic Relationships

Graphs of Quadratic Relationships

Unit 4: Exponential Relationships

Transforming Exponential Functions

Graphs of Exponential Relationships

Unit 5: Mixed Functions

Piecewise and Absolute Value Functions
 Solving Systems of Linear and Quadratic Equations
 Solving Linear and Exponential Equations

b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

The selected PLATO curriculum does not address this learning expectation.

F.IF.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

PLATO Course Algebra 1, Semester B v7.0

Unit 1: Polynomials

Factoring Polynomials, Part 1

Factoring Polynomials, Part 2

Unit 2: Quadratic Relationships

Unit Activity: Quadratic Relationships

Quadratic Relationships

Forms of Quadratic Equations

Writing Quadratic Functions and Equations

Unit 3: Solving Quadratic Equations

The Quadratic Formula

Unit Activity: Solving Quadratic Equations

Solving Quadratic Equations by Factoring

Solving Quadratic Equations by Completing the Square

b Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.

PLATO Course Algebra 1, Semester A v7.0

Unit 4: Linear Relationships

Slope and Graphing

PLATO Course Algebra 1, Semester B v7.0

Unit 4: Exponential Relationships

Graphs of Exponential Relationships

Course Activity: Writing Exponential Functions

F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

PLATO Course Algebra 1, Semester B v7.0

Unit 3: Solving Quadratic Equations

Solving Quadratic Equations by Completing the Square

Unit 5: Mixed Functions

Sequences as Functions



COURSEWARE

The Correlation of PLATO® Curricula to Iowa Core : Mathematics -> High School Mathematics Pathway -> Traditional Pathway -> Algebra II.

9/4/2020

INTRODUCTION

Edmentum, Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Iowa Core : Mathematics -> High School Mathematics Pathway -> Traditional Pathway -> Algebra II, Mathematics, High School Mathematics Pathway, Traditional Pathway, Algebra II. URL: <https://iowacore.gov/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

Algebra 2, Semester A v7.0

Algebra 2, Semester B v7.0

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

Algebra II

Unit 1: Polynomial, Rational, and Radical Relationships

Perform arithmetic operations with complex numbers.

N.CN.1

Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

Algebra 2, Semester A v7.0

Unit 3: Polynomial Functions and Complex Solutions

Operations with Complex Numbers

Solving and Reasoning with Complex Numbers

N.CN.2

Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Algebra 2, Semester A v7.0

Unit 3: Polynomial Functions and Complex Solutions

Operations with Complex Numbers

Interpret the structure of expressions.

A.SSE.1 Interpret expressions that represent a quantity in terms of its context.

a Interpret parts of an expression, such as terms, factors, and coefficients.

Algebra 2, Semester A v7.0

Unit 1: Foundations of Algebra

Unit Activity: Foundations of Algebra

Expressions

Unit 2: Polynomial Expressions

Course Activity: Polynomial Identities

Unit 6: Rational Expressions and Equations

Writing and Solving Rational Equations

Adding and Subtracting Rational Expressions

Multiplying and Dividing Rational Expressions

Algebra 2, Semester B v7.0

Unit 1: Exponential Expressions and Equations

Writing and Solving Exponential Equations

Unit 2: Exponential and Logarithmic Functions

Arithmetic and Geometric Sequences

Geometric Series

Unit 3: Relationships Between Functions

Combining Functions

b

Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

Algebra 2, Semester A v7.0

Unit 4: Radical Functions

Rational Exponents and Radicals

Unit 6: Rational Expressions and Equations

Adding and Subtracting Rational Expressions

Multiplying and Dividing Rational Expressions

Algebra 2, Semester B v7.0

Unit 1: Exponential Expressions and Equations

Unit Activity: Exponential Expressions and Equations

Writing and Solving Exponential Equations
Unit 2: Exponential and Logarithmic Functions
Arithmetic and Geometric Sequences
Geometric Series

A.SSE.2

Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Algebra 2, Semester A v7.0
Unit 1: Foundations of Algebra
Expressions
Unit 2: Polynomial Expressions
Factoring Polynomials
Unit 3: Polynomial Functions and Complex Solutions
Factors, Zeros, and Solutions of Polynomial Equations

Perform arithmetic operations on polynomials.

A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Algebra 2, Semester A v7.0
Unit 2: Polynomial Expressions
Arithmetic with Polynomials

Understand solving equations as a process of reasoning and explain the reasoning.

A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Algebra 2, Semester A v7.0
Unit 6: Rational Expressions and Equations
Writing and Solving Rational Equations

Understand the relationship between zeros and factors of polynomials.

A.APR.2

Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

Algebra 2, Semester A v7.0
Unit 2: Polynomial Expressions
Division with Polynomials
Unit 3: Polynomial Functions and Complex Solutions
Factors, Zeros, and Solutions of Polynomial Equations

A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Algebra 2, Semester A v7.0
Unit 3: Polynomial Functions and Complex Solutions
Solving and Reasoning with Complex Numbers
Factors, Zeros, and Solutions of Polynomial Equations
Graphing Polynomial Functions
Unit Activity: Polynomial Functions and Complex Solutions

Write expressions in equivalent forms to solve problems.

A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.

Algebra 2, Semester B v7.0
Unit 2: Exponential and Logarithmic Functions
Geometric Series

Use complex numbers in polynomial identities and equations.

N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.

Algebra 2, Semester A v7.0
Unit 3: Polynomial Functions and Complex Solutions
Solving and Reasoning with Complex Numbers

N.CN.8

(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $x^2 - (-4) = x^2 - (-2i)^2 = (x - (-2i))(x + 2i) = (x + 2i)(x - 2i)$.

Algebra 2, Semester A v7.0
Unit 3: Polynomial Functions and Complex Solutions
Operations with Complex Numbers
Solving and Reasoning with Complex Numbers

N.CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Algebra 2, Semester A v7.0
Unit 3: Polynomial Functions and Complex Solutions
Solving and Reasoning with Complex Numbers
Factors, Zeros, and Solutions of Polynomial Equations
Graphing Polynomial Functions

Use polynomial identities to solve problems.

A.APR.4

Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.

Algebra 2, Semester A v7.0
Unit 2: Polynomial Expressions
Course Activity: Polynomial Identities

A.APR.5

(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

Algebra 2, Semester A v7.0
Unit 2: Polynomial Expressions
Course Activity: Polynomial Identities

Analyze functions using different representations.

F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

Algebra 2, Semester A v7.0
Unit 3: Polynomial Functions and Complex Solutions
Factors, Zeros, and Solutions of Polynomial Equations

Represent and solve equations and inequalities graphically.

A.REI.11

Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

Algebra 2, Semester B v7.0
Unit 3: Relationships Between Functions
Approximating Solutions

Rewrite rational expressions.

A.APR.6

Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Algebra 2, Semester A v7.0
Unit 2: Polynomial Expressions
Division with Polynomials

A.APR.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Algebra 2, Semester A v7.0
Unit 6: Rational Expressions and Equations
Adding and Subtracting Rational Expressions

Unit 2: Trigonometric Function

Extend the domain of trigonometric functions using the unit circle.

F.TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

Algebra 2, Semester B v7.0
Unit 4: Trigonometric Functions
The Unit Circle

F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

Algebra 2, Semester B v7.0
Unit 4: Trigonometric Functions
Key Features of Trigonometric Functions

Model periodic phenomena with trigonometric functions.

F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

Algebra 2, Semester A v7.0
Unit 1: Foundations of Algebra
Functions

Algebra 2, Semester B v7.0
Unit 2: Exponential and Logarithmic Functions
Graphing Exponential Functions
Unit Activity: Exponential and Logarithmic Functions
Unit 4: Trigonometric Functions
Modeling with Trigonometric Functions

Prove and apply trigonometric identities.

F.TF.8

Prove the Pythagorean identity $\sin(\theta)^2 + \cos(\theta)^2 = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

Algebra 2, Semester B v7.0
Unit 4: Trigonometric Functions
The Unit Circle

Unit 3: Modeling with Function

Create equations that describe numbers or relationships.

A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Algebra 2, Semester A v7.0
Unit 1: Foundations of Algebra
Equations and Inequalities

A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Algebra 2, Semester A v7.0
Unit 1: Foundations of Algebra
Unit Activity: Foundations of Algebra
Unit 3: Polynomial Functions and Complex Solutions
Factors, Zeros, and Solutions of Polynomial Equations
Unit Activity: Polynomial Functions and Complex Solutions
Unit 4: Radical Functions
Writing and Solving Radical Equations
Unit Activity: Radical Functions
Unit 5: Functions
Power Functions
Modeling Data with Functions
Unit 6: Rational Expressions and Equations
Variation Equations
Algebra 2, Semester B v7.0
Unit 2: Exponential and Logarithmic Functions
Graphing Exponential Functions
Modeling Logarithmic Functions
Unit Activity: Exponential and Logarithmic Functions
Unit 3: Relationships Between Functions
Combining Functions
Unit 4: Trigonometric Functions
Modeling with Trigonometric Functions

A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

Algebra 2, Semester A v7.0

Unit 1: Foundations of Algebra

Unit Activity: Foundations of Algebra

Equations and Inequalities

Unit 3: Polynomial Functions and Complex Solutions

Unit Activity: Polynomial Functions and Complex Solutions

Unit 4: Radical Functions

Writing and Solving Radical Equations

Unit 5: Functions

Modeling Data with Functions

Unit 6: Rational Expressions and Equations

Variation Equations

Algebra 2, Semester B v7.0

Unit 1: Exponential Expressions and Equations

Solving Exponential and Logarithmic Equations

Writing and Solving Exponential Equations

Unit 3: Relationships Between Functions

Piecewise Functions

Unit 4: Trigonometric Functions

Modeling with Trigonometric Functions

A.CED.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

Algebra 2, Semester A v7.0

Unit 4: Radical Functions

Writing and Solving Radical Equations

Unit 5: Functions

Inverses of Functions

Unit 6: Rational Expressions and Equations

Variation Equations

Unit Activity: Rational Expressions and Equations

Algebra 2, Semester B v7.0

Unit 1: Exponential Expressions and Equations

Unit Activity: Exponential Expressions and Equations

Solving Exponential and Logarithmic Equations

Build a function that models a relationship between two quantities.

F.BF.1 Write a function that describes a relationship between two quantities.

b Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

Algebra 2, Semester A v7.0

Unit 5: Functions

Function Composition

Algebra 2, Semester B v7.0

Unit 3: Relationships Between Functions

Combining Functions

Construct and compare linear, quadratic, and exponential models and solve problems.

F.LE.4

For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.

Algebra 2, Semester B v7.0

Unit 1: Exponential Expressions and Equations

Unit Activity: Exponential Expressions and Equations
Properties of Logarithms
Solving Exponential and Logarithmic Equations

Build new functions from existing functions.

F.BF.3

Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Algebra 2, Semester A v7.0
Unit 4: Radical Functions
Graphs of Radical Functions
Unit 5: Functions
Power Functions
Unit 6: Rational Expressions and Equations
Graphing Rational Functions
Algebra 2, Semester B v7.0
Unit 2: Exponential and Logarithmic Functions
Graphing Exponential Functions
Modeling Logarithmic Functions
Unit 4: Trigonometric Functions
Transforming Trigonometric Functions

F.BF.4 Find inverse functions.

a

Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.

Algebra 2, Semester A v7.0
Unit 5: Functions
Inverses of Functions
Function Composition
Unit 6: Rational Expressions and Equations
Unit Activity: Rational Expressions and Equations

Interpret functions that arise in applications in terms of the context

F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

Algebra 2, Semester A v7.0
Unit 1: Foundations of Algebra
Functions
Unit 3: Polynomial Functions and Complex Solutions
Factors, Zeros, and Solutions of Polynomial Equations
Unit Activity: Polynomial Functions and Complex Solutions
Unit 4: Radical Functions
Graphs of Radical Functions
Unit 6: Rational Expressions and Equations
Graphing Rational Functions
Algebra 2, Semester B v7.0
Unit 2: Exponential and Logarithmic Functions

Modeling Logarithmic Functions
Unit Activity: Exponential and Logarithmic Functions
Unit 4: Trigonometric Functions
Key Features of Trigonometric Functions
Modeling with Trigonometric Functions

F.IF.5

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

Algebra 2, Semester A v7.0

Unit 1: Foundations of Algebra

Unit Activity: Foundations of Algebra
Functions

Unit 3: Polynomial Functions and Complex Solutions

Factors, Zeros, and Solutions of Polynomial Equations
Graphing Polynomial Functions

Unit 4: Radical Functions

Graphs of Radical Functions

Unit 5: Functions

Power Functions
Inverses of Functions

Unit 6: Rational Expressions and Equations

Graphing Rational Functions

Algebra 2, Semester B v7.0

Unit 2: Exponential and Logarithmic Functions

Modeling Logarithmic Functions

Unit 3: Relationships Between Functions

Piecewise Functions

Unit 4: Trigonometric Functions

Modeling with Trigonometric Functions

F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

Algebra 2, Semester B v7.0

Unit 3: Relationships Between Functions

Comparing Functions

Analyze functions using different representations.

F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

Algebra 2, Semester A v7.0

Unit 4: Radical Functions

Graphs of Radical Functions

Unit Activity: Radical Functions

e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Algebra 2, Semester A v7.0

Unit 1: Foundations of Algebra

Functions

Algebra 2, Semester B v7.0

Unit 2: Exponential and Logarithmic Functions
Graphing Exponential Functions
Unit Activity: Exponential and Logarithmic Functions
Unit 4: Trigonometric Functions
Modeling with Trigonometric Functions

F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

Algebra 2, Semester A v7.0
Unit 5: Functions
Unit Activity: Functions
Algebra 2, Semester B v7.0
Unit 1: Exponential Expressions and Equations
Unit Activity: Exponential Expressions and Equations
Properties of Logarithms
Solving Exponential and Logarithmic Equations
Writing and Solving Exponential Equations
Unit 2: Exponential and Logarithmic Functions
Unit Activity: Exponential and Logarithmic Functions
Unit 3: Relationships Between Functions
Comparing Functions
Unit 4: Trigonometric Functions
Key Features of Trigonometric Functions

F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Algebra 2, Semester A v7.0
Unit 5: Functions
Unit Activity: Functions
Algebra 2, Semester B v7.0
Unit 2: Exponential and Logarithmic Functions
Unit Activity: Exponential and Logarithmic Functions
Unit 3: Relationships Between Functions
Comparing Functions
Unit 4: Trigonometric Functions
Key Features of Trigonometric Functions

Unit 4: Inferences and Conclusions from Data

Summarize, represent, and interpret data on a single count or measurement variable

S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Algebra 2, Semester B v7.0
Unit 6: Inferences from Data
Data and the Normal Distribution
Normally Distributed Sample Means

Understand and evaluate random processes underlying statistical experiments

S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

Algebra 2, Semester B v7.0

Unit 5: Data and Sampling
Statistical Models
Understanding Statistics

S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

Algebra 2, Semester B v7.0
Unit 5: Data and Sampling
Statistical Models
Unit 6: Inferences from Data
Using Probability Models

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Algebra 2, Semester B v7.0
Unit 5: Data and Sampling
Surveys, Experiments, and Data

S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Algebra 2, Semester B v7.0
Unit 5: Data and Sampling
Understanding Statistics
Unit Activity: Data and Sampling
Unit 6: Inferences from Data
Normally Distributed Sample Means

S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Algebra 2, Semester B v7.0
Unit 5: Data and Sampling
Unit Activity: Data and Sampling
Unit 6: Inferences from Data
Evaluating Reports
Course Activity: Treatments and Significance

S.IC.6 Evaluate reports based on data.

Algebra 2, Semester B v7.0
Unit 6: Inferences from Data
Evaluating Reports

Use probability to evaluate outcomes of decisions

S.MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

Algebra 2, Semester B v7.0
Unit 6: Inferences from Data
Using Probability Models

S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Algebra 2, Semester B v7.0
Unit 6: Inferences from Data
Using Probability Models

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COURSEWARE

The Correlation of PLATO® Curricula to Iowa Core : Science (2015) -> Grades 9-12 -> High School Life Science Standards.

9/11/2020

INTRODUCTION

Edmentum, Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Iowa Core : Science (2015) -> Grades 9-12 -> High School Life Science Standards, Science (2015), Grades 9-12, High School Life Science Standards. URL: <https://iowacore.gov/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

PLATO Course Biology, Semester A v6.0

PLATO Course Biology, Semester B v6.0

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

High School Life Science Standards

HS-LS1 From Molecules to Organisms: Structures and Processes

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cell Processes and Transport

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Human Reproduction and Development
Unit Activity: Organ Systems
The Nervous System
The Skeletal and Muscle Systems
The Respiratory and Circulatory Systems

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: The Effects of Exercise on Muscles and Heart Rate
Course Activity: Enzymes

HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Mitosis and Meiosis

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Photosynthesis and Cellular Respiration

HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Introduction to Biochemistry
PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Photosynthesis and Cellular Respiration

HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Photosynthesis and Cellular Respiration

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Course Activity: Competition in Aquatic Ecosystems

HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
The Carrying Capacity of Ecosystems

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Cycles in Ecosystems

HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Relationships in Ecosystems

HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Cycles in Ecosystems

HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
The Carrying Capacity of Ecosystems

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity
Unit Activity: The Interdependence of Ecosystems

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution

HS-LS3 Heredity: Inheritance and Variation of Traits

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Genes: The Heredity Code

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Genetic Mutations

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Course Activity: Genetic Models
Inheritance Patterns and Genetic Research

HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Animals
Unit Activity: Organization of Organisms

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Unit Activity: Evolution

HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Course Activity: Adaptations in a Changing Environment

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Course Activity: Adaptations in a Changing Environment
The Process of Evolution

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Factors that Affect Biodiversity

HS-ETS1 Engineering Design

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Unit Activity: The Interdependence of Ecosystems

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Unit Activity: The Interdependence of Ecosystems

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Unit Activity: The Interdependence of Ecosystems

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Factors that Affect Biodiversity
Unit Activity: The Interdependence of Ecosystems

The Correlation of PLATO® Curricula to Iowa Core: English Language Arts (2016) -> Grades 6-12 -> Grades 9-10.

8/7/2019

INTRODUCTION

Edmentum, Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Iowa Core : English Language Arts (2016) -> Grades 6-12 -> Grades 9-10, English Language Arts (2016), Grades 6-12, Grades 9-10.

URL: <https://iowacore.gov/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courses were used in this correlation report:

PLATO Course English 9, Semester A v6.0
PLATO Course English 9, Semester B v6.0

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

Reading Standards for Literature

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Unit Activity: Foundations of Academic Success
Reading Strategies
Unit 2: Searching for Identity
Inferences and Evidence

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Unit Activity: Foundations of Academic Success
Paraphrasing and Summarizing
Unit 2: Searching for Identity
Theme
Unit 3: Love and Conflict
Setting and Theme

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Characterization
Theme

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

PLATO Course English 9, Semester A v6.0

Unit 1: Foundations of Academic Success
Unit Activity: Foundations of Academic Success
Reading Strategies
Paraphrasing and Summarizing

Unit 2: Searching for Identity
Analyzing Informational Texts

Unit 3: Love and Conflict
Structure of an Informational Text
Unit Activity: Love and Conflict

PLATO Course English 9, Semester B v6.0

Unit 1: Fairness, Equality, and Justice
Characteristics and Structure of Argumentative Texts

IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Reading Strategies

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Context Clues
Unit 2: Searching for Identity
Diction in Literary Texts

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Linear and Nonlinear Plot Development
Unit 3: Love and Conflict
Characteristics of a Drama
Characteristics of a Poem

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Theme

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

PLATO Course English 9, Semester A v6.0
Unit 3: Love and Conflict
Artistic Mediums

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

PLATO Course English 9, Semester A v6.0
Unit 3: Love and Conflict
Unit Activity: Love and Conflict

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

This standard is embedded numerous times throughout the course. Sample lessons are listed below.

PLATO Course English 9, Semester A v6.0
Unit 1: Unit Activity, Foundations of Academic Success
Diction in Literary Texts
Unit 2: Linear and Nonlinear Plot Development
Characterization
Diction in Literary Texts

Unit 3: Purpose, Audience, and Message
Characteristics of a Drama
Setting and Theme

Reading Standards for Informational Text

Key Ideas and Details

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Unit Activity: Foundations of Academic Success
Reading Strategies
Unit 2: Searching for Identity
Inferences and Evidence
PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Defend or Challenge Claims

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Unit Activity: Foundations of Academic Success
Paraphrasing and Summarizing
Unit 2: Searching for Identity
Analyzing Informational Texts
Unit 3: Love and Conflict
Structure of an Informational Text
PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Characteristics and Structure of Argumentative Texts

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity

Analyzing Informational Texts
Unit 3: Love and Conflict
Structure of an Informational Text
PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Characteristics and Structure of Argumentative Texts

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Unit Activity: Foundations of Academic Success
Reading Strategies
Paraphrasing and Summarizing
Unit 2: Searching for Identity
Analyzing Informational Texts
Unit 3: Love and Conflict
Structure of an Informational Text
Unit Activity: Love and Conflict
PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Characteristics and Structure of Argumentative Texts

IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Reading Strategies

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Context Clues
PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice

Purposeful Language
Diction and Syntax in Argumentative Texts
Unit 2: Understanding the World at Large
Language Usage and Purpose
Literary Devices and Purpose
Unit Activity: Understanding the World at Large

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

PLATO Course English 9, Semester A v6.0
Unit 3: Love and Conflict
Structure of an Informational Text
PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Characteristics and Structure of Argumentative Texts
Unit 2: Understanding the World at Large
Structural Analysis and Author's Purpose

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

PLATO Course English 9, Semester A v6.0
Unit 3: Love and Conflict
Purpose, Audience, and Message
PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Purpose, Audience, and Point of View in Argumentative Texts
Purposeful Language
Unit 2: Understanding the World at Large
Structural Analysis and Author's Purpose
Print and Graphic Features
Unit Activity: Understanding the World at Large

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

PLATO Course English 9, Semester B v6.0
Unit 2: Understanding the World at Large
Course Activity: Accounts in Different Mediums

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

PLATO Course English 9, Semester B v6.0

Unit 1: Fairness, Equality, and Justice

Characteristics and Structure of Argumentative Texts

Rhetorical devices

Defend or Challenge Claims

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

PLATO Course English 9, Semester B v6.0

Unit 1: Fairness, Equality, and Justice

Purpose, Audience, and Point of View in Argumentative Texts

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

This standard is embedded numerous times throughout the course. Sample lessons are listed below.

PLATO Course English 9, Semester B v6.0

Unit 1: Purpose, Audience, and Point of View in Argumentative Texts

Purposeful Language

Unit 2: Language Usage and Purpose

Writing Standards

Text Types and Purposes

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Writing and Revising an Argument

W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Writing and Revising an Argument

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Writing and Revising an Argument

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Writing and Revising an Argument

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Writing and Revising an Argument

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

PLATO Course English 9, Semester B v6.0
Unit 2: Understanding the World at Large
Writing and Editing an Informational Text

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PLATO Course English 9, Semester B v6.0
Unit 2: Understanding the World at Large
Writing and Editing an Informational Text

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

PLATO Course English 9, Semester B v6.0
Unit 2: Understanding the World at Large
Writing and Editing an Informational Text

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

PLATO Course English 9, Semester B v6.0
Unit 2: Understanding the World at Large
Writing and Editing an Informational Text

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

PLATO Course English 9, Semester B v6.0
Unit 2: Understanding the World at Large
Writing and Editing an Informational Text

W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

PLATO Course English 9, Semester B v6.0

Unit 2: Understanding the World at Large
Writing and Editing an Informational Text

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Writing a Narrative Text

9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Writing a Narrative Text

9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Writing a Narrative Text

9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Writing a Narrative Text

9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Writing a Narrative Text

Production and Distribution of Writing

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Editing and Presenting
Planning and Drafting
Unit 2: Searching for Identity
Unit Activity: Searching for Identity
Unit 3: Love and Conflict
Revisions in Writing
PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Writing and Revising an Argument
Unit 3: Research and Inquiry
Course Activity: Organizing Research

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Editing and Presenting
Planning and Drafting
Unit 2: Searching for Identity
Unit Activity: Searching for Identity
Unit 3: Love and Conflict
Revisions in Writing
PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Writing and Revising an Argument
Unit 3: Research and Inquiry
Course Activity: Organizing Research

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

PLATO Course English 9, Semester B v6.0
Unit 3: Research and Inquiry
Course Activity: Organizing Research

Research to Build and Present Knowledge

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

PLATO Course English 9, Semester B v6.0
Unit 3: Research and Inquiry
Developing a Research Plan
Evaluating sources
Synthesizing and Citing Sources
Course Activity: Organizing Research

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

PLATO Course English 9, Semester B v6.0
Unit 3: Research and Inquiry
Developing a Research Plan
Evaluating sources
Synthesizing and Citing Sources
Course Activity: Organizing Research

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme

or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

This standard is embedded numerous times throughout the course. Sample lessons are listed below.

PLATO Course English 9, Semester A v6.0

Unit 1: Unit Activity, Foundations of Academic Success

Diction in Literary Texts

Unit 2: Diction in Literary Texts

Characterization

Linear and Nonlinear Plot Development

Unit 3: Characteristics of a Drama

Setting and Theme

Purpose, Audience, and Message

W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

This standard is embedded numerous times throughout the course. Sample lessons are listed below.

PLATO Course English 9, Semester A v6.0

Unit 3: Purpose, Audience, and Point of View

PLATO Course English 9, Semester B v6.0

Unit 1: Purposeful Language

Unit 2: Language Usage and Purpose

Range of Writing

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

This standard is embedded numerous times throughout the course. Sample lessons are listed below.

PLATO Course English 9, Semester A v6.0

Unit 1: Planning and Drafting

PLATO Course English 9, Semester B v6.0

Unit 2: Writing and Editing an Informational Text

Unit 3: Developing a Research Plan

Evaluating Sources

Speaking and Listening Standards

Comprehension and Collaboration

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Meaningful Discussions

SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Meaningful Discussions

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Meaningful Discussions

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

PLATO Course English 9, Semester A v6.0
Unit 2: Searching for Identity
Meaningful Discussions

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Developing a Presentation
Rhetorical devices

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Developing a Presentation
Rhetorical devices

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Developing a Presentation
Unit Activity: Fairness, Equality, and Justice
Unit 3: Research and Inquiry
Unit Activity: Research and Inquiry

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Developing a Presentation
Unit Activity: Fairness, Equality, and Justice
Unit 3: Research and Inquiry
Unit Activity: Research and Inquiry

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Developing a Presentation
Unit Activity: Fairness, Equality, and Justice
Unit 3: Research and Inquiry
Unit Activity: Research and Inquiry

IA.5.Prepare and conduct interviews.

The selected PLATO curriculum does not address this learning expectation.

IA.6.Participate in public performances.

PLATO Course English 9, Semester B v6.0
Unit 1: Fairness, Equality, and Justice
Developing a Presentation
Unit Activity: Fairness, Equality, and Justice
Unit 3: Research and Inquiry
Unit Activity: Research and Inquiry

IA.7.Debate an issue from either side.

The selected PLATO curriculum does not address this learning expectation.

Language Standards

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1a. Use parallel structure

PLATO Course English 9, Semester A v6.0
Unit 3: Love and Conflict
Revisions in Writing

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

PLATO Course English 9, Semester A v6.0
Unit 3: Love and Conflict
Revisions in Writing

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Editing and Presenting

L.9-10.2b. Use a colon to introduce a list or quotation.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Editing and Presenting

L.9-10.2c. Spell correctly

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Editing and Presenting

Knowledge of Language

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Editing and Presenting

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Context Clues
Unit Activity: Foundations of Academic Success

L.9-10.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Context Clues

L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Using Reference Materials

L.9-10.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Context Clues
Unit Activity: Foundations of Academic Success
Using Reference Materials

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

PLATO Course English 9, Semester B v6.0
Unit 2: Understanding the World at Large
Literary Devices and Purpose

L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.

PLATO Course English 9, Semester A v6.0
Unit 1: Foundations of Academic Success
Denotation and Connotation

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

This standard is embedded numerous times throughout the course. Sample lessons are listed below.

PLATO Course English 9, Semester A v6.0
Unit 1: Context Clues
Denotation and Connotation
Using Reference Materials
Unit 2: Diction in Literary Texts
Unit 3: Characteristics of a Drama
PLATO Course English 9, Semester B v6.0
Unit 1: Rhetorical Devices

**Courseware**

Curriculum Coverage Report to Iowa Core – National Health Education Standards: Achieving Excellence -> Grades 9-12

2/24/2021

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following course was used in this correlation report:

Health v4.0

Grades 9-12**HEALTH EDUCATION STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.****1.12.1. Predict how healthy behaviors can affect health status.**

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Your Role in Maintaining Your Health

Unit 2: Preventing Disease and Injury

Strategies for Preventing Accidents

Unit 5: Mental Health and Community Health Issues

Public Health Policies

Influences of the Environment on Health

1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Your Lifestyle and Your Health

Your Role in Maintaining Your Health

Unit 5: Mental Health and Community Health Issues

Mental and Emotional Health Issues

Maintaining Your Mental and Emotional Health

1.12.3. Analyze how environment and personal health are interrelated.

PLATO Course Health v4.0

Unit 5: Mental Health and Community Health Issues

Influences of the Environment on Health

1.12.4. Analyze how genetics and family history can impact personal health.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Your Lifestyle and Your Health

Unit 3: Growth, Development, and Sexuality

Benefits of Healthy Sexual Practices

Family Planning Strategies

1.12.5. Propose ways to reduce or prevent injuries and health problems.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Sedentary Lifestyle and Chronic Diseases

Nutrition and Chronic Diseases

Unit 2: Preventing Disease and Injury

Immunity and Preventing Disease

Unit 4: Substance Abuse

Effects of Medicines and Illegal Substances

1.12.6. Analyze the relationship between access to health care and health status.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Your Role in Maintaining Your Health

Unit 5: Mental Health and Community Health Issues

Public Health Policies

Healthcare Services

1.12.7. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Sedentary Lifestyle and Chronic Diseases

Your Lifestyle and Your Health

Your Role in Maintaining Your Health

Nutrition and Chronic Diseases

Unit 2: Preventing Disease and Injury

Immunity and Preventing Disease

Unit 4: Substance Abuse

Effects of Medicines and Illegal Substances

1.12.8. Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Your Lifestyle and Your Health

Your Role in Maintaining Your Health

Unit 2: Preventing Disease and Injury

Strategies for Preventing Accidents

Unit 3: Growth, Development, and Sexuality

Benefits of Healthy Sexual Practices

Peer Pressure and Sexual Activity

Unit 4: Substance Abuse

Peer Pressure and Substance Abuse

1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Your Lifestyle and Your Health

Your Role in Maintaining Your Health

Unit 3: Growth, Development, and Sexuality

Benefits of Healthy Sexual Practices

Peer Pressure and Sexual Activity

Unit 4: Substance Abuse

Peer Pressure and Substance Abuse

HEALTH EDUCATION STANDARD 2: Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**2.12.1. Analyze how family influences the health of individuals.**

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Your Lifestyle and Your Health

Your Role in Maintaining Your Health

Guidelines for a Healthy Diet

Unit 5: Mental Health and Community Health Issues

Stress and Health

2.12.2. Analyze how the culture supports and challenges health beliefs, practices and behaviors.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Your Lifestyle and Your Health

Your Role in Maintaining Your Health

Guidelines for a Healthy Diet

Unit 5: Mental Health and Community Health Issues

Stress and Health

2.12.3. Analyze how peers influence healthy and unhealthy behaviors.

PLATO Course Health v4.0

Unit 4: Substance Abuse

Peer Pressure and Substance Abuse

Unit 5: Mental Health and Community Health Issues

Stress and Health

2.12.4. Evaluate how the school and community can impact personal health practice and behaviors.

PLATO Course Health v4.0

Unit 5: Mental Health and Community Health Issues

Healthcare Services

Influences of the Environment on Health

2.12.5. Evaluate the effect of media on personal and family health.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Guidelines for a Healthy Diet

Dietary Guidelines and Nutritional Facts

Unit 4: Substance Abuse

Harmful Effects of Dietary Supplements and Anabolic Steroids

Unit 5: Mental Health and Community Health Issues

Judging the Validity of Health Products and Services

2.12.6. Evaluate the impact of technology on personal, family and community health.

PLATO Course Health v4.0

Unit 2: Preventing Disease and Injury

Immunity and Preventing Disease

Unit 5: Mental Health and Community Health Issues

Judging the Validity of Health Products and Services

Healthcare Services

2.12.7. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

PLATO Course Health v4.0

Health Course Project

Unit 5: Mental Health and Community Health Issues

Judging the Validity of Health Products and Services

2.12.8. Analyze the influence of personal values and beliefs on individual health practices and behaviors.

PLATO Course Health v4.0

Unit 3: Growth, Development, and Sexuality

Benefits of Healthy Sexual Practices

Peer Pressure and Sexual Activity

Unit 4: Substance Abuse

Peer Pressure and Substance Abuse

2.12.9. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness

Your Role in Maintaining Your Health

Unit 2: Preventing Disease and Injury

Strategies for Preventing Accidents

2.12.10. Analyze how public health policies and government regulations can influence health promotion and disease prevention.

PLATO Course Health v4.0

Unit 5: Mental Health and Community Health Issues

Mental and Emotional Health Issues

Public Health Policies

HEALTH EDUCATION STANDARD 3: Students will Demonstrate the ability to access valid information and products and services to enhance health.

3.12.1. Evaluate the validity of health information, products and services.

PLATO Course Health v4.0

Unit 5: Mental Health and Community Health Issues

Judging the Validity of Health Products and Services

3.12.2. Use resources from home, school and community that provide valid health information.

PLATO Course Health v4.0

Unit 5: Mental Health and Community Health Issues
Judging the Validity of Health Products and Services

3.12.3. Determine the accessibility of products and services that enhance health.

PLATO Course Health v4.0

Unit 5: Mental Health and Community Health Issues
Judging the Validity of Health Products and Services
Healthcare Services

3.12.4. Determine when professional health services may be required.

PLATO Course Health v4.0

Unit 4: Substance Abuse
Sources of Help for Substance Abuse
Unit 5: Mental Health and Community Health Issues
Mental and Emotional Health Issues
Maintaining Your Mental and Emotional Health
Public Health Policies

3.12.5. Access valid and reliable health products and services.

PLATO Course Health v4.0

Unit 1: Personal Health, Nutrition, and Fitness
Dietary Guidelines and Nutritional Facts
Unit 5: Mental Health and Community Health Issues
Public Health Policies
Judging the Validity of Health Products and Services
Healthcare Services

HEALTH EDUCATION STANDARD 4: Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.12.1. Utilize skills for communicating effectively with family, peers, and others to enhance health.

PLATO Course Health v4.0

Unit 3: Growth, Development, and Sexuality
Family Planning Strategies
Unit 4: Substance Abuse
Peer Pressure and Substance Abuse
Sources of Help for Substance Abuse
Unit 5: Mental Health and Community Health Issues
Stress and Health
Strategies for Effective Communication

4.12.2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

PLATO Course Health v4.0

Health Course Project

Unit 4: Substance Abuse
 Peer Pressure and Substance Abuse
 Unit 5: Mental Health and Community Health Issues
 Stress and Health
 Strategies for Effective Communication
 Public Health Policies

4.12.3. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.

PLATO Course Health v4.0
 Unit 5: Mental Health and Community Health Issues
 Strategies for Effective Communication

4.12.4. Demonstrate how to ask for and offer assistance to enhance the health of self and others.

PLATO Course Health v4.0
 Health Course Project
 Unit 5: Mental Health and Community Health Issues
 Stress and Health
 Depression
 Mental and Emotional Health Issues
 Maintaining Your Mental and Emotional Health
 Public Health Policies

HEALTH EDUCATION STANDARD 5: Students will Demonstrate the ability to use decision-making skills to enhance health.

5.12.1. Examine barriers that can hinder healthy decision making.

PLATO Course Health v4.0
 Unit 1: Personal Health, Nutrition, and Fitness
 Your Lifestyle and Your Health
 Your Role in Maintaining Your Health
 Individual Caloric and Nutritional Needs
 Unit 3: Growth, Development, and Sexuality
 Benefits of Healthy Sexual Practices
 Peer Pressure and Sexual Activity
 Unit 4: Substance Abuse
 Peer Pressure and Substance Abuse
 Sources of Help for Substance Abuse
 Unit 5: Mental Health and Community Health Issues
 Mental and Emotional Health Issues
 Maintaining Your Mental and Emotional Health
 Strategies for Effective Communication

5.12.2. Determine the value of applying a thoughtful decision making process in health related situations.

PLATO Course Health v4.0
 Unit 1: Personal Health, Nutrition, and Fitness

Your Lifestyle and Your Health
 Your Role in Maintaining Your Health
 Unit 3: Growth, Development, and Sexuality
 Benefits of Healthy Sexual Practices
 Peer Pressure and Sexual Activity
 Unit 4: Substance Abuse
 Peer Pressure and Substance Abuse
 Sources of Help for Substance Abuse
 Unit 5: Mental Health and Community Health Issues
 Maintaining Your Mental and Emotional Health
 Strategies for Effective Communication

5.12.3. Justify when individual or collaborative decision making is appropriate.

PLATO Course Health v4.0
 Unit 3: Growth, Development, and Sexuality
 Peer Pressure and Sexual Activity
 Unit 4: Substance Abuse
 Peer Pressure and Substance Abuse
 Sources of Help for Substance Abuse
 Unit 5: Mental Health and Community Health Issues
 Maintaining Your Mental and Emotional Health
 Strategies for Effective Communication

5.12.4. Generate alternatives to health-related issues or problems.

PLATO Course Health v4.0
 Unit 1: Personal Health, Nutrition, and Fitness
 Your Lifestyle and Your Health
 Unit 3: Growth, Development, and Sexuality
 Benefits of Healthy Sexual Practices
 Peer Pressure and Sexual Activity
 Unit 4: Substance Abuse
 Peer Pressure and Substance Abuse
 Unit 5: Mental Health and Community Health Issues
 Strategies for Effective Communication

5.12.5. Predict the potential short and long-term impact of each alternative on self and others.

PLATO Course Health v4.0
 Unit 1: Personal Health, Nutrition, and Fitness
 Your Lifestyle and Your Health
 Unit 3: Growth, Development, and Sexuality
 Benefits of Healthy Sexual Practices
 Peer Pressure and Sexual Activity
 Unit 4: Substance Abuse
 Peer Pressure and Substance Abuse

5.12.6. Defend the healthy choice when making decisions.

- PLATO Course Health v4.0
 - Unit 1: Personal Health, Nutrition, and Fitness
 - Your Lifestyle and Your Health
 - Unit 3: Growth, Development, and Sexuality
 - Benefits of Healthy Sexual Practices
 - Peer Pressure and Sexual Activity
 - Unit 4: Substance Abuse
 - Peer Pressure and Substance Abuse

5.12.7. Evaluate the effectiveness of health-related decisions.

- PLATO Course Health v4.0
 - Unit 1: Personal Health, Nutrition, and Fitness
 - Your Role in Maintaining Your Health
 - Individual Caloric and Nutritional Needs
 - Unit 5: Mental Health and Community Health Issues
 - Mental and Emotional Health Issues
 - Maintaining Your Mental and Emotional Health

HEALTH EDUCATION STANDARD 6: Students will Demonstrate the ability to use goal-setting skills to enhance health.

6.12.1. Assess personal health practices and overall health status.

- PLATO Course Health v4.0
 - Unit 1: Personal Health, Nutrition, and Fitness
 - Your Lifestyle and Your Health
 - Your Role in Maintaining Your Health

6.12.2. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

- PLATO Course Health v4.0
 - Unit 1: Personal Health, Nutrition, and Fitness
 - Sedentary Lifestyle and Chronic Diseases
 - Your Lifestyle and Your Health
 - Your Role in Maintaining Your Health
 - Individual Caloric and Nutritional Needs
 - Unit 5: Mental Health and Community Health Issues
 - Stress and Health
 - Mental and Emotional Health Issues
 - Maintaining Your Mental and Emotional Health

6.12.3. Implement strategies and monitor progress in achieving a personal health goal.

- PLATO Course Health v4.0
 - Unit 1: Personal Health, Nutrition, and Fitness
 - Sedentary Lifestyle and Chronic Diseases
 - Your Lifestyle and Your Health
 - Your Role in Maintaining Your Health
 - Individual Caloric and Nutritional Needs
 - Unit 5: Mental Health and Community Health Issues

Stress and Health
Maintaining Your Mental and Emotional Health

6.12.4. Formulate an effective long-term personal health plan.

PLATO Course Health v4.0
Unit 1: Personal Health, Nutrition, and Fitness
Your Lifestyle and Your Health
Guidelines for a Healthy Diet
Dietary Guidelines and Nutritional Facts
Benefits of Physical Activity

HEALTH EDUCATION STANDARD 7: Students will Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.12.1. Analyze the role of individual responsibility in enhancing health.

PLATO Course Health v4.0
Unit 1: Personal Health, Nutrition, and Fitness
Your Lifestyle and Your Health
Your Role in Maintaining Your Health
Individual Caloric and Nutritional Needs
Unit 5: Mental Health and Community Health Issues
Maintaining Your Mental and Emotional Health

7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

PLATO Course Health v4.0
Unit 1: Personal Health, Nutrition, and Fitness
Benefits of Physical Activity

7.12.3. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

PLATO Course Health v4.0
Unit 1: Personal Health, Nutrition, and Fitness
Sedentary Lifestyle and Chronic Diseases
Your Lifestyle and Your Health
Your Role in Maintaining Your Health
Unit 2: Preventing Disease and Injury
Lifesaving and Emergency Care Procedures
Immunity and Preventing Disease
Strategies for Preventing Accidents

HEALTH EDUCATION STANDARD 8: Students will Demonstrate the ability to advocate for personal, family and community health.

8.12.1. Utilize accurate peer and societal norms to formulate a health-enhancing message.

PLATO Course Health v4.0
Health Course Project

Unit 4: Substance Abuse
Peer Pressure and Substance Abuse
Unit 5: Mental Health and Community Health Issues
Stress and Health

8.12.2. Demonstrate how to influence and support others to make positive health choices.

PLATO Course Health v4.0
Health Course Project
Unit 4: Substance Abuse
Peer Pressure and Substance Abuse
Unit 5: Mental Health and Community Health Issues
Stress and Health

8.12.3. Work cooperatively as an advocate for improving personal, family and community health.

PLATO Course Health v4.0
Health Course Project
Unit 3: Growth, Development, and Sexuality
Family Planning Strategies
Unit 5: Mental Health and Community Health Issues
Public Health Policies

8.12.4. Adapt health messages and communication techniques to a specific target audience.

PLATO Course Health v4.0
Health Course Project
Unit 5: Mental Health and Community Health Issues
Public Health Policies

**Courseware**

Curriculum Coverage Report to Iowa Core – Fine Arts (2017) -> Visual Arts (2017) -> HS Proficient

3/16/2021

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following course was used in this correlation report:

Introduction to Visual Arts

HS Proficient**VA:Cr Creating****VA:Cr1 Generate and conceptualize artistic ideas and work.****VA:Cr1.1 Investigate, Plan and Make****VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.**

PLATO Course Introduction to Visual Arts

Elements of Art

Drawing

Course Activity: Make a Drawing

Printmaking

VA:Cr1.2 Investigate, Plan and Make**VA:Cr1.2.1a****Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.**

PLATO Course Introduction to Visual Arts

Creativity and Expression in Art

Principles of Design

Elements of Art

Discussion: Art and Propaganda

Drawing

Course Activity: Make a Drawing

Painting

Course Activity: Create an Art Object

Photography and Cinematography

Course Activity: Advertising Campaign

VA:Cr2 Organize and develop artistic ideas and work.**VA:Cr2.1 Investigate****VA:Cr2.1.1a****Engage in making a work of art or design without having a preconceived plan.**

PLATO Course Introduction to Visual Arts

Creativity and Expression in Art

Course Activity: Create an Art Object

Art Evaluation and Criticism

VA:Cr2.2 Investigate**VA:Cr2.2.1a****Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.**

PLATO Course Introduction to Visual Arts

Course Activity: Analyze an Artwork

Drawing

Painting

Printmaking

Crafting

Photography and Cinematography

Digital Image Concepts and Tools

VA:Cr2.3 Investigate

VA:Cr2.3.1a

Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

The selected PLATO curriculum does not address this learning expectation.

VA:Cr3 Refine and complete artistic work.**VA:Cr3.1 Reflect- Refine- Complete****VA:Cr3.1.1a**

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

PLATO Course Introduction to Visual Arts

Creativity and Expression in Art

Discussion: Purpose of Art

Principles of Design

Course Activity: Analyze an Artwork

Art Evaluation and Criticism

Discussion: Analyzing Art

VA:Pr Presenting**VA:Pr4 Select, analyze and interpret artistic work for presentation.****VA:Pr4.1 Select****VA:Pr4.1.1a**

Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

PLATO Course Introduction to Visual Arts

Principles of Design

Course Activity: Analyze an Artwork

History of Art

Cultural Heritage of Art

Photography and Cinematography

VA:Pr5 Develop and refine artistic techniques and work for presentation.**VA:Pr5.1 Analyze****VA:Pr5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented.**

The selected PLATO curriculum does not address this learning expectation.

VA:Pr6 Convey meaning through the presentation of artistic work.**VA:Pr6.1 Share****VA:Pr6.1.1a**

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

PLATO Course Introduction to Visual Arts

Course Activity: Analyze an Artwork

VA:Re Responding**VA:Re7 Perceive and analyze artistic work.****VA:Re7.1 Perceive****VA:Pr7.1.1a**

Hypothesize ways in which art influences perception and understanding of human experiences.

PLATO Course Introduction to Visual Arts

Creativity and Expression in Art
 Discussion: Art and Propaganda
 Course Activity: Make a Drawing
 Photography and Cinematography

VA:Re7.2 Perceive

VA:Re7.2.1a

Analyze how one's understanding of the world is affected by experiencing visual imagery.

PLATO Course Introduction to Visual Arts
 Discussion: Purpose of Art
 Cultural Heritage of Art
 Discussion: Art and Propaganda
 Course Activity: Make a Drawing
 Digital Image Concepts and Tools
 Course Activity: Advertising Campaign

VA:Re8 Interpret intent and meaning in artistic work.

VA:Re8.1 Analyze

VA:Re8.1.1a

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

PLATO Course Introduction to Visual Arts
 Discussion: Purpose of Art
 Principles of Design
 Course Activity: Analyze an Artwork
 Painting
 Discussion: Analyzing Art

VA:Re9 Apply criteria to evaluate artistic work.

VA:Re9.1 Interpret

VA:Re9.1.1a

Establish relevant criteria in order to evaluate a work of art or collection of works.

PLATO Course Introduction to Visual Arts
 Creativity and Expression in Art
 Discussion: Purpose of Art
 Principles of Design
 Course Activity: Analyze an Artwork
 Art Evaluation and Criticism
 Discussion: Analyzing Art

VA:Cn Connecting

VA:Cn10 Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1 Synthesize

VA:Cn10.1.1a

Document the process of developing ideas from early stages to fully elaborated ideas.

PLATO Course Introduction to Visual Arts
 Creativity and Expression in Art
 Art Evaluation and Criticism

VA:Cn11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1 Relate

VA:Cn11.1.1a

Describe how knowledge of culture, traditions, and history may influence personal responses to art.

The selected PLATO curriculum does not address this learning expectation.

**Courseware**

Curriculum Coverage Report to Iowa Core – SHAPE America: National Standards for K-12 Physical Education -> Level 1

2/24/2021

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following course was used in this correlation report:

Physical Education v2.0

Level 1

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Lifetime activities

S1.H1.

Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).²⁴ (S1.H1.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Sports

Basics of Physical Activity and Exercise

Unit Activity: Getting Active

Unit 2: Improving Performance

Cardiorespiratory Fitness and Endurance

Unit 3: Lifestyle

Evolution of Sports

Dance and rhythms

S1.H2. Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)

The selected PLATO curriculum does not address this learning expectation.

Fitness activities

S1.H3. Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Physical Education

Safety and Injury Prevention

Introduction to Sports

Basics of Physical Activity and Exercise

Unit 2: Improving Performance

Unit Activity: Improving Performance

Cardiorespiratory Fitness and Endurance

Flexibility

Unit 3: Lifestyle

Lifestyle Fitness

Designing a Personal Fitness Program

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Movement concepts, principles and knowledge

S2.H1. Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Sports

Unit 3: Lifestyle

Unit Activity: Lifestyle

S2.H2.

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.²⁷ (S2.H2.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Basics of Physical Activity and Exercise

Unit 2: Improving Performance

Biomechanics and Movement

Unit 3: Lifestyle

Lifestyle Fitness

Designing a Personal Fitness Program

S2.H3. Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Physical Education

Introduction to Sports

Basics of Physical Activity and Exercise

Unit 2: Improving Performance

Cardiorespiratory Fitness and Endurance

Flexibility

Unit 3: Lifestyle

Designing a Personal Fitness Program

S2.H4. Identifies examples of social and technical dance forms. (S2.H4.L1)

The selected PLATO curriculum does not address this learning expectation.

S2.H5. Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Sports

Basics of Physical Activity and Exercise

Unit 3: Lifestyle

Designing a Personal Fitness Program

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Physical activity knowledge

S3.H1. Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)

PLATO Course Physical Education v2.0
 Unit 1: Getting Active
 Safety and Injury Prevention
 Basics of Physical Activity and Exercise
 Unit Activity: Getting Active
 Unit 2: Improving Performance
 Unit Activity: Improving Performance
 Unit 3: Lifestyle
 Lifestyle Fitness

S3.H2.

Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.²⁹ (S3.H2.L1)

PLATO Course Physical Education v2.0
 Unit 3: Lifestyle
 Effects of Media and Culture
 Unit Activity: Lifestyle

S3.H3.

Identifies issues associated with exercising in heat, humidity and cold.³¹ (S3.H3.L1)

PLATO Course Physical Education v2.0
 Unit 1: Getting Active
 Safety and Injury Prevention

S3.H4.

Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment.³³ (S3.H4.L1)

PLATO Course Physical Education v2.0
 Unit 1: Getting Active
 Introduction to Physical Education
 Basics of Physical Activity and Exercise
 Unit 3: Lifestyle
 Unit Activity: Lifestyle

S3.H5.

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.³⁴ (S3.H5.L1)

PLATO Course Physical Education v2.0
 Unit 1: Getting Active
 Safety and Injury Prevention
 Introduction to Sports
 Unit Activity: Getting Active
 Unit 3: Lifestyle
 Lifestyle Fitness
 Evolution of Sports

Engages in physical activity

S3.H6. Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Physical Education

Introduction to Sports

Basics of Physical Activity and Exercise

Unit 3: Lifestyle

Designing a Personal Fitness Program

Fitness knowledge

S3.H7.

Demonstrates appropriate technique on resistance-training machines and with free weights.³⁶ (S3.H7.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Safety and Injury Prevention

Unit Activity: Getting Active

Unit 2: Improving Performance

Muscular Strength and Endurance

S3.H8.

Relates physiological responses to individual levels of fitness and nutritional balance.³⁸ (S3.H8.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Safety and Injury Prevention

Basics of Physical Activity and Exercise

Unit Activity: Getting Active

Unit 2: Improving Performance

Unit Activity: Improving Performance

Cardiorespiratory Fitness and Endurance

Muscular Strength and Endurance

Flexibility

Unit 3: Lifestyle

Lifestyle Fitness

S3.H9.

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).⁴⁰ (S3.H9.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Physical Education

Safety and Injury Prevention

Basics of Physical Activity and Exercise

Unit Activity: Getting Active

Unit 2: Improving Performance

Unit Activity: Improving Performance

Cardiorespiratory Fitness and Endurance
 Muscular Strength and Endurance
 Flexibility
 Biomechanics and Movement
 Unit 3: Lifestyle
 Lifestyle Fitness

S3.H10. Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)

PLATO Course Physical Education v2.0
 Unit 2: Improving Performance
 Unit Activity: Improving Performance
 Cardiorespiratory Fitness and Endurance
 Flexibility

Assessment and program planning

S3.H11. Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)

PLATO Course Physical Education v2.0
 Unit 1: Getting Active
 Basics of Physical Activity and Exercise

S3.H12. Designs a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work. (S3.H12.L1)

PLATO Course Physical Education v2.0
 Unit 1: Getting Active
 Introduction to Physical Education
 Introduction to Sports
 Basics of Physical Activity and Exercise
 Unit 3: Lifestyle
 Designing a Personal Fitness Program

Nutrition

S3.H13. Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)

PLATO Course Physical Education v2.0
 Unit 1: Getting Active
 Unit Activity: Getting Active
 Unit 3: Lifestyle
 Effects of Media and Culture

Stress management

S3.H14. Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.⁴⁵ (S3.H14.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Physical Education

Introduction to Sports

Basics of Physical Activity and Exercise

Unit 2: Improving Performance

Unit Activity: Improving Performance

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Personal responsibility

S4.H1.

Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.⁴⁷ (S4.H1.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Safety and Injury Prevention

Introduction to Sports

Unit 2: Improving Performance

Biomechanics and Movement

Rules and etiquette

S4.H2. Exhibits proper etiquette, respect for others and team-work while engaging in physical activity and/or social dance. (S4.H2.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Sports

Working with others

S4.H3.

Uses communication skills and strategies that promote team or group dynamics.⁵⁰ (S4.H3.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Physical Education

Introduction to Sports

Basics of Physical Activity and Exercise

S4.H4. Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Basics of Physical Activity and Exercise

Safety

S4.H5. Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

PLATO Course Physical Education v2.0
 Unit 1: Getting Active
 Safety and Injury Prevention
 Unit Activity: Getting Active
 Unit 2: Improving Performance
 Muscular Strength and Endurance

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Health

S5.H1. Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

PLATO Course Physical Education v2.0
 Unit 1: Getting Active
 Safety and Injury Prevention
 Basics of Physical Activity and Exercise
 Unit Activity: Getting Active
 Unit 2: Improving Performance
 Unit Activity: Improving Performance
 Cardiorespiratory Fitness and Endurance
 Muscular Strength and Endurance
 Flexibility
 Unit 3: Lifestyle
 Lifestyle Fitness

Self-expression & enjoyment

S5.H3. Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

PLATO Course Physical Education v2.0
 Unit 1: Getting Active
 Safety and Injury Prevention
 Basics of Physical Activity and Exercise
 Unit Activity: Getting Active
 Unit 2: Improving Performance
 Unit Activity: Improving Performance
 Unit 3: Lifestyle
 Lifestyle Fitness

Social interaction

S5.H4. Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

PLATO Course Physical Education v2.0

Unit 1: Getting Active

Introduction to Physical Education

Introduction to Sports

Basics of Physical Activity and Exercise

**Courseware**

Curriculum Coverage Report to Iowa Core – Mathematics -> High School Mathematics Pathway -> Traditional Pathway -> Fourth Course

2/24/2021

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Precalculus, Semester A v4.0

Precalculus, Semester B v4.0

Fourth Course

Number and Quantity

The Complex Number System

HSN.CN.3 (+) Perform arithmetic operations with complex numbers.

PLATO Course Precalculus, Semester A v4.0
 Unit 3: Vectors and Complex Numbers
 Complex Numbers
 Complex Numbers and DeMoivre's Theorem
 Complex Numbers in the Plane

HSN.CN.4, 5, 6 (+) Represent complex numbers and their operations on the complex plane.

PLATO Course Precalculus, Semester A v4.0
 Unit 3: Vectors and Complex Numbers
 Complex Numbers
 Complex Numbers and DeMoivre's Theorem
 Complex Numbers in the Plane

Vector Quantities and Matrices

HSN.VM.1, 2, 3 (+) Represent and model with vector quantities.

PLATO Course Precalculus, Semester A v4.0
 Unit 3: Vectors and Complex Numbers
 Vectors in a Plane
 Velocity Vectors
 Negative Vectors
 Unit Activity: Vectors and Complex Numbers
 Complex Numbers in the Plane
 PLATO Course Precalculus, Semester B v4.0
 Unit 2: Matrices
 Vectors and Matrices

HSN.VM.4a, 4b, 4c, 5a, 5b (+) Perform operations on vectors.

PLATO Course Precalculus, Semester A v4.0
 Unit 3: Vectors and Complex Numbers
 Vectors in a Plane
 Negative Vectors
 Unit Activity: Vectors and Complex Numbers

HSN.VM.6, 7, 8, 9, 10, 11, 12 (+) Perform operations on matrices and use matrices in applications.

PLATO Course Precalculus, Semester B v4.0
 Unit 2: Matrices
 Gauss-Jordan Elimination

Matrices and Matrix Operations
 The Determinant of a Matrix
 Scalar Multiplication of Matrices
 Matrix Multiplication
 Solving Systems of Linear Equations with an Inverse Matrix
 Unit Activity: Matrices

Algebra

Reasoning with Equations and Inequalities

HSA.REI.8, 9 (+) Solve systems of equations.

PLATO Course Precalculus, Semester B v4.0

Unit 2: Matrices

Gauss-Jordan Elimination
 Matrices and Matrix Operations
 The Determinant of a Matrix
 Solving Systems of Linear Equations with an Inverse Matrix
 Unit Activity: Matrices

Functions

Interpreting Functions

HSF.IF.7d (+) Analyze functions using different representations.

PLATO Course Precalculus, Semester A v4.0

Unit 1: Functions

Solving Exponential and Logarithmic Functions
 Modeling with Functions
 Inverse Functions
 Logarithmic Functions

Building Functions

HSF.BF.1c (+) Build a function that models a relationship between two quantities.

PLATO Course Precalculus, Semester A v4.0

Unit 1: Functions

Modeling with Functions
 Inverse Functions

Unit 2: Trigonometric Functions

Trigonometric Symmetry

F.BF.4b, 4c, 4d, 5 (+) Build new functions from existing functions.

PLATO Course Precalculus, Semester A v4.0

Unit 1: Functions

Unit Activity: Functions
 Solving Exponential and Logarithmic Functions
 Modeling with Functions
 Inverse Functions

Unit 2: Trigonometric Functions
Inverse Trigonometric Functions

Trigonometric Functions

HSF.TF.3, 4 (+) Extend the domain of trigonometric functions using the unit circle.

PLATO Course Precalculus, Semester A v4.0
Unit 2: Trigonometric Functions
Problems Involving Right Triangles
The Unit Circle
Trigonometric Symmetry

HSF.TF.6, 7 (+) Model periodic phenomena with trigonometric functions.

PLATO Course Precalculus, Semester A v4.0
Unit 1: Functions
Inverse Functions
Unit 2: Trigonometric Functions
Problems Involving Right Triangles
The Unit Circle
Trigonometric Symmetry
Inverse Trigonometric Functions
Sum, Difference, and Cofunction Identities
Product-Sum and Sum-Product Identities
Solving Trigonometric Equations
Unit Activity: Trigonometric Functions

HSF.TF.9 (+) Prove and apply trigonometric identities.

PLATO Course Precalculus, Semester A v4.0
Unit 2: Trigonometric Functions
Problems Involving Right Triangles
Sum, Difference, and Cofunction Identities
Double-Angle and Half-Angle Identities
Product-Sum and Sum-Product Identities
Solving Trigonometric Equations

Geometry

Expressing Geometric Properties with Equations

HSG.GPE.3 (+) Translate between the geometric description and the equation for a conic section.

PLATO Course Precalculus, Semester B v4.0
Unit 1: Conic Sections
Unit Activity: Conic Sections
Conic Sections and Parabolas
Ellipses and Circles and Their Graphs
Defining Hyperbolas
Hyperbolas and Their Graphs

Geometric Measurement and Dimension**HSG.GMD.2 (+) Explain volume formulas and use them to solve problems.**

PLATO Course Precalculus, Semester B v4.0
Unit 1: Conic Sections
Volume of a Sphere

Statistics and Probability**Using Probability to Make Decisions****HSS.MD.1, 2, 3, (+) Calculate expected values and use them to solve problems.**

PLATO Course Precalculus, Semester B v4.0
Unit 3: Sequences, Induction, and Probability
Expected Value of a Random Variable
Random Variables
Making Predictions Based on Probabilities
Making Predictions Based on Empirical Data
Ins and Outs of Expected Value

HSS.MD.5a, 5b (+) Use probability to evaluate outcomes of decisions.

PLATO Course Precalculus, Semester B v4.0
Unit 3: Sequences, Induction, and Probability
Ins and Outs of Expected Value



COURSEWARE

The Correlation of PLATO® Curricula to Iowa Core : Social Studies (2017) -> Grades 9-12 -> Civics and Government.

8/26/2020

INTRODUCTION

Edmentum, Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Iowa Core : Social Studies (2017) -> Grades 9-12 -> Civics and Government, Social Studies (2017), Grades 9-12, Civics and Government. URL: <https://iowacore.gov/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

PLATO Course US Government v3.0

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

Civics and Government

Inquiry Anchor Standards

Constructing Compelling Questions

SS.9-12.1. Create compelling questions representing key ideas within the disciplines.

PLATO Course US Government v3.0
Unit 2: Branches and Levels of Government
Unit Activity: Branches and Levels of Government

Constructing Supporting Questions

SS.9-12.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

PLATO Course US Government v3.0
Unit 2: Branches and Levels of Government
Unit Activity: Branches and Levels of Government

Gathering and Evaluating Sources

SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy
Unit 3: Civil Rights, Citizenship, and Civic Participation
Unit Activity: Civil Rights, Citizenship, and Civic Participation

SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy

Developing Claims and Using Evidence

SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy

SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy

Communicating and Critiquing Conclusions

SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

PLATO Course US Government v3.0

Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy
Unit 2: Branches and Levels of Government
Unit Activity: Branches and Levels of Government

SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy
Unit 2: Branches and Levels of Government
Unit Activity: Branches and Levels of Government

SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.

