

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**CSP Non-SEA Planning, Program Design, and Implementation (84.282B)**

**CFDA # 84.282B**

**PR/Award # U282B130020**

**Grants.gov Tracking#: GRANT11448400**

OMB No. 1894-0006, Expiration Date: 09/30/2014

Closing Date: Jul 12, 2013

## \*\*Table of Contents\*\*

Form	Page
1. <i>Application for Federal Assistance SF-424</i>	e3
2. <i>Assurances Non-Construction Programs (SF 424B)</i>	e6
3. <i>Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
4. <i>ED GEPA427 Form</i>	e9
<i>Attachment - 1 (1238-MX-M950_20130711_150922)</i>	e10
5. <i>Grants.gov Lobbying Form</i>	e11
6. <i>ED Abstract Narrative Form</i>	e12
<i>Attachment - 1 (1237-USDOE CSP UPrep Abstract)</i>	e13
7. <i>Project Narrative Form</i>	e14
<i>Attachment - 1 (1240-USDOE CSP UPrep Project Narrative)</i>	e15
<i>Attachment - 2 (1241-Attachment A.UPrep.ArticlesofIncorporation)</i>	e65
<i>Attachment - 3 (1242-Attachment B.UPrep.SampleDailySchedules)</i>	e66
<i>Attachment - 4 (1243-Attachment C.UPrep.SchoolCalendar)</i>	e67
<i>Attachment - 5 (1244-Attachment D.UPrep.SampleLessonPlans)</i>	e68
<i>Attachment - 6 (1245-Attachment E.UPrep.CodeofConduct)</i>	e75
<i>Attachment - 7 (1246-Attachment F.UPrep.StudentAchievement)</i>	e80
<i>Attachment - 8 (1247-Attachment G.UPrep.LetterofSupport.Fordham)</i>	e85
<i>Attachment - 9 (1248-Attachment H.UPrep.LetterofSupport.OAPCS)</i>	e86
<i>Attachment - 10 (1249-Attachment I.UPrep.LetterofSupport.ESN)</i>	e87
<i>Attachment - 11 (1250-Attachment J.UPrep.LetterofSupport.AllStars)</i>	e88
<i>Attachment - 12 (1251-Attachment K.UPrep.Enrollment)</i>	e89
<i>Attachment - 13 (1252-Attachment L.UPrep.BoardMemberResumes)</i>	e91
<i>Attachment - 14 (1253-Attachment M.UPrep.LeadershipResumes)</i>	e101
<i>Attachment - 15 (1254-Attachment O.UPrep.StaffingChart)</i>	e111
<i>Attachment - 16 (1255-Attachment P.UPrep.ManagementAgreement)</i>	e113
<i>Attachment - 17 (1256-Attachment N.UPrep.USNOrgChart)</i>	e116
<i>Attachment - 18 (1257-Attachment Q.UPrep.PerformanceContract)</i>	e118
8. <i>Other Narrative Form</i>	e217
<i>Attachment - 1 (1239-MX-M950_20130711_150256)</i>	e218
9. <i>Budget Narrative Form</i>	e219
<i>Attachment - 1 (1234-Attachment S.UPrep.Budget Narrative)</i>	e220
<i>Attachment - 2 (1235-Attachment T.UPrep.AnnualBudget_CashFlow)</i>	e237
<i>Attachment - 3 (1236-Attachment U. UPrep.Five Year Projection)</i>	e238
10. <i>Form ED_524_Budget_1_2-V1.2.pdf</i>	e239
11. <i>Form ED_SF424_Supplement_1_2-V1.2.pdf</i>	e241

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/11/2013"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Columbus Collegiate Academy, Inc."/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="208068507"/>	* c. Organizational DUNS: <input type="text" value="9436646510000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="1469 E. Main Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Columbus"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="OH: Ohio"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="43205-2120"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Andrew"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Boy"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Chief Executive Officer"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="(614) 205-0250"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="aboy@unitedschoolsnetwork.org"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-061113-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, And Initial Implementation Grant CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2013-2

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

As a high-quality, research-based educational option in Columbus, Ohio, United Preparatory Academy will place educationally under-served K-5 students firmly on the path to college graduation.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value=""/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="3,849,641.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="500,000.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value=""/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Andrew Boy</p>	<p>* TITLE</p> <p>Chief Executive Officer</p>
<p>* APPLICANT ORGANIZATION</p> <p>Columbus Collegiate Academy, Inc.</p>	<p>* DATE SUBMITTED</p> <p>07/11/2013</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Columbus Collegiate Academy

\* Street 1: 1469 E. Main Street Street 2: \_\_\_\_\_

\* City: Columbus State: OH: Ohio Zip: 43205

Congressional District, if known: OH-015

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Andrew Boy

\* Name: Prefix \_\_\_\_\_ \* First Name Andrew Middle Name \_\_\_\_\_  
\* Last Name Boy Suffix \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 07/11/2013

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B130020

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

MX-M950\_20130711\_150922.pdf

Add Attachment

Delete Attachment

View Attachment

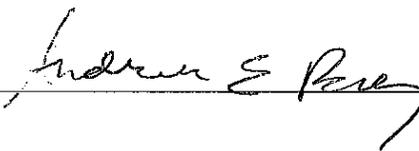
United Preparatory Academy

GEPA, Section 427

In compliance with the Section 427 of GEPA, United Preparatory Academy will follow the staff recruiting process outlined on page 35-36 of the application narrative in order to address the concern that minority persons will not participate in the application and interview process. The avenues of recruitment stated, in particular those with national and minority-based organizations, should increase the availability of potential employment positions at United Preparatory Academy to minority applicants.

Authorized Representative of United Preparatory academy: Andrew E. Boy, Chief Executive Officer

Signature of Authorized Representative: \_\_\_\_\_



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

7/14/13

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Columbus Collegiate Academy, Inc."/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Andrew"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Boy"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Chief Executive Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Andrew Boy"/>	* DATE: <input style="width: 150px;" type="text" value="07/11/2013"/>

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## United Preparatory Academy

### **Mission**

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

United Preparatory Academy (UPrep) will provide a college-preparatory elementary education (K-5) to students in Columbus who are primarily low-income and racially diverse. Critical school elements include:

- An intensive academic program centered on mastery of foundational skills in literacy and mathematics, as well as social studies and science
- A comprehensive character education program that instills in students the traits vital to academic and life success
- A school culture that values college readiness and awareness, grit, respect, and achievement
- A longer school day (8am-4pm), longer school year, and after-school enrichment program
- Regular homework to ensure skill development and content mastery
- Early and intentional supports for students in need of intervention
- A dress code, strict code of conduct, and a safe and orderly learning environment

In alignment with the Charter School Program's purpose, United Preparatory Academy proposes to increase the number of high quality charter schools available to Columbus students by replicating the success of Columbus Collegiate Academy-Main and Columbus Collegiate Academy-West campuses. United Preparatory Academy will benefit the diverse students in the Hilltop/Franklinton neighborhood and, being located in the capital of Ohio, will use its successes to positively influence policymakers' understanding of a quality charter school model.

### **Proposed UPrep Student Profile**

- 60% of our students will be white, 30% will be black, 5% will be Latino, 5% will be multi-racial
- 90% or more of our students will qualify for Free/Reduced lunch
- Less than 25% of our students will have scored in Band 3 (proficient) on the Kindergarten Readiness Assessment in Literacy (KRA-L) upon entrance to United Preparatory Academy

### **Goals for United Preparatory Academy**

- Accomplishing our academic and character development goals will be the primary measure of our success – students will achieve in an academically rigorous environment, as well as acquire and develop important behavioral traits
- Our expectation is that upon completion of the fifth grade, UPrep students will be prepared for the best college-preparatory middle schools in the city, such as CCA-Main and CCA-West, and thus be firmly on the path to the college or university of their choice
- United Preparatory Academy will meet or exceed the performance outcomes of its high-quality middle school predecessors, CCA-Main and CCA-West

### **CCA-Main School Performance Outcomes<sup>1</sup>**

- 2010-2011 OAA proficiency results
  - 6<sup>th</sup> Grade: 72% (math) and 85% (reading)
  - 7<sup>th</sup> Grade: 90% (math) and 83% (reading)
- 2011-2012 OAA proficiency results
  - 6<sup>th</sup> Grade: 63% (math) and 74% (reading)
  - 7<sup>th</sup> Grade: 92% (math) and 95% (reading)
  - 8<sup>th</sup> Grade: 100% (math), 100% (reading), and 90% (science)
- EPIC Silver-Gain Award Winner (2010) and EPIC Gold-Gain Award Winner (2011)

**Contact:** *Andrew E. Boy*    614-205.0250    *aboy@unitedschoolsnetwork.org*

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<sup>1</sup> CCA-Main St. proficiency results have been categorically well above Columbus City Schools' results each year since its inception.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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United Preparatory Academy

Project Narrative

Table of Contents

I. Competitive Preference Priorities.....1  
II. Curriculum and Instructional Practices.....4  
III. Assisting Educationally Disadvantaged Students..... 18  
IV. Assessing Achievement.....23  
V. Community Support and Involvement.....28  
VI. Personnel.....32  
VII. Management Plan..... 39  
VIII.Existence of a Charter Contract.....44  
IX. Degree of Flexibility Afforded by SEA.....48

I. Competitive Preference Priorities

**A. Competitive Preference Priority 1:** United Preparatory Academy (UPrep), based on the educational model of high-performing public charter elementary schools around the nation,<sup>1</sup> will prepare all elementary school students, regardless of their demographic, to graduate from competitive middle schools, high schools, and enter the colleges or universities of their choice.

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<sup>1</sup> Schools studied in the development of UPrep include: Uncommon Network elementary schools, Equitas Academy (Los Angeles, CA), Futuro Prep (Los Angeles, CA), Memphis College Prep (TN), Namaste Charter School (Chicago, IL), Milwaukee College Prep (WI), University Prep (Denver, CO), and Edward Brooke Charter Schools (Boston, MA).

This is accomplished through school design and curriculum which is based on research and modeled after the highest-performing schools in the country. Specifically, the school design in conjunction with a rigorous curriculum will help increase elementary school learning and high school graduation rates for: students with disabilities and students who are English learners by the following methods.

1. **We hold high academic and behavioral expectations for every student.** UPrep will develop and maintain a school culture that is achievement oriented and is built on strong and universal values. The school's core values of GREAT (*grit, respect, empathy, achievement, and teamwork*) are explicitly taught and assist students to rise to the high academic and behavioral expectations we hold for them. Teachers will actively model and teach the values of the school throughout the day of instruction as well as during the weekly community celebration.
2. **We engage and grow outstanding school leadership and staff.** Teachers' attitudes and actions critically influence student performance. A teacher who moves too quickly through curriculum, or who ignores the needs of a struggling student, shows favoritism to another, or complete apathy towards the subject material diminishes the possibility of success for many of his/her students. Outstanding teachers have an uncompromising desire to see their students excel, challenge all of his/her students to do their best, learn the most, and see the world through new eyes. Outstanding teachers have mastery in and passion for their content areas and instill such passion in their students, and they are prepared with strong lessons every day that engage the diverse cultures of their students. In addition, they assess students frequently to ensure they have a clear understanding of what their students are learning.

3. **We offer a rigorous academic program with intentional student supports, and a comprehensive character education program.** Students need access to continuous and rigorous academic programming beginning in the youngest grades. UPrep provides six years of seamless education to ensure a foundation of skills and a rigorous program that sets students on the path for middle and high school success. Many supports and interventions are in place for students that need an extra push to get on the path to college.

4. **We provide clear standards, research-proven curriculum, and frequent assessments.** Clear standards ensure learning is focused on the specific skills and content knowledge that students need to master in a logical and sequential manner, and allow for effective planning of instruction and assessments. School curricula will be fully aligned with Common Core standards which are “designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.” School leadership will guide and support all classroom teachers as they organize and plan all daily lessons using the standards, and provide individualized supports and interventions based on assessment results.

## **B. Competitive Preference Priority 2**

United Preparatory Academy will promote diversity in its student body by enrolling students that are currently served by multiple Columbus City elementary schools – West Mound, Valleyview, West Broad, Westgate, Eakin, Binns, and Lindbergh. Assuming that families that choose to enroll are representative of the students that attend these schools, we expect 90% or more of our students will qualify for Free/Reduced lunch, 60% of our students will be white, 30% will be black, 5% will be Latino, and 5% will be multi-racial. The level of diversity in this potential student body will prepare our students for relationships in college and the global workforce.

UPrep will ensure legal compliance and fair enrollment practices by holding a random public lottery to determine student enrollment (and subsequent waiting list) should the number of applications exceed our seats available.

## **II. Curriculum and Instructional Practices**

UPrep<sup>2</sup> proposes to increase the number of high-quality charter schools available to Columbus students by replicating the success of Columbus Collegiate Academy-Main and Columbus Collegiate Academy-West. UPrep will benefit the diverse students in western Columbus and inform the larger Ohio and national community of the incredible gains in closing the achievement gap that a rigorous, high performing charter program can achieve.

UPrep will provide a comprehensive education from kindergarten through fifth grade within an environment that maximizes the opportunity for academic success and character development for every student. The UPrep model upholds a rigorous academic program and serves the specific academic and developmental needs of students in grades K-5.

Our most innovative elements, replicable by other schools include a/n:

1. college preparatory curriculum that begins in kindergarten;
2. slow growth model of growing one grade level each year based on the model of the highest achieving urban charter schools serving a similar population;
3. laser focus on the core content areas of literacy, math, science, and social studies, as well as an emphasis on character education;
4. intentional use of data to drive instructional decisions; and
5. Leadership team of School Director, Director of Curriculum and Instruction, Dean of Students, and Family and Student Support Coordinator that allows the school

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<sup>2</sup> UPrep is Incorporated as Non-Profit and is in the process of obtaining 501(c)3 status. See Attachment A.

to focus and meet our high academic standards of preparing K-5 students to graduate from college preparatory middle schools, high schools and college.

**A. How Learning Best Occurs:** The UPrep mission, vision, and philosophy provide a map for how learning best occurs and how to achieve the goals of an educated person in the new millennium. Our program goals include focusing on the needs of students for academic and life success realized through middle school, high school and eventual college graduation. Our program goals are accomplished through providing a safe and structured environment where we are able to support students to achieve academically and develop strong character values in order to meet student's own personal goals. In addition, our program goals focus on accountability, standard-based curriculum, and high expectations with measurable goals. We strive for strong academic outcomes for all students. UPrep has specific core values on how learning best occurs and how to meet the rigorous standards we hold for the school and our students. Specifically:

1. We hold high academic and behavioral expectations for every student.
2. We engage and grow competent and experienced school leadership and staff.
3. We offer a rigorous academic program with intentional student supports, and a comprehensive character education program.
4. We provide clear standards, research-proven curriculum, and frequent assessments.
5. We are a mission-driven school community.

**B. Extended Learning Time:** A critical teaching methodology at United Preparatory Academy is to provide teachers more time to teach and support students, and to provide more time for students to learn and advance. Increased effective instructional time allows students more time to learn; more time used in a constructive manner will result in stronger student

performance. Catherine Dodd<sup>3</sup> examines several studies that explore the question of whether extending learning time for students in need of support can bridge the academic gap. In one study, extending the school day for kindergartners using the same curriculum as its half-day counterparts made a significant difference in the achievement levels of the full-day participants.<sup>4</sup> Beginning in kindergarten, UPrep students will attend school from 7:30 am until 3:45 pm. UPrep will partner with After-School All-Stars Ohio to offer an extensive after-school enrichment program until 5:30pm, optional for students. The extended day is designed to provide more time for learning in addition to opportunities for tutoring, enrichment, and student supports. Please see Attachment B for a sample daily schedule.

In addition, the school year will extend to 185 days. This, combined with the extended day, allows for 20% more time in school as compared to a traditional Columbus City public school. Specifically, we will have over 300 additional hours to instruct our students and provide individualized supports, which will ultimately lead to greater academic achievement. Please see Attachment C for our proposed school calendar.

Instructional time is also extended in literacy and mathematics. Students will receive approximately 850 minutes of literacy instruction and 400 minutes of math instruction per week.

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3 Dodd, C. (Sept-Oct 2002) *Extended-day programs: time to learn: extending learning time for students in need of support can bridge the academic gap by providing students with the time they require to master subject content.* Leadership. [http://findarticles.com/p/articles/mi\\_m0HUL/is\\_1\\_32/ai\\_94872301/pg\\_1](http://findarticles.com/p/articles/mi_m0HUL/is_1_32/ai_94872301/pg_1).

<sup>4</sup>Hough, D. & Bryde, S. (April 1996) *The effects of full-day kindergarten on student achievement and affect.* Paper presented at the annual conference of the American Educational Research Association, New York, NY. (ERIC Document Reproduction Service No. ED 395 691).

**C. Teaching for Mastery:** Assessment is essential for measuring students' academic needs and ensuring that all students are mastering the learning standards. At the beginning of every school year, incoming students are assessed with age-appropriate, standardized assessment tools giving teachers assistance in the process of designing curriculum, lessons, and pacing, as these formative, benchmark assessments provide a clear understanding of current student mastery. These assessments also enable us to identify students who may need extra help to reach mastery on learning content standards. At the end of each year, we will administer these same assessments in order to measure individual and cohort longitudinal progress and the efficacy of the curriculum and instruction, designing refinements and changes as needed.

Standards-based interim assessments will be developed by school leadership and staff, and administered to students every six weeks. Teachers will use these periodic assessments to measure how well students are mastering the standards. Teachers will meet with the Director of Instruction and Curriculum after each assessment to discuss the results and to create an action plan when re-teaching is necessary. Student performance data drives whole class instruction, small group work, and one-on-one tutoring. Interim assessments will allow teachers to effectively assess students' skill needs and target instruction and support to address specific deficiencies. By continuously using data to drive instruction, the academic needs of every student will be met.

**D. Strategies and Supports for Student Mastery of Instructional Material:** Students learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students until they reach mastery, regardless of the pace or style by which they learn. We offer: 1) Clear, engaging, high-quality lessons in the classroom; 2) Increased learning time relative to other district schools; 3) Pull-out and push-in instruction by teachers certified with a

special education credential and related services such as speech, occupational, and physical therapy for students who require it; 4) Tutoring for students who require additional individual and small-group attention; 5) Intentional English Language Learner supports. Please see Attachment D for sample lesson plans.

**E. Intensive Focus on Literacy:** Literacy is the key academic skill on which all future skill and knowledge acquisition is based. One of the greatest barriers that hinder students' academic success is a weak foundation in literacy. Studies confirm that success or failure in building a foundation of fundamental literacy in the primary grades is a compelling gauge of future academic success. According to the National Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3<sup>rd</sup> grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."<sup>5</sup>

UPrep will provide over three hours of literacy instruction every day from kindergarten through fifth grade. We will employ a research-proven,<sup>6</sup> balanced-literacy program such as Open Court Reading or SRA Reading Mastery that includes a significant focus on phonics.<sup>7</sup> Students in

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<sup>5</sup> National Research Council. (1998) (<http://www.ed.gov/inits/americanreads/ReadDiff/> accessed on 11/10/07.

<sup>6</sup> High achieving charter schools that utilize these curriculums include Achievement First, Elm City College Preparatory, Crown Heights Charter School, Amistad Elementary, North Star Elementary, & Equitas Academy.

<sup>7</sup> Open Court and Reading Mastery are reading instruction programs published by The McGraw-Hill Company, SRA designed to produce fluent, independent, and highly skilled readers. Both curriculums are utilized by thousands of schools. More information can be found at <https://www.sraonline.com>.

kindergarten through third grade will receive intensive phonics and phonemic awareness instruction to ensure they have a solid foundation in fundamental reading skills. If there still is a need for extensive phonics instruction in reading and writing after the third grade, students will have one-on-one tutoring with a teacher to improve their skills.

**F. Literacy in the Early Grades:** The literacy program in the early grades is based on the five components of a balanced literacy program as outlined by the federal government: phonemic awareness and phonics, fluency, vocabulary, comprehension, and writing. The literacy program at United Preparatory Academy will be divided into four reading blocks, with an additional block for read-alouds:

1. Block 1: Guided Reading (*reading comprehension, modeling reading instruction, and developing vocabulary*)
2. Block 2: Direct Instruction (*phonemic awareness, phonics, and decoding*)
3. Block 3: Comprehensive Writing Program (*language mechanics, organization, genre study, grammar*)
4. Block 4: Computer Station (*reinforce phonemic awareness, phonics, vocabulary, and decoding skills mastery through individualized programming*)
5. Read-Alouds (*fluency, vocabulary, reading comprehension*)

*I. Phonemic Awareness and Phonics:* We will provide a balanced literacy approach—directly teaching sound-symbol relationships, including ample practice with phonemic awareness, and phonics using Open Court and/or Reading Mastery literacy programs. Both programs have an extensive research base that evidence their dramatic success rates in both urban and suburban schools.

*II. Fluency:* Fluency is the rate and accuracy with which students are able to read. In order to ensure all our readers are fluent, students will be encouraged to read aloud and be read to daily by parents/teachers to increase their decoding ability and fluency rate. Read-alouds, direct reading instruction, and independent reading all work to increase student fluency. We will test all students' fluency on a regular basis in the primary years to ensure students are progressing. Fluency is taught through adult modeling and student practicing. In kindergarten, as children are learning to decode, an important aspect to becoming strong readers is having access to engaging read alouds. Read alouds are a core component of the UPrep literacy program. The critical report, *Becoming a Nation of Readers*, written by a nationally recognized group of experts on the study of how children develop and learn language, has influenced the way educators and policy makers think about reading instruction today. Its primary findings include:

- “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”
- “The commission found conclusive evidence to support reading aloud not only in the home but also in the classroom: It is a practice that should continue throughout the grades.”<sup>8</sup>

Because of this research, every day at UPrep begins with a read aloud and includes additional read alouds during literacy blocks and infused within other curricula areas.

*III. Vocabulary:* Embedded in the Open Court and Reading Mastery programs are strong vocabulary strands, and UPrep teachers will use these programs to build the vocabulary skills of

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<sup>8</sup> Richard C. Anderson, Elfrieda H. Hiebert, Judith A. Scott, Ian A.G. Wilkinson. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Champaign-Urbana, IL: Center for the Study of Reading.

our students. Research indicates vocabulary is best built through a strong compliment of independent reading and structured instruction. Bill Honig,<sup>9</sup> a respected early reading expert cites compelling research on the subject:

- Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent.
- By the fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year of outside-of-school reading (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words of school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000.
- Although teaching vocabulary strategies (e.g. word families, scaffolding, etc.) helps retention rates, the vast majority of new words can be learned only through reading. To reach these levels, students need to read the recommended 25 to 35 books a year after the first grade.

Students will have an independent reading time called “Drop Everything and Read” (DEAR). The job of the teacher during DEAR will be to get all of his or her students to be avid, active readers. It is the job of the reading teacher to find appropriate books, inspire students to read, and monitor their independent reading. We will utilize a leveled library system to ensure students are reading books at their appropriate reading levels. A leveled library is a system for coding books by reading level, e.g., levels A, B, or C is a kindergarten reading book. The leveling system is based on text analysis and language characteristics. Using this system, teachers will assess students reading ability and help students choose appropriate books at “their just right reading

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<sup>9</sup> Honig, Bill. (1995) *Teaching Our Children To Read; The Role of Skills in a Comprehension Reading Program*. Thousand Oaks, CA: Corwin Press.

level.”<sup>10</sup> Teachers will model comprehension strategies<sup>11</sup> at the start of DEAR in a mini-lesson and students will utilize these strategies during their independent reading time. For example, the teacher may ask the students to further their understanding of their DEAR book by making a text to text connection to the class read-aloud book earlier that day. At the end of DEAR, students will volunteer the connection made during their reading.

*IV. Comprehension:* UPrep teachers will build student comprehension skills in two different ways. First, through the study of literature (each grade level reads a mix of fiction and non-fiction), teachers will develop students’ comprehension skills that meet the Common Core Standards using these texts. A standards-based novel unit creation tool aids teachers in developing standards-based questions for novels, and teachers share this base of top-quality units with each other as part of regular professional development and common planning time.

*V. Writing:* We will offer a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The curriculum will have a heavy focus on sentence structure, basic grammar, and paragraph formation. Students will be expected to complete daily oral language activities that support the development of grammar skills. Teachers will use a variety of grammar materials in daily mini-lessons. Moreover, students will learn step-by-step how to develop excellent sentences structures, paragraphs, and essays. Extensive prewriting, drafting, revising, and editing will take place on all

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<sup>10</sup>Fountas, I and Pinnell. G.(2005). *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. Heinemann.

<sup>11</sup> Reading comprehension strategies are informed through *Mosaics of Thought* written by [Susan Zimmermann](#) and [Ellin Oliver Keene](#), who outline eight cognitive processes identified in comprehension research and used by successful readers.

pieces of writing. UPrep students will be able to produce top-quality narratives, expository and persuasive essays, research papers, and literary analysis essays. A strong foundation in phonics ensures students are fluent readers able to analyze text using explicit comprehension strategies. The UPrep writing program will prepare students to think critically and communicate clearly with regards to their ideas, both a fundamental skill for life and for success in higher education.

**G. Literacy in Upper Grades:** A foundation of strong literacy skills developed in the primary years through the instruction of a balanced literacy program will allow the literacy instruction in the upper grades to focus powerfully on deep comprehension of a variety of fiction and non-fiction texts. We recognize that reading proficiency is essential to the mastery of all other academic subjects; therefore, students must graduate from United Preparatory Academy reading at or above grade level in order to be successful in middle school, high school and college. We will provide over 200 minutes per day of English language arts instruction in grades four and five.

The language arts program will be based on Common Core Standards, utilizing textbooks and teacher-created curriculum and using a variety of resources to enhance student learning. Supplemental materials include the use of literature anthologies, leveled libraries and guided reading, and daily grammar and writing exercises. Teachers will also use primary historical documents and non-fiction texts, i.e. *Time Magazine for Kids*.

Literacy instruction in grades four and five will make the transition from emphasizing phonics and phonemic awareness to intermediate grammar and novel reading. Students will begin dissecting sentences and classifying various parts of speech, and they will read books with higher-level vocabulary and complex plots.

**H. Intensive Focus on Mathematics:** From kindergarten through third grade, UPrep students will take: (1) a daily mathematics course that focuses on computation and (2) a daily mathematics course that focuses on application and other critical math skills (calendar, money, number line, etc.). In fourth and fifth grades, math classes include mathematics procedures (focusing on math computation) and mathematics problem solving (focusing on math application). The math program also will give the school an opportunity to provide remediation as needed as well as provide advanced and expansive mathematics instruction.

The curriculum recognizes that students need both basic fact knowledge and “automaticity” with procedural computation as well as deep understanding of conceptual concepts and the ability to solve complex mathematical problems. Therefore, in the early grades, students will use the Saxon Mathematics curriculum, a highly effective spiraling curriculum that gives students an exceptionally strong foundation in arithmetic skills, procedural computation, and conceptual understanding. All UPrep students will know their addition and subtraction facts by the end of second grade and their times tables by the end of third grade. Students will be expected to complete basic addition, subtraction, multiplication, and division computations to 95% accuracy. Teachers will require students to apply this strong basic skills knowledge in challenging problem-solving situations. Specifically, students will be expected to: use basic symbols to solve simple and complex problems; gather and interpret data using graphs and charts, predict outcomes of probability experiments; and solve problems involving proportional relationships.

Math lessons will follow a structured lesson plan designed for maximum success. The first 25 minutes of class and all homework assignments will include cumulative review. There will also be daily sections for basic facts review and problem solving. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical

processes. Math classes will also make use of the rap, rhythm, and rhyme techniques pioneered by Harriett Ball<sup>12</sup> and as used successfully by many of the highest performing public schools serving urban students. The UPrep mathematics curriculum will produce students who are ready to tackle algebra by their eighth grade year.

**I. Social Studies:** Our social studies curriculum will prepare students for the comprehensive and challenging Common Core Standards once they matriculate into middle school. Teachers will use the McGraw-Hill textbook program to present curriculum in an engaging and challenging format. Teachers will expect students to master the key concepts and vocabulary, and they will also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies classes will be fast-paced and teachers will work with students to hone their non-fiction reading skills, learn important content, and apply and retain it in written essays and oral presentations.

**J. Science:** Science instruction will combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Using the hands-on FOSS science curriculum will ensure that students have access to an engaging and challenging curriculum. Science assessments, for example, will include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to synthesize and analyze data from laboratory experiments. Science teachers will actively work to reinforce key mathematical concepts, like graphing and measurement skills.

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<sup>12</sup> Harriet Ball has developed "multi-sensory teaching" techniques that simultaneously address audio, visual and tactile-kinesthetic (A-V-T/K) learners. More information on Harriet Ball can be found at <http://www.harriettball.com>.

**K. Character Education Curriculum:** The UPrep curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in high school, college and the world. This curriculum will guide all students with the life skills necessary to create self-motivated, competent, and lifelong learners. Established curriculum such as Second Step<sup>13</sup> and Morning Meetings<sup>14</sup> will be used to inform the development of the UPrep character education curriculum. In addition, students will learn the UPrep core values through the use of developmentally appropriate texts that highlight and teach the core values. The character education program is designed to infuse the life skills necessary for self-motivated, competent, and lifelong learning. As part of this program, all students will become familiar with and practice the school's core values of grit, respect, empathy, achievement, and teamwork (the GREAT values). These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student. This character education curriculum reflects how we will prepare students to: (1) be able to graduate from middle and high school and (2) fulfill our work towards ensuring students graduate from college.

**L. Textbooks and Common Core Standards:** The academic program at UPrep begins with the rigorous Common Core Standards. Teachers will use standards-based, research proven curricula for the core academic subjects. The identified curricula have been proven to produce

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<sup>13</sup> Second Step is a research-based violence prevention program that integrates academics with social and emotional learning. [Http://www.cfchildren.org/programs/ssp/overview/](http://www.cfchildren.org/programs/ssp/overview/).

<sup>14</sup> Morning Meeting is a way to build community, increase student investment, and improve academic and social skills. Kriete, R. (2001). *The Morning Meeting Book*. Northeast Foundation for Children.

exceptional results in urban schools. The selected textbooks are research-proven curricula and are aligned to the Common Core Standards: **Literacy:** Reading Mastery, Open Court Reading, **Math:** Saxon Math, **Social Studies:** McGraw-Hill Social Studies, **Science:** Full Option Science System (FOSS).

**M. Instructional Program: Targeted Student Groups:** In order for UPrep students to meet the high expectations of preparedness for entrance into college preparatory, prestigious, top performing and competitive middle and high schools, there must be supportive services in place throughout the school. Content mastery is crucial to academic success; therefore intentional supports are organized to ensure all students meet academic expectations. Student supports are designed to meet individual students' needs and in addition specifically address the needs of socio-economically disadvantaged students, high achieving students, students achieving below grade level, and special education students. Student supports are also designed as a means for prevention, intervention, and acceleration of learning.

The teaching methodologies as well as components of our instructional program outlined have all been shown to be highly successful with our target student population. For example, the Uncommon Schools network “reverses the achievement gap with white students in the states [they] serve in math in every one of [their] regions. By 6<sup>th</sup> grade, 75% of [their] regions outperform the state in reading, and continue to outperform the state in 7<sup>th</sup> and 8<sup>th</sup> grade.”<sup>15</sup> In addition, Equitas Academy, a high-performing public charter school in California has “outperformed the State and District in the CSTs.”<sup>16</sup> 81% of Equitas 2<sup>nd</sup> graders scored proficient in Language Arts, compared with a 55% proficiency rate for the district and 58% for the state.

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<sup>15</sup> Uncommon Schools results can be found at [www.uncommonschools.org/results-for-charter-schools](http://www.uncommonschools.org/results-for-charter-schools)

<sup>16</sup> Equitas Academy results can be found at [www.equitasacademy.org](http://www.equitasacademy.org)

71% of Equitas 2<sup>nd</sup> graders scored proficient in Math, compared with 57% for the district and 64% for the state. As a charter school, we have the ability to use innovative ways to meet students’ academic needs. English language acquisition, the development of a college preparatory focus, more time to learn, and daily student supports are all key to our students’ success in the earliest grades.

**N. Highly-Structured Learning Environment:** Effective learning cannot occur in an atmosphere of chaos and disorder. Creating a structured environment allows teachers to focus on teaching and allows students to learn. This is essential to the delivery of the school mission. Expectations will be outlined in the student code of conduct which will be presented and re-presented: during a meeting at the student’s home before their first day of school; on a family contract that must be signed by families and students; and in classrooms during orientation and during the first days of school. See Attachment E for UPrep’s Code of Conduct.