PLATO Course US Government v3.0
Unit 3: Civil Rights, Citizenship, and Civic Participation
Unit Activity: Civil Rights, Citizenship, and Civic Participation

SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy

Taking Informed Action

SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy

SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy

Content Anchor Standards

Analyze Civic and Political Institutions

SS-Gov.9-12.13. Evaluate the powers and responsibilities of local, state, tribal, national, and international civic and political institutions, how they interact and the role of government in maintaining order. (21st century skills)

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
The Constitution and the Bill of Rights
Unit 2: Branches and Levels of Government
Local, State, and National Government
Unit 4: Foreign and Domestic Policy

Foreign Policy
Domestic Policy
Unit Activity: Foreign and Domestic Policy

SS-Gov.9-12.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time, and changes in participation over time. (21st century skills)

PLATO Course US Government v3.0
Unit 2: Branches and Levels of Government
Local, State, and National Government
Unit 3: Civil Rights, Citizenship, and Civic Participation
Political Parties, Elections, and Elected Officials
Citizenship and Civic Participation

SS-Gov.9-12.15. Analyze the origins of government with attention to the purpose(s) of government, various theories of democracy, rule of law, and alternative models from other nations and groups. (21st century skills)

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy
Political Systems
The Development of US Democracy
The Constitution and the Bill of Rights
Unit 2: Branches and Levels of Government
Local, State, and National Government

SS-Gov.9-12.16. Evaluate how the U.S. Constitution establishes the Rule of Law, governmental powers and responsibilities, as well as limits to a government. (21st century skills)

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy
Unit 2: Branches and Levels of Government
Local, State, and National Government
Unit 3: Civil Rights, Citizenship, and Civic Participation
Citizenship and Civic Participation

SS-Gov.9-12.17. Evaluate and explain the relationships among the branches of government, including federalism, separation of powers, the supremacy clause, the necessary and proper clause, judicial review, executive privilege, pocket veto, executive orders, quorum, filibuster, and other related topics. (21st century skills)

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Political Systems
Writing the Constitution
The Constitution and the Bill of Rights
Unit 2: Branches and Levels of Government
Local, State, and National Government
The Legislative Branch
The Executive Branch
The Judicial Branch
Unit Activity: Branches and Levels of Government
Unit 4: Foreign and Domestic Policy
Domestic Policy

SS-Gov.9-12.18. Critique the influence of intermediary institutions on government and policy such as, interest groups, political parties, the mass media, campaigns, caucuses, elections, PACs, and local, state, tribal, and international organizations. (21st century skills)

PLATO Course US Government v3.0
Unit 3: Civil Rights, Citizenship, and Civic Participation
Political Parties, Elections, and Elected Officials

Apply Civic Virtues and Democratic Principles

SS-Gov.9-12.19. Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation. (21st century skills)

PLATO Course US Government v3.0
Unit 3: Civil Rights, Citizenship, and Civic Participation
Political Parties, Elections, and Elected Officials
Citizenship and Civic Participation

SS -Gov.9-12.20. Explain the significance of civic values to a well-functioning democracy including concepts such as conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics. (21st century skills)

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
Unit Activity: Foundations of US Democracy
Political Systems
The Declaration of Independence and the Articles of Confederation
Writing the Constitution
Unit 2: Branches and Levels of Government
Local, State, and National Government
The Legislative Branch
Unit 3: Civil Rights, Citizenship, and Civic Participation
Civil Rights
Unit Activity: Civil Rights, Citizenship, and Civic Participation

SS-Gov.9-12.21. Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one's political decisions. (21st century skills)

PLATO Course US Government v3.0
Unit 3: Civil Rights, Citizenship, and Civic Participation
Citizenship and Civic Participation

SS-Gov.9-12.22. Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles. (21st century skills)

PLATO Course US Government v3.0
Unit 1: Foundations of US Democracy
The Development of US Democracy
The Declaration of Independence and the Articles of Confederation
Writing the Constitution
Unit 3: Civil Rights, Citizenship, and Civic Participation
Civil Rights

Interpret Processes, Rules and Laws

SS-Gov.9-12.23. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels. (21st century skills)

PLATO Course US Government v3.0
Unit 4: Foreign and Domestic Policy
Economic Principles and Policies

SS-Gov.9-12.24. Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases. (21st century skills)

PLATO Course US Government v3.0
Unit 2: Branches and Levels of Government
The Judicial Branch
Unit 3: Civil Rights, Citizenship, and Civic Participation
Political Parties, Elections, and Elected Officials
Citizenship and Civic Participation
Unit 4: Foreign and Domestic Policy
Domestic Policy

SS-Gov.9-12.25. Evaluate the intended and unintended consequences of the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics. (21st century skills)

PLATO Course US Government v3.0
Unit 3: Civil Rights, Citizenship, and Civic Participation
Political Parties, Elections, and Elected Officials
Citizenship and Civic Participation
Unit 4: Foreign and Domestic Policy
Domestic Policy

SS-Gov.9-12.26. Analyze the historical, contemporary, and emerging patterns of political action and activism including voter demographics, party trends over time, polling data, campaign strategies and trends, and alternative means of participating. (21st century skills)

PLATO Course US Government v3.0
Unit 3: Civil Rights, Citizenship, and Civic Participation
Civil Rights
Political Parties, Elections, and Elected Officials
Citizenship and Civic Participation
Unit 4: Foreign and Domestic Policy
Domestic Policy

Iowa History (History)

SS-Gov.9-12.27. Compare and contrast the institutions and systems of Iowa government and politics that are unique to the state including but not limited to Iowa's unique role in presidential selection and in the special status of Meskwaki lands as non-reservation lands.

The selected PLATO curriculum does not address this learning expectation.

SS-Gov.9-12.28. Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy.

The selected PLATO curriculum does not address this learning expectation.



COURSEWARE

The Correlation of PLATO® Curricula to Iowa Core : Social Studies (2017) -> Grades 9-12 -> United States History.

8/26/2020

INTRODUCTION

Edmentum, Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Iowa Core : Social Studies (2017) -> Grades 9-12 -> United States History, Social Studies (2017), Grades 9-12, United States History. URL: <https://iowacore.gov/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

PLATO Course US History, Semester A v2.0

PLATO Course US History, Semester B v2.0

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

United States History

Inquiry Anchor Standards

Constructing Compelling Questions

SS.9-12.1. Create compelling questions representing key ideas within the disciplines.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Unit Activity: The Historical Process
Gathering and Interpreting Historical Sources

Constructing Supporting Questions

SS.9-12.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Unit Activity: The Historical Process
Gathering and Interpreting Historical Sources

Gathering and Evaluating Sources

SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Unit Activity: The Historical Process
Gathering and Interpreting Historical Sources

SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Gathering and Interpreting Historical Sources

Developing Claims and Using Evidence

SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Unit Activity: The Historical Process
Analyzing Historical Information
Unit 2: The Foundation of the United States
Unit Activity: The Foundation of the United States
Unit 3: A Union in Crisis
Unit Activity: A Union in Crisis
Unit 4: The Rise of a Modern Nation
Unit Activity: The Rise of a Modern Nation
Unit 5: From War to Recovery
Unit Activity: From War to Recovery
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval

Unit Activity: A Time of Upheaval
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Unit Activity: The Historical Process
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
Unit Activity: A Time of Upheaval

Communicating and Critiquing Conclusions

SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Unit Activity: A Union in Crisis
Unit 5: From War to Recovery
Unit Activity: From War to Recovery
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Unit Activity: World War II and Its Aftermath

SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Unit Activity: The Historical Process
Analyzing Historical Information
Unit 2: The Foundation of the United States
Unit Activity: The Foundation of the United States
Unit 3: A Union in Crisis
Unit Activity: A Union in Crisis
Unit 4: The Rise of a Modern Nation
Unit Activity: The Rise of a Modern Nation
Unit 5: From War to Recovery
Unit Activity: From War to Recovery
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Unit Activity: World War II and Its Aftermath
Unit 2: A Time of Upheaval
Unit Activity: A Time of Upheaval
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

Unit 2: A Time of Upheaval
Unit Activity: A Time of Upheaval

SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Gathering and Interpreting Historical Sources

Taking Informed Action

SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

The selected PLATO curriculum does not address this learning expectation.

SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

The selected PLATO curriculum does not address this learning expectation.

Content Anchor Standards

Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral Sciences)

SS-US.9-12.13. Analyze how diverse ideologies impacted political and social institutions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South
Unit 4: The Rise of a Modern Nation
The Progressive Era
Unit Activity: The Rise of a Modern Nation

Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences)

SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era

Apply Civic Virtues and Democratic Principles (Civics/Government)

SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts

Evaluate the National Economy (Economics)

SS-US.9-12.16. Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Great Depression

Analyze Human Population Movement and Patterns (Geography)

SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s

SS-US.9-12.18. Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Enlightenment and the Great Awakening
The Role of Religion in the United States
The American Revolution

Analyze Global Interconnections (Geography)

SS-US.9-12.19. Examine how imperialism changed the role of the United States on the world stage prior to World War I.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS-US.9-12.20. Analyze the growth of and challenges to U.S. involvement in the world in the post-World War II era.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Unit Activity: World War II and Its Aftermath
World War II
Unit 4: Social Studies Concepts
US Government and Citizenship

Analyze Change, Continuity, and Context (History)

SS-US.9-12.21. Analyze change, continuity and context across eras and places of study from civil war to modern America.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Civil War: Battles, Strategies, and Effects

SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

Critique Historical Sources and Evidence (History)

SS-US.9-12.23. Analyze the relationship between historical sources and the secondary interpretations made from them.

The selected PLATO curriculum does not address this learning expectation.

SS-US.9-12.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt's Corollary to the Monroe Doctrine, Wilson's Fourteen Points, New Deal Program Acts, Roosevelt's Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower's Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.

PLATO Course US History, Semester A v2.0

Unit 3: A Union in Crisis

The Civil War: Battles, Strategies, and Effects

Reconstruction

The Jim Crow South

Unit Activity: A Union in Crisis

Unit 4: The Rise of a Modern Nation

Toward an Imperialist United States

Unit 5: From War to Recovery

The US Role in World War I

Unit Activity: From War to Recovery

The New Deal

PLATO Course US History, Semester B v2.0

Unit 1: World War II and Its Aftermath

Anticommunism and the Roots of the Cold War

Cold War Events

Unit 2: A Time of Upheaval

The Civil Rights Movement

The Vietnam War

The Domestic Policies of Johnson and Nixon

Unit Activity: A Time of Upheaval

Unit 4: Social Studies Concepts

US Government and Citizenship

Compare Perspectives (History)

SS-US.9-12.25. Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.

The selected PLATO curriculum does not address this learning expectation.

Justify Causation and Argumentation (History)

SS-US.9-12.26. Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil War, World War I and II, the Korean War and the Vietnam War.

PLATO Course US History, Semester A v2.0

Unit 2: The Foundation of the United States

The American Revolution

America's Founding Documents

Unit Activity: The Foundation of the United States
Unit 3: A Union in Crisis
The Civil War: Battles, Strategies, and Effects
Events Leading to the Civil War
The Effects of Westward Expansion
Unit Activity: A Union in Crisis
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit 5: From War to Recovery
The US Role in World War I
The Great Depression
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Unit Activity: World War II and Its Aftermath
World War II
Anticommunism and the Roots of the Cold War

Iowa History (History)

SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.

The selected PLATO curriculum does not address this learning expectation.

Oakmont Charter School

2023-24

JULY							3
M	T	W	T	F	S	S	
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31							

AUGUST							3
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30	31						

NOVEMBER							19
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DECEMBER							13
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JANUARY							20
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FEBRUARY							19
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-  School Closed / Holiday
-  In Service - No School for stud
-  First / Last Day of School
-  Progress Reports
-  Performance-Based Assessm
 - End of Course Exams: 11/27/2023 ·
 - English/Language Arts: 3/25/2024 ·
 - Math/Science/Soc. Studies: 4/1/202

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29	30	31				

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MARCH						16
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APRIL						21
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29	30					

MAY						22
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JUNE						20
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24	25	26	27	28	29	30
1	2					



June Graduation

Session 1: 7:30am - 12:15pm

Session 2: 11:15am - 4:00pm

Holidays	23
In-service	9

194 Instructional Days = 194

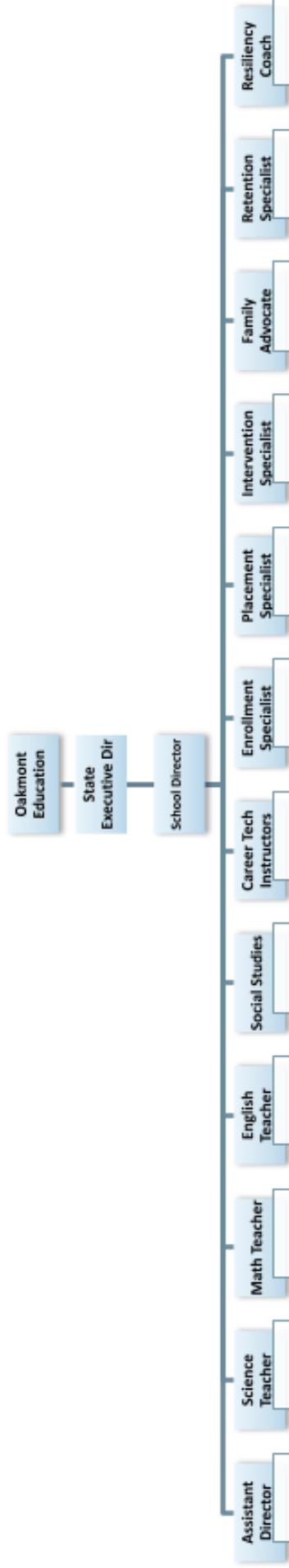


OAKMONT
EDUCATION

Appendix F



2023/24 Org Chart





OAKMONT
EDUCATION

Appendix G



Employee Handbook
For
Oakmont Education
2023-2024

WELCOME TO OAKMONT EDUCATION

You are now a key member of a **GREAT** team—the Oakmont Team! As a team member, you will play an important role in helping us meet our objectives:

- **To serve as a reliable source of high-quality education for our students.**
- **To provide a career-inspiring, safe, and secure work environment for all Oakmont employees.**

Our greatest asset is our people – people like you. We will continue to strive to make Oakmont the kind of place that other area schools look up to. We hope that your experience here will be challenging, enjoyable, and rewarding. Again, welcome.

THE OAKMONT TEAM PHILOSOPHY

Oakmont Schools provide a unique environment which emphasizes academic achievement through the use of state-of-the-art technology and innovative but proven educational methods. We prepare students to successfully compete in an increasingly competitive post-secondary environment and the global job market and to be productive and successful members of society after their school years.

The Oakmont Educational Philosophy includes a strong belief in and expectation for knowing and respecting students as individuals and designing curricular models that meet individual student needs. Oakmont also believes in the necessity of establishing a welcoming, caring and safe environment for students and their families. Our success as a company is founded on the skill and efforts of our employees. At Oakmont, we realize that each employee is an intelligent, cooperative, and productive person. Each one of you is in a position to deal directly with management on a personal and open basis regarding any matter.

It is most important that we work together with mutual respect in maintaining an efficient, safe, and productive work environment. It is our commitment to provide you with the opportunity to work in a satisfying and dignified business environment and to strive to be given fair treatment.

DIVERSITY, EQUALITY, AND INCLUSION STATEMENT

We're On a Journey. Who We Are and Strive to Be.

We are inclusive. We celebrate multiple approaches and points of view. We believe diversity drives innovation in education. So, we're building a culture where difference is valued. We take a holistic approach, all designed to help employees and students grow and manage in their careers. We foster both a top-down and grassroots approach. This gives us the freedom to address the broadest set of initiatives that ultimately support students and employees.

NATURE OF EMPLOYMENT

This handbook is designed to acquaint you with Oakmont Education (also referred to as “the Company” throughout this handbook) and provide you with information about the working environment, employee benefits, and other workplace policies affecting your employment. There may be situations where certain policies will only apply to a specific group of employees; if this is the case, it will be stated in the Handbook’s provision.

There are several things to keep in mind about this Handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive, all-inclusive or to address all the possible applications of, or exceptions to, the general policies and procedures described, nor does the Handbook create a contract of employment or guarantee any continuation of employment or benefits. This Handbook is intended as a basic explanation of Oakmont Education’s personnel policies and benefits, as well as the specific opportunities and responsibilities that exist for employees at the Company.

Second, the procedures, practices, policies, and benefits described within the Handbook may be modified or discontinued from time to time. We will inform you of any changes as they occur. No individual employee or manager has the authority to alter or modify the policies expressed herein. Only the President or VP of Operations has the authority to change company policies. Also, when interpreting the policies of this Handbook and its various provisions, management reserves discretion to make decisions, interpretations, and judgement it feels is in the best interest of the Company as a whole.

Third, some subjects described in this Handbook are covered in detail elsewhere in official policy documents, such as benefit summary plan documentation. If there is a discrepancy between plan documentation and Handbook provisions, the official documentation will control. Please refer to these documents for specific information.

Finally, this Handbook supersedes and replaces all previous handbooks, policies, and practices of Oakmont Education. If you have any questions concerning this Handbook, the applicability of a policy or practice to you or eligibility for a particular benefit, please contact your manager or Human Resources. Nothing in this handbook is intended to prevent, restrict, or limit employees from discussing or engaging in activities related to the wages, terms, or conditions of their employment in accordance with labor and employment laws, including but not limited to: (i) filing a charge with, or participating in any investigation or proceeding conducted by the Equal Employment Opportunity Commission, the National Labor Relations Board, and/or any federal, state or local agency; (ii) exercising any of the rights guaranteed by Section 7 of the National Labor Relations Act (“NLRA”); (iii) making any statements protected by the NLRA; or (iii) engaging in any other activities protected by the NLRA. In addition, all policies in this Handbook will be interpreted in accordance with federal, state and local laws.

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SECTION 1- GOVERNING PRINCIPLES OF EMPLOYMENT

1-1 EQUAL EMPLOYMENT OPPORTUNITY

Oakmont Education actively supports and encourages non-discriminatory employment policies and practices and is committed to fostering the growth and development of its employees. The Company therefore offers equal opportunity to all individuals who seek employment with the Company and to those who are already employed by the Company regardless of their legally protected class status.

No employee or applicant will be discriminated against on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, national origin, disability status, genetic information, protected veteran status, citizenship, or any other characteristic protected by federal, state, or local law.

It is the Oakmont Education's policy to recruit, hire, train, and promote the most qualified individuals based on merit, qualifications, abilities, and other legitimate factors, as determined by management. It is the Company's belief that its Equal Employment Opportunity (EEO) policy will be furthered in an environment of mutual trust where employees are encouraged to discuss their problems with members of management. As a Company, we have pledged to pursue this policy and employees are expected to comply with this policy in every respect.

If Oakmont Education is required to adhere to federally mandated Affirmative Action plans, an EEO coordinator as designated by management will be responsible for the day-to-day implementation and monitoring of these plans. As part of that responsibility, the EEO coordinator (or designee) will periodically analyze the Company's personnel actions to ensure compliance with Affirmative Action/EEO obligations.

1-2 ANTI- HARASSMENT

Oakmont Education is committed to providing a work environment free of discrimination and harassment. Actions, words, jokes, or comments based on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic will not be tolerated. Sexual harassment (both overt and subtle) is a form of employee misconduct that is demeaning to another person, undermines the integrity of the employment relationship, and is strictly prohibited.

Sexual Harassment

Unwelcome conduct of a sexual nature in which (1) submission to such conduct is explicitly stated or implied as being a term or condition of an individual's employment; (2) submission to, or

rejection of, such conduct by an individual is used as the basis for any employment decision affecting that individual; or (3) the existence of such conduct is sufficiently severe or pervasive to create an abusive or hostile working environment.

Such conduct, regardless of who commits it, is prohibited. Anyone found to have engaged in sexual harassment will be subject to disciplinary action, including termination. Examples include offensive sexual flirtations; advances or propositions; continued or repeated verbal abuse of a sexual nature; graphic or degrading verbal comments about an individual or their appearance; the display of sexually suggestive objects or pictures; or any other sexually offensive or abusive physical contact or gestures. It is also prohibited to harass, intimidate, or offend others via email, phone, text, tweets, blogs, social networking sites or other such means.

Discriminatory Harassment

Intimidation, ridicule, or insult that (1) unreasonably interferes with an individual's work performance; (2) creates an abusive or hostile work environment; or (3) otherwise adversely affects employment.

This type of discriminatory harassment applies to conduct based on an individual's race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, national origin, marital status, citizenship, genetic information, or military status or any other characteristics protected by law, or that of his or her relatives, friends or associates. It includes actions such as repeated verbal abuse; the circulation of written material that demeans or exhibits hostility or dislike toward an individual or any of the aforementioned groups of persons; or inappropriate jokes or slurs. Such conduct likewise is prohibited and will subject the person engaging in it to disciplinary action up to and including termination.

Complaint Procedure

Any employee who feels that they are being subjected to harassment or retaliation should first make it clear to the individual(s) that such behavior is offensive and unwelcome. Then, if unresolved or the behavior persists, that employee should immediately report the matter to their supervisor, any member of management and/or Human Resources. The Company's policy is to treat any allegations of harassment or retaliation seriously. Allegations of violations of this policy will be investigated in a timely, impartial, and confidential manner. A confidential manner means within the bounds necessary to conduct an effective and thorough investigation and that information will be divulged only on a need-to-know basis. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Notwithstanding the foregoing, employees have the right to discuss their harassment or retaliation complaints, and the Company's investigation and resolution thereof, with any third party.

The Company will take appropriate remedial and disciplinary action whenever it determines that this policy has been violated. Keep in mind that our management team cannot address problems it does not know about. Therefore, please do not hesitate to notify management/Human Resources if you believe you are experiencing harassment, witness harassment of another employee, or are being retaliated against in violation of this policy.

This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to Oakmont Education (such as an outside vendor, visitor, or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as in the field, during business trips, business meetings and Company- related social events.

Responsive Action

All forms of retaliation are strictly prohibited, and all employees will be protected from retaliation for making a good faith complaint or assisting in an investigation concerning allegations of sexual or other discriminatory harassment. Retaliation is generally defined as any adverse employment action taken against an individual who has in good faith reported harassment or discrimination. Responsive action may include, for example, training, referral to counseling, monitoring of the offender and/or disciplinary action such as warnings, reprimands or termination as determined by management. False and malicious complaints and allegations of harassment, discrimination or retaliation will be subject to appropriate disciplinary action.

1-3 DISABILITY AND OTHER ACCOMODATIONS

Oakmont Education is committed to complying with all applicable provisions of the Americans with Disabilities Act and its Amendments (ADA). The Company will make reasonable accommodations for qualified individuals with known disabilities who are able to perform the essential functions of the job, unless doing so would result in an undue hardship on Oakmont Education. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

The Company will not discriminate against a qualified applicant or employee because of a known disability. Under the ADA, a “qualified disability” is a physical or mental impairment that substantially limits a major life activity. Employees with disabilities have equal access to all benefits and privileges of employment that are available to similarly situated employees without disabilities. Individuals with disabilities must make their disability known to the Company so the various reasonable accommodations can be examined.

On receipt of an accommodation request, your supervisor and Human Resources will meet with you to discuss and identify the precise limitations resulting from the disability and the potential accommodation that Oakmont Education might make to help overcome those limitations. Oakmont Education will determine the feasibility of the requested accommodation considering various factors such as the nature and cost of the accommodation and the accommodations’ impact on business operations and safety. Oakmont Education may require medical documentation to substantiate the need for the accommodation. The medical information requested will only pertain to the disability and what the medical practitioner believes are viable options for accommodation. This information is kept confidential.

The ADA permits the Company to suggest alternative accommodation options that are reasonable in light of the medical circumstances (i.e., schedule modification, job transfer, leave

of absence) and does not require that it implement the employee's preferred accommodation. Nor does the law require the Company to provide personal use items (such as eyeglasses, hearing aids, wheelchairs, etc.). An employee or job applicant who has questions regarding this policy should notify Human Resources. All such inquiries or complaints will be treated confidentially to the extent permissible by law.

Employees may also request a reasonable accommodation for religious purposes based on a sincerely held belief or religious practice. Such accommodations will be made unless it creates substantial cost or difficulty on the Company.

Any employees with questions or concerns about unlawful discrimination, harassment or reasonable accommodations should bring these issues to the attention of management or Human Resources immediately. Retaliation against an employee for making a good faith complaint is prohibited. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

1-4 REASONABLE ACCOMMODATIONS FOR PREGNANT WORKERS

As required by the federal Pregnant Workers Fairness Act (PWFA), the Company will provide reasonable accommodations to employees and applicants with limitations related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause undue hardship to Oakmont Education's operations.

An employee or applicant may request an accommodation due to pregnancy, childbirth, or a related medical condition by submitting the request in writing to their supervisor, or human resources (HR). The accommodation request should include an explanation of the pregnancy-related limitations, the accommodation needed and any alternative accommodation(s) that might be reasonable. Depending on the nature of the accommodation, the individual may be requested to submit a statement from a healthcare provider substantiating the need for the accommodation.

Upon receipt of a request for accommodation, HR will contact the employee or applicant to discuss the request and determine if an accommodation is reasonable and can be provided without significant difficulty or expense, i.e., undue hardship. While the reasonableness of each accommodation request will be individually assessed, possible accommodations include allowing the individual to:

- Sit while working.
- Drink water during the workday.
- Receive closer-in parking.
- Have flexible hours.
- Receive additional break time to use the bathroom, eat, and rest.

- Take time off to recover from childbirth.
- Be excused from strenuous activities and/or activities that involve exposure to compounds deemed unsafe during pregnancy.

An employee may request unpaid leave as a reasonable accommodation under this policy; however, the Company will not require an employee to take time off if another reasonable accommodation can be provided that will allow the employee to continue to work without causing undue hardship on Oakmont Education’s operations.

Oakmont Education prohibits any retaliation, harassment, or adverse action due to an individual’s request for an accommodation under this policy or for reporting or participating in an investigation of unlawful discrimination under this policy.

1-5 DRUG FREE WORKPLACE COMPLIANCE

To comply with the federal Drug Free Workplace Act, and to help ensure a safe, healthy, and productive work environment for our employees and others, to protect company property, and to ensure efficient operations, the company has adopted a policy of maintaining a workplace free of drugs and alcohol. Oakmont requires all employees, temporary employees, and subcontractors to report to work without any alcohol or controlled substance includes both illegal drugs and prescription drugs used contrary to a prescription or with an invalid prescription in their systems.

1-6 WORKPLACE VIOLENCE

Oakmont Education is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to Company and personal property.

Prohibited Conduct

All employees, customers, vendors, and business associates must be treated with courtesy and respect at all times. Threats, threatening language or any other acts of aggression or violence made toward or by any Company employee WILL NOT BE TOLERATED. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious, or destructive action undertaken for the purpose of domination or intimidation.

Procedures for Reporting a Threat

All potentially dangerous situations, including threats by co-workers, should be reported immediately to any member of management with whom the employee feels comfortable. Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede our ability to investigate and respond to the complaints. All threats will be promptly investigated. All employees must cooperate with all investigations. No employee will be

subjected to retaliation, intimidation, or disciplinary action as a result of reporting a threat in good faith under this policy.

If the Company determines, after an appropriate good faith investigation, that someone has violated this policy, the Company will take swift and appropriate corrective action.

If an employee is the recipient of a threat made by an outside party, that employee should follow the steps detailed in this section. It is important for us to be aware of any potential danger in our offices. Indeed, we want to take effective measures to protect everyone from the threat of a violent act by an employee or by anyone else.

1-7 WEAPON-FREE WORKPLACE POLICY

For the purposes of this policy, the term “weapon” refers to any implement or object that was designed for the purpose of inflicting harm on another person or which the Company believes is likely to be used to inflict bodily harm against another. This includes: (1) Any form of weapon or explosive; (2) All firearms; and (3) All illegal knives or knives with blades that are more than two inches in length.

This policy prohibits all firearms and other weapons, inside Company buildings, in Company automobiles, at Company customer sites or at Company sponsored events, unless otherwise permitted by law. Employees are prohibited from carrying weapons at any time while working or performing services for Oakmont Education, including on assignment at another location or business.

If an employee is unsure whether an item is covered by this policy, please contact your manager or Human Resources. Employees are responsible for making sure that any item they possess is not prohibited by this policy. Police officers, security guards, and other individuals who have been given consent by the Company to carry a weapon on the property will be allowed to do so.

While the Company has a policy prohibiting weapons, nothing in this policy should be construed as creating any duty or obligation on the part of the Company to take any actions beyond those required of an employer by existing law. Such prohibited conduct can result in termination as well as criminal prosecution.

1-8 WORKPLACE SEARCHES

Company property provided to or used by employee’s remains the property of Oakmont Education and must be maintained and used in an appropriate manner and only for proper work-related purposes. Employees must understand that they cannot have a privacy interest in Company property. The Company has the right to conduct unannounced searches at any time for any of Company facilities or property, including but not limited to, an employee’s work area, desk, file cabinet, lockers, toolboxes and/or any other Company property. Searches of employees and their personal property (i.e., laptop bags, handbags, vehicles, etc.) may be conducted when there is a reasonable suspicion to believe that the employee is in violation of a

Company policy or there is a safety/security/confidentiality issue at stake.

Employees are expected to cooperate in conducting searches. From time to time, Oakmont Education may conduct internal investigations pertaining to security, auditing or work-related matters. Employees are required to cooperate fully with and assist in these investigations if requested to do so.

SECTION 2 – OPERATIONAL POLICIES

2-1 EMPLOYEE CLASSIFICATIONS

For purposes of this handbook, all employees fall within one of the classifications below.

Full-Time Employees - Employees who regularly work at least 40 hours per week who were not hired on a short-term basis.

Part-Time Employees - Employees who regularly work fewer than 40 hours per week who were not hired on a short-term basis.

Short-Term Employees - Employees who were hired for a specific short-term project, or on a short-term freelance, per diem or temporary basis. Short-Term Employees generally are not eligible for Company benefits but are eligible to receive statutory benefits.

In addition to the above classifications, all employees are classified as either exempt or non-exempt employees. The federal Fair Labor Standards Act (FLSA) defines these classifications. Non-exempt employees are entitled to overtime pay for all hours worked over forty (40) hours in the Company's established seven-day workweek. Prior management authorization is required before working overtime. Employees who qualify as being exempt will not receive overtime pay and are not subject to certain deductions to their weekly salary per the FLSA. Any improper deductions to an exempt employee's salary should be reported to Payroll or Human Resources immediately for correction of such error. Employees will be informed of these classifications upon hire and informed of any subsequent changes to the classifications.

2-2 AT-WILL EMPLOYMENT

Employment with Oakmont Education (Oakmont Schools) is on an at-will basis. There are no contracts, you enter employment voluntarily and you are free to resign at any time for any reason or no reason. Similarly, Oakmont Education (Oakmont Schools) is free to conclude its relationship with any employee at any time for any reason or no reason.

Although an employee may or may not work year-around, or be salaried, compensation is referred to as "annualized" meaning that the pay rate is communicated or converted on an annual basis and the employee is paid year-round but this in no means is to be interpreted as an "annual contract". Pay is not prorated across 12 months or the school year. As long as an employee is employed in good standing, they will receive their normal pay, but, if terminated

(voluntarily or involuntarily) pay would cease and no further pay is due to the employee. Employees, regardless of their role (teacher, administrative, etc.) are expected to be available throughout the year, including summer, for training, professional development, meetings, and other purposes on an as needed basis. Unavailability for such events is grounds for disciplinary action.

2-3 OPEN COMMUNICATIONS

Open Door Policy

Oakmont Education promotes an “open door” philosophy of management. By having an open-door policy, we strongly encourage a work culture that is participative, friendly, accessible, and supportive. Oakmont Education values the input of its employees and is committed to maintaining a work environment in which everyone can communicate openly, directly and without fear of retaliation or discrimination.

The Company encourages employees to have open discussions with their managers to communicate their views and concerns. All suggestions and complaints received will be considered and taken seriously. Confidentiality will be maintained where appropriate.

Employees who have complaints about a policy or practice of Oakmont Education or their treatment by any member of Oakmont Education, a visitor or a vendor, are encouraged to contact the appropriate management personnel by following these guidelines:

- If an employee has a job-related problem, question, or complaint, they should first try to discuss it with their director. The simplest, quickest, and most satisfactory solution will often be reached at this level. Your director works closely with you and is interested in seeing that you are treated fairly and properly.
- If the discussion with your director does not answer the question or resolve the matter satisfactorily, or if the employee is not comfortable addressing this issue with their director, the employee may present their complaint to Human Resources. The Human Resources representative will assure a prompt and thorough investigation is completed and will report back to the employee as soon as possible.
- If the employee is not satisfied with the outcome of the investigation or continues to have issues or concerns, they may contact the CEO directly to discuss the matter and seek further resolution.
- If you have a discrimination or harassment complaint, please refer to the EEO and Harassment policies in this Handbook. In such cases, all employees should follow the procedures outlined in those policies.
- Staff members will have messages sent by email in lieu of telephone calls during the student day unless it is an emergency. You may receive an individual mailbox is important to check your mailbox at least once daily. Email must be checked at least on a daily basis and replies made within 24 hours.

It is our goal to resolve problems right away. Minor issues and complaints can quickly escalate if not addressed, facts may become confused, and resentment may build. It is always best to discuss your concerns early and directly, and management will promptly seek resolution.

2-4 ACCESS TO PERSONNEL FILES

Oakmont maintains a personnel (employment) file on each employee. Employees may review their personnel file upon prior written request submitted to Human Resources.

The employee will have access to their personnel file within a reasonable timeframe after receiving the written request. This review may take place only with a Human Resource representative present. Under no circumstances may any employee alter or remove any information from these files without prior authorization. To do so or to attempt to do so may result in the employee's immediate termination.

Medical and payroll records are kept confidential. Per state law, employees may be entitled to their medical and payroll records. Upon request and written authorization, employees may receive copies of such files. For protection of employee information, all I-9 Employment Verification forms are kept separate and apart from all other employee files.

Social Security numbers are highly confidential and legally protected data. Oakmont is committed to protecting the privacy of all employee's social security numbers as it pertains to the collection, maintenance, and dissemination of social security numbers. The Company recognizes that it collects and maintains confidential information related to its employees and is dedicated to ensuring the privacy and proper handling of this information.

The Company maintains personal information that are important to each employee. Employees must be sure to update their information with Payroll whenever they experience such changes as: name; address; telephone number; marital status; birth of a child; change in dependents; withholding exemptions; person to notify in case of emergency; additional education or training.

2-5 TIMEKEEPING PROCEDURES

Non-exempt employees must record the time work begins and ends, including meal breaks as well as the beginning and ending time of any departure from work for any non-work-related reason, using the time keeping system prescribed by management. Time worked includes all time that an employee is required to be performing duties for the Company.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including discharge. Off-the-clock work is strictly prohibited. If you are asked or encouraged to work off-the-clock hours, you must report that immediately to your supervisor or Human Resources.

Any errors in an employee's time record should be reported immediately to a supervisor, who will attempt to correct legitimate errors.

2-6 OVERTIME

Like most successful companies, we experience periods of high activity. During these busy periods, additional work may be required from all of us. Supervisors are responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide employees with adequate advance notice in such situations.

Any non-exempt employee who works overtime will be compensated at the rate of one and one-half times (1.5) their regular rate of pay for all time worked in excess of forty (40) hours each week, unless otherwise required by law.

Employees may work overtime only with prior management authorization.

For purposes of calculating overtime for non-exempt employees, the workweek begins Monday and goes through Sunday.

2-7 WORKING HOURS AND SCHEDULE

Employees will be assigned a work schedule and will be expected to begin and end work according to the schedule. Regular, reliable, and predictable attendance is an essential function of every position. To accommodate the needs of our business, at some point we may need to change individual work schedules on either a short-term or long-term basis.

2-8 ATTENDANCE AND PUNCTUALITY

Regular and prompt attendance is your individual responsibility and is essential to the efficiency and success of our schools. Absenteeism and/or tardiness disrupt work schedules and tend to place a burden on your co-workers who may have to assume your assignments. There may be times, of course, when illness or other bona fide reasons make it impossible for you to report to work.

While it is important that absenteeism and tardiness be kept to a minimum, it is equally important and your responsibility to timely provide the reason for your absence or tardiness and when you expect to return to work before you miss your scheduled workday. This information is to be discussed at the time of your request and is essential for determining approval or disapproval.

2-9 LUNCH

Teachers **ARE NOT** able to participate in our food program. Teachers and staff can take lunch for up to 45 minutes during student's lunch break. Most schools flex the lunch times to ensure student coverage. Ex: Teacher takes lunch from 11:30-12:15 while administrative staff cover lunch. Administrators takes lunch after 12:15 once teachers have returned and second session has started.

2-10 LACTATION/BREASTFEEDING BREAKS

As part of our family-friendly policies and benefits, Oakmont Education supports breastfeeding mothers by accommodating the mother who wishes to express breast milk during her workday when separated from her newborn child.

For up to one (1) year after the child's birth, any employee who is breastfeeding her child will be provided reasonable break times to express breast milk for her baby. Any breast milk stored in the refrigerator must be labeled with the name of the employee and the date of expressing the breast milk. Any nonconforming products stored in the refrigerator may be disposed of. Employees storing milk in the refrigerator assume all responsibility for the safety of the milk and the risk of harm for any reason, including improper storage, refrigeration, and tampering. Employees who work offsite or in other locations will be accommodated with a private area as necessary.

Breaks of more than 20 minutes in length will be unpaid, and the employee should indicate this break period on her time record.

2-11 PAYDAYS

Employees will be paid on the fifteenth and the last day of each month. If a payday falls on a weekend, Saturday, and Sunday dates, they will be paid on the Friday prior to the weekend. Should that Monday be a banking holiday the pay day will revert to the previous Friday. The end of the month pay date will always fall on the last business day of the month.

Direct deposit is mandatory.

2-12 YOUR PAYCHECK

The law requires that Oakmont Education make certain deductions from every employee's compensation. Among these are applicable federal, state and local income taxes. Oakmont Education also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security wage base. Pay setoffs are pay deductions taken by the Company to help satisfy a garnishment order, child support or other obligation as it pertains to the appropriate legal court orders as presented to the Company. Deductions from wages may also occur when specifically authorized by the employees.

Exempt employees are paid on a salary basis and, in general, must be paid their full salary, minus legally mandated or voluntarily approved deductions, for any week in which they perform any work. Some exceptions apply, such as when an employee is absent for one (1) or more full days due to certain personal reasons, sickness, or disability; if the employee violates a safety rule of major significance; when the employee works less than 40 hours during the first and last week of employment; etc.

If any employee believes that their wages or salary have been subject to an improper deduction, the employee should immediately report the deduction to Payroll and Human Resources. If an

improper deduction is determined to have been made, the Company will reimburse the employee and will take steps to prevent future occurrences. Oakmont Education is strongly committed to avoiding improper deductions and to correcting any situation where one mistakenly occurs. If you have questions concerning why deductions were made from your paycheck or how they were calculated, Human Resources or Payroll can assist in having your questions answered.

SECTION 3 – BENEFITS

3-1 GROUP INSURANCE PLAN

Oakmont provides benefits to its employees so that you and your family can enjoy a better way of life. The descriptions of the insurance and other plan benefits merely highlight certain aspects of the applicable plans for general information only. The details of those plans are spelled out in the official plan documents, which are available for review upon request from Human Resources. Additionally, the provisions of the plans, including eligibility and benefits provisions, are summarized in the summary plan descriptions ("SPDs") for the plans (which may be revised from time to time). In the determination of benefits and all other matters under each plan, the terms of the official plan documents shall govern over the language of any descriptions of the plans, including the SPDs and this handbook.

Further, Oakmont Education (including the officers and administrators who are responsible for administering the plans) retains full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans and all issues concerning benefit terms, eligibility and entitlement.

All new full-time employees are eligible to enroll in the insurance benefits, upon hire.

Eligible employees are provided a wide range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law

The following benefit programs may be available to eligible employees:

- Medical
- Dental
- Vision
- Voluntary Life Insurance
- Voluntary Short-Term Disability
- Voluntary Long Term Disability

Oakmont Education reserves the right to modify its benefits at any time. We will keep you informed of any changes.

3-2 PAID TIME OFF

Paid time Off (PTO) leave is earned as follows:

School	Amount of PTO
DOR	15 days (120 hours)
Forrester	8 days (64 hours)
Westwood Administrators	15 days (120 hours)
Westwood Teachers	8 days (64 hours)
Oakmont Office	15 days (120 hours)

Instructional Staff:

- One half of PTO is earned on September 15th for all employees who begin work at the beginning of the school year. The second half is earned the following February 15th. Except for all employees hired after the beginning of the school year. PTO will be prorated based on your date of hire.

Non-Instructional Staff:

- One half of PTO is earned on September 15th for all employees who begin work at the beginning of the school year. The second half is earned the following February 15th. For all employees hired after the beginning of the school year PTO will be prorated based on your date of hire.

Other Information:

- PTO may only be taken in whole hours up to 8 hours a day.
- A maximum of thirty (30) days of unused PTO days CAN be accrued, at all times.
- Oakmont Education LLC will buy out PTO in June of every year for active employees. Employees can buy out up to 10 days at \$50 a day. All forms must be approved by your Director and HR before these funds are disbursed. However, if an employee is terminated/resigns/separated any unused PTO will not be paid out.
- No more than (5) PTO days can be taken concurrently and ALL requests for Paid Time Off (except emergency and illness) must be approved in advance. All employees must notify their supervisor as soon as possible if they plan to use a PTO day due to emergency or illness. FMLA leave is excluded from the 5-day PTO restriction.
- Scheduled absences must be approved/authorized by the site director.
- Any unauthorized absences over 2 (two) days require a doctor's excuse.
- Please note that any employee on administrative leave may be paid based on management approval.

To assure business needs are met, employees should plan in advance whenever possible, requests for PTO greater than 3 days must be requested 2 weeks prior to the dates. For 1 or 2-days PTO, requests must be submitted no later than 48 hours prior to dates. Requests for PTO time must be submitted to the employee's immediate manager or supervisor in writing (Ease HR) and the request will be approved or declined depending on business circumstances and staffing needs. Every effort will be made to grant the employee's vacation preference, consistent with

our operating schedule.

Those employees who request time off first will have priority over those who do not give as much advance notice. Seniority is often a determining factor in the event of more than one request.

Paid time off is paid at the employee's base pay rate at the time of vacation. It does not include overtime or any special forms of compensation such as incentives, commissions, or bonuses. For the purposes of determining overtime, PTO is paid as straight time, and is not part of any overtime calculations.

In the event an employee has been absent for two consecutive days or more because of illness or injury, documentation from a treating physician that permits the associate to return to work will need to be provided to Human Resources before you may return to work. Any employee that has been absent for three consecutive workdays without notifying the company, will be considered to have voluntarily resigned from the Company.

Once an employee exercises all their PTO, they will not be permitted to take unpaid time off unless it is a pre-approved leave of absence.

If an employee on payroll is out of work due to a workers compensation claim it is Oakmont's policy to pay the employee for the date of injury; PTO is, then used until fully depleted. At that point the company will pay the next 5 business days less replacement/sub cost. Thereafter workers compensation insurance will cover lost wages according to the state law and policy maximums which **typically** represent about 2/3 of an employee's weekly wages. This is our best means to replace the maximum amount of an injured employee's wages.

BLOCK OUT DAYS FOR PTO

No leave will be given during the following dates unless prior approval is given by the site director.

- The first two weeks of school opening.
- The last two weeks of school closing.
- Designated weeks of state assessment.
- Additional days concurrent to already scheduled Holidays

3-3 WORKERS' COMPENSATION

Employees are covered by workers' compensation insurance provided by the Company and based on state law and regulations. If employees have an on-the-job injury or illness, no matter how slight, they should report the incident immediately to their supervisor. Failure to follow Company procedures may affect the ability of the employee to receive Workers Compensation benefits.

This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

3-4 JURY DUTY

Oakmont Education realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

Employees on jury duty leave will be paid for their jury duty service in accordance with state law.

3-5 BEREAVEMENT LEAVE

We know the death of a family member is a time when employees wish to be with their families. Employees who wish to take time off due to the death of an immediate family member should notify their supervisor immediately.

Paid bereavement leave will be provided to eligible employees in the following classification(s):
Regular full-time employees.

Death of immediate family member (spouse, child, mother, father, sister, brother)	5 days
Death of extended family member (in-law, grandparent, aunt, uncle, or extended family member)	3 days

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses.

Bereavement leave will normally be granted unless there are unusual business needs or staffing requirements. Employees may, with their supervisors' approval, use any available PTO for additional time off as necessary.

Special consideration will also be given to any other person whose association with the employee was similar to any of the above relationships. In administering this policy, the Company may require verification of death.

Oakmont Education LLC understands the incredible impact that a death can have on an individual and family. Please reach out to your director or HR to discuss if additional time is needed.

SECTION 4 – LEAVE OF ABSENCE

4-1 MILITARY LEAVE

An unpaid military leave of absence may be available to employees who are absent from work because of military service in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA) and other applicable federal, state, and local laws.

Covered uniformed service includes, but may not be limited to, active duty, active duty for training, inactive duty training (such as drills), initial active duty for training, full-time National Guard duty, funeral honors duty performed by National Guard and reserve members, the period for which a person is absent for the purpose of an examination to determine fitness to perform any such duty, some emergency preparedness activities, assemblies, and service schools. Employees with service obligations must notify their supervisors or managers in advance of their military duties, unless military necessity prevents such notice, or it is otherwise impossible or unreasonable.

With exceptions as provided by law, qualifying employees are entitled to job reinstatement upon completion of military service, without a loss of seniority, and may participate in all Company insurance and benefits. The employee must meet certain requirements and qualifications, and they must apply for reinstatement within the timeframe required by law, which may vary based upon the type and length of military service. Please speak to your manager or supervisor and human resources if you need to request any type of Leave of Absence.

4-2 FAMILY AND MEDICAL LEAVE

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact the Head of Human Resources.

I. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," an employee must: 1) have been employed by the Company for at least 12 months (which need not be consecutive); 2) have been employed by the Company for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

II. Entitlements

As described below, the FMLA provides eligible employees with a right to leave, health insurance benefits and, with some limited exceptions, job restoration.

A. Basic FMLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period measured backward from the date an employee uses any FMLA leave. Under the “rolling” 12-month period, each time an employee takes FMLA leave, the remaining leave entitlement would be the balance of the 12 weeks which has not been used during the immediately preceding 12 months. Leave may be taken for anyone, or for a combination, of the following reasons:

- To care for the employee's child after birth or placement for adoption or foster care.
- To care for the employee's spouse, son, daughter, or parent (but not in-law) who has a serious health condition.
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or
- Because of any qualifying exigency arising out of the fact that an employee's spouse, son, daughter, or parent is a military member on covered active duty or called to covered active-duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces for deployment to a foreign country in support of contingency operation or Regular Armed Forces for deployment to a foreign country.

A serious health condition is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a covered servicemember is entitled to take up to 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12-

month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "covered servicemember" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." Covered servicemembers also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA leave usually will be taken for a period of consecutive days, weeks, or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember. Qualifying exigencies leave also may be taken on an intermittent basis.

D. No Work While on Leave

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate discharge, to the extent permitted by law.

E. Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued to work.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause the Company substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The Company will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

G. Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the Company telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of 1) their rights and responsibilities in connection with such leave; 2) Company's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The Company may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the Company's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, the Company and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify the Company of their need for FMLA leave. The following describes the content and timing of such employee notices.

1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform the Head of Human Resources of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically or explaining the reasons for leave so as to allow the Company to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency caused by a military member being on covered active duty or called to covered active-duty status to a foreign country; or
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the Company's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When

employees seek leave due to FMLA-qualifying reasons for which the Company has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the Company notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the Company and make a reasonable effort to schedule treatment so as not to unduly disrupt the Company's operations, subject to the approval of an employee's health care provider. Employees must consult with the Company prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the Company and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the Company may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, the Company may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the Company of the reason why such leave is medically necessary. In such instances, the Company and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the Company's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an initial certification, a recertification,

and a return to work/fitness for duty certification.

It is the employee's responsibility to provide the Company with timely, complete and sufficient medical certifications. Whenever the Company requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the Company's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The Company will inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The Company will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the Company (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the Company with authorization allowing it to clarify or authenticate certifications with health care providers, the Company may deny FMLA leave if certifications are unclear.

Whenever the Company deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the Company has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the Company's expense. If the opinions of the initial and second health care providers differ, the Company may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the Company and the employee.

2. Medical Recertification

Depending on the circumstances and duration of FMLA leave, the Company may require employees to provide recertification of medical conditions giving rise to the need for leave. The Company will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work

from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the Company with medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The Company may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the covered active duty or call to covered active duty status of a military member, the Company may require employees to provide: 1) a copy of the military member's active duty orders or other documentation issued by the military indicating the military member is on covered active duty or call to covered active duty status and the dates of the military member's covered active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active-duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different covered active duty or call to covered active-duty status of the same or a different military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the Company may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the Company may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Substitute Paid Leave for Unpaid FMLA Leave

Employees must use any accrued paid time while taking unpaid FMLA leave.

The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leave and the paid time will run concurrently with an employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement. Upon written request, the Company will allow employees to use accrued paid time to supplement any paid disability benefits.

F. Pay Employee's Share of Health Insurance Premiums

During FMLA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. Unless the Company notifies employees of other arrangements, whenever employees are receiving pay from the Company during FMLA leave, the Company will deduct the employee portion of the group health plan premium from

the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a method determined by the Company upon leave.

The Company's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the Company will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the Company for the cost of the premiums the Company paid for maintaining coverage during their unpaid FMLA leave.

IV. Exemption for Highly Compensated Employees

The Company may choose not to return highly compensated employees (highest paid 10% of employees at a worksite or within 75 miles of that worksite) to their former or equivalent positions following a leave if restoration of employment will cause substantial economic injury to the Company. (This fact-specific determination will be made by the Company on a case-by-case basis.) The Company will notify employees if they qualify as a "highly compensated," if the Company intends to deny reinstatement, and of an employee's rights in such instances.

V. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact Human Resources. The Company is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact Human Resources immediately. The Company will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

VI. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult the Company's other leave policies in this handbook or contact Human Resources.

SECTION 5 – GENERAL STANDARD OF CONDUCT

5-1 PERFORMANCE STANDARDS

The people at Oakmont constitute the greatest strength of our school. It is our belief that most will perform consistently at a high level.

On the rare occasion when someone fails to perform to reasonable standards, not including misconduct, it is our policy to encourage constructive guidance, instruction, and feedback as a first resort in most cases. When possible, corrective action, as described below, is generally used to improve conduct and performance issues prior to termination. However, there may be situations that warrant immediate discharge if management deems it appropriate based on the severity of the situation. No rule can be written to cover all offenses or violations that may be cause for taking corrective action. The degree of discipline will be based on the circumstances and the team member's previous record.

Misconduct

For certain acts of dishonesty or misconduct, discharge may be the appropriate measure, without regard to progressive disciplinary steps. The following are examples of the events that would be cause for immediate discharge:

- Obtaining employment on the basis of false or misleading information
- Violation of Oakmont's Drug and Alcohol-Free Workplace Policy;
- Verbal or physical threats of any nature against the school and/or its representatives, parents or students;
- Fighting, threatening, or disrupting the work of others or other violations of Oakmont's Workplace Violence Policy;
- Gambling on school property
- Providing false information or omitting important information on school records;
- Unauthorized removal or attempted removal of school property;
- Intentional damage to property or product;
- Negligent or unruly behavior or allowing negligent or unruly behavior resulting in property damage or personal injury;
- Possession of weapons on Oakmont property;
- Walking off the job without a valid reason;
- Failure to return in a timely fashion from an approved leave of absence without a valid reason;
- Being employed elsewhere, while on leave, without prior approval;
- Sleeping during classroom time;
- Performing work of a personal nature during working time that interferes with the performance of essential job duties;
- Willful or repeated violation of the safety rules or work practices at Oakmont;
- Violation of the Solicitation and Distribution Policy.
- Violation of Harassment or Equal Employment Opportunity Policies.
- Violation of the Communication and Computer Systems Policy.
- Violation of Social Media Policy.

- Insubordination.
- Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness, or unexcused absences.
- Failure to maintain all necessary certificates and licensing needed for his or her position.
- It is company policy that all arrests or convictions must be self-reported to your supervisor within a 48-hour period. Failure to self-report is grounds for immediate dismissal.

These examples are not all inclusive. We emphasize that discharge decisions are within the sole discretion of the Company and will be based on an assessment of all relevant factors.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

5-2 PROGRESSIVE DISCIPLINE

Every employee is expected to be aware of and abide by existing Company rules and policies. Employees also have the responsibility to perform their duties to the best of their ability. Generally, Oakmont Education attempts to provide employees who do not comply with policies or exhibit unsatisfactory performance an opportunity to correct and improve. In some cases, employee issues may be addressed informally, but when formal corrective or disciplinary action is justified, the Company reserves the right to decide the form and manner of such action. Verbal counseling and coaching, written warnings, probationary action, demotion or transfer, suspension, and discharge are examples of corrective and disciplinary action.

There may be certain situations or behaviors that are too serious and/or egregious to follow a progressive approach and may result in immediate termination of employment. Some of the factors that may be considered include whether the offense is repeated despite coaching or counseling, the employee's work record and employment history, and the impact the conduct or performance issues have on the Company.

At all times, management reserves the right to determine what corrective measures or disciplinary action needs to be taken to effectively and reasonably deal with a problematic employment situation or violation of Company policy.

5-3 ANNUAL EVALUATION

Each staff member will participate in an annual evaluation, conducted by the Director.

An evaluation may also be conducted at the end of the orientation period, in the event of a promotion or change in duties and responsibilities, or at any time management would like the opportunity to assess an employee's performance and provide feedback. During an evaluation meeting, your manager will discuss job performance and set or evaluate progress towards goals and objectives. The meeting should be open and candid, offering both positive and constructive feedback. Employees also should have the opportunity to ask question and give feedback to their

directors. Additionally, the director may document performance issues and recommend possible changes in job duties or positions.

An evaluation is not necessarily linked with a wage or salary adjustment. The goal of the annual evaluation is to gauge each employee's performance as compared to Company standards and provide helpful feedback for improvement, recognize strengths, and offer guidance on expectations and overall goals.

5-4 SMOKING

In keeping with Oakmont's intent to provide a safe and healthy work environment, smoking and the use of tobacco products including Smokeless Tobacco, Electronic Cigarettes and Vaporizers is prohibited throughout the workplace. This policy applies equally to all employees, and visitors. Ohio law also has a smoking ban which prohibits smoking in places of employment. Furthermore, no tobacco use is permitted on the school grounds. Employees who violate this policy will be subject to disciplinary action.

5-5 CLASS MOVEMENT

Teachers must supervise their classroom and hallways. Teachers are expected to assist administration in monitoring all areas of the school during class breaks, including the bathrooms and common areas.

5-6 DAILY CLASS ATTENDANCE

Each teacher is responsible for maintaining daily class attendance. Attendance will need to be entered electronically. Patterns of non-attendance for students need to be discussed with parents and guidance.

5-7 FIELD TRIPS

Field trips should be approved by administration in advance of detailed planning. Field trips within the county are planned by individual teachers as an outgrowth of classroom activities. Some require bus transportation and others can be walking trips from the school campus. It is the teacher's responsibility to know and follow field trip guidelines.

5-8 FUND RAISING

All fund-raising activities for clubs or extra-curricular activities must be pre-approved in writing, by the administration. Teachers or other staff responsible for fund-raising activities must turn in all monies collected to the office on a daily basis after it has been counted, confirmed and logged on the appropriate ledger/spreadsheet. Monies should never be left unsecured in a classroom or desk overnight.

5-9 KEY CONTROL

Teachers are responsible for maintaining the security of the keys they are assigned. Not following key policy can be grounds for disciplinary action up to and including termination:

- The Director is responsible for overseeing key control policies including issuance, use, duplication, and return.
- All unassigned keys are to be kept in a sturdy locked cabinet. A record will be kept showing the issuance and return of every key, including name of user, date, and time so that is immediately apparent who has a key to any given lock.
- Office keys are restricted to need only and approved by the Director.
- A code system for each lock and its key that is not obvious will be used so that “found” keys are not obvious as to their use. Keys will be stamped or marked with this code.
- Alarm keys are separately marked and coded and limited to control by the Director.
- Periodic inspections will be made to assure employees possess the keys they are assigned and that none are lost.
- Keys will never be left unguarded. Example, remove filing cabinet keys from their locks after opening cabinets and place them in a secure location.
- Unauthorized duplication of any key may be cause for dismissal and all keys should be marked “Do not duplicate” to prevent legitimate locksmiths from making copies without authorization. Authorization comes from the Director.
- Upon separation all keys will be returned to the Director before leaving the premises.
- Change of the key cylinder of all locks affected when employees separate for cause or when keys are not surrendered immediately.
- Immediate reporting of lost or stolen keys is mandatory. If a key is lost or stolen, its lock should immediately be replaced or re-keyed.

Change of the key cylinder of any lock is at the discretion of the Director with approval from management.

5-10 ADMINISTERING MEDICATION

The administering or dispensing of any medicines (including non-prescription medication) to students by employees of Oakmont without specific written authorization by the parents and physician of the student is forbidden. If it is absolutely necessary that the child take any medication while he/she is in school, the parent must sign an authorization form and have the form completed by their physician. Please obtain this form in the school office. The medication will be kept in the office and will be administered by office personnel trained to administer such medication. A parent may also choose to come to school and administer medication.

5-11 STUDENT NON-FRATERNIZATION POLICY

DEFINITIONS

(a.) Staff: Staff is defined as the following:

1. any individual employed by the School, including any student teachers,

- teachers, practicum students, fieldwork students, and volunteers;
- 2. employees of contractors or agencies and independent contractors;
- (b) Student: Student is defined as any individual enrolled in the School.

Oakmont expects all staff members, including teachers, coaches, counselors, administrators, board members, support staff and others, to maintain the highest professional, moral and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

All school staff are expected to accept responsibility for their conduct, and to understand that their conduct may be regarded as representative of the entire Oakmont, and that even off-duty conduct may adversely affect the abilities of a staff member to effectively perform his/her job duties. Staff is expected to abide by a professional standard of conduct and model good citizenship for students, parents, and the community.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in an educational setting; and consistent with the educational mission of the schools. Even if a student participates willingly in an activity, prohibited interactions between staff and students (regardless of the student's age) are a violation of this policy.

Specifically, Oakmont expects that its staff maintain appropriate professional relationships with students in particular, and any youth in general, and be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Employees must understand that even an appearance of inappropriate relationships will adversely impact their effectiveness in the school environment. Therefore, employees must be diligent in maintaining the highest ethical standards when interacting with youth both inside and outside the school environment and are strictly prohibited from forming such personal relationships with students outside the classroom.

PROHIBITED CONDUCT

Staff is prohibited from engaging in any of the following types of prohibited conduct, regardless of whether the conduct occurs on or off school property or during or outside of school hours. The following list of prohibited conduct does not, and is not intended to, constitute the entire list of conduct for which discipline may be imposed:

- (a.) Engaging in any romantic or sexual acts or relationships with students, including dating, flirting, sexual contact, inappropriate physical displays of affection, or sexually suggestive comments between staff and students, regardless of whether staff or student initiates the behavior, whether the relationship is consensual, or whether the student has parental permission;
- (b.) Fostering, encouraging, or participating in inappropriate emotionally or socially intimate relationships with students in which the relationship is outside the bounds

- of the reasonable, professional staff-student relationship and in which the relationship could reasonably cause a student to view the staff person as more than a teacher, administrator, or advisor;
- (c.) Initiating or continuing communications with students for reasons unrelated to any appropriate purpose, including oral or written communication; telephone calls; electronic communication such as texting, instant messaging, email, chat rooms, Facebook, or other social networking sites; webcams; or photographs, Electronic and online communications with students, including those through personal accounts, should be accessible to supervisors and professional in content and tone;
 - (d.) Socializing with students outside of class time for reasons unrelated to any appropriate purpose;
 - (e.) Providing alcohol (regardless of age) or drugs – either prescription or illegal (except for those provided in accordance with district policy on medication administration) – to students.
 - (f.) Transporting a student for any reason from any location including trips from school to a students’ home or from a students’ home to school or any other transportation for any reason is strictly forbidden.

REPORTING PROCEDURES

- (a.) **Duty to Report** Any person with knowledge or suspicion of an improper relationship between staff and a student must immediately report the conduct to school administration. Nothing in this paragraph is intended to relieve mandated reporters of their obligations under state and local statutes.
- (b.) **Protection from Retaliation** Staff who makes a good-faith report of a suspected fraternization violation, or who cooperates in inquiries or investigations related to the investigation of such a report, shall be protected from retaliation.

SANCTIONS

- (a.) **Discipline** Oakmont will take appropriate disciplinary action, up to and including dismissal, against any staff found to have violated this non-fraternization policy.
- (a.) **Report Procedures** Reports of suspected fraternization violations by represented staff shall follow the procedures set forth in accordance with the appropriate disciplinary policies

5-12 ANTI-NEPOTISM/FRATERNIZATION FOR STAFF

Oakmont Education may hire or consider other employment actions concerning relatives of persons currently employed if: a) candidates for employment will not be working directly for or supervising a relative, and b) candidates for employment will not occupy a position in the same line of authority in which employees can initiate or participate in decisions involving a direct benefit to the relative. Such decisions include hiring, retention, transfer, promotion, wages and leave requests. This policy applies to all current employees and candidates for employment.

Scope

Close relatives, partners, those in a dating relationship or members of the same household may not be permitted to be in positions that have a reporting responsibility to each other. Close relatives are defined as the following: husband, wife, father, mother, father-in-law, mother-in-law, grandfather, grandmother, son, son-in-law, daughter, daughter-in-law, uncle, aunt, nephew, niece, brother, sister, brother-in-law, sister-in-law, step relatives and cousins.

Procedure

Individuals may not be hired or promoted into a position that would create a conflict in Oakmont Education policy. If employees begin a dating relationship or become relatives, partners, or members of the same household, and one party is in a supervisory position, that person is required to inform management and human resources of the relationship. The employees will have the chance to resolve the situation on their own. If the employees do not resolve the situation on their own by means acceptable to Oakmont Education, such as a transfer or employment outside the company, the employees' supervisors will work with human resources to determine the most appropriate action for the specific situation. This may include transfer or, if necessary, termination of one of the employees.

If there is a situation where an action of Oakmont Education, such as reduction in force, results in an involuntary circumstance in which two relatives, partners or members of the same household may be reporting to each other, one of the employees may be reassigned within a reasonable timeframe. During that time, the supervisory employee will not have involvement or direct input in the employment decisions of the other employee.

Oakmont Education reserves the right to apply this policy to situations where there is a conflict or the potential for conflict because of the relationship between employees, even if no direct reporting relationship or authority is involved. In these situations, Oakmont Education will reassign one of the employees.

Any exceptions to this policy must be approved by the President and Human Resources. Written justification for the exception must be submitted to HR prior to any employment decisions.

5-13 REIMBURSEMENTS

Any reasonable and proper purchases made by an individual for school benefit may be eligible for reimbursement. Any purchase submitted for reimbursement must be pre-approved by administration.

5-14 REPLACEMENT OF PERSONAL OR OAKMONT PROPERTY

All employees are expected to respect the property of others, including Oakmont property. Oakmont property includes the school, its classrooms and its equipment, office or school supplies and or services, postage, tools, equipment, misuse of telephones, etc. Use or theft of Oakmont property and/or services without proper authorization will result in disciplinary action being

taken, up to and including discharge.

All incidents of theft or damage involving personal, or Oakmont property should be reported to the director. To prevent theft, it is very important that all employees make sure they secure all equipment at the end of their regular day. The employee will bear the responsibility of replacing any lost or stolen items that are under their responsibility.

Oakmont is not responsible for lost, stolen, or misplaced personal items. Each classroom has a lockbox for your personal items. It is the employee's responsibility to provide necessary security for his or her own personal items. Any theft should be reported to the director. Under no circumstances will Oakmont make reimbursement for lost or damaged personal items.

5-15 REPORTING CHILD ABUSE

All cases of child abuse, suspected or confirmed, must be reported to the appropriate state agency immediately.

5-16 SAFETY & EMERGENCY PROCEDURES

Each Oakmont employee is responsible for reading, understanding, and following all safety and emergency plans.

At Oakmont, we will attain and sustain safety excellence in the operation of our facilities. The protection of each member of our team, our customers, our environment, and the citizens of the community in which we do business is our primary objective. All injuries and illnesses are preventable. We will not compromise accident and injury prevention for any reason. Team members at Oakmont are responsible for preventing injuries and illnesses and must recognize and accept that working safely is a condition of employment.

5-17 CELL PHONE USE INCLUDING TEXTING AND EMAILS WHILE DRIVING

This policy applies to all Oakmont employees. Oakmont advocates safe and responsible driving habits. This includes not only adherence to traffic laws, speed limits, and use of seat belts, but also to limiting distractions while operating a motor vehicle through the use of cell phones and other hand-held electronic devices.

For purposes of this policy, "hand-held electronic devices" includes but is not limited to, wireless phones, computers, tablets, iPad, online email, pagers, palm pilots, pda's, and any other communication device. The use of cell phones and other hand-held electronic devices is prohibited while operating a motor vehicle and should only be utilized as set forth herein.

In order to further foster a safe driving environment and to protect the welfare not only of our employees, but other persons whose safety could be jeopardized by distracted driving, the following policy has been adopted.

Oakmont employees are prohibited from using text messaging, email or any similar form of electronic communication while operating a motor vehicle on Oakmont business or on the campus of an Oakmont school.

Oakmont employees are prohibited to communicate from using a cell phone while operating a motor vehicle on Oakmont business or on the campus of Oakmont, unless using hands free features.

The only exception to the above prohibitions is an emergency call placed to a Public Safety Department and/or 911 for situations such as a fire, traffic accident, road hazard or medical emergency. In such cases, the communication should be as short as reasonably necessary to communicate the nature of the emergency, location, etc.

Oakmont employees must adhere to the following behaviors and safety precautions while operating a motor vehicle:

Attempt to make all calls or other communications before departing on a trip or after arriving at your destination. Pull off the road to a safe location before making or returning cell phone calls or any form of electronic communication. Avoid the use of cell phones in hazardous conditions due to weather, road conditions or otherwise.

5-18 CELL PHONES AND MOBILE DEVICES

Cellphones must remain in the employee's personal belongings during work hours. Personal cell phone use during work hours should not interfere with productivity or impact job performance. Cell phones must be turned off or set to silent mode during work hours, in work meetings, or in other locations where incoming calls may interfere with productivity or impact job performance.

Cameras and Video Use:

In certain situations, using the camera function or taking any pictures with a device may put confidential student information and student privacy at risk in violation of the Family Educational Rights and Privacy Act (FERPA). Therefore, employees may take pictures and videos of students only with the advance, express approval of management and the parents of the students (or the students themselves if eighteen years old or older).

If photos or videos of students are taken with prior consent, this information must be safeguarded, secured, and deleted when no longer relevant.

5-19 ROBBERY PREVENTION

Robbery is a crime against your person rather than against your property. If someone breaks into your home or business and takes property from the premises, the crime is called a burglary.

However, if you are confronted by an individual on the street or in your home, car or business

and force is used or threatened against you, you have become the victim of a robbery.

When to Call Emergency and Non-Emergency Numbers

It is important to know how to identify and report crimes and suspicious activity.

The following are guidelines for deciding whether an incident is an emergency or non-emergency, and if it should be reported to emergency (9-1-1) or non-emergency number(s), as soon as possible.

Call emergency 9-1-1 when:

- A crime is in progress.
- A situation is about to escalate into an emergency (endangering health, life or property)
- A crime has just occurred (especially if you can describe the suspect and the direction in which he or she fled)

Call the non-emergency number when:

- Your school was burglarized last night
- You need to add additional information to a report you made previously

Non-emergency numbers can be accessed 24-hours a day for non-emergency policy help and leaves the 9-1-1 lines available for true emergencies. When dialing non-emergency number(s) you may go into a voicemail system. By selecting the correct options, you will be able to speak to an operator.

Some suspicious activity may not be obvious, and what is considered suspicious activity in one building may be common in another. Keep in mind that behavior or activity that is not normal for your building could be an indication that a crime is about to happen.

Watch for people wandering or who appear to be “lost”, trying to open closed doors or who just do not belong in your building. Not everyone you do not recognize is a threat but maintaining proper building access with visible passes is essential to safety.

Solicitation by employees or any other third parties, is against Company policy and no one should be given access to your building for solicitation or sales purposes.

Response to Robbery and Other Crimes

- **Remain calm.** Most robbers do not wish to harm their victims. They are only interested in getting money or property. The calmer you are, the less change there is of the robber becoming agitated or dangerous. This also increases your chances of getting a more accurate description of the robber and being of great assistance in the robber’s apprehension.
- **Do not argue, fight, surprise or attempt to use weapons against an offender or robber.** He has already taken a major risk by entering the premises and is usually as frightened as you are. Because of this, additional provocation on your part could make the situation worse. Therefore, give the robber exactly what he or she wants

- and do it quickly. Don't take unnecessary chances with your life.
- **While you should cooperate with robbers, don't volunteer any assistance.** Don't give more than what is specifically asked for.
 - **Activate silent alarms or other security devices if you can do this without detection.**
 - **Watch the robber's hands.** If the robber is not wearing any gloves, anything he touches might leave good fingerprints.
 - **Be systematic in your observations.** Look the robber over carefully. Mentally note as many details as possible until you can write them down. Compare the robber with yourself. Is he taller, heavier, older....and so on.
 - **Notice the type and description of any weapons used.** Glance at the weapon only long enough to identify it. Look at the robber from then on. Make no sudden moves and don't be heroic.
 - **If it can be done safely, observe the direction the thief takes in leaving the scene.** Where a vehicle is involved, concentrate on the make, model, year, color, license plate number and issuing state.

After the Robbery

- **Telephone police immediately.** If you act quickly, police might be able to catch the suspect and recover any stolen items. When you dial 9-1-1, the procedure is always the same. You will be asked if your emergency involves police, fire or medical. Request police. Then briefly indicate to the call taker what the problem is, when it happened, where you are, who did it, who needs help and whether there were injuries or weapons involved. Remember to stay on the phone with the emergency call taker. After calling the police, keep your telephone line clear until the police arrive. The officers may need to call you.
- **Lock all doors and allow no one in.** Ask witnesses to remain on the premises until police arrive. Do not touch anything the robber may have touched.
- **Do not discuss what happened with other witnesses.** Your own impressions should be kept untainted until you have talked with authorities.
- **Write out everything about your incident-suspect-vehicle description while waiting for police to arrive.** The responding officer will want this information immediately to broadcast to other police cars on the area. Be as complete as possible. If a voice recorder is available, use it to preserve your first impressions.
- **Finally, remember that robbery response strategies require planning and coordination between employees and management.** Give some thought to how you might react in a robbery situation and discuss your concerns with co-workers and employers. Common sense, caution and adherence to established policies and procedures can reduce the amount of items stolen and minimize the chance for injury and loss of life.

5-20 SEVERE WEATHER INFORMATION

Each Oakmont school will follow the same instructions as their local district in case of severe weather emergencies. Directors will notify staff if school will be closed early in the morning via text, phone and send an email. They will also use BrightArrow to do an all call to staff and students if school is closed. If school is closed due to weather, it is reported to local news

channels.

It is also important that Parents and staff watch the local news for information about district school closings.

5-21 SOCIAL SECURITY

All employees are covered under the provisions of the Federal Insurance Contributions Act (FICA) or Social Security. The Company contributes an amount equal to the employee's contribution to the employee's Social Security account. If an employee needs assistance with Social Security Administration issues, the employee should contact either the Human Resource Department or the local Social Security office.

Please note that STRS and SERS participating employees do not pay social security so there is no employer match for social security for those employees. Eligible employees will be enrolled in STRS/SERS upon their date of hire. New schools must wait upon activation from STRS/SERS and therefore the date of eligibility may not be date of hire but date the system accepts the school.

5-22 UNEMPLOYMENT COMPENSATION

Oakmont Education contributes to the State Unemployment Insurance Fund as prescribed by law. Employees make no contribution to this fund. The fund exists to aid individuals financially during periods of unemployment and also to aid them in finding new employment. Generally, employees are entitled to receive benefits under this coverage if they become unemployed through no fault of their own. However, the state unemployment service makes this determination based on the facts surrounding an employee's termination of employment. Information about unemployment insurance can be obtained from Human Resources. All employees must assist and cooperate with the Company in either assigning them to a new work location or in helping them to find a new job.

5-23 STUDENT INFORMATION

Each Oakmont staff member must comply with the following laws.

Annual Notice Regarding Disclosure of Student Directory Information

Federal and State laws require that Oakmont, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, Oakmont may disclose appropriately designated directory information without written consent UNLESS a parent advises Oakmont to the contrary.

Parent(s) or former students shall have 30 days from the date of this notice to inform the student's school administrator, in writing, that any or all of the directory information should not be released without their consent. Such directory information includes Oakmont has designated the following information as directory information:

- A student's name, address, and telephone number (if there is a listed number)
- Image or likeness in photographs, videotape, film, or other medium
- Date and place of birth
- Major field of study
- Current grade level
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Dates of attendance
- Degrees and awards received
- Most recent previous educational agency or institution (school or center) attended by the student.

Directory information is generally not considered harmful or an invasion of privacy if released. Directory information relating to students shall be released only to the following:

- In-school use of student directory information for official school business
- Student directory information, without addresses or telephone numbers, for school annuals, school newspapers, honors lists, and printed materials or programs for extracurricular activities.

5-24 SOCIAL MEDIA

While social media and social networking can be a positive way to connect with others and maintain personal and professional relationships, they can also infringe on an employee's work performance and create employment relations and legal problems for Oakmont Education.

Therefore, please be cautious and respectful in using social media. All employees who have social networking accounts, such as Facebook, LinkedIn, Twitter, etc. should consider the following:

- Personal blogs should have disclaimers that views are not Oakmont Education's views
- Confidential Student and Company Information, as defined by Rule 5-32, must not be published on social media sites
- Employees must respect copyright law, reference, and cite sources appropriately
- Oakmont's logo may not be used without prior authorization
- Social media activities should not interfere with work duties and responsibilities
- Posts should not harass Oakmont employees in any way
- Posts should not contain any statements about Oakmont which are: (i) defamatory; (ii) maliciously untrue; (iii) knowingly false or made with reckless disregard for their truth; and/or (iv) disparaging attacks upon the quality of Oakmont's services and its business policies and are made in a manner reasonably calculated to harm Oakmont's reputation and reduce its income.
- no employee shall "friend" or communicate with a student or parent on their personal social media. If parents or students have questions regarding school activities, policies, etc. they may email you, check the school website or contact you or your director on site.

Violations of Oakmont Education’s electronic communications and social media policies may be subject to disciplinary action, including termination of employment. Please note nothing in these policies should be construed as discouraging communication regarding working conditions or prohibiting employees from engaging in protected activity under the law.

5-25 EMAIL & INTERNET

Oakmont Education uses email and internet services as a tool to help accomplish its business objectives. The internet and Company email is available for employees to perform business-related tasks during working hours. The Company will allow occasional personal use of email and internet and if it does not interfere with work productivity.

For privacy reasons, employees should not attempt to gain access to another employee’s email files or internet transmissions without the latter’s express permission. However, management reserves the right to enter an employee’s e-mail and access internet transmissions as well as the system’s hard drive at any time.

Please remember, all electronic communications are the property of Oakmont Education. Employees are expressly prohibited from utilizing the Company’s internet connections for access to obscene, profane, lewd, or offensive information or websites.

Additionally, other restrictions include:

- Accessing any website containing adult or pornographic material;
- Downloading internet available program unless approved by management;
- Displaying sexually explicit images, messages, cartoons, or transmitting ethnic slurs, racial epithets, or any information involving legally protected classifications;
- Transmitting libelous or harassing communications or comments;
- Signing up for illegal, unreliable, disreputable or suspect websites and services;
- Sending unauthorized marketing content or solicitation emails;
- Registering for a competitor’s services unless authorized;
- Sending discriminatory messages and content;
- Intentionally spam other people’s emails, including their coworkers.

Management’s Right to Access Information

Oakmont’s computers, telephone, and communication hardware and software systems (“Systems”) have been installed and are used to facilitate business communications. Although each employee has an individual password to access these Systems, they belong to Oakmont and the contents of communications are accessible at all times by the administration for any business purpose. These Systems may be subject to periodic unannounced inspections and should be treated like other shared filing systems. All Systems messages are Oakmont records. The contents of our Systems may be disclosed to Oakmont without your permission. Therefore, you should not assume that messages and communications are confidential. Back-up copies of communications may also be maintained and referenced.

5-26 REFERENCES

Oakmont Education will respond to reference requests through the Human Resources Department. The Company will provide general information concerning the employee such as date of hire, date of discharge, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to the Human Resources Department. Only the Human Resources Department may provide references.

5-27 OUTSIDE EMPLOYMENT (Moonlighting)

Full-time employment by Oakmont Education shall be considered the employee's primary occupation, taking precedence over all other occupations.

Prior to accepting "outside" employment, an employee shall notify their supervisor, in writing, of their intention to be employed in a secondary job. If an applicant or staff member is currently employed at a secondary job, the current or hiring manager should be notified in writing of the secondary job. Oakmont Education shall confer with the employee to determine whether the "secondary job" presents a conflict with Oakmont Education's policies, objectives, interests, and/or operations.

"Outside" employment or "moonlighting" shall be a concern to Oakmont Education only if it adversely affects the job performance of the employee's job. Two common employment conflicts, which may arise are:

1. Time Conflict

Defined as when the working hours required of a "secondary job" directly conflicts with the scheduled working hours of an employee's job with Oakmont Education; or when demands of a "secondary job" prohibit adequate rest, thereby adversely affecting the quality standard of the employee's job performance with Oakmont Education.

2. Interest Conflict

Defined as when an employee engages in "outside employment" which tends to compromise their judgment, actions and/or job performance with Oakmont Education.

Prior to accepting "outside employment", the outside employment must be approved by Oakmont Education.

5-28 IF YOU MUST LEAVE US

While we hope both you and Oakmont Education will mutually benefit from continued employment, we realize based on various circumstances that there may come a time for you to leave your job with Oakmont Education. Please review the following pertaining to resignation, retirement, termination, and job abandonment.

If you anticipate having to resign your position with Oakmont Education, you are expected to

notify your director and/or supervisor and human resources in writing at least two (2) weeks in advance of the date that you must leave. Although this is a courtesy notice, we would appreciate as much advance notice as possible to coordinate a smooth transition. Please note that the Company reserves the right to accelerate this notice period at its discretion, with pay. In other words, Oakmont Education can decide to end the employment relationship earlier than the 2-weeks if we feel it is appropriate to do so under the circumstances and pay out in lieu of notice up to a maximum of two weeks.

Upon your resignation, an exit meeting with human resources may be scheduled to solicit feedback regarding your employment with Oakmont Education. At that time, you will also be advised of the status of your benefits and final pay arrangements.

If you anticipate retiring from Oakmont Education, the Company would appreciate at least one (1) month notice or as much advance notice as possible to ensure a seamless exit and knowledge transfer.

Employees who, without prior authorization, fail to report to work or contact their director/supervisor for three (3) consecutive workdays may be considered to have abandoned the job without notice. The director/supervisor will notify Human Resources at the expiration of the third workday to initiate the termination process.

Just as an employee is able to resign or retire at any time and for any reason, the Company also retains the right to terminate an employee at any time, for any reason, except for a discriminatory reason.

The termination process includes turning in all Oakmont Education's property, including, but not limited to, keys and key fobs, security cards, laptop computers, fax machines, etc., must be returned at separation. Employees also must return all the Company's Confidential Information upon separation. Please note if you have any outstanding loans, pay advances or other debt owed to the Company, the balance due will be deducted from your final pay in accordance with applicable law.

Generally, if employees resign without notice, as described above, or are terminated for severe misconduct, they will be deemed ineligible for rehire.

Once employment has ended for any reason, your unused PTO will be forfeited, and the only pay entitlement at termination is for actual time worked.

5-29 DISPOSITION OF EMPLOYEES UPON SCHOOL CLOSURE

Should the school close the termination default is the same as above. Please note that the school will make all possible effort to notify employees in advance of school closure and if possible, help relocate to other sites. As stated earlier the Company adheres to federal and state laws regarding unemployment compensation. Please see additional information per Ohio law Chapter 3314.

5-30 TRAVEL

Please note, all travel and mode of transportation should be approved in advance by the Director before any expenses are paid or reimbursed. If you are asked to travel on behalf of Oakmont, customary expenses incurred will be reimbursed, mileage will be paid at \$0.25 per mile. You must maintain appropriate liability insurance if you use your car for approved travel. Any travel by car beyond 150 miles round trip should be via a rental car. If for any reason a personal car is used for 150 miles plus for pre-approved travel, reimbursement will be for fuel used only (not mileage based). Please see the Travel Policy for additional details on travel.

5-31 PERSONAL APPEARANCE

Oakmont Education has a business casual dress code policy. Professional dress and appearance affect the business image Oakmont presents to students and visitors. Employees are expected to present a clean and neat appearance and should strive to ensure that their appearance is businesslike and contribute to a pleasant and professional environment. Clothing should fit appropriately and not be too tight or revealing.

Generally, jeans and other such casual clothes are acceptable. Inappropriate clothing may include jeans with holes or tears, shirts or pants that expose the midriff or undergarments, see-through or sleeveless clothing, excessively short skirts, or dresses, and sweat suits, spandex or exercise apparel.

Good personal hygiene practices must be followed by all employees. Those failing to follow this practice will be asked to improve their personal hygiene before the next scheduled workday.

Your supervisor or director is responsible for establishing a reasonable dress code appropriate to the job you perform. If your supervisor feels your personal appearance is inappropriate, you may be asked to leave the workplace until you are properly dressed or groomed. Under such circumstance, you will not be compensated for the time away from work. Consult your supervisor if you have questions as to what constitutes appropriate appearance.

5-32 NON-DISCLOSURE POLICY

Employee shall not use or disclose to any person, during the term of employment, or at anytime thereafter, (except as required to perform employee's duties on behalf of the Company or to exercise any rights guaranteed by Section 7 of the National Labor Relations Act, or as required by law, a lawfully issued subpoena, or a court order) any information belonging to, used by or in the possession of the Company relating to any student including, without limitation, the names, addresses, and phone numbers of the students and such other student information deemed confidential pursuant to the Family Educational Rights and Privacy Act (FERPA) (referred to herein as "Student Information"), as well as any confidential, proprietary, and/or trade secret information belonging to, used by or in the possession of the Company relating to the Company's business plans, budget, financial matters, vendors, documents whether electronic or written, technology, payroll data, personnel records, benefit data, marketing plans and strategies,

financial information, operating policies, student lists, and any other confidential, proprietary, and/or trade secret information compiled by the Company (collectively referred to herein as “Company Information”). Notwithstanding the foregoing, Student Information and Company Information shall not include any information that is or becomes generally available to the public other than as a direct result of a disclosure by employee. Upon the termination of employment for any reason, or at such earlier time as requested by the Company, employee agrees to deliver to the Company any and all materials in employee’s possession which contain Student Information and/or Company Information, and all other property belonging to the Company in employee’s possession.

5-33 RESTRICTIVE COVENANTS

The Employee acknowledges and agrees that: (a) the Employee has a major responsibility for the operation, development, and growth of Oakmont’s business; (b) the Employee’s work for Oakmont will involve confidential information of Oakmont and its schools and other customers; and (c) the agreements and covenants contained in this Handbook are essential to protect the business interests of Oakmont. Accordingly, the Employee covenants and agrees to the following:

A. CONFIDENTIAL INFORMATION

Except as may be required to perform the Employee’s duties on behalf of Oakmont or to exercise any rights guaranteed by Section 7 of the National Labor Relations Act, or as required by law, a lawfully issued subpoena, or a lawful order of a court or agency of competent jurisdiction, the Employee agrees to keep secret and confidential, both during the Employment Period and indefinitely after the Employee’s employment with Oakmont terminates, all confidential, proprietary, and/or trade secret information concerning Oakmont and its affiliates that was acquired by, or disclosed to, the Employee during the course of his or her employment by Oakmont or any of its affiliates, including information but not limited to: the operations of Oakmont, in any manner (including credit history, agreements, contract forms, documents, software requirements, financial information and financial statements), costs, and operations, financial and operating data and plans, whether past, current or planned and not to disclose the same, either directly or indirectly, to any other person, firm or business entity, or to use it in any way; provided, however, that the provisions of this Section shall not apply to information that: (i) was, is now, or becomes generally available to the public (but not as a result of a breach of any duty of confidentiality by which the Employee is bound); (ii) was lawfully disclosed to the Employee by a third party not subject to any duty of confidentiality to Oakmont prior to its disclosure to the Employee; or (iii) is disclosed by the Employee in the ordinary course of Oakmont’s business as a proper part of his or her employment in connection with communications with customers, vendors and other proper parties, provided that it is for a proper purpose solely for the benefit of Oakmont. The Employee further agrees that he shall not make any statement or disclosure that (i) would be prohibited by applicable Federal or state laws. The Employee further represents that he or she does not possess information that relates to the business for which the Employee is under a similar set of confidentiality obligations as under this Section to a third party and as a condition of employment by Oakmont.

B. NON-SOLICITATION

The Employee further agrees that during his/her employment with Oakmont and for a period of two (2) years following the termination of his/her employment with Oakmont, he or she shall not in any capacity, either separately or in association with others: (i) employ or solicit for employment or endeavor in any way to entice away from employment with Oakmont or its affiliates any employee, consultant or independent contractor, of or used by Oakmont or its affiliates; (ii) solicit, induce or influence any supplier, customer, charter school or charter school board, other school or school board, agent, consultant or other Person that has a business relationship with Oakmont to discontinue, reduce or modify such relationship with Oakmont, or, with respect to customers of Oakmont, (iii) to sell or provide to any such customer any products or services that are directly or indirectly in competition with the products or services being developed, manufactured, marketed, sold or otherwise provided by Oakmont; nor (iv) solicit any of Oakmont's identified potential acquisition candidates.

C. NON-DISPARAGEMENT

The Employee agrees not to make any verbal, written, or electronic statements about Oakmont which are: (i) defamatory; (ii) maliciously untrue; (iii) knowingly false or made with reckless disregard for their truth; and/or (iv) disparaging attacks upon the quality of Oakmont's services and its business policies and are made in a manner reasonably calculated to harm Oakmont's reputation and reduce its income. In the event that the Employee violates this provision, the Employee acknowledges that Oakmont has the right to institute an action against him or her for any damages plus the reimbursement of attorneys' fees and costs incurred by Oakmont in connection with the enforcement of this provision. It is understood that the rest of this Section would, nevertheless, remain in full force and effect.

D. PROPRIETARY RIGHTS

The Employee agrees that all Work Product (as defined below) is work made for hire and/or if not work made for hire, is automatically, immediately and irrevocably assigned to Oakmont in accordance with this Section. In consideration of the benefits provided to the Employee under this Handbook, and without any further remuneration or compensation, the Employee agrees and does hereby irrevocably and automatically assign to Oakmont as Oakmont's exclusive property, the Employee's entire right, title and interest in and to all Work Product and all goodwill associated therewith or related thereto. All right, title and interest in and to the foregoing shall be vested in Oakmont immediately upon development, conception or reduction to practice. The Employee further agrees that he or she shall, without charge to Oakmont, but at Oakmont's expense, sign all papers and do all other acts which may be reasonably necessary, desirable or convenient in connection with the foregoing and for the securing and maintaining of patents, copyrights and legal protection for the foregoing and for the vesting of title in and to the foregoing to Oakmont. Oakmont is irrevocably designated by the Employee as his or her attorney-in-fact to do all such things and execute all such documents as may be reasonably necessary to effectuate the foregoing, such appointment is coupled with an interest. "Work Product" means any and all methods, procedures, processes, formula, techniques, works of authorship, innovations, works, discoveries, concepts, products, properties, compositions, improvements, systems, software, inventions, designs, formulations, drawings, notes, analyses, records, plans, specifications, data, patents, copyrights, trademarks, intellectual property,

proprietary information, writings, sketches, specifications, technology, knowledge, ideas, ideas developed, ideas conceived and ideas reduced to practice and other data, things and information of any nature whatsoever in whole or in part prepared and/or written and/or contributed and/or conceived and/or developed and/or reduced to practice and/or produced and/or discovered or suggested by the Employee (directly or indirectly and/or in whole or in part) any of the foregoing (alone or with others) in connection with, and at any time period during which the Employee was employed by Oakmont or its affiliates, to the extent the foregoing relate to the Business or the Employee's employment. The Employee shall not deliver, reproduce or in any way allow any Work Product to be delivered or used by any third party without specific direction or consent of the President of Oakmont. All intellectual property rights relating to the Business authored, invented, developed or otherwise acquired by the Employee shall be deemed Work Product in accordance with this Section.

E. REMEDIES

If the Employee breaches, or threatens to commit a breach of any of the provisions contained in Section (the "Restrictive Covenants"), Oakmont shall have the following rights and remedies, each of which shall be enforceable, and each of which is in addition to, and not in lieu of, any other rights and remedies available to the Oakmont at law or in equity:

The Employee shall account for and pay over to Oakmont all compensation, profits, and other benefits that inure to the Employee's benefit which are derived or received by the Employee or any person controlled by the Employee, or his or her relatives, resulting from any action or transactions constituting a breach of any of the Restrictive Covenants, as well as any and all money damages suffered by Oakmont or its affiliates; and

Notwithstanding the provisions of the above, the Employee acknowledges and agrees that in the event of a violation or threatened violation of any of the Restrictive Covenants, Oakmont shall have no adequate remedy at law and shall therefore be entitled to enforce each such provision by temporary or permanent injunction or mandatory relief obtained in any court of competent jurisdiction without the necessity of proving damages or irreparable harm, posting any bond or other security, and without prejudice to any other rights and remedies that may be available at law or in equity, and Oakmont shall also be entitled to recover its attorneys' fees and costs incurred to enforce any of the Restrictive Covenants from the Employee.

F. Severability

If any of the Restrictive Covenants, or any part thereof, are held to be invalid or unenforceable, the same shall not affect the remainder of the covenant or covenants, which shall be given full effect, without regard to the invalid or unenforceable portions. Without limiting the generality of the foregoing, if any of the Restrictive Covenants, or any part thereof, are held to be unenforceable because of the duration of such provision or the area covered thereby, the parties hereto agree that the court making such determination shall have the power to reduce the duration and/or area of such provision and, in its reduced form, such provision shall then be enforceable.

Welcome to Oakmont!

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT AND RECEIPT

This will acknowledge your receipt and understanding of the policies and provisions contained in Oakmont Education Employee Handbook. It is imperative that all employees carefully read and understand the Company policies.

The information contained in the Employee Handbook has been prepared to give you a better understanding of your employment at Oakmont Education and to provide a summary of the benefits, policies, and practices of our Company. Although the Handbook reflects our current policies, it may be necessary to make changes from time-to-time to best serve the needs of our business and students. Any changes will be in writing and employees will be notified as soon as possible by management.

The policies and provisions contained in this Handbook (and any future changes) are not considered an employment contract. Instead, the Handbook serves the purpose of an informational guideline to help improve our mutual communications and expectations. Also, it should be noted that your employment is considered an at-will arrangement, meaning that you may terminate your employment at any time and the Company has the same right.

I acknowledge and understand that nothing in this Handbook is intended to prevent, restrict, or limit me from discussing or engaging in activities related to the wages, terms, or conditions of my employment in accordance with labor and employment laws, including but not limited to: (i) filing a charge with, or participating in any investigation or proceeding conducted by the Equal Employment Opportunity Commission, the National Labor Relations Board, and/or any federal, state or local agency; (ii) exercising any of the rights guaranteed by Section 7 of the National Labor Relations Act (“NLRA”); (iii) making any statements protected by the NLRA; or (iii) engaging in any other activities protected by the NLRA.

I acknowledge that I have received a copy of Oakmont Education’s Employee Handbook. I understand that it is my obligation to carefully read and comply with the policies and provisions contained within the Handbook. I further understand that if I have any questions or concerns about any Company policies or practices, it is my responsibility to contact management or Human Resources.

Employee Signature: _____
Printed Name of Employee: _____
Date: _____

TO BE PLACED IN EMPLOYEE’S PERSONNEL FILE



Employee Performance Review Tool

Last Updated: 11/23/2022

Intended to be used by School Directors to complete Employee Performance Reviews.

See Table of Contents below for instructions for proper use of the tool. *NOTE: Only **BLUE** tabs and cells with **BLUE** font should be adjusted by the user.

Table of Contents			
Tab	Contents		Inputs?
Core Values			
Core Values	Oakmont Education Core Values with Descriptors	NO	Do not adjust
Input Sheets			
Demographic	Information includes school, director, and employee names.	YES	Please fill in information in BLUE font (e.g., School Name, School Director Name, and all employee names)
Development & Advocacy	Clearly outlines 1) Core Values Demonstrated and 2) Required Skills for each position. These qualitative descriptions are intended to guide the quantitative rating of the employee being reviewed. Both the performance ratings and comments are to be captured and documented on this sheet.	YES	Please fill in information in BLUE font (e.g., Score and Comments)
Academic Coaches	Clearly outlines 1) Core Values Demonstrated and 2) Required Skills for each position. These qualitative descriptions are intended to guide the quantitative rating of the employee being reviewed. Both the performance ratings and comments are to be captured and documented on this sheet.	YES	Please fill in information in BLUE font (e.g., Score and Comments)
DOR Directors	Clearly outlines 1) Core Values Demonstrated and 2) Required Skills for each position. These qualitative descriptions are intended to guide the quantitative rating of the employee being reviewed. Both the performance ratings and comments are to be captured and documented on this sheet.	YES	Please fill in information in BLUE font (e.g., Score and Comments)
Summary Sheets			
School Summary	Summary of Team Value Alignment and Team Skill Alignment by Employee name as well as a populated matrix with all employee data.	NO	Do not adjust



Core Values

Innovative

You are a creative thinker

You propose outside the box solutions to problems

You consistently seek out ways to improve results

You challenge "the we've always done it" type of thinking and suggest alternative approaches

You minimize complexity and seek to simplify

Authentic

You are honest and transparent in interactions with every Oakmont employee and stakeholder

You challenge actions inconsistent with our values

You say only things about fellow employees you would say directly to them

You say what you think even if its controversial

Committed

You put in the "extra" hard work to get the job, or a task, done well and on time

You lead by example and are not afraid to get your hands dirty

You are loyal to Oakmont's aspiration and make time to help colleagues

You care intensely about Oakmont's success

Driven

You are competitive and want to be the best at what you do

You inspire others with your quest for excellence

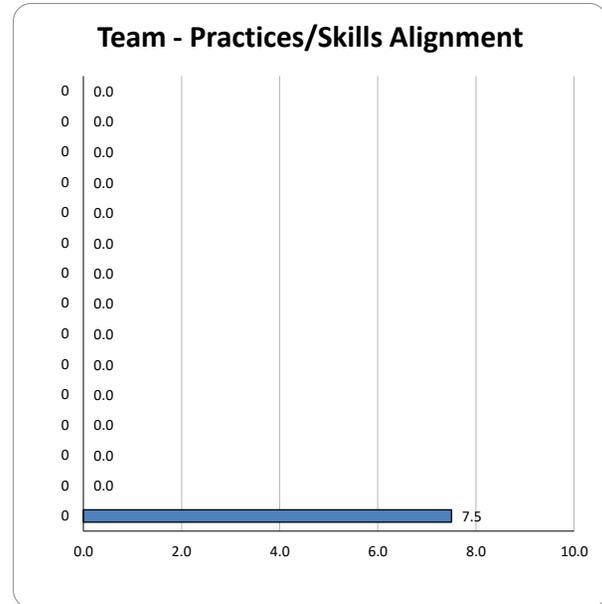
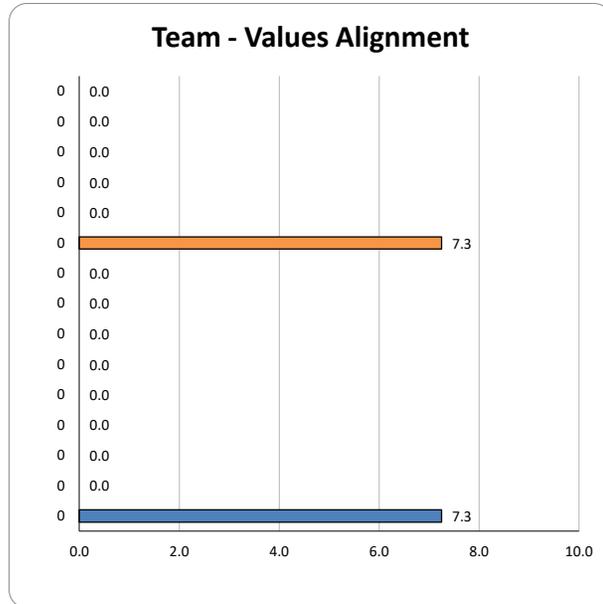
You persevere through difficult situations without theatrics

You view failure to meet goals as personal growth opportunities and are tenacious in your efforts to improve

Oakmont Education - Performance Summary

School / Location: *DOR Directors*

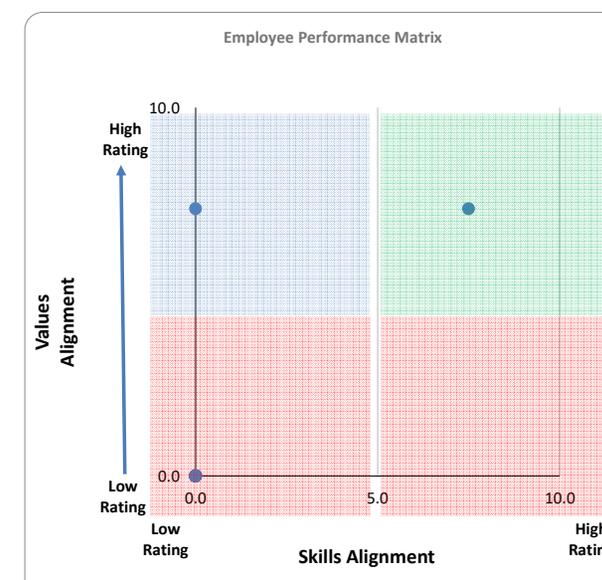
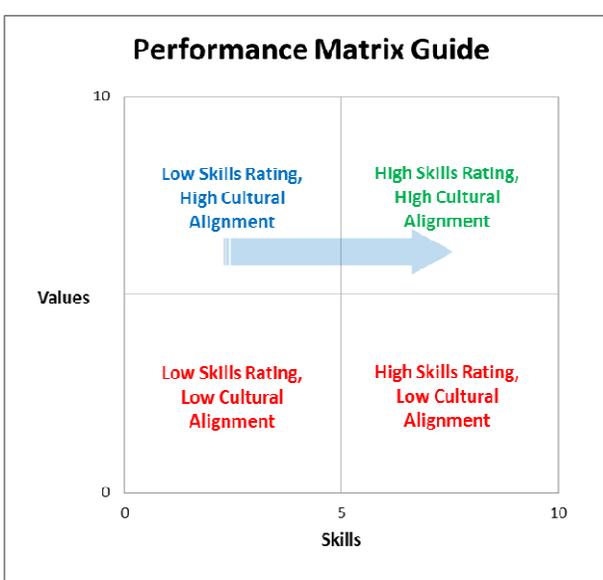
Team Member Names	Values	Skills
	0	0.0
	0	0.0
	0	0.0
	0	0.0
	0	0.0
	0	7.3
	0	0.0
	0	0.0
	0	0.0
	0	0.0
	0	0.0
	0	0.0
	0	0.0
	0	0.0
	0	0.0
	0	7.3
	0	7.5
Average ALL Staff	1.0	0.5



Summarized Performance

OAKMONT
EDUCATION

"Innovative. Authentic. Committed. Driven."



Oakmont Education - Performance Summary

School / Location: *DOR Directors*

POSITION:

NAME:

Director, Cliff Park HS
Director, Cypress HS
Director, Franklinton Prep HS
Director, FDHS
Director, FDHS Euclid
Director, Liberty HS
Director, Marshall HS
Director, Old Brook HS
Director, Old Brook Parma HS
Director, Randall Park HS
Director, Regent HS
Director, Towpath Trail HS
Director, Towpath Trail East HS
Director, Towpath Trail Barberton
Director, YouthBulld
Executive Director, DOR
Executive Director, Special Ed
VP, Career Tech

Oakmont Education - Performance Summary

School / Location: *DOR Directors*

Employee Name: *0*

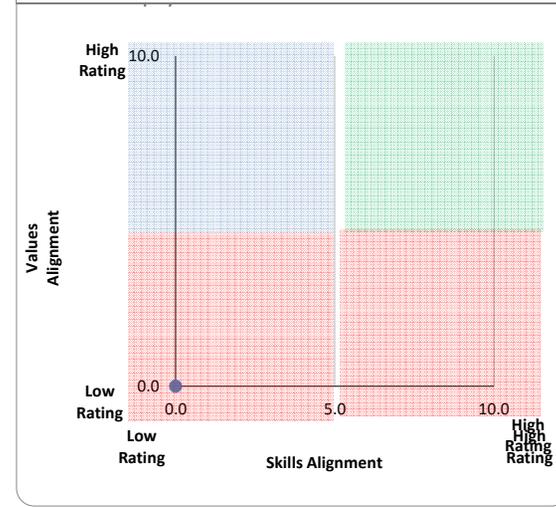
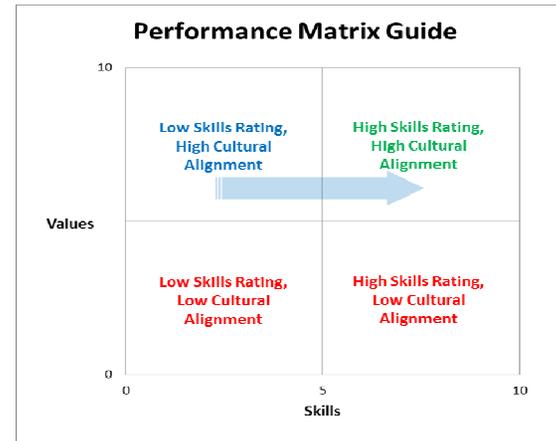
Position Title: *Director, Cliff Park HS*

Core Values Demonstrated	Rating	Notes (explain rating using Rubrics and needed improvements)
Innovative	0	
Authentic	0	
Committed	0	
Driven	0	
Average	0.0	

Summarized Performance	Values	Skill
	0.0	0.0



Required Skills - Performance	Rating	Notes / Comments (why rated as is, and what is needed for improvement)
Modify and Execute our DOP Academic Model		
Meet Standard' on 12th Grade	0	
Meet/Exceed Standard' on Graduation Rates (Cohort Tracker)	0	
Credits Earned	0	
# of Grads Earning Industry Credential	0	
Achieve Enrollment Goal in Order to Meet or Exceed School's Budget		
Weekly Metrics Reports	0	
FTE Settlement Report	0	
Retention/Attendance Rate	0	
School Financials	0	
CTE Enrollment #'s	0	
Lead Through Building a Great Team & Managing Key Relationships with Board & Sponsor		
Performance Matrix	0	
Voluntary Staff Retention Rate	0	
Staff Satisfaction Surveys	0	
Compliance Reports (Sponsor)	0	
Board Survey Results	0	
Charter Renewal (Length)	0	
Mgmt Agreement Renewal	0	
Average	0.0	



Oakmont Education - Performance Summary

School / Location: *DOR Directors*

Employee Name: *0*

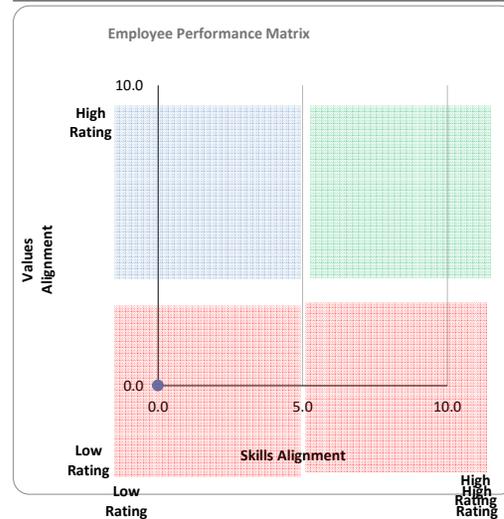
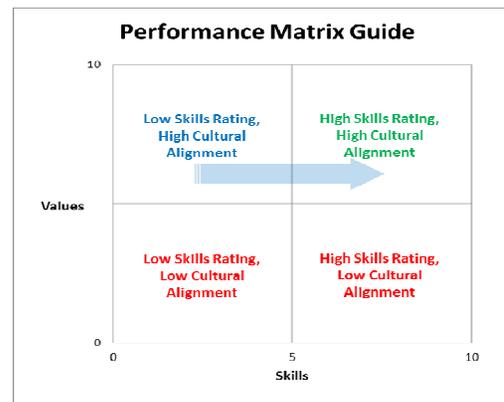
Position Title: *Director, Cypress HS*

Core Values Demonstrated	Rating	Notes (explain rating using Rubrics and needed improvements)
Innovative	0	
Authentic	0	
Committed	0	
Driven	0	
Average	0.0	

Summarized Performance	Values	Skill
	0.0	0.0



Required Skills - Performance	Rating	Notes / Comments (why rated as is, and what is needed for improvement)
Modify and Execute our DOP Academic Model		
Meet Standard' on 12th Grade	0	
Meet/Exceed Standard' on Graduation Rates (Cohort Tracker)	0	
Credits Earned	0	
# of Grads Earning Industry	0	
Achieve Enrollment Goal in Order to Meet or Exceed School's Budget		
Weekly Metrics Reports	0	
FTE Settlement Report	0	
Retention/Attendance Rate	0	
School Financials	0	
CTE Enrollment #'s	0	
Lead Through Building a Great Team & Managing Key Relationships with Board & Sponsor		
Performance Matrix	0	
Voluntary Staff Retention Rate	0	
Staff Satisfaction Surveys	0	
Compliance Reports (Sponsor)	0	
Board Survey Results	0	
Charter Renewal (Length)	0	
Mgmt Agreement Renewal	0	
Average	0.0	





OAKMONT EDUCATION

Oakmont Staffing Salary Ranges

Position	Low Range	High Range
Director	\$70,000	\$95,000
Assistant Director	\$55,000	\$70,000
Enrollment Specialist	\$45,000	\$60,000
Family Advocate	\$45,000	\$60,000
Placement Specialist	\$45,000	\$60,000
Teacher	\$45,000	\$65,000
Intervention Specialist	\$50,000	\$70,000
CTE Teacher	\$55,000	\$75,000
Retention Specialist	\$40,000	\$60,000
Administrative Assistant	\$35,000	\$50,000
Resiliency Coach	\$40,000	\$60,000

Oakmont Education is committed to fostering a supportive and motivating work environment for its staff at the schools, ensuring that employees are rewarded for their dedication, commitment, and contributions to both individual student growth and overall school success. In alignment with this commitment, this document outlines the compensation structure and performance incentives available to Oakmont Education staff working at the Drop-Out Recovery- Prevention School.

Oakmont Education recognizes the importance of attracting and retaining highly qualified and dedicated educators. To accomplish this, we offer a competitive compensation structure, which includes annual salary increases based on the following criteria:

a. Years of Service:

Staff members will be eligible for incremental salary increases based on their years of service within the Oakmont Education organization. These increases aim to acknowledge their long-term commitment and dedication to the school's mission. Oakmont staff will also be eligible for a *Continuous Service Bonus*. This is awarded at the staff members 3-year anniversary and continues through their employment with Oakmont.

b. Professional Development:

Staff members who actively engage in professional development opportunities, attend relevant workshops, seminars, or pursue additional qualifications, will be considered for salary increments. This demonstrates our commitment to nurturing continuous learning and growth among our team members.

c. Performance Appraisals:

The core of our salary increment system is based on annual performance evaluations. Each staff member's performance will be assessed using a transparent, objective, and data-driven process. Performance metrics may include student achievement, classroom management, collaboration, leadership, and contributions to the school community.

Performance Incentives:



In addition to annual salary increases, Oakmont Education offers performance incentives to reward exemplary contributions to the school's success. These incentives are designed to motivate and retain high-performing staff members.

a. Individual Performance Bonuses:

Exceptional staff members who consistently exceed expectations and demonstrate a positive impact on student learning and school culture may be eligible for performance bonuses. These bonuses will be awarded in recognition of their outstanding commitment to our mission.

b. School-Wide Performance Bonuses:

To foster a collective sense of ownership in the school's performance, Oakmont Education will provide school-wide performance bonuses when predetermined school-wide performance goals are achieved. These goals may be related to academic outcomes, attendance rates, graduation rates, or other key performance indicators.

c. Leadership Roles:

Teachers and other staff members who take on leadership roles or participate in special projects that enhance overall school performance may receive additional compensation. These roles may include department heads, curriculum coordinators, or special project leaders.

Transparent and Equitable Process:

The process for determining annual salary increases and performance incentives will be transparent, equitable, and consistently applied across all staff members. Evaluations will be conducted by trained personnel and based on well-defined criteria to ensure objectivity and fairness.

Conclusion:

At Oakmont Education, we value and prioritize the professional development, motivation, and well-being of our staff. By offering a fair and motivating compensation structure with annual salary increases and performance incentives, we aim to create an environment where educators are motivated to continually improve, contribute to the school's mission, and play an integral role in achieving overall school success. This compensation and incentive framework not only benefit our dedicated staff but also ensures that we provide the highest quality education and support to our students. For further details and specific policies regarding staff compensation and performance incentives, please refer to the official Oakmont Education employee handbook and relevant employment contracts.

Performance Matrix Evaluation

Date Created: 12/21/2021

Purpose of Document:

Provide Directors with the directions and expectations of completing evaluations of their staff.

Sources:

[Coaching Plan](#) - Schools\Directors\DOR\HR

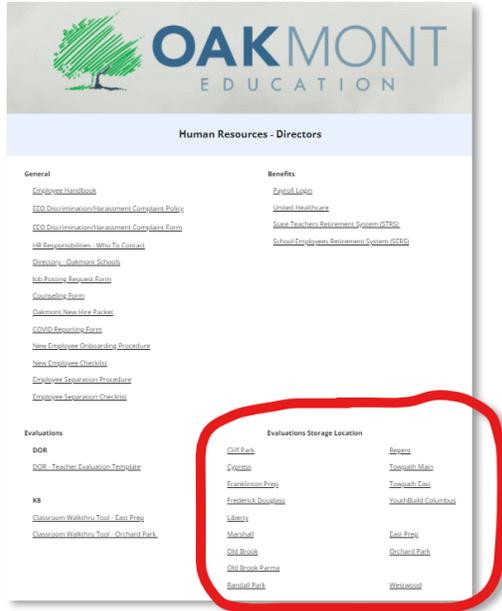
[Evaluation Templates](#) - Schools\Directors\DOR\HR\Evaluation Templates

Evaluation File Storage Location – [Directors' Intranet HR Page](#)

Procedure for School Level Evaluations:

- Directors are expected to complete evaluations of all Oakmont employees in their schools twice per year. **This must be completed in Excel and not in Google Sheets.**
 - First evaluation is to be completed prior to the December holiday break
 - Second evaluation is to be completed prior to the end of the school year
- Directors will send a self-evaluation form to be completed by all staff prior to their scheduled evaluation meeting.
- Directors are expected to complete the Performance Matrix tool in entirety
 - All Values and Skills should have a rating attached 1-10 (5 is average)
 - Skills should be based on data
 - All Values and Skills should have comments attached
 - Directors will schedule an individual meeting to discuss and review their staff's evaluations.
 - If a coaching or improvement plan needs to be completed, it should be discussed at this time.
 - If an employee scores in the bottom left quadrant (Low Skills and Values), Director should contact VP of DOR (K. Wachter) and VP of HR (V. Frye) to discuss termination.
- Once all evaluations are completed, the entire workbook needs to be emailed to VP of DOR (K. Wachter) and Executive Director of DOR (J. Morton) and is to be saved to the

Network Folder. You can access the folder by going to the [Director's Intranet HR Page](#) and clicking on your School name.



Procedure for Director Evaluations

- Directors will be evaluated by VP DOR and/or Executive Director twice per year
 - First evaluation is to be completed prior to December Holiday Break
 - Second Evaluation is to be completed by the end of the school year.
- Directors will complete a self-evaluation and send to VP of DOR and Executive Director by requested date
- VP of DOR and Executive Director will schedule meetings to discuss results of evaluation and follow the same process as listed above.
- Results of evaluation and school budget will determine any salary increases or stipends.
- Model Schools Directors will only have 1 evaluation each year which will take place at the end of the school year
 - Results of this meeting will determine if School continues as a 'Model School'



Employee Performance Review Tool

Last Updated: 11/23/2022

Intended to be used by School Directors to complete Employee Performance Reviews.

See Table of Contents below for instructions for proper use of the tool. *NOTE: Only **BLUE** tabs and cells with **BLUE** font should be adjusted by the user.

		Table of Contents	
Tab	Contents		Inputs?
Core Values			
Core Values	Oakmont Education Core Values with Descriptors	NO	Do not adjust
Input Sheets			
Demographic	Information includes school, director, and employee names. The following score values will be utilized for the Core Values Demonstrated and the Core Instructional Practices/Required Skills - Performance: 0 - 3: Ineffective 6 - 8: Skilled 4 - 5: Developing 9 - 10: Accomplished	YES	Please fill in information in BLUE font (e.g., School Name, School Director Name, and all employee names)
Math	Clearly outlines 1) Core Values Demonstrated and 2) Core Instructional Practices (Teachers) or Required Skills for each position. These qualitative descriptions are intended to guide the quantitative rating of the employee being reviewed. Both the performance ratings and comments are to be captured and documented on this sheet.	YES	Please fill in information in BLUE font (e.g., Score and Comments)
LA	Clearly outlines 1) Core Values Demonstrated and 2) Core Instructional Practices (Teachers) or Required Skills for each position. These qualitative descriptions are intended to guide the quantitative rating of the employee being reviewed. Both the performance ratings and comments are to be captured and documented on this sheet.	YES	Please fill in information in BLUE font (e.g., Score and Comments)
Adm Asst	Clearly outlines 1) Core Values Demonstrated and 2) Core Instructional Practices (Teachers) or Required Skills for each position. These qualitative descriptions are intended to guide the quantitative rating of the employee being reviewed. Both the performance ratings and comments are to be captured and documented on this sheet.	YES	Please fill in information in BLUE font (e.g., Score and Comments)
Summary Sheets			
School Summary	Summary of Team Value Alignment and Team Skill Alignment by Employee name as well as a populated matrix with all employee data.	NO	Do not adjust



Core Values

Innovative

You are a creative thinker

You propose outside the box solutions to problems

You consistently seek out ways to improve results

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You minimize complexity and seek to simplify

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You care intensely about Oakmont's success

Driven

You are competitive and want to be the best at what you do

You inspire others with your quest for excellence

You persevere through difficult situations without theatrics

You view failure to meet goals as personal growth opportunities and are tenacious in your efforts to improve

Oakmont Education - Performance Summary

School / Location: *Cliff Park HS*

School Director

Assistant Director

POSITION:

NAME:

Science Teacher

LA Teacher

CTE Teacher

SS Teacher

Construction Teacher

Construction Teacher (2)

Healthcare Teacher

Math Teacher

Intervention Specialist

Intervention Specialist (2)

Family Advocate

Placement Specialist

Enrollment

Student Success Coordinator

Dean of Students

CTE Business Instructor

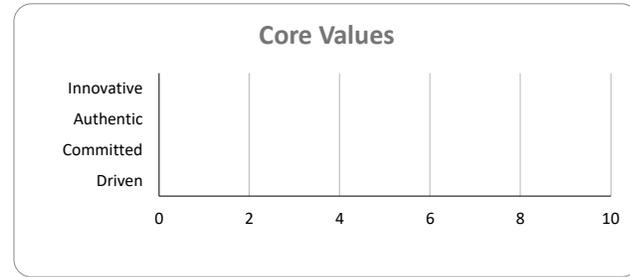
Oakmont Education - Performance Summary

School / Location: *Cliff Park HS*

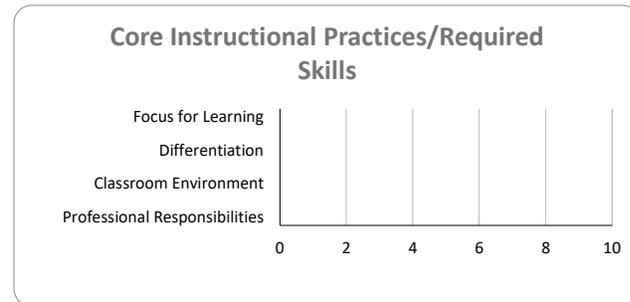
Employee Name: *0*

Position Title: *Science Teacher*

Core Values Demonstrated	Rating	Notes (explain rating using Rubrics and needed improvements)
Innovative	0	
Authentic	0	
Committed	0	
Driven	0	
Average	0.0	



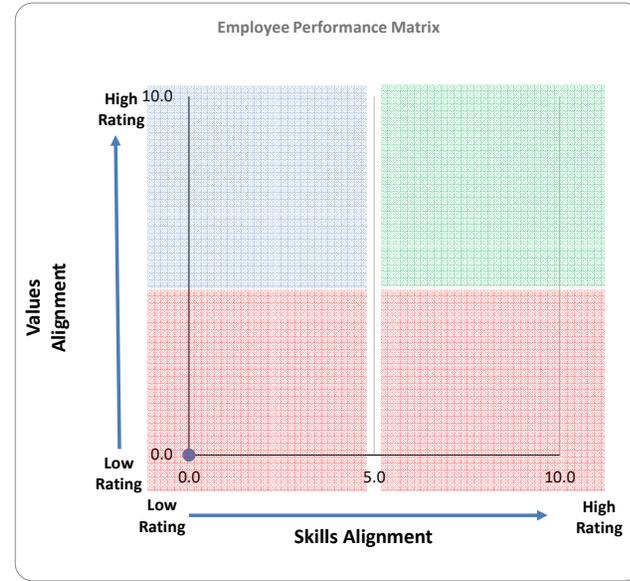
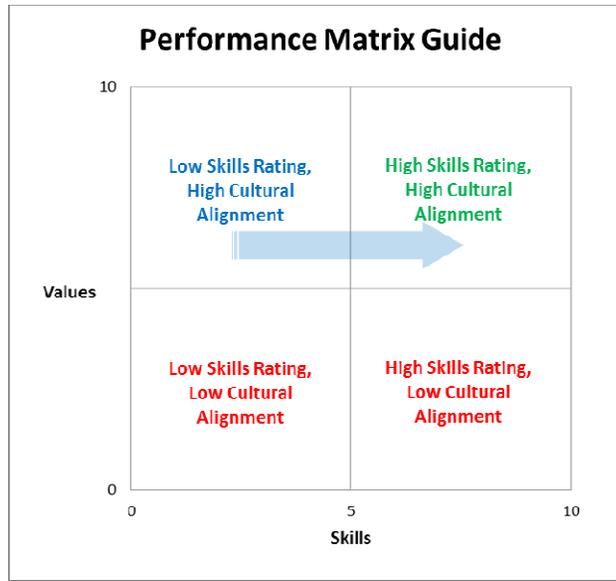
Core Instructional Practices/	Rating	Notes / Comments (why rated as is, and what is needed for improvement)
Focus for Learning	0	
Knowledge of Students	0	
Differentiation	0	
Resources	0	
Classroom Environment	0	
Assessment of Student	0	
Professional Responsibilities	0	
Average	0.0	



Summarized Performance	Values	Skill
	0.0	0.0

OAKMONT
EDUCATION

"Innovative. Authentic. Committed. Driven."



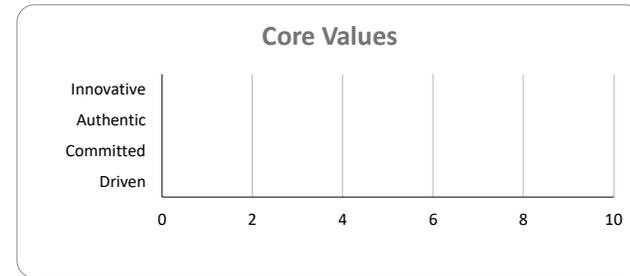
Oakmont Education - Performance Summary

School / Location: *Cliff Park HS*

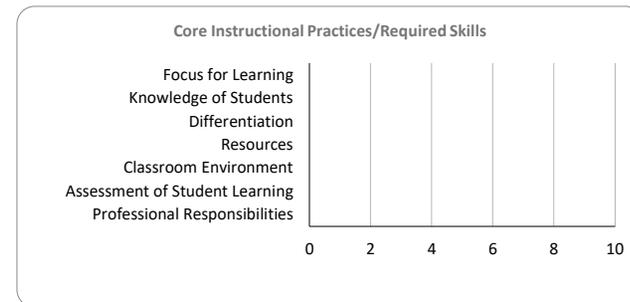
Employee Name: *0*

Position Title: *LA Teacher*

Core Values Demonstrated	Rating	Notes / Comments (why rated as is, and what is needed for improvement)
Innovative	0	
Authentic	0	
Committed	0	
Driven	0	
Average	0.0	

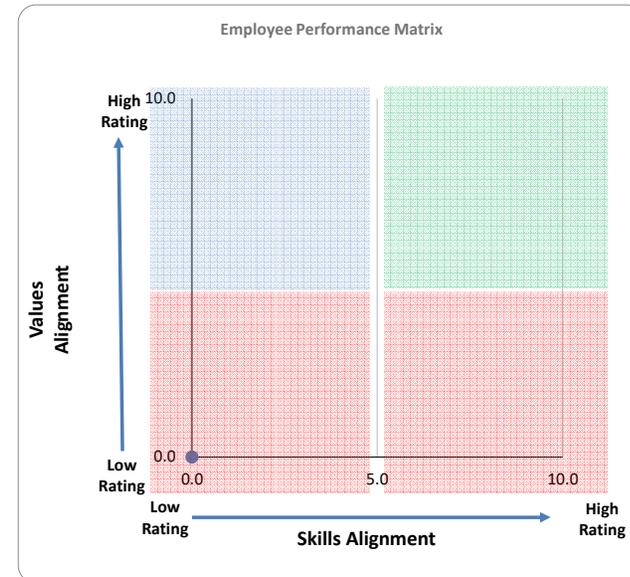
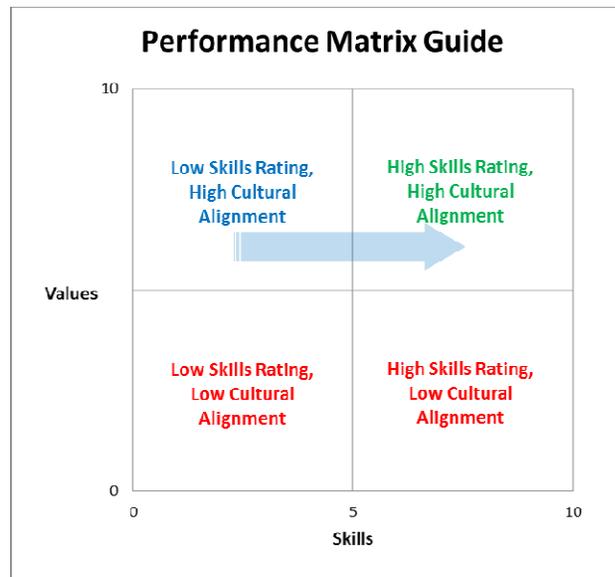


Core Instructional Practices/	Rating	Notes / Comments (why rated as is, and what is needed for improvement)
Focus for Learning	0	
Knowledge of Students	0	
Differentiation	0	
Resources	0	
Classroom Environment	0	
Assessment of Student	0	
Professional Responsibilities	0	
Average	0.0	



Summarized Performance	Values	Skill
	0.0	0.0

"Innovative. Authentic. Committed. Driven."





OAKMONT
EDUCATION

Appendix H

CODE OF REGULATIONS

OF

LIBERTY HIGH SCHOOL

ARTICLE I: GENERAL

Section 1. Name.

The name of this Ohio nonprofit corporation shall be Liberty High School (the "Corporation").

Section 2. Operation, Objectives, and Guiding Principles.

Subject to all of the terms and conditions set forth in the Corporation's Articles of Incorporation and this Code of Regulations, the Corporation is organized, and shall be operated, exclusively for educational purposes within the meaning of §§ 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal tax code (the "Code") and as a public benefit corporation defined in § 1702.01(P) of the Ohio Revised Code (ORC) as follows:

a) In furtherance of its educational purposes, the Corporation shall engage in lawful activities that directly or indirectly further this purpose.

b) Notwithstanding any other provision of this Code of Regulations:

(1) No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its members, directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Code of Regulations; and

(2) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation; and

(3) The Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office; and

(4) No loans shall be made by the Corporation to its directors or officers.

Section 3. Location.

The Corporation's headquarters shall be located and maintained Montgomery County, Ohio.

Section 4. Property.

The Corporation may purchase, lease, rent, accept as gifts or contributions, or otherwise receive, acquire and manage real and personal property in furtherance of its purposes.

ARTICLE II: BOARD OF DIRECTORS

Section 1. Management.

The Board of Directors shall be the governing body of the Corporation responsible for the management of the affairs of the Corporation in furtherance of its purposes. The Board of Directors shall consist of at least five (5) Directors, plus ex officio Directors, if any. Upon the recommendation of the Board of Directors, this Code of Regulations may be amended to alter the size or composition of the Board of Directors.

Section 2. Authority.

Except where the Ohio Revised Code, the Corporation's Articles of Incorporation or this Code of Regulations otherwise provide, the full authority of the Corporation shall be vested in and exercised by the Board of Directors. Except as otherwise prohibited by law, any authority of the Directors may be delegated to such persons or committees as the Directors so acting may determine.

Section 3. Election of and Term of Office of Directors; Staggered Terms.

(a) Directors shall be selected at the annual meeting of the Board of Directors by the vote of a majority of the then-serving Directors, provided that a quorum of the Board of Directors is present. Unless a Director is elected pursuant to Article II, Section 5, each Director shall hold office for three (3) years from the date of his or her selection as Director or until his or her earlier resignation, removal from office, or death. If for any reason the Board of Directors fails to take action at any annual meeting to select Directors, the Directors then serving shall continue to serve until their successors are selected or until their earlier resignation, removal from office, or death.

(b) Any Director may, by written notice to the President of the Board of Directors, resign at any time. Any Director may be removed by a majority vote of all of the remaining members of the Board of Directors without cause at any time.

(c) The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board shall not be necessary to make it effective.

Section 4. Qualifications

The Directors shall demonstrate an interest in the area of education.

Section 5. Director Vacancies.

(a) The office of any Director shall become vacant upon his or her death, failure to qualify, removal or resignation as a Director. Any Director's office shall likewise become vacant if he or she shall be declared of unsound mind or otherwise incompetent by order of a court having jurisdiction, or if he or she shall be adjudicated as bankrupt or shall make an agreement for the benefit of his or her creditors.

(b) Vacancies which occur on the Board of Directors may be filled, on a temporary basis, by the vote of a majority of the remaining Directors. Any Director so elected shall hold office for the unexpired term.

ARTICLE III: MEETINGS

Section 1. Annual and Regular Meetings.

Annual Meetings of the Board of Directors shall be held each year during the month of June or at such time and place designated by the Directors. Regular Meetings of the Board of Directors shall be held at least six (6) times throughout the year (including the Annual Meeting) and at such times and places as may be fixed by the Directors. So long as the Corporation operates an Ohio Community School as defined in Ohio Revised Code Section 3314, all meetings shall comply with the legal requirements for Ohio Community Schools.

Section 2. Special Meetings

Special Meetings of the Board of Directors may be held at any time upon the written call of the President or at the written request of a majority of the Directors entitled to vote on matters presented to the Board of Directors.

Section 3. Meetings Held Through Communications Equipment.

Unless otherwise prohibited by law, meetings of the Board of Directors or any committee of the Board of Directors may be held through communications equipment provided that all persons participating in such meeting can hear and otherwise communicate with each other, and such participation shall constitute presence at such a meeting. So long as the Corporation operates as an Ohio Community School as defined in Ohio Revised Code section 3314, a quorum of Directors must be physically present to lawfully conduct a Board Meeting.

Section 4. Notice of Meetings.

Except for Special Meetings, written notice of any Board of Directors Meeting shall be given to the Directors at least five (5) days prior to such meeting and shall set forth the reasons therefore. Notice of any Special Meeting may be made other than by written notice when circumstances dictate and must be given at least twenty-four (24) hours in advance. Notice of meetings shall be given to the public as required by Ohio law.

Section 5. Action Without Meeting.

Unless otherwise prohibited by law, any action which may be taken at any meeting of the Board of Directors, or of any committee of the Board of Directors, may be taken without a meeting by unanimous consent of the Directors who are entitled to vote on such action evidenced by a writing or writings signed by all of the members of the Board or of such committee who are entitled to vote on such action, as the case may be. The writing or writings evidencing such action taken without a meeting shall be filed with the Secretary of the Corporation and inserted by the Secretary in the permanent records of the Corporation relating to meetings of the Board or of its committees.

Section 6. Quorum.

Except as otherwise provided in this Code of Regulations, the minimum number of Directors necessary to constitute a quorum for the transaction of business at any meeting shall be a majority of the Directors entitled to vote who are then in office.

Section 7. Voting

All matters submitted to a vote at any meeting at which a quorum is present shall be determined by a majority vote of the Directors entitled to vote who are present unless otherwise provided in this Code of Regulations.

Section 8. Executive Session

So long as the Corporation operates as an Ohio Community School as defined in Ohio Revised Code Section 3314, all meetings shall comply with the legal requirements for Ohio Community Schools. As such, the Board may discuss matters in executive session as permitted by Section 121.22(G) of the Ohio Revised Code as the same may be amended.

Section 9. Minutes of Meetings.

The minutes of the meetings of the Board constitute the written record of Board actions. The minutes of each meeting shall reflect all actions taken by the Board. Minutes need only reflect the general subject matter of discussion in executive sessions.

A complete and accurate set of minutes shall be prepared and become a regular part of the meeting agenda.

ARTICLE IV: OFFICERS

Section 1. Election of Officers.