**III. Assisting Educationally Disadvantaged Students**

We expect the demand for United Preparatory Academy to be high, as the school will launch in an area that is ripe for educational reform. The table below shows a sampling of elementary schools on the west side of Columbus, and their current enrollment and 3<sup>rd</sup> grade academic performance according to their 2011-2012 report cards.

School	Enrollment	% Prof. – Reading	% Prof. – Math	Academic Rating
Dana Elem.	301	75.7%	70.3%	Effective
Valleyview Elem.	323	65.9%	70.5%	Con. Improvement
W. Broad Elem.	469	40.0%	42.9%	Acad. Watch
W. Mound Elem.	455	50.7%	50.7%	Acad. Emergency

Westgate Elem.	388	66.7%	70.2%	Con. Improvement
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Dana Elementary, the only effective-rated elementary school on the west side, has since closed.

Clearly, there are thousands of Columbus children attending failing schools – schools that are failing to prepare them for demanding middle schools, high schools, and colleges and universities. United Preparatory Academy will recruit students from the above low-performing schools whose families yearn for a better option. Columbus Collegiate Academy-Main and Columbus Collegiate Academy-West, the two middle schools of United Schools Network, have had tremendous success in serving educationally disadvantaged students. Please see Attachment F for a detailed list of accomplishments of CCA-Main and CCA-West (CCA-West is a current CSP recipient).

**A. Supporting LEP Students:** Given our school’s demographics, most UPrep teachers are likely to have students with Limited English Proficiency (LEP) students within their classroom. Students who are learners of the English language require instructional modifications and support systems in order to further develop language skills and best access UPrep’s curriculum. In the most literal sense, accommodating instruction for ELL students is simply an extension of differentiating instruction techniques that good teachers implement on a regular basis. Teachers must modify teaching strategies to accommodate students’ language development (i.e. help them build English speaking, writing, and reading skills, as well as to ensure they can access the school’s curriculum). [CPP1(c)]

UPrep will adopt a program of structured English immersion for all LEP students. The purpose of this program is to achieve English proficiency for all students as quickly as possible, while holding the utmost respect for the language and culture of every student.

### *I. Structured English Immersion*

Students of limited English proficiency will receive the same academic content as those students who are native speakers of English. All classroom instruction will take place in English. However, the level of English used for written and spoken instruction will be modified appropriately for LEP students with the stated purpose of holding every student to high academic standards. Students will not be excluded from any curricular or extracurricular activities based on their level of English proficiency, and students will not be placed in SPED classes based on their level of English proficiency.

### *II. Research Supporting Structured English Immersion*

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

- John Hood, President of the John Locke Foundation, a North Carolina based think-tank, writes, "A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83 percent comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse."<sup>17</sup>
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, writes, "In California, children enter school speaking one of 140 different languages, yet only

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<sup>17</sup> "Immersion v. Bilingual Education", *The Business Journal of Raleigh/Durham*, December 26, 1997.

Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores and the lowest college admissions.” Ms. Morlan finds that only 5% of these students were gaining proficiency in English each year.<sup>18</sup>

### **B. Supporting Students with Disabilities**

Compliance with Pub. L. No. 108-446 section 613(a)(5) Pub. L. No. 108-446 § 613(a)(5) requires that the local educational agency (LEA) “serves children with disabilities attending those charter schools in the same manner as the local educational agency serves children with disabilities in its other schools . . . .”; that LEAs fund their charter schools “on the same basis as the [LEA] provides funds to the LEA’s other public schools, including proportional distribution based on relative enrollment of children with disabilities”; and, that such funding is provided “at the same time as the agency distributes other Federal funds to the agency’s other public schools . . . .” Charter schools in Ohio are considered their own LEA. Ohio Administrative Code (OAC) § 3301-102-01. UPrep, therefore, is an LEA and must comply with the § 613(a)(5) to the same extent as any other LEA. Toward that end, UPrep will meet these requirements by adopting and implementing the Operating Standards for Ohio Education Agencies Serving Children With Disabilities (Operating Standards).<sup>19</sup> This includes, but is not limited to, providing a Free and

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<sup>18</sup> “Structured Immersion, An Alternative to Traditional Bilingual Education” *Independence Institute, Issues Backgrounders 2000-4*, July 26, 2000.

<sup>19</sup> Operating Standards for Ohio Education Agencies Serving Children With Disabilities *available at* [http://www.edresourcesohio.org/files/Operating\\_Standards\\_for\\_Ohio\\_Educational\\_Agencies\\_Serving\\_Children\\_with\\_Disabilities\\_2008.pdf](http://www.edresourcesohio.org/files/Operating_Standards_for_Ohio_Educational_Agencies_Serving_Children_with_Disabilities_2008.pdf).

Appropriate Public Education (FAPE), executing procedural safeguards in accordance with state and federal law, identifying and evaluating students with disabilities, implementing Individual Education Plans, and providing services to students with disabilities. UPrep will execute the Operating Standards comply with the IDEA through a variety of instructional delivery methods and appropriately licensed/credentialed personnel. UPrep will contract with appropriate providers of services (e.g., occupational therapy, speech, etc.) as necessary.

Compliance with Pub. L. No. 108-446 section 613(e)(1)(B) Pub. L. No. 108-446 § 613(e)(1)(B) states, “a State educational agency may not require a charter school that is a local educational agency to jointly establish its eligibility under subparagraph (A) unless the charter school is explicitly permitted to do so under the State’s charter school law.”<sup>20</sup> Ohio’s charter school law does not – explicitly or otherwise – permit charter schools to establish joint eligibility with other LEAs. Ohio Revised Code Chapters 3314, 3323. Ohio Administrative Code Chapters 3301-102, 3301-51. Therefore, UPrep will comply with § 613(e)(1)(B) by adhering to Ohio law and will not establish eligibility jointly with another LEA. UPrep will serve students in the manner described above.

### **C. Special Education at UPrep**

Special Education at UPrep is based upon an inclusion model. That is, all regular education students and students with IEP’s take the same core academic classes. Within these classes, all students are held to the same expectations. Students with Individualized Education Plans (IEP’s)

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<sup>20</sup> Subparagraph (A) of § 613(e) gives state educational agencies (SEA) the authority to require LEAs to establish eligibility jointly with another LEA if the SEA determines that the LEA would be ineligible under § 613 because the LEA could not establish and maintain programs necessary to meet disabled students’ needs. Pub. L. No. 108-446 § 613(A).

are given additional support in-class, out-of-class support, accommodations, and/or modifications to enable them to better meet these expectations. This model is considered by many educators to be the ultimate manifestation of a commitment to educate each child, to the maximum extent possible, in the school and regular education classroom. [CPP1(b)]

#### **IV. Assessing Achievement**

UPrep believes that accountability is a strong driver of student achievement, and that accountability requires clear, measurable, data-driven goals that fully align with the school's mission. We have identified nine goals which measure the school's success. The goals encompass three areas: academic performance, the school as an organization, and faithfulness to the charter. Reaching our academic goals will be the primary measure of our success – students must be learning to a high and demanding degree and must exceed Ohio state standards. To remain a strong public educational option for families, we must also maintain a financially healthy, viable organization, and at all times remain faithful to the terms set forth in the charter.

In many cases, the academic goals represent annual goals, and in some cases they describe goals to be obtained over the term of the charter. All goals are established to ensure that UPrep students meet or exceed Ohio state standards, and reach academic proficiency by their matriculation into middle school.

At UPrep, we value the use of data-driven decisions and therefore in addition to administering the PARCC each year starting in third grade, we will implement the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in reading and math each year. All assessment results will evidence the longitudinal, value-added effectiveness of our educational program and provide comparative measures with a local and national cohort. The goals outlined below demonstrate our commitment to exceed the results produced by local public schools and raise the bar for public education in Columbus.

All school stakeholders will be notified of accountability measures and performance annually through newsletters, the school website, and the Annual Report.

**Academic Goal Statement 1:** UPrep students will become competent readers and writers of the English language.

**Measurable Target(s) with Metric(s):**

- (a) 80% of students who have attended the school for four or more years will score proficient or higher on the PARCC Language Arts assessment. *Metric: PARCC*
- (b) The percentage of students who have attended the school for four or more years who attain a proficient score on the PARCC Language Arts assessment will exceed the average percentage for Columbus City Schools by at least 15%. *Metric: PARCC*
- (c) Each cohort of students will on average annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. *Metric: NWEA MAP*

**Academic Goal Statement 2:** Students at United Preparatory Academy will become competent in the understanding and application of mathematical computation and problem solving.

**Measurable Target(s) with Metric(s):**

- (a) 80% of students who have attended the school for four or more years will score proficient or higher on the PARCC Mathematics assessment. *Metric: PARCC*
- (b) The percentage of students who have attended the school for four or more years who attain a proficient score on the PARCC mathematics assessment will exceed the average percentage for Columbus City Schools by at least 15%. *Metric: PARCC*
- (c) Each cohort of students will on average annually demonstrate a minimum of one year of academic growth in mathematics on the NWEA MAP mathematics test. *Metric: NWEA MAP*

**Academic Goal Statement 3:** Students at United Preparatory Academy will be competent in the understanding and application of scientific reasoning.

**Measurable Target(s) with Metric(s):**

- (a) Each cohort of students will on average annually demonstrate a minimum of one year of academic growth in science on the NWEA MAP science test. *Metric: NWEA MAP*

**Academic Goal Statement 4:** Students at United Preparatory Academy will be competent in the understanding and application of social studies.

**Measurable Target(s) with Metric(s):**

- (a) 75% of all students in each cohort of students will on average score 80% or higher overall on social studies interim assessments, benchmark assessments, and end-of-year assessments in social studies. *Metric: Interim assessments, benchmark assessments, end-of-year assessments*

**Character Goal Statement 5:** Students at United Preparatory Academy will improve their character skills each year through embodying and exemplifying the core school values of Grit, Respect, Empathy, Achievement, and Teamwork.

**Measurable Target(s) with Metric(s):**

- (a) 75% of all students in each cohort will maintain a character report average of 80% or higher. *Metric: Character report*
- (b) 90% of all students who attend United Preparatory Academy for six consecutive years will graduate the school program with a character report average of 85% or higher.

**Organizational Viability Goal Statement 6:** United Preparatory Academy will be fully enrolled and demonstrate high levels of daily attendance and student retention.

**Measurable Target(s) with Metric(s):**

- (a) United Preparatory Academy student enrollment will be at 100% of projected enrollment described in the charter application at the beginning of each school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*
- (b) 90% of students who begin the school year at United Preparatory Academy will remain in the school throughout the academic year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*
- (c) 90% of students who complete the school year at United Preparatory Academy will re-enroll for the following school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*
- (d) Average daily student attendance at United Preparatory Academy will be at or above 95% over the course of each school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*

**Organizational Viability Goal Statement 7:** United Preparatory Academy will demonstrate fiscal viability that focuses on student achievement and responsible use of public monies.

**Measurable Target(s) with Metric(s):**

- (a) Approved school budgets for each school year will demonstrate sound allocation of resources in support of the school's mission. *Metric: The Board of Trustees will create a Finance Committee that will monitor and approve all monthly and annual budgets.*
- (b) Each year the school will provide annual balanced budgets with consistent cash reserves. *Metric: The Board of Trustees will create a Finance Committee that will monitor and approve all monthly and annual budgets.*

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

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

**Measurable Target(s) with Metric(s):**

- (a) Average parent satisfaction with the academic program, as measured by an annual survey at the conclusion of the school year, will exceed 85% of respondents. *Metric: The community school will administer parent surveys annually.*
- (b) Average parent satisfaction with the clear and open communication by the faculty and staff, as measured by an annual survey at the conclusion of the school year, will exceed 85%. *Metric: The community school will administer parent surveys annually.*

**Faithfulness to Terms of Charter Goal Statement 9:** Students at United Preparatory Academy will be prepared for success in college preparatory middle schools.

**Measurable Target(s) with Metric(s):**

- (a) 100% of students who attend UPrep for six consecutive years will enroll in college preparatory middle schools. *Metric: The Community School will track the middle schools into which the graduating fifth graders enroll. Middle schools in which 75% of their graduates matriculate to college-preparatory high schools will be considered college preparatory.*

(b) In a survey given to parents of 5<sup>th</sup> grade students who have attended UPrep for six consecutive years, 90% will agree or strongly agree with the statement, “UPrep prepared my child for success in middle school.” *Metric: The Community School will administer parent surveys annually.*

## **V. Community Support and Involvement**

### **A. Parent Involvement**

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

To ensure the voice of these parents is well heard, United Preparatory Academy will create a Parent Advisory Council of at least 5 members, with a chair and vice-chair elected or chosen for one-year terms. Parents will be elected to the Parent Advisory Council by a vote of parents of students currently enrolled in the school. The Parent Advisory Council will support the mission of UPrep by:

- Coordinating parent volunteer efforts to support student recruitment, enrichment classes, and community gatherings;
- Gathering and reporting data about parent satisfaction;
- Reporting annually to the Board of Trustees regarding their findings;
- Ensuring that school communications are sufficiently accessible to Spanish-speaking parents;

- Planning parent events that support the academic mission of the school, such as middle school achievement nights, student academic performance nights, and parenting seminars to support academic achievement.

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

While UPrep will strive to recruit students and families that are aligned with and support the school's mission, we anticipate that parents will at times have complaints about a particular system, procedure, or practice of the school. The Parent Advisory Council will be charged with logging parental complaints and discussing them at their regular meetings. Members of the school leadership team will be present at all Parent Advisory Councils, and will discuss the complaints. UPrep will value the insight of our families, but changes to school systems, procedures, and practices will only be made after intense deliberation. Once a complaint is discussed and a decision is made on next steps, the Parent Advisory Council will communicate the response to the respective parent.

## **B. Community Partnerships**

As a non-profit organization in the community, we recognize the need to establish partnerships with local individuals and organizations. UPrep will seek partnerships to assist the Board of Trustees and leadership team in realizing the mission and reaching the school's overarching goals. The partnerships will assist with such efforts as student recruitment, community advocacy on behalf of the school, the provision of mentorship, enrichment classes, and invitations to students to participate in extended summer or weekend programs. The following organizations have already partnered with CCA-Main and CCA-West, and intend to collaborate with United Preparatory Academy as well.

- Center of Science and Industry (COSI) – in-school and field-based science enrichment
- Columbus Zoo – in-school and field-based science enrichment and programming
- Junior Achievement of Central Ohio – in-school and field-based economics enrichment
- After-School All-Stars Ohio – in-school and field-based academic and enrichment programming
- Capital University America Reads – academic tutoring in math and reading
- Ohio State University – academic tutoring in math and reading, and enrichment programming
- Cristo Rey High School – college-preparatory high school on the west-side of Columbus
- Ohio Alliance for Public Charter Schools – aspires to provide children with greater educational opportunities by improving the quality and fostering the growth of Ohio's public charter schools
- Thomas B. Fordham Institute – sponsoring entity
- Building Excellent Schools Excellent Schools Network (ESN) – partnership of high-performing public charter schools from around the country

Please see Attachments G, H, I, and J for Letters of Support for United Preparatory Academy.

### **C. Recruitment Strategies**

UPrep will open with 60 kindergarten students and 60 first grade students in the summer of 2014. The school will maintain a waiting list to ensure the school meets enrollment goals.

UPrep will develop a detailed plan to recruit students and ensure the school is fully enrolled from its inception. A Student Recruitment Manager will work closely with the School Director to develop the recruitment plan and implement it, as well as track the reasons why families choose to enroll at the school. This data will inform future recruitment campaigns.

The enrollment outreach will include a “friends and family campaign.” United Schools Network operates two middle schools, and many of the students at those schools have younger siblings.

UPrep will strive to enroll these younger siblings, and use the middle school parents to spread the word about the new elementary school to potential families. The school will also utilize Facebook and Constant Contact to build a base of support, and maintain connection with current and potential families. In addition, the Student Recruitment Manager will use district records to send direct mail, launch door-to-door campaigns, and hold call campaigns to recruit students. Door hangers, flyers, and letters will be created to assist in these efforts. The school website will be kept up-to-date, and families will be able to apply online, as well as read about the school and its staff. All recruitment and enrollment documents will be offered in both English and Spanish.