The Board of Directors shall elect as Officers of the Corporation a President, Secretary, and a Treasurer, and may elect such Vice Presidents and assistant officers as the Board from time to time deems appropriate. Each Director shall be entitled to vote only for one (1) person for each office to be elected. An individual may hold more than one (1) office of the Corporation. The duties of the Officers shall be as follows:

(1) President. The President shall be the active executive officer of the Corporation and shall exercise supervision over the business of the Corporation and over its several officers, subject, however, to the control of the Board of Directors. He/She shall preside at all meetings of members and, in the absence of, or if a Chairman of the Board shall not have been elected, shall also preside at meetings of the Board of Directors. He/She shall have authority to sign all deeds, mortgages, bonds, contracts, notes and other instruments requiring his/her signature; and shall have all the powers and duties prescribed by the General Corporation Act; appoint all committee chairs and committee members; assist in conducting new board member orientation; recruit new board members; act as spokesperson for the organization; periodically consult with Board Members on their roles and help them assess their performance; and such other duties as from time to time may be assigned to him/her by the Board of Directors.

(2) Vice-President. The Vice-President shall perform duties as are conferred upon him/her by those regulations or as may from time to time be assigned to him/her by the Board of Directors or the President. At the request of the President, or in his/her absence or disability, the Vice-President, designated by the President (or in the absence of such designation, the Vice-President designated by the Board of Directors) shall perform all the duties of the President, and when so acting, shall have the powers and duties of the President.

(3) Secretary. The Secretary of the Corporation shall keep minutes of all proceedings of the meetings and shall make proper records of the same which shall be attested to him/her. He/She shall keep such books as may be required by the Board of Directors and file all reports to states, to the Federal government, and to foreign countries. He/She shall be required to give notice of meetings of the Directors, and shall perform such other and further duties as may from time to time be assigned to him/her by the Board of Directors or the President. The Secretary shall sign all deeds, mortgages, bonds, contracts, notes and other instruments executed by the Corporation requiring his/her signature.

(4) Treasurer. The Treasurer shall monitor the financial affairs of the Corporation. So long as the Corporation is operating a community school as defined in Chapter 3314 of the Ohio Revised Code, the office of Treasurer shall be held by the Corporation's appointed designated fiscal officer, who shall not be a member of the Board of Directors. The Corporation's designated fiscal officer shall hold such licenses

and receive such training as required by Ohio law. The Treasurer shall cause to be kept adequate and correct accounts of its assets and liabilities, receipts, disbursements, gains, losses, together with such other accounts as may be required, and, review and answer board members' questions about the annual audit and he/she shall perform such other duties as from time to time may be assigned to him/her by the Board of Directors. Upon the expiration of his/her appointment, the designated fiscal officer shall turn over to the Board of Directors all property, books, papers, and money of the Corporation in his/her hands.

(5) Assistant and Subordinate Officers. The Board of Directors may appoint such assistant and subordinate officers as it may deem desirable. Each such officer shall hold office during the pleasure of the Board of Directors and perform such duties as the Board of Directors may prescribe.

The Board of Directors may from time to time, authorize any officer, appoint and remove subordinate officers, prescribe their authority and duties, and fix their compensation.

(6) Duties of Officers May be Delegated. In the absence of any officer of the corporation, or for any other reason, which the Board of Directors may deem sufficient, the Board of Directors may delegate, for the time being, the powers and duties, or any one of them, of such officer to any other officer or to any Director.

Section 2. Qualifications and Authority of Officers.

The Officers of the Corporation may, but need not, be Directors of the Corporation. Officers of the Corporation shall have such authority as may be specified from time to time by the Directors.

Section 3. Terms of Officers.

Unless an Officer is elected pursuant to Article IV, Section 5, each Officer shall hold office for a two (2) year term. Except as otherwise provided herein, the number of terms of such Officers shall not be limited.

Section 4. Resignation and Removal.

Any Officer may, by written notice to the Board of Directors, resign at any time. Any Officer may be removed by the Board of Directors without cause at any time.

Section 5. Officer Vacancies.

Vacancies which occur in any office shall be filled by the Board of Directors for the remainder of the vacant term in such manner as said Board, in its discretion, deems appropriate.

ARTICLE V: COMMITTEES

The Corporation may have Standing or Special Committees to perform such functions as the Board of Directors may authorize and direct. The chairpersons of such committees shall be selected by the President from among its members. Committee members shall be appointed by the President. The Corporation shall determine from time to time the number of members on each committee provided that at no time shall the number of committee members constitute a majority of the entire Board of Directors.

ARTICLE VI: CONFLICTS OF INTEREST POLICY

The Corporation shall adopt a conflicts of interest policy to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director, Officer or other interested person. As required by law, the conflicts of interest policy shall require all Board members to complete an annual disclosure of information.

ARTICLE VII: INDEMNIFICATION

Section 1. Indemnification.

(a) Except as otherwise provided in this Article, the Corporation shall, to the fullest extent permitted by applicable law, indemnify each person who, by reason of being or having been a Director of the Corporation, is named or otherwise becomes or is threatened to be made a party to any action, suit, investigation or proceeding (or claim or other matter therein), and the Corporation by its Board of Directors may indemnify any other person as deemed proper by said Board, against any and all costs and expenses (including attorney fees, judgments, fines, penalties, amounts paid in settlement, and other disbursements) actually and reasonably incurred by, or imposed upon, such person in connection with any action, suit, investigation or proceeding (or claim or other matter therein), whether civil, criminal, administrative or otherwise in nature, with respect to which such person is named or otherwise becomes or is threatened to be made a party by reason of being or any time having been a Director, Officer, employee or other agent of or in a similar capacity with the Corporation, or by reason of being or at any time having been, at the direction or at the request of the Corporation, a director, trustee, officer, administrator, manager, employee, member, volunteer, advisor or other agent of or fiduciary for any subsidiary or other corporation, partnership, trust, venture or other party or enterprise, including any employment benefit plan. Any Director who is a party to or threatened with any such action, suit, or proceeding, in a capacity other than a Director, shall not be qualified to vote and the remaining Directors shall thereupon determine, by a majority vote, whether indemnification is proper.

(b) Each request by or on behalf of any person who is or may be entitled to indemnification for reason other than by being or having been a Director or Officer of the Corporation shall be reviewed by the Board of Directors, and indemnification of such person shall be authorized by said Board only if it is determined by said Board that indemnification is proper in the specific case, and, notwithstanding anything to the

contrary in this Code of Regulations, no person shall be indemnified to the extent, if any, it is determined by said Board or by written opinion of legal counsel designated by said Board for such purpose that indemnification is contrary to applicable law.

Section 2. Insurance.

The Corporation, to the extent permitted by Chapter 1702 of the Ohio Revised Code, may purchase and maintain insurance or furnish similar protection for or on behalf of any person who is or at any time has been a Director, Officer, employee, or volunteer of, the Corporation.

ARTICLE VIII: NON-DISCRIMINATION

The Corporation shall not discriminate on the basis of race, color, gender or ethnic origin with respect to its rights privileges, programs, activities, and/or in the administration of its educational programs and athletics/extracurricular activities. Specifically, with respect to admissions, it will admit students of any race, creed, color, national or ethnic origin, sex, and handicapping condition. Upon the admission of any handicapped student, the School will comply with all federal and state laws regarding the education of handicapped students.

ARTICLE IX: AMENDMENT OF GOVERNING DOCUMENTS

Section 1. Articles of Incorporation

The Corporation's Articles of Incorporation may be amended by a majority vote of the Directors.

Section 2. Code of Regulations

This Code of Regulations may be amended, or a new Code of Regulations may be adopted, by a majority vote of the Directors.

ARTICLE X: CONFLICT WITH ARTICLES OF INCORPORATION

If, at any time, any provision of this Code of Regulations conflicts with any provision of the Corporation's Articles of Incorporation, the provisions of the Articles of Incorporation shall control, and the portion of this Code of Regulations that conflicts with the Articles of Incorporation shall be void to the extent of the conflict with the Articles of Incorporation.

ARTICLE XI: DISSOLUTION

The Corporation may be dissolved upon a majority vote of the Directors, provided that upon dissolution the Corporation, after paying or making provision for payment of all of the liabilities of the Corporation, must distribute its assets to another public benefit corporation, the United States, a state or any political subdivision of a state or a person that is recognized as exempt from federal income taxation under Section 501(c) (3) of the Internal Revenue Code.

ARTICLE XII: MISCELLANEOUS

Section 1. Fiscal Year.

The fiscal year of the Corporation shall commence on July 1 and conclude on June 30 of each year.

Section 2. Audit.

As may be required by law, the fiscal records of the Corporation shall be audited each year by the State Auditor or Certified Public Accountant and the report thereof made available to the President, the Board of Directors, and such other persons as may be necessary or appropriate.

Section 3. Spending Authority.

Other than electronic funds disbursements authorized pursuant to any contract approved by the Board of Directors, disbursements in excess of Ten Thousand Dollars (\$10,000) shall require the approval of the Treasurer and one other officer. Expenditures in excess of Twenty Thousand Dollars (\$20,000) shall require approval by the Board of Directors.



OAKMONT
EDUCATION

Appendix I

Appendix I: Fundraising Efforts

We recognize that diverse revenue streams are essential for our long-term success. In pursuit of this goal, Oakmont Education is actively engaged in both fundraising activities and grant-seeking initiatives.

Yass Prize Alumni Award:

In 2022 Oakmont education was a finalist for the Jos prize, as an alumni winner we are eligible for additional funding to expand our high impact model. We are currently in the application cycle for consideration. Being granted this alumni award will not only provide financial support but also underscore the enduring impact of our alumni on society.

Pre-opening Fundraising Series:

In line with our commitment to diverse revenue sources, we are planning and hosting a series of pre-opening fundraising events. These events are not only about financial support but also a celebration of our resilient community's unwavering dedication to our mission. These events will showcase our commitment to the long-term well-being of Oakmont Education in Iowa so that we may grow to serve opportunity youth across the state.

CSP Grant Application:

In our pursuit of a stable and sustainable financial future, Oakmont Education is also applying for a Charter School Program (CSP) grant through the federal government. This grant will be instrumental in replicating our successful charter school model, allowing us to extend our reach to more communities and students who stand to benefit from our approach to education. Securing this grant will not only support the replication of our high-performing charter schools but also reinforce the federal government's commitment to our mission.

We understand that the combination of the YASS Prize Alumni Award, our pre-opening fundraising series, and the CSP grant application represents a multifaceted approach to securing the financial health and overall well-being of Oakmont Education. Diverse revenue streams are crucial for our long-term success, and we are unequivocally dedicated to these efforts.

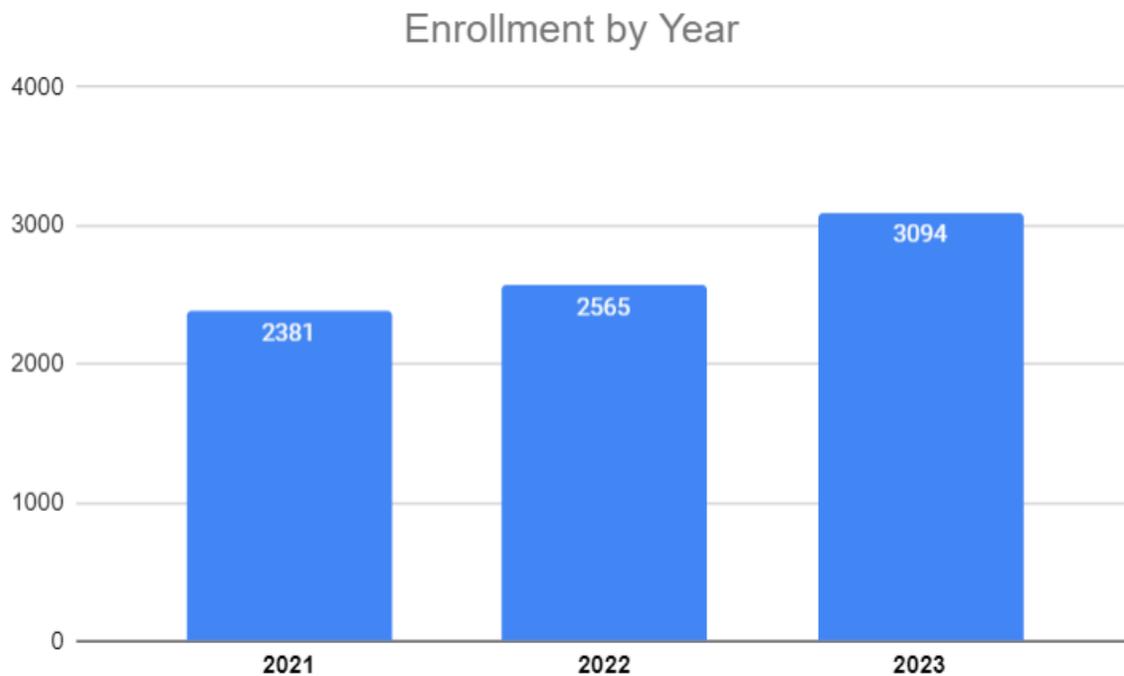


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Appendix J

Appendix J: FOUNDING GROUP'S SUCCESS

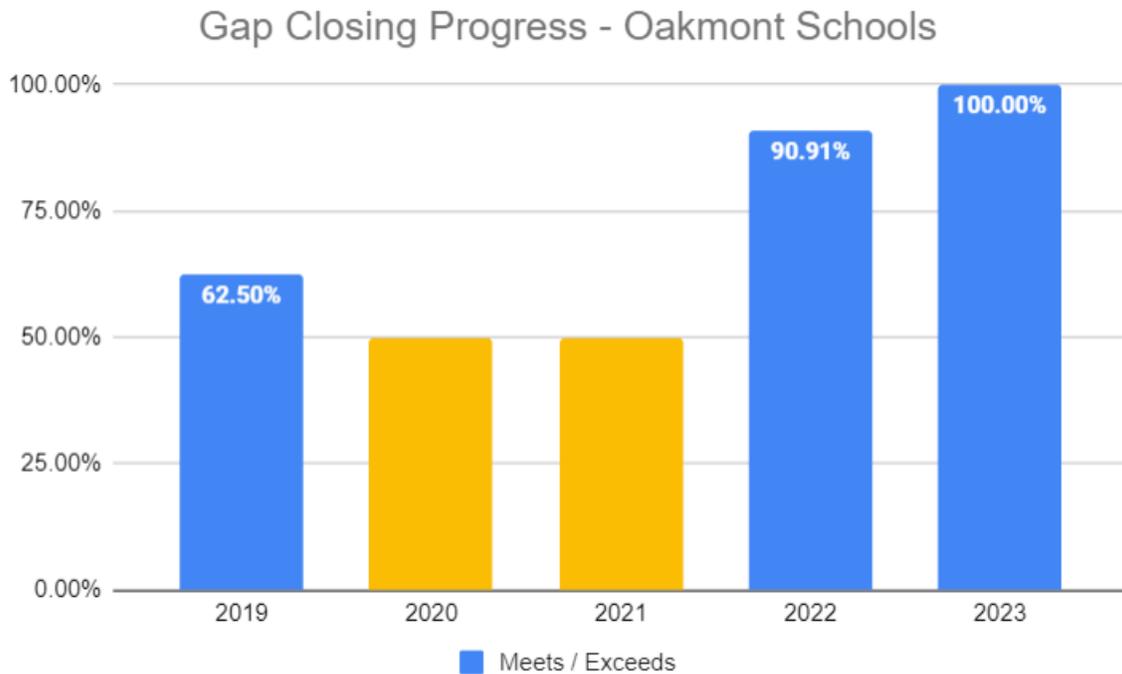
1. **Enrollment:** Oakmont Education continues to grow with the addition of new charter school campuses across the State. These schools specifically target reengaging those youth (Opportunity Youth) who have dropped out of high school. The chart below represents the number of Opportunity Youth who enroll in our schools and remain engaged for the year. It does not include the number of Opportunity Youth who enroll but disengage before they can be counted at an FTE level. It is interesting to note that while overall enrollment increased so did enrollment in Career-Technical Education. For example, in 2021 there were 1,393 students enrolled in CTE. In 2022 that number jumped to 1,970 and in 2023 there were 2,077 students enrolled in CTE.



2. **Attendance:** According to Ohio's Attendance Guide (<https://education.ohio.gov/getattachment/Topics/Student-Supports/Attendance-Support/Ohio-s-Attendance-Guide.pdf.aspx?lang=en-US>), more than 30% of Ohio's students were chronically absent, meaning they missed 10% or more of the school year for any reason. Based on these numbers, chronic absenteeism in Ohio has nearly doubled since before the pandemic. This number is even higher in schools that re-engage Opportunity Youth; however, the Oakmont Model, which focuses on Career Tech

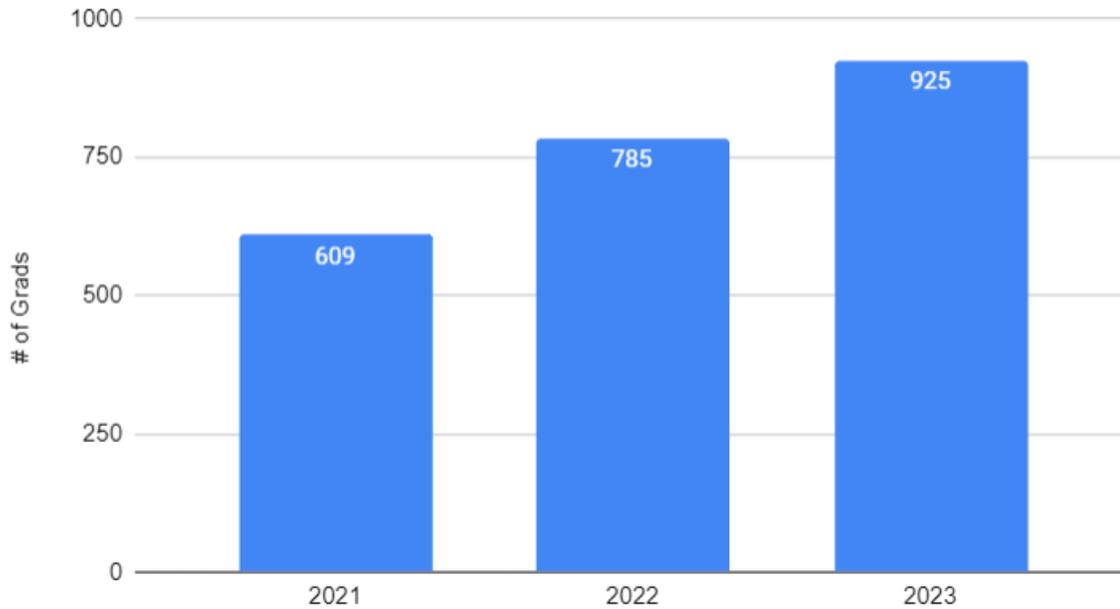
Education to engage students in a curriculum that is highly relevant and utilizes a Project Based Learning approach enjoys an attendance rate of over 71%.

3. The Annual State Report Card Component that best illustrates the growth on student progress and learning in Ohio is called, “Gap Closing” This component shows how well schools are improving or meeting the performance expectations for all students in English/Language Arts, Math, and English Language Proficiency. The graph below illustrates the continuous improvement in this area for Oakmont Education. The Ohio Department of Education did not produce annual report cards for schools during the 2 years of the pandemic; therefore, there are no scores for 2020 or 2021 (highlighted in yellow).



There is one other data point that is even more compelling when gauging the effectiveness of a dropout recovery high school and that is graduation. A traditional graduation rate is not possible to calculate when working with those who have dropped out of school because, by and large, the majority of these youth have already exceeded the timeframe to graduate “on time” (or 4 years from the start of their Freshman year). Furthermore, with a Dropout Recovery option, most of these youth would be on course to remain high schools dropouts. The sheer number of youth who graduate must be seen as both a personal victory for that student and their family. Below is a chart showing the 3 year trend of youth who have graduated from an Oakmont Education school.

of Graduates per Year

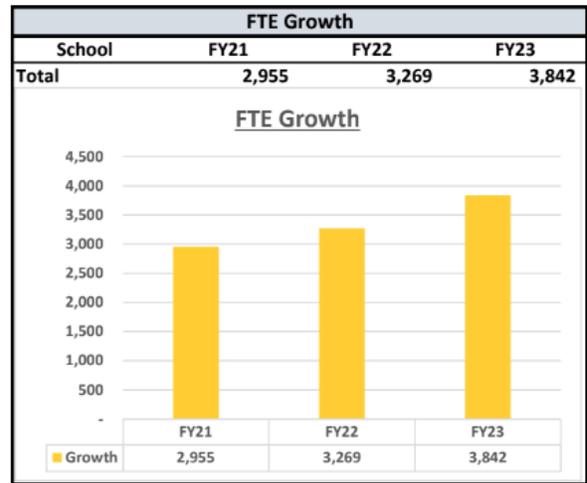
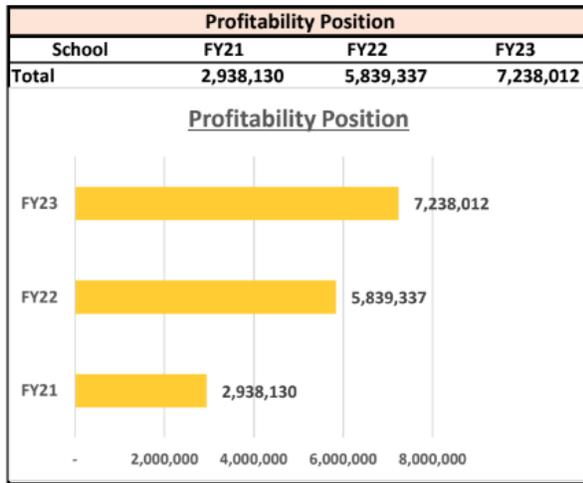
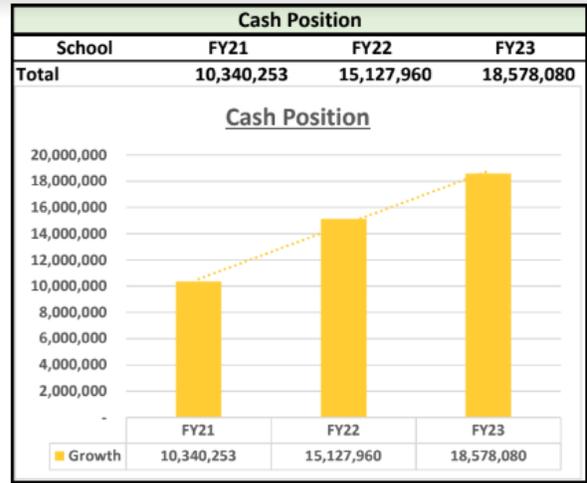
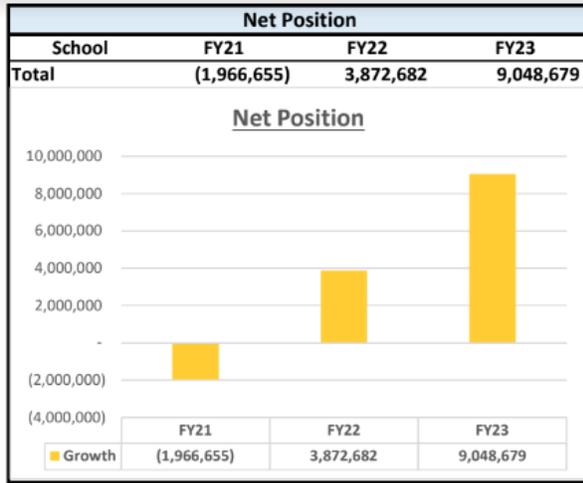


4. Our involvement with parents and students is best illustrated by the results from the surveys we send out during the school year. The chart below shows the averages, over time (past 3 years) to our survey questions. The Oakmont Senior Leadership team reviews these responses and identifies area of concern or negative trends and then implements a Corrective Action Plan with the School Leadership Team and the School's Board. The plan is closely monitored until the area is corrected and improvement is noted.

Parent Survey Questions - Percent Agrees / Strongly Agrees	2021	2022	2023
1. Overall, I am very satisfied with this school.	98%	96%	98%
2. Overall, my child seems very satisfied with this school.	96%	96%	96%
3. I am satisfied with the frequency of communications from the school.	96%	95%	92%
4. I would recommend this school to my friends with school aged children.	95%	96%	94%
5. My child is receiving a better education than at their last school.	98%	86%	92%
6. I feel the school has worked with me to make my child's learning successful in this unique Covid environment.	94%	91%	N/A
7. I feel my child has successfully continued to learn and grow academically in this unique Covid environment.	94%	95%	N/A

Student Survey Questions - Percent Agrees / Strongly Agrees	2021	2022	2023
1. I enjoy coming to school every day.	84%	73%	74%
2. Overall, I feel safe at my school.	94%	95%	93%
3. My teachers care about me.	97%	97%	95%
4. I would refer a friend to my school.	92%	89%	88%
5. I like working with computers and technology.	84%	73%	78%
6. I have access to my teachers for support.	96%	96%	95%
7. I am interested in the career technical learning opportunities my school offers.	4%	32%	40%

5. Financial Stability data is included in the 4 charts below. The Net Position Chart indicates the difference between assets and liabilities, which may or may not be available for future funding. The Cash Position Chart represents the amount of cash on our books. The Profitability Position Chart is a measure of our profit relative to expenses. And the FTE Growth Chart shows the continuous growth of the schools for Full Time Students. In all charts, positive growth is evident, and the financial stability of the organization is strong.



6. Staff Stability for Ohio is strong with relatively little turnover year over year. Evidence of staff stability can be seen in the results of our staff satisfaction survey, which is done annually. The chart below shows the averages, over time (past 3 years) to our survey questions. As with Parent and Student Survey, the Oakmont Senior Leadership team reviews these responses and identifies areas of concern or negative trends and then implements a Corrective Action Plan with the School Leadership Team and the School’s Board. The plan is closely monitored until the area is corrected and improvement is noted. The responses from these satisfaction surveys continue to trend in a positive manner with only small changes year over year.

Staff Survey Questions - Percent Agrees / Strongly Agrees	2021	2022	2023
1. Overall, I understand the mission and vision of Oakmont.	99%	96%	98%
2. I believe that I am making a positive difference in the lives of our students.	99%	100%	99%
3. Overall, I feel I am a part of a family culture at my school.	95%	92%	94%
4. Overall, I feel I am valued and appreciated by my peers and fellow team members.	98%	96%	94%
5. I feel that I have input into the development and building of my school.	92%	93%	93%
6. My director recognizes and praises my efforts.	94%	94%	98%
7. Teamwork is encouraged and practiced at my school.	95%	96%	94%
8. I would refer one of my friends or family members to work for another Oakmont school.	91%	89%	92%
9. I receive frequent, meaningful feedback about my performance	88%	89%	90%



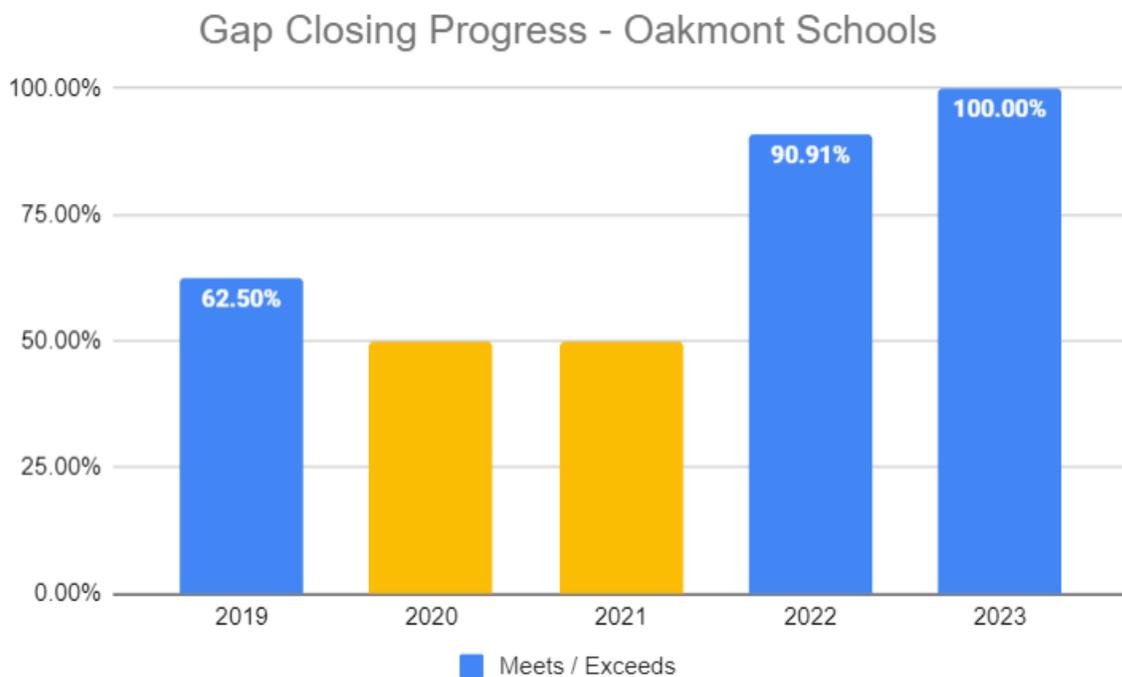
OAKMONT
EDUCATION

Appendix K

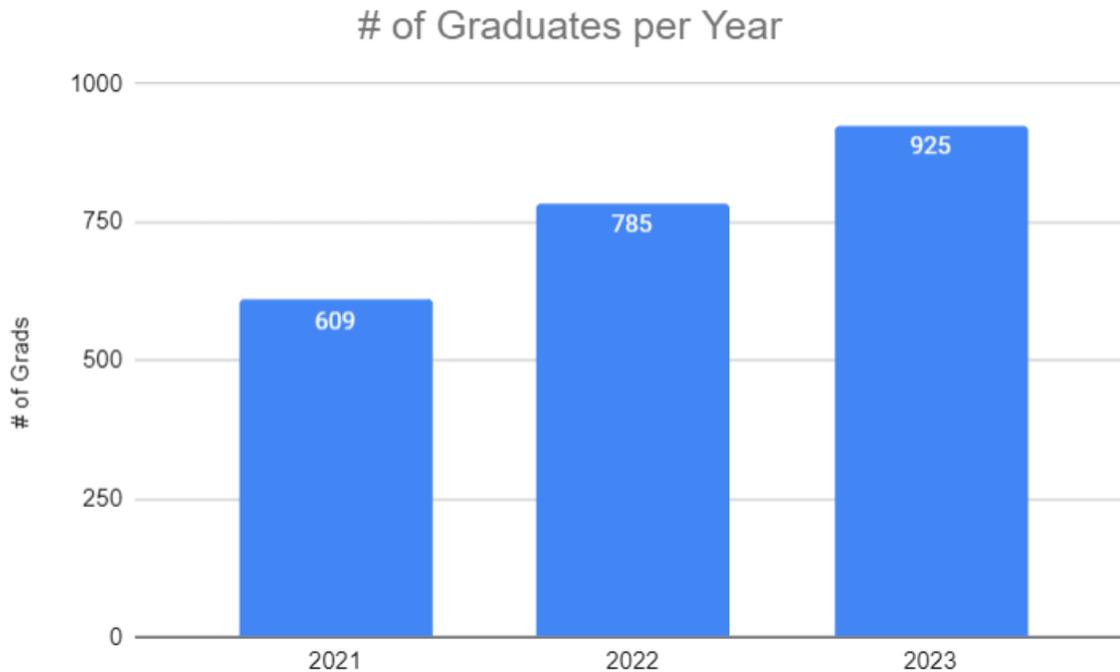
Appendix K: PAST PERFORMANCE

Demonstration of Local School Boards:

1. **Growth on Assessment Scores Over Time:** The Annual State Report Card Component that best illustrates the growth on student progress and learning in Ohio is called, “Gap Closing” This component shows how well schools are improving or meeting the performance expectations for all students in English/Language Arts, Math, and English Language Proficiency. The graph below illustrates the continuous improvement in this area for our schools. The Ohio Department of Education did not produce annual report cards for schools during the 2 years of the pandemic; therefore, there are no scores for 2020 or 2021 (highlighted in yellow).



There is one other data point that is even more compelling when gauging the effectiveness of our dropout recovery high schools and that is graduation. A traditional graduation rate is not possible to calculate when working with those who have dropped out of school because, by and large, the majority of these youth have already exceeded the timeframe to graduate “on time” (or 4 years from the start of their Freshman year). Furthermore, with a Dropout Recovery option, most of these youth would be on course to remain high schools dropouts. The sheer number of students who graduate must be seen as both a personal victory for that student and their family. Below is a chart showing the 3 year trend of youth who have graduated from our schools.



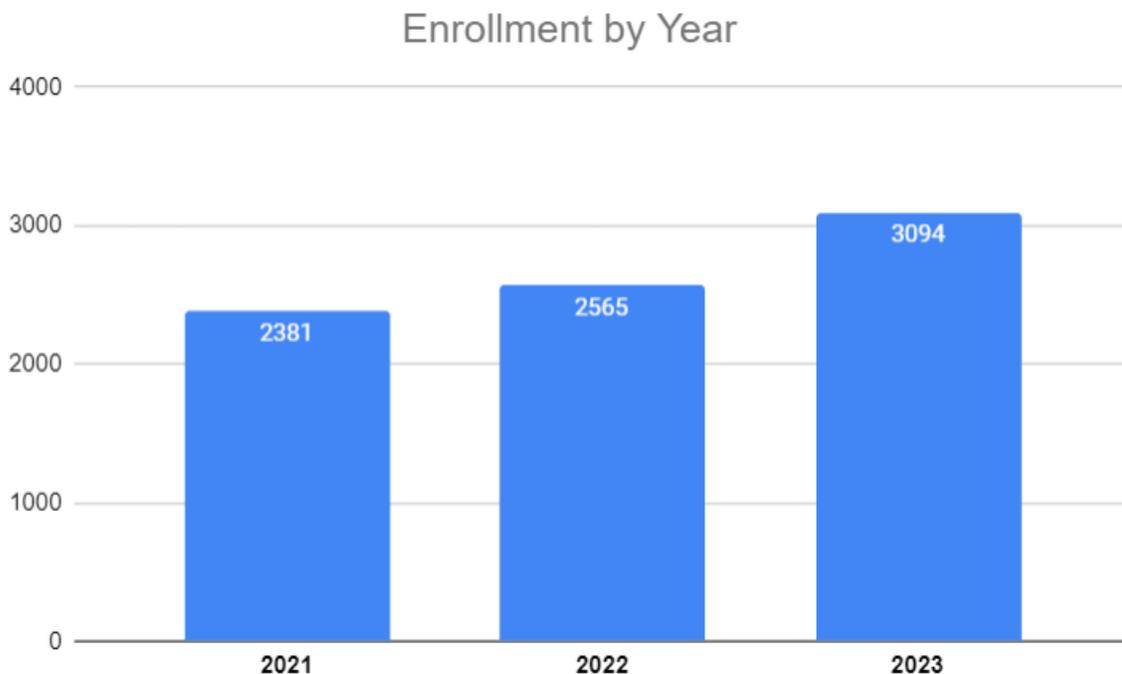
2. Curriculum, instruction, and assessment matched to the mission of the charter school:

To change the lives and positively impact our communities by transforming under-resourced opportunity youth into responsible, educated, and skilled contributors to society is the mission of our schools. To achieve this end, our curriculum has two major components – our academic model and our career technical model. Our academic model provides an individualized, self-paced program that is responsive to each student’s need. We utilize a rigorous digital curriculum (Apex) that aligns with State Standards and offers components that allow teachers to differentiate instruction to address diverse student needs. Research suggests that 72% of students in dropout schools have attendance issues and since the pandemic, chronic absenteeism in our country has nearly doubled. This requires the use of a digital curriculum platform that provides students the ability to spend more time learning concepts rather than dealing with the frustration of trying to learn a concept or skill after the teacher has moved on to the next topic. The Apex curriculum utilized in our schools presents concepts in different ways, including interactive activities and animated explanations to keep students engaged and motivated. Scaffolding and supports are built into the curriculum to give students the help they need at the moment they need it. With zero-stakes checks for understanding, along with scored quizzes and tests, teachers are able to monitor progress in real-time and provide immediate intervention when needed.

Our Career Technical Education (CTE) model utilizes industry based curricula that results in students earning nationally recognized industry credential in a variety of career fields including construction, manufacturing, healthcare, culinary, agriculture, business, and para-education. Our CTE model blends classroom instruction with project-based learning

and workforce experience opportunities out in the field and alongside of current professionals so that students are exposed to the realities and expectations that are demanded in the workforce. A competency-based approach to learning 21st Century Skills, often referred to as “Soft Skills”, is another fundamental element of our CTE model. In fact, the World Economic Forum, in their “The Future of Jobs Report 2023” lists self-efficacy skills (resilience, flexibility, and agility) among the top five skills seen as “Core” competencies by companies. To this end, our CTE model provides instruction in self-efficacy skills including resiliency, initiative, and collaboration with each one resulting in its own micro-credential that is located on a national platform so potential employers can validate these skills.

- 3. Increased Student Enrollment and Attendance:** Our schools continue to grow with the addition of new charter school campuses across the State. These schools specifically target reengaging those youth (Opportunity Youth) who have dropped out of high school. The chart below represents the number of Opportunity Youth who enroll in our schools and remain engaged for the year. It does not include the number of Opportunity Youth who enroll but disengage before they can be counted at an FTE level. It is interesting to note that while overall enrollment increased so did enrollment in Career-Technical Education. For example, in 2021 there were 1,393 students enrolled in CTE. In 2022 that number jumped to 1,970 and in 2023 there were 2,077 students enrolled in CTE.



According to Ohio’s Attendance Guide (<https://education.ohio.gov/getattachment/Topics/Student-Supports/Attendance-Support/Ohio-s-Attendance-Guide.pdf.aspx?lang=en-US>), more than 30% of Ohio’s

students were chronically absent, meaning they missed 10% or more of the school year for any reason. Based on these numbers, chronic absenteeism in Ohio has nearly doubled since before the pandemic. This number is even higher in schools that re-engage Opportunity Youth; however, our schools, which focus on Career Tech Education to engage students in a curriculum that is highly relevant and utilizes a Project Based Learning approach enjoys an attendance rate of over 71%.

4. **Decreased Student Discipline.** Reports are made to school boards twice a year regarding the number of episodes of bullying and harassment. For years, our schools have continued to report 0 episodes of this behavior. That is not to say that our schools are pristine environments where every student demonstrates exemplary behavior. The truth is, our schools do have students who make poor choices and often, that choice is because it is the only option they know when they enroll in our schools. It is a positive aspect of our schools that none of the disruptive behaviors we experience meet the threshold which defines “Harassment/Bullying”. Any frequency count on disruptive behavior – in a school that serves high school dropouts – must be considered taken out of context. In order to adequately respond to this question, one must understand the culture our schools embrace when working with these youth.

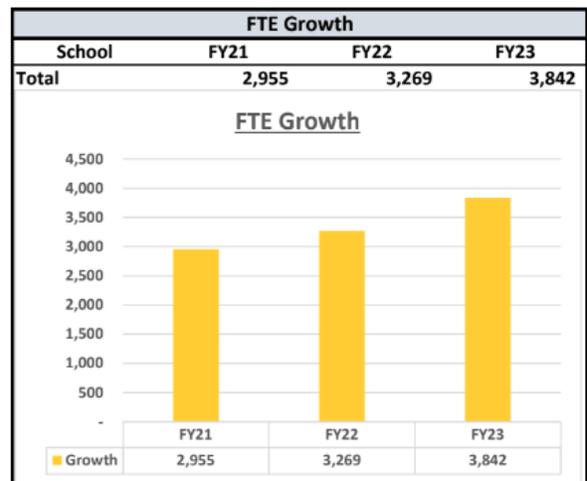
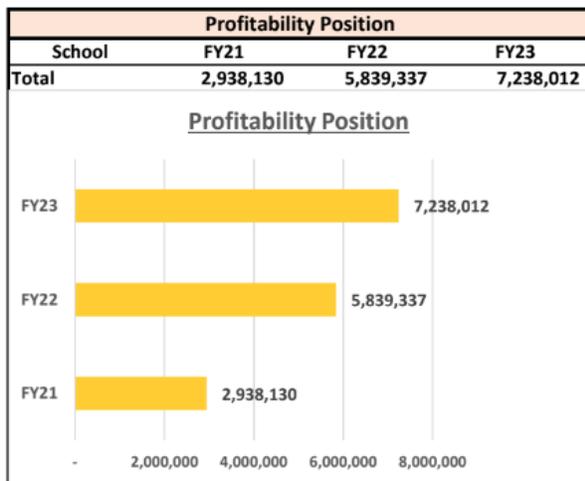
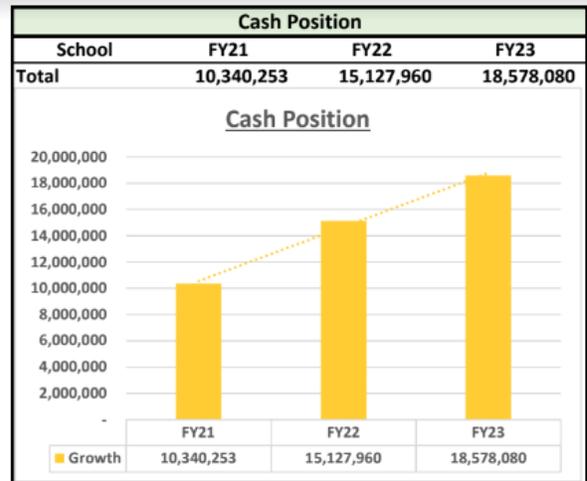
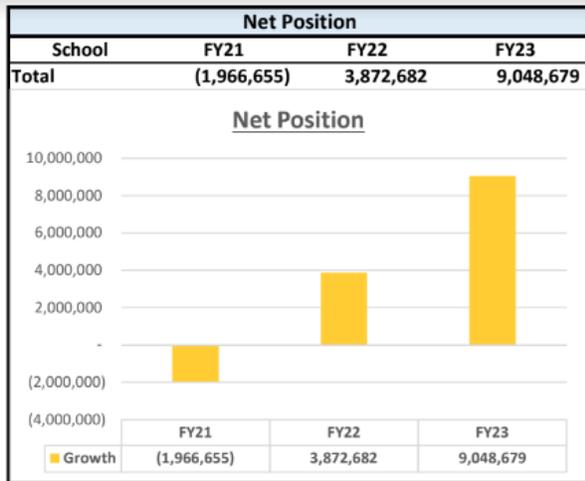
In his 2009 book, Reaching the Wounded Student, Joe Hendershott identifies these students, the ones who are beyond the point of “at-risk” and who suffer from hopelessness. He calls these students “wounded” because of their exposure to abuse, neglect, violence, bullying, poverty, and other Adverse Childhood Experiences (ACE’s) which create toxic stress that can change brain development and affect how the body responds to stress. For decades there has been a well-known saying, “Hurt people hurt people”. We know this to be true and it is why one of our first priorities in working with students is to try and heal those “wounds”. We hire “Retention Specialists” to help mitigate barriers to students attending school; we hire “Family Advocates” to help students access social supports to address social issues such as food insecurity, homelessness, child care for their dependent children, etc., and we hire “Juvenile Court Liaisons” to help students seal and/or expunge criminal records. Our staffing pattern is designed to mitigate that hurt, to re-create a sense of trust, and to rekindle hope because when a student’s primary focus can move past surviving, they can begin to set goals, make gains in school, and envision themselves achieving a better tomorrow. When a student is supported in this manner, it is easy to see how disruptive behavior is decreased.

5. **Exemplary Parent and Community Involvement:** Success in this area is best illustrated by looking at the results from the surveys we send out during the school year. The chart below shows the averages, over time (past 3 years) to our survey questions.

Parent Survey Questions - Percent Agrees / Strongly Agrees	2021	2022	2023
1. Overall, I am very satisfied with this school.	98%	96%	98%
2. Overall, my child seems very satisfied with this school.	96%	96%	96%
3. I am satisfied with the frequency of communications from the school.	96%	95%	92%
4. I would recommend this school to my friends with school aged children.	95%	96%	94%
5. My child is receiving a better education than at their last school.	98%	86%	92%
6. I feel the school has worked with me to make my child's learning successful in this unique Covid environment.	94%	91%	N/A
7. I feel my child has successfully continued to learn and grow academically in this unique Covid environment.	94%	95%	N/A

School events that involve parents are held continuously throughout the year. Our schools conduct open houses in the fall and spring of each year as well as Resource Fairs, twice a year, where families can come to the school and meet community providers who help with accessing resources such as rent and utility assistance, childcare, food insecurity and securing health insurance. Graduation luncheons involve families who can join our staff in celebrating their students' success. There are also routine "Family Nights" where families are encouraged to come in, meet with teachers, enjoy some food, and even play some group games led by staff. As far community involvement, this is primarily done through CTE. Each of our pathways has a Workforce Advisory Committee (WAC) made up of 4-7 local businesses who are interested in creating a pipeline directly from high school to employment opportunities in their companies. These WAC Meeting last only 1 hour and occur quarterly; however, they are critical to ensuring that our career technical training meets the needs of employers, and their expectations of what entry level workers should demonstrate. Each school also provides a Signing Day each spring. Much like when a star athlete selects the college they will be attending, our schools celebrate those postsecondary placements for our upcoming graduates. Whether it be enrollment in a college, employment in a company, or enlistment in one of our nation's military branches, the staff, families, and representatives from those placement options come to celebrate the career selections of our youth.

6. Financial Stability: Aggregate data on the financial stability of our schools is provided below using 4 charts. The Net Position Chart indicates the difference between assets and liabilities, which may or may not be available for future funding. The Cash Position Chart represents the amount of cash on our books. The Profitability Position Chart is a measure of our profit relative to expenses. And the FTE Growth Chart shows the continuous growth of the schools for Full Time Students. In all charts, positive growth is evident, and the financial stability of the organization is strong.



7. **Staff Stability:** There is relatively little turnover year over year with the staff in our schools. New hires are outpacing those who leave because of the increase in the number of school campuses and the number of students served. Of primary importance is the number of school directors that have been promoted from within our own schools. In fact, 7 of the last 10 school directors were promoted internally. Further evidence of staff stability can be seen in the results of our staff satisfaction survey, which is done annually. The chart below shows the averages, over time (past 3 years) to our survey questions.

Staff Survey Questions - Percent Agrees / Strongly Agrees	2021	2022	2023
1. Overall, I understand the mission and vision of Oakmont.	99%	96%	98%
2. I believe that I am making a positive difference in the lives of our students.	99%	100%	99%
3. Overall, I feel I am a part of a family culture at my school.	95%	92%	94%
4. Overall, I feel I am valued and appreciated by my peers and fellow team members.	98%	96%	94%
5. I feel that I have input into the development and building of my school.	92%	93%	93%
6. My director recognizes and praises my efforts.	94%	94%	98%
7. Teamwork is encouraged and practiced at my school.	95%	96%	94%
8. I would refer one of my friends or family members to work for another Oakmont school.	91%	89%	92%
9. I receive frequent, meaningful feedback about my performance	88%	89%	90%

Capacity for an Additional Charter School:

- 1. Sound Budget Management:** Being a network of nearly 20 dropout recovery high schools and serving more than 4,000 students, our schools are well equipped to manage their individual school budgets with oversight from their respective boards. Schools are required to have a 5 year forecast which ensures adequate planning so that expenses do not exceed revenues. Procurement policies are in place. Staffing patterns are added as enrollment grows to ensure adequate student teacher ratios as well fully implement the support services model critical to supporting Opportunity Youth. Each school is subject to a general audit annually and none of our schools have had any findings. Oakmont Education is also subject to an annual Agreed Upon Procedures (AUP) audit and since inception, has had no findings. Clean audits is an outstanding indicator of sound budget management.
- 2. Proper Allocation of Resources:** Oakmont Education has successfully opened 5 Dropout Recovery Charter High Schools in the past 3 years of operation so opening a new school has become a standardized procedure in our agency. We know the ideal square footage of the building we need as well as the square footage of each classroom, including CTE laboratories. In addition to the space requirements, plumbing and electrical needs are also included in the buildout specs to ensure our students can learn how to operate the equipment associated with their craft. Academic classrooms and adequate office/meeting space are also standardized for buildouts. The furniture, computer needs, CTE tools, equipment, and supplies, as well as other startup costs – including vendors – have been identified for appropriate resource allocation. This is also true for staff patterns, including administrative and support personnel. Our leadership team has also been to Des Moines and using data on population, poverty, and dropout rates have identified the area of the city in which a Dropout Recovery High School may prove to be the most impactful. Potential properties in that geographic area have also been identified.
- 3. Fundraising Efforts:** We recognize that diverse revenue streams are essential for our long-term success. In pursuit of this goal, Oakmont Education is actively engaged in both fundraising activities and grant-seeking initiatives.

Yass Prize Alumni Award:

In 2022 Oakmont education was a finalist for the Jos prize, as an alumni winner we are eligible for additional funding to expand our high impact model. We are currently in the application cycle for consideration. Being granted this alumni award will not only provide financial support but also underscore the enduring impact of our alumni on society.

Pre-opening Fundraising Series:

In line with our commitment to diverse revenue sources, we are planning and hosting a series of pre-opening fundraising events. These events are not only about financial support but also a celebration of our resilient community's unwavering dedication to our mission. These events will showcase our commitment to the long-term well-being of Oakmont Education in Iowa so that we may grow to serve opportunity youth across the state.

CSP Grant Application:

In our pursuit of a stable and sustainable financial future, Oakmont Education is also applying for a Charter School Program (CSP) grant through the federal government. This grant will be instrumental in replicating our successful charter school model, allowing us to extend our reach to more communities and students who stand to benefit from our approach to education. Securing this grant will not only support the replication of our high-performing charter schools but also reinforce the federal government's commitment to our mission.

We understand that the combination of the YASS Prize Alumni Award, our pre-opening fundraising series, and the CSP grant application represents a multifaceted approach to securing the financial health and overall well-being of Oakmont Education. Diverse revenue streams are crucial for our long-term success, and we are unequivocally dedicated to these efforts.

- 4. Level of Commitment and Time for the Proposed School:** At the suggestion of Governor Kim Reynolds, Oakmont Education is planning to open our first dropout recovery high school in Iowa in August of 2024. Our leadership team has already made an initial visit to Des Moines to meet with potential partners including Rob Denson, President of Des Moines Area Community College and several members of his staff; Skilled Trade and Apprenticeship partners including Samantha Groark, Executive Director of Central Iowa Building & Construction Trades Council, Trevor Stevens, Curriculum and Outreach Coordinator of Des Moines Electrical Apprenticeship, and Brandon Patterson, Workforce Development of the Home Builders Association of Des Moines. The Oakmont Education team also met with Jon Peppetti; Chief of Staff from Iowa Workforce Development along with several of his team members. Our trip was facilitated by Mike Huguelet, Executive Director of The

Iowa Coalition for Public Charter Schools who have been instrumental in our connections with these community partners and understanding the needs for a dropout school option in Des Moines. The Oakmont Education Leadership team is planning several trips to Iowa throughout the year should our application be approved. It should also be noted that our goal is to have local educators help us implement our Oakmont Education model in Des Moines and to achieve that goal, we have already identified two potential Iowans who will be leading our efforts.

Oakmont Iowa
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended 2025 through 2029, Forecasted

	Forecasted				
	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Fiscal Year 2029
Operating Receipts					
Per Pupil Total	\$ 1,556,010	\$ 2,800,000	\$ 3,150,000	\$ 3,640,000	\$ 4,200,000
Charges for Services	-	-	-	-	-
Fees	-	-	-	-	-
Other	8,500	10,000	11,250	13,000	15,000
Total Operating Receipts	\$ 1,564,510	\$ 2,810,000	\$ 3,161,250	\$ 3,653,000	\$ 4,215,000
Operating Disbursements					
100 Salaries and Wages with Benefits	\$ 1,005,731	\$ 1,128,398	\$ 1,212,786	\$ 1,299,684	\$ 1,299,684
200 Employee Retirement and Insurance Benefits	-	-	-	-	-
400 Purchased Services	1,207,082	1,584,960	1,765,596	2,001,069	2,151,006
500 Supplies and Materials	50,000	20,000	20,000	20,000	20,000
600 Capital Outlay -New	345,000	200,000	200,000	200,000	100,000
700 Capital Outlay - Replacement	-	-	-	-	-
800 Other	-	-	-	-	-
819 Other Debt	-	-	-	-	-
Total Operating Disbursements	\$ 2,607,813	\$ 2,933,358	\$ 3,198,382	\$ 3,520,753	\$ 3,570,690
Excess of Operating Receipts Over (Under) Operating Disbursements	\$ (1,043,303)	\$ (123,358)	\$ (37,132)	\$ 132,247	\$ 644,310
Nonoperating Receipts/(Disbursements)					
Federal Grants	\$ 50,000	\$ 100,000	\$ 125,000	\$ 150,000	\$ 175,000
State Grants	-	-	-	-	-
Restricted Grants	-	-	-	-	-
Donations	347,667	225,000	225,000	225,000	-
Interest Income	-	-	-	-	-
Debt Proceeds	800,000	-	-	-	-
Debt Principal Retirement	-	-	(100,000)	(300,000)	(400,000)
Interest and Fiscal Charges	1,005,731	1,005,731	(40,000)	(35,000)	(20,000)
Transfers - In	1,005,731	1,128,398	-	-	-
Transfers - Out	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	\$ 3,209,129	\$ 2,459,129	\$ 210,000	\$ 40,000	\$ (245,000)

Excess of Operating and Nonoperating Receipts
Over/(Under) Operating and Nonoperating
Disbursements

Fund Cash Balance Beginning of Fiscal Year

Fund Cash Balance End of Fiscal Year

\$ 2,165,826	\$ 2,335,771	\$ 172,868	\$ 172,247	\$ 399,310
\$ -	\$ 2,165,826	\$ 4,501,597	\$ 4,674,465	\$ 4,846,712
\$ 2,165,826	\$ 4,501,597	\$ 4,674,465	\$ 4,846,712	\$ 5,246,022

Assumptions

Staffing/Enrollment

Total Student FTE
Instructional Staff
Administrative Staff
Other Staff

Forecasted				
Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Fiscal Year 2029
170	200	225	260	300
8	8	9	10	10
6	6	7	8	8
0	0	0	0	0

Purchased Services

Rent
Utilities
Other Facility Costs
Insurance
Management Fee
Sponsor Fee
Audit Fees
Contingency
Transportation
Legal
Marketing
Consulting
Salaries and Wages
Employee Benefits
Special Education Services
Technology Services
Food Services
Other
Total

\$ -	\$ 123,560	\$ 123,560	\$ 123,560	\$ 123,560
40,000	41,200	42,436	43,709	45,020
16,000	16,000	17,000	18,000	19,000
30,000	31,000	32,000	33,000	34,000
280,082	504,000	567,000	655,200	756,000
-	-	-	-	-
45,000	45,000	47,500	47,500	50,000
-	-	-	-	-
1,000	1,100	1,300	1,400	1,500
25,000	25,000	27,500	27,500	30,000
40,000	40,000	42,500	42,500	50,000
40,000	45,000	47,500	50,000	52,500
500,000	515,000	595,000	705,000	726,150
120,000	123,600	142,800	169,200	174,276
10,000	12,500	15,000	17,500	20,000
50,000	50,000	51,500	53,000	54,000
10,000	12,000	13,000	14,000	15,000
-	-	-	-	-
\$ 1,207,082	\$ 1,584,960	\$ 1,765,596	\$ 2,001,069	\$ 2,151,006

Financial Metrics

Debt Service Payments
Debt Service Coverage

\$ (1,005,731)	\$ (1,005,731)	\$ 140,000	\$ 335,000	\$ 420,000
0.64	-0.20	2.23	1.51	1.95

Growth in Enrollment	0.00%	17.65%	12.50%	15.56%	15.38%
Growth in New Capital Outlay	0.00%	-42.03%	0.00%	0.00%	-50.00%
Growth in Operating Receipts	0.00%	79.61%	12.50%	15.56%	15.38%
Growth in Non-Operating Receipts/Expenses	0.00%	-23.37%	-91.46%	-80.95%	-712.50%
Days of Cash	0.00	0.74	1.41	1.33	1.36

Assumptions Narrative Summary

Fiscal Year 2024-2025 Projected Debt		
Interest Expense	Ending Year Balance	Debtor/Creditor
\$ -	\$ -	
\$ 40,000.00	\$ 800,000.00	
\$ -	\$ -	
\$ -	\$ -	
\$ -	\$ -	
\$ -	\$ -	
\$ -	\$ -	
\$ 40,000.00	\$ 800,000.00	



OAKMONT
EDUCATION

Appendix L

This **CHARTER** is entered into by and between ST. ALOYSIUS (“**Sponsor**”) and _____ (“**School Governing Authority**”), the governing board of a new start-up Ohio public community school established as a public benefit corporation under Ohio Revised Code (R.C.) Chapter 1702.

WHEREAS, R.C. Chapter 3314 permits Ohio public community schools; and

WHEREAS, **St. Aloysius** is an authorized **Sponsor** under R.C. Chapter 3314; and

WHEREAS, the **School Governing Authority** is an Ohio public benefit corporation with its corporate principal place of business located at _____ (address of school) (“**School**”) in _____ County, Ohio; and

WHEREAS, the **School** is located in the _____ (school district); and

WHEREAS, the **School Governing Authority** wishes to fully state or restate its agreement to operate an Ohio community school;

NOW THEREFORE, the **School Governing Authority** and the **Sponsor** enter into this Charter pursuant to the following terms and conditions. All Attachments and Recitals to this Charter are incorporated by reference and made a part of this Charter.

ARTICLE I

Purpose

1.1 **Purpose.** This Charter authorizes the operation of the **School** pursuant to R.C. Chapter 3314. Such school shall be a public school, independent of any School District and is part of the State of Ohio Program of Education. Pursuant to R.C. Section 3314.01, the **School Governing Authority** may sue and be sued, acquire facilities as needed, and charter for services necessary for the operation of the School. The School Governing Authority may carry out any act and ensure the performance of any function that is in compliance with the Ohio Constitution, R.C. Chapter 3314, other statutes applicable to community schools and the terms of this Charter. The **School Governing Authority** covenants and agrees to Sections 1.2 through 1.6 below.

1.2 **Non-Profit Corporation.** The **School** is established and operated as a non-profit corporation under R.C. Chapter 1702 if established prior to April 8, 2003. The **School Governing Authority** shall maintain in good standing the **School**’s status as a non-profit corporation. The **School Governing Authority** shall hold all rights to the name of the **School** and any trade names or fictitious names.

1.3 **Public Benefit Corporation.** The **School Governing Authority** must be an Ohio Public Benefit Corporation under R.C. 1702.01(P), if formed after April of 2003. Attached as Attachment 1.3 are the Certificate of Incorporation, Articles of Incorporation, and Code of Regulations. Any changes or updates in any of these documents must be reported in writing to the **Sponsor** within three (3) business days of the effective date of such changes, along with a copy of all documentation and filings.

For schools beginning operation in the 2018-2019 school year and later, no later than December 31, the **School Governing Authority** shall apply to qualify as a federal tax exempt entity under Section 501(c)(3) of the Internal Revenue Code. The **School Governing Authority** shall submit a copy of the application as submitted to the IRS the **Sponsor** within ten (10) business days of submission. Any change in tax status of the **School** must be reported in writing to the **Sponsor** within ten (10) business days after notice to the **School** or the **School Governing Authority**, with a copy of any documentation and official/governmental notices or letters.

1.4 **Sponsor.** The **Sponsor** shall carry out the responsibilities established by law, including:

- (a) Monitor the **School's** compliance with the laws applicable to the **School** and with this Charter;
 - (i) Conduct site visits to the **School** as necessary; and
- (b) Monitor and evaluate the academic performance and the organization of the **School** as delineated in the Performance Framework included as Attachment 6.4b, the state report cards issued for the School under R.C. 3302.03 and R.C. 3314.07 and any other analysis conducted by the Ohio Department of Education on at least an annual basis and provide the School and School Governing Authority with an annual report;
 - (i) Report on an annual basis the results of the evaluation conducted under R.C. 3314.03(D)(2) to the department of education and to the parents of students enrolled in the community school; and
- (c) Provide reasonable technical assistance to the **School Governing Authority** in complying with this Charter and with applicable laws (provided, however, the **Sponsor** shall not be obligated to give legal advice to the **School Governing Authority** (*See 2.7* below); and
- (d) Take steps to intervene if the School's operation to correct problems in the School's overall performance. If necessary, declare the **School Governing Authority** to be on probation pursuant to R.C. 3314.073. The **Sponsor** shall monitor the actions taken by the **School Governing Authority** to remedy the conditions that have warranted probationary status as specified by the **Sponsor**. The **Sponsor** may take over the operation of the **School**, including replacing the entire **School Governing Authority**, or any member of the **School Governing Authority**, should the **School Governing Authority** or any of its members abandon or be in material breach of its duties hereunder or at law, if the conditions are not remedied to the satisfaction of the

Sponsor. The **Sponsor** may also take steps to terminate the charter with the **School Governing Authority** or to suspend operation of the **School** if the **Sponsor** at any time finds that the **School Governing Authority** is no longer able or willing to remedy those conditions to the satisfaction of the **Sponsor**.

- (e) Monitor and evaluate the **School's** fiscal performance and establish and/or require a plan of action to be undertaken if the **School** experiences financial difficulties or losses before the end of the school year;
 - (i) Upon learning of financial difficulties or losses, the **Sponsor** shall provide the **School Governing Authority** with a reasonable time frame to submit a plan of action; and
 - (ii) The **Sponsor** shall review and approve the plan within 10 business days of receipt; and
- (f) Provide assurances in writing to the department of education not later than ten (10) business days prior to the opening of the **School's** first year of operation or, if the **School** is not an internet- or computer-based community school and it changes the building from which it operates, the opening of the first year it operates from a new building as required in R.C. Section 3314.19; and
- (g) Abiding by the requirements in its contract with the Ohio Department of Education, even should those requirements affect the **School** and/or the **School Governing Authority**; and
- (h) Other activities designed to specifically benefit the **School**; and
- (i) The **Sponsor** will oversee community school closure.

ARTICLE II

School Governing Authority

2.1 **Governing Authority Members.** The **School Governing Authority** (its Board of Directors "Directors" or "Board") must contain at least five (5) Directors, who are not owners or employees, or relatives of owners or employees of the **School** or any for-profit company that operates or manages the **School**. Further, **School Governing Authority** members shall be disinterested parties as defined by R.C. 102.03, 2921.42 and 2921.43. Current resumes, which shall include full name, home and/or work address, a valid telephone number and electronic mail address, for each **School Governing Authority** member will be provided to the **Sponsor** prior to the member being appointed to the **School Governing Authority**.

The **School Governing Authority** agrees to comply with the procedures by which the members of the **School Governing Authority** of the **School** will be selected in the future as set forth in the

by-laws or code of regulations. The **Sponsor** shall be notified of any changes in members in writing (members, Directors or trustees of the Board) including names, notices of new names, addresses, e-mail, resumes and telephone numbers, within five (5) business days of such change. **School Governing Authority** members may be compensated per R.C. 3314.02(E)(5) based on the School Governing Authority's approved policy.

Each School Governing Authority member agrees to execute a conflict of interest statement on an annual basis and provide a copy to the Sponsor within ten (10) days of signing.

The **School Governing Authority** must meet at least six (6) times per year and must send notice of all regular meetings to the **Sponsor** at least three (3) business days prior to the meeting. If the **School Governing Authority** calls a special meeting, notice must be sent twenty-four (24) hours prior to the meeting. If the **School Governing Authority** calls an emergency meeting, notice must be sent immediately. The **School Governing Authority** must maintain a policy regarding how it will notify the public of all meetings. The **School Governing Authority** shall submit a meeting schedule to the **Sponsor** no later than July 1st of each school year. Any changes to the meeting schedule must be communicated within ten (10) business days of the change being approved.

All names of School Governing Authority members shall be posted on the School's website and updated timely as necessary.

2.2 **Training of Governing Authority Members.** All new **School Governing Authority** members are required to attend Board training. If the member chooses to complete the training offered by the **Sponsor**, the member shall begin the training within thirty (30) days of appointment and complete the training within six (6) months. If the member chooses to complete training not offered by the Sponsor, this training must be at least four (4) hours in length and be completed within ninety (90) days of appointment to the Board. Additionally, the training must be approved by the **Sponsor** prior to completion. Existing Board members are encouraged to participate in Board training on an annual basis to remain current regarding their responsibilities as a member of the **School Governing Authority**. The **Sponsor** reserves the right to require additional training of any **School Governing Authority** member(s) at the **Sponsor's** discretion.

2.3 **Criminal Background Checks of Governing Authority Members.** Under R.C. 3314.19(I), all School Governing Authority Members are required to obtain a clean criminal background check, including both a BCI and a FBI. The BCI and FBI background checks must have been completed within one (1) year prior to the School Governing Authority Member being appointed to the **School Governing Authority**. A potential School Governing Authority member shall not serve on the **School Governing Authority** unless and until that person has submitted to a criminal records check in the manner prescribed by R.C. 3319.39 and a copy of the BCI and FBI check has been submitted directly to the **Sponsor**. The **Sponsor** shall approve the potential School Governing Authority member pursuant to R.C. 3314.02(E)(2)(a) and communicate the approval to the **School Governing Authority**. Each Board Member shall sign a consent to release their background check to the **Sponsor**. Background checks will not be accepted if submitted by the **School Governing Authority** member or sent to the **School Governing Authority** member's address.

2.4 **Material Adverse Effect.** The **School Governing Authority** shall deliver to the **Sponsor** promptly upon any director, trustee, officer, employee, management company employee or agent of the **School Governing Authority** obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the **School** including, but not limited to:

- (a) Any material breach of any covenant or agreement contained in this Charter, or
- (b) Any notice given to the **School Governing Authority** or any other action taken with respect to a claimed default under any financing obtained by the **School Governing Authority**, or
- (c) The failure of the **School Governing Authority** to comply with the terms and conditions of any certificates, permits, licenses, governmental regulations, a report in reasonable detail of the nature and date, if applicable of such event or circumstance and the **School Governing Authorities'** intended actions with respect thereto; or
- (d) The institution of or threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the **School Governing Authority** or any property thereof (collectively, "Proceedings") not previously disclosed in writing by the **School Governing Authority**; or
- (e) Any material development in any Proceedings to which the **School Governing Authority** is a party or the **School Governing Authority's** property is subject.

Written notice of any of the above must be submitted to the **Sponsor** no later than ten (10) business days after receipt of notice provided to the **School Governing Authority**, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting the **School Governing Authority** or, if there has been no change since the last such report, a statement to that effect, shall promptly be sent to the **Sponsor**. Other such information as may be reasonably requested by the **Sponsor** to enable the **Sponsor** and its counsel to evaluate any of such Proceedings shall be sent immediately upon request by the **Sponsor**.

2.5 **Sponsor Oversight.** The **School Governing Authority** and the **School's** administration covenant and agree to cooperate fully with the **Sponsor** in all activities as required by regulations of the Ohio Department of Education for oversight of the **School**. This includes, but is not limited to:

- (a) Compliance site visits as determined necessary by the **Sponsor**. The **School Governing Authority** or designee must maintain documentation of all verification of compliance.
- (b) Monthly reviews of financials. All financials, operating budgets, assets, liabilities, enrollment records or similar information must be submitted by the Fiscal Officer of the **School** to the **Sponsor** by email to financials@charterschoolspec.com no later than

the 15th of every month for the previous months financial activity. The reports submitted may be in a format determined by the **School Governing Authority**, but must include:

- (i) Cash Fund Report – a listing of all funds used showing the month’s and year’s activity and balances; and
- (ii) Revenue Summary – a listing of all revenue received for the month and for the year; and
- (iii) Statement of Net Position or Balance Sheet – statement showing assets, liabilities and net assets, in balance sheet form.
- (iv) Statement of Revenues, Expenses and Changes in Net Position or Income Statement – Statement showing monthly and year-to-date Revenue and Expenses comparative to corresponding budgeted amounts.
- (v) Check Register – a listing of all checks for the month; and
- (vi) Cash Reconciliation – a book to bank reconciliation of all cash accounts with copies of bank statements; and
- (vii) Aged Accounts Payable Detail – a listing of all outstanding accounts payable aged in 30 day increments; and
- (viii) Enrollment Records – in the form of monthly FTEs;and
- (ix) Copy of the monthly State Community School Statement of Settlement Report, and Detail Funding Report .

Fiscal Officers will be notified if a deadline is not met and/or if reports submitted do not contain all of the data required. Both the Fiscal Officer and School Governing Authority will be notified if the Sponsor does not receive the required data within seven (7) calendar days of the deadline. Additionally, failure to provide the Sponsor with the required data within fifteen (15) calendar days of the deadline may result in a Corrective Action Plan; and

- (c) Signature on this document shall be evidence of granting access to the **Sponsor** to all data and data systems related to the academic, fiscal, and compliance performance of the **School**.
- (d) Other appropriate and reasonable requests for information from the **Sponsor**, the Ohio Department of Education, or other required governmental agencies.
- (e) Sponsor representatives can act as non-voting ex-officio Board Members and shall be included in executive sessions, to the extent it does not violate the attorney-client

privilege and unless explicitly excused by the School Governing Authority so that the Sponsor may be discussed. When any Sponsor representative is included in an executive session, he/she will abide by all applicable confidentiality rules.

- (f) The **School Governing Authority** shall have a post-audit conference. The **Sponsor** shall participate in the post-audit conference even if the **School Governing Authority** chooses not to participate.

2.6 **Technical Assistance and Training by Sponsor.** The **Sponsor** may provide technical assistance and training to the **School** and its staff at such times and to the extent that the **Sponsor** deems appropriate or as the current law requires. The **School, School employees** and **School Governing Authority** have an obligation and may be required to attend training and receive technical assistance at the direction of the **Sponsor**.

2.7 **Governing Authority Contracts.** If the **School Governing Authority** contracts with an attorney, accountant, or entity specializing in audits, the attorney, accountant, or entity shall be independent from the operator with which the school has contracted.

2.8 **Internal Financial Controls.** The **School Governing Authority** shall submit copies of all policies and procedures regarding internal financial controls, including the School's credit card policy, adopted and include them as Attachment 2.8 in this charter agreement.

2.9 **Public Records and Open Meetings Training.** The **School Governing Authority** members, the designated fiscal officer of the school, the chief administrative officer and other administrative employees of the school, and all persons contracted by the School's operator for supervisory or administrative services shall complete training on an annual basis on the public records and open meetings laws.

ARTICLE III

Operations

3.1 **Student Transportation.** The **School Governing Authority** will work to assure that transportation of students is provided to the extent that such transportation is required by law and shall maintain a transportation plan at all times in accordance with R.C. 3327.016. Under R.C. 3314.091 and 3327.02, the **School Governing Authority** must notify the local traditional public school district if the **School Governing Authority** will be accepting responsibility for student transportation. If the School Governing Authority has entered into an agreement with the local school district that designates the School Governing Authority as responsible for providing or arranging for the transportation of the district's native students to and from the community school pursuant to R.C. 3314.091(A), the agreement shall be submitted to the Sponsor for approval. If the School Governing Authority assumes the responsibility for the transportation of the local district's native students by notifying the local district pursuant to R.C. 3314.091(B)(2), then it shall notify the Sponsor of that decision and provide a transportation plan.

3.2 **Management by Third Parties.** Should the **School Governing Authority** enter into any contract for management or operation of the **School** or its curriculum or operations, or any portion thereof, such fully executed contract must be reviewed and negotiated by an attorney, independent of the Sponsor or the operator with which the School has contracted. The final contract shall be attached as Attachment 3.2.

If the **School Governing Authority** desires to enter into a contract with an operator after execution of this Charter, change operators during the term of this Charter, or remove an operator and operate the School independently, the **School Governing Authority** shall submit information using the application provided by the Sponsor. If the **School Governing Authority** contemplates the termination of any operator during the term of this Charter, the **School Governing Authority** must provide "reasonable notice" and a "transition plan" to the Sponsor, prior to any proposed termination.

The **Sponsor** shall evaluate the proposed operator or independent operation and shall provide the **School Governing Authority** with a written response within a reasonable amount of time. The **Sponsor** shall approve the proposed operator or the School's independent operation prior to execution of a contract with the proposed operator.

If the proposed operator is approved, the **School Governing Authority** shall provide the **Sponsor** with the fully executed contract within ten (10) business days of execution. This contract shall be incorporated as Attachment 3.2.

If the management company provides services to the **School** in excess of twenty percent (20%) of the **School's** gross annual revenues, then the management company must provide a detailed accounting of the nature and costs of the services it provides to the **School**, acceptable to the Auditor of the State of Ohio. This information shall be included in the footnotes of the financial statements of the **School** and be subject to audit during the course of the regular financial audit of the community school.

If the management company or operator loans money to the School or School Governing Authority, all moneys loaned, including facilities loans or cash flow assistance, must be accounted for, documented, and bear interest at a fair market rate.

If the School permanently closes and ceases its operation as a community school, any property that was acquired by the operator or management company of the school in the manner prescribed in R.C. 3314.0210 shall be distributed in accordance with R.C. 3314.015(E) and R.C. 3314.074.

The **School Governing Authority** shall evaluate the performance of its management company. This evaluation shall occur annually and a report of the evaluation shall be submitted to the **Sponsor by October 30th** of each year excluding the first year of operation.

3.3 **Non-Sectarian.** The **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.

3.4 **Disposition of Assets.** To the extent permitted under Chapter 1702 of the Ohio Revised Code and the Internal Revenue Code with respect to a **School** which is a 501(c)(3) tax exempt organization, if the **School** permanently closes the **School and School Governing Authority** agree to distribute all assets in accordance with Section 3314.074 of the Ohio Revised Code. The **School** shall comply with the closing procedures as agreed to in **Attachment 3.4.**

3.5 **Commencement of School Operations.** The **School** shall open for operation not later than September 30th of each school year, unless the mission of the **School** is solely to serve dropouts. In its initial year of operation, if the school fails to open by the thirtieth (30th) day of September, or within one (1) year after the adoption of the charter if the mission of the school is solely to serve dropouts pursuant to division (D) of section 3314.02 of the Revised Code, the charter shall be void.

3.6 **Safety Plan.** Under R.C. 3313.669, 3313.6610 and 5502.263, the **School Governing Authority or designee** shall submit to the director of public safety an electronic copy of its emergency management plan not less than once every three years, whenever a major modification to the building requires changes in the procedures outlined in the plan, and whenever information on the emergency contact information sheet changes. The **School Governing Authority or designee** shall also file a copy of the plan with each law enforcement agency that has jurisdiction over the school building.

3.7 **Racial and Ethnic Balance.** **Attachment 3.7** shall include the ways the School will achieve racial and ethnic balance reflective of the community it serves. Notwithstanding the admissions procedures of the **School**, in the event that the racial composition of the enrollment of the **School** is in violation of a federal desegregation order, the **School** shall take any and all corrective measures to comply with desegregation order. The **School Governing Authority** must assess the Racial and Ethnic Balance of the **School** each school year in order to make necessary adjustments to any marketing plans currently used by the school in order to attempt to be reflective of either the community it serves or the local traditional public school district in which the School resides.

3.8 **Tuition.** Subject only to any applicable exception pursuant to R.C. 3314.26, tuition in any form shall not be charged for the enrollment of any student. Additionally, the **School Governing Authority** shall not require parents to volunteer in lieu of a tuition charge. Nothing in this section prevents reasonable activity or class fees as allowed by law, or the **School Governing Authority** engaging in voluntary fund-raising activities.

3.9 **Admissions Policy.** The admissions and enrollment procedures of the **School** are attached hereto as **Attachment 3.9** and shall be followed and may not be changed without the prior written consent of the **Sponsor**. At a minimum, the admission procedures at all times must comply with R.C. 3314.06 and R.C. 3314.061 if applicable and must:

- (a) specify that the **School** will not discriminate in its admission of students to the **School** on the basis of race, religion, color, national origin, handicap, intellectual ability, athletic ability or measurement of achievement or aptitude;

- (b) be open to any individual entitled to attend school in the State of Ohio pursuant to section 3313.64 or section 3313.65 of the Ohio Revised Code, except that admission to the **School** may be limited to (i) students who have obtained a specific grade level or are within a specific age group, (ii) students that meet a definition of “at-risk,” as defined within this Charter, (iii) residents of a specific geographic area within the district, as defined in this Charter, (iv) separate groups of autistic students and nondisabled students under R.C. 3314.061 and as defined in this Charter, and/or (v) single-gender students of either sex.

If the number of applicants meeting admission criteria exceeds the capacity of the School’s programs, classes, grade levels or facilities, students shall be admitted by lot from all eligible applicants, except preference shall be given to students attending the School the previous year and to students who reside in the district in which the School is located. Preference may also be given to eligible siblings of such students attending the School the previous year and children of full-time staff members employed by the School, provided the total number of children of staff members receiving this preference is less than five percent of the School’s total enrollment. The lottery may be conducted by the Sponsor.

- (c) The **School Governing Authority** shall adopt a policy regarding the admission of students residing outside the district in which the **School** is located. That policy shall comply with the admissions procedures specified in sections 3314.06 and 3314.061 of the Revised Code and at the sole discretion of the authority, shall do one of the following:
 - (i) Prohibit the enrollment of students who reside outside the district in which the **School** is located; or
 - (ii) Permit the enrollment of students who reside in districts adjacent to the district in which the **School** is located; or
 - (iii) Permit the enrollment of students who reside in any other district in the state.
- (d) If the **School** serves kindergarten and first grade students, it may admit students early into kindergarten and first grade based on their local policy for early entrance. If it is the intent of the **School** to admit students who do not meet the statutory deadline for regular admission, the **School Governing Authority** must adopt its own local policy for early entrance.

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

3.9.2 The **School Governing Authority** agrees to provide a copy of the most recent Local Report Card to parents during the admissions process under R.C. 3313.6411(B).

3.10 **Attendance Policy.** The **School Governing Authority** must adopt an attendance policy that includes a procedure for automatically withdrawing a student from the **School** if the student, without a legitimate excuse, fails to participate in seventy-two (72) consecutive hours of the learning opportunities offered to the student. The **School** and **School Governing Authority** shall ensure all attendance and participation policies will be available for public inspection and comply with rule and law applicable to truancy and excessive absences. The School's attendance and participation records shall be made available to the Ohio Department of Education, auditor of state and the Sponsor to the extent permitted 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 R.C. 3319.321.

3.11 **Suspension and Expulsion Policies.** The **School Governing Authority** shall maintain a policy regarding suspension, expulsion, removal and permanent exclusion of a student that specifies among other things the types of misconduct for which a student may be suspended, expelled or removed and the due process related thereto. The **School's** practices pursuant to the policy shall comply with the requirements of sections 3313.66, 3313.661 and 3313.662 of the Ohio Revised Code. Those policies and practices shall not infringe upon the rights of handicapped students as provided by state and federal law and the **School** must also maintain a separate policy for the discipline of students receiving special education services. Additionally, the School shall not suspend, expel or remove a student from the School under section 3313.66 of the Revised Code solely on the basis of the student's absences from school without legitimate excuse.

3.12 **Students with Disabilities.** **School** will comply with all federal and state laws regarding the education of students with disabilities and be in a position to provide services upon admission and/or identification. The **School** shall provide all necessary related services or the **School Governing Authority** may contract for related services. The **School Governing Authority's** plan to provide these services is included in Attachment 3.12.

3.13 **School Closure or Reconstruction.** The **School** agrees to remain open for students to attend until the end of the school year in which it is determined that the **School** must close. The programs provided to students in the final year of the **School** must continue without interruption or reduction unless program changes are approved in writing by the **Sponsor**. The **Sponsor** may, at its sole discretion, operate the **School** in the event the **School Governing Authority** fails to continue until the end of the approved school year or is otherwise suspended or terminated, or replace the entire **School Governing Authority** or any member of the **School Governing Authority**, should the **School Governing Authority** or any of its members abandon or be in material breach of its duties hereunder or at law. Provided however, the **Sponsor** may suspend the operations or terminate the charter as otherwise indicated by law.

3.14 **Internet or Computer-Based Community Schools.** The **School Governing Authority** and **School**, if an internet or computer-based community school, shall comply with the

requirements in R.C. 3314.013 (Limits on start-up schools) and R.C. 3314.033 (Standards governing operation of internet – or computer – based community schools).

3.15 **Community School Bond.** No **School** shall initiate operation after February 1, 2016, unless the **School Governing Authority** has posted a bond in the amount of fifty thousand dollars with the auditor of state. In lieu of the bond, the **School Governing Authority**, the **Sponsor** or the operator may deposit, with the auditor of state, cash in the amount of fifty thousand dollars as guarantee of payment under R.C. 3314.50. In lieu of a bond or a cash deposit, the **Sponsor** or the operator may provide a written guarantee of payment, which shall obligate the **Sponsor** or operator to pay the cost of audits of the School up to the amount of fifty thousand dollars. Any such written guarantee shall be binding upon any successor entity that enters into a contract to **Sponsor** or to operate the **School**, and any such entity, as a condition of its undertaking shall acknowledge and accept such obligation.

3.16 **Enrollment and Residency Policy.** The **School Governing Authority** must adopt an Enrollment and Residency Policy in accordance with sections 3313.672, 3313.64, 3313.65, 3314.03 and 3314.11 of the Ohio Revised Code. The **School** shall annually submit to the Ohio Department of Education and auditor of state a report of each instance under which a student who is enrolled in the **School** resides in a children's residential center as defined under R.C. [5103.05](#).

ARTICLE IV

Compliance With Laws

4.1 **Compliance with State Laws.** The **School** shall comply with sections 9.90 (Purchase or procurement of insurance), 9.91 (Placement or purchase of tax-sheltered annuity for educational employees), 109.65 (Missing children clearinghouse – missing children fund), 121.22 (Public Meetings), 149.43 (Availability of public records for inspection and copying), 311.29 (Authority for the county sheriff to contract with a community school for police services), 2151.357, (Institution receiving children required to make report), 2151.421 (Reporting child abuse or neglect), 2313.19 (Employer may not penalize employee for being called to jury duty), 3301.07 (Requirement to report financial information to the State Board in the same manner as school districts), 3301.0710 (Ohio Graduation Tests), 3301.0711 (Administration and grading of tests), 3301.0712 (College and work ready assessments), 3301.0714 (Guidelines for statewide education management information system) (as stated in 3314.17), 3301.0715 (District board to administer diagnostic assessments – intervention services), 3301.0723(C) (Data verification code for younger children receiving state services), 3301.0729 (Time spent on assessments), 3301.52 to 3301.59 (Preschool program standards and licensing), 3301.60 (Interstate Compact on Educational Opportunity for Military Children), 3301.947 (Privacy of data during testing), 3301.948 (Provision of data to multi-state consortium provided), 3302.037 (Notification of report card results to parents, boards), 3302.13 (Reading achievement improvement plan requirements), 3302.16 to 3302.18 (Authority for establishment of community learning centers at schools), 3302.20 (Financial reporting requirements), 3309.013 (Exclusions from definition of employee under ORC section 3309.01), 3311.742 (Municipal school district student advisory committees), 3313.131 (Member of governing authority of community school prohibited from membership on board of education), 3313.375 (Lease-purchase agreement for building or improvements to building),

3313.411 (Lease or sale of unused school facilities), 3313.472 (Policy on parental and foster caregiver involvement in schools), 3313.50 (Record of tests – statistical data – individual records), , 3313.5310 (Information and training regarding sudden cardiac arrest), 3313.539 (Concussions and school athletics), 3313.602 (Veteran’s Day Observance), 3313.605 (Community service education program), 3313.608 (Third Grade Reading Guarantee), 3313.609 (Grade Promotion and Retention Policy) 3313.6012 (Policy governing conduct of academic prevention/intervention services), 3313.6013 (Dual enrollment program for college credit), 3313.6014 (Parental notification of core curriculum requirements), 3313.6015 (Resolution describing how district will address college and career readiness and financial literacy), 3313.6020 (Policy on Career Advising), 3313.6025 (Instruction on proper interactions with peace officers), 3313.6026 (FAFSA data sharing agreement), , 3313.6111 (State seal of biliteracy), 3313.6411 (Providing report card to parent), 3313.643 (Eye protective devices), 3313.648 (Prohibiting incentives to enroll in district), 3313.66 (Suspension, expulsion or permanent exclusion- removal from curricular or extracurricular activities), 3313.661 (Policy regarding suspension, removal, expulsion and permanent exclusion), 3313.662 (Adjudication order permanently excluding pupil from public schools), 3313.666 (District policy prohibiting harassment required), 3313.667 (District bullying prevention initiatives), 3313.668 (Removal from school based on absences), 3313.669 and 3313.6610 (SAVE Students Act), 3313.67 (Immunization of pupils – immunization records – annual summary), 3313.671 (Proof of required immunizations – exceptions), 3313.672 (Presenting school records, custody order if applicable and certification of birth by new pupil), 3313.673 (Screening of beginning pupils for special learning needs), 3313.69 (Hearing and visual tests of school children – exemptions), 3313.71 (Examinations and diagnoses by school physician), 3313.7110 (Procurement of epinephrine autoinjectors for public schools), 3313.7112 (Requirements related to care of students with diabetes), 3313.7113 (Procurement of inhalers for board), 3313.716 (Possession and use metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms), 3313.718 (Possession and use of epinephrine auto-injector to treat anaphylaxis), 3313.719 (Food allergy protection policy), 3313.721 (Health care for students), 3313.80 (Display of national flag), 3313.814 (Standards governing types of food sold on school premises), 3313.816 (Sale of a la carte beverage items), 3313.817 (A la carte foods; determination of nutritional value; software), 3313.86 (Health and safety review), 3313.89 (Publication of information regarding online education and career planning tool), 3313.96 (Informational programs relative to missing children – fingerprinting program), 3314.0210 (Property purchased by operator or management company), 3314.032 (Contents of contract between governing authority and operator), 3314.035 (Publication of names of members of governing authority), 3314.036 (Employment of attorney), 3314.037 (Training on public records and open meetings laws), 3314.038 (Children residing in residential center; reporting), 3314.08 (Annual enrollment reports), 3314.101 (Suspension of employee pending criminal action), 3314.103 (Termination of contract prior to termination of annual session), 3314.18 (Breakfast and lunch programs – summer extension), 3314.40 (Report of employee conviction or alternative disposition), 3314.401 (Employee investigation report kept in personnel file), 3314.402 (Application of collective bargaining agreement), 3314.403 (False report of employee misconduct prohibited), 3314.44 (Collection and transmittal of school records after closing), 3317.161 (Approval of career-technical education programs), 3319.073 (In-service training in child abuse prevention programs), 3319.077 (Teacher professional development in dyslexia), 3319.078 (Multi-sensory structured literacy certification), 3319.22 through 3319.31 (Licensure/certification of employees), 3319.318 (Illegally assisting a sex offender in attaining school employment), 3319.321 (Confidentiality),

3319.39 (Criminal records check), 3319.391 (Applicants and new hires subject to criminal records check provisions), 3319.393 (Educator profile database consultation), 3319.41 (Corporal punishment policy), 3319.46 (Policy and rules regarding positive behavior intervention supports and the use of physical restraint or seclusion), 3319.47 (Sexual harassment counseling), 3320.01, 3320.02 and 3320.03 (Ohio Students Religious Liberties Act of 2019), 3321.041 (Excused absences for certain extracurricular activities), 3321.01 (Compulsory school age – requirements for admission to kindergarten or first grade – pupil personnel services committee), 3321.13 (Duties of teacher or superintendent upon withdrawal or habitual absence of child from school – forms), 3321.14 (Attendance officer – pupil-personnel workers), 3321.17 (Attendance officer and assistants – powers), 3321.18 (Enforcement proceedings), 3321.19 (Examination into cases of truancy – failure of parent, guardian or responsible person to cause child’s attendance at school), 3323.19 (Comprehensive eye examination), 3323.251 (Dyslexia screening), 3327.01, 3327.02 and 3327.09 (Student Transportation), 3327.10 (Qualifications of drivers), 3327.16 (Volunteer bus rider assistance program), 3333.31 (Rules for determining student residency), 3333.81 to 3333.88 (Requirements related to student participation in distance learning courses), 3365.032 (Notice of expulsion of student), 3737.73 (Fire, Tornado and Lockdown Drills), 4111.17 (Prohibiting discrimination in payment of wages), 4113.52 (Reporting violation of law by employer or fellow employee) 5502.262 (Safety Plans) and 5705.391 (Board of education spending plan), Chapters 117 (Auditor of State), 1347 (Personal Information Systems), 1702 (Non-Profit Corporation Law), 2744 (Political Subdivision Tort Liability), 3307 (State Teachers Retirement System), 3309 (Public School Employees Retirement System), 3314 (Community Schools), 3323 (Special Education), 3365 (Post-Secondary Enrollment Options Program), 3742 (Lead Abatement), 4112 (Civil Rights Commission), 4117 (Collective Bargaining Law), 4123 (Workers’ Compensation), 4141 (Unemployment Compensation), and 4167 (Public Employment Risk Reduction Program) of the Ohio Revised Code as if it were a school district. The **School** will comply with these sections and chapters of the Ohio Revised Code now in effect and as hereafter amended. Certain laws listed above which are not specified therein as mandatory, are permissive, unless otherwise specifically required under this Charter. Laws listed above which are mandatory, are also mandatory under this Charter.

The **School** shall comply with Chapter 102 (Public Officers – Ethics), section 2921.42 (Having an unlawful interest in a public contract) and section 2921.43 (Soliciting or accepting improper compensation) of the Ohio Revised Code. The **School Governing Authority** must maintain a general conflict of interest policy.

The **School** shall also comply with R.C. 3302.04 (Three year continuous improvement plan – intervention by department – site evaluations) and R.C. 3302.041 (Failure to make adequate progress – corrective actions), including division (E) of R.C. 3302.04 to the extent possible, except that any action required by a school district under R.C. 3302.04 shall be taken by the **Sponsor**. The **Sponsor**, however, shall not be required to take any action under R.C. 3302.04(F).

The School will comply with sections 3313.6021 and 3313.6023 of the Revised Code (Requirements to provide instruction in CPR and use of AED) as if it were a school district unless it is either of the following: (i) An internet- or computer-based community school; (ii) A community school in which a majority of the enrolled students are children with disabilities as described in division (A)(4)(b) of section 3314.35 of the Revised Code.

The School will comply with section 3321.191 of the Revised Code (Adoption of policy regarding student absences; intervention strategies), unless it is an internet- or computer-based community school that is subject to section 3314.261 of the Revised Code.

The **School**, unless it is an internet- or computer-based community school, shall comply with 3313.801 (Display of national and Ohio Mottoes) as if it were a school district.

The School shall comply with Ohio Administrative Code Section 901:5-11-15 governing pesticide policies.

The School shall comply with all provisions of Title IX.

4.2 **Compliance with Other Laws.** The **School** and the **School Governing Authority** may not carry out any act or insure the performance of any function that is not in compliance with the United States Constitution, the Ohio Constitution, federal law, Ohio law and this Charter. The **School** and the **School Governing Authority** are not exempt from federal laws, rules and regulations, or other Ohio laws granting rights to parents.

ARTICLE V

Facilities

5.1 **Location of Facility.** The facility to be used for the **School** will be maintained at _____ . If multiple facilities are used, the **School Governing Authority** shall comply with R.C. 3314.05. If the facility has been or will be leased, a copy of the fully executed lease and any lease renewals or amendments must be provided to the **Sponsor** within ten (10) business days of its execution and shall be incorporated into this charter as Attachment 5.1(a). If the facility has been or will be purchased by the **School Governing Authority**, a copy of the contract of sale and related documents must be provided to the **Sponsor** within ten (10) business days of execution, and after purchase, a copy of the recorded conveyance documents shall immediately be provided to the **Sponsor**. Any lease, sub-lease or use of the facility by any party, including the management company, must be documented in writing.

The **School Governing Authority** shall provide the following information in **Attachment 5.1(b)**:

- (a) a detailed description of each facility used for instructional purposes; and
- (b) the annual costs associated with leasing each facility that are paid by or on behalf of the school; and
- (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.

The facility will not be changed and the number of square feet used will not be reduced without prior notification to the **Sponsor**. Any lease, mortgage payments, or capital improvement costs must be consistent with the yearly budgets given to and approved by the **Sponsor**. In any change of facility, the **Sponsor**, at its sole discretion, but without obligation to do so, may request maps, plans and/or revised budgets showing adequate service of the debt and reserves for maintenance or repairs, and/or attorney, accountant or financial consultant assurances or opinions regarding structure, financing or otherwise. If the School changes locations, adds a satellite location or annex, the Sponsor shall conduct an opening assurances visit at the new location and submit assurances to the Ohio Department of Education at least ten (10) business days prior to the School using the new facility. The **Sponsor** shall not be liable for the debts, obligations or business of the **School** or the **School Governing Authority**, but may request any information the **Sponsor** deems necessary to assess adequate planning for facilities.

5.2 **Tax Exempt Status.** Under R.C. 5709.07, real property used by a **School** for primary or secondary educational purposes, including only so much of the land as is necessary for the proper occupancy, use and enjoyment of such real property by the **School** for primary or secondary educational purposes shall be exempt from taxation. This exemption does not apply to any portion of the real property not used for primary or secondary educational purposes.

5.3 **Compliance with Health and Safety Standards.** Any facility used by the **School Governing Authority** for or by the **School** shall meet all health and safety standards established by law for community school buildings. The **School** shall not begin operations either at start up or after any structural change requiring permits until which time the **Sponsor** has viewed all health and safety permits and if in order, provided the **School** an Assurances Document as specified by the State Board of Education. Facilities will be maintained in a clean, healthy manner to the satisfaction of the **Sponsor** and/or as indicated by proper authorities. Copies of all current permits, inspections and/or certificates must be filed with the **Sponsor**. The **School** must keep all permits, inspections and/or certifications current and compliant.

5.4 **Closure of School.** If the **School** should close for any reason, the **School Governing Authority** is solely responsible for the sale, lease or other distribution of the facility. The **School Governing Authority** agrees to maintain the facility until such time as the facility is sold or leased to another entity.

ARTICLE VI

Educational Program

6.1 **Number of Students.** The **School** will provide learning opportunities to the minimum number of students as required by R.C. 3314.03(A)(11)(a); and as applicable, for a minimum of nine hundred twenty (920) hours per school year or in accordance with any applicable changes of law. The **School** shall serve grades _____ and ages _____. The School shall provide the education plan template as provided by the Sponsor as Attachment 6.3 for all grades listed in this charter. The education plan shall include the characteristics and ages of the students to be served, including grade configuration and enrollment projections for the next five (5) years. If the School Governing Authority desires to add additional grades to the School, it

shall submit a resolution requesting a charter modification to add grades. The Sponsor shall evaluate the request for a modification and respond accordingly. The number of students attending the **School** at any one time shall not exceed the number allowed by the occupancy permit (including staff).

6.1.1 If the School is a traditional K-12 education school and it does not have at least one-hundred (100) students enrolled thirty (30) days prior to the first day of school or if the School is a drop-out recovery and prevention school and does not have seventy-five (75) students enrolled thirty (30) days prior to the first day of school, the Sponsor shall review the number of students enrolled, the financial and organizational position of the School and all other opening assurances requirements as prescribed by the Ohio Department of Education. If the Sponsor determines that the number of students enrolled and the financial position of the School are not sufficient for the School to remain open for the entire school year, the Sponsor will require a guarantee of funding from the management company or other sources to keep the School in operation for the entire school year. The School will provide the guarantee and all necessary financial data relative to the funding sources for approval prior to the due date for opening assurances documents to be submitted to the Ohio Department of Education.

6.1.2 If the School is a traditional K-12 education school and does not maintain at least one-hundred (100) students during the school year or if the School is a drop-out recovery and prevention school and does not maintain seventy-five (75) students during the school year, the Sponsor may place the School Governing Authority on a corrective action plan, probation, or suspend the School's operations.

6.2 **Continuing Operation.** The **School** agrees to continue operation by teaching the minimum number of students permitted by law. Time is of the essence in continuing operation. Failure to continue operation without interruption is grounds for termination of this Charter.

6.3 **Curriculum.** For purposes of this Charter, in Attachment 6.3, the vision, mission, philosophy, goals, focus of the curriculum and objectives shall be separated from the methods used to achieve those goals. The **School Governing Authority** shall provide a clear mission statement which shall be incorporated into Attachment 6.3. Any change in vision, mission, philosophy, goals, focus of the curriculum and objectives methods would constitute a material change in the Charter and must be requested through a charter modification process. Any Charter modification must be submitted to the **Sponsor** in writing for approval. Upon approval by the **Sponsor**, the **School Governing Authority** shall pass a resolution outlining in detail the changes made. The **School's** curriculum must be aligned to the Ohio's Learning Standards including English, Language Arts and Mathematics, Science and Social Studies content standards and any additional content areas for which standards have been established and/or revised per R.C. 3301.079. The **School** must demonstrate at any given time, and to the **Sponsor's** satisfaction, the implementation of the aligned curriculum as stated in this section. Attachment 6.3 encompasses a description of the learning opportunities that will be offered to students including both class-room based and non-classroom-based learning opportunities that is in compliance with criteria for student participation established by the department under R.C. 3314.08(H)(2). Attachment 6.3 shall also include an explanation of how the educational program will be implemented within the School's facility.

6.3.1 The **School Governing Authority** shall provide the **Sponsor** with a school calendar that includes testing/assessment dates [state, diagnostics, nationally normed and local] and professional development days and bell schedule that includes collaborative teacher planning time each year for approval by a date prescribed by the Ohio Department of Education. The **School Governing Authority** may not change the school calendar or bell schedule without prior approval from the **Sponsor** and the Ohio Department of Education and after consulting with each local traditional school district that transports students to the School. Any changes made without this approval may result in a corrective action plan.

6.3.2 The **School** shall develop a prevention/intervention plan not related to the special education non-discriminatory evaluation process for all students not found proficient on the Ohio system of assessments and/or the current tests being required by the Ohio Department of Education. Each year, the **School** shall update the plan and develop additional plans relative to individual student performance.

6.4 **Accountability Standards and Performance Framework.** The **School's** academic and non-academic goal(s) shall be reflected in the **School's** School Improvement Plan approved by the **School Governing Authority**. During the first year a School enters into sponsorship with St. Aloysius, the School shall establish two academic and one non-academic goal that will impact grade card performance and align to grade card components by October 15th. Each year, the School will be assessed on its performance on these goals and applicable local report card measures per the performance framework in Attachment 6.4. If the School does not meet the goals established in Attachment 6.4 it will be placed in intervention status. The School Governing Authority and Sponsor acknowledge that some performance measures may not be available for a given school, a particular contract year, or instances when state testing or report cards are not available. In the absence of data from state testing or report cards, the School will be evaluated, to the extent possible, on available indicators from the performance framework, and the Sponsor may consider qualitative data from other methods of data collection.

6.5 **Assessments and Performance Standards.** The performance standards (requirements) and assessments shall include the Ohio system of assessments according to R.C. 3301.0710 and R.C. 3301.0712, college and work ready assessments, ACT/SAT WorkKeys, industry credentialing examinations, OELPA, Kindergarten Readiness Assessment (KRA), nationally normed standardized assessments recognized by the Ohio Department of Education as a student growth measure and any other standards and/or assessments required by law or recommended by the **Sponsor**. All assessments must be timely and properly administered. The nationally normed standardized assessment approved by the Ohio Department of Education as a student growth measure chosen by the **School** must be administered at a minimum of twice annually to all grade levels, excluding Kindergarten, with the vendor generated reports for measures of academic progress and analysis in reading and math being provided to the **Sponsor** upon request and no later than June 30th of each school year. In addition to the required testing, the **School** must assess and keep benchmarks related to interim progress if required by the Ohio Department of Education. The School must report the benchmarks required by ODE to the Sponsor. All assessments required by the Sponsor are identified in Attachment 6.5. The School and School Governing Authority shall comply with all applicable provisions of ESSA.

6.6 **High School Diplomas.** If the **School** is a high school awarding a diploma, the **School** shall comply with sections 3313.603, 3313.6013, 3313.61, 3313.611, 3313.6110, 3313.3116, 3313.6114, 3313.614, 3313.615, 3313.617, 3313.618, 3313.619, 3301.0710, 3301.0711, 3301.0712, 3301.0714, 3314.03, 3326.11 and 3328.34 of the Ohio Revised Code as applicable. At least thirty (30) days before any graduation, the **School** shall make available upon request a list of graduates and proof of meeting all Ohio Department of Education graduation requirements and any other School Governing Authority requirements to the **Sponsor**. Within ten (10) days of any graduation, the School shall provide electronically to the Sponsor a list of all graduates and copies of each graduate's diploma and transcripts.

ARTICLE VII

Reporting

7.1 **Annual Report.** The **School Governing Authority** shall submit not later than October 31st (or any subsequent statutorily prescribed date) of each year to the **Sponsor** and to the parents of all students enrolled in the **School**, or any other statutorily required parties, its financial status, and the annual report of its activities and progress in meeting the goals and standards of this Charter, local report card rating, adequate yearly progress rating, value added rating and school improvement status of the most current school year as issued by ODE and statement from the **Sponsor**, its activities and standards. The School shall also provide a copy of the Sponsor's annual report to parents each year prior to November 30.

7.2 **Reports to Sponsor.** The **School Governing Authority** shall timely comply with all reasonable requests for information from the **Sponsor**, including the **School** financial reports required in section 2.5 of this Charter.

7.3 **Site Visits.** The **Sponsor** shall be allowed to observe the **School** in operation at site visits at the **Sponsor's** request and shall be allowed access for such site visits. Sponsor shall inform the School within 24 hours if the site visit requires requests for documents and/or data or classroom observation. The Sponsor may make impromptu visits as the **Sponsor** deems advisable or necessary.

ARTICLE VIII

Employees

8.1 **Employment of Teachers.** At least one (1) full-time classroom teacher or two (2) part-time classroom teachers each working more than twelve (12) hours per week must be employed by the **School**. The full-time classroom teachers and part-time classroom teachers teaching more than twelve (12) hours per week shall be certified or licensed in accordance with Ohio Revised Code Sections 3302.01, 3302.03, 3311.78, 3311.79, 3314.03, 3317.141 3319.22 to 3319.31, and 3326.13, or other applicable sections of the Ohio Revised Code. Upon request, the **School** shall forward teacher qualifications, including but not limited to, the grade level and content area being taught and the teacher's licensure or certification granted by the Ohio Department of Education, to the **Sponsor**. The **School** may employ non-licensed persons to teach up to twelve (12) or forty

(40) hours per week pursuant to R.C. 3319.301, to the extent permitted by ESSA or any subsequent legislation. There shall be no more than twenty-nine (29) students per classroom. If the **School** uses federal funds for the purpose of class size reduction by using Title I or Title II-A funds, the school wide students to full-time equivalent classroom teacher ratio shall be no more than 1 to 25. The **School** may also employ necessary non-teaching employees. Prior to opening day, the **School** will provide the **Sponsor** with proof of Ohio licensure/certification for a sufficient number of teachers to support the stated teacher/student ratio, as well as the credentials and background checks for all staff of the **School**. The **School Governing Authority** shall provide an organizational chart and a list of roles and responsibilities of all School staff that aligns to the organizational chart included as **Attachment 8.1**.

8.1.1 Each person employed by the **School** as a nurse, teacher, counselor, school psychologist or administrator shall complete at least four (4) hours of in-service training in wellness training which shall include the prevention of child abuse, violence and substance abuse within two (2) years of commencing employment with the **School**, and every five (5) years thereafter.

8.2 **Staff Evaluation.** Each school must use the OTES and OPES process, or similar valid model, for evaluating teachers and principals/superintendents that includes goal setting based on the Ohio Standards for the Teacher Profession or the Ohio Principal Standards or the Ohio Superintendent Standards, student performance measures (as defined by the Ohio Department of Education), and an annual review that includes not less than two (2) formal observations and written evaluation reports. Any person conducting reviews must be credentialed by the Ohio Department of Education, hold a current credential at the time of the evaluations, and follow rubrics aligned to the OTES and OPES models. A School Governing Authority member or designee and/or regional manager of the management company shall undergo appropriate training/credentialing by the Ohio Department of Education and be responsible for evaluating the principal/superintendent.

8.3 **Dismissal of Employees.** Subject to 11.2 below, the **School Governing Authority** may employ administrators, teachers and non-teaching employees necessary to carry out its mission and fulfill this Charter, so long as no contract of employment extends beyond the term of this Charter. The requirements and procedures regarding the disposition of employees of the **School** in the event this Charter is terminated or not renewed under R.C. 3314.07 are set out in **Attachment 8.3**.

8.4 **Employee Benefits.** The **School** must provide to all full-time employees health and other benefits as set out in **Attachment 8.4**. In the event certain employees have bargained collectively pursuant to Chapter 4117 of the Ohio Revised Code, the collective bargaining agreement supersedes **Attachment 8.4** to the extent that the collective bargaining agreement provides for health and other benefits. The collective bargaining agreement shall not, under any circumstances, be a part of this Charter. The School shall establish and/or update an employee handbook prior to the first day of school each year.

8.5 **Criminal Background Check.** The **School Governing Authority** must request that the superintendent of the Bureau of Criminal Identification & Investigation conduct a criminal background records check for any applicant who has applied to the **School** for employment, in any

position. The **School Governing Authority** hereby appoints the **Sponsor** as a representative pursuant to R.C. 3319.39(D) for purposes of receiving and reviewing the results of the criminal records checks performed under R.C. 3319.39(A)(1) for employees working at the **School** and authorizes its agent(s) (including educational management organizations) to communicate this information directly to the **Sponsor**. The **Sponsor** agrees that it is responsible for any and all reasonable costs or damages that result from the **Sponsor's** failure to comply with other state and federal laws regarding the privacy of the results of criminal records checks. An applicant may be employed conditionally for up to sixty (60) days until the criminal records check is completed and the results of the criminal records check are received. If the results of the criminal records check indicate that the applicant does not qualify for employment the applicant shall be released from employment.

All vendors and contractors of any kind shall show proof, which may be provided through their employer, that they have been the subject of a criminal records check in accordance with R.C. 3319.392(D).

All employees, staff, volunteers, vendors or contractors undergoing a criminal background check must sign consent to release the results to the **Sponsor**.

The **School** must comply with the teacher misconduct reporting laws and updated background check requirements found in R.C. 3319.31, 3319.313, 3319.314, 3319.314 and OAC 3301-20.

ARTICLE IX

Finance

9.1 **Financial Records.** The **School's** financial records will be maintained in the same manner as are financial records of school districts, pursuant to rules of the Auditor of the State, R.C. 3314.042 and R.C. 3301.07, and audits shall be conducted in accordance with section 117.10 of the Ohio Revised Code. The Sponsor shall receive a copy of the draft audit and shall be notified, by the Auditor of State, any independent contracted auditor or the School Governing Authority, of all post audit conferences in order to review the school's annual audit prior to the document being finalized and released.

9.2 **Fiscal Officer.** The **School Governing Authority** shall maintain a designated fiscal officer. Unless an appropriate and timely resolution has been passed by the **School Governing Authority** under R.C. 3314.011(D)(1), the fiscal officer shall be employed or engaged under a contract directly with the **School Governing Authority**. This resolution must be passed by the **School Governing Authority** each and every year. The **School Governing Authority** must submit the resolution to the **Sponsor** for approval within seven (7) business days after approval. Under 3314.011, prior to assuming the duties of fiscal officer, agent and/or fiscal servicer of the **School**, the fiscal officer, agent or service provider shall be licensed as provided for in Ohio Revised Code 3301.074.

9.2.1 R.C. 9.24 prohibits any state agency or political subdivision from awarding a contract for goods, services, or construction to any person against whom a finding for recovery has been issued

by the Auditor of State, if that finding is unresolved. Before entering into a public contract described above, the **School Governing Authority** is required to verify that the person does not appear in this database.

9.2.2 The School Governing Authority must maintain funds equal to three (3) months of treasurer fees in the event the School closes.

9.3 **Fiscal Bond**. Fiscal agent, officer and/or service provider shall execute a bond in an amount and with surety to be approved by the **School Governing Authority**, payable to the State of Ohio, conditioned for the faithful performance of all of the official duties required of the **School** fiscal agent, officer or service provider. The bond shall be in an amount of not less than twenty-five thousand dollars (\$25,000). The bond shall be deposited with the **School Governing Authority**, and a copy thereof, certified by the **School Governing Authority**, shall be filed with the county auditor and the **Sponsor**.

9.4 **Budget**. A financial plan detailing an estimated school budget for the first year of the period of this Charter and specifying the total estimated per pupil expenditure amount for each such year and at least five (5) fiscal years thereafter is attached as Attachment 9.4. Each year, the **School Governing Authority**, with the assistance of the School's designated fiscal officer, shall adopt an annual budget by the thirty-first day of October using the format and following the guidelines prescribed by the Ohio Department of Education. The **Sponsor** shall assess the yearly budget to ensure the **School Governing Authority** maintains financial viability. Should the **Sponsor** request further breakdown of revenue or expenses, or line items for expenses or revenue not projected, the **School** agrees to comply with such requests. Should the **School** be managed by a third-party operator, the **School Governing Authority** must procure from such operator, sufficient data, at the **Sponsor's** discretion, to allow the **Sponsor** to review revenue and expenses as required and/or permitted by law. If the operator does not comply with the request of the **School Governing Authority**, the **School Governing Authority** shall notify the **Sponsor** immediately.

9.5 **Borrowing Money**. The **School Governing Authority** may borrow money to pay necessary and actual expenses of the **School** in anticipation of receipt of any portion of the payments to be received by the **School**. The **School Governing Authority** may issue notes to evidence such a borrowing. A copy of all notes must be provided to the **Sponsor** within ten (10) business days of signing. The proceeds from the notes shall be used only for the purpose for which the anticipated receipts may be lawfully expended by the **School**.

9.6 **Payment to Sponsor for Oversight**. For and in consideration of Three percent (3%) of all funds received by the **School** from the State of Ohio, the **Sponsor** shall provide the monitoring, oversight and technical assistance as required by law. Payments to the **Sponsor** are to be made monthly by automatic ACH debit from the School's checking account and the School Governing Authority agrees to sign a Recurring ACH Payment Authorization form. Automatic ACH debits for sponsorship fees will be initiated five (5) business days after the state foundation payments are received by the School, allowing treasurers time to review and/or dispute the amount to be debited. If the School should close, payments to the **Sponsor** shall be made in full after all retirement funds of school employees and salary obligations have been fulfilled to School employees. If the School Governing Authority is required to repay funds received by the School from the State of Ohio due

to an FTE adjustment or other obligation, then the Sponsor shall repay the School Governing Authority the three percent (3%) fee it received with respect to such funds upon mutual agreement of the parties within an agreed upon timeframe or such time as may be required by the Ohio Department of Education or the Auditor of State.

9.7 **Fiscal Year**. The fiscal year for the **School** shall be July 1 to June 30.

ARTICLE X

Insurance/Indemnification

10.1 **Liability Insurance**. Commercial general liability insurance at all times will be maintained by the **School Governing Authority** in amounts not less than one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) in the aggregate, plus an excess or umbrella policy extending coverage as broad as primary commercial general liability coverage in an amount no less than five million dollars (\$5,000,000). The **School Governing Authority** shall also maintain directors and officer's liability (D&O) and errors and omissions insurance (E&O) coverage in the amount of one million dollars (\$1,000,000) per occurrence and one million dollars (\$1,000,000) aggregate. The insurance coverage shall be not only for the **School** and the **School Governing Authority**, its Directors, officers and its employees but also provide additional insured status for the **Sponsor, its Board, Executive Director, employees, and Charter School Specialists as additional insureds, not just certificate holders**. The **School Governing Authority** must obtain policies that notify the **Sponsor** in writing at least thirty (30) days in advance of any material adverse change to, or cancellation of, such coverage. All insurers shall be licensed by the State of Ohio and have an AM Best rating of A or better.

10.2 **Indemnification**. The **School Governing Authority** and **School** shall defend, indemnify, save and hold harmless the **Sponsor** and its Board, Superintendent, officers, employees and agents, including Charter School Specialists from any and all claims, debts, actions, causes of actions, proceedings, judgments, mitigation costs, fees, liabilities, obligations, damages, losses, costs or expenses (including, without limitation, attorneys', expert, accounting, auditors or other professionals' fees and court costs) of whatever kind or nature in law, equity or otherwise (collectively "Liabilities") arising from any of the following:

- (a) A failure of the **School Governing Authority** and/or **School** or any of its officers, directors, employees, agents or contractors to perform any duty, responsibility or obligation imposed by law or this Charter;
- (b) An action or omission by the **School Governing Authority** and/or **School** or any of its officers, directors, employees or contractors that results in injury, death or loss to person or property, breach of contract or violation of statutory law or common law (state and federal), or Liabilities, including without limitation, any action approved by the School Governing Authority under ORC 2923.122(D)(1)(d);
- (c) Any sum that the **Sponsor** may pay or become obligated to pay on account of: (1) any inaccuracy or breach of any representation under this Charter; (2) any breach or any failure

of the **School Governing Authority** to duly perform, comply with, or observe any term, provision, covenant, agreement, obligation or condition under this Charter or under the law, and all agreements delivered in any way connected herewith, on the part of the **School Governing Authority**, to be performed, complied with, or observed; or (3) Liabilities to lenders, vendors, the State of Ohio, receivers, parents, students, the **School Governing Authority** or to third parties in any way related to the **School** and/or **School Governing Authority**; and

- (d) Any Liabilities incurred by the **Sponsor** or any of its officers, directors, employees, agents or contractors as a result of an action or legal proceeding at law or equity brought against the **Sponsor** by the **School** or the **School Governing Authority** unless the **School** or **School Governing Authority** obtains a final judgment or order on the merits against the **Sponsor**, and the right to appeal such judgment or order has been exhausted or has expired.

10.3 **Indemnification if Employee Leave of Absence.** If the **Sponsor** provides a leave of absence to a person who is thereafter employed by the **School**, the **School Governing Authority** and the **School** shall indemnify and hold harmless the **Sponsor** and its board members, Superintendent, employees and agents from liability arising out of any action or omission of that person while that person is on such leave and employed by the **School Governing Authority**.

ARTICLE XI

General Provisions

11.1 **Charter Authorization.** Before executing this Charter, the **School Governing Authority** shall employ an attorney, who shall be independent from the **Sponsor** or operator, to review and negotiate the agreement per R.C. 3314.036. The **School Governing Authority** must pass a resolution in a properly noticed and held public meeting, authorizing execution of this Charter and authorizing one or more individuals to execute this Charter for and on behalf of the party, with full authority to bind the party. For all new schools, this resolution must be passed by March 15th of the year in which the **School** intends to open. For renewal schools, this resolution must be passed by June 1st of the year in which the charter ends.

11.2 **Termination and Cancellation of Contracts.** Except as otherwise permitted by this Charter, or by the **Sponsor**, contracts entered into by the **School Governing Authority** with third parties shall provide for a right to cancel, terminate or non-renew effective each June 30th, or upon termination of this Charter.

11.3 **General Acknowledgements.** The **School Governing Authority** specifically recognizes and acknowledges the following:

- (a) The authority of public health and safety officials to inspect and order **School** facilities closed if not in compliance with health and safety laws and regulations in accordance with R.C. 3314.03(A)(22)(a).

- (b) The authority of the Ohio Department of Education to suspend the operations of the **School** under R.C. 3314.072 due to the circumstances enumerated therein.
- (c) The **Sponsor** is not liable for the acts or omissions, or the debts of the **School** and/or **School Governing Authority** pursuant to R.C. 3314.07(D) and 3314.08(J)(2), and any other applicable law limiting the liability of the **Sponsor**.
- (d) The **Sponsor** may take steps to intervene in, correct, declare probationary status of, suspend, terminate or non-renew the status of the **School** as an Ohio Community School, and correct problems in the **School's** performance.
- (e) The Ohio Department of Education may take over sponsorship of the **School** in accordance with R.C. 3314.015(C).
- (f) The authority of the Auditor of State to cause legal action against or the cessation of payments to the **School** pursuant to Section 269.60.60 of the uncodified law under H.B. 119 of the 127th General Assembly for the period of that law's duration.
- (g) The mandate of permanent closure under R.C. 3314.35 under the circumstances enumerated therein.
- (h) The **Sponsor** or **Sponsor's designee** has a legitimate educational interest in the educational records of the **School** and grants to the **Sponsor** and the **Sponsor's designee** access to educational records under 20 U.S.C. § 1232g, the Family Rights and Privacy Act ("FERPA").
- (i) If the **School** closes, the chief administrative officer shall collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the **School** and transmit these records to each student's district of residence within seven (7) business days of the **School** closing pursuant to R.C. 3314.44 (Collection and transmittal of school records after closing; Compliance; Penalty).

11.4 **Dispute Resolution**. The **Sponsor** and **School Governing Authority** agree to informal mediation of any dispute not otherwise governed by mandatory administrative procedures pursuant to this Charter or the law. Such mediation shall be non-binding and the parties, if failing to agree on one mediator, shall obtain a list of three (3) mediators from the Columbus Bar Association and each eliminate one, using the one (1) mediator left after eliminations. All mediation will take place in Franklin County and all costs of the mediator shall be split equally between the parties. If the parties are unable to agree in Mediation then the dispute shall be submitted to binding arbitration pursuant to the rules of the American Arbitration Association. It is understood that the arbitration would be administered by the arbitration organization, under its rules, and would include the use of the organization's arbitrators. The arbitration shall take place in Franklin County, Ohio. All potential arbitrators shall have experience in Community School Law and all issues concerning

the arbitrability of a dispute shall be decided by the arbitrator. All fees and cost of the arbitration shall be shared equally by the parties.

11.5 **Term**. This Charter shall be for a term of _____ years, commencing on _____ and ending on _____. During the _____ school year, the **School Governing Authority** shall undergo the high stakes review conducted by the **Sponsor** as outlined in 11.6, which shall occur prior to any contract renewal or at least every five (5) years, whichever comes first. The high stakes review shall include a review of the data included in the performance framework of Attachment 6.4.

11.5.1 Each approved new school applicant will be given an initial term of six (6) years to provide the opportunity for review of a full five (5) years of data. If St. Aloysius is not permitted under its agreement with ODE to grant an initial six (6) year term to any approved new school applicant, this school's term shall be automatically renewed to fulfill an initial six (6) year term to provide the opportunity for review of a full five (5) years of data. Even though schools may be granted safe harbor from closure under R.C. 3314.35, this does not preclude the Sponsor from evaluating and closing the School for non-performance under these measures.

11.6 **Contract Renewal** The conditions for renewal are:

- (a) Within the term of this charter, the school may be permanently closed if the Ohio Department of Education determines that the condition(s) outlined in ORC 3314.35 have been met;
- (b) If the school receives a rating of at least 2 Stars [Meets] in at least one (1) applicable grade card component for the most recent school year or its overall report card grade score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School shall be eligible to be considered for renewal. If an overall report card score is not available, the schools will be compared using the index value as calculated for the progress component on the local report card or equivalent. After the School is eligible for renewal, a high stakes review will be conducted based on the performance framework comprised in Attachment 6.4 and the renewal application.
 - (i) Comparison School A
 - (ii) Comparison School B
 - (iii) Comparison School C
 - (iv) Comparison School D
 - (v) Comparison School E
- (c) If the School received a grade of 2 Stars [Meets] in only one (1) applicable LRC graded component for the most recent school year, the Sponsor may offer a new contract up to three (3) years.
- (d) If the School received at least 2 Stars in multiple LRC graded components and outperforms at least three (3) of its five (5) comparison schools, it is eligible for a contract term between three (3) and five (5) years.

- (e) If the School received a grade of at least 3 Stars [Meets] in multiple LRC graded measures for the most recent school year, the Sponsor may offer a new contract of between five (5) years to seven (7) years.
- (f) If the School receives at least 4 Stars in multiple LRC graded components, it is eligible for a contract term between seven (7) or ten (10) years.

11.7 **Non-renewal of this Charter.**

- (a) After the high-stakes review, The **Sponsor** may choose not to renew this Charter at its Expiration Date for any of the following reasons:
 - i) Failure to meet student performance requirements stated in this Charter;
 - ii) Failure to meet generally accepted standards fiscal management;
 - iii) Violation of any provision of this Charter or applicable state or federal law;
 - iv) Other good cause.

By January 15th of the termination year of this Charter, the **Sponsor** shall notify the **School Governing Authority** of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the non-renewal, and a statement that the **School Governing Authority** may, within fourteen (14) days of receiving the notice, request in writing, an informal hearing before the **Sponsor**. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Within fourteen (14) days following the informal hearing, the **Sponsor** shall issue a written decision either affirming or rescinding the decision to not renew this Charter.

- (b) If the **School Governing Authority** does not intend to renew this Charter with the **Sponsor**, the **School Governing Authority** shall notify the **Sponsor** in writing of that fact at least one hundred eighty (180) days prior to the expiration of this Charter. In such a case, the **School Governing Authority** may enter into a Charter with a new **Sponsor** in accordance with R.C. 3314.03, upon the expiration of this Charter or at the sole discretion of the **Sponsor**, by an assignment of this Charter before its expiration date.

11.8 **Probation.** The **Sponsor** may, in lieu of suspension or termination, declare in writing that the **School Governing Authority** is in a probationary status, after consulting with the **School Governing Authority** or authorized parties thereof, and specifying the conditions that warrant probation and after receiving the **School Governing Authority's** written assurances (satisfactory to **Sponsor**) of the actions and time frames necessary to remedy those conditions. Such probationary status shall not extend beyond the current school year. The **Sponsor** may proceed to suspension, termination or take-over of operations if the **Sponsor** finds at any time, that the **School Governing Authority** is no longer able or willing to remedy the conditions to the satisfaction of **Sponsor**. For purposes of this Charter, the **Sponsor** agrees to attempt to declare probationary status

with the **Governing Board**, before proceeding to suspension, except in extraordinary circumstances such as those involving the health and safety of students, or waste or illegal use of state or federal funds.

11.9 **Intent to Suspend/Suspension.** The **Sponsor** may suspend operations of the **School** for (1) failure to meet student performance requirements stated in this Charter, or (2) failure to meet generally accepted standards of fiscal management, or (3) violation of any provision of this Charter or applicable state or federal law, (4) other good cause or if funding to the School Governing Authority should cease under R.C. 263.420, if the **Sponsor** sends a written notice of intent to suspend explaining the reasons and provides the **School Governing Authority** with five (5) business days to submit a remedy, and promptly reviews and disapproves the proposed remedy, or if the **School Governing Authority** fails to submit a remedy or fails to implement the remedy.

Once the **School Governing Authority** is suspended it must cease operations on the next business day, immediately send notice to all **School** employees and parents stating that the **School** is suspended and the reasons therefore, and the **School** again has an opportunity to submit a proposed remedy within five (5) business days. At all times during suspension, the **School Governing Authority** remains subject to non-renewal or termination proceedings in accordance with the law.

Under R.C. 3314.03, if the School Governing Authority fails to remedy the conditions cited by the Sponsor as reasons for the suspension by the thirtieth (30th) day of September of the school year immediately following the school year in which the operation of the School was suspended, this Charter shall become void.

11.10 **Termination of the Charter.** The **Sponsor** may choose to terminate this Charter for any of the following reasons: (1) failure to meet student performance requirements stated in this Charter, (2) failure to meet generally accepted standards fiscal management, (3) violation of any provision of this Charter or applicable state or federal law, or (4) other good cause.

Additionally, if the **Sponsor** has suspended the operation of this Charter under R.C. 3314.072, the **Sponsor** may choose to terminate this Charter prior to its expiration.

By January 15th of the termination year of this Charter, the **Sponsor** shall notify the **School Governing Authority** of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the termination, and a statement that the **School Governing Authority** may, within fourteen (14) days of receiving the notice, request, in writing, an informal hearing before the **Sponsor**. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Within fourteen (14) days following the informal hearing, the **Sponsor** shall issue a written decision either affirming or rescinding the decision to terminate this Charter.

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

- (a) the date the **Sponsor** notifies the **School Governing Authority** of its decision to terminate this Charter as provided for above; or

- (b) if an informal hearing is requested and as a result of that hearing the **Sponsor** affirms its decision to terminate this Charter, the effective date of the termination specified in the notice.

If this Charter is terminated for failure to meet student performance requirements stated in the contract or for failure to meet generally accepted standards of fiscal management, then the **School Governing Authority** shall not enter into a charter with any other **Sponsor**.

11.11 **Compliance with Requests of Sponsor**. The **School Governing Authority** and the **School** shall timely comply with all reasonable requests of the **Sponsor**, and allow the **Sponsor** to monitor the **School** operations. Failure to do so is grounds for suspension and termination or non-renewal of this Charter. Timeliness is defined as an answer in writing within five (5) business days (unless a shorter time is otherwise required pursuant to this Charter) and adequate assurances of cure or actual cure within a period of time acceptable to the **Sponsor**.

11.12 **Headings**. Headings are for the convenience of the parties only. Headings have no substantive meaning.

11.13 **Assignments**. This Charter and its terms shall not be assigned or delegated without the express written approval of the other party.

11.14 **Notice**. Any notice to one party by the other shall be in writing and effective upon receipt and may be satisfied by personal delivery or by any other means by which receipt can be documented, to; in the case of the **Sponsor** or **Sponsor's Designee**, the President; or, in the case of the **School Governing Authority**, the President, and to the attorney for the **School Governing Authority**, at the last known business address of the **Sponsor**, and the last known business or home address of the **School** and/or its administrator or any board member.

Should the **School** be abandoned by or not have in place, an administrator or an authorized Director of the Board, the **Sponsor** may give notice to the Ohio Department of Education.

11.15 **Severability**. Should any term, clause or provision of this charter be deemed invalid or unenforceable by a court of competent jurisdiction, all remaining terms, clauses or provisions shall remain valid and enforceable and in full force and effect, and the invalid or unenforceable provision shall be stricken or replaced with a provision as near as possible to the original intent.

11.16 **Changes or Modifications**. This Charter constitutes the entire agreement among the parties and any changes or modifications of this Charter shall be made and agreed to in writing, authorized and executed by both parties. Changes, amendments or modifications shall be developed with the goal of increasing the rigor of academics, financial or operational performance at the School and be based on best practices provided by NACSA with a commitment to growth and progress. Notifications required by this Charter shall not be considered changes or modifications of this Charter.

11.17 **Changes in Rule or Law.** The **School, Sponsor** and **School Governing Authority** shall not carry out any act or perform any function that is not in compliance with current Ohio Community School Law located in Ohio Revised Code Chapter 3314 or other applicable laws in the Ohio Revised Code, the United States Constitution, the Ohio Constitution, or Federal law (including but not limited to ESSA or successor legislation and IDEA), and that they are each individually subject to all applicable changes in rule and/or law regardless of whether or not this Charter is modified to specifically reflect those changes.

11.18 **Access to Records.** The **School** and **Sponsor** agree and state that pursuant to 20 U.S.C. Section 1232g, the Family Rights and Privacy Act (“FERPA”) and 34 *CFR* Part 99 the **Sponsor** is an authorized representative of a state educational authority and that the **School** is permitted to disclose to Sponsor personally identifiable information from an education record of a student without parental consent (or student consent where applicable) and that the Sponsor is authorized by Federal, State, and local law to conduct audit, evaluation, compliance, and enforcement activities of Federal and State supported education programs. Accordingly, the **School** agrees to grant to **Sponsor’s** employees Full and Complete Access as defined hereinafter to “education records” as defined by FERPA and all documents, records, reports, databases, and other information made available to or maintained by the **School** or its agent(s) (including educational management companies) that is reportable to the Ohio Department of Education or its agencies, or to the Ohio Auditor of State. Such information shall include, but is not limited to, the School Options Enrollment System, and the Education Management Information System. "Full and Complete Access" shall include the ability to inspect and copy paper and electronic documents at the **School** and the **School** or its agent(s) including (education management companies) shall provide usernames and passwords where applicable to enable the **Sponsor** to have remote self-service access in read-only format.

The **Sponsor** agrees to comply with FERPA and the regulations promulgated thereunder and warrants that it uses reasonable methods to limit Sponsor employee(s) access to only those records in which they have legitimate educational interests and that as required by law the Sponsor will destroy the educational records when no longer needed for the purposes outlined in this Contract, or otherwise needed under state or federal law or any applicable Court Order.

The **Sponsor** agrees that it is responsible for any and all reasonable costs or damages that result from the **Sponsor’s** failure to comply with FERPA, or the **Sponsor’s** failure to comply with other state and federal laws regarding the privacy of education records and the results of criminal records checks.

11.19 **Attachments.** All Attachments (1.3-9.4) to this Charter are attached hereto and incorporated by reference into the Charter.