In addition, once UPrep has secured a facility, the School Director will establish relationships with local pre-kindergarten, day care, and Head Start programs in order to establish “feeders” into the school. The School Director will attend community events, establish a presence at important local institutions, and form positive relationships with influential individuals in the area. In addition, the School Director will hold Open Houses, and invite people into the school

for formal and informal events, all to create lasting bonds that will provide for continual future enrollment. The enrollment process will consist of three elements – application, enrollment, and orientation to the school. Please see Attachment K for a complete description of our enrollment projections, policy, and timeline.

## **VI. Personnel**

The Founding Board is a group of 7 individuals who have worked formally on the organization of USN since 2011. Board members were initially invited based upon clarity of vision, relevant skills and expertise, and willingness to dedicate themselves to educational excellence, and this group has reviewed, contributed to, and supported the charter application and the school design. Board members were selected after a comprehensive process and were evaluated on the criteria of skills/expertise, teamwork, available time and energy, and philosophical alignment with the mission of UPrep. Please see Attachment L to review board member resumes. At present, the lead founder intends to serve as the Chief Executive Officer (CEO). At the time of chartering, the Board will review this intent, establish clear expectations for the CEO, and hire the CEO. The CEO will report monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward each goal in the school Accountability Plan. The Board of Trustees will evaluate the Chief Executive Officer annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

**Andrew E. Boy** is the Founder and CEO at the Columbus Collegiate Academy – Main Street and Columbus Collegiate Academy - West campuses, and he is the proposed Founder and CEO of the United Preparatory Academy campus. During the 2008-2011 school years, CCA-Main was the highest rated public middle school in the city of Columbus based on its Performance Index

Score on the annual School Report Card. In addition, the school was honored as a New Leaders for New Schools Effective Practice Incentive Community (EPIC) gold-gain school. CCA-Main was one of only eighteen charter schools in the nation, and the only one in Ohio, to win the award, which recognizes strong student achievement gains. Andrew holds Bachelor's degrees in Education and Communication from the University of Cincinnati and a Masters of Education Administration from Xavier University.

**John Dues** will serve as the Chief School Officer (CSO) for United Schools Network. John A. Dues currently serves as the School Director of the Main Street campus. In the School Director role, Mr. Dues is responsible for all internal operations of the school including the academic program and school culture. Under his leadership, CCA has been the top-rated public middle school in Columbus, Ohio based on the school's performance on the Ohio Achievement Assessment over the last three years. The school was one of twenty-two schools in the nation recognized as an EPIC award-winning school (Silver-Gain winner for 2008-2009 assessment results) in 2010 and one of eighteen schools recognized as an EPIC award-winning school (Gold-Gain winner and #1 middle school for 2009-2010 assessment results) in 2011.

Mr. Dues is a veteran urban educator having taught and led schools in Houston, Texas; Atlanta, Georgia; Denver, Colorado, and Columbus, Ohio. Mr. Dues graduated with Honors from Miami (OH) University and holds a Master of Education degree from the University of Cincinnati. He is also an alumnus of Teach For America, a highly selective national service corps of recent college graduates of all academic majors who commit two years to teach in under-resourced public schools.

**Joseph Baszynski** is the Director of Finance and Operations for USN, and is responsible for budgetary and financial oversight, school operations management and human capital support.

Mr. Baszynski came to Columbus Collegiate Academy in 2008 after spending two years teaching middle school social studies in New York City's South Bronx. In 2009 he took a leave from education to serve full-time with the Ohio Air National Guard as an Executive Officer and Flight Commander where he gained extensive experience in finance, operations and personnel management. In June, 2012, Mr. Baszynski returned to CCA to oversee operations for CCA-Main and West. He graduated with a Bachelor of Science in middle childhood education from Ohio University in 2006.

**Ben Pacht** is the Founding School Director of United Preparatory Academy. Formerly, Mr. Pacht was the Dean of Students at the CCA-Main campus, responsible for implementing positive school programming and overseeing school discipline. In addition, he served as the Athletic Director for the school, and launched five competitive athletic programs during his tenure. Prior to his role as Dean of Students, Mr. Pacht was a sixth grade reading teacher and intervention specialist at CCA. He received an EPIC Spotlight Teacher Award as a result of the academic growth of his students during the 2009-2010 school year. Before coming to Columbus Collegiate Academy, Mr. Pacht was a special education teacher at Orr Middle School in Las Vegas, Nevada through Teach for America. Mr. Pacht is a graduate of Carleton College in Minnesota and earned a Master of Special Education degree from the University of Nevada, Las Vegas. He has also participated in the Building Excellent Schools Leaders of Emerging Networks of Schools (LENS) leadership development program.

Please see Attachment M for resumes of the above individuals.

**A. United Schools Network “Home Office” Staff:** Responsibilities of the key leadership positions at USN are provided as follows:

**Chief Executive Officer (CEO):** The CEO is responsible for achieving the strategic goals and objectives of the organization and effectively implementing USN's growth strategy and business plan. The CEO is responsible for selecting or dismissing school leaders with input from the board and his leadership team. When hiring a new School Director, the search begins in house with high performing USN staff then moves to an external search if necessary. Every School Director candidate will have a demonstrable record of advancing student achievement in a school of similar USN demographics. School Directors must possess an entrepreneurial drive and be relentless in the pursuit of closing the achievement gap. The CEO is responsible for marketing, public relations, and functions as the public face of the organization, to include building and maintaining USN partnerships and representing USN to external entities including authorizers, legislative and regulatory entities, funders, lenders, the school community, the press and media, and other stakeholders.

**Chief Schools Officer (CSO):** The CSO is the primary academic leader for the network, reporting directly to the CEO and is responsible for developing, training and directly supervising School Directors. The CSO supports, monitors, and maintains the quality of faculty recruitment, curriculum, instruction, and adherence to the program model. As curriculum and culture are implemented and improved and evidence based results are examined, this position will capture and codify best practices for use throughout the network.

**Director of Finance and Operations (DFO):** The DFO combines the function of treasurer, operations director, and overall facility management for all USN locations. The DFO ensures the network achieves organizational compliance, meets financial and operations growth and performance targets, meets deadlines and operates within board approved budgets. The DFO manages and develops organizational administrative and support infrastructure and the network's

capacity to provide centralized services and support. The DFO oversees compliance and reporting, quality management, technology and telecommunications, and safety and security. The DFO is assisted by Mangen and Associates, an Ohio based financial management firm supporting leaders in education, has provided key competencies as USN's treasurer and financial services provider. Mangen provides financial modeling, board reporting, and plays a role in the segregation of duties for financial transactions to further strengthen internal controls. Mangen has been a very cost effective strategic partner to satisfy Ohio's treasury designation as well as providing support with compliance reporting, bookkeeping, audit prep and education grants management.

Please see Attachment N for the USN organizational chart.

**B. School Leadership:** The leadership team at United Preparatory Academy will consist of the following positions.

**School Director:** The School Director will be responsible for all matters relating to student, teacher and parent programs, including the development of the organizational culture of the school. The School Director will work to align all stakeholders (teachers, staff, students, families, and board members) to reinforce and carry out the school's mission, hire a diverse and capable staff, and educate the community about the school. USN schools will fill each School Director role with dedicated professionals who will receive at least a year of intensive training. This School Director training ensures that each school leader who understands and can balance academic, financial, and operational and community responsibilities during the dynamic stages of starting and growing a successful high performing charter school. School leaders will receive focused instruction and curriculum development and leadership training as well as field experience gained by working as an academic leader within existing USN schools.

**Director of Curriculum and Instruction:** The Director of Curriculum and Instruction will provide daily support of teaching and learning, complete classroom observations and feedback cycles, implement curriculum, maintain quality of instruction, manage the various assessment systems at the school, and lead effective data analysis. The DCI will also work to continually improve the level of instruction at the school with regular professional development on the teaching taxonomy, as well as supervise and coordinate the Special Education program at the school.

**Dean of Students:** The Dean of Students will oversee school culture, handle discipline, and manage all after-school programming and activities. The DOS will work with the School Director and the Family and Student Coordinator to plan engaging school events, celebrate the academic and character successes of students, and work with the rest of the leadership team to engage families in the school.

**Family and Student Support Coordinator (FSSC):** The FSSC will oversee all family and community partnerships at United Preparatory Academy. He/she will build and manage relationships with students and families, local pre-schools and daycares, community-based organizations, and volunteers across the Columbus area. The FSSC will help recruit students for incoming classes, assist with the admissions process, and work to effectively transition all admitted students and their families. The FSSC will also establish relationships with local organizations that can address the external needs of our students. This individual also serves as the primary point of contact for our parent association and all parent engagement programming/volunteering.

Please see Attachment O for United Preparatory Academy's complete Staffing Plan.

We aim to attract highly qualified, motivated teachers who want to further strengthen their skills and make a dramatic impact on the educational and life trajectory of their students. Teachers will be evaluated on planning, experience, critical thinking, respect and humility, communication, professionalism, motivation, ability to motivate others and responsibility. Most importantly, teachers will be evaluated on their ability to dramatically improve student achievement as measured and outlined in our Accountability Plan. We will work to attract entrepreneurial, mission driven, staff members - individuals who hold and enforce the highest academic and behavioral expectations and see student achievement as the ultimate reward.

A broad educational spectrum of the adults in a school, employed in a variety of professional positions, is a most powerful influence on student academic performance [CPP 1 & 2]. With this in mind, UPrep will recruit, train, and support the highest quality faculty and staff. We are ready to begin the process of identifying the faculty and staff needed to carry out our mission as soon as a chartering process is complete. Immediately upon chartering, the School Director will begin an ambitious recruiting plan to find the highest quality candidates possible. Specific attention will be paid to recruiting staff members from varied walks of life by casting a wide net for candidates. Avenues of recruiting may include, but are not limited to, advertisements in education journals, recruitment at colleges and graduate schools of education (with focus on Ohio and historically minority colleges), nationwide networks of educators such as Teach for America, alumni networks of colleges and universities, national search services such as Carney, Sandoe, & Associates, internet recruiting (i.e. Idealist and Craigslist), and word of mouth. UPrep will recruit as many teachers as possible who are bilingual in English and Spanish, depending on the most likely student population.

## VII. Management Plan

UPrep will sign a management agreement<sup>21</sup> with United Schools Network (USN). United Schools Network is a Charter Management Organization (CMO) that grew out of Columbus Collegiate Academy – Main as expansion efforts began. USN officially launched July 1, 2013, and will eventually support four schools – CCA-Main, CCA-West, UPrep, and a second elementary school.

USN’s office, referred to as the “Home Office,” has an organizational design that will allow individual schools to focus on student achievement and maintain independence with the support of an efficient Home Office. The Home Office will provide the services necessary to help each school maximize resources and focus on the delivery of superior academic programming for scholars and families. The key functions of the home office include:

- **Providing Resources to USN schools:** Teacher recruitment support; external fundraising; alumni services; public relations, communications, marketing and branding.
- **Providing Services to USN schools:** Negotiating and securing key vendor contracts; financial management and budgeting; human resources management; professional development and leadership development.
- **Defining the core framework of a USN school:** Curriculum development, assessment determination and analysis; school culture planning and execution.
- **Providing Accountability to USN schools:** Student performance benchmarking; leader selection; leader evaluations and professional development plans; stakeholder surveys, annual reporting; school improvement initiatives.

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<sup>21</sup> Please see Attachment P for the draft management agreement between USN and UPrep.

- **Determining the strategy of USN schools:** New school development; strategic partnership creation and maintenance; central board governance training and support.

**A. Overview of Roles and Responsibilities for the Home Office and School**

<b>Home Office</b>	<b>School</b>
Mission and Vision	Culture
Calendar	Teacher Schedule
Daily Schedule Approved	Daily Schedule Generated
Instructional Model	Hiring and Separation Recommendations
Core Values	Parent and Community Outreach
Standards	Individual Teacher Coaching
Leadership Development	Weekly Teacher Professional Development
Scope and Sequence	Materials and Supplies
Large Topic Teacher Training	School Based Budgeting
Teacher Recruitment	Student Recruitment
Large Scale Procurement	Bookkeeping
Data Analysis	Data Analysis
Central Budgeting	School Based Procurement
Facility Identification and Development	Building Maintenance
Human Resources	
Benefits Administration	
Finance/Accounting/Banking	
Grant Compliance	
School Creation	
Fund Development	
Advertising and Marketing	
Public Relations	
Assessment Selection	
Quality Assurance/School Auditing	
Technology Planning and Design	

USN’s matrix structure is organized by critical functional areas. The strategic planning process has resulted in a prioritized network staffing plan driven by the greatest need and market analysis. During the first phase of network growth in addition to providing schools resources and services, the Home Office will focus on providing value to schools in a number of ways. Examples include (detail in Attachment X): building systems/tools and centralizing work; collecting, evolving, and disseminating/training best practices; providing parallel support; and R & D investment to evolve/improve practices.

**B. Financial Management**

UPrep will enter into agreement with United Schools Network, and The Board of Trustees of United Schools Network will assume responsibility for ensuring that the fiduciary duties associated with the receipt and disbursement of public funds and the responsibilities associated with state employment are faithfully undertaken. They will establish sound and fiscally prudent policies pertaining to fiscal management and create and review controls that minimize the chance for unethical and unsound practices to occur.

Whereas the Board will have financial oversight, the CEO will have primary responsibility for *managing* the financial operations of the school and ensuring that all internal financial controls are established and upheld. He will work closely with the Board Treasurer to ensure that all monies are being properly allocated and recorded. The Board intends to contract its accounting and payroll and financial reporting services to Mangen & Associates. The following is a list of proposed Mangen & Associates services that will be provided to United Preparatory Academy:

Basic Financial Management Services	Basic Treasurer Services
Comprehensive financial assessment and strategic priority recommendations	Budget preparation and ongoing management evaluations
Cash flow management	Preparing payroll on semi-monthly or bi-monthly basis
Monthly financial reviews for CEO and Board	Providing monthly check of receivables and payables
Best-case models for financial planning, negotiations, and monitoring systems	Presenting monthly fund balances for each restricted / non-restricted fund
Preparation of Five-Year Financial Plan	Filing Federal 941 deposits, Ohio, and City returns
Benchmarking on operating functions of other schools	Reconciling bank statements monthly

Oversight and retain strict controls on budget modifications	Ensuring the accommodation of SERS/STRS requirements
Facilitating the preparation of independent GAAP report	Filing FUTA and Medicare payments
Mid-Year and End-of-Year Financial Reviews	Completing all required financial EMIS data
	Overseeing school investments
	Providing monthly, year-to-date, budget/actual reports
<b>CCIP Grant Management</b>	<b>EMIS and CSADM Management</b>
Plan development support	Compliance data submission and monitoring for EMIS and CSADM
CCIP budget preparation	Monthly reporting of Average Daily Membership and monitoring
Ongoing monitoring and budget revisions	
Final Expenditure report preparation	

Please view Attachment S for a complete list of internal controls and provisions pertaining to administrative and financial operations.

### **E. Use of Funds and Timeline**

The full award amount of \$175,000 each year, for three years, for a total of \$525,000 is requested as United Preparatory Academy will expand its enrollment from 120 students to 240 students during that time. Similar staffing, training, facilities, and supply expenses will need to be met each year to accommodate our growing student body. UPrep’s budget narrative, annual operating budget/monthly cash flow projection, and five-year financial projections are included in Attachments S, T, and U.

#### **1) Technology, Furnishings, and Equipment Needs**

UPrep will be outfitted following the model used at the original Columbus Collegiate campus. In year one, a server, laptop cart, and large copier will be purchased for use by the school. The

building will have Internet service using wireless routers. Each room will be outfitted with individual student desks and chairs, a white board, and an Elmo document camera. Each teacher will be provided with a laptop, desk, and storage space. An administrative office will be furnished with desks for the School Director and Office Manager. A school phone and fax line will be set up in this office. During the first year of operation, school leaders will apply for an *e-rate* grant in order to supplement this grant to supply technology needs. This may include wiring a facility and outfitting a computer lab.

**2) Post-Award Planning of the design of the educational program timeline (6-9 months):**

**Oct 2013 – April 2014 *Facilities*:** CEO, Facility Committee, and selected architectural firm will assess condition and renovations required at Dana Avenue building.

**Oct 2013 – Dec 2013 *Finance and Operations*:** CEO, DFO, Treasurer, and Finance Committee will develop and refine operating budget for school's first five years. Specific fundraising strategies will also be developed at this time.

**Nov 2013 – Jan 2014 *Students and Parents*:** School Director will develop recruitment and outreach plans, and develop marketing and outreach materials.

**Nov 2013 – Jan 2014 *Staffing*:** School Director will plan for recruiting teachers, administrative staff and other employees. Interview and make offers to potential staff.

**Mar 2014 – July 2014 *Instruction and Assessment*:** School Director will develop goals/standards/objectives, curriculum and classroom instructional design, and plan summer teacher training. Much of this has been created by the staff at the original campus, however, revisions based on a new grade band and the PARCC assessments must be completed to ensure continued quality of the instructional program.

#### **IV. Timeline for initial implementation of the charter school (3-6 months):**

**April 2014 - August 2014 *Facilities*:** Facility lease contract finalized and all renovations to ensure all health, safety, and neighborhood requirements are met.

**Jan 2014 – March 2014 *Finance and Operations*:** CEO, DFO, and Finance Committee will contract with treasurer services, and initiate approved fundraising plans.

**April 2014 – August 2014 *Students and Parents*:** DFO, School Director, and Student and Family Coordinator will acquire marketing materials to use during recruitment. Community outreach events and recruitment efforts will be implemented with staff already hired. Enrollment targets will be benchmarked on July 1. Family Orientations will be held during this time.

**April 2014 – July 2014 *Staffing*:** School Director will complete hiring for administrative, instructional, and building staff.

**May 2014 – August 2014 *Instruction and Assessment*:** DFO and School Director will acquire and inventory equipment, instructional materials and supplies. Begin 4 week summer teacher training where School Director and Director of Curriculum and Instruction will lead curriculum and assessment development.

#### **VIII. Existence of a Charter Contract**

As noted in Attachment G, the Fordham Foundation intends to authorize UPrep. Excerpts of the sponsorship contract will read, as follows:

‘Pursuant to Article IV of this Contract, the Academic Performance Plan constitutes the agreed-upon assessments, performance indicators and academic expectations that the SPONSOR will use to evaluate the academic performance of the Community School during the term of this contract. Each of these factors may be considered by the SPONSOR to gauge academic success throughout the term of this contract. Each of these factors may also be considered in connection

with a decision regarding probation, suspension, termination and renewal or non-renewal of this Contract.

Key Questions used by the SPONSOR in gauging the Community School's Academic Success include:

**1) Is the Community School making “adequate yearly progress” under the federal No Child Left Behind (NCLB) act, as implemented in Ohio?** In the event there are amendments to, or a reauthorization of, No Child Left Behind, the school will demonstrate results showing better than average performance on any applicable successor standards-and-accountability requirements put in place by Ohio and/or the federal government. The SPONSOR will not make a renewal, non-renewal, probation, suspension or termination decision based solely on Adequate Yearly Progress.

**2) Is the Community School rated, at a minimum, “Continuous Improvement” and on a clear trajectory toward “Effective”, “Excellent,” and “Excellent with Distinction” on the state’s academic rating system?**

**3) Is the Community School outperforming comparable schools (e.g. local district schools, and similar community schools statewide)?**

**4) Are the students enrolled in the Community School making substantial and adequate academic gains over time, as measured using the state’s value-added analysis?**

#### **INDICATORS OF ACADEMIC SUCCESS**

All grades 3-8 public school students must participate in the Ohio Achievement Assessments. Each school must administer all required state achievement assessments in reading, mathematics, and science. These state assessments will serve as the primary indicators of performance for the Community School.

The performance of the Community School on the state assessments will be presented by the Ohio Department of Education on the report card of the Community School, in the SPONSOR'S annual accountability report on sponsored schools, and in the Community School's annual report pursuant to Article III(D) of this Contract.

**SECTION 1. Adequate yearly progress performance requirements for the community School**

*Is the community school making "adequate yearly progress" under the federal No Child Left Behind Act, as implemented in Ohio?*

Meeting these requirements is required annually under state and federal law, and will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract. The SPONSOR will not make a renewal, non-renewal, probation, suspension or termination decision based solely on Adequate Yearly Progress. 32

**Requirement 1:** The Community School will make Adequate Yearly Progress ("AYP") each year.

**Requirement 2:** The Community School will make AYP in both Reading Participation and Reading Achievement, as defined by the Ohio Department of Education.

**Requirement 3:** The Community School will make AYP in both Mathematics Participation and Mathematics Achievement, as defined by the Ohio Department of Education.

**SECTION 2. State rating performance requirements for the community school**

*Is the community school rated at least "continuous improvement" on the state's academic rating system?*

Meeting this requirement is obligatory under the terms of this Contract, and will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract.

**Requirement 4:** The Community School will be rated at least Continuous Improvement and will show marked progress towards a state rating of Effective, Excellent and ultimately Excellent with Distinction as defined by the Ohio Department of Education.

**SECTION 3. Academic performance of the community school relative to comparable schools**

*Is the community school outperforming comparable schools (i.e., local district schools, and similar community schools statewide)?* Meeting these requirements will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract. 33

**Requirement 5:** The Community School will outperform the home district average – the district in which it is located – on all reading, mathematics, and science portions of the state’s proficiency/achievement assessments.

**Requirement 6:** The Community School will outperform the state community school average on all reading, mathematics, and science portions of the state’s proficiency/achievement assessments.

**SECTION 4. Academic performance of students enrolled in the community school over *Are the students enrolled in the community school making substantial and adequate gains over time, as measured using value-added analysis?***

Meeting this requirement will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract.

**Requirement 7:** The Community School will receive an overall composite score on the state’s value-added measure that indicates that more than one year of progress has been achieved in both reading and mathematics. In the event there are amendments to, or a successor version of, Ohio’s growth measure (a.k.a. “Value Added”), the school will demonstrate results showing better than average performance on the amended or successor growth measure.

Please see Attachment Q for the performance contract between the Fordham Foundation and CCA-Main. The contract between Fordham and UPrep will look very similar.

#### **IX. Degree of Flexibility Afforded by SEA**

Ohio’s charter schools are —exempt from most, but not all, state laws and regulations dealing with public schools.<sup>22</sup> Significantly, Ohio law largely leaves the administrative relationship between a charter school’s board of trustees and the charter school’s sponsor up to the two parties to define via the contract for sponsorship (“Contract”). While Ohio law does require that the Contract include a number of items (e.g., description of the school’s mission and education program, academic goals, admissions standards, facilities to be used, qualifications of teachers, arrangements for providing healthcare to employees, financial plan, insurance requirements<sup>23</sup>), charter schools are free to design many of those components as they wish.

In Ohio, the degree of administrative flexibility a sponsor affords a charter school varies by sponsor because this relationship is, largely, a creature of contract. The academic, fiscal,

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<sup>22</sup> 1 Kimball H. Carey, *Ohio School Law Guide* § 2.27 (2011 ed.)

<sup>23</sup> See Ohio Revised Code (ORC) § 3314.03.

operational and governance plans of each school are set forth in a school's application to the Fordham Foundation and, upon approval, those plans each become exhibits to each school's Contract. This allows each school to implement the curricula and instructional design, management, operations, academic accountability and governance practices the school deems best; it is the responsibility of the sponsor to actively monitor the school over time to determine fidelity to the contract.

UPrep's proposed sponsor, The Thomas B. Fordham Foundation, does not implement policies or practices that would restrict the administrative flexibility of any of the schools that it sponsors. Quite the opposite: the Fordham Foundation's Contract allows the schools it sponsors maximum operational flexibility and freedoms under Ohio's charter law. Additionally, it is worth noting that a 2010 Fordham Institute study of state charter freedoms in twenty six states gave Ohio a "B" ranking<sup>24</sup>, and both Building Excellent Schools (with CCA) and KIPP (with KIPP: Journey Academy) chose the Fordham Foundation as a sponsor in no small part because of the flexibility the Fordham Contract gives its sponsored-schools.

Ohio charter schools must adhere to a number of laws applicable to all schools in the state. For example, participation in the state retirement system, public records laws, open meetings laws, ethics laws, annual audits by the Auditor of State, privacy laws, civil rights laws, laws governing discrimination, whistleblower protections, criminal background checks, truancy, obtaining a diploma and flexible enrollment options, and laws related to student health and safety.<sup>25</sup>

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<sup>24</sup> Dana Brinson & Jacob L. Rosch, *Charter School Autonomy: A Half-Broken Promise* (April 2010), available at <http://www.edexcellence.net/publications-issues/publications/charter-school-autonomy-a.html>.

<sup>25</sup> 1 Kimball H. Carey, *Ohio School Law Guide* § 2.27 (2011 ed.).

Key, however, to the administrative relationship between a charter school and its sponsor being defined by the Contract, is Ohio law's exemptions for charter schools in several critical areas. First, collective bargaining: employees of new, start-up charter schools are not required to be union members<sup>26</sup>. Second, governance: charter school boards must be public benefit corporations<sup>27</sup>, and must have a minimum of five members<sup>28</sup>; however, boards are free to design their own bylaws and governance processes as they see fit. Third, fiscal: charter school boards must submit five year budget forecasts twice yearly to the Ohio Department of Education; how a charter school spends its funds (within the bounds of proper accounting procedures and restrictions of any grants), is ultimately up to the school's Board of Trustees. Finally, curriculum and schedule design: charter schools are free to design their own curriculum and daily and annual schedules. While the Contract must describe these components, state law does not dictate the materials to be used, or the school's daily schedule or annual calendar.

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<sup>26</sup> Ohio Revised Code § 3314.10.

<sup>27</sup> Ohio Revised Code § 3314.03(A)(1)(b).

<sup>28</sup> Ohio Revised Code § 3314.02(E)(1).



DATE:	DOCUMENT ID	DESCRIPTION	FILING	EXPED	PENALTY	CERT	COPY
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UNITED SCHOOLS NETWORK INC.  
1469 E. MAIN ST.  
COLUMBUS, OH 43205

# STATE OF OHIO CERTIFICATE

**Ohio Secretary of State, Jon Husted**

**2211157**

It is hereby certified that the Secretary of State of Ohio has custody of the business records for  
**UNITED PREPARATORY ACADEMY, INC.**

and, that said business records show the filing and recording of:

Document(s)

**DOMESTIC ARTICLES/NON-PROFIT**

Document No(s):

**201317901111**

**Effective Date: 06/28/2013**



United States of America  
State of Ohio  
Office of the Secretary of State

Witness my hand and the seal of  
the Secretary of State at Columbus,  
Ohio this 1st day of July, A.D.  
2013.

Ohio Secretary of State

# United Preparatory Academy Daily Schedule

2014-2015

\*Draft\*

Monday - Kindergarten	
7:30 – 8:00	Breakfast / HW Check / Bright Work
8:00 – 8:20	Morning Meeting / Read-Aloud
8:20 – 9:00	Literacy Block A
9:00 – 9:40	Literacy Block B
9:40 – 10:00	Break / Snack
10:00 – 10:40	Literacy Block C
10:40 – 11:20	Literacy Block D
11:20 – 12:00	Math Block A
12:00 – 12:30	Lunch
12:30 – 1:00	Physical Education / Guided Recess
1:00 – 1:40	Math Block B
1:40 – 2:20	Science / Social Studies / Character Education
2:20 – 2:30	PM Transition
2:30 – 3:30	Intervention / Focus / After-School All-Stars
3:30 – 3:45	Organization / Regular Dismissal
5:30	After-School All-Stars Dismissal

\***Literacy Blocks:** Guided Reading, Direct Instruction, Comprehensive Writing Program, DEAR/Computer Station

Friday - Kindergarten	
7:30 – 8:00	Breakfast / HW Check / Bright Work
8:00 – 8:20	Morning Meeting / Read-Aloud
8:20 – 9:00	Literacy Block A
9:00 – 9:40	Literacy Block B
9:40 – 10:00	Break / Snack
10:00 – 10:40	Literacy Block C
10:40 – 11:20	Literacy Block D
11:20 – 12:00	Math Block A
12:00 – 12:30	Lunch
12:30 – 1:00	Physical Education / Guided Recess
1:00 – 1:40	Math Block B
1:40 – 2:20	Science / Social Studies / Character Education
2:20 – 2:30	PM Transition
2:30 – 3:30	Community Celebration
3:30 – 3:45	Organization / Dismissal

\***Literacy Blocks:** Guided Reading, Direct Instruction, Comprehensive Writing Program, DEAR/Computer Station

# United Preparatory Academy 2014-2015 Academic Calendar \*\*DRAFT\*\*

**JULY 2014**

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

**AUGUST 2014**

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

**SEPTEMBER 2014**

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

**OCTOBER 2014**

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

**NOVEMBER 2014**

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

**DECEMBER 2014**

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

**JANUARY 2015**

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

**FEBRUARY 2015**

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

**MARCH 2015**

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

**APRIL 2015**

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

**MAY 2015**

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

**JUNE 2015**

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

### Important Dates

**Staff Summer Institute:** July 21 – August 19  
**New Family Orientation:** July 24, July 26, July 31  
**First Day of School:** August 20, 2014  
**Last Day of School:** June 19, 2015  
**Parent Conferences:** November 21, March 13

**Trimester 1:**  
 August 20, 2014 – November 18, 2014 (62)

**Trimester 2:**  
 November 24, 2014 – March 10, 2015 (61)

**Trimester 3**  
 March 16, 2015 – June 19, 2015 (62)

### KEY

Holiday Breaks (No School)
Staff Professional Development (No School)
Parent Conferences / Report Cards (No School)
Progress Reports
Interim / Benchmark / End-of-Year Assessments
Ohio Achievement Assessments

Lesson Plan Template

<b>Teacher:</b>	<b>Subject:</b>	<b>Grade:</b>	<b>Unit: Week:</b>
<b>Date</b>			
<b>Common Core Benchmark(s)</b>			
<b>Objective</b>	SWBAT...		
<b>Do Now</b> (3 min)			
<b>Lesson Opening</b> (1 min)			
<b>Learning Activities</b>	<u>I Do</u> (~15 min)  <u>We Do</u> (~6 min)  <u>You Do</u> (~10 min)		
<b>Assessment/Closing</b> (~4 min)			
<b>Homework</b> (~1 min)			
<b>Materials</b>			
<b>Accommodations</b>			
<b>Requests for Feedback</b>			
<b>Comments for Co Teaching (if app)</b>			

## Example Lesson Plan – Kindergarten Literacy

Teacher: Smith	Subject: Literacy	Grade: Kindergarten	Unit: Fun with Phonics! Week: 23
<b>Date</b>	Monday, March 2, 2015		
<b>Common Core Benchmark(s)</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.		
<b>Objective</b>	SWBAT isolate and pronounce the “p,” “g,” “d,” and “t” sounds in CVC words.		
<b>Do Now</b> (3 min)	<p><b>Do Now is done together for this lesson:</b></p> <p>a. (Point to p.) Here’s a new sound. It’s a quick sound.</p> <p>b. My turn. (Pause. Touch p for an instant, saying:) p.(Do not say puuh.)</p> <p>c. Again. (Touch p and say:) p.</p> <p>d. (Point to p.) Your turn. When I touch it, you say it. (Pause.) Get ready. (Touch p.) p.</p> <p>e. Again. (Touch p.) p.</p> <p>f. (Repeat e until firm.)</p>		
<b>Lesson Opening</b> (1 min)	Today we are going to learn how to pronounce some sounds in <b>three letter</b> words! You guys are growing so smart. (Students flex muscles). Keep up the hard work! Let’s get going.		
<b>Learning Activities</b>	<p><b>Reading Mastery Lesson 108</b></p> <p><u>I Do</u> (~15 min)</p> <p><b>Sounds firm-up</b></p> <p>a. Get ready to say the sounds when I touch them.</p> <p>b. (Alternate touching p and d. Point to the sound. Pause one second. Say:) Get ready. (Touch the sound.) The children respond.</p> <p>c. (When p and d are firm, alternate touching p, g, d, and t until all four sounds are firm.)</p> <p><b>Individual test</b></p> <p>(Call on individual children to identify p, g, d, or t.</p> <p><b>Sounds firm-up</b></p> <p>a. (Point to p.) When I touch the sound, you say it.</p> <p>b. (Pause.) Get ready. (Touch p.) p.</p> <p>c. Again. (Repeat b until firm.)</p> <p>d. Get ready to say all the sounds when I touch them.</p> <p>e. (Alternate touching k, v, u, o, p, sh, h, and n three or four times. Point to the sound. Pause one second. Say:) Get ready. (Touch the sound.) The children respond.</p> <p><b>Individual test</b></p> <p>(Call on individual children to identify one or more sounds in exercise 5.)</p> <p><b>Reading Vocabulary</b></p> <p><b>Children rhyme with mop</b></p> <p>a. (Touch the ball for mop.) You’re going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) Mop.</p> <p>b. (Touch the ball for cop.) This word rhymes with (pause) mop. (Move to c, then</p>		

quickly along the arrow.) Cop.