11.20 **Sponsor Authority.** Sponsor warrants and represents that it is an authorized **Sponsor** as defined in Chapter 3314 of the R.C. and that it is in good standing with the Ohio Department of Education (ODE). Sponsor agrees to provide the School with a copy of any formal actions issued by the State Board of Education that adversely affect the ability of the Sponsor to sponsor community schools.

Executed this _____ day of _____, 202__ in _____, Ohio.

St. Aloysius

School Governing Authority of

By: _____
(Name)

By: _____
(Name)

Its: _____
(Title)

Its: _____
(Title)

with full authority to execute this Charter for and on behalf of the Sponsor and with full authority to bind the Sponsor.

with full authority to execute this Charter for and on behalf of the School Governing Authority and with full authority to bind the School Governing Authority.

DRAFT



OAKMONT
EDUCATION

Appendix M

CONFLICT OF INTEREST POLICY

Section 1. PURPOSE

The purpose of the Conflict-of-Interest Policy is to protect the School, an Ohio non-profit corporation and tax-exempt organization (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable federal or state laws governing conflicts of interest, including but not limited to ORC §2921.42 and ORC §3313.33, applicable to nonprofit, community schools, and charitable organizations.

Section 2. DEFINITIONS

A) Interested Person. Any director, principal officer, or member of a committee with Corporate Board or Governing Board (collectively the "Board") delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

During the public official's (interested person's) term of office or within one year thereafter, the interested person cannot occupy any position of profit in the prosecution of a public contract authorized by a public official or by a legislative body, commission, or board of which the public official was a member at the time of authorization, unless the contract was let by competitive bidding to the lowest and best bidder.

B) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- I. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement.
2. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3 (B), a person who has a financial interest may have a conflict of interest only if the appropriate Board or committee decides that a conflict of interest exists.

Section 3. PROCEDURES

A) Duty to Disclose.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board delegated powers considering the proposed transaction or arrangement.

B) Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

C) Procedures for Addressing the Conflict of Interest.

1. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the Board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

D) Violations of the Conflicts of Interest Policy.

1. If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

**Policy Acknowledgement
2021-2022 Academic Year**

**Conflict of Interest Policy
Affirmation Statement**

Franklinton Prep High School

This is to acknowledge receipt of Franklinton Prep High School's policy concerning Conflict of Interest. I have carefully read and understand the policy and procedures contained in the policy concerning Conflict of Interest and acknowledge that it applies to me both in my present capacity and in any future position I may hold with the school and/or board of directors. I will comply with all said policies and procedures as set forth in the policy concerning Conflict of Interest. I understand that I should immediately report any violation of this policy.

I hereby agree to notify the Governing Authority and Sponsor of any change that may create a conflict of interest or an appearance of a conflict of interest.

I understand this Policy Acknowledgement/Affirmation Statement will be filed in my official personnel folder and/or board member folder.

Signature: _____ Date: _____

Printed Name: _____



OAKMONT
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Appendix N



Parent - Student Handbook 2023 - 2024

Old Brook High School
4877 Pearl Rd
Cleveland, OH

<http://www.oldbrookhigh.org>

(440) 319-3370 (phone)
216.661.2298 (fax)

Old Brook High School is a community school established under Chapter 3314 of the Ohio Revised Code. The School is a public school and students enrolled and attending School are required to take proficiency tests and other examinations that are prescribed by law.

In addition, there may be other requirements for students at the School that are prescribed by law. Students that have been excused from the compulsory attendance laws for the purpose of home education as defined by the Ohio Administrative Code shall no longer be excused for that purpose upon their enrollment at Old Brook High School. For more information about this matter, please contact the School Administration of the Ohio Department of Education.

* * * NOTICE * * *

Disclaimer: Parent-Student Handbook is based on policies accepted by the Board of Directors. Those Board Policies are incorporated by reference into the provisions of this Handbook. The Policies are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the policies provided in this Handbook since it was printed and disseminated in July 2023. If anything in this Parent-Student Handbook conflicts with a Board Policy, the Board Policy shall supersede the Parent-Student Handbook. If you have questions or would like more information about a specific policy or document, contact the School principal.

Old Brook High School is a student-centered organization delivering excellence in education. Our Team is committed to our students, our communities, and each other. We believe that our cohesion and morale help us to achieve excellence in our schools. Our commitment to our students and our dedication to impacting their education through innovative methods makes us unique.

At Old Brook High School, we believe the following:

- Every student deserves an environment that enables them to achieve to their potential
- We respect our work and each other
- We use data to inform our decisions and measure our success

SaferOH

The Safer Ohio School Tip Line is a free safety resource available to all Ohio schools. The tip line is an anonymous reporting system that accepts both calls and texts 24 hours a day.

The tip line allows students and adults to anonymously share information with school officials and law enforcement about threat to student safety--whether that involves a threatened mass incident or harm to a single student.

Calls and texts are accepted 24 hours a day at 844-SaferOH or (844) 723-3764.

Things to report to the tip line include (but are not limited to):

- *Bullying incidents;
- *Withdrawn student behaviors;
- *Verbal or written threats observed toward students, faculty or schools;
- *Weapon/suspicious devices on or near school grounds;
- *Gang related activities;
- *Unusual/suspicious behavior of students or staff;
- *Self-harm or suicidal sentiments; and
- *Any other school safety related concerns.

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Introduction

Old Brook High School (the “School”) is a special place for students. You will develop important academic, work, social, emotional well-being, and self-sufficiency skills that will allow you to be successful in life, on the job and with your continuing education.

You can graduate from Old Brook High School with a state recognized High School diploma, well prepared to live as a productive and responsible citizen in your community. You will leave feeling confident of your abilities and prepared to find a good job, enter a trade, an apprenticeship, or attend a post-secondary educational program.

You will work hard and learn to give your best effort on your own behalf. Everyone at Old Brook High School is treated with respect. We require and demand a commitment from you—not just in following the School’s rules—but also in striving to reach your fullest potential, and to make Old Brook High School the best School in the city.

This Handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. This Handbook contains important information that you are responsible for knowing. Become familiar with the following information and keep the Handbook available for reference by you and your parents. Please understand that no set of rules or guidelines can cover every conceivable situation that might arise at a school. The rules, policies and procedures set forth in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or nonstandard responses. This handbook does not limit the authority of the School to deviate from the normal rules and procedures set forth in this handbook, and to deal with individual circumstances as they arise in the manner deemed most appropriate by the school taking into consideration the best interests of the School, its faculty, employees, students or overall school community. The policies may also be revised or updated periodically, even during the school year. You will be advised of any changes as they are made either electronically (email) or by mail. The term “parent” when used herein means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent or court-appointed guardian. Note that where permitted by law any references to parent or guardian in this Handbook applies equally to any student that is 18 years of age or older and enrolled as an independent student. If you have any questions about this Handbook, please contact the School’s Director. The School Director has similar authority and responsibilities as the superintendent of schools for a local district.

The Board of Directors may update policies periodically during the school year. The parent/student handbook does not constitute a contract between the school and the student/parent, and the school reserves the right at its discretion to change or amend the handbook at any time in the future. Guidelines from the Ohio Department of Education, Ohio Department of Health, and other government agencies related to COVID-19 may have a substantial impact on the policies of procedures implemented in this academic year.

I. Admission Information

A. Enrollment

Applications are accepted any time of the year at Old Brook High School. The following are general admissions procedures for Old Brook High School:

1. Complete a Old Brook High School application and return it to the School. If you

have a copy of your transcript, this should also be attached. If you do not have a copy of your transcript, you and/or your parent/guardian will sign a "Request for Records" form for the last school that you attended. Your records will only be used to verify existing credits.

2. In order to complete your enrollment application, you will also be required to submit copies of your Birth Certificate, Immunization Record, and proof of residence, such as a monthly utility bill, lease, or mortgage statement. A photo ID may also be required.
3. Once you have submitted your enrollment application and any other required documentation, you will be scheduled for orientation and/or assigned to an academic class and session based upon availability.
4. Either prior to or during your orientation, you will be scheduled for a confidential assessment test.
5. In the event that enrollment exceeds capacity, Old Brook High School will perform a blind, random lottery to determine what students are enrolled and what students are placed on a waiting list (in order of their selection). Any students that inquire about enrollment after the lottery is held will be placed on the waiting list on a first come, first-serve basis. Admission preferences will be given to existing students, siblings of existing students, and students that reside in the district in which the School is located and students who are children of full-time staff members employed by the school. The School is a Dropout Prevention and Recovery School. As such, the School will comply with and may limit the enrollment of students as required to meet the requirements set forth in Ohio Administrative Code 3301-102-10.

B. Fee

There is no tuition fee or tuition of any kind at Old Brook High School.

C. Non-Discrimination Policy

Enrollment will not be denied to any eligible applicant on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. Old Brook High School will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

D. Student Immunizations

All new students are required to submit a copy of their Immunization Records within the first 14 days that they are enrolled. No student shall be permitted to remain in school for more than 14 days if the student has not met the minimum immunization requirements.

If a student's Immunization Records have not been received by the School by the 15th day of enrollment, the student will be released from School and will not be able to attend until he/she can submit his/her medical records from their last school of attendance or primary physician or until he/she can prove that he/she has begun the Immunization process in accordance with the requirements set forth by the Ohio Department of Health. At the time of this handbook being

issued, the Ohio Department of Health requires a student to be immunized against mumps, rubeola, rubella, and chicken pox, and if the student has not been immunized against poliomyelitis, diphtheria, pertussis, tetanus, hepatitis B, and meningococcal disease, the student has received at least the first dose of the immunization sequence, and presents written evidence to the School Director of each subsequent dose required to obtain immunization at the intervals prescribed by the director of health. A student who has been released for not submitting a copy of his/her Immunization Records will be counted, as an unexcused absence while the student is not attending school.

The minimum immunization requirements for a student, grades 9-12, may be found at the following website: www.odh.ohio.gov or by inquiring at the School.

E. Re-Enrollment

Students who have withdrawn from Old Brook High School during a school year and want to enroll again will re-enroll according to the enrollment process as previously outlined. Any variation to this process requires Director approval.

F. Annually Required Documents

At the beginning of each school year the School will distribute and collect the following forms and documents from all students who have rolled over from the previous school year:

- Current school year Board-approved Parent/Student Handbook (no collection necessary)
- Current school year Board-approved School Calendar (no collection necessary)
- Income Verification Form – must be completed, signed by the parent or student (if over 18), and collected
- Emergency Medical Authorization – must be completed, signed by the parent or student (if over 18), and collected (it is the parent’s responsibility to update this information)
- Title One Compact – must be completed, signed by the parent or student (if over 18), and collected for both school wide and targeted schools
- Family Education Services (FES) consent forms (if applicable) must be completed, signed by the parent or student (if over 18), and collected
- Free and Reduced Lunch Form (if applicable) must be completed, signed by the parent or student (if over 18), and collected
- Parent / Student Contract
- Ohio Core Opt-Out Form
- Allergy Action Plan – In emergency circumstances, based on the nature of the allergy and severity of the illness, staff members may administer allergy medication. Please refer to the food and allergy policy for further details.

G. Change of Address/Phone Number

It is the Parent/Guardian/Student’s responsibility to inform the School office of any change of address or phone number. Any other relevant information must also be updated in the office. If you have a change of address, you are required to bring the corrected student information and proof of residency documentation to the School office. If there is a change of custody for the student, you are required to bring the corrected student information, including the current custody order, to the School office.

H. Non-Sectarian School

Old Brook High School is a public, non-sectarian school.

II. Student Responsibilities

A. Code of Conduct

The Code of Conduct Policy adopted by the Board is attached in its entirety as Appendix 4.

Old Brook High School recognizes that a positive learning environment cannot occur without maintaining order and discipline conducive to learning. The Code of Conduct is intended to standardize procedures to guarantee the rights of every student at Old Brook High School.

Students at Old Brook High School are required to know the Code of Conduct. When students do not follow the rules, they are expected to accept the consequences. The student's attitude toward the rules of Old Brook High School is very important.

Corporal punishment is not permitted. No employee should threaten, inflict, or cause to inflict unreasonable, irrational, or inappropriate force upon a student. Good sense and judgment should always prevail.

The rules of the Code of Conduct apply to any conduct that occurs:

1. On School grounds during the school day or immediately before or after school hours;
2. On School grounds at any other time when the School is being used by a school group;
3. On or off School grounds at any school activity, function or event; and
4. Traveling to and from School, including actions on any school or public conveyance; and
5. On the Internet on School grounds or off School grounds if it affects the learning environment.

Under this Code of Conduct, the following definitions will apply:

Student: A person, adult or minor, enrolled in Old Brook High School

Parent: (a) Official care-giver of a minor child, including but not limited to mother, father, stepparent, grandparent, or court-appointed guardian, including any and all State of Ohio government case workers and/or group home employees as identified at the time of admission or amended in writing thereafter; or an emancipated minor (proof required); (b) For dependent adult student, ages 18-20, parent, guardian, etc. with whom he/she lives; or (c) For married and independent adult students ages 18-20 and for all students 21 years old or above, the student himself/herself.

Personnel: Any official, employee, volunteer or person charged with carrying out the work of the School.

The following behaviors are considered OFFENSES at Old Brook High School and will result in corrective action, potentially including a suspension, expulsion, or withdrawal, in accordance with law and at the discretion of the Director.

1. Dress Code Violation – not dressed according to the Old Brook High School dress code
2. Disruption – interfering with school policies or classroom routine

3. Cheating – copying someone else’s work or in any way trying to take credit for work not done by the student himself/herself
4. Profane Language – use of profane or unacceptable language
5. Sexual Misconduct – including, but not limited to improper public display of affection in the school building or at any school related activity including but not limited to kissing, etc. The prominent display of “hickeys” or passion marks is prohibited.
6. Smoking – smoking of any kind, including e-cigarettes, or any other use of tobacco in the school building and on school grounds is strictly prohibited
7. Sleeping – activity which results in student non-performance
8. Disobedience to the lawful instructions of a teacher – disobeying the lawful instructions of a Director, teacher, or other staff member of Old Brook High School.
9. Out-of-Bounds – being in any part of the building or grounds including bathrooms, parking lot, classroom, or offices unless specifically scheduled to be there or unless he/she has received permission from an appropriate authority. If a student is in an area of the building without permission, other than classroom, it is grounds for removal from the School.
10. Possession of prohibited items – Students may not have cellular phones or pagers, (these items must be checked in with the teacher upon arrival time), or food or beverages in unauthorized areas.
11. Non-completion of assigned activities – failure to finish academic work - Failure to provide name or identification to School personnel – refusal to provide Old Brook High School personnel with his/her name identification, or other necessary information including, but not limited to: current phone number, address, etc.
12. Theft – taking the property of another without right or permission
13. Fighting or violence – participating in physical contact and/or verbal abuse with one or more students or personnel
14. Vandalism – purposeful destruction of school or student property
15. Gang Activities – participating in gang activities
16. False fire and/or bomb alarm – willful intent to cause panic by submitting false information
17. Arson or attempted arson – setting fire or attempting to set fire to any school or building property
18. Use/possession/concealment/sale/transmission of any drug, alcoholic beverage, or other illegal, or controlled substance
19. Use/possession/concealment/sale/transmission of any dangerous or illegal instruments including but not limited to weapons, fireworks, knives etc. and lookalikes of any item listed above
20. Wrongful conduct – actions that impede, obstruct, interfere with or violate Old Brook High School’s mission, philosophy, and regulations
21. Destruction and or intentional harm to person or property
22. Sexual harassment, misconduct, and or improper language or inappropriate touching or sexting
23. Disrespect of the rights of others or other’s property – willful destruction or rudeness towards others (School personnel, students, visitors, guests)
24. Conduct which endangers themselves or others – any form of physical contact that jeopardizes others including, but not limited to, horse- play and throwing objects.
25. Harassment, Intimidation, or Bullying behavior whether in the classroom, on school property, to and from school, or at school- sponsored events, is

- expressly forbidden
26. Health and Safety- Actions that endanger the health and/or safety of fellow students, staff, or guests in the School
 27. Violation of School policy
 28. Any other behaviors or actions that the Director deems, in his or her sole discretion, impede, obstruct, interfere or violate the mission or philosophy of the School or cause a disruption to the educational environment or as an offense which may result in corrective action.

B. Dress Code

General Guidelines:

1. No non-religious head coverings are permitted, including but not limited to: hats, caps, hoods, bandanas, or sunglasses are allowed to be worn in the School, unless previously authorized by School personnel.
2. Each student must maintain a neat, clean, professional appearance at all times.
3. All students must wear Old Brook High School shirts or other Old Brook High School approved attire.
4. Men can wear denim jeans, khaki pants, cargo pants, corduroy pants, and dress pants. Students are not permitted to wear pajamas bottoms, pajama bottom-style pants, sweat pants and or spandex. Pants are to be worn at the waist with a belt, (no undergarments should show) and may not be oversized or undersized. Any type of shoe is approved.
5. Women can wear denim jeans, khaki pants, cargo pants, corduroy pants, dress pants, skirts, dresses and Capri pants. Students are not permitted to wear pajama bottoms, pajama bottom-style pants, sweat pants or spandex. Skirts must be no shorter than fingertip length or mid-thigh. Pants/skirts are to be worn at the waist (no undergarments should show) and may not be oversized or undersized. Any type of shoe is approved.
6. Replacement Old Brook High School shirts may be obtained through community service or volunteer efforts.
7. The Director may make exceptions to the dress code based on physical disability or other conditions.
8. Students not conforming to the dress code may not be admitted to class and may be deemed absent.
9. All Students that attend Old Brook High School must adhere to the dress code policy as stated.

C. Attendance Policy

All students must maintain a regular and consistent in-seat attendance rate while enrolled at Old Brook High School. Students at Old Brook High School are expected to attend their academic session and be on time.

Students must sign a daily attendance sheet at the beginning of their session. These sheets are kept as attendance records in the main office.

If the student needs to miss school, the student or parent/guardian (if student is under 18) must call the School on or before the day of the absence and a written excuse must be brought to school upon

the student's return.

1. Excused Absences

Excused absences require written documentation such as a doctor's note, verification from the court or employer, or any other documentation as stated below. All students are required to submit written documentation regarding excused absences to Old Brook High School. An excused absence or tardy will be granted if the student is not in school for the following reasons:

- a. Medical appointment (with appropriate written documentation)
- b. Under a doctor's care (with appropriate written documentation)
- c. Automotive (with appropriate tow truck or repair shop receipt)
- d. Scheduled road test for a driver's license (with appropriate written documentation)
- e. Quarantine of the home
- f. Employment (which cannot be conducted outside of school hours and with appropriate written documentation from employer)
- g. Death of a relative (with appropriate written documentation)
- h. Personal Illness (with appropriate written documentation)
- i. Court appearance (with appropriate written documentation)
- j. Absences due to a student's placement in foster care or change in foster care placement or any court appearance related to their foster care status
- k. Absences due to a student being homeless
- l. College visitation
- m. Appointments that cannot be scheduled outside of school hours (case workers, probation officer, signing a lease) and with appropriate written documentation
- n. Emergency or other setoff circumstances in which the judgment of the Director constitutes a good and sufficient cause for absence from school

Any prolonged absence due to illness or other documented reason will also be excused. Excused absences with documentation, such as a doctor's note or verification from the court, can still count against a student's average attendance percentage.

2. Unexcused Absences

Unexcused absences include the following:

- a. Any nonmedical absence where a student fails to provide appropriate written documentation of the absence (Students should have written documentation for absences in-hand on the first day that they return to school.)
- b. Leaving school early without proper authorization
- c. Each day that a student is late without appropriate documentation and for any other unexcused absence defined by the School Director

Any student whose unexcused absences exceed seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn from school per Section 3314.03 of the Ohio Revised Code. Students may be permitted to re-enroll in the School after attending a scheduled meeting with the Director.

D. Truancy Policy

Under Ohio law, a child must attend school between the ages of 6 and 18 years old. Unless a student under the age of 18 has a legitimate excuse for missing school, he or she must attend school. Absences without a legitimate reason can result in consequences for the parent or guardian as well as for the student. Old Brook High School will act according to any federal, state, county and/or local laws or rules for any student who is deemed as truant. A student will be considered a “habitual truant” if he or she is absent without a legitimate reason for:

- 30 or more consecutive hours;
- 42 or more hours in one school month; or
- 72 or more hours in a school year.

As required by law, within ten (10) days of the school’s determination that a student is a habitual truant, the school shall assign the student to an absence intervention team which shall develop a plan aimed at reducing or eliminating further absences. The student’s continued absence and/or failure to participate and make satisfactory progress in accordance with the plan may require the School to file a complaint in juvenile court, naming both the student and the student’s parent, guardian, or other person having care of the student and alleging that the student is an unruly child based on habitual truancy.

If a student is a truant and the parent, guardian, or other person having care of the student has failed to cause the student’s attendance, the School may require the parent, guardian or other person having care of the student to attend an educational program for the purpose of encouraging parental involvement in compelling the attendance of the child at school.

E. Tardy Policy

1. Students must call in at least 15 minutes before their scheduled class to notify the receptionist that they will be late.
2. Students calling in later than 15 minutes before their scheduled class must see a member of the administration staff before being admitted to class.
3. The Director will handle all special circumstances on a case-by-case basis.

F. Suspension & Expulsion Procedures

Suspension. Out-of-school suspension is removal of a student from school for a period of one to ten days. While students are serving an out-of-school suspension, they shall be afforded the opportunity to complete any classroom assignment missed because of the suspension. The student shall receive full credit for such assignments that are turned in by the designated deadlines. A student serving an out-of-school suspension shall not receive a failing grade on a completed assignment solely on account of the suspension. The Director may allow a student serving an in-school suspension to complete classroom assignments missed because of the suspension. The Director shall ensure the student is serving the suspension in a supervised learning environment. During suspension, students are not permitted to participate in extracurricular activities or be on any school property.

The Director, Assistant Director or Director designee may suspend a student. Prior to suspending a student, the Director, Assistant Director or Director designee must do both of the following:

1. Give written notice of the intention to suspend and the reasons for the intended suspension to the student. If the proposed suspension is based on a violation listed in Ohio Revised Code Section 3313.662(A) and the student is sixteen years of age or older, the notice must contain a statement that the School may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation; and
2. Provide the student an opportunity to appear at an informal hearing before the Director, Assistant Director or Director designee and challenge the reasons for the intended suspension or otherwise explain. The hearing can happen immediately and can happen anywhere - the hall, office, classroom, etc.

Within one school day after the time of the student's suspension, the Director, Assistant Director or Director designee shall also provide written notice of suspension to the parent/guardian of the student and the treasurer of the Board of Directors. The notice shall contain:

1. The reasons for the suspension;
2. Notice of the right of the student, or student's parent/guardian/custodian to appeal to the Board of Directors or the Board's designee;
3. Notice that the student/parent/guardian/custodian has the right to be represented in all appeal proceedings;
4. Notice of the right to be granted an appeal hearing before the Board of Directors or the Board's designee to be heard against the suspension;
5. Notice of the right to request that the hearing be held in executive session;
6. Notice that the School may seek the student's permanent exclusion if the suspension was based on a violation listed in Ohio Revised Code Section 3313.662(A) that was committed when the student was sixteen years of age or older and if the student is convicted of or adjudicated a delinquent child for that violation; and
7. The date and manner by a student or parent/guardian/custodian may notify the Board of Directors of their intent to appeal the suspension. If the student or parent/guardian wishes to appeal the suspension, the request must be submitted, in writing, to the Director within five (5) school days of the written notice of suspension. The Director shall immediately forward this written appeal to the Board of Directors and Board of Directors' appeal hearing designee.

If there are fewer than ten school days remaining, the out-of-school suspension may not be applied to the following school year, but the School Director may require the student to participate in a community service program or other alternative consequences for a number of hours equal to the remaining period of the suspension.

Expulsion. Except as specifically provided for by statute, the Director may expel a student for a period not to exceed the greater of 80 school days or the number of days remaining in the semester or term in which the offense leading to expulsion took place. Students expelled from the school are not permitted to participate in extracurricular activities or be on any school property. Expulsions may extend into the following school year.

Only the Director may expel a student. No student shall be expelled unless prior to the expulsion, the Director does both of the following:

1. The Director shall give the student and parent, guardian or custodian written notice of the intention to expel the student and the reasons for the intended expulsion. The notice shall include the reasons for the intended expulsion, notification of the right of the student, guardian, custodian or their representative to appear before the Director or his/her designee to hear and to challenge the reasons for the intended expulsion or otherwise to

explain the student's actions, and the notification of the time and place to appear. The time to appear shall not be sooner than three (3) nor later than five (5) school days after the notice has been given unless the principal grants an extension of time at the request of the student, his/her guardian, custodian, or representative. If an extension of time is granted, the principal shall notify the student and his/her parent, guardian, custodian, or representative of the new time and place to appear. If the proposed expulsion is based on a violation listed in Ohio Revised Code Section 3313.662(A) and the student is sixteen years of age or older, the notice must contain a statement that the principal may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation.

2. the student and parent, guardian, or custodian an opportunity to appear in person before the Director or his/her designee to challenge the reason for the intended expulsion or otherwise to explain the student's actions.

Within one school day after the time of the student's expulsion, the Director shall also provide written notice of expulsion to the parent/guardian of the student and the treasurer of the Board of Directors. The notice shall contain:

1. The reasons for the expulsion;
2. Notice of the right of the student, or student's parent/guardian/custodian to appeal to the Board of Directors or the Board's designee;
3. Notice that the student/parent/guardian/custodian has the right to be represented in all appeal proceedings;
4. Notice of the right to be granted an appeal hearing before the Board of Directors or the Board's designee to be heard against the expulsion;
5. Notice of the right to request that the hearing be held in executive session;
6. Notice that the School may seek the student's permanent exclusion if the suspension was based on a violation listed in Ohio Revised Code Section 3313.662(A) that was committed when the student was sixteen years of age or older and if the student is convicted of or adjudicated a delinquent child for that violation and that the expulsion may be extended if a juvenile court or criminal proceeding regarding such violation is pending at the time the expulsion terminates; and
7. The date and manner by a student or parent/guardian/custodian may notify the Board of Directors of their intent to appeal the expulsion. If the student or parent/guardian wishes to appeal the expulsion, the request must be submitted, in writing, to the principal within fourteen (14) calendar days of the written notice of expulsion. The Director shall immediately forward this written appeal to the Board of Directors and Board of Directors' appeal hearing designee.

If the Director expels a student for more than twenty school days or for any period of time if the expulsion will extend into the following semester or school year the notice shall provide the student and the student's parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion. The information shall include the names, addresses, and phone numbers of the appropriate public and private agencies.

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

Expulsion proceedings will be pursued against a student who has committed an act warranting expulsion even if the student has withdrawn from school for any reason after the incident giving rise to the hearing, but before the hearing or decision to expel. If after the hearing, the student would have been expelled for a period of time had the student remained in school, the expulsion will be for the same length of time as on a student who has not withdrawn from school.

Weapons Expulsion. A student must be expelled for one year for:

1. Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for school, school extra-curricular activities or school related events).
2. A student may be expelled for one year for:
 - Bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is not located at the School or on School Property.
 - Possessing a firearm at School, on School Property, or at an interscholastic competition, an extracurricular event or any other school program or activity which firearm was initially brought onto the property by another person.
 - Bringing a knife capable of causing serious bodily injury to School, onto School Property, an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the school or which the school is a participant.
 - Possession of a knife capable of causing serious bodily injury at School, on School Property, or at an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the school is a participant which knife capable of causing serious bodily injury was initially brought onto the property by another person.
 - Committing an act while at School, on School Property, at an interscholastic competition, an extracurricular event, or any other School program or activity that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.
 - Making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

Firearm has the same meaning as provided pursuant to the "Gun Free Schools Act of 1994". At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starter's gun) which will or is designed to or may readily be converted to expect a projectile by the action of an explosive; including the frame or receiver of any such weapon; and any firearm muffler or silencer; or any destructive device. If the definition of a firearm as provided by the "Gun Free Schools Act of 1994" changes, then the definition set forth in this policy shall automatically change to conform to it.

Knife is defined as cutting instrument consisting of a sharp blade or edge, not to include scissors, wire cutters, or other similar tools determined by principal(s) to be necessary in the school setting at a particular building or grade level, if used only for the necessary purpose.

The specific circumstances under which the Director may, in his/her discretion, reduce a one year expulsion may include: the student was unaware that he/she brought or was in possession of a firearm or knife capable of causing serious bodily injury; the student legitimately did not understand that the item he/she brought or possessed was a firearm or knife capable of causing serious bodily injury; a recommendation from qualified individuals concerning circumstances that justifiably mitigate the student's culpability.

Permanent Exclusion. A student may be permanently excluded from school if the student is convicted of, or adjudicated a delinquent child for, committing, when the student was sixteen years of age or older, an act that would be a criminal offense if committed by an adult and if the act is any of the following:

- (1) A violation of section 2923.122 of the Revised Code;
- (2) A violation of section 2923.12 of the Revised Code, of a substantially similar municipal ordinance, or of section 2925.03 of the Revised Code that was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district;
- (3) A violation of section 2925.11 of the Revised Code, other than a violation of that section that would be a minor drug possession offense, that was committed on property owned or controlled by, or at an activity held under the auspices of, the board of education of a city, local, exempted village, or joint vocational school district;
- (4) A violation of section 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02, or 2907.05 or of former section 2907.12 of the Revised Code that was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district, if the victim at the time of the commission of the act was an employee of that board of education;
- (5) Complicity in any violation described in (1), (2), (3), or (4) above that was alleged to have been committed in the manner described in (1), (2), (3), or (4) above, regardless of whether the act of complicity was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district.

Disabilities Compliance. The School will comply with all laws and regulations presented in the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and the Individual with Disabilities Education Improvement Act of 2004. Discipline procedures for students having a disability, will follow the procedures outlined in the Individuals with Disabilities Education Improvement Act of 2004 or such successor or replacement law.

G. Emergency Removal

Per Section 3313.66 of the Ohio Revised Code, the School Director may perform an emergency removal of a student from curricular or extra-curricular activities or from the grounds of the School if the student's presence poses a threat and/or danger to any person or property, or if the student's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

Any student so removed will be given written notice of a hearing and the reason for the removal as soon as practicable prior to the hearing, which shall be held on the next school day after the initial removal is ordered. The hearing shall be held in accordance with the process defined in the

Suspension section of this Handbook. If it is probable that the student is going to be expelled, the hearing shall be conducted in accordance with the Expulsion section of this Handbook.

H. Withdrawal Policies and Procedures

1. Mandatory Withdrawals – 72 Consecutive Hours

Per Ohio law, students must be withdrawn if they are absent for 72 consecutive hours and have not provided the School with documentation of approved excused absences.

2. Mandatory Withdrawals – Students Age 22 and Older

A student must be graduated by his or her 22nd birthday or, he/she will be withdrawn from Old Brook High School. The appropriate withdrawal letters will be sent to the student if he/she is not ready for graduation.

3. Voluntary Withdrawals

If a parent wishes to withdraw his/her student or an adult student wishes to withdraw from Old Brook High School, he/she must notify the School.

I. Parent & Student Surveys

Parents and students are asked to complete a Parent & Student Satisfaction Survey as well as any other School surveys deemed appropriate by the School's Director.

In addition, upon Graduation, students will be asked to complete a survey regarding their future plans.

III. Academics

A. The Curriculum

The curriculum is a combination of academics, life skills preparation and employability skills instruction. Each student works on an individualized computer program, participates in small group sessions and completes independent work in order to earn credits for graduation and pass any mandatory state testing. Students also have access to electronic educational software programs and the Internet for their academic lessons and vocational exploration. One-on-one tutoring is also available if needed.

Students receive an individual academic and career plan (based upon their academic needs and vocational/employment plans. Vocational Specialists work with each student to assist with job placement, vocational opportunities and career advancement.

B. Academic Sessions

In a typical year, students are designated to attend a four and one-half (4.50) hour academic session per day, Monday through Friday. The following session schedule is based on a student not working or volunteering outside of school:

Session I 7:00 a.m. – 11:30 p.m.

Session II 11:00 a.m. – 3:30 p.m.

Students who work or volunteer at least 5 hours per week may be permitted to leave school early or arrive at school late, so long as they can provide proof that they were scheduled at their respective work/volunteer site during their assigned session time with appropriate travel time included.

Each student also participates in a minimum of five hours of additional learning opportunities per week. These learning opportunities include employment, volunteering, vocational counseling or other activities deemed suitable by the Director. Students may earn a lifetime maximum of six (6) work credits that are counted toward the seven (7) elective credits for graduation. There is a limit of three (3) work credits earned per school year. Exceptions to this requirement are only permitted after the school administration performs an in-depth review of the student's individual circumstances, and approval is obtained from the Director.

Any student not actively participating in volunteer activities, vocational counseling, or working will be required to remain in school for their complete session time. All activities outside of the School, except working, need to be approved by the Director and documented so the student can receive appropriate credits.

C. Grading

Each student is required to complete weekly academic activities on the computer. In addition, workbooks, newspapers, magazines and resource materials are available for student use while completing off-line assignments. Students must receive 70% or better to master the course.

Each student is also required to keep a portfolio of his/her accomplishments. The School's Graduation Committee and Director review the portfolio before the student is deemed ready for graduation.

Assignment grades and scores shall be calculated using ordinary academic standards of substance and relevance, including any legitimate pedagogical concerns, and shall not penalize or reward a student based on the religious content of a student's work.

D. Progress Reports

Old Brook High School uses a Complete/Incomplete grading system. Progress Reports are issued to each student every sixteen (16) weeks and are generally distributed in October, February and June. Progress Reports can be requested by parents or guardians at any time.

E. Grade Levels

At this School, the following requirements are in place for students to be promoted to the next grade level:

Promotion to 10th grade:

5 credits total

4 core credits required (1 English/Language Arts – must be a literature-based course, 1 Math excluding pre-Algebra, 1 Social Studies excluding Financial Literacy, Economics and Geography, and 1 Science)

Promotion to 11th grade:

10 credits total

7 core credits required (the 4 required for promotion to 10th grade and 3 additional core credits: 1 English/Language Arts, 1 Math, 1 Social Studies or Science)

Promotion to 12th grade:

15 credits total

10 core credits required (the 7 required for promotion to 11th grade and 3 additional core credits: 1 English/Language Arts, 1 Math, 1 Science or Social Studies)

**Core Credits are those that are achieved in English/Language Arts, Mathematics, Social Studies and Science.*

State law requires the School to prohibit the promotion of a student to the next grade level if the student has been truant for more than ten percent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade unless the Director and the student's teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

F. Conferences/Open House

Conferences are strongly encouraged throughout the year. Parents/legal guardians may be contacted to meet with instructors and the student at least once a trimester. The School encourages parents to request a conference at any time.

G. Transferring Credits

Student credits from former high schools transfer to Old Brook High School. A "Request for Records" will be sent to the student's school. If a student has an official transcript, it is recommended that he/she attach it to the initial application or submit it to the main office.

Note: An official transcript has a raised seal. Old Brook High School *must* have an official transcript in order for a student to graduate.

H. College Credit Plus

The College Credit Plus Program is available for eligible students interested in completing college courses while enrolled in the School. More information can be obtained through your Old Brook High School Director. The School does not award high school credit for post-secondary courses any portion of which were taken during a period of expulsion imposed by the School.

I. Graduation Requirements

Graduation requirements vary depending on the year the student entered ninth grade for the first time and they are subject to additional legislative changes. For specific information related to graduation requirements students and parents should contact the School office.

In order to graduate, a student must satisfy all of the following requirements:

- Achieve all of the state required academic credits
- Pass all required End-of-course assessments. Students entering ninth grade for the first time in 2014-2015 or later may satisfy industry credential and workforce

readiness requirements, or earn “remediation-free” scores in English and mathematics on a nationally recognized college admission exam in lieu of passing the required End-of-course exams;

- Pass all required state assessments such as the Ohio Graduation Test.
- Complete an employability skills course.
- Fulfill the student’s Old Brook High School Learning Plan
- Pass an exit interview with School’s Graduation Committee

The Ohio Core graduation requirements will be followed for students who are first-time freshmen in the school year 2010-2011.

Students may opt-out of the Ohio Core by following the State of Ohio’s Opt-Out Provision. The student (and parent, if student is under 18) must sign a form indicating the student (and parent, if student is under 18) understands that opting out requires the student to attend a junior college or community college for at least one semester prior to attending most 4-year state colleges and attend required career counseling provided by the School.

J. Credit Flexibility Plan Option

Old Brook High School offers the Credit Flexibility Program (CFP) to all students. However, the following prerequisites for participation apply:

- Students who enroll with less than four (4) academic core credits may participate in the CFP only after completing the transition lab and one full core academic credit in Old Brook High School.
- All other newly enrolled students may participate in the CFP upon completion of the transition lab.
- Currently enrolled students may participate in the CFP at anytime.

Senate Bill 311 (the Ohio Core legislation) raised the graduation requirements for high school students, with the goal of increasing the number of students who are ready to meet the demands of our global and technological age. Ohio's plan for credit flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and allow tailoring of learning time and/or conditions. The plan is designed to customize learning around students' interests and needs.

Students may earn credits by:

- Completing coursework;
- Testing out of or demonstrating mastery of core content; or
- Pursuing one or more “educational options” (e.g., distance learning, educational travel, independent study, an internship, music, arts, after-school/tutorial program, community service or other engagement projects and sports).
- Credit flexibility is intended to motivate and increase student learning by allowing:
 - Access to more learning resources, especially real-world experiences;
 - Customization around individual student needs; and
 - Use of multiple measures of learning, especially those where students demonstrate what they know and can do, apply the learning, or document performance.

1. Process to Initiate a Plan

Any student can initiate a plan to complete credit utilizing credit flexibility by submitting a written

request to the School. (Plans received after March 1 will be considered for the following school year.) The School personnel will then create a formal individual student Credit Flexibility Plan (CFP).

Plan Requirements

Each Credit Flexibility Plan must include:

- Course content and academic standards components
- How the student will demonstrate proficiency
- What types of assessments and/or educational programs will be used to demonstrate proficiency?
- Progress measures and dates
- Due date for the completion of the CFP
- Grade determination (most courses will be assigned letter grades, but all course grading must follow the grade plan for the standard course with the same name)
- Consequences of failing work or non-completion of the CFP
- Designated Highly Qualified Teacher of record and administrative staff member who will monitor the plan
- The names and signatures of student, parent (if student is a minor), teacher of record, and administrative staff member
- Cost, if any, that must be assumed by the student (most cases cannot require cost)
- An appeals process for this CFP

2. Roles and Responsibilities

Students utilizing an approved CFP may earn:

- Credit in courses that count toward high school graduation requirements
- Credit in a course not currently offered at the high school if the student provides a mutually acceptable course of study or educational program
- Simultaneous credit in multiple courses if standards are mastered from more than one course
- Partial credit for a course

A student will be marked present for attendance purposes if the student is working on the CFP off-site, such as participating in an internship, and reports to that location daily rather than the School.

Any student participating in the College Credit Plus Program who is enrolled in a college course as part of the CFP and drops or fails that course must then pay for the course himself.

Staff responsible for monitoring the CFP will:

- Regularly check progress and proficiency according to the CFP
- Provide detailed report of progress measures and achievement in regular mailings to students and parents
- Provide warning to the student who may not be on track to complete the course that credit will not be earned if the student does not take measures to successfully complete the course prior to the CFP becoming officially cancelled Work collaboratively with the student behind on deadlines to establish steps to get the student back on track for successful course completion

The School is required to:

- Keep accurate records of all students currently working on CFPs
- Track student/plan progress
- Store CFP progress records in one location
- File completed CFPs in one location and a copy in the student's academic file
- Forward the CFP and progress information to the transfer school if a withdrawing student wishes to take their CFP with them to his or her next school. It will be the decision of the transfer school how much, if any of the CFP, they will accept.

A student may appeal any Credit Flexibility Plan that is denied by submitting a written request to:

Old Brook High School Credit Flexibility
Appeals
4877 Pearl Road
Cleveland, OH 44109

IV. School Facilities

A. Hours of Operation

Old Brook High School opens at 7:30 a.m. and closes at 4:00 p.m. Monday – Friday. If you need to contact the School after hours, voice mail is available. Changes to in-classroom instructional hours may be made as necessary.

B. Tobacco Use and Eating

Using tobacco in any form, including smoking e-cigarettes, is prohibited in the building or on the grounds of Old Brook High School and at events supervised by the School. Food and beverages are generally not allowed in the classroom or the computer labs.

C. Parking

If the student drives, he/she may park in the visitor's lot, if available.

D. Transportation

The School does not provide transportation. However, the School is easily accessible to various city public bus services.

E. Visitors

Old Brook High School is a closed-campus school. The students remain in the school during their academic session. If an emergency arises, the student will sign out and if necessary, the party picking up the student will also sign with information as required by the School. All students must and will be accounted for while on campus.

Parents, graduates and other visitors are always welcome with advanced notice and approval of the Old Brook High School office except in the case of an emergency. No children are permitted in the classroom at any time. If potential students would like to visit the School, an appointment for a tour must be scheduled with the main office.

All visitors are required to report to the school office prior to their visit and may be escorted while in the building. All visitors must sign in upon arrival and sign out before leaving the building and must wear a visitor's pass while in the building.

Visitors must pre-arrange any meetings or visits with teachers or administrators prior to entering the building. Visits should be limited to 1/2 hour unless other arrangements have been made for an extended period of time.

When parents are visiting, they are asked not to attempt a parent teacher conference while students are in the classroom.

Visitors that cause a disruption of the educational environment or present a risk to the safety or well-being of the School's students and/or staff may be excluded from the School facility at the discretion of the School's Director.

The school reserves the right to deny access to anyone, including parents, to the school facility and grounds at any time in the school administrator's sole discretion.

F. Emergency Phone Calls

Students may give the School's phone number to relatives for emergency purposes only. The main office will take a message and forward it to a student as soon as possible. Students must receive approval from School personnel to make phone calls from the main office.

Students are not permitted to use Old Brook High School phones without approval from School personnel.

G. School Closure Policy

Should it be necessary to close Old Brook High School due to weather or other unforeseen emergencies, information will be given over radio and television stations. Parents/Students are asked not to call the School.

H. Volunteers

The protection and well-being of students enrolled in the School is paramount. To that end, a background check may be required for volunteers depending upon their level of contact with students. Volunteers who have no disqualifying events will then be added to our list of volunteers.

I. Cell Phone/ Electronic Devices:

Carrying a cell phone/electronic device in the school building is a privilege, not a right. Students may have "silenced" cellular phones and electronic devices on their person so long as it is not handled and it does not emit a noise (including vibration). Cellular phones may be used as directed by school personnel. Otherwise, cellular phones must be turned off or muted during instructional time. Cell phones and electronic devices that disrupt the educational process of a class may be confiscated by school staff or personnel. Use of such devices in classrooms will be restricted and violations will result in confiscation of the device.

No student shall use a cell phone or electronic device to violate any Student Code of Conduct procedure, including Computer usage agreements, and/or Bullying Policies.

Examples of unacceptable usage can include but are not limited to: in restrooms or hallways during instructional time, cheating, cyber bullying, sexting, taking pictures or videos, using phones in places of school business, etc. Each teacher has the right to permit the use of cellular phones and mobile communication devices for instructional purposes.

Consequences for inappropriate use of electronic devices

Violation of the appropriate use of electronic devices, as described above, (1) may result in detentions, Saturday School, In School Suspension, Out of School Suspension or Expulsion; (2) the student may be required to turn the device over to school personnel; and (3) the student and/or parents may be contacted to claim the student's cell phone or other electronic devices from a school administrator.

Lost or Damaged Device

The School assumes no responsibility for theft, loss, or damage of an electronic device brought to school. Students bring these devices at their own risk.

The student assumes all risks in bringing such devices onto school property or to school related functions.

V. Safety

A. Fire Alarm

When the fire bell rings, leave the building through the nearest exit in an orderly fashion according to instructions given by the attending adults. Instructions are also posted in each classroom.

B. Reporting Injuries

If a student is injured at Old Brook High School, he/she must immediately report the injury to School personnel. The main office will complete a copy of the injury report.

C. Harassment, Intimidation, Bullying

As more fully set forth in the School's Anti-Harassment, Anti-Intimidation and Anti-Bullying Policy is attached as Appendix 1 to this Handbook, Harassment, Intimidation, or Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include but is not limited to, counseling, suspension, or expulsion from School. The School's commitment to address Harassment, Intimidation, and Bullying; involves a multi-faceted approach, which includes education and the promotion of a School atmosphere in which this behavior will not be tolerated by students, faculty or School personnel.

It is imperative that Harassment, Intimidation, and Bullying be identified only when the specific elements of the definition are met, because the designation of conduct of such behavior carries with it special statutory obligations. Any misconduct by one student against another student, whether or not appropriately defined as Harassment, Intimidation, or Bullying will result in appropriate disciplinary consequences for the perpetrator.

D. Prohibited Gang Activity

Students are prohibited from engaging in gang activities while at School, on School property, to or from School, or at a School related function or event, and on the Internet to the extent that School students and/or personnel are the subject of gang activity. Any student who violates this Policy will be subject to disciplinary action, up to and including expulsion from School.

The term “gang” is defined as any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the endorsement of or participation in one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engaged in a pattern of criminal gang activity.

The term “gang activity” is defined as any conduct engaged in by a student:

1. On behalf of a gang;
2. To perpetrate the existence of a gang;
3. To effect the common purpose and design of any gang; or
4. To represent a gang affiliation, loyalty or membership in any way while on School grounds or while attending a School function.

These activities may include things such as recruiting students for membership in a gang and threatening or intimidating other students or staff against his/her/their own will to promote the common purpose and design of any gang.

E. Drug-Free School

In accordance with federal law, Old Brook High School prohibits the use, possession, concealment or distribution of drugs by students on School grounds, in the School building, on School property, or at School sponsored events to ensure a Drug Free School. Drugs include alcoholic beverages, steroids, dangerous controlled substances as defined by Ohio law, or any substance that could be considered a “look alike.” Any student who violates this Policy will be subject to disciplinary action, up to and including expulsion from Old Brook High School.

F. Weapon-Free School

Old Brook High School is a weapons-free School. No student, at any time, for any reason, will knowingly possess, handle, transmit, or use any object, which can be reasonably considered a weapon in or on property of Old Brook High School or at any Old Brook High School sponsored event held away from School grounds. Any student who violates this Policy will be subject to disciplinary action, up to and including expulsion from Old Brook High School.

G. Lost and Found

Any personal items that have been left at Old Brook High School will be taken to the main office. If students find personal items that belong to others, they should turn the items into the main office as soon as possible. Old Brook High School is not responsible for lost money, jewelry, or other personal items.

H. Backpacks, Desks, and Other Personal Storage Areas

Desks and other storage areas provided to students for their use remain the property of Old Brook High School. Students by law have no expectation of privacy in any storage area assigned to them. No student shall lock or otherwise impede access to any storage area. Unapproved locks will be removed and destroyed with no compensation therefor owed to student.

Upon authorization of the Director, backpacks, desks, and other personal storage areas may be searched at any time. The Director may at any time, with reasonable suspicion, call upon the assistance of the local police authorities to conduct a search of backpacks, desks, and other personal storage areas, and the contents contained therein.

I. Video Surveillance

The School is authorized to utilize video surveillance/electronic monitoring systems on School property, and in School buildings and School buses. For more information, contact the School administrator regarding the Video Surveillance and Electronic Monitoring Policy.

The State of Ohio provides an anonymous reporting system in the Safer Ohio School Tip Line. Calls and texts are accepted 24 hours a day at 844-SaferOH or (844) 723-3764.

J. Medication Administration

Students needing medication are encouraged to receive such medication at home. If necessary for the School to administer any prescription or non-prescription medication the School will only do so after receiving a written request, signed by the parent or guardian, that the medication be administered to the student. In addition, the School will not administer any medication unless it also receives a signed prescriber/physician approval containing the information listed below. The person authorized to administer the medication must receive the medication in the container in which it was dispensed by the prescriber or licensed pharmacist. The parent or guardian is responsible for keeping a record of the amount of medicine that is on-hand at the School and replenishing the supply as necessary. Except in situations required by law, no medication will be administered by School staff.

Per the Ohio Revised Code students are permitted to possess and use a metered dose or dry powder asthma inhaler to alleviate or prevent asthmatic symptoms. In addition, students are permitted to carry and use an epinephrine injector to treat anaphylaxis (an intense allergic reaction) aka Epi-Pen. Written approval must be obtained from the Student's physician, and, if the Student is a minor, from the Student's Parent.

The Physician's written approval must include the following information:

- The name and address of the Student;
- The School in which the Student is enrolled;
- The name and dose of the medication contained in the inhaler or auto injector;
- The circumstances in which the auto injector should be used;
- The date the administration of the drug is to begin;
- The date the administration of the drug is to cease (if applicable);
- Acknowledgement that the prescriber has determined that the Student is capable of possessing and using the auto injector appropriately and has provided the Student with training in the proper use of the auto injector;
- Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency as well as one or more phone numbers at which the Parent, Guardian or other person having care or charge of the Student can be reached in an emergency;
- Special instructions for administration of the drug by the Student;
- Written instructions outlining procedures school employees should follow in the event the Student is unable to administer the medication or the medication does not provide adequate relief;
- A list of adverse reactions that may occur to a child for whom the medication was not

- intended who uses the medication; and
- And any other special instructions.

The School must have the above stated documentation provided by the physician and Parent or guardian if the Student is a minor in order to allow a student to use an asthma inhaler or epinephrine auto injector.

The parent, guardian or other person having care or charge of the student must submit a revised statement signed by the prescriber if any of the information originally provided to the school changes.

The School has adopted a separate policy regarding the care of diabetic students. If a student is diabetic the student/Parent should notify the School Director.

K. Pesticide Notice and Log Policy

In accordance with Ohio law, parents and guardians of minor children, adult students, faculty and staff who are enrolled or employed at the School may request and receive prior notifications of the applications of pesticides which are scheduled for a time when school is in session. All such requests shall include the requesting party's email address and/or telephone number and shall be submitted to the School Office.

This Policy shall not apply to disinfectants, sanitizers, germicides, and anti-microbial agents.

L. Crisis Management

A school wide Safety/Crisis Plan has been developed and provided to school personnel for assisting and responding to various crisis/emergency situations. In the event of a manmade or natural crisis, your cooperation is needed. Staff is trained to move students to a designated evacuation site. PLEASE DO NOT CALL THE SCHOOL DIRECTLY. Calling the school may limit the availability of telephone lines needed to access emergency rescue services. Initial notification to Parents will be through local television and radio stations. Once students are secure and safe, school personnel will contact parents with sign out procedures.

M. Positive Behavior and Interventions Supports

The Board of Directors ("Board") has adopted a policy to guide the use of Positive Behavior Interventions and Supports (PBIS), and the limited use of restraint and seclusion at the School. It is the Board's belief that every effort should be made to prevent the need for the use of restraint and for the use of seclusion. The use of a non-aversive effective behavioral system such as PBIS shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

Restraint or seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with the Board adopted policy.

The PBIS prevention-oriented framework or approach applies to all students, all staff, and all settings. Research supports the conclusion that PBIS, when integrated with effective academic instruction, provides the support students need to become actively engaged in their own learning and academic success.

N. Child Abuse and Neglect

Because of their sustained contact with school-age children, teachers and other employees are in a position to identify abused or neglected children.

Every School official, School employee, or employee assigned to the School who knows or has reasonable cause to suspect based on facts that would cause a person in a similar position to suspect, that a student under eighteen years of age (or a mentally retarded, developmentally disabled, or physically impaired student under twenty-one (21) years of age) has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the student, shall immediately report that knowledge or suspicion, by telephone or in person, to the public Children's Services Agency or local law enforcement agency. S/He shall also notify the Director or his/her designee.

O. Food Allergy Action Plan.

If a student has a serious food allergy, the student and his guardian must complete a Food Allergy Action Plan, available in the school office.

P. Protective Eyewear

Every student and teacher of Old Brook High School shall wear industrial quality eye protective devices at all times while participating in or observing any of the following courses:

Vocational, technical, industrial arts, fine arts, chemical, physical, or combined chemical-physical educational activities, involving exposure to:

- Hot molten metals or other molten materials
- Milling, sawing, drilling, turning, shaping, cutting, grinding, buffing, or stamping of any solid materials
- Heat treatment, tempering, or kiln firing of any metal or other materials
- Gas or electric arc welding or other forms of welding processes
- Repair or servicing of any vehicle
- Caustic or explosive materials
- Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards

VI. Confidentiality of Records

At Old Brook High School, we take student records and their confidentiality very seriously and have a policy of not disclosing any student records to anyone outside of the School except in strict accordance with state and federal law. Records of students are only released to another school upon request from that school or from a signed release by the parent/guardian or as otherwise required by law.

A. Student Directory Information

Directory Information may consist of the following as defined by state and federal law:

- Name
- Address
- Telephone listing
- Electronic mail address
- Date and place of birth

Major field of study
Grade level
Participation in officially recognized activities and sports
Weight and height of members of athletic teams
Dates of attendance
Date of graduation
Awards received

The School has designated a student's name as directory information and may include such information in school publications, recognition lists, programs or student directories or give such information to third parties without parental consent or as otherwise required by law (such as military recruiters, etc.).

B. Audio-Visual Information

Old Brook High School recognizes the value of audio-visual and other types of electronic communication in providing our students with an effective education. In communicating our school-related activities, opportunities exist to photograph and/or videotape students and their work in a variety of activities. However, individual student records (academic, behavioral) will not be disclosed. Communications may include Old Brook High School newsletters, local newspapers, community access cable channel, school-sponsored web pages, marketing materials and other publications. Highlighting the achievements and celebrating student successes in our schools is an integral part of the reporting responsibility to the community.

However, we will respect your wish for privacy in this area. Please call the School should you have any questions or concerns. You may also notify the School in writing if you prefer that we do not use your student's name, picture and/or work product for presentations or other uses.

C. Release of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day the School receives a request for access.
Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the School to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed.
If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

- A “school official” is a person employed, contracted or volunteering at the School in an administrative, supervisory, academic or support staff member (including but not limited to management company/operator employees, health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.
- A school official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student's education. Upon request, the School discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Release or inspection of student records will be handled in accordance with the Board of Director's Student Records Policy.

D. Non-Custodial Parent Records Access and Release

Old Brook High School will only give access to or release records to parents who have a legal right to the records of their child. If a parent has ever been to court for custody, those court documents must be on file with the School. Both custodial and non-custodial parents have equal access to the following unless there is a court order to the contrary:

- Cumulative file (including the Enrollment file, Academic file, Vocational file, Title One file, and Graduation file);

- Health records;
- Psychological records;
- Parent conferences and lab observations

Students over the age of eighteen (18) may deny the disclosure of school records to parents or guardians.

The stepparent does not have access to the stepchild's records unless the stepparent has adopted the child, the natural parent has given power of attorney, or the natural parent himself/herself shows the record to the stepparent.

Old Brook High School, parent and non-custodial parent must act in accordance with the Board of Director's Student Records Policy when addressing student records issues.

E. Release of Information to Military Recruiters

There are currently two federal laws that require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings. Old Brook High School will provide the requested information to military recruiters unless a parent or guardian has advised, in writing, that they do not wish to have Old Brook High School release this information. If you do not want Old Brook High School to disclose directory information from your child's education records to military recruiters, you must notify Old Brook High School in writing.

F. Protection of Pupil Rights Amendment (PPRA) Notification

Description of Intent. The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School's programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA, as revised by the *No Child Left Behind Act*. For example, the names of the student, Parent/Guardian, and family members will not be revealed, and results will only be reported in the aggregate or by sub-groupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA. The PPRA affords emancipated minors and students of age eighteen (18) and older (Eligible Students) and Parent/Guardians of minors certain rights regarding the School's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

The right to provide consent before students is required to submit to a survey that concerns one or more protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. Protected areas include the following:

- political affiliations or beliefs of the student or student's parent
- mental or psychological problems of the student or student's family
- sex behavior or attitudes
- illegal, antisocial, self-incriminating, or demeaning behavior

- critical appraisals of others with whom respondents have close family relationships
- legally recognized privileged relationships, such as with lawyers, doctors, or clergy
- religious practices, affiliations, or beliefs of the student or Parent/Guardian
- income, other than as required by law to determine program eligibility

The right to receive notice and an opportunity to opt a student out of the following:

- any other Protected Information Survey and surveys created by a third party, regardless of funding
- any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the School or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
- activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

The right to inspect, upon request and before administration or use, of the following:

- Protected Information Surveys of students
- instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- instructional material used as part of the educational curriculum

These rights transfer from the Parent/Guardian to the student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

Notification Procedures. The School will work to develop and adopt policies regarding these rights in consultation with Parent/Guardian. The School will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School will directly notify the Parent/Guardian of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method Parent/Guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the Parent/Guardian to opt students out of participation of the specific activity or survey. The School will make this notification to Parent/Guardian near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the Parent/Guardian will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The Parent/Guardian will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales or other distribution

- administration of any Protected Information Survey funded in whole or in part by U.S. Department of Education
- any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

Where a Student is scheduled to participate in these activities, the Student will be notified as described above.

Reporting a Violation. The Parent/Guardian or Student who believes their rights have been violated may file a complaint to the following:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5901

VII. Child Find

Old Brook High School is participating in an effort to assist the State of Ohio in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive FAPE (Free and Appropriate Public Education).

School districts across the state of Ohio are also participating in this effort to identify disabilities such as autism, deaf-blindness, hearing impairment, deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, and/or visual impairment including blindness.

We are committed to affording all children their right to a free and appropriate education, regardless of any disability a child may possess. However, in order to accomplish this goal, we must know that a need is present.

Parents, guardians, relatives, public and private agency employees, and concerned citizens are used to help schools find any child, birth through age 21, who may have a disability and need special education and related services. If you are aware of a child who may have special needs, please notify Old Brook High School's Director.

Old Brook High School will contact the parents or guardians of the child to find out if an evaluation is needed. Free testing is available to families to determine whether or not a special need exists. If a need is identified, the child can begin receiving special education and related services.

What will happen when you contact your local school?

The School will ask for information about the child, asking such questions as: What is the problem? What has already been done about the problem? What background information is available? This information may be collected in several ways including interviews, observation, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and needs special services.

All information collected will be held in strict confidence and released to others only with parent permission or as allowed by law.

What are your rights as a parent?

Parents and students have rights in this process. Parents have the right to:

1. review their child's records;
2. refuse permission to release information (except as required by, or permitted by law to be released); and
3. request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. The district has a process to resolve disagreements about information collected.

VIII. Parent's Right to Know Teacher Qualifications

Parents have the right to know about the teaching qualifications of the student's classroom teacher in a school receiving Title I funds. The federal Every Student Succeeds Act (ESSA) requires that any school district receiving Title I funds must notify parents of each student attending any school receiving Title I funds that they may request, and the school will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

IX. Parent Involvement Policy

The School will provide opportunities for parents, guardians and foster caregivers (hereinafter collectively referred to as "parents") to formulate suggestions, interact and share experiences with other parents and participate appropriately in decision-making about the School's Title I plan and revisions in the parental involvement plan. In connection therewith, the School will hold an annual orientation meeting where parents will meet their child's teacher and be reassured of their right and responsibility to be involved in their child's education. The School has a Parent Involvement Policy in place, which shall be made available upon request to the School Director.

X. Missing and Absent Children

The School believes in the importance of trying to decrease the number of missing children; therefore, efforts will be made to identify possible missing children and notify the proper adults or agencies.

A student at the time of his/her initial entry to school shall present the required enrollment documents as stated herein. If the student does not present copies of the required documents, the Director shall call the school from which the student transferred and request the information. If that district has no record on file of the student or if that district does not send the records within a reasonable time, or within fourteen (14) days of the date of request, or if the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the Director or his/her designee shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

The primary responsibility for supervision of a student resides with his/her parent(s)/guardian(s). The

staff provides as much assistance as is reasonable to the parent(s)/guardians(s) with this responsibility.

The Director or his/her designee will also immediately give notice of the fact of a missing child to the Ohio Attorney General's missing children clearinghouse. The Director or his/her designee will also assist parents in the case of a missing student by coordinating with the missing children clearinghouse.

Informational programs for students, parents, and community member's relative to missing children issues and matters are available from the Director or his/her designee, including information regarding the fingerprinting program. The Director or his/her designee's informational programs are based on assistance and materials provided by the Ohio Attorney General's missing child education program.

The primary responsibility for a student's attendance at School rests with his/her parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The Director or his/her designee is also required to attempt to contact a student's parents, custodial parent, guardian, legal custodian, or other person responsible for him/her within 120 minutes of the beginning of their scheduled school session when the student is absent from school. The parent or other responsible person shall be notified by telephone or written notice shall be mailed on the same day that the student is absent. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers.

The procedure for absences is as follows:

1. A parent must call the School to inform the School that his/her child or children will be absent from School. This phone call should take place within the first hour that School is in session.
2. If a parent fails to call the School, School personnel will call the parent to inform him/her of the student's absence.
3. In those cases, where telephone communication could not be made, School personnel will initiate a written communication to the home of the legal guardian the day of the student's absence.

XII. Homeless Student Education

Children who meet the Federal definition of "homeless" will be provided a free and appropriate public education in the same manner as all other students of the School. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is actually living. Pursuant to the School's Open Enrollment Policy, any homeless child in the State of Ohio is eligible to attend the School. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, administrative guidelines, or practice will be interpreted or applied in such a way as to inhibit the enrollment attendance, or school success of homeless children.

Homeless students will be provided services comparable to other students in the School including:

- Transportation
- Educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency
- Programs in vocational and technical education;
- Programs for gifts and talented students; and
- School nutrition programs.

McKinney-Vento Homeless Children and Youth Program Overview:

The School Director shall serve as the School's local liaison for homeless children and youth. 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.

XIII. Complaint Procedure

A student or parent may file a written complaint that should be submitted to a teacher or the Director. If the matter cannot be resolved informally by the Teacher and/or Director, the steps in resolving the complaint should adhere to this Complaint Policy and Procedure.

Initially, complaints should be addressed formally or informally with the School personnel in a civil respectful manner in order to be considered by School personnel. To file a complaint with the Director, the Complaint must be in writing on a form developed by the Director with the facts and specific outcome desired by the parent/guardian.

Complaints received directly by the Board, Sponsor or Ohio Department of Education shall be handled in accordance with these procedures.

Upon resolution of the Complaint, the Director will issue a letter to the Complainant referred to as a "Finding." The Finding will officially inform the Complainant that his or her Complaint was either Substantiated or Unsubstantiated.

An Unsubstantiated Finding means: Compliance – (findings were unsubstantiated and the School has complied).

A Substantiated Finding means: Non-Compliance – (noting the areas of non-compliance, recommending possible changes/technical assistance and statement that the School will respond to Complainant with a corrective action(s) plan letter within 10-15 business days)

All documentation of the Complaint, findings and any corrective action(s) plan will be placed in the appropriately marked complaint file for closure.

XIV. Work Permit Policy

A critical component of Old Brook High School Education Model is the employability skills training and employment of our students. Pursuant to Ohio Law, any student who is a minor, at least sixteen

years old, and who desires to work may do so through a validly issued Age and Schooling Certificate (work permit). The Ohio Department of Commerce, Division of Labor and Worker Safety Wage and Hour (hereinafter referred to as “Wage and Hour”) has granted to Old Brook High School the authority to issue and revoke such Age and Schooling Certificates for its students.

Any student may request an Age and Schooling Certificate who is: at least sixteen years of age; has completed the Old Brook High vocational education program; has completed a test verifying he/she can complete seventh grade academic work (if the student cannot do so, certain other arrangements can be made through the Director), and has secured possible employment.

If a student is eligible to receive an Age and Schooling Certificate, that student may begin the Age and Schooling Permitting Process described below:

1. The Work Permit Process

- a. If the student is a qualified applicant as described above, he/she shall be given an Application to obtain Old Brook High School Age and Schooling Certificate. The student and his/her parent/guardian shall complete the form in the following manner:
 - i. The parent/guardian must complete the Student Information Section.
 - ii. The employer shall complete the Employer’s Agreement Section.
 - iii. The student’s physician must complete the Physical Examination Section.
- b. Once the aforementioned sections of the Application are complete and reviewed by the Director, the Director may complete the School records section.
- c. Once the certificate is complete, the student shall sign the section titled “Signature of Minor.” The Age and Schooling Certificate shall be issued to the student.
- d. When the Age and Schooling Certificate is fully executed, the white original form shall be sent to the employer and the student may be employed.

It is important to note that the Age and Schooling Certificate issued to the student is employment and employer specific, and as such, a new Application and Age and Schooling Certificate must be submitted and procured respectively for each new different employment opportunity of the student. In addition, at the termination of any previous employment relationship, Old Brook High School must secure the return of the employer’s original Age and Schooling Certificate and a reason for termination, which when obtained shall be kept in the student’s file at the Old Brook High School.

2. Revocation of the Age and Schooling Certificate

The right of a student to work does not come without responsibility. Vocational training and working are an integral part of Old Brook High School’s educational program; however, academics always come first and a student’s employment should never harm his/her educational advancement. Old Brook High School reserves the right to revoke the student’s Age and Schooling Certificate if the following occurs: the student’s academic achievement falls below an acceptable level; the student does not meet the minimum attendance requirement of Old Brook High School; the student violates Old Brook High School’s Parent/Student Handbook, Code of Conduct, or other School rules, regulations, policies and/or procedures; or the Director believes that the employment represented by the Age and Schooling Certificate is jeopardizing the student’s education.

XV. Family Education Services (FES)

FES occurs with our Family Education Services (FES) Advocate. This FES Advocate will be in the building during normal hours of operation.

FES Advocates provide support to students who are experiencing difficulties. Advocates assist students with learning new behavioral skills, developing self-confidence, becoming more aware of how others see them, etc. Advocates also discuss how to practice new behavior and better understand how to deal with the many problems life presents.

Students may be asked to participate in individual/group sessions held at Old Brook High School. These sessions will include discussions on attitudes, ideas, behaviors, feelings, and opinions. Participants will have the opportunity to learn new skills and behaviors that may help their personal development and adjustment.

The FES Advocate will keep all information shared by the student confidential except in certain situations in which there are ethical and/or legal responsibility to limit confidentiality. The proper authorities will be notified if the student reveals information about hurting him/herself or another person; if the student reveals information about child abuse; and/or for any other situations that ethically and/or legally compel disclosure.

Please contact the School if you have any questions or concerns or do not wish your student to participate in these sessions.

* * * Please Note * * * should you, the parent/guardian, elect to seek family assistance (*i.e.* counseling, family counseling, case management, etc.) before or during the school year, our FES Advocate can assist with the following:

- Provide a list of community agencies you can contact for service.
- Act as a School liaison between outside agencies and families.
- Provide a starting point for discussing services in the School or community setting.

XVI. Wellness Policy

With the passing of the Child Nutrition and Women, Infants, and Children WIC Reauthorization Act of 2004 by Congress, the School recognizes the role it can play in building nutrition knowledge and skills in students to promote healthy eating and physical activity choices. This law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. Old Brook High School supports student health and wellness in accordance with the Board of Directors Wellness Policy.

XVII. Non-Discrimination and Title IX/Section 504 Notice

Old Brook High School does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, or age in its programs and activities. The following staff members have been designated to handle inquiries regarding non-discrimination policies; and can advise you on the specific civil rights grievance procedure.

Title IX Coordinator

Director of Human Resources
c/o Oakmont Education
481 N. Cleveland Massillon
Rd. Fairlawn, OH 44333



OLD BROOK HIGH SCHOOL
Parent/Student Handbook Contract
2023-2024

Student's Name: _____

Parent/Guardian's Name: _____

(If student is under 18 years of age)

I/We have read and understood all of the information contained in the Parent/Student Handbook. I/We agree to abide by and support Old Brook High School's rules and regulations, **INCLUDING THE CODE OF CONDUCT AND ALL OTHER POLICIES**, as outlined in the Parent/Student Handbook.

We recognize that although this Parent/Student Handbook reflects the current policies of Old Brook High School, it may be necessary to make changes from time to time to best serve the needs of Old Brook High School and its students, especially in the upcoming year. As a result, we agree to make affirmative efforts to review new policies and information related to changes at the School on a regular basis.

Agreed by:

Student's Signature Date

Parent/Guardian's Signature (if student is under 18 years of age) Date

This agreement will be placed into the student's file.

*****Not receiving this signed Agreement will be considered cause for student dismissal.*****

**Old Brook High School Media Release
STUDENT INFORMATION FORM**

TO BE COMPLETED BY PARENT, GUARDIAN or ADULT STUDENT: Please print clearly:

Name of Participating Student

Age

School

City/Town/Zip

Grade

I/We understand that as part of our child's/my attendance at Old Brook High School, photos, videos, and quotations may be taken for use in publications and reports about the program. I/We further understand that members of the news media invited to cover the program may take photos, videos and quotations.

I/We grant permission to the School and its Board Members, Management Company, employees, agents and representatives to use such materials for the promotion of the program and to use this student's name, photographic likeness, alone or in a group, in any publication, document, TV production, video or to release said name or likeness to any media outlets including, but not limited to, newspapers, magazines or TV stations for publicity and/or recognition purposes and/or to use this student's name and/or photographic likeness, alone or in a group, on the official web site of the School and/or Management Company.

I agree that I and/or my child shall have no right, title, or interest in any photo or videotape covered by this agreement and waive any right to compensation for such use. I release the School, its Board members, the Management Company, employees, agents, representatives and all organizations and individuals related to the School from any and all liabilities or damages that result from the use of this student's name and/or photographic likeness as described above.

Signature of Parent or Guardian

Date

PLEASE FILL OUT THIS FORM CLEARLY AND COMPLETELY.

PLEASE RETURN THIS FORM TO THE SCHOOL.

Appendix 1

Anti-Harassment, Anti-Intimidation and Anti-Bullying Policy

Introduction

It is the policy of the School that any form of Bullying behavior, whether in the classroom, on school property, including, without limitation, school buses, to and from school, at School-Sponsored Events, or via Electronic act (defined as an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device) is expressly forbidden. Periodically, the School shall review the policy and consult with parents, school employees, school volunteers, students and community members regarding necessary revisions.

- A. Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. The School's commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which Harassment, Intimidation or Bullying will not be tolerated by students, faculty or school personnel.
- B. It is imperative that Harassment, Intimidation, or Bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, misconduct by one student against another student, whether or not appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

II. Definition of Harassment, Intimidation or Bullying

- A. "Harassment, Intimidation or Bullying" means either of the following:
 - 1. Any intentional written, verbal, graphic, physical or Electronic act that a student or group of students exhibits toward another particular student more than once and the behavior both:
 - a. Causes mental or physical harm to the other student; and
 - b. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.
 - 2. Violence within a dating relationship.
- B. In evaluating whether conduct constitutes Harassment, Intimidation or Bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and whether the victim's reaction was reasonable or foreseeable under the circumstances, and the perpetrator's motivation, either admitted or appropriately inferred.
- C. A School-Sponsored Event shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or organized by the School or on behalf of the School.

III. Types of Conduct

- A. Harassment, Intimidation or Bullying can include many different behaviors including overt intent to

ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:

1. Physical violence and/or attacks;
2. Threats, taunts and intimidation through words and/or gestures;
3. Extortion, damage or stealing of money and/or possessions;
4. Exclusion from the peer group or spreading rumors; and
5. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyber bullying”), such as the following:
 - (a) Posting slurs on Web sites where students congregate or on Web logs (personal online journals or diaries);
 - (b) Sending abusive or threatening instant messages or email;
 - (c) Using camera phones to take embarrassing photographs of students and posting them online or sending them to third parties; and,
 - (d) Using Web sites to circulate gossip and rumors to other students; and
 - (e) Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

IV. Publication of Policy

- A. Publication of the prohibition against Harassment, Intimidation and Bullying and related procedures.
 1. The prohibition against Harassment, Intimidation or Bullying shall be publicized in any student handbooks and in any of the publications that set forth the comprehensive rules, procedures and standards of conduct for schools and students in the School. In addition, information regarding the policy shall be incorporated into employee training materials.
 2. At least once each year, a written statement in substantially the same form as the Annual Notice attached hereto as Exhibit A, describing the policy and the consequences for violations of the policy must be sent to each student’s custodial parent or guardian. The statement may be sent with regular student report cards or may be delivered electronically.

V. Complaints

A. Written Complaints

Students and/or their parents or guardians may file reports regarding suspected Harassment, Intimidation or Bullying. Such written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected Harassment, Intimidation and/or Bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded

to the building principal for review and action in accordance with this policy.

B. Verbal Complaints

Students, and or their parents or guardians may make verbal complaints of conduct that they consider to be Harassment, Intimidation and/or Bullying by verbal report to a teacher, school administrator, or other school personnel. Such verbal complaints shall be reasonably specific as to the actions giving rise to the suspicion of Harassment, Intimidation and/or Bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness. A school staff member or administrator who receives a verbal complaint shall promptly document the complaint in writing, including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action in accordance with this policy.

C. Protection of Person Filing Complaint

Individuals who make complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of Harassment, Intimidation and/or Bullying.

D. False Complaint

It is a violation of this policy and procedure to knowingly report false allegations of Harassment, Intimidation, and/or Bullying. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

VI. School Personnel Responsibilities

A. Teachers and Other School Staff

1. Teachers and other school staff, who witness acts of Harassment, Intimidation or Bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written, incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected Harassment, Intimidation, and Bullying shall promptly notify the building principal and/or his/her designee of such report(s). If the report is a written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is a verbal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the verbal complaint which shall be promptly forwarded (no later than the next school day) to the building principal or his/her designee.
2. In addition to addressing both written and verbal complaints, school personnel are encouraged to address the issue of Harassment, Intimidation or Bullying in other interactions with students. School personnel may find opportunities to educate students

about Harassment, Intimidation and Bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “Harassment, Intimidation or Bullying.”

B. Administrator Responsibilities

1. Investigation

- (a) The principal and or his/her designee shall be promptly notified of any written or verbal complaint of suspected Harassment, Intimidation or Bullying. Under the direction of the building principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of Harassment, Intimidation or Bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.
- (b) Notwithstanding the foregoing, when a student making a verbal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2. Remedial Actions

- (a) Verified acts of Harassment, Intimidation, or Bullying shall result in an intervention by the building principal or his/her designee that is intended to ensure that the prohibition against Harassment, Intimidation or Bullying behavior is enforced, with the goal that any such prohibited behavior will cease.
- (b) Harassment, Intimidation and Bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of Harassment, Intimidation and Bullying. While conduct that rises to the level of Harassment, Intimidation or Bullying, as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the building principal.

VII. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of Harassment, Intimidation and Bullying by a specific student are

verified, the building principal or his/her designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

B. Reports to the victim and his/her parent of guardian

If after investigation, acts of Harassment, Intimidation and Bullying against a specific student are verified, the building principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such Harassment, Intimidation and Bullying.

C. List of verified acts of Harassment, Intimidation or Bullying

1. The School principal/administrator shall semiannually provide the president of the School board a written summary of all reported incidents and post the summary on the district Web site, if one exists. The list shall be limited to the number of verified acts of Harassment, Intimidation and Bullying, whether in the classroom, on school property, to and from school, at school-sponsored events or via Electronic act.
2. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is conducted at appropriate times and places and is protected by State or Federal Law.

VIII. Police and Child Protective Services

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines. The School must also investigate for the purpose of determining whether there has been a violation of the School Policy or Procedure, even if law enforcement or CPS is also investigating. All School personnel must cooperate with investigations by outside agencies.

IX. Training

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other school policies, procedures and rules at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other school rules and disciplinary policies.

Appendix 2

Internet Safety Policy

The use of technology is a privilege and an important part of the School's overall curriculum. The School will, from time to time, make determinations on whether specific uses of technology are consistent with School policies for students and employees of the School, but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error free or uninterrupted. The School always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user.

It is the policy of the School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity and damage to school resources; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA) [Publ. L. No. 106-554 and 47 USC 254(h)].

Access to Inappropriate Material

To the extent practicable, technology protection measures (or "Internet filters") are used to block or filter Internet access to, or other forms of, electronic communications containing inappropriate information. Filtering, or blocking, is applied to visual depictions of material deemed obscene, child pornography, or to any material deemed harmful to minors, as defined by the Children's Internet Protection Act. The filter serves to block minors from accessing inappropriate matter on the Internet and the World Wide Web.

The technology protection measures may be disabled only for bona fide research or other lawful purposes. Disabling technology protection shall only be performed by a member of the Old Brook High School Information Technology Team or its designated representatives.

Additionally, it shall be the responsibility of all members of the staff to supervise and monitor usage of the online computer network and access to the Internet and ensure that the same is in accordance with this policy. By using the filter program, as well as staff monitoring student use, the School is attempting to provide a safe and secure medium by which students can use the Internet, World Wide Web, electronic mail, chat rooms and other forms of direct electronic communications.

To the extent reasonable, steps are taken to promote the safety and security of users of the School online computer network. Other inappropriate network usage that the School

intends to eliminate includes the following:

- Unauthorized access, including so-called 'hacking,' and other unlawful activities; and
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

By signing the Parent/Student Contract Page at the end of the Parent/Student Handbook, the parent and student agree:

- To abide by all School policies relating to the use of technology;
- To release all School employees from any and all claims of any nature arising from the use or inability to use the technology;
- That the use of technology is a privilege; and
- That use of the technology will be monitored and there is no expectation of privacy whatsoever in any use of the technology.

The parent/student further agrees and understands that the user may have his/her privileges revoked or other disciplinary actions taken against them for actions and/or misuse such as, but not limited to, the following:

- Altering system technology, including but not limited to, software or hardware;
- Placing unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating or otherwise gaining access to or disclosing materials the School believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable;
- Using technology resources for commercial, political, or other unauthorized purposes since the School technology resources are intended only for educational use;
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
- Disrupting technology through abuse of the technology, including but not limited to, hardware or software;
- Malicious uses of technology through hate mail, harassment, profanity, vulgar statements, or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without consent of the School;
- Allowing anyone else to use an account other than the account holder; and
- Other unlawful or inappropriate behavior;

The user also acknowledges and agrees that he/she is solely responsible for the use of his/her accounts, passwords, and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and/or appropriate legal action.

The user must also know and further agrees that:

- Should the user transfer a file, shareware, or software that infects the equipment, the user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user(s) will be liable for any and all costs; and
- Violation of this Internet Safety Policy is also a violation of the School Code of

Conduct and may result in any in other scholastic disciplinary action, other than those specifically set forth above, including but not limited to suspension or expulsion.

Definitions

CIPA defines the above referenced terms as follows: A minor is anyone under the age of 17.

“Technology Protection Measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States Code;
2. Child Pornography, as that term is defined in section 1226 of title 18, United States Code; or
3. “Harmful to minors” means any picture, image, graphic image file or other visual depiction that:
 - a) Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
 - b) Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c) Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

“Sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

Appendix 3

FOOD ALLERGY POLICY

The Board of Directors (the “Board”) of the School recognizes that peanut and other food allergies may pose a severe or life threatening risk to students. In accordance with Section 3313.719 of the Ohio Revised Code, the Board has adopted this Food Allergy Policy (the “Policy”) in consultation with parents, school employees, school volunteers, students and community members to establish procedures for identifying, accommodating and reducing the likelihood of severe allergic reactions among students with known food allergies while at school.

I. PARENT/STUDENT RESPONSIBILITY

- A. Parents of students, or students age eighteen (18) or older, with allergies are required to notify the School of any known allergies at the beginning of each school year or upon learning of such allergy if the school year has already begun. Such notice may be provided in response to School enrollment forms completed by the student if over 18 or the student’s parent or guardian, or by other acceptable means such as timely, written notice to the School’s Director or the Board.
- B. Parents of students with life threatening allergies must:
 - 1. Ensure that the student has access to emergency medications during School hours, if prescribed;
 - 2. Execute any appropriate forms, including an Emergency Authorization Form, Medication Distribution Form, and/or Food Allergy Action Plan (the “Plan”), as required;
 - 3. Obtain written approval from the student’s physician permitting the student to carry and use an epinephrine injector to treat anaphylaxis, if applicable and in accordance with the School’s policy on Medication Administration and/or Asthma Inhalers and Other Prescribed Medications; and
 - 4. Cooperate with the School to formulate the Plan, as referenced herein (Section II.A).
 - 5. Provide current emergency contact information and update regularly.

- C. All Parents are responsible to educate their student about managing his or her allergy at school, including but not limited to:
1. Safe and unsafe foods;
 2. Strategies for avoiding exposure to unsafe foods;
 3. Symptoms of allergic reactions;
 4. How and when to tell an adult that he or she is having an allergy-related problem; and

II. SCHOOL RESPONSIBILITY

- A. The School will develop a Plan for students with life threatening allergies.

The Plan must address (1) what actions will be taken to avoid exposure at the School, and (2) what actions will be taken in the event of student exposure. The Plan will be developed through consultation between the student's parents or legal guardians, the recommendations of the student's physician or allergist, and the School. Once created, this Plan will be reviewed and updated by School staff, when appropriate.

- B. The School will share the Plan with appropriate School staff. All staff who interact with the student on a regular basis should understand food allergies, be able to recognize symptoms, and should know what to do in an emergency.

- C. With the consent of the student's parents or legal guardian, the Plan may provide a mechanism for the School to provide notice to the student's classmates and/or the parents or legal guardian of the student's classmates regarding a life threatening food allergy in the classroom.

- D. The School will follow the procedures detailed in its approved Medication Administration Policy and/or Asthma Inhalers and Other Prescribed Medications policy as outlined in the Parent/Student Manual and Board Policy Manual.

FOOD ALLERGY ACTION PLAN

NAME OF SCHOOL: _____

STUDENT'S NAME: _____

DATE OF BIRTH: _____ TEACHER: _____

Asthmatic: Yes * No (* High risk for severe reaction)

ALLERGY TO: _____

* * * IMPORTANT NOTICE: In accordance with policy, School staff should NOT administer any medications. Students are permitted to carry and self-administer certain medications, such as epinephrine. School staff should only administer medications in emergency situations, where the student is unable to self-administer, the exigency of the circumstances requires immediate action, and treatment is provided in strict accordance with the procedures set forth below.

**SIGNS OF AN ALLERGIC REACTION
AND TREATMENT PROCEDURE**

[To be completed by physician authorizing treatment]

SYMPTOMS

If a food allergen has been ingested, but there are NO SYMPTOMS	<input type="checkbox"/>	Epinephrine
	<input type="checkbox"/>	<input type="checkbox"/>
MOUTH Itching and swelling of the lips, tongue or mouth.	Epinephrine	Antihistamine
	<input type="checkbox"/>	<input type="checkbox"/>
THROAT tightness in the throat, hoarseness, and hacking cough.	Epinephrine	Antihistamine
	<input type="checkbox"/>	<input type="checkbox"/>
SKIN Hives, itchy rash, and/or swelling about the face or extremities.	Epinephrine	Antihistamine
GUT Nausea, abdominal cramps, vomiting, and/or diarrhea.	Epinephrine	Antihistamine
LUNG Shortness of breath, repetitive coughing, and/or wheezing.		<input type="checkbox"/> Epinephrine
HEART "Thready" pulse, "passing out."	<input type="checkbox"/> Epinephrine	<input type="checkbox"/> Antihistamine
OTHER:	<input type="checkbox"/> Epinephrine	<input type="checkbox"/> Antihistamine
If reaction is progressive (several of the above areas affected) give	<input type="checkbox"/> Epinephrine	<input type="checkbox"/>

DOSAGE

Epinephrine Inject intramuscularly (check one) EpiPen Epi-Pen Jr. Twinject 0.3 Twinject 0.15mg

CONTACT

- Emergency Medical Response System (ask for advanced life support) by calling 9-1-1. (State that an allergic reaction has been treated and additional epinephrine may be needed).

2. Parent/Guardian or emergency contacts at listed below.

3. Dr. _____ at _____

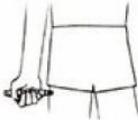
EMERGENCY CONTACTS		TRAINED STAFF MEMBERS	
1.		1.	
Relation:		Room:	
Phone:		2.	
2.		Room:	
Relation:		3.	
Phone:		Room:	
3.			
Relation:			
Phone:			

EpiPen® and EpiPen® Jr. Directions

- Pull off gray activation cap.



- Hold black tip near outer thigh (always apply to thigh).



- Swing and jab firmly into outer thigh until Auto-Injector mechanism functions. Hold in place and count to 10. Remove the EpiPen® unit and massage the injection area for 10 seconds.

DIRECTIONS

ONCE EPIPEN® OR TWINJECT™ IS USED,

CALL 911

Take the used, safely repackaged EpiPen unit with you to the Emergency Room.

Plan to stay for observation at the Emergency Room for at least 4 hours.

Twinject® 0.3 mg and Twinject® 0.15 mg Directions



- Remove caps labeled "1" and "2."
- Place rounded tip against outer thigh, press down hard until needle penetrates. Hold for 10 seconds, then remove.



SECOND DOSE ADMINISTRATION:
If symptoms don't improve after 10 minutes, administer second dose:

- Unscrew rounded tip. Pull syringe from barrel by holding blue collar at needle base.
- Slide yellow collar off plunger.
- Put needle into thigh through skin, push plunger down all the way, and remove.



BY: PARENT/GUARDIAN

PRINT NAME

DATE

SIGNATURE

BY: STUDENT'S PHYSICIAN

PRINT NAME

DATE

SIGNATURE

APPENDIX 4

CODE OF CONDUCT/SUSPENSION, EXPULSION, REMOVAL, AND PERMANENT EXCLUSION POLICY

Students are expected to conduct themselves in such a way that they respect and consider the rights of others. Old Brook High School (“School”) students must conform with school regulations and accept directions from authorized school personnel. The School will not tolerate violent, disruptive or inappropriate behavior by its students. Such behavior is punishable and will result in disciplinary action which may include suspension, exclusion or other forms of discipline.

This Code of Conduct applies to any student, whether or not the student is enrolled at the School, attending or otherwise participating in any curricular or extra-curricular program provided in a school operated by the Board or provided on any other property owned or controlled by the Board. The Code of Conduct also applies while a student is in the custody or control of the School, on School grounds or close thereto, while at a School-sponsored function or activity or on “School provided transportation” (as herein defined). In addition, this Code of Conduct governs a student's conduct at all times, on or off school property, when such student conduct is reasonably related to the health and safety of other students and/or School employees, or such conduct would unreasonably interrupt the educational processes of the School.

Students and parents shall be provided annually (at the beginning of the school year or upon enrollment in the School) written information on the rules and regulations to which students are subject while in school and while participating in any school-related activity or event. The information provided shall include the types of misconduct for which a student is subject to suspension or expulsion from school or other forms of disciplinary action. The Board directs the administration to make all students aware of this student Code of Conduct and the fact that any violations of the student code of conduct are punishable. This Code of Conduct / Suspension, Expulsion, Removal and Permanent Exclusion Policy shall be posted in a central location in the School and also made available to students and parents upon request.

If a student violates the Code of Conduct, school personnel, students or parents should report the student to the appropriate principal or assistant principal. The administration will cooperate in any prosecution pursuant to the criminal laws of the State of Ohio and local ordinances.

Students’ basic constitutional rights to speak and express opinions, even if they are unpopular, will be respected. When misconduct occurs, each student will have due process rights under the law.

The teacher is the key figure in school discipline. The teacher is expected to make every effort to handle the usual problems in maintaining classroom discipline. When a disciplinary problem becomes acute enough to involve the school administrator, then the teacher should seek the assistance of the school leader (hereinafter “school leader” or “principal”). Under these circumstances, both the teacher and the school leader will give due process rights to the student.

Levels of Offenses

Truancy and chronic absenteeism are addressed separately from these levels of offenses. Acts of misconduct that are not specifically attendance-related are categorized into the following four levels of offenses:

A. Level I: Violation of general classroom, bus or school rules – Level I consists of minor offenses that generally occur in the classroom, on school provided transportation (“school provided transportation” is defined to include school buses and other vehicles supplied by the School for student transportation), or on school premises and can be corrected by the teacher, the driver or school leader.

B. Level II: Conduct requiring administrative intervention – Level II consists of offenses that are more serious in nature or persistent, repeated, or serious Level I misconduct.

C. Level III: Suspension and/or removal from the classroom to an alternative learning environment – Level III consists of offenses that significantly disrupt the educational process, school environment, and/or school-related activities, including school provided transportation, or persistent, repeated, or serious Level I or II misconduct.

D. Level IV: Expulsion and/or removal from the classroom to an alternative learning environment – Level IV consists of serious offenses which include willful or malicious acts that have the effect of materially and substantially disrupting the educational environment in the School, on school provided transportation or at school activities or Level I, II, or III infractions depending on the severity or persistence of the act.

Level I Offenses

Rule 1: Dress Code. The Board believes that student dress should enhance a positive image of students and the School. The standards of dress and grooming outlined are necessary to promote discipline, maintain order, secure student safety, and provide a healthy environment that is conducive to learning.

- (A) When a student is at school, participating in School activities or at School-sponsored events, his/her dress and grooming must not:
- I. Present a health or safety hazard to the student or to others in the School or attending the School-sponsored activity;
 - II. Materially interfere with school work, create disorder, or disrupt the educational environment;
 - III. Cause excessive damage or wear-and-tear to School property; and/or
 - IV. Keep the student from participating safely in his/her own education.
- (B) To facilitate a consistent pattern of application of the student dress code, the following standards shall be applied:
- I. Shirts and tops must cover all undergarments and have high enough necklines to cover all cleavage. Strapless, crop, and see-through tops are not acceptable;
 - II. Lower garments should not drag on the floor or allow undergarments to be exposed when the student sits, stands, raises his/her hand, or bends over. Form-fitting lower garments must be worn under a shirt, skirt or dress that extends to the thighs;
 - III. No skin should be visible between a student's top and bottom garment when the student sits, stands, raises his/her hand or bends over;
 - IV. Clothing or accessories that include obscene, violent, gang, tobacco, drug or alcohol related writing or images are not acceptable. Items of clothing that belittle others may not be worn (*i.e.*, race, religion, gender, *etc.*);

- V. Coats and jackets meant for outdoor wear, book bags and oversized bags must be kept in the school locker or other designated area during the school day;
- VI. Facial hair must be kept neat and clean;
- VII. Recreational head coverings and sunglasses should not be worn inside any building; and
- VIII. Appropriate footwear must be worn to provide for safe and sanitary conditions.

(C) Building administrators shall judge student dress and grooming in individual buildings. The school leader may exclude (*i.e.*, not admit to class, remove, or suspend) any student, when in his/her judgment, the student is not following appropriate dress and grooming standards.

(D) Exceptions to these standards may be considered based on personal circumstance, cultural beliefs, and to promote school spirit. Students who request an exception must have parental permission to do so and obtain permission from the building administrator prior to deviating from the standards of dress. A parent conference may be requested by the building administrator.

Rule 2: Tardiness. A student shall be prompt to school and to class according to its scheduled time. Note: No student will be suspended or expelled solely for tardiness or absenteeism though students may be subject to other disciplinary actions and/or required to participate in one or more absence intervention program(s).

Rule 3: Student Drivers. To promote safety and enable the School to effectively supervise students immediately before and immediately after School hours, only students who secure a valid School parking permit are allowed to park on School property.

Rule 4: Miscellaneous Offenses. Disciplinary problems such as not doing required homework, throwing objects in School, and other such offenses are prohibited and may result in disciplinary actions.

Level I Disciplinary Options

Disciplinary options or responses to Level I offenses will include one or more of the following:

- A. Verbal correction
- B. Teacher-student conference
- C. Student-counselor conference
- D. Teacher-parent conference
- E. Behavioral probation
- F. Detention (maintained by teacher before or after school or during recess)
- G. Parent shadowing
- H. Restriction of transportation privileges by the school leader
- I. Other appropriate disciplinary action
- J. Serious, persistent, or repeated violations may be treated as Level II or III infractions

Level II Offenses

Rule 5. Skipping Detention. A student assigned to detention shall report on the assigned day and at the assigned time.

Rule 6: Forgery. A student shall not change a grade or place the name of a parent, guardian, teacher or other individual as representative of that individual's signature on a school document or on an official document for school purposes.

Rule 7: Use of Tobacco. A student shall not use or possess tobacco or any tobacco products such as cigarettes, cigars, dip, chewing tobacco, *etc.*

Rule 8: Gambling. A student shall not participate in gambling.

Rule 9: Stealing. A student shall not steal or attempt to steal school property or private property of other students or School personnel or of visitors to the School.

Rule 10: Insubordination. A student shall not repeatedly violate rules or fail to comply with directions of teachers, student teachers, substitute teachers, teacher aides, drivers of school provided transportation, principals, or other authorized school personnel.

Rule 11: Violation of Ohio Criminal, Traffic, or Juvenile Code. Commission by a student of any act in violation of the Ohio Criminal Code, Ohio Traffic Code, or the Ohio Juvenile Code on or off the School grounds, regardless if School related or not, that would, in the judgment of School officials, be a detriment to the ongoing educational processes and/or orderly administration of the School if the student were permitted to continue regular school attendance.

Rule 12: Violation of the Network Acceptable Use Policy. Students must have a signed Acceptable Use Agreement before gaining access to the School's computer network. Students shall abide by the School's Network Acceptable Use Policy and any school or classroom rules for network access.

Rule 13: Personal Communication Devices. Students may possess and use personal communication devices (PCDs) on School property, School provided transportation, or at School-sponsored activities only during approved times and for approved purposes. Student use of PCDs on School property is a privilege and not a right. This privilege may be revoked by the School at any time. The School reserves the right, in its sole discretion, to determine which types of PCDs it will allow students to use. Such determinations are subject to change. Notwithstanding the foregoing, Students may possess and use PCDs on School property and at School-sponsored curricular and extra-curricular activities when specifically permitted by staff or administration of the School. Such use shall not create a distraction, disruption, or otherwise interfere with the educational environment. Authorized student use of PCDs shall include the following:

- A. Before and after the student instructional day;
- B. During designated lunch periods;
- C. In between class periods. However, PCDs must be powered off and stored out of sight prior to the start of and during the entirety of any class period;
- D. During participation in curricular and extra-curricular activities for instructional or educational purposes, and at the discretion of the teachers, student teachers, substitute teachers, teacher aides, drivers, principals, or other authorized school personnel;
- E. When authorized pursuant to an Individual Education Plan ("IEP"), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.

Rule 14: Academic Dishonesty. Students shall not cheat on tests; shall not copy tests, assignments or papers; shall not plagiarize; and shall not violate copyright policy or law.

Level II Disciplinary Options

Disciplinary options or responses to Level II offenses will include any of the previous (Level I) options and/or one or more of the following:

- A. Parental contact by phone and written or oral notification to parent or guardian
- B. Behavioral probation
- C. Administrator/ school leader/ teacher/student conference
- D. Detention
- E. Parent shadowing
- F. Exclusion from extracurricular activity
- G. Mediation
- H. Behavioral contract
- I. Confiscation
- J. Temporary removal of the student from the classroom
- K. In-school suspension
- L. Friday/Saturday school
- M. Suspension of transportation privileges
- N. Monetary restitution for damages
- O. Report to Juvenile Court and/or Bureau of Motor Vehicles
- P. Another appropriate disciplinary option or logical consequence determined by the school leader
- Q. Serious, persistent, or repeated Level II misbehavior may result in a more serious consequence, including, but not limited to, any disciplinary option for a Level III offense or expulsion

Level III Offenses

Rule 15: Disruption of School. A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally cause the substantial and material disruption or obstruction of any lawful mission, process, or function of the School. Disruption will include, among other things as determined by the school leader, threats to shoot someone or to cause a mass shooting event.

Rule 16: Damage or Destruction of School or Private Property. A student shall not intentionally cause or attempt to cause damage to public or private property, including, but not limited to, that of other students, teachers, administrator, other school employees, and visitors.

Rule 17: Discrimination and Harassment. No student shall harass or discriminate against any student, employee or other person on the basis of race, color, national origin, citizenship status, religion, sex, economic status, marital status, pregnancy, age or disability. No student shall retaliate, coerce or intimidate any person who exercises their right to file a complaint of harassment or discrimination, or who participates in the investigation of such complaint. Any participant in a School activity who believes this rule has been violated should report the matter immediately to his or her teacher or to the School Principal.

Rule 18: Bullying/Assaults/Hazing/Dating Violence. A student shall not harass, haze, bully, retaliate against, coerce, interfere with, intimidate, inflict injury, cause another to inflict injury, or behave in any way which could cause physical injury or mental anguish to another student, teacher, or other school personnel. These acts are prohibited on school property, on school provided transportation, or at school-sponsored events. A student shall not intentionally direct to another student, teacher or other school employee words, phrases, or gestures which are vulgar, obscene, or degrading. Students are prohibited from using a Personal Communication Device (PCD) to violate this Rule.

Any student or student's parent/guardian who believes the student has been or is the victim of behavior prohibited by this Rule should immediately report the situation to the student's teacher or to the School Principal. The student may also report concerns to other teachers and school staff who will be responsible for notifying the appropriate administrator.

Every student is encouraged, and every staff member is required, to report student behavior prohibited by this Rule. Reports should be made to those identified above.

All complaints about behavior that may violate this Rule shall be promptly investigated pursuant to Board Policy controlling such investigations. For purposes of this rule, "harassment, intimidation or bullying" is defined as any intentional written, verbal, electronic or physical act that a student exhibits toward another particular student more than once and the behavior (1) causes mental or physical harm to the student and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or violence within a dating relationship.

For the purposes of this rule, "dating violence" is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship.

Rule 19: Extortion. A student shall not extort or cause others to extort money or personal property from other students or School personnel.

Rule 20: Narcotics, Alcoholic Beverages, Drugs, Counterfeit or Look-Alike Drugs and Drug Paraphernalia. A student shall not possess and shall not receive, buy, use, transmit, sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, controlled substance, any illegal mind-altering substance, inhalant or intoxicant of any kind.

A student shall not possess and shall not receive, buy, use, transmit, sell, or be under the influence of any counterfeit controlled substance. A counterfeit controlled substance is any substance that is made to look like a controlled substance or is represented to be a controlled substance or that a student believes to be a controlled substance.

Except as legitimately provided for in Policy, a student shall not buy, sell, transfer, possess, or use any drug, medication, inhalant or other substance which can be taken internally where the student or students involved cannot show a legitimate health or other reason for the use of such substances.

Drug paraphernalia shall not be worn, carried, or brought to school or school events.

Students found to be in violation of this rule shall be suspended or expelled.

Rule 21: Acts of Immorality. Possession of indecent, obscene or pornographic matter is prohibited. Engaging in sexual acts, displaying excessive affection, or other inappropriate behavior with a person of the same or opposite sex is prohibited.

Rule 22: Fighting. Students shall not engage in intentional efforts to cause physical harm to a student or staff member. Neither shall students intentionally incite another student to engage in willful physical conflict or combat.

Rule 23: Direct Threat. Students shall not intentionally commit or promote any act or expression of a threatening nature directed to any individual or group of teachers, other staff members, students or other groups at school.

Level III Disciplinary Options

Disciplinary options or responses to Level III offenses will include any of the previous (Level II) options as well as:

- A. Out-of-school suspension
- B. In-school suspension
- C. Removal from the classroom to an alternative learning environment
- D. Serious or repeated Level III misbehavior may result in a more serious consequence, including but not limited to expulsion
- E. Another appropriate disciplinary option or logical consequence determined by the administrator.

Level IV Offenses

Rule 24: Weapons and Dangerous Instruments. A student shall not possess, handle, transport, carry, use, conceal, or transmit any objects that can reasonably be considered a weapon, a firearm (including any object represented as a firearm or made, construed, or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm), a knife, or other dangerous object of no reasonable use to the student.

1. Any student who is determined to have brought a firearm as defined below to School or onto other property owned or property controlled by the School **shall** be expelled for one (1) year. The Principal or Superintendent may reduce this action on a case-by-case basis in accordance with this policy. An expulsion under this paragraph shall extend into the following school year.
2. Any student who is determined to have brought a firearm to an interscholastic competition, an extracurricular event, or other school program or activity that is not located on school property or property controlled by the school, **may** be expelled by the superintendent for a period of one (1) year. The superintendent may reduce this action on a case-by-case basis in accordance with a policy established by the Board. An expulsion under this paragraph shall extend into the following school year.

3. A student who possesses a firearm at School, on property controlled by the school, or at any interscholastic competition, extracurricular event or school-related activity shall be expelled by the superintendent for a period not to exceed one (1) year, subject to reduction of this term by the Principal or Superintendent on a case-by-case basis. An expulsion under this paragraph may be extended by the superintendent into the following school year.
4. A student who possesses a knife or dangerous object capable of causing serious bodily injury at school or on property controlled by the school or to any interscholastic competition, an extracurricular event or school activity sponsored by the School with intent to use such knife or dangerous object to cause injury or damage to another person or to property shall be expelled by the superintendent for a period not to exceed one year. An expulsion under this paragraph may be extended by the superintendent into the following school year.

"Firearm" shall have the same meaning as provided in the "Gun-Free Schools Act," 115 Stat. 1762, 20 USC 7151.

"Knife" shall be defined as any device consisting of a sharp blade three (3) inches or longer in length, whether or not fastened to a handle, designed or intended for use as a cutting instrument.

"Dangerous object" shall be defined as a device which is or may be used to cause harm to another person, including, but not limited to, a club, chain, razor, or other sharp blade less than three (3) inches in length, metal knuckles, noxious irritants, chemicals, or explosive or incendiary devices.

Rule 25: Bomb Threat. A student who makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat shall be expelled for a period of one year, subject to reduction of this term by the Principal or Superintendent on a case-by-case basis. Any expulsion for a violation of Rule 25 shall extend into the school year following the school year in which the incident took place.

Rule 26. Criminal Act Resulting in Physical Harm. A student who commits an act that is a criminal offense when by committed by an adult and results in serious physical harm to person(s) or property while the student is at school, on any other property owned or controlled by the Board or at any school-related activity or extracurricular event, may be expelled by the superintendent for a period up to one (1) year, subject to reduction of this term by the Principal or Superintendent on a case-by-case basis. Any expulsion for a violation of Rule 26 shall extend into the school year following the school year in which the incident took place.

Suspension

I. General

The School Leader will determine the length of the suspension (up to ten days) and whether the suspension will be served in-school or out-of-school on a case-by-case basis.

The parameters for completing and grading assignments missed because of a pupil's suspension are as follows:

1. The pupil shall have an opportunity to do both of the following:
 - a. Complete any classroom assignments missed because of the suspension;
 - b. Receive at least partial credit for a completed assignment.
2. This policy permits grade reductions on account of the pupil's suspension subject to the approval of the Principal or Superintendent.
3. This policy prohibits the receipt of a failing grade on a completed assignment solely on account of the pupil's suspension.

Whenever possible, the School Leader shall consult with a mental health professional before suspending the student. If the events leading up to the suspension indicate a need for additional mental health services, the School Leader or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating or obtaining those services, including referral to an independent mental health professional.

Any student suspended is not permitted to participate in any extracurricular activities.

II. In-School Suspensions

If a student is issued an in-school suspension, the School Leader will ensure the student is serving the suspension in a supervised learning environment. Notification of an in-school suspension shall be given to the student and the students' parent, guardian, or custodian in the same manner as other forms of discipline.

III. Out-of-School Suspension Procedure

The following procedure does not apply to in-school suspensions.

The School Principal or Administrator may only issue an out-of-school suspension by using the following procedure. Prior to the imposition of the suspension:

- a. A written notice of intent to suspend will be given to the student, which contains the following:
 - i. The reason for the intended suspension; and
 - ii. If the suspension is based on one of the serious criminal offenses listed in Ohio Revised Code 3313.622(A) for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the School Principal may seek permanent exclusion.
- b. The student must be allowed an informal hearing before the School Principal or designee to challenge the reasons for the intended suspension or otherwise explain his/her actions. The student is not entitled to call witnesses at the informal hearing.

If an out of school suspension is imposed during the last ten (10) days of the academic year, the suspension will not be carried over into the following year. However, the superintendent may require the student to participate in a community service program or another alternative consequence (the school leader is to prepare a list of alternative consequences) for the number of hours equal to the remaining part of the period of suspension. The student shall begin the community service or alternative consequence during the first full week day of summer break. If the student does not complete the assigned community service or alternative consequence, the school may determine its next course of action, which shall not include the student serving the remaining time of the out-of-school suspension at the beginning of the following school year.

Expulsion

I. General

Except as provided under *Level IV* offenses above, the term of a student expulsion shall be limited to the greater of 80 days or the number of school days remaining in the semester or term in which the incident giving rise to expulsion occurs. In the event that the term of expulsion exceeds the number of school days left in the school year, the Superintendent may apply all or any part of the period of expulsion to the following school year.

Mitigating Circumstances: The School Superintendent shall consider, on a case-by-case basis, all of the relevant facts and circumstances of the misconduct underlying the expulsion including (a) applicable Ohio or federal laws, (b) the student's disability, and (c) extent of culpability of the student. The Principal of Superintendent may reduce the period of expulsion if, in the judgment of the Principal or Superintendent:

- A. The student has not engaged previously in other serious misconduct, whether or not similar to the misconduct underlying the expulsion;
- B. The misconduct was committed under circumstances not likely to reoccur;
- C. The student shows genuine remorse for the misconduct; and
- D. The student is not likely to engage in further serious misconduct.

The Principal shall notify the appropriate criminal justice or juvenile delinquency authorities of these determinations. In the event the School or Principal later determines that such notification was in error or that the determinations reflected in the notifications have changed, the Principal shall provide supplemental notice of such error or change in the same manner.

Students may be expelled as necessary to protect the immediate health and safety of the student, classmates, and teachers and staff. Whenever possible, the School Leader shall consult with a mental health professional before expelling the student. If the events leading up to the expulsion indicate a need for additional mental health services, the School Leader or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating or obtaining those services, including referral to an independent mental health professional.

Any student expelled is not permitted to participate in any extracurricular activities.

II Expulsion Procedures

The following procedure is required before the student's expulsion:

1. Prior to the imposition of the expulsion, the Superintendent must provide the student and the student's parent, guardian, or custodian written notice of the intention to expel and provide an opportunity to appear in person before the superintendent or designee to challenge the reasons for the intended expulsion. The notice must include the following:
 - a. The reasons for the intended expulsion;
 - b. Notification of the opportunity of the student and the student's parent, guardian, or custodian, or representative to appear in person before the superintendent or designee to challenge the reasons for the intended expulsion or otherwise explain the student's actions
 - c. The time and place for a hearing, which must be scheduled not less than three (3) nor more than five (5) school days after giving the notice, unless the period is extended by the Superintendent at the request of the student or the student's parent, custodian, guardian, or representative. The parent, guardian, custodian, or representative must be sent written notice of any extension, and the new time and place to appear.
 - d. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses listed in Ohio Revised Code 3313.622(A) for which permanent exclusion is allowed, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.
2. Within one (1) school day after the expulsion is imposed at the hearing, the Superintendent shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of the expulsion. The notice must include:
 - a. The reasons for the expulsion;
 - b. Notification of the right to appeal to the Board or its designee. The notice must also explain that the intent to appeal must be in writing and received by the Board within 14 days after receiving the notice;
 - c. The right to representation at all appeal proceedings;
 - d. The right to an appeal hearing before the Board or its designee to be heard against the expulsion;
 - e. The right to request that the hearing be held in executive session;
 - f. Notice that the expulsion may be extended pursuant to Ohio Revised Code 3313.66(F) if the student is sixteen years of age or older;
 - g. If the expulsion is based on one of the serious criminal offenses listed in Ohio Revised Code 3313.622(A) for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the School may seek permanent exclusion if the student is convicted of or adjudicated a delinquent child for the violation;
 - h. When the Superintendent expels a student for more than twenty (20) school days or for any period of time extending into the next semester or school year, the School shall provide, along with this notice, the student and the student's parent, guardian, or custodian, with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The notice shall include the names, address, and phone numbers of the agencies.

The Superintendent is required to initiate expulsion proceedings on expellable offenses even if the student in question withdraw from the School prior to the hearing or the decision to impose expulsion. If it is determined that the student would have been expelled had the student still been enrolled, the expulsion shall still be imposed and the requirements under this policy following the imposition of expulsion are to be followed.

The Superintendent may apply any remaining part or all of the period of expulsion into the following year.

If the student's expulsion is appealed to the Board or its designee in the manner outlined in the above notice provisions, the student or the students' parent, guardian, or custodian may be represented in appeal proceedings and shall be granted a hearing; pursuant to a request, the Board may hold the hearing in executive session, but its decision may only be made at a public meeting. The Board by a majority vote of its full membership, or by action of the designee, may affirm the expulsion, reinstate the student, or otherwise reverse, vacate, or modify the order. A verbatim record of the hearing is to be made.

Emergency Removal

A student who poses a continuing danger to persons or property or an ongoing threat of disrupting academic progress in the School may be immediately removed, without notice and hearing, from curricular activities by a teacher; such student may be immediately removed, without notice and hearing, the administrator, principal, or assistant principal may remove the student from curricular activities and from the school premises. The teacher, as soon as practicable, shall submit in writing to the principal the reasons for the removal.

If an emergency removal of a student in grades **four (4) through twelve (12)** is made, the student must be provided with notice of a hearing and the reason for the removal. As soon as practicable after the emergency removal of a student, written notice shall be given to the student of the reason(s) for the removal and the date, time and place of a hearing on the removal, which hearing shall take place on the next school day after the removal. The individual who ordered, caused or requested the removal shall be present at the hearing.

Unless it is likely that the student will face expulsion for the behavior resulting in emergency removal, the hearing shall be conducted as described in the *Suspensions* section above except that the hearing shall occur on the next school day following the removal.

If it is likely that the student will face expulsion for the behavior resulting in emergency removal, the hearing shall be conducted as described in the *Expulsions* section above except that it shall occur on the next school day after the removal.

If, prior to the hearing, the student is reinstated to curricular activity by the Principal or Superintendent, the teacher supervising the student on reinstatement may request a written explanation of the reinstatement.

Permanent Exclusion

The Board may request an adjudication order of permanent exclusion of a student from the Superintendent of Public Instruction at the Ohio Department of Education on the recommendation of the Superintendent or Principal of the School. The student and student's parent, guardian, or custodian shall be notified in writing of the School's intent to recommend permanent exclusion.

A recommendation of permanent exclusion may be made by the School's Superintendent or Principal must include (A) proof that the student was sixteen (16) years of age or older at the time of the offense which resulted in expulsion and was convicted of or adjudicated a delinquent child for behavior, the commission of which as an adult would have been a violation of ORC §§ 2923.122, 2923.12, 2925.11, 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02 or 2907.05 or any substantially similar ordinance, (B) the written determination(s) of the Superintendent or Principal that the student's continued attendance in school may endanger the health and safety of other students or school employees, and (C) a copy of the written notice provided to the student and the student's parent or guardian of the School's intent to recommend permanent exclusion.

Within fourteen days after receipt of a recommendation of permanent exclusion from the School's Superintendent or Principal, the Board may adopt a resolution requesting an order of permanent exclusion from the Ohio Superintendent of Public Instruction. Prior to adopting such a resolution, the Board shall review and consider all of the following available information:

- A. The academic record of the student and a record of any extracurricular activities in which the student previously was involved;
- B. The disciplinary record of the student and any available records of the student's prior behavioral problems other than the behavioral problems contained in the disciplinary record;
- C. The social history of the student;
- D. The student's response to the imposition of prior discipline and sanctions imposed for behavioral problems;
- E. Evidence regarding the seriousness of and any aggravating factors related to the offense that is the basis of the resolution seeking permanent exclusion;
- F. Any mitigating circumstances surrounding the offense that gave rise to the request for permanent exclusion;
- G. Evidence regarding the probable danger posed to the health and safety of other students or of school employees by the continued presence of the student in a public school setting;
- H. Evidence regarding the probable disruption of the teaching of any school's graded course of study by the continued presence of the student in a public school setting;
- I. Evidence regarding the availability of alternative sanctions of a less serious nature than permanent exclusion that would enable the student to remain in a public school setting without posing a significant danger to the health and safety of other students or of school employees and without posing a threat of the disruption of the teaching of any school's graded course of study.

If the Board does not adopt a resolution requesting an order of permanent exclusion, it shall immediately send written notice of that fact to the recommending Superintendent or Principal, the student and the student's parent, guardian, or custodian.

If the court proceeding instituted because of the offense resulting in expulsion is not concluded, and the student was 16 years of age or older at the time of the offense, the superintendent may file a motion in the court requesting an order extending the expulsion pursuant to Ohio Revised Code 3313.66(F)(1) or if the court proceedings have concluded and the school is seeking an order of permanent exclusion from the Ohio superintendent of public instruction, but the Ohio superintendent of public instruction has yet to issue an order regarding permanent exclusion, pursuant to Ohio Revised Code 3313.66(F)(2) the superintendent of the school may file a motion with the court requesting an order to extend the expulsion until the Ohio Superintendent had made a determination.

Discipline/Suspension/Expulsion of Students with Disabilities

In matters relating to the disciplining of students with disabilities, the Board of Directors shall abide by federal and state laws regarding suspension and expulsion. The School Principal will follow the guidelines below and ensure they are properly used when disciplining any student with a disability.

Removals of Not More Than 10 Days – The 10-Day Rule

The School may unilaterally remove a student with a disability who violates a code of student conduct from the Student's current placement for not more than ten (10) school days. This option may be used only if the disciplinary action is consistent with actions taken against nonstudents with disabilities. The School may place Students removed under the 10-day rule in an appropriate interim alternative educational setting (“IAES”) if applicable (see below), another setting, or suspend them. Removals under the 10-day rule are not considered a “change of placement” and the School is not obligated to provide services to Students during those removals. The School can use the 10-day rule to remove a student for either a single removal of ten (10) consecutive school days; or a series of shorter-term removals over the course of the school year that are more than ten (10) school days during that school year, so long as those removals do not constitute a pattern of removals (and therefore, a change of placement). When a removal is not a change of placement, an IEP meeting is not required.

Removals of More than 10 Days – Change of Placement

A change of placement occurs if a removal is for more than ten (10) consecutive school days; or if a student is subjected to a series of removals which accumulate to more than ten (10) school days, that constitute a pattern. This may occur for either suspensions or expulsions. If a change of placement occurs (after a Manifestation Determination Review (see below)), then the School must notify the parents, guardians, or custodian of that decision. This notice must inform the parents or guardians of all the procedural safeguards accorded under the law. These safeguards include a Manifestation Determination Review, a right to receive services, and a continuation of services for a free appropriate public education (FAPE). The School must provide services that:

- enable the student to continue to participate in the general education curriculum (although in another setting); and
- enable the student to progress toward meeting the goals set out in the Student’s IEP.

Manifestation Determination Review (“MDR”)

Before imposing disciplinary consequences that would amount to a change of placement, the School will conduct an MDR to examine a Student's behavior. The purpose of the MDR is to determine whether a Student’s disability caused, influenced or otherwise impacted the Student’s behavior in question. To

make this determination, the Student's IEP team is required to review certain information and determine whether the behavior causing the disciplinary infraction is or is not a manifestation of the Student's disability.

No later than the date on which the decision to take a disciplinary action which may be a change of placement is made, the School must notify the parents or guardians of that decision and of all procedural safeguards, including the MDR. The School and the parents or guardians must determine which members of the IEP team are relevant to conduct the manifestation determination. The team will review all relevant information in the Student's file to determine (1) whether the conduct in question was caused by, or had a direct and substantial relationship to, the Student's disability or (2) was the direct result of the School's failure to implement the IEP. If the team determines that either condition is applicable for the Student, it must determine that the conduct is a manifestation of the Student's disability.

Manifestation – If the team determines that the behavior was a manifestation of the student's disability, the full IEP team must then:

- conduct a functional behavior assessment and implement a behavior intervention plan for the student, unless the School conducted a functional behavior assessment prior to the manifestation determination;
- if the IEP team already developed a behavior intervention plan, it must review and modify the plan as necessary to address the behavior; and
- return the Student to the placement from which he or she was removed.

No Manifestation – If the team determines that the behavior was not a manifestation of the disability, the School may discipline the Student using the relevant disciplinary procedures applicable to Students without disabilities in the same manner and for the same duration, continuing to provide services to Students with disabilities.

If a student's behavior was not a manifestation of the disability, the School will still take steps to attend to the Student's behavior. The student must receive, as appropriate, a functional behavior assessment, behavioral intervention services, and modifications designed to address the behavior violation in order to attempt to prevent a reoccurrence.

Exceptions to the MDR Requirement – The Unilateral Change in Placement and 45-Day Rule

School personnel may remove a Student to an IAES for up to forty-five (45) school days, without a prior MDR or IEP meeting, when a student:

- carries or possesses a weapon (a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that the term does not include a pocket knife with a blade of less than 2 1/2 inches in length);
- knowingly possesses or uses illegal drugs (a controlled substance not legally possessed or used under the supervision of a licensed health care professional, or legally possessed or used under any other authority under the Controlled Substances Act (21 U.S.C. 812) or under any other provision of federal law), or sells or solicits the sale of a controlled substance (a drug or other substance identified under Schedule I, II, III, IV or V in the Controlled Substances Act); or

- has inflicted serious bodily injury on another person (a cut, abrasion, bruise, burn or disfigurement, physical pain, illness, impairment of the function of a bodily member, organ or mental faculty, or any other injury, no matter how temporary).

This authority can be exercised if a student commits any of the offenses described above at the School, on the School premises, or at a School function.

The IEP team will meet subsequent to the unilateral placement in an IAES and must:

- determine what the permanent setting will be,
- take steps to modify the student's IEP, as appropriate,
- provide appropriate behavioral intervention services and modifications designed to address the behavior violation so that it does not recur, and
- continue to provide the student with educational services to enable him or her to participate in the general education curriculum and to progress toward IEP goals.

The School must still conduct an MDR, but it can occur after the removal to the 45-day setting. If the conduct is a manifestation of the student's disability, the School must still meet all of the requirements outlined above for the MDR, with the additional exception that the Student stay in the alternative placement for 45 school days, regardless of the outcome of the manifestation.

Due Process Complaint

Parents or guardians who disagree with any decision regarding placement or the outcome of an MDR may appeal the decision through the filing of a due process complaint and may request an expedited due process hearing.

The School may request a hearing to change a Student's placement if the School believes that maintaining the Student's current placement is substantially likely to result in injury to the student or others. Under those circumstances, the hearing officer may order a change in placement of a student with a disability to an IAES for a period of up to forty-five (45) school days if the hearing officer agrees with the School's assessment.

During any due process proceedings, the student's placement, through a disciplinary action, must not change unless the parents/guardians and the School agree otherwise, or upon admissions to the School and parent/guardian consent.

In the case where a student has been placed in an IAES, the Student will remain in the IAES chosen by the School, pending the hearing officer's decision or until the time period expires, whichever occurs first, unless the Parent and School agree otherwise. An expedited hearing will be arranged during an IAES appeal and will occur within twenty (20) days of the hearing request, and the hearing officer must make a determination within ten (10) school days after the hearing.

Disciplining a 504 Student

Section 504 Manifestation Determination Reviews

A Student on a 504 Plan is to be afforded due process relating to any proposed change in educational placement where the student is subject either to expulsion or suspension for a period of more than ten (10) consecutive school days or a series of suspensions that are each ten (10) or fewer school days in duration, but exceed ten (10) school days in the aggregate and create a pattern of exclusions. In all such cases, except in the case where such suspension or expulsion pertains to the use or possession of illegal drugs or alcohol as detailed below, the School shall follow the procedures pertaining to discipline/suspension/expulsion of students with disabilities.

Disciplinary Procedures for Students Possessing or Using Alcohol or Illegal Drugs

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any Student on a 504 Plan who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students without disabilities.

Emergency Removal from Placement

Emergency removal of a 504 student from his/her current placement may take place through parental agreement to an interim placement or through injunctive relief from a court, when the current placement presents a substantial likelihood of resulting in injury to the student or others.

LEGAL REFS:

Gun Free Schools Act, 115 Stat. 1762, 20 U.S.C. 7151

29 USC 701

Section 504 of the Rehabilitation Act of 1973

ORC §§ 2923.122, 2923.12, 2925.11, 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 2907.02, 2907.05, 3301.121, 3313.66, 3313.661, 3313.662, 3313.668, 3314.03

OAC § 3301-18-301



OAKMONT
EDUCATION

Appendix O

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT ("Agreement") is entered into effective as of this ____, day of _____, 2022, by and between Oakmont Education, LLC, a company authorized to do business in Ohio (the "Company") and the Board of Directors (the "Board") for Liberty High School (collectively the "School" or "Charter School"). Collectively, the Board and School operate as an Ohio not-for-profit entity.

WITNESSETH:

WHEREAS, the Charter School has received a charter (the "Charter" or "Sponsor Contract") from St. Aloysius (the "Authorizer" or "Sponsor") to organize and operate a non-profit charter school under Chapter 3314 of the Ohio Revised Code and, as defined in applicable federal, state and local laws.

WHEREAS, the Company utilizes the proprietary Oakmont School Educational Plan which has been developed by the Company (the "Plan" or "Model"), and the Company has researched, developed and provides the requisite educational, managerial, financial and other consulting services necessary for the implementation of the Plan, which would not normally be available to the School from other sources;

WHEREAS, the School, acting through its Board will approve the curriculum subject to the terms of this Agreement and its Charter and agrees that it is in the best interests of the School to enter into this Agreement with the Company.

WHEREAS, the Board desires the Company to provide such requisite management, educational, financial and other consulting services necessary to operate a public community school using the Oakmont model in accordance with the its Charter and applicable laws and regulations; and

WHEREAS, the Company desires to provide the aforementioned services and other expertise referenced above with respect to the Plan.

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

ARTICLE I. RESERVED

ARTICLE II. TERM

The initial term of this Agreement shall commence on July 1, 2022 and shall continue for a term of five (5) academic years through June 30, 2027, unless terminated sooner pursuant to the terms herein. Thereafter, this agreement will automatically renew for additional successive five (5)

SAMPLE

year terms unless one party notifies the other party at least six (6) months prior to the expiration of the then-current term of its intention not to renew this Agreement.

ARTICLE III. MANAGEMENT SERVICES

The Board shall govern the School and be responsible for its operation in accordance with the Sponsor Contract. In order to assist the Board and the School in carrying out the terms of the Sponsor Contract, the Board hereby contracts with the Company to provide the School and the Board the Educational Program (as that term is defined in Section 3.01(b)) and the functions, equipment, supplies, facility management, services and labor relating to the provision of education, management and day-to-day operation of the School as set forth hereunder all in strict accordance with the terms and conditions of the Sponsor Contract and applicable laws and regulations and in keeping with the Statement of Mission and Purpose as defined under Exhibit A (attached hereto and incorporated by reference herein).

In accordance with the foregoing, and subject to the other terms of this Agreement, the Company shall provide the School with the EDUCATIONAL AND ADMINISTRATIVE goods and services set forth as follows:

3.01 Educational Services:

(a) For the Term (as defined in Article II above and in accordance with Exhibit B, (attached hereto and incorporated by reference herein), the Company will provide to the School and its students the following educational services (the "Educational Services"):

- (i) Curriculum: The development and implementation of the curriculum used at the School, including a license for the use of the Company's Oakmont Curriculum and a loan of such lesson plan materials as the Company may provide in printed or other format for implementation of the Oakmont Curriculum as set forth in the Sponsor Contract;
- (ii) Instruction: Oversight and coordination of the services to be provided by instructional personnel, School Director and the rest of the School's Leadership Team and its teachers and support staff;
- (iii) Instructional Tools: The selection of instructional tools, equipment and supplies, including textbooks, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education;
- (iv) Extra-Curricular and Co-Curricular Programs: The development and implementation of appropriate extra-curricular and co-curricular activities and programs which support the school's mission and goals and are budgeted during the annual budgeting process;
- (v) Additional Educational Services: Such other services as are necessary or expedient for the provision of teaching and learning at the School as may be agreed to in writing between the Company and the School;

(b) The Educational Services will be provided in accordance with the School's educational mission and goals, curriculum, methods of pupil assessment, admissions policy, student

recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the School (collectively, the "Educational Program") as adopted by the Board of Directors of the School and as provided for in the Sponsor Contract;

(c) Subject to this Agreement, the Sponsor Contract, the Ohio Revised Code (the "Code"), the Company may modify the Educational Services, provided that any substantial modification of the Educational Services or change in the curriculum shall be subject to the prior approval of the Board of Directors and of any other person as may be specifically required by the Code or Sponsor Contract;

(d) The Company will be responsible and accountable to the School and the Board for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the Budget established pursuant to Section 3.02(e) below, and the Company shall not and will not be required to expend funds on such services in excess of the amounts set forth in such Budget unless agreed to in writing by the parties or as otherwise set forth herein;

(e) Supplemental Programs Sponsored by Board: In addition to the educational services and administrative services provided by the Company to the School, the Board, may adopt and provide additional supplemental programs including, but not limited to, after-care programs, academic camps, and vocational training, to students and non-students of the School (the "supplemental programs"), provided that nothing herein shall require the Company to provide any such supplemental program. Company shall use its best efforts to implement such programs as adopted and funded by the Board. If the Company determines that such program is disadvantageous to the School or the Company is unable to implement such program, then it shall report to the Board the specific reasons why such program cannot be implemented. The Board shall review such report and defer to the Company's reasonable recommendations regarding the Company's implementation of such program(s). However, the Board reserves the right to contract with third parties for implementation of supplemental programs, provided that said programs have been budgeted for or the Board has cash reserves available such that the funding of said programs will not prevent the Board from meeting its budgeted financial obligations. Company shall not be entitled to an additional fee from profits or any fees pursuant to supplemental programs provided by the Board and/or an outside party providing related services under this provision.

(f) Additional Programs Sponsored by Company: Company shall not be obligated to provide any goods or services that are not explicitly agreed to hereunder. The Board and the Company may decide that the Company may provide additional programs which are not inconsistent with the Sponsor Contract or state or federal law. Exhibit B hereto may be modified as needed to reflect the allocation of responsibility for the costs thereof.

3.02 Administrative Services:

For the Term (as defined in Article 2 above), the Company will provide to the Charter School the following administrative services (the "Administrative Services"):

(a) Personnel Management: Management and professional development of all personnel providing Educational Services and Administrative Services;

(b) Facility Operation and Maintenance: Operation and maintenance of the Charter School's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;

(c) Business Administration: Administration of the following business aspects of the Charter School;

(i) Payroll: The Company will manage the payroll for Company's employees and contractors using ADP or such other suitable alternative payroll provider as the Company may select from time to time. The Company will be responsible for all data input. Company, with the assistance as may be required by the School, will provide: all necessary employee personal and salary information at the time of hire and/or dismissal; all employee time records shall be completed in a timely manner at the conclusion of each pay period.

(ii) Board Expenses: The Board of Directors shall bear all costs for and be responsible for remitting payment to all Board approved vendors. The Company is responsible for placing orders for those goods and services necessary to perform the educational and administrative services enumerated in this Agreement; providing invoices and competent documentation to the fiscal officer for payment; and complying with the Budget. The Board is responsible for those costs which do not contribute to the Company's performance of the educational and administrative services enumerated in this Agreement, including but not limited to: legal fees for representation of the Board, accounting, fiscal officer, School audit and tax preparation fees, Sponsor fees and any other miscellaneous expenses, costs and/or fees incurred by the Board and unrelated to the Company's obligations under this Agreement.

(iii) Transportation and Food Services: Coordination with entities with which the Charter School contracts for the provision of transportation and food services for the students enrolled at the Charter School, management and assessment of the services provided under such contracts, and supervision of employees involved providing such services, all as required by the Board;

(d) Public Relations: Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld;

(e) Budgeting and Financial Reporting:

(i) On or before May 1st of each year, Company will prepare an annual budget using the same format as the current year's annual budget (unless a different format is required by the Code, the Sponsor or the Board) which will be subject to the approval of the Board, which approval will not be unreasonably withheld. The projected annual

budget will include the financial details relating to the operation of the School, excluding those costs which are the responsibility of the Board. The fiscal officer will incorporate the annual budget prepared by Company into the final Charter School budget which shall be inclusive of Board expenses and operating costs (the "Budget").