- Yes, what word? (Signal.) Cop.

c. (Touch the ball for top.) This word rhymes with (pause) mop. (Move to t, then quickly along the arrow.) Top.

- Yes, what word? (Signal.) Top.

**Children identify, then sound out an irregular word (was)**

a. (Touch the ball for was.) Everybody, you're going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) Was. Yes, was.

b. Now you're going to sound out the word. Get ready. (Quickly touch w, a, s as the children say wwwaaasss.)

c. Again. (Repeat b.)

d. How do we say the word? (Signal.) Was. Yes, was.

e. (Repeat b and d until firm.)

**Individual test**

(Call on individual children to do b and d in exercise 8.)

**Children read the fast way**

(Touch the ball for o<sup>-</sup>ld.) Get ready to read this word the fast way.

(Pause three seconds.) Get ready. (Signal.) Old.

**Children read the words the fast way**

(Have the children read the words on this page the fast way.)

**Children identify, then sound out an irregular word (of)**

a. (Touch the ball for of.) Everybody, you're going to read this word the fast way. (Pause three seconds.) Get ready. (Move your finger quickly along the arrow.) Of. Yes, of.

b. Now you're going to sound out the word. Get ready. (Quickly touch o, f as the children say ooofff.)

c. Again. (Repeat b.)

d. How do we say the word? (Signal.) Of. Yes, of.

e. (Repeat b and d until firm.)

f. (Call on individual children to do b and d.)

**Children identify, then sound out an irregular word (to)**

(Repeat the procedures in exercise 13 for to.)

**Children read the fast way**

(Touch the ball for that.) Get ready to read this word the fast way.

(Pause three seconds.) Get ready. (Signal.) That.

**Children sound out the word and tell what word**

a. (Touch the ball for co<sup>-</sup>at.) Sound it out.

b. Get ready. (Touch c, o<sup>-</sup>, t as the children say c o<sup>-</sup> o<sup>-</sup> o<sup>-</sup> t.)

- (If sounding out is not firm, repeat b.)

c. What word? (Signal.) Coat. Yes, coat.

**Children sound out the word and tell what word**

a. (Touch the ball for go<sup>-</sup>at.) Sound it out.

b. Get ready. (Touch g, o<sup>-</sup>, t as the children say g o<sup>-</sup> o<sup>-</sup> o<sup>-</sup> t.)

- (If sounding out is not firm, repeat b.)

c. What word? (Signal.) Goat. Yes, goat.

**Children read the words the fast way**

(Have the children read the words on this page the fast way.)

We Do (~6 min)

First reading—children read the story the fast way(Have the children reread any sentences containing words that give them trouble. Keep a list of these words.)

a. (Pass out Storybook.)

- b. Open your book to page 37 and get ready to read. ☐
- c. We're going to read this story the fast way.
- d. Touch the first word. ☐
- e. Reading the fast way. First word. (Pause three seconds.) Get ready. (Tap.) The .
- f. Next word. ☐
  - (Pause three seconds.) Get ready. (Tap.) Old.
- g. (Repeat f for the remaining words in the first sentence. Pause at least three seconds between taps. The children are to identify each word without sounding it out.)
- h. (Repeat d through g for the next two sentences. Have the children reread the first three sentences until firm.)
- i. (The children are to read the remainder of the story the fast way, stopping at the end of each sentence.)
- j. (After the first reading of the story, print on the board the words that the children missed more than one time. Have the children sound out each word one time and tell what word.)
- k. (After the group's responses are firm, call on individual children to read the words.)

You Do (~10 min)

**Introduction to independent activity**

- a. (Pass out Worksheet 108 to each child.)
- b. Everybody, you're going to do this worksheet on your own. (Tell the children when they will work the items.)
  - Let's go over the things you're going to do. Sentence copying
- a. (Hold up side 1 of your worksheet and point to the first line in the sentence-copying exercise.)
- b. Everybody, here's the sentence you're going to write on the lines below.
- c. Get ready to read the words in this sentence the fast way. First word. ☐
  - Get ready. (Tap.) The .
- d. Next word. ☐
  - Get ready. (Tap.) Goat.
- e. (Repeat d for the remaining words.)
- f. After you finish your worksheet, you get to draw a picture about the sentence, the go at a te the co at.

**Sound writing**

- a. (Point to the sound-writing exercise.) Here are the sounds you're going to write today. I'll touch the sounds. You say them.
- b. (Touch each sound.) The children respond.
- c. (Repeat the series until firm.)

**Matching**

- a. (Point to the column of words in the Matching Game.)
- b. Everybody, you're going to follow the lines and write these words.
- c. Reading the fast way.
- d. (Point to the first word. Pause.) Get ready. (Signal.) The children respond.
- e. (Repeat d for the remaining words.)
- f. (Repeat d and e until firm.)

**Cross-out game**

(Point to the boxed word in the Cross-out Game.) Everybody, here's the word you're going to cross out today. What word? (Signal.) Not. Yes, not.

**Pair relations**

- a. (Point to the pair-relations exercise on side 2.) You're going to circle the

	<p>picture in each box that shows what the words say.</p> <p>b. (Point to the space at the top of the page.) After you finish, remember to draw a picture that shows the “go” at a “te” the “co” at.</p>
<p><b>Assessment/Closing</b> (~4 min)</p>	<p><b>2½-minute individual fluency checkout: rate/accuracy—whole story</b> (Make a permanent chart for recording results of individual checkouts)</p> <p>a. As you are doing your worksheet, I’ll call on children one at a time to read the whole story. If you can read the whole story the fast way in less than two and a half minutes and if you make no more than three errors, I’ll put two stars after your name on the chart for lesson 108.</p> <p>b. If you make too many errors or don’t read the story in less than two and a half minutes, you’ll have to practice it and do it again. When you do read it in under two and a half minutes with no more than three errors, you’ll get one star. Remember, two stars if you can do it the first time, one star if you do it the second or third time you try.</p> <p>c. (Call on a child. Tell the child:) Read the whole story very carefully the fast way. Go. (Time the child. If the child makes a mistake, quickly tell the child the correct word and permit the child to continue reading. As soon as the child makes more than three errors or exceeds the time limit, tell the child to stop.) You’ll have to read the story to yourself and try again later. (Plan to monitor the child’s practice.)</p> <p>d. (Record two stars for each child who reads appropriately. Congratulate those children.)</p> <p>e. (Give children who do not earn two stars a chance to read the story again before the next lesson is presented. Award one star to each of those children who meet the rate and accuracy criterion.)</p> <p>41 words/2.5 min = 16 wpm [3 errors]</p>
<p><b>Homework</b> (~1 min)</p>	<p>Lesson 108 accompanying worksheet</p>
<p><b>Materials</b></p>	<p>Reading Mastery Teacher Edition Reading Mastery Student Edition books (for each student) Timer</p>
<p><b>Accommodations</b></p>	<p>Intervention Specialist individually assess lower-performing students</p>
<p><b>Requests for Feedback</b></p>	
<p><b>Comments for Co Teaching (if app)</b></p>	

Example Lesson Plan – First Grade Math

<b>Teacher: Smith</b>	<b>Subject: Math</b>	<b>Grade: First Grade</b>	<b>Unit: Skills with Money Week: 20</b>
<b>Date</b>	February 2, 2015		
<b>Common Core Benchmark(s)</b>	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		
<b>Objective</b>	SWBAT add two-digit numbers using dimes and pennies		
<b>Do Now</b> (3 min)	<p>Child identifies the following:</p> <ul style="list-style-type: none"> <li>• Year</li> <li>• Month</li> <li>• Shapes on calendar</li> <li>• Today's shape</li> <li>• Shape pattern for next month</li> </ul> <p>Child writes date on worksheet</p>		
<b>Lesson Opening</b> (1 min)	<p>"How many of you have been to the store?" (Students raise hands)          "What can you use to buy things at the store?" (Student responses)          "Today we are going to learn how you can use your change to purchase items at the store."</p>		
<b>Learning Activities</b>	<p><b>Saxon Math Lesson 75</b>  <u>I Do</u> (~15 min)          The last number we practiced writing was the number 67.          What number do you think we will learn how to write today?          (Write the number 68 on the chalkboard)          What digits do you see in the number 68?          How many dimes and pennies will we use to make 68 cents?          (Use dimes and pennies to demonstrate)          How many groups of 10 are in 68?          How many extra 1's do we have?          Let's count by 10's and 1's to check.  <b>Adding Two-Digit Numbers Using Dimes and Pennies (without regrouping)</b>          Today you will continue to learn how to add two-digit numbers using dimes and pennies.          We will buy items at our store.          We will take turns being the cashier and the customer.          The customer will choose two items in the store to buy and bring them to the cashier.          The cashier will write the name of the store, the names of the items, and the prices on the receipt.          The customer will use dimes and pennies to pay for the items.          They will work together to count the money on the receipt next the word "total."          Let's try that.          I will be the cashier. (Draw a receipt on the chalkboard) (Have a student choose two items from the classroom store)          I will write the price of the two items on the receipt.          I will now predict how many dimes and pennies I will need to buy these items.</p>		

	<p>(Write prediction on board, explaining breakdown of dimes vs. pennies.)  Was my prediction correct? Let's check.  (Calculate total of dimes and pennies shown and relate it to total price)</p> <p><u>We Do</u> (~6 min)  Repeat above activity with students as cashier and teacher as customer.  Step through the process three times with students.</p> <p><u>You Do</u> (~10 min)  Use the large fact cards to practice addition facts with dimes and pennies.  Have students complete Fact Sheet A.4.2</p>
<b>Assessment/Closing</b> (~4 min)	Circulate during independent practice and check Fact Sheet A.4.2
<b>Homework</b> (~1 min)	Worksheet 75A
<b>Materials</b>	Written assessment #14 Sorted store items Master 1-75 Cup of 10 dimes and cup of 10 pennies Large fact cards (addition facts) Fact Sheet A.4.2
<b>Accommodations</b>	Intervention Specialist pulls small group during independent practice.
<b>Requests for Feedback</b>	
<b>Comments for Co Teaching (if app)</b>	

# United Preparatory Academy

## Discipline Policy

The mission of United Preparatory Academy is to provide a structured, achievement-based community that prepares K-5 students to graduate from college preparatory middle schools, high schools, and four year colleges and universities. Instilling the school's core values is necessary to achieve this goal.

The following beliefs inform our Code of Conduct:

- **Safety.** The Code of Conduct is designed first and foremost to ensure that United Preparatory Academy is safe for every student at all times.
- **Respect.** One of the five core values of United Preparatory Academy is respect. Respectful behavior is a hallmark of effective character development and facilitates strong community.
- **Self-discipline.** By learning to behave professionally, students learn skills useful beyond the walls of UPrep. Students who behave well in school, speak in public, and are helpful to others will develop strong self-advocacy skills that will serve them well throughout their lives.
- **Clear consequences.** Many disciplinary problems can be avoided by having clear, well-articulated consequences. The students of United Preparatory Academy will know exactly what behavior is expected and what consequences will result if the expectations are not met. The school will communicate with parents at all times about any disciplinary consequence.
- **Uninterrupted learning.** The purpose of this code is to remove distractions from the classroom so that students can commit 100% of their attention to academic learning.

### Rules

In order for all teachers to focus on teaching, all students to focus on learning, and to ensure the safety of all members of the school community, United Preparatory Academy has established a clear set of rules for student behavior.

The following rules inform our expectations for all students.

1. Students will exhibit respectful behavior toward other students, teachers, school leadership and the school community.
2. Students must arrive to school in the United Preparatory Academy uniform every day.
3. Students must attend school every day. Absences are excused only for illness, religious observance, or family emergency, and must be verified in writing by a parent/guardian.
4. Students must be prepared and on time for class every day.
5. Students must complete all assigned homework.
6. Students must not engage in distracting behavior that negatively impacts their own learning or the learning of others in the class.

7. There will be no fighting, violence, threatening behavior, or bullying/harassment at any time during the regular school day, after-school programming, or other schools events.

Students who violate rules 1-6 will be subject to progressive consequences, including family conferences, parent calls, letters home, re-directions in class, detention, mandatory Focus, behavior interventions, or out-of-school suspension for repeated offenses. Students who violate rule 7 will be subject to immediate out-of-school suspension, and possible expulsion hearing.

### **Suspension and Expulsion**

The suspension and expulsion policy is developed through researching other schools' policies. We will present the discipline policy to parents, students and staff for feedback and the Board of Trustees approves the policy. A student may be recommended for suspension or expulsion for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault or committed a sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Engaged in, or attempted to engage in, hazing
- Aided or abetted, the infliction or attempted infliction of physical injury to another person
- Committed sexual harassment (grades 4-5)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5)
- Engaged in harassment, threats, or intimidation directed against school District personnel or students (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect

of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment

- Made terrorist threats against school officials school property or both

Students may be expelled for any of the following reasons:

- Causing serious physical injury to another person
- Possession of any firearm, knife, explosive, or other dangerous object
- Unlawful possession of any controlled substance, an alcoholic beverage, or an intoxicant of any kind
- Robbery or extortion
- Assault or battery upon any school employee
- Committing or attempting to commit a sexual assault or sexual battery

Students are subject to mandatory expulsion from United Preparatory Academy for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

### **Procedures for Suspension and/or Expulsion**

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process.

#### 1. Family Conference

Suspension shall be preceded by a conference conducted by the School Director with the student and his/her parent. The conference may be omitted if the School Director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by United Preparatory Academy as soon as possible.

#### 2. Notice to Parents/Guardians

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay, and violations of school rules can result in expulsion from the school.

#### 3. Length of Suspension

The length of suspension for students may not exceed a period of 10 continuous days. Arrangements may be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

#### 4. Recommendations for Expulsion

Students will be recommended for expulsion if the School Director finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

#### 5. Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the School Director determines that an act subject to expulsion has occurred. The hearing will be presided over by the Chief Executive Officer or his designee.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 5 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of United Preparatory Academy disciplinary rules that relate to the alleged violation.
- The opportunity for the student or the student's parent/guardian to appear in person at the hearing.

Written notice of expulsion a student will be sent by the Chief Executive Officer to the parent/guardian of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with United Preparatory Academy

#### **Appeal of Suspension or Expulsion**

The suspension of a student will be at the discretion of the School Director of United Preparatory Academy. Expulsion of a student will be recommended by the School Director and must be approved by the Chief Executive Officer or his designee. Parents and/or guardians will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal will be heard by the Chief Executive Officer or his designee, and upon consideration the Chief Executive Officer's decision is final. An expulsion may be appealed within five working days of the date the expulsion has been finalized by the Chief Executive Officer. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the United Preparatory Academy Board of Trustees. The decision of the panel of representatives of the Board and Chief Executive Officer or his designee will be final.

In the event of a decision to expel a student from United Preparatory Academy, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

#### **Rehabilitation Plans**

Pupils who are expelled from United Preparatory Academy shall be given a rehabilitation plan upon expulsion as developed by the charter school's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The

rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to United Preparatory Academy for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of United Preparatory Academy's governing board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of United Preparatory Academy at the time the pupil seeks readmission.

United Preparatory Academy will provide information to pupils and their families who have been expelled. Students may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the district.

### **Special Education Discipline**

In the case of a special education student, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine: whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

## United Schools Network Student Achievement

### Columbus Collegiate Academy – Main St.

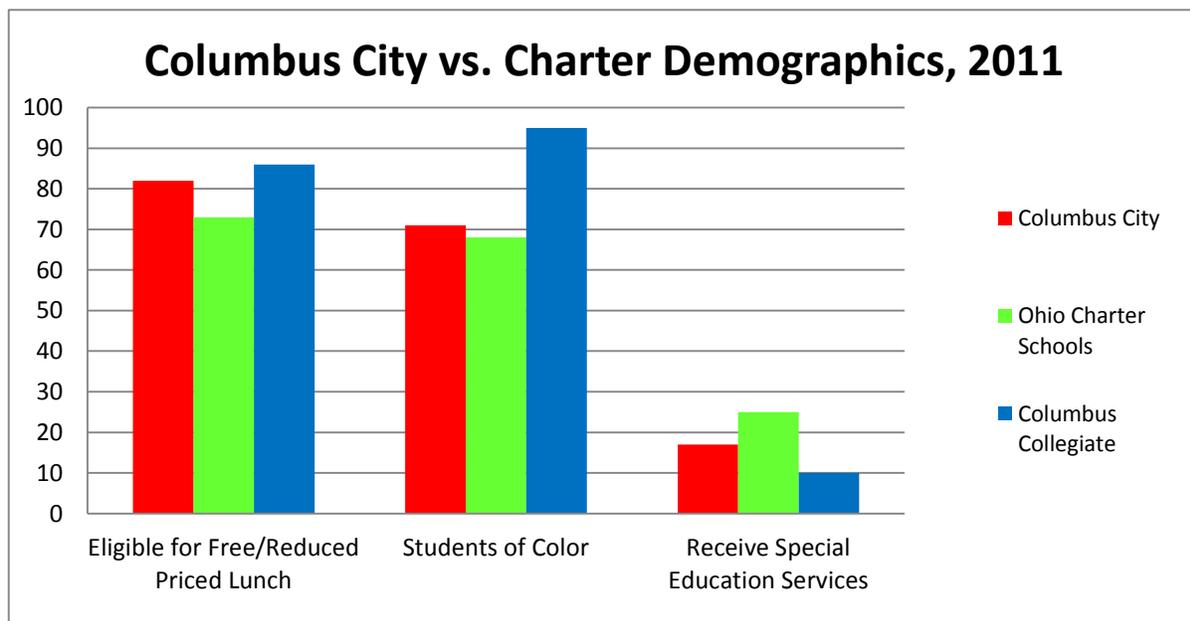
#### Educational Program

Columbus Collegiate Academy provides a college-preparatory middle grades education to students in Columbus who are primarily low income and primarily students of color. The school is designed to provide the supports necessary to close the achievement gap and put students on the path to college. All students take an intensive curriculum with a strong focus on skill development, especially in reading, writing, and math. A longer school day (8:00-4:00) allows for extended class time in literacy and mathematics while also teaching science and history. Regular homework in core classes ensures skill development and content mastery. Interventions, including tutoring in small groups during the regular school day, are available for students who do not meet academic standards. Students wear a simple uniform that supports respect for self and others, diminishes social stress, and promotes a culture of professionalism and achievement.

#### Student Demographics<sup>1</sup>

Columbus Collegiate serves a high-need student population. Demographics for 2012 are as follows:

- 95% are students of color.
- 86% qualified for the Federal Free and Reduced Lunch program
- 10% qualified for special education services



#### Student Achievement

At the core of our mission is the academic proficiency of our students; it serves as the primary lens through which we view our accomplishments. At Columbus Collegiate Academy we measure proficiency in terms of annual progress on the Ohio Achievement Assessment (OAA) and interim progress during the school year on the NWEA Measures of Academic Progress.

<sup>1</sup> Source: Columbus City 2010-2011 School Year Report Card, Office of Community Schools Annual Report, and Columbus Collegiate's Internal Data

Columbus Collegiate's annual goals for student achievement are outlined by an Accountability Plan approved by the Columbus Collegiate Academy Board of Trustees. In short, 75 percent of 8<sup>th</sup> graders and 60 percent of 7<sup>th</sup> graders who have been at the school for two or more years will score proficient or higher on the Ohio Achievement Assessment (OAA) in reading, math, and science (8<sup>th</sup> grade only). In addition, each cohort of students will on average annually demonstrate a minimum of one year of academic growth in reading, math, language (7<sup>th</sup> and 8<sup>th</sup> only), and science (7<sup>th</sup> and 8<sup>th</sup> only) on the NWEA.

To chart progress towards our Accountability Plan goals, results are assessed through a variety of means, including:

- Progress monitoring based on the results of homework, exit tickets, and unit quizzes and tests.
- Internally-designed Comprehensive Exams administered at the end of each trimester in each content area.
- Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) which are nationally-normed assessments administered three times each year to track longitudinal progress in each content area.
- Ohio Achievement Assessments (OAA) administered each spring to track proficiency in each content area.

#### *6<sup>th</sup> Grade Program*

Columbus Collegiate's 6<sup>th</sup> grade program has to be especially strong given that the vast majority of our students come to us at least two grade levels behind in reading and math.<sup>2</sup> Diagnostic results from the beginning of the 2011-2012 school year showed that 56% of our 6<sup>th</sup> graders were two or more years below grade level in reading and 58% of our 6<sup>th</sup> graders were two or more years below grade level in math. For this cohort, only 31% of students were on grade level in reading and only 20% of students were on grade level in math at the beginning of the year.

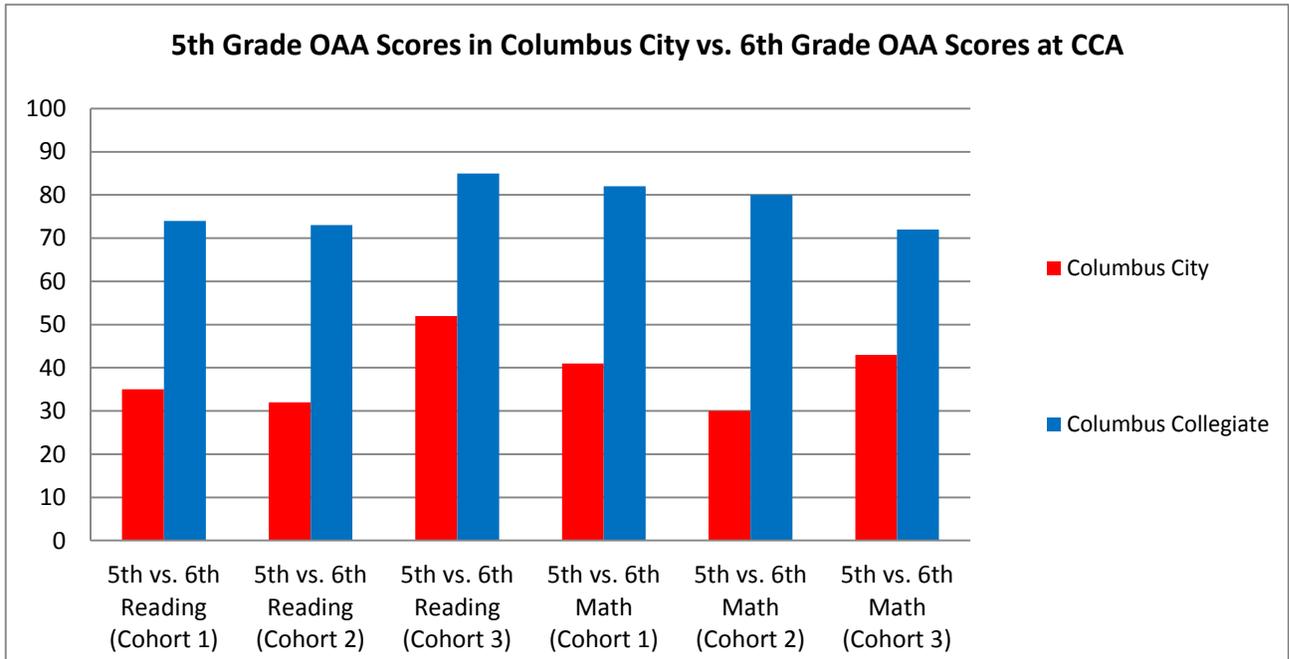
Our teachers work incredibly hard to get these students on grade level. All students take a 100-minute literacy class daily, but may have up to 270 minutes of additional weekly reading instruction based on their interim and standardized assessment results. There are three tiers to Columbus Collegiate's reading instructional support that happens outside of the regular literacy class. Students scoring well in their regular literacy class have an additional 30-minute guided reading class called DEAR (Drop Everything and Read) Monday-Thursday. Students that are scoring 1-3 grade levels below grade level are in a reading intervention class designed by Columbus Collegiate teachers focusing on fluency and reading comprehension skills for 85 minutes two times per week. Students that do not have basic phonics skills receive decoding instruction using SRA's Corrective Reading for 50 minutes two times per week in addition to the fluency and comprehension intervention.

All students take 100-minutes of math instruction daily, split between a 50-minute Math Procedures class and a 50-minute Problem-Solving class. Students below grade level also receive 170 minutes of additional weekly math instruction during our end-of-day math intervention period.

The intensive instruction and supports have proven effective during the school's history. Results on the annual Ohio Achievement Assessment show that Columbus Collegiate essentially closes the achievement gap between students of color and white students in one academic year. The graph below illustrates the dramatic gains our students make after leaving 5<sup>th</sup> grade in Columbus City Schools and enrolling in Columbus Collegiate for 6<sup>th</sup> grade.

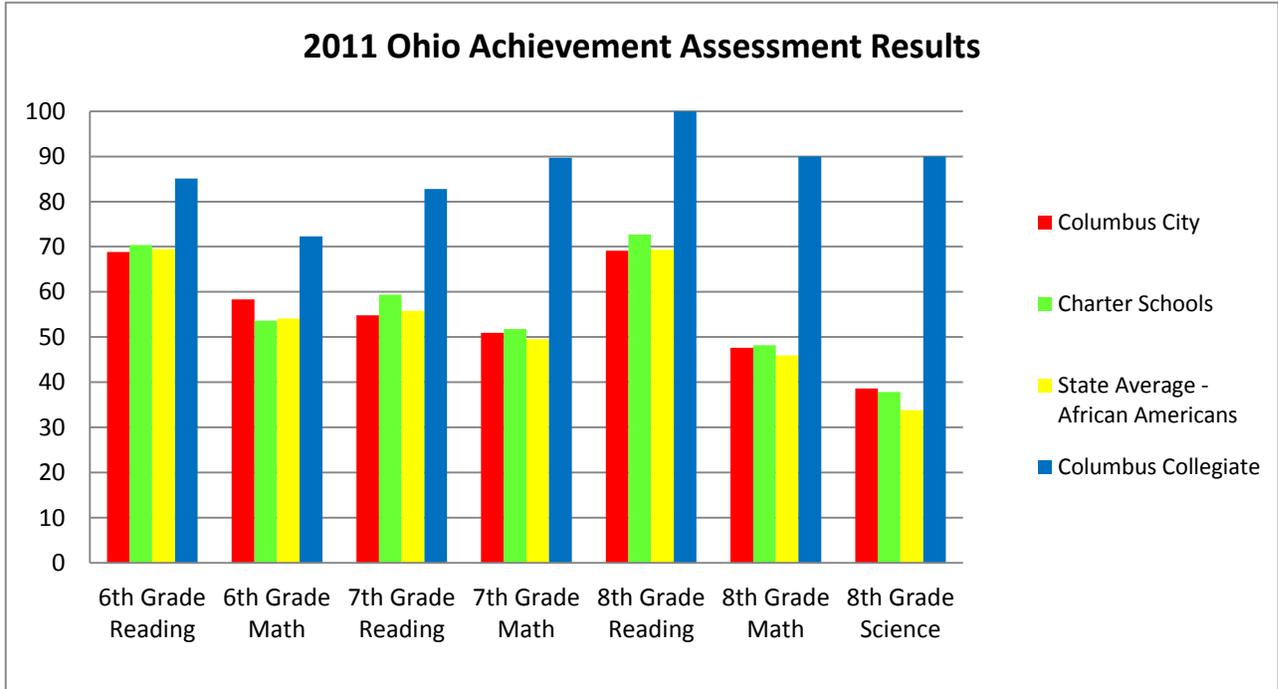
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<sup>2</sup> 6<sup>th</sup> grade students are administered the Scholastic Reading Inventory (SRI) to assess reading comprehension and the Math Calculation subtest of the Diagnostic Achievement Battery to assess basic math skills.



*Ohio Achievement Assessment*

OAA results from the start-up years of school operations revealed strong progress in reading, math, and science. This trend continued during the 2010-2011 school year when Columbus Collegiate served 6<sup>th</sup>-8<sup>th</sup> grades for the first time. Our students scored above the Columbus City average in all subjects, above the state average in 7<sup>th</sup> grade reading, 7<sup>th</sup> grade math, 8<sup>th</sup> grade reading, 8<sup>th</sup> grade math, and 8<sup>th</sup> grade science while serving a student population that proportionally had higher numbers of students eligible for free/reduced priced lunch and students of color. In addition, the graph below illustrates that African-American students in particular, who make-up 85% of our population, perform far better at Columbus Collegiate than their peers across the state. It is also important to note that while the percentage of proficient students generally increases from 6<sup>th</sup> to 7<sup>th</sup> to 8<sup>th</sup> grade at Columbus Collegiate, the percentage of proficient students in Columbus City and Ohio charter schools declines across the middle school years.



*NWEA Measures of Academic Progress*

CCA students take the NWEA Measures of Academic Progress (MAP) in the fall, winter, and spring each school year. The Measures of Academic Progress are state-aligned computer-adaptive tests that accurately reflect the instructional level of each student and measure growth over time. The assessment itself is unique in that it adapts to the student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Test items dynamically adjust to a student's performance level, and as a result, test scores are more accurate. Millions of test records have been collected over the last ten years which allows us to compare our students' scores and growth with those of other middle school students across the United States.

Over the first three years of Columbus Collegiate's existence, students have performed well on the NWEA. 6<sup>th</sup> grade growth numbers were especially strong during the 2010-2011 school year which also correlated with our best performance on the 6<sup>th</sup> grade reading OAA. Despite the lack of reading growth in 7<sup>th</sup> grade, these same students have performed very well on the Ohio Achievement Assessment. Math growth scores are strong across all cohorts and grade levels. 6<sup>th</sup> graders in particular have been growing 2-3 times what the NWEA norms project.

<b>NWEA MAP Results</b>			
<i>Numbers Represent growth in years gained in one year's time</i>			
<b>Subject</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>6<sup>th</sup> Reading</b>	1.5	1.2	3.0
<b>6<sup>th</sup> Math</b>	3.2	2.2	1.8
<b>7<sup>th</sup> Reading</b>		0.3	0.0
<b>7<sup>th</sup> Math</b>		1.6	1.6
<b>7<sup>th</sup> Language</b>		0.3	1.5

<i>7<sup>th</sup> Science</i>		1.5	-0.8
<i>8<sup>th</sup> Reading</i>			1.0
<i>8<sup>th</sup> Math</i>			1.0
<i>8<sup>th</sup> Language</i>			1.0
<i>8<sup>th</sup> Science</i>			0.5

*Effective Practice Incentive Community (EPIC)*

Columbus Collegiate has been recognized on a national level by the Effective Practice Incentive Community (EPIC) for driving dramatic student achievement gains on the Ohio Achievement Assessment. In March 2011, award winners were selected from 175 applicant charter schools from 23 states and the District of Columbia competing in the EPIC National Charter School Consortium. Winners were divided into Silver and Gold-Gain schools with the Gold-Gain schools achieving the largest growth scores. Columbus Collegiate was one of only eighteen charter schools in the nation, and the only one in Ohio, to win the award.<sup>3</sup> The school was not only a Gold-Gain school, it posted the highest growth scores of all middle schools in the country. Columbus Collegiate was a Silver-Gain award winner in 2010.

**Columbus Collegiate Academy – West (First Year: 2012-2013)**

**NWEA MAP Results**

**6<sup>th</sup> Grade Report (Fall-to-Spring)**

*6<sup>th</sup> Grade Summary*

Subject	Fall	Spring	Growth	Expect. Growth	Met Target	x2 Growth	Met Target
Reading	203.7	212.8	+9.1	+5	Yes	+10	No
Math	206.5	222.2	+15.7	+6	Yes	+12	Yes

*6<sup>th</sup> Grade Summary*

Growth	Percentage Meeting Target Reading	Percentage Meeting Target Math
1+ Years	68.9%	88.5%
1 1/2 + Years	49.2%	86.9%
2+ Years	36.1%	75.4%

**Preliminary OAA Results**

% Proficient or Higher in Reading	% Proficient or Higher in Math
70%	64%

<sup>3</sup> Award winners are chosen based on their previous year’s state assessment results.



June 27, 2013

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400 Maryland Avenue, SW  
Washington, DC, 20202

Dear Assistant Deputy Dabby,

Please accept this letter of support for the United Preparatory Academy. We are the authorizer for the Columbus Collegiate Academy Main Campus and the Columbus Collegiate Academy West Campus, Charter Schools in Ohio and are very familiar with the United Preparatory Schools organization and leadership.

This serves as documentation that we are completing the application process and my organization, The Thomas B. Fordham Foundation, intends to authorize the United Preparatory Academy.