- (ii) Company will be responsible for the preparation of a detailed schedule of all expenses related to payroll and benefit costs, and the preparation of a detailed schedule of all orders placed and all invoices and receipts submitted for payment. The fiscal officer shall be responsible for the preparation of financial statements and for acting as liaison between the Board of Directors and the independent auditor. Invoices not submitted in accordance with standard operating procedures may cause a delay in invoice payments and/or reimbursements to the Company as described below in Section 5.03(g).
 - (iii) Company will prepare such schedules and analyses as requested by both the fiscal officer and independent auditor in the course of preparing and / or auditing the financial statements of the School.
 - (iv) Company will prepare such other reports on operation of the School as requested or required by the Department of Education, the Board or the Authorizer to ensure compliance with the terms of the Charter.
 - (v) Company will be responsible for the detailed reporting and coding of all expenses associated with state and federal grants including monthly submission of all expenses and reports for reimbursement and draws associated with each federal and state grant awarded to the School.
 - (vi) Company will provide other information on a periodic basis or requested with reasonable notice as may be reasonably necessary to enable the Board to monitor the Company's performance under this and related agreements including the effectiveness and efficiency of its operations at the Charter School.
- (f) Maintenance of Financial and Student Records:
- (i) Company will maintain accurate financial records pertaining to the Charter School, together with all Charter School financial records prepared by the Company and retain all such records for the periods set forth in the Board's Record Retention Policy. All the Charter School financial records retained by the Company pertaining to the Charter School will be available to the Charter School, the Authorizer, and to all other appropriate regulatory authorities for inspection and copying upon reasonable request, it being understood that in most cases such copies will be made available within thirty (30) days. Upon termination of this Agreement, such records will be delivered to the Board who shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such financial records are and shall be at all times the property of the Charter School).

- (ii) Company will maintain accurate and complete student records pertaining to the students enrolled at the Charter School as is required and in the manner provided by the Charter, the Code and applicable laws and regulations, together with all additional Charter School student records prepared by or in the possession of the Company, and retain such records permanently on behalf of the Charter School, until this Agreement or its successor (if any) is terminated, at which time such records will be distributed as directed by the Charter School (it being understood that such student records are and shall be at all times the property of the Charter School). The Company and the Charter School will maintain the proper confidentiality of such records as required by law and the Charter.
 - (iii) Company will maintain accurate employment, business and other records pertaining to the operation of the Charter School as is required and in the manner provided by the Charter, the Code and applicable laws and regulations, together with all additional Charter School employment, business and other records prepared by or in the possession of the Company, and retain such records in accordance with the Board's Record Retention Policy on behalf of the Charter School until this Agreement or its successor agreement (if any) is terminated, at which time such records will be destroyed or distributed as directed by the Charter School as the case may be, (it being understood that such employment, business, and other records are and shall be at all times the property of the Charter School). The Company and the Charter School will maintain the proper confidentiality of such records as required by law and the Charter.
 - (iv) The Board shall be entitled at any time upon reasonable notice to the Company to audit the books and records of the Company pertaining to its operation of the Charter School pursuant to this Agreement (including, without limitation, the financial records relating thereto). This provision will only apply to the direct goods and services provided to the Board and will not include the management fee as defined hereunder, except as is otherwise required by law or disclosures required for the School's annual audit.
 - (v) In the event that the Company is notified of a litigation hold on any or all School records as a result of pending or anticipated litigation, the Company shall ensure that all records covered by such litigation hold are not discarded, deleted, or destroyed.
- (g) Admissions: Implementation of the Charter School's admission and enrollment policies in accordance with the Charter, the Code, and applicable laws and regulations;
- (h) Student Hearings: Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code, the procedures established by the Board, and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Charter School's duties and obligations under the Code and other applicable laws and regulations;
- (i) Academic Progress Reports: Company will provide to the Board on an annual basis (or more often if necessary, for the Board to satisfy its obligations under the Charter, the Code and other applicable laws and regulations) a report detailing
- (i) the Charter School's students' academic performance, and

- (ii) the Company's performance of the Educational Services and Administrative Services;
- (j) Rules and Procedures: Company will recommend rules, regulations and procedures applicable to the Charter School and its students and will enforce such rules, regulations and procedures adopted by the Board that are not in direct conflict with this Agreement, the Charter, the Code and other applicable laws and regulations; and
- (k) Parent Satisfaction Forms: Upon a request by the Board, Company will provide to the Board copies of Parent Satisfaction Forms which have been completed by parents of Charter School students. In addition, summaries of Parent Satisfaction Forms will be promptly provided to the Charter School on an annual basis.
- (l) Additional Administrative Services: Any other services reasonably necessary or expedient for the effective administration of the Charter School as agreed to in writing from time to time by the Company and the Board.
 - (i) Subject to this Agreement, the Charter, the Code, other applicable laws and regulations, the Company may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that any modification of the Administrative Services will be subject to the prior approval of the Board of Directors and of any other person as may be specifically required by the Sponsor Contract or the Code.
 - (ii) Company will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Budget established in Section 3.02 (e) above and the Company shall not and will not expend funds on such services in excess of the amounts set forth in such Budget without prior approval.

3.03 Place of Performance; Provision of Offices:

The Charter School will provide the Company with necessary and reasonable classroom and office space at the Facility to perform all services described in this Agreement. The Company will provide instructional, extra-curricular and co-curricular services at the Facility. The Company may provide other services elsewhere, unless prohibited by the Charter, the Code and other applicable laws and regulations.

3.04 Authority:

The Charter School provides the Company the authority and power specifically set forth herein in order for the Company to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated under the provisions of the Code, any other applicable laws and regulations, or the Sponsor Contract.

ARTICLE IV.
RELATIONSHIP OF THE PARTIES

4.01 Status of the Parties:

(a) The Company is not a division of any part of the Charter School. The Charter School is an independent nonprofit corporation established under the Code and is not a division or a part of the Company. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. Nothing herein will be construed to create a partnership or joint venture by or between the Charter School and the Company. Neither the Charter School nor the Company will hold itself out as a partner of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the Charter School nor the Company has, and neither will represent that it has the power to bind or legally obligate the other. Notwithstanding the foregoing, Company understands that is acting on behalf of Schools; and has a contractual duty to act in good faith and adhere to the federal and state laws governing charter schools including ethics laws and conflict of interest, to the extent applicable to the Company.

(b) Company is an independent Educational Management Organization and for-profit corporation established under the Ohio Revised Code. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and full disclosure.

4.02 Company Attendance at Board Meetings:

The Company shall receive notice from the Board of any regular, special, or executive session meeting of the Board. The Company shall have a representative available at all Board meetings for school reports. The Company shall have the right to have its Vice-President for Operations or his/her designee present at any such meeting, except during the Board's annual evaluation of the Company's performance under the Charter or during executive session.

4.03 No Related Parties or Common Control:

The Company will not have any role or relationship with the Charter School that, in effect, substantially limits the Charter School's ability to exercise its rights, including cancellation rights, under this Agreement. The Board may not include any director, officer or employee of the Company. None of the voting power of the Board will be vested in the Company or its directors, members, managers, officers, shareholders and employees, and none of the voting power of the Board of Directors or Members of the Company will be vested in the Charter School or its directors, members, managers, officers, shareholders (if any) and employees. Furthermore, the Charter School and the Company will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor).

4.04 Other Schools:

The parties acknowledge that this arrangement is not exclusive and that the Company will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"). The Company will maintain separate accounts for reimbursable expenses incurred on behalf of the Charter School and Other Schools and only charge the Charter School for expenses incurred or consideration earned on behalf of the Charter School. All grants or donations received by the Charter School, or by the Company for the specific benefit of the Charter School, will be maintained in separate accounts and used solely for the Charter School. If the Company incurs authorized reimbursable expenses on behalf of the Charter School and Other Schools which are incapable of precise allocation between the Charter School and Other Schools, then the Company will allocate such expenses among all such Other Schools and the Charter School on a *pro rata* basis based upon the number of students enrolled at the Charter School and the Other Schools, or upon such other equitable basis as it shall elect.

ARTICLE V. CONSIDERATION

5.01 Compensation for Services:

(a) **Management Fee:** The Charter School shall pay a monthly Management Fee to the Company of (i) a fee of 18% of the School's Qualified Gross Revenues (the "Management Fee"). The School may also pay an incentive fee to the Company as defined in (b) hereunder which shall be considered a part of the management fee. The Management Fee is subject to an annual reconciliation based upon actual enrollment and actual revenue received (including the final month of the Term, even though the payment may be made beyond expiration or termination of the Term). In the event the School's Qualified Gross Revenues are adjusted after the expiration or termination of the Term, the Company shall repay the amount of the Management Fee it received with respect to the adjusted Qualified Gross Revenues. Except as otherwise provided, "Qualified Gross Revenues" shall mean all revenue received by the School pursuant to Title 33 of the Ohio Revised Code and any other statute applicable to Community Schools as defined in the Ohio Revised Code, including but not limited to, funding for regular public school students, special education funding, gifted and talented funding, funding for at risk students, and funding for students with limited English proficiency, Title I and other Title funds received under the Elementary and Secondary Education Act, and funding received through Ohio Department of Education's Comprehensive Continuous Improvement Plan. Qualified Gross Revenues do not include facilities funding from any source, Student Success and Wellness funding, charitable contributions, proceeds from fundraisers, casino revenue, fees charged to students or PTA/*PTO* income, or Grant Revenue ("Non-Qualified Gross Revenue") which shall be retained 100% by the School. In the event the School becomes eligible to receive revenue in the future from a source which is not currently available to the School or which is not specifically identified above, the parties agree to negotiate in good faith to determine whether and to what extent such revenue will be considered Qualified Gross Revenue. Should the School by way of FTE review of other audit or review by the state of Ohio or designee thereof be determined to owe back Qualified Gross Revenue, the Company agrees to contribute the Management Fee portion thereof. "Grant Revenue" shall mean all revenue received as a result of any application submitted by or on behalf of the School or any funding agreement reached by or on behalf of the School including but not limited to National School Lunch Program, Medicaid, and other grants for facilities, professional development, transportation, or other needs of the School. Non-Qualified Gross Revenue shall be paid to the

Company or other third party providing the goods or services provided that the Company or third party presents and the School approves invoices that satisfy the conditions or restrictions imposed on the Non-Qualified Gross Revenue by the contributor, grantor, or other source of the Non-Qualified Gross Revenue.

(b) Incentive Fee: Pursuant to Section 5.01 (a) as described above, and beginning with the 2022-2023 fiscal year, the Charter School will pay a one percent (1%) increase to the Management Fee for each fiscal year the School receives a “Meets Standards” on the overall State Report Card grade (the “Incentive Fee”). Such Incentive Fee shall be added to and automatically included in the Management Fee after the posting of results on the School’s State Report Card. The Incentive Fee shall be calculated and applied retroactively from July 1 of the then current fiscal year and remain for the duration of the then current fiscal year. For purposes of illustration, if the School receives a “Meets Standards” on the overall State Report Card grade for the 2021-2022 academic year, the Charter School will pay a one percent (1%) increase to the Management Fee during the 2022-2023 fiscal year.

(c) Reasonable Compensation: The Management Fee under this Agreement is reasonable compensation for services rendered. The Company's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Charter School. In the event that the Company’s Management Fee is determined to be an excess benefit transaction under the Internal Revenue Code, the parties agree that this Section 5.01 shall be deemed to be amended to avoid designation as an excess benefit transaction and the Company agrees to reimburse the Charter School for any liability, costs or expenses associated with such determination.

5.02 Payment of Costs:

In addition to the Management Fee described in Section 5.01 above, the Charter School will reimburse the Company as described in Exhibit B for all costs incurred and paid by the Company in providing the Educational Services and Administrative Services, including all payroll-related expenses, provided such costs have either been approved as part of the Budget or have been separately approved by the Board (collectively, the “Reimbursed Expenses”). The Company shall not enter into agreements in the name of the Charter School. The Company shall present all vendor contracts to be made in the name of the Charter School to the Board for approval, which approval shall not be unreasonably withheld or delayed, so long as such contracts are within the Budget and the Company shall provide written explanation detailing cost comparisons for the selection of any vendor as required by law and as may be requested by the Board and shall disclose to the School any financial or ownership interests of the Company in any potential vendor. The Company will not charge an added fee to the Management Fee unless such fee is approved in advance by the Board. The Board shall have full responsibility to timely make payment, advance payment or reimbursement to the Company for all additional costs provided that the Company provides reasonable notice and documentation to the Board regarding same. The Company shall not be liable to any third party nor to the Board for loss, damages or disruption in services, arising from any failure by the School to make payments as agreed under this paragraph so long as sufficient notice and documentation has been provided to the Board to support such payments. Notwithstanding the foregoing, the Company shall verify that all vendors providing services to the School do not appear in the Auditor of State’s database with an unresolved finding for

recovery. As required by law, the Company shall also verify that the contractor/vendor is not debarred or suspended by checking the Federal government's System for Award Management.

5.03 Time and Priority of Payments:

(a) The Company will receive its Management Fee in the same number of installments and in the same proportion that the Charter School receives its Qualified Gross Revenues. Each installment of the Management Fee will be due and payable within ten (10) business days of receipt by the Charter School of the Qualified Gross Revenues related thereto. The Company will submit monthly invoices of Reimbursed Expenses to the School. All invoices for Reimbursed Expenses shall be payable by the School within ten (10) business days of receipt of such invoice.

(b) If School has not received its monthly Qualified Gross Revenue payment at the time the Management Fee invoice is presented, the Management Fee invoice shall be paid within five business days of receipt by the Charter School.

(c) All amounts payable by the School hereunder shall, at the Company's option, be made via electronic funds transfer. The School shall cooperate with the Company to set up and establish necessary accounts and procedures.

(d) Survival of Obligations. This Section shall survive any expiration or termination of this Agreement until all payments earned prior to the date of such expiration or termination shall have been paid in full.

(e) The Charter School will satisfy its payment obligations under this Article to the Company in the following order of priority:

(i) payments due and owing under Section 5.02 above with the oldest amounts due first;

and

(ii) payments due and owing pursuant to Section 5.01 above with the oldest amounts due first.

(f) Any payment due under Section 5.01 or Section 5.02 above not paid when due will be subject to a late fee calculated as interest on the amount in arrears calculated at 2% per month. If payments are delayed due to delays in state or federal funding, then interest shall not be charged.

(g) Company will request reimbursement for all Reimbursed Expenses in accordance with Exhibit B and the Board's policies. Company's failure to adhere to the Board's financial policies may result in a delay or denial of payment for Reimbursed Expenses which are:

(i) not supported by adequate receipts;

(ii) not approved by the Board; and/or

(iii) duplicate requests for payments (each, a "Billing Deficiency").

In the event that the School has identified a Billing Deficiency, it shall notify the Company of the alleged Billing Deficiency and shall identify the supplemental information or documentation the School requests to cure the Billing Deficiency within thirty (30) days following receipt of the applicable invoice from the Company. The Company shall have thirty (30) days following receipt of said notice to cure any Billing Deficiency. If the School identifies a Billing

Deficiency, it shall pay the remainder of the Company's Reimbursed Expenses invoice in accordance with Section 5.03(a) above, less the amount in dispute; provided, however, that the Company may charge a late fee as set forth above in Section 5.03(f) if a delayed payment from the School is not the result of a good faith inquiry regarding a legitimate Billing Deficiency.

5.04 School Expense Accommodation by the Company:

During the time this Agreement is in effect, the Company shall pay, which payment shall be treated as an advance against future revenues by the Company to the School and which shall be evidenced by a loan, any properly incurred School expense under the following terms and conditions: only after the School first utilizes financing options from third-parties, to the satisfaction of the Company, sufficient to pay the School expense, provided, however, that in no event shall any member of the Board be required to personally guarantee any such financing. If said third-party financing is not available to the School to pay the School expense, then the School shall provide the Company with a reasonable estimate of the expense, which shall be approved by the Company, in writing, prior to the expense being incurred. Such School expenses advanced by the Company as set forth above, shall be payable by the School, in whole or in part, at such time as the School receives revenue to pay the same and carry a cash surplus in its accounts equal to at least three months of reasonably anticipated operating expenses. Such advance shall be evidence by a promissory note acceptable to the Company and the School. In no event shall any such promissory note provide for recourse against any member of the Board, the individual managers of the School or any other third party.

5.05 Other Revenue Sources.

(a) The Charter School and the Company may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and Charter of the Charter School, in the name of either the Company or the Charter School; provided, however, that any solicitation of such grants by the Company in the name of the Charter School or which identifies the Charter School shall be subject to the prior approval of the Charter School.

All funds received by the Company or the Charter School for the benefit of the Charter School from such other revenue sources and programs pursuant to this Section 5.05 shall be deemed Charter School funds. The Company shall receive no compensation from the Charter School upon receipt or expenditure of such funds and shall have no responsibility for management of the programs funded donations contemplated in the first sentence of Section 5.05 which are outside the scope of services described in Exhibit B unless the parties shall expressly agree otherwise, and then only to the extent allowable by the donor or grantor of such funds.

(b) Nothing in this Section 5.05 will be construed to prohibit Company from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE VI PERSONNEL AND TRAINING

6.01 Personnel Responsibility:

(a) Subject to the Sponsor Agreement, Sections 3.01 and 3.02 of this Agreement and all applicable laws and regulations, Company will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs implemented by the Company (if any) and all other services provided under this Agreement.

(b) Except as specified in this Agreement or as required by law, teachers and support staff recommended by the Company pursuant to this Agreement will be employees of the Company. The Company will be responsible for conducting reference, employment checks, criminal background checks and unprofessional conduct checks on its employees to the extent required under the Code and other applicable laws and regulations as if the employees were employed by a Charter School. Upon request, the Company will provide the Charter School and/or Sponsor documentary evidence of such background checks.

(c) Director: The School Director ("Director") will be an employee of the Company and will be the academic and administrative head of the Charter School, shall have full responsibility for its operation and shall be required to implement the Company's Educational Program and curriculum. The Company will have the authority, consistent with this Agreement, the Sponsor Contract and other applicable laws and regulations, to supervise the Director and to hold him or her accountable for the success of the Charter School. The Company will share on a confidential basis with the Board of Directors its performance reviews and assessment of the Director and shall provide prior notice of the transfer or dismissal of the Director.

6.02 Teachers:

The Company will provide to the Charter School such properly certified or licensed teachers as required by Ohio Department of Education or the Sponsor Contract and which are in the Company's judgment required to provide the Educational Services and Administrative Services. The Company will determine the number and assignments of such teachers. Such teachers may work at the Charter School on a full or part time basis. Each teacher assigned to the Charter School will be qualified in his or her grade levels and subjects, will hold a valid teaching certificate to the extent required under applicable laws and regulations, and will have undergone a criminal background check and unprofessional conduct to the extent required under applicable laws and regulations.

6.03 Support Staff:

Company will provide to the Charter School such support staff as required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, and administrative assistants to the Director, bookkeepers and maintenance personnel. Such support staff may work at the Charter School on a full or part time basis.

6.04 Training:

Company will provide training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis. Such training will enable the Charter School's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as the Company determines to be reasonable and necessary under the circumstances.

ARTICLE I. TERMINATION OF AGREEMENT

7.01 Termination:

(a) By the Company: Subject to Chapter 3314 of the Code, the Company may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that the Charter School fails to remedy a material breach within 30 days after written notice from Company to the Charter School, or in the event the material breach cannot be reasonably cured within thirty (30) days of receipt of written notice, the Board fails to promptly undertake and continue efforts to cure said material breach within a reasonable time. A material breach includes, but is not limited to (i) the Charter School's failure to pay any fee or reimbursement as required by the terms of this Agreement so long as the ability to pay is within the Board's control, (ii) an act or omission of the Board of gross negligence that causes the Company to be unable to perform its material obligations under this Agreement, (iii) action by the Board that is in violation of the Code, Charter Contract or applicable regulations that is considered a material default of this Agreement, (iv) unilateral financial decisions by the School that adversely impact the Company's ability to collect a management fee. The termination shall be effective 30 days after the expiration of any applicable cure period. Termination by the Company will not relieve the Charter School of any obligations for payments outstanding to the Company as of the date of termination or potential liability for financial damages suffered by the Company as a consequence of the Charter School's breach (or of the Company's termination as a result thereof) of this Agreement.

(b) By Charter School: Subject to Chapter 3314 of the Ohio Revised Code, the Charter School may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that the Company fails to remedy a material breach of this Agreement within 30 days after written notice from the Board to the Company, or in the event the material breach cannot be reasonably cured within thirty (30) days of receipt of written notice, the Company fails to promptly undertake and continue efforts to cure said material breach within a reasonable time. A material breach by the Company includes, but is not limited to:

- (i) a material failure to account for its expenditures of Charter School funds or for other expenses incurred by the Charter School
- (ii) Company's failure to substantially follow policies, procedures, rules, regulations or curriculum duly adopted by the Board, this Agreement, the Code, the Charter, or applicable laws and regulations
- (ii) failure to meet or make progress towards the educational goals set forth in the Charter

- (iii) the employment of teachers in violation of the Charter, the Code or this Agreement,
- (iv) any act or omission of gross negligence that causes the Charter School to materially breach the Charter or any of the Charter School's other material contractual or legal obligations in anyway
- (v) filing of bankruptcy by the Company; failure to carry out any provision of the Management Agreement
- (vi) the Charter is suspended or terminated pursuant to 3314.072 of the Revised Code;
- (vii) in the event that use of the Facility becomes impractical by reason of fire, flood or other act of God and an alternate suitable facility cannot be timely located. Notwithstanding the foregoing, in the event that a material breach shall be such that it creates an imminent danger to the life of students, parents or others, said breach must be cured immediately upon written notice from the School or Board. The termination shall be effective 30 days after the expiration of any applicable cure period. Termination by the Charter School will not relieve the Charter School of any obligations for payments outstanding to Company as of the date of the termination, nor will it relieve the Company for liability for financial damages suffered by the Charter School as a consequence of the Company's breach (or of the Charter School's termination as a result thereof) of this Agreement.

(c) Termination of the Charter: This Agreement will terminate upon Charter School's ceasing to be a party to a valid and binding charter, provided, however, that this Agreement will continue to remain in effect until the Termination Date or the end of a Renewal Term (as applicable) if the Charter School has entered into a Subsequent Charter, and this Agreement has not been terminated pursuant to this ARTICLE VII. Termination pursuant to this paragraph will not relieve the Charter School of any obligations for payments outstanding to the Company as of the date of termination.

(d) Change in Law: If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a school year, whichever is later.

7.02 Real and Personal Property:

All real property leases to the school facility shall be made in the name of the Charter School. All personal property leases shall be made in the name of the Charter School. Any property, real or personal, purchased by the Charter School in accordance to the Budget and Exhibit B will be tagged and remain the property of the Charter School. Any property, real or personal, purchased by the Company from its Management Fee shall be the property of the Charter School.

7.03 Future Advances/Out-of-Pocket Expenses/Third-Party Obligations:

Prior to (and in the case of the Charter School as a condition of) the delivery of any notice of termination in accordance with Section 7.01(b) above, or upon the termination or expiration of this Agreement for any other reason, the Charter School shall

- (i) reimburse Company for all approved expenses owed pursuant to Section 5.02 above, and
- (ii) repay all approved advances or loans from the Company, whether or not then due.

In addition to the above, and notwithstanding anything to the contrary, as a condition precedent to termination of this Agreement, the Charter School shall, to the satisfaction of the Company, relieve the Company, or cause the release of the Company, from any and all liability with respect to any corporate or personal guaranty, loans or other financing which remains in place on or related to a Charter School facility, equipment, or another similar third-party obligation for which the Company and the Charter School is a party to the transaction (each a “Third-Party Obligation”). In order to facilitate the release of any Third-Party Obligation, the Charter School shall obtain any additional co-signers, guarantors or other third parties as required by any bank or lending institution in substitution of Company as the related party provided, however, that in no event shall any member of the Board be required to personally guarantee any Third Party Obligation. It is expressly understood and acknowledged by the Charter School that the Company shall not be liable on any financing, guaranty loans or other contractual obligations entered into by Company on behalf of Charter School beyond any termination of this Agreement or Renewal Term and that the Charter School agrees to indemnify, defend, and hold the Company harmless from any debts, demands, liens, judgment’s, legal actions whatsoever of any kind, and any losses, costs, or expenses, including reasonable attorney fees, arising from any Third-Party Obligation. The obligations of the Charter School contained in this Section 7.03 shall survive any such termination and shall continue in full force and effect.

7.04 Termination of the Company License:

Upon termination or expiration of this Agreement by either party for any reason, including without limitation Section 7.01(b), the license to use the Company curriculum, as defined in this Agreement, shall terminate at the end of the then current school year, and the Charter School shall cease any use of the CompanyTMcurriculum at that time.

7.05 Return of The Company Materials:

Within ten business days of any termination or expiration of the Management Agreement by either party for any reason, including without limitation Section 7.01(b) the Charter School shall

- (i) assemble in a safe place the following items that are in the Charter School’s possession:

- (a) all materials relating to the Company Curriculum, including the Company Lesson Materials and the Company Resource Materials, whether in hard copy or electronic format or otherwise, and any copies thereof,
- (b) all professional development and training materials, guides, and models, prepared and provided by the Company in connection with training of instructional or administrative personnel, and
- (c) all operational, systems and other administrative manuals and material, and copies thereof,

(ii) the President of the Charter School shall certify to Company in writing that the Charter School has ceased to use the Company Curriculum, such Company Lesson Materials, Company Resource Materials, all professional development and training materials, guides, and models, and all such administrative manuals and materials. At Company's direction, the Charter School will permit representatives of Company to pick up all such materials at the Charter School.

7.06 Return of Charter School Materials:

Company shall assist the Charter School Board in any transition of management and operations, including, but not limited to the orderly transition of all student records, sending notices to students as reasonably requested by the Charter School Board at the Board's cost including the delivery of student records directly to the students.

7.07 Proprietary Information and Ownership:

The Charter School acknowledges that the Company owns the intellectual property rights and interests in the Oakmont Curriculum, as defined in this Agreement, and the Oakmont Lesson Materials licensed to the Charter School during the term of this Agreement and to the names "Oakmont Education" and Oakmont (such names being registered marks of Oakmont Education). The Charter School acknowledges and agrees that it has no intellectual or property interest or claims in the Oakmont Curriculum, the Oakmont Lesson Materials or such names and has no right to use the Oakmont Curriculum, the Oakmont Lesson Materials, or such names unless expressly agreed to in writing by Oakmont. The Company shall have the right, consistent with the facility lease, to install signs on the Charter School facilities, including under the name of the Charter School, describing the services provided by the Company including "Managed by Oakmont Education" or "Educational Services Provided by Oakmont Education." Upon any expiration or termination of this Agreement, those signs shall be promptly removed.

ARTICLE VIII. INDEMNIFICATION

8.01 Indemnification of Oakmont:

The Charter School will indemnify, defend and save and hold the Company and its affiliates and all of their respective employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney fees and costs) that may arise out of, or by reason of, any noncompliance by the Charter School with any agreements, covenants, warranties or undertakings of the Charter School contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Charter School contained in or made pursuant to this Agreement. In addition, the Charter School will reimburse Company for reasonable legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8 may be met by the purchase of insurance pursuant to ARTICLE IX below.

8.02 Indemnification of the Charter School:

Company will indemnify, defend and save and hold the Charter School and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney fees and costs) that may arise out of, or by reason of, any noncompliance by Company with any agreements, covenants, warranties or undertakings of the Company contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the Company contained in or made pursuant to this Agreement. In addition, Company will reimburse the Charter School for reasonable legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.02 may be met by the purchase of insurance pursuant to Article IX below.

8.03 Defense:

A party entitled to indemnification under this ARTICLE IX (the “Indemnitee”) shall give notice to the indemnifying party (the “Indemnitor”) of a claim or other circumstances likely to give rise to a request for indemnification, promptly after the Indemnitee becomes aware of the same. The Charter School will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations.

8.04 Right of Set-Off:

Either party may, but shall not be obligated to, set off against any and all payments due the other party under this Agreement, any amount to which the party is entitled to be indemnified hereunder.

**ARTICLE IX
INSURANCE**

9.01 Insurance Coverage:

The Charter School will maintain general liability insurance and umbrella insurance coverage in the amounts required by the Charter or otherwise required by sound business practices. Company shall maintain, at its expense, insurance requirements set forth in the Sponsor Contract and shall maintain such commercial general liability insurance and other insurance required by the Sponsor Contract, except the Directors and Officers insurance, which shall be maintained by the Charter School Board. Such policies shall name the other party and its affiliates and their respective directors, officers, employees, subcontractors, and agents an additional insured under

such policies. A certificate of insurance evidencing such coverage shall be provided upon reasonable request. The Charter School will comply with any information request from its insurer(s) and all reporting requirements applicable to such insurance.

9.02 Workers' Compensation Insurance:

Each party will maintain workers' compensation insurance as required by law, covering its respective employees.

9.03 Cooperation:

Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this ARTICLE IX. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

**ARTICLE X
WARRANTIES AND REPRESENTATIONS**

10.01 Representations and Warranties of the Company:

Company hereby represents and warrants to the Charter School:

- (a) The Company is a duly organized limited liability company in good standing in the State of Ohio and is authorized to conduct business in the State in which the Charter School is located.
- (b) Company has the authority under the Ohio Revised Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.
- (c) Company's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.
- (d) The Company has the financial ability and is in good financial standing with creditors or otherwise to perform educational management services as described under this Agreement and in accordance with Exhibit B.

10.02 Representations and Warranties of the Charter School:

The Charter School hereby represents and warrants to the Company:

- (a) The Charter to be received by the Charter School (i) authorizes the Charter School to operate and receive the State, Federal and Local education funds, as well as other revenues.
- (b) The Charter School has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

(c) The Charter School's actions and those of the Board have been duly and validly authorized, and the Charter School and Board will adopt any and all further resolutions required for the execution of this Agreement.

(d) The Charter School has provided and will provide Company all authority and power necessary and proper for the Company to undertake its responsibilities, duties, and obligations provided for in this Agreement.

(e) The Charter School has not received notification of a breach of the terms of the Charter.

(f) The Charter School has not received notification of a breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Charter School's required performance under this Agreement.

(g) The Charter School has no intellectual or property rights or claims in the Oakmont or in the names "Oakmont Education", or Oakmont and will make no such claims in the future.

10.03 Mutual Warranties:

Each party to the Agreement represents to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

**ARTICLE XI
DISPUTE RESOLUTION**

11.01 Dispute Resolution Procedure:

The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them, whether as to the interpretation, performance or operation of this Agreement or any rights or obligations hereunder. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution to a court of competent jurisdiction in the State of Ohio. Pending the resolution of the dispute, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The court will make its decision in accordance with the laws of the State in which the Charter School is located and of the United States.

11.02 Damages Upon Termination:

The parties agree that in the event of the wrongful termination of this Agreement by the Charter School, the Charter School will owe Company damages for existing obligations such as unpaid Management Fees through the date of the wrongful termination of this Agreement, unreimbursed expenses, and other amounts owed to Company under the Agreement and Exhibit B and further the parties agree that the Charter School will owe to Company, damages equal to the present value of the estimated Management Fees specified in ARTICLE V through the end of the term specified in ARTICLE II because such Management Fees are used to offset THE Company's fixed costs, corporate overhead and profit.

ARTICLE XII MISCELLANEOUS

12.01 Subcontracts:

Company reserves the right to subcontract any and all aspects of services it agrees to provide to the School but may only do so upon the prior written approval of the Board. Company shall be solely responsible for the performance of any subcontractors and for all costs, expenses and fees associated with such subcontractors. School will not reimburse Company for Administrative personnel of Company for services covered under this agreement and included under the Management Fee.

12.02 [Reserved]:

12.03 No Third-Party Beneficiaries:

This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any other third person other than The Authorizer and the Ohio Department of Education by operation of law, provided that the Authorizer or the Department assumes operation of the School, and only if the Company agrees to continue its contractual relationship with the School as provided for under this Agreement.

12.04 Sole Agreement:

This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and the Company.

12.05 Force Majeure:

Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, or other acts beyond its reasonable control.

12.06 Governing Law:

The laws of the State and the County in which the Charter School is located will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement. The Company and the Charter School specifically acknowledge the applicability of and agree to abide by the following:

1) ORC Section 3314.0210 Property purchased by operator or management company:

Any and all purchases furniture, computers, software, equipment, or other personal property for use in the operation of Charter School with state funds that are paid to the Company by the Community School as payment for services rendered, is property of that school.

If Charter School permanently closes and ceases its operation as a community school, any property that was acquired by the Charter School AND/OR Company in the manner described in this section shall be distributed in accordance with division (E) of section [3314.015](#) and section [3314.074](#) of the Ohio Revised Code.

2) ORC Section 3314.031 Publication of information regarding management or operation of community schools:

The Company shall assist Charter School in the following:

- (a) Maintaining and annually publishing an accurate record of the names and identifying information of all entities that have entered into a contract with the governing authority of Charter School to manage or operate that school;
- (b) Charter School shall provide to the Sponsor and the Ohio Department of Education, a copy of the contract between a governing authority and its operator.

3) ORC Section 3314.032 Contents of contract between governing authority and operator:

(a) On and after the effective date of this section, any new or renewed contract between the Charter School and Company shall include at least the following:

(i) Criteria to be used for early termination of the operator contract. See Article VII of this Agreement.

(ii) Required notification procedures and timeline for early termination or nonrenewal of the operator contract. See Article VII of this Agreement.

(iii) Company AND Charter School HEREBY STIPULATE that the Charter School 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. This section regarding property ownership shall comply with the requirements of section 3314.0210 of the Revised Code.

(b) Leases:

(i) Company shall not lease any parcel of real property to Charter School until an independent professional in the real estate field verifies via addendum that at the time the lease was agreed to, the lease was commercially reasonable.

(ii) The independent professional described in division (B)(1) of this section shall be immune from civil liability for any decision rendered pursuant to this section.

(c) Budget and Administrative Costs:

The Company shall assist Charter School and the Fiscal Officer with providing the information in the format as described under ORC 3314.032(C) for the Budget. The format shall prescribe inclusion of the following information:

- (i) Administrative costs for the Charter School as a whole;
- (ii) Instructional services costs for each category of service provided directly to students, compiled and reported in terms of average expenditure per pupil receiving the service;
- (iii) The cost of instructional support services, such as services provided by a speech-language pathologist, classroom aide, multimedia aide, or librarian, provided directly to students;
- (iv) The cost of administrative support services, such as the cost of personnel that develop the curriculum and the cost of personnel supervising or coordinating the delivery of the instructional services;
- (v) The cost of support or extracurricular services costs for services directly provided to students;
- (vi) The cost of services provided directly to students by a non-licensed employee related to support or extracurricular services, such as janitorial services, cafeteria services, or services of a sports trainer;
- (vii) The cost of administrative services related to support or extracurricular services, such as the cost of any licensed or unlicensed employees that develop, supervise, coordinate, or otherwise are involved in administrating or aiding the delivery of services.
- (viii) The governing authority of Charter School shall be the sole entity responsible for the adoption of the school's Budget and shall adopt such budget with the assistance of the school's designated fiscal officer.

12.07 Agreement in Entirety:

This Agreement constitutes the entire agreement of the parties.

12.08 Counterparts:

This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

12.09 Official Notices:

All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by:

- (i) certified or registered mails, postage prepaid, return receipt requested
- (ii) facsimile (with confirmation of transmission by sender's facsimile machine)
- (iii) personal delivery.

Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are as follows:

If to the Company, to:
Oakmont Education, LLC
481 N. Cleveland-Massillon Road
Akron, OH 44333
Attention: Legal Dept.

With a copy to:
Thomas C. Holmes
34194 Aurora Road, Suite 295
Solon, Ohio 44139
330-650-6610

If to the School, to:
Board President
Liberty High School
140 N Keowee Street
Dayton, OH 45402

With a copy to:
Nicola, Gudbranson & Cooper, LLC
Attn: Becky M. Scheiman
25 West Prospect Ave., Suite 1400
Cleveland, Ohio 44115
Facsimile: 216-621-3999

[Remainder of Page Intentionally Blank...Signature Appear on Next Page]

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be signed by their respective authorized representatives as of the date first set forth above in the introductory paragraph.

Liberty High School:

By: _____


Print Name: Jessica Hricovec

Its: President

Oakmont Education, LLC:

By: _____


Print Name: John Stack

Its: CEO

EXHIBIT A

Statement of Mission and Purpose;

a. Mission and Purpose: The Mission of the Company is to provide students the opportunity to learn and develop a multi-cultural environment, through communication that focuses on problem solving, scientific and technological strategies, languages and entrepreneurial ship.

b. The Oakmont Educational Model has developed a philosophy of recognizing each student as an individual, each with unique interests, aspirations, and passions. The educational program and methods utilized must be meaningful and relevant and may differ according to the situation of each individual student. Each student must be offered the opportunity to learn at his/her own pace, and to focus on his/her unique interests to bring out his/her passion, but at the same time recognizing that he/she must reach certain milestones in each educational calendar year that support the State learning requirements.

i. The Educational Model must offer students the ability to be challenged, and it must support remediation efforts that might be applicable. Students should not be limited in development in one subject area due to performance limits in other subject areas.

ii. Objectives for academic progress for each school calendar period must be defined, and progress toward these objectives must be demonstrated and communicated to the student in each calendar period.

iii. Students must accomplish progress toward the diploma and toward all other School requirements in its Contract on an annual basis.

iv. Enrollment of each student must be reviewed, documented, and controlled to be able to justify that: (i) the student meets recommendations supporting admission to the School; and (ii) academic progress is being met according to the student's objectives.

v. Recognizing that student learning is often related to a teacher's ability to assist the learning process, the School requires a teacher development program to define teacher qualifications and performance requirements, to regularly document and communicate perceived performance, and to implement a professional development program aimed at improving the effectiveness of each teacher's ability to help students' learning, in general.

vi. The School must demonstrate curriculum alignment with the State standards applicable to the School and must identify any specific instances of non-compliance with the standards. Further, the School must define and implement the Sponsors Renewal Conditions that will lead to compliance under the School's Sponsor Contract within one year.

vii. In particular, the School should meet all the requirement of a FOCUS school as required by the Ohio Department of Education.

viii. All requirements of local, state and federal laws relating to charter schools must be met, and all audits relating to the demonstration of these requirements must be successfully completed, given allowance for appropriate time for documentation, reporting, analysis, and rectification of any non-compliance and complaints.

SAMPLE

EXHIBIT B

Subject to the Budget, Company shall, out of its Management Fee provide the School the following services and the Company shall be solely responsible for all costs associated with the provision of such services:

- a. Identify the demographics of the population of students to which the School may appeal.
- b. Identify necessary components of and possible ideal locations for the School's Facility.
- c. Identify, investigate and evaluate specific options available for the School Facility in identified areas.
- d. When a qualified potential School Facility is located, negotiate the lease or purchase of the School Facility.
- e. Negotiate and/or arrange for all agreements for utilities utilized by the School, including without limitation, electricity, oil, gas, telephone, cable (TV/internet), water and waste charges ("Utilities") and for all buildings and grounds non-personnel cleaning, maintenance and upkeep ("Upkeep")
- f. Research, investigate and evaluate possible manufacturers and equipment that can assist the School to achieve its mission, educational goals and performance objectives as stated in the Contract and as reflected in the Statement of Mission and Purpose.
- g. Once possible alternatives are identified, perform additional due diligence regarding terms, conditions and pricing of manufacturer, equipment and competitors.
- h. To the extent called for in the Model applicable to the School and necessary to the operation of the School select, and negotiate the terms of the purchase or lease of:
 - i. initial plant and equipment,
 - ii. office furniture and equipment,
 - iii. classroom furniture and equipment,
 - iv. audio-visual, TV and projector equipment,
 - v. computer equipment and software, and computer room furnishings and equipment,
 - vi. special education furnishings and equipment,
 - vii. student lockers and coat racks,

- viii. laboratory furniture and equipment,
 - ix. library furnishings and equipment,
 - x. athletic/gymnasium furnishings and equipment,
 - xi. art and music furnishings and equipment,
 - xii. kitchen/cafeteria furnishings and equipment,
 - xiii. restroom furnishings and equipment,
 - xiv. other/common area/office/teacher lounge furnishings and equipment,
 - xv. medical, health and safety furnishings and equipment,
 - xvi. maintenance and security furnishings and equipment, and
 - xvii. other personal property necessary for the operation of the School (collectively, the “Furnishings and Equipment”).
- i. Adapt and deliver the Educational Model, curriculum and program.
 - j. Select and negotiate terms of procurement of teaching guides, curricula and aids implementing the Model, school texts implementing the Model and workbooks, paper, pencils, and like student supplies.
 - k. Select, negotiate terms of procurement of, and arrange for the delivery of cafeteria food and drink, vending machines and drinking water (cooler/fountain) and coffee facilities.
 - l. Oversee day-to-day management of the School, in accordance with the Statement of Mission and Purpose and the non-profit purpose of the School, and the Contract.
 - m. Perform repeated evaluation, assessment and continuous improvement of the School’s Educational Model, curriculum and program.
 - n. Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations or required by the Contract.
 - o. Draft operations manuals, forms (including teacher contracts, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the Company and as approved or requested by the Board.
 - p. Coordinate with other advisors engaged by the Board, including, but not limited to, legal, financial and accounting.

- q. Provide all information and written reports reasonably requested by the Board and consistent with the Statement of Mission and Purpose, including periodic reports on student performance, copies of all reports and other materials provided to the any oversight entity and evidence of compliance with the terms of the Contract.
- r. Meet with the Board on such frequency as the Board shall reasonably request.
- s. Provide members of the Board and their representatives with access at all times to inspect all School facilities, to review and audit all books and records relating to the School and the Company's performance hereunder and to meet with and interview any employees of the Company (including teachers).
- t. License to the School on a non-exclusive basis the use of the Educational Model.
- u. Research, investigate and evaluate possible manufacturers and technology that can assist the School to achieve its Statement of Mission and Purpose and the performance objectives as stated in the Contract.
- v. Once possible alternatives are identified, perform additional due diligence regarding terms, conditions and pricing of manufacturer, technology and any competitors.
- w. Integrate as possible the purchased technology with the curriculum and Model.
- x. Advise and train staff and teachers on admissions and expulsion procedures, including utilization of forms and systems.
- y. Perform quality data tracking, including but not limited to student data such as attendance, performance, etc., and tying together all school data as the technology system is developed.
- z. Provide periodic reports on student performance, and whether educational goals and measurements are being achieved as required by the Contract.
- aa. Provide access to Company supply sources (including supply sources of affiliates of the Company) to obtain centralized purchasing where applicable and available.
- bb. Consult on physical facility layout, maintenance and capital improvements.
- cc. Research and recommend appropriate after school and extracurricular activities and field trips.
- dd. Assign to the School service team such Company personnel as are necessary to carry out the obligations and duties of the Company under this Agreement; such assigned Company personnel shall be permitted to utilize appropriate office space within the School, School personnel for administrative and clerical support, and School facilities, supplies and equipment at no cost to the Company.

- ee. Determine staffing levels, and select, evaluate, assign, discipline, transfer and terminate personnel, consistent with the Contract, the Statement of Mission and Purpose and state and federal law.
- ff. Consistent with the Contract and state law, select and supervise the School Administrator and hold him or her accountable for the success of the School (the School Administrator and the Company, in turn, will have similar authority to select and hold accountable the teachers and other staff in the School).
- gg. Prior to the commencement of the first school year under this Agreement, and from time to time thereafter, determine the number of teachers and the applicable grade levels and subjects required for the operation of the School, and recommend such teachers, qualified in the grade levels and subjects required, as are required by law, to the School; the curriculum taught by such teachers shall be the curriculum recommended by the Company and approved by the School Board as part of the Model. Such teachers may, in the discretion of the Company and School Board, work at the School on a full or part time basis.
- hh. Prior to the commencement of the first school year under this Agreement, and from time to time thereafter, determine the number and functions of support staff, qualified in the areas required, as are required by the School. Such support staff may, in the discretion of the Company, work at the School on a full or part time basis.
- ii. Provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular and continuous basis. Non-instructional personnel shall receive such training as the Company determines is reasonable and necessary under the circumstances or as required by law.
- jj. Inform the School of increases and decreases to salary levels and fringe benefit levels of any employee of the Company assigned to the School.
- kk. Evaluate appropriate types and levels of insurance coverage for the operations of the School taking into account the activities of the School and the Company and the types and levels of insurance maintained by similarly situated schools.
- ll. Suggest improvements in the School Facility as needed for the School's operations and the safety, health and welfare of the School's students.
- mm. Arrange for Utilities and Upkeep costs.
- nn. To the extent called for in the Model applicable to the School and necessary to the operation of the School, negotiate agreements for the procurement of, and procure, by purchase or lease, and have delivered, installed, and, if necessary, tested, all Furnishings and Equipment.
- oo. Select and procure on an ongoing basis consumables (other than food) related to each of

the foregoing.

- pp. Arrange for the procurement of, and procure teaching guides, curricula and aids implementing the Model, school texts implementing the Model and workbooks, paper, pencils, and like student supplies.
- qq. Recruit and enroll students subject to general recruitment and admission policies. Students shall be recruited and selected in accordance with the procedures set forth in the Contract and Board adopted policies and in compliance with all applicable federal, state and local law.
- rr. Assist in preparation of the budget and financial reports as reasonably requested by the School's designated Fiscal Officer for submission to the School Board for approval illustrating, among other things, actual results and how those results align with the projected budgets and explaining variances.
- ss. Arrange for all data information management services, testing, and testing analysis.
- tt. Assist in identifying and applying for grants.
- uu. Assist in spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto.
- vv. Perform such other reasonable management and management consulting services as are from time to time requested by the School Board and mutually agreed upon by the School and the Company, including but not limited to attendance at the School Board's meetings and marketing the school's programs.
- ww. Coordinate community relations activities
- xx. Perform initial and ongoing staff and teacher training with respect to the technology.
- yy. Supervise/conduct after school and extracurricular activities and field trips.
- zz. Enter into employment or contractor contracts with and assume full responsibility and liability, and pay, benefits, salaries, worker's compensation, unemployment compensation, and liability insurance, per their terms of employment or engagement, for such
 - (i) teachers, tutors and classroom aides
 - (ii) senior administrative personnel, counselors, librarians and IT personnel
 - (iii) athletics, coaching and extracurricular activities personnel
 - (iv) kitchen and clerical personnel

- (v) facilities and custodial personnel
 - (vi) health, safety and security personnel, and
 - (vii) student transportation personnel as may be required by state and federal law, the Statement of Mission and Purpose, this Agreement or the Contract to carry out the purposes of the Model.
- aaa. Arrange for or cooperate with the School's designated Fiscal Officer in obtaining insurance covering the Schools operations: General Casualty and Risk Insurance on the School facility in an amount not less than full replacement value. General Liability Insurance in an amount of not less than One Million Dollars per occurrence and five million dollars aggregate.
- bbb. Perform advisory services regarding special education and special needs students, programs, processes and reimbursements through the Company's Special Education Department that focuses specifically on students with special education needs.
- ccc. securing the necessary technology for the smooth and orderly operation of the School and for ensuring that such technology remains in continuous working condition barring conditions beyond Company's control. Company shall also assist in the application for and administration of Federal e-Rate funds to offset the costs of necessary technology investments.

The School shall have the responsibility for payment of all direct costs, and reimbursement to Company for expenses incurred to operate the School. As used herein, "Direct Costs" may mean either expenses incurred directly by the school to run its operations or those incurred by Company on behalf of the school which are required to directly operate the school. As used herein, "reimburse" may mean either providing funds to the Company in advance of Company expenditure, or reimbursing the Company after such expenditure, as may be provided for below.

The School shall have the responsibility for payment of items so specified below:

- a) All Salaries including but not limited to; Teachers, Special Education Staff, Vocational Education Staff, Superintendent Salary, Administrative Staff working upon the school premises.
- b) All Benefits including but not limited to; STRS Employers Match, Medicare Match, Medical Benefits, BWC.
- c) All Purchased Services including but not limited to; Instructional Services, Professional Development from outside vendors, Marketing Services, Health Services, Management Services, Sponsor Fees, IT Services, Board Stipends, Professional/Legal Services, Accounting & Auditing, Payroll Processing, Other Professional Services,

Security Services, Garbage Removal, Equipment & Furniture Repair & Maintenance, Janitorial Services, Rental Expenses for school related functions, Lease Purchase, Other Property Services, Board Travel Expenses, Onsite School Telephones, School Postage, Postage Machine Rental, Messenger Service, Advertising, Other Communication (Internet), All Utilities, Contracted Food Services, Pupil Transportation.

d) All Supplies and Materials including but not limited to; Instructional Supplies, School Office Supplies, Software Instruction, Software Admin, Food Products, Buildings Maintenance, Equipment and Furniture, Other Materials & Supplies

e) All Other Expenses including but not limited to; Memberships, Audit fees, Bank Charges, Other Dues and Fees, Liability Insurance, Bond Premiums and Academic Extra-curricular activities.

SAMPLE

Financial Policies and Controls Manual

SAMPLE

Financial Policies and Controls Manual

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Fiscal Management Overview

The School and its Board of Directors believes that having established procedures and strong internal controls is an integral part of delivering the educational model and achieving the overall School mission.

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

The Fiscal Officer utilizes SAGE Quantum Accounting Software to record the financial transactions of the Schools it serves. This same software is used to generate all of the financial statements and related reports that are presented to stakeholders such as the Board of Directors, Sponsors, and the Ohio Department of Education. The accounting system is maintained on a remote server in Cleveland, Ohio that is secured and backed up on a daily basis, thus providing piece of mind the School that its financial systems are protected. Additionally, the Fiscal Officer utilizes a secure cloud environment called BOX.com to store scans of all School financial records generated. Finally, as described in the Payroll section of this document, the School uses Ahola payroll service. This service not only ensures that the School will remain in compliance with its tax reporting and filing obligations, but that all payroll records are protected and available for viewing at any time through password restricted access to the School's private payroll portal.

Finally, as required by Ohio law, the Fiscal Officer will maintain at all times during its engagement with the School a Public Official Bond of no less than \$25,000, in addition to a State of Ohio school Treasurer License.

Bank Accounts

General

Bank accounts will be maintained at a Board appointed banking institution. The School Fiscal Officer will maintain online access to these accounts via that banks website so as to timely monitor financial activity going through the school's accounts.

Reconciliation

On a monthly basis, the School Fiscal Officer shall reconcile the bank accounts and the activity posted in the School's SAGE Quantum accounting system. Any reconciling items requiring attention will be addressed prior to the completion of the following month's bank reconciliation.

Authorized Representatives

The School Fiscal Officer will be authorized to conduct business on the School's accounts. Such individual shall be approved by resolution of the Board of Directors and also be on the appropriate signature card on file at the bank.

Revenues

State and Federal Programs

Revenues of the School will primarily consist of direct deposits of monies from the State for various State and Federal Programs. The School anticipates receiving monies from the following sources:

- State Aid (based on the State formula)
- National School Lunch and Breakfast
- Title I, IIA, and IDEA (CCIP)

Receipts of direct deposits from these sources are recorded as revenue according to their source in the month they are received. However, monies received under the CCIP programs are credited against an established receivable in the SAGE Quantum system in the month they are received. The School's policy is to recognize revenue under the CCIP programs at the time eligible expenditures are incurred (done monthly) and to establish a receivable for the CCIP cash that is to be drawn down to cover those expenditures.

Miscellaneous Cash Receipts

General

From time to time, Schools may receive cash on-site. This may be related to special events admissions, book fairs, fundraising, donations or other such sources. Regardless of the source, it is important for the School to account for and safeguard all cash or cash equivalents (checks and money orders) received. To the extent possible, it is recommended that all cash be placed in a combination safe that is kept in the School leader's office. If this is not possible, any monies should, at a minimum be secured in a locked drawer or cabinet.

Cash Journal

Once money has been received on-site, the School Leader or their designee shall be responsible for logging the amount in the Cash Journal. Each entry should be specific as to the date, the amount, the nature of the receipt, as well as, an indication of the individual making the entry. On a monthly basis, this log should be sent via email to the School Fiscal Officer for review.

Revenues (Continued)

Deposits

On a regular and no less than weekly basis (dependent on the amount on hand), the School will make arrangements to deposit monies received in the School's bank account. Prior to deposit, all cash should be bundled and any checks/ money orders endorsed "For Deposit Only". Once the monies have been deposited, the deposit receipt from the bank shall be maintained with the School's other financial records and be available for review and audit at all times. This activity will also be recorded in the general ledger and reconciled with other cash activity on a monthly basis.

All deposits are then recorded in the SAGE Quantum accounting system by the Fiscal Officer.

Accounts Receivable

AR – Federal Funds Expended

As described in the Revenue policy, the School will issue and invoice and establish a receivable for the amount of Federal monies expended under the CCIP programs in any given month. Once the PCR is generated, and the funds are deposited, the receivable will be credited.

Accounts Payable and Cash Disbursements

All vendor invoices are received by School personnel and forwarded to the Fiscal Officer. Once an invoice is received it is reviewed for reasonableness or obvious errors. (Invoices are verified by checking extensions, footing, discounts and freight terms.) If a purchase order was issued for the particular good or service invoiced for, it is closed and then matched to the invoice. Once the documents are matched, the Fiscal Officer will assign the specific expense account that should be charged based on the type of cost incurred.

On a daily basis, invoices that are ready to be paid are then entered into the School's SAGE Quantum accounting system and then posted to the general ledger. An Accounts Payable Aging report is then generated by the system weekly and reviewed by the Fiscal Officer. Based on available cash balances, checks are then prepared for selected invoices, signed, and sent to vendors on at least a weekly basis. If special circumstances warrant and the Fiscal Officer approves, checks may be cut outside of the normal check run.

Checks are signed electronically by authorized signatories (See Bank Accounts Policy). The checks and the appropriate back-up documents are then assembled and presented for final review by the Fiscal Officer. Any corrections needed are made immediately. Once the review is completed and any necessary corrections made, the check is then authorized for release and the supporting documents are uploaded to a secure cloud environment.

No manual checks are authorized without consent of the Fiscal Officer.

Finally, all other disbursement transactions outside of the procedures described here require specific approval from the School Fiscal Officer (i.e., transfers, cashier's check, withdrawals) and without such approval are unauthorized.

P.O.'s, Accounts Payable and Cash Disbursements

Purchases are initiated by the Bldgs. and School Representatives based on either specific request, Program personnel, or as a general organizational purchase. When a "Request for a Purchase Order" comes from Program personnel it must be approved by a dept. supervisor or director. The request is then forwarded to Finance for review by the Accounting Manager, when approved the Accounting Manager will create the actual Purchase Order and send it back to the requesting department. The Director and Accounting Manager must review all purchase order requests.

Purchase orders exceeding \$10,000 requires two authorized signatures for approval (School representative and Accounting Manager). In the case of large purchase orders, the Accounting Manager will inquire about requesting personnel and consult with the Director of Finance.

Initiating of a purchase order can come from a few sources ("Request for a Purchase Order")

- 1.) Either from a direct request from program personnel
- 2) Buildings and Grounds
- 3.) Organizational need - A purchase order from the Bldgs. and Grounds Dept. is only created on large purchases (generally over \$10,000 where additional authorization is required).

When the request comes from program personnel, they will complete the request including all necessary information (i.e., quantity, product information, pricing (if known), general ledger

description, etc. If quotes or bids have been obtained for the item needed, they should be included with the purchase order request.

The AP Specialist receives the requisition for a purchase order from the Program Managers, Bldgs. and Grounds, or the Plant Operations Manager. All POs are approved by the Accounting Manager and POs over \$10,000 are approved by the school representative, Accounting Manager, and Director of Finance. The PO is then emailed to the respective person/manager requesting the PO.

Per the AP Specialist, the typical invoices that would not have a purchase order are Utilities, Insurance, Consultants, Travel, Payroll related expenses, Credit Card purchases, etc. When the invoices are received for these items, they are sent to the following for approval; Consultants/signed off by Vice President of Finance Utilities are sent to Buildings and Grounds who initials. All others are signed off by the Accounting Manager. Once authorized, they are entered into SAGE Quantum by the AP Specialist. Monthly financial reviews with management and program directors would identify material discrepancies.

Most vendor invoices are received by Oakmont Education's finance personnel and forwarded to the Fiscal Officer. Once an invoice is received it is reviewed for reasonableness or obvious errors. (Invoices are verified by checking extensions, footing, discounts, and freight terms.) If a purchase order was issued for the good or service invoiced for, it is matched to the invoice. Once the documents are matched, the Fiscal Officer will assign the specific expense account that should be charged based on the type of cost incurred.

Daily, invoices that are ready to be paid are then entered into the School's SAGE Quantum accounting system and then posted to the general ledger. An Accounts Payable Aging report is then generated by the system weekly and reviewed by the Fiscal Officer. Based on available cash balances, checks are then prepared for selected invoices, signed, and sent to vendors on at least a weekly basis. If special circumstances warrant and the Fiscal Officer approves, checks may be cut outside of the normal check run.

Checks are signed electronically by authorized signatories. The checks and the appropriate back-up documents are then assembled and presented for final review by the Fiscal Officer. Any corrections needed are made immediately. Once the review is completed and any necessary corrections made, the check is then authorized for release and the supporting documents are uploaded to a secure cloud environment.

No manual checks are authorized without the consent of the Fiscal Officer.

Finally, all other disbursement transactions outside of the procedures described here require specific approval from the School Fiscal Officer (i.e., transfers, cashier's check, withdrawals) and without such approval are unauthorized.

Payroll and Related Liabilities

The School Leader or designated official is responsible for the monitoring, the hiring of employees, authorizing salaries, initiating employment contracts and maintaining the staffing levels approved in the annual budget.

The School uses APS Payroll Services to execute its semi-monthly payroll. This will help ensure a timely execution of payroll, the filing of required returns, and overall compliance with current tax laws.

A designated School representative will work closely with Barrett Benefit Group, a contracted Human Resource and payroll service, to collect all employee paperwork necessary to create an employment profile in the APS payroll system. All contracts are paid equally over 24 pays unless otherwise designated by the Board of Directors. Additionally, all contracts are pro-rated for varying dates of hire.

Before each pay, any changes (new hire, termination, pay increase, etc.) are forwarded to Barrett Benefit Group for review and approval prior to submitting the change to APS.

The School is responsible for reporting staff absences and the use of substitute employees. These reports are submitted to School Administration and are used to update employee leave balances. Leave taken without sufficient leave balances are docked from employee's pay.

Enrollments and notices for all insurances and other deductions are submitted to Barrett Benefit Group on the required forms and maintained in the employee personnel file. Such deductions are made from the employees' pay once approved by Barrett Benefit Group.

Upon the completion of preparing the semi-monthly payroll in the APS system, a "Payroll Preview" is generated by Barrett Benefit Group and submitted to the Fiscal Officer for review. If no changes are necessary, the Fiscal Officer then authorizes Barrett Benefit Group to submit the payroll for processing and payment.

Capital Assets

The School will follow a policy of capitalizing assets from which an economic benefit will be derived over a period greater than one year and have an economic value of greater than \$5,000. Assets with an individual value of over \$5,000 or bulk purchases of similar items that have an aggregate value of \$5,000 or more are captured as capital assets regardless of the individual price of each item. All assets are capitalized at cost, including all costs incurred in obtaining the assets such as installation or shipping.

The School through the direction of the Fiscal Officer will maintain a record of all assets meeting the criteria for capitalization and owned by the School in a Capital Asset database.

The database shall include than the following information:

- Asset tag number
- Description
- Serial number (if available)
- Check number
- Acquisition date
- Estimated life

Depreciation will be calculated using the straight-line depreciation method over the useful life of the asset. All depreciation related to the maintaining of these assets will be calculated by the database and recorded in the financial statements of the School through a posting to the SAGE Quantum accounting system. The School has established the following useful lives for these classes of assets:

- Computers & Technology: 3 years
- Furniture, Fixtures, and Equipment: 5 years
- Textbooks: 3 years

All requests for removal of surplus property, deletions and discards must be approved by the Board of Directors. All requests must be processed through the Fiscal Officer who will review the request and determine if it is reasonable. In no case should equipment be removed or discarded without prior authorization from the Board.

Business Expense Reimbursement

Employees and Board Members of the School are entitled to reimbursement of business related expenses associated with their performance of official school business. Where applicable, all reimbursements are processed in accordance with U.S. GSA (General Services Administration) guidelines with respect to per diem and mileage rates. Guidelines for reimbursement of business related expenses for School employees are covered more substantially in a separate “Business Expense Reimbursement Policy”.

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

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

Approved reports are submitted to the Fiscal Officer for processing under the Accounts Payable guidelines.

Expenditures for any items not specifically covered by the “Business Expense Reimbursement Policy” are strictly prohibited and are not reimbursable to the employee, unless pre-approved by the School Leader or Board of Directors.

Budgeting

The Board of Directors will annually adopt an operating budget for the upcoming School year. The Operating Budget is prepared under the direction of the Board, its designees, and the Fiscal Officer. The final decision making authority with regard to budget issues rests with the Board with input from the Fiscal Officer and School personnel.

Increases, decreases, or other adjustments to the final operating budget that become necessary throughout the year must be presented to the Board for approval. Once approved, the change

is recorded in the budget and updated in the SAGE Quantum accounting system by the Fiscal Officer. A revised budget is then issued and becomes the new operating budget for the School.

At each regular meeting of the Board AND upon close of each fiscal year, the Fiscal Officer shall present to the Board a Statement that compares YTD actual results to the YTD budget.

Grant Programs

All applications for supplemental grant funding through State and/or Federal sources (such as Title I, Title IIA, and IDEA funds) require approval of the Board.

Upon receipt of an award notice, a budget document is prepared in the State's CCIP system and then submitted to the Fiscal Officer for review and processing. Once approved by the Fiscal Officer, it is then approved by the Authorized Representative (typically the School Leader) and then forwarded to the Ohio Department of Education for review and approval.

Final approved budgets are returned to the Fiscal Officer and are made part of the School's operating budget. The Fiscal Officer is then responsible for monitoring grant award budgets. The School official or program coordinator acts a control agent and is responsible for monitoring any specific compliance issues related to the grant.

Project Cash Requests

Project cash requests related to approved grant programs will be completed and submitted once a month. For the most part, requests for program cash will be supported by expenditures made by the school in the month prior (negative cash request). Additionally, the School will submit requests for ADVANCE funds only in amounts that are necessary for immediate cash needs (expected to be liquidated within the next 30 days). If there is cash on hand at the time a project cash request is made, this will be taken into consideration and adjusted on the request accordingly.

Final Expenditure Reports

At the conclusion of each Program period and by the due date required (typically September 30th), the School shall submit Final Expenditure Reports for each program detailing and certifying the total amounts expended or obligated during the reporting period. All amounts reported on the Final Expenditure Report shall be supported by underlying financial records that reflect amounts paid to eligible employees and vendors.

Overall, the School shall follow all applicable provisions of the Education Department General Administrative Regs (EDGAR).

Month End Procedures

On a monthly basis, the Fiscal Officer will conduct a series of closing procedures to ensure the monthly statements are reconciled and reflective of the true financial position of the School. Upon a final review, the Fiscal Officer will produce a standard set of financial statements that will consist of no less than the following components:

- Statement of Net Assets (Balance Sheet)
- Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)
- Statement of YTD Budget versus YTD Actual
- YTD Check Register
- Bank Reconciliation for all accounts
- Accounts Payable Aging

These documents will be presented to the Board of Directors at the regularly scheduled meetings for approval. On a monthly basis, the financial statements will be also submitted to the School's Sponsor according to their required schedule.

Audit

The School will undergo an annual independent financial audit by the Ohio Auditor of State or other qualified auditing firm approved by the Auditor of State. The auditor will perform their audit in accordance with Generally Accepted Accounting Principles (GAAP), Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards to determine whether the financial statements are fairly presented, financial reporting controls and policies have been properly designed and implemented, and whether the School has complied with all applicable laws and regulations. The auditor shall only render an opinion on the fair presentation of the financial statements. Additionally, if the School has expended over \$750,000 in federal monies, the auditor shall be required to perform a Single Audit of the School in accordance with OMB Circular A-133. Throughout the course of any audit, the Fiscal Officer will support the School and audit team by answering questions, being a liaison between the School and the audit staff,

and providing all of the underlying records that support the amounts and disclosures contained in the School's financial statements.

Once the audit is completed, it will be certified by the Auditor of State and made publicly available at www.auditor.state.oh.us

SAMPLE