Sincerely,

Theda Sampson  
Compliance Manager  
The Thomas B. Fordham Foundation

Cc: File

2600 Far Hills Ave, Suite 216 • Dayton, OH 45419  
PHONE (937) 227-3368 • FAX (937) 660-3338



OAPCS

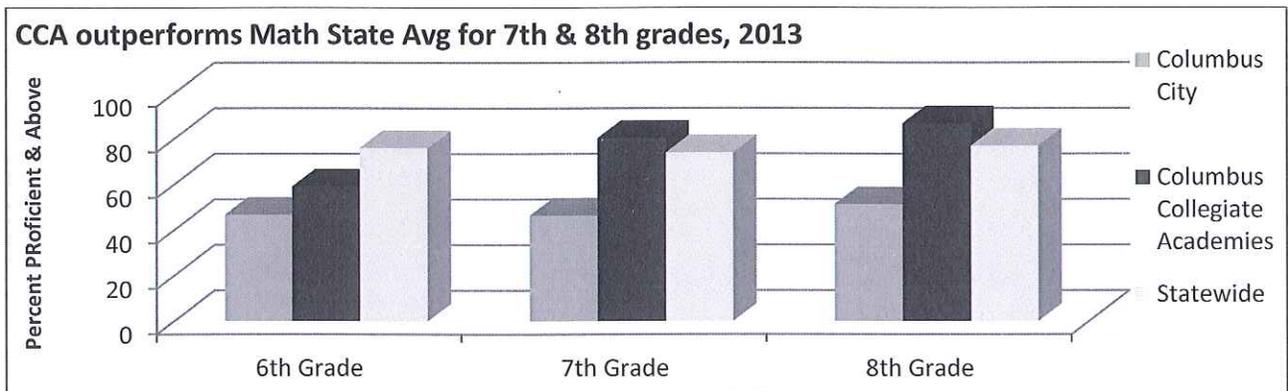
July 1, 2013

Asst. Deputy Secretary Nadya Chinoy Dabby
Office of Innovation and Improvement, US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Asst. Deputy Secretary Dabby,

The Ohio Alliance for Public Charter Schools (OAPCS) is the statewide, non-profit, non-partisan organization dedicated to improving high quality educational options for Ohio's children. We proudly represent over 116,000 students in more than 350 charter schools. We are writing to express our support for the United Schools Network's application for the Charter School Program (CSP) Grant.

There are 59 traditional district and charter schools in Columbus serving children in grades 6-8. Nearly half of these schools are rated Academic Emergency or Academic Watch. When schools were ranked by the level of performance on state assessments in 2012, Columbus Collegiate Academy (CCA) was ranked #4. However, the percentage of economically disadvantaged students in CCA is 85%, while the percentage of economically disadvantaged students in the top three was 67%, 34% and 59%, respectively. Preliminary 2013 results show that Columbus Collegiate Academies continue to not only outperform the traditional district school average the first year that students are enrolled, but the academic performance of CCA students continues to grow each successive year, surpassing the statewide average in both Reading and Math in grades 7 and 8 (see illustration of Math below), successfully closing the achievement gap.



Columbus Collegiate Academy is recognized as a premier example of what quality charter schools can do. Because of their established track record, there is tremendous community support for expansion. Funding from the Public Charter School Program grant will enable more children access to a high quality education that will prepare them for long term success and economic sustainability.

Sincerely,

Handwritten signature of Bill Sims

Bill Sims
President and CEO
Ohio Alliance for Public Charter Schools



July 3, 2013

Andrew Boy  
Founder and Executive Director  
United Schools Network  
1469 East Main Street  
Columbus, Ohio 43205

Dear Andy,

On behalf of Building Excellent Schools, I am writing to confirm the status of our Inflexion Fund grant for support and services to the United Schools Network. As you know, the Inflexion Fund's priority is to assist members of the Excellent Schools Network with a growth plan that maintains a high quality education, increases the number of students enrolled and operates on an efficient, sustainable organization model.

The following grants have been or will be made to the United Schools Network, as noted below:

Grant 1: \$100,000 to fund CMO development, was disbursed from the Inflexion Fund in June of 2013 following the completion of the Strategic Planning Process and the receipt of a matching grant(s) totaling \$100,000;

Grant 2: \$250,000 to fund development of the third school, to be disbursed following the successful authorization of the third school and the receipt of a matching grant(s) totaling \$250,000 to be obtained by the BES Fellow-Founded CMO via philanthropy. (This grant is in addition to a Walton Family Foundation (WFF) Start-Up grant if opening in a WFF determined geography.)

Grant 3: \$100,000 to fund CMO development, to be disbursed following the receipt of a matching grant(s) totaling \$100,000 to be obtained by the BES Fellow-Founded CMO via philanthropy;

Grant 4: \$250,000 to fund development of the fourth school, to be disbursed following the successful authorization of the fourth school and the receipt of a matching grant(s) totaling \$250,000 to be obtained by the BES Fellow-Founded CMO via philanthropy;

Grant 5: \$100,000 to fund CMO development, to be disbursed following the securing of a matching grant(s) to be obtained by the BES Fellow-Founded CMO via philanthropy.

Additionally, The United Schools Network will benefit from the expertise of a consultant who will facilitate the development of a comprehensive growth plan that includes both strategic planning and a financial modeling. The school leader will also benefit from the experience and advice of several CMO leaders who will meet with the Inflexion Fund cohort on CMO tours in three (3) cities. The cost of the consultant and of the CMO tours, including travel and accommodations, is covered by the Excellent Schools Network through our inflexion Fund.

Sincerely,

A handwritten signature in black ink, appearing to read "Julia Travers".

Julia Travers  
Chief of the Excellent Schools Network



Acting Asst. Deputy Secretary Nadya Chinoy Dabby  
Office of Innovation and Improvement,  
US Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

June 28, 2013

**Founder and Honorary Chair**  
Governor Arnold Schwarzenegger

**National Honorary Chair**  
Maria Shriver

**Honorary Chair**  
Mayor Michael B. Coleman

**Chairperson of the Board**  
Jill Tanowitz  
Inventiv Communications

**Treasurer of the Board**  
Erin Abbot  
Schneider Downs

**Co-Executive Directors**  
Sienna Daniel  
Aslyne Rodriguez

**Board of Directors**

**Thomas Charles**  
Ohio Department of Public Safety

**Christian Coughlan**  
Limited Brands

**Estelle Diehl**  
Ohio Department of Education

**Stephanie Lorenz**  
New Albany Classic

**James Lorimer**  
Classic Productions

**Alan McKnight**  
Columbus Department of  
Recreation and Parks

**Christopher O'Shaughnessy**  
Welin, O'Shaughnessy, Scheaf LLC

**Gil Peri**  
Nationwide Children's Hospital

**Rylan Rawlins**  
Cardinal Health

**John Rencher**  
Wal-Mart Distribution Center

**Richard G. Smith, III**  
National Intercollegiate  
Flying Association

**Jeff Stone**  
Wal-Mart

**Granville Waiters**  
Granville Waiters & Associates Ptg.

**John Wooldridge**  
KBK Enterprises

Dear Ms. Dabby,

After-School All-Stars Ohio is honored to offer support to the United Preparatory Academy, a part of the United Schools Network, in their pursuit of a "Charter Schools Program" grant through the US Department of Education, Office of Innovation and Improvement. After-School All-Stars is a proud partner of the United Schools Network. Their work benefits our community, affects the lives of hundreds of Columbus youth on a daily basis, and is an integral part of student success in the classroom and beyond.

After-School All-Stars is invested in building a unified voice for safe, healthy, and nurturing afterschool experiences. The United Schools Network educational excellence and expectations certainly aligns with these values. After-School All-Stars programs utilize a well-developed curriculum that offers students the opportunity to take part in a wide variety of academic, enrichment, and health & fitness activities. After-School All-Stars has partnered with United School Network to its comprehensive afterschool programming to Columbus Collegiate Academy, Main Campus, for the last two years and will be entering Columbus Collegiate Academy, West Campus, this fall.

After-School All-Stars applauds the effort that United Preparatory Academy will put forth to develop the key characteristics that lead to success: basic foundations and skills, core content knowledge, critical-thinking ability, and personal integrity.

With any questions or inquiries regarding the United Preparatory Academy support of this grant opportunity, please feel free to contact me.

Sincerely,

**Aslyne Rodriguez and Sienna Daniel**  
Co-Executive Directors  
After-School All-Stars Ohio

# United Preparatory Academy

## Enrollment Projections

	Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
2014-15	60	60	0	0	0	0	120
2015-16	60	60	60	0	0	0	180
2016-17	60	60	60	60	0	0	240
2017-18	60	60	60	60	60	0	300
2018-19	60	60	60	60	60	60	360

## Enrollment Policy

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

United Preparatory Academy is an open-enrollment school. We will award spaces to students on a first come, first served basis. If we receive twice the number of applications as we have available spaces by the end of April 2014, we will hold a random public lottery to determine student enrollment and our waiting list. If we do not reach the minimum number of applications by the lottery date, we will enroll students in the order we receive applications and place others on a waitlist. If a student decides to withdraw from the school for any reason, we will immediately enroll a student on the waitlist.

Enrolled students and their families will be required to attend a Family Orientation session, where they will receive pertinent information about the school, learn about our systems and procedures, and complete any required enrollment documentation. All families will be required to complete an enrollment packet, with a records release form, family questionnaire, and medical forms, among other documents. We will also distribute a Student and Family Handbook that outlines our dress code policy, attendance policy, Code of Conduct, and academic expectations.

Once students are enrolled at United Preparatory Academy, we consider them enrolled until graduation in 5<sup>th</sup> grade. If a family decides to withdraw, they will need to come in and complete a withdrawal form, at which point we will await a records request from their new school. In order to estimate the number of spaces we

will have available to offer from year to year, we will send home a re-enrollment form to ensure families plan to return to the school. We will follow up with families who do not return re-enrollment forms in a timely fashion to get as accurate of a picture as possible regarding enrollment figures.

The enrollment process will consist of three elements – application, enrollment, and orientation to the school.

1. **Application.** Families of prospective UPrep students will fill out a basic application, transportation application, and a request for records (*if applicable*). The application will be reviewed, the transportation application submitted, and the request for records sent to the child’s current school (*if applicable*).
2. **Enrollment.** After applying to United Preparatory Academy, families will be notified that they have 1) been accepted or 2) been placed on the waitlist. UPrep accepts any and all students, regardless of race, socio-economic status, academic history, or behavior history. Once a class is full (*each class will have 60 students*), a waitlist will be started. A family member of an accepted student must then complete the more detailed enrollment paperwork, and bring in required documents (birth certificate, a utility bill to verify address, immunization record).
3. **Orientation.** Upon receipt of all enrollment paperwork, the School Director or member of the school leadership team will have the family and student complete orientation. This will either come in the form of a home visit, or an orientation session at the school. At orientation, students and families will learn about the important rules and procedures of the school, sign the family and school contract, and receive a uniform shirt.

## Enrollment Timeline

United Preparatory Academy Enrollment Timeline	
January 2014	Application Available
Jan. – July 2014	Student Recruitment & Enrollment
April 2014	Lottery Held ( <i>if applicable</i> )
Early July 2014	Application Submission Deadline
Mid July 2014	Communication to Enrolled Families
Late July 2014	Family Orientation Sessions
Ongoing	Enrollment of Waitlisted Students

**John L. Shockley** has been the chairman of the CCA Board of Trustees since 2010, and has been on the board since 2008. Mr. Shockley is a Vice President with PNC Bank's Wealth Management group. He previously practiced law in Dublin, Ohio specializing in small business formation and planning, taxation, estate planning and probate law. Mr. Shockley is a graduate of Ohio University, with degrees in Finance and Business Pre-law, and Capital University Law School. He is a member of the Columbus and Ohio State Bar Associations, as well as the Columbus Foundation Professional Advisory Committee. Since joining the CCA Board he has been chair of the Finance Committee, participated on the facilities committee and worked on various fundraising events.

# JACKIE MESSINGER

## PROFESSIONAL EXPERIENCE

### **Volunteer Recruiter ° Flying Horse Farms ° Columbus, OH**

**Mar. 2011 – Present**

*Flying Horse Farms provides magical, transforming experiences for children with serious illnesses. Located on 200 acres in Mt. Gilead, Ohio, Flying Horse Farms hosts more than 2,500 children each year - free of charge.*

- Manage the recruitment, screening, placement and support of more than 300 program volunteers each year.
- Oversee recruitment, hiring, placement and performance evaluation for 25 seasonal staff members annually.
- Create and deliver volunteer and seasonal staff training and orientation based on industry best practices and Hole in the Wall Association criteria.
- Collaborate with the camp director and program director to develop age-appropriate activities and a medically-safe program for 13 camp sessions each year.

### **Director of Professional Development ° Action for Children ° Columbus, OH**

**Oct. 2005 – Mar. 2011**

*Founded in 1972, Action for Children is the source for child care and early learning services in central Ohio. Action for Children develops and advocates for early childhood education initiatives which serve center-based and home-based childcare programs and families in a seven county region.*

- Managed 600 professional development opportunities annually including coordination of 20 instructors and more than 100 course titles.
- Delivered 200 hours of professional development to early childhood educators and administrators each year.
- Coordinated *Neighborhood Network*, a \$100,000 annual project that provided on-going professional development and technical assistance to central Ohio's highest need communities. Authored curriculum and managed ongoing program revisions. This project served more than 350 early childhood educators, 400 parents, and engaged 100 community partners over five year period.
- Lead annual United Way internal employee campaign with a \$10,000 fundraising goal and 100% staff participation.

### **Special Projects Director ° Teach For America ° Atlanta, GA**

**July 2003 – June 2005**

- Coordinated logistics of matriculation process including database management and all correspondence with incoming corps. Matriculated 95% of accepted applicants exceeding 80% target.
- Collaborated with program directors, the executive director, and the advisory board to plan and implement professional development and program design for 200 teachers in Atlanta region.
- Maintained relationships between Teach For America Atlanta and the Atlanta Public School district, the Georgia Professional Standards Commission, Georgia and National AmeriCorps offices, university partners, and other non-profit organizations in Atlanta.

### **Lead Teacher ° Mary McLeod Bethune Elementary School ° Atlanta, GA**

**July 2000 – July 2003**

*Selected as a member of Teach For America, a national service corps of college graduates of all academic majors who commit two years to teach in under-resourced urban and rural public schools.*

- '02 – '03: Promoted to first grade team leader based on accomplishments. Facilitated team meetings and acted as liaison between peers and administration.
- '01 – '02: Chosen to participate in new teacher mentor program and active member of the Modern Red School House all-school reform team.
- '00 – '01: Collaborated with kindergarten team to create grade level lesson plans and activities.

## LEADERSHIP & PHILANTHROPY

**Vice Chair, Board of Trustees ° Columbus Collegiate Academy ° Columbus, OH** **Sept. 2006 – Present**  
*Columbus Collegiate Academy is a college preparatory charter school committed to the communities in the city of Columbus. The mission of this Building Excellent Schools Fellow founded school is to prepare middle school students to achieve academic excellence and become citizens of integrity.*

- Provide governance and fiscal oversight to charter school sponsored by the Thomas B. Fordham Foundation.
- Serve as Chair of Development and Accountability Committees.
- Annually raise at least \$40,000 in private funds through development efforts.
- Served three year term as Chairman of the Board 2008-2011.

**Education Consultant ° H.A.V.E. Foundation ° Atlanta, GA** **Aug. 2007 – Mar. 2009**  
*Founded in 2006, the Honduras Agalta Valley Education Foundation works with residents in central Honduras to increase access to education, health care, and safe homes for more than 50,000 people living in overwhelming poverty.*

- Traveled internationally with the “Wilderness Team” to provide observation, insight, and program recommendations for newly implemented kindergarten programs in 2007. Reflected upon observations and outlined needs into a suggested framework for a study abroad experience. Dr. Vivian Fueyo, PhD, University of South Florida expanded the framework into a Master’s level course. Returned with USF students for implementation in 2009.

## PRESENTATION & PUBLICATION

**Presenter ° 2008 National Smart Start Conference ° Greensboro, NC** **May 2008**  
*Smart Start is North Carolina's nationally recognized and award-winning early childhood initiative designed to ensure that young children enter school healthy and ready to succeed. The annual National Smart Start Conference is attended by more than 1,000 participants.*

- Co-designed and delivered presentation titled *Collaboration: Integrating Programs to Benefit Children, Families, and Communities* to highlight Action for Children on a national platform.

**Writing Team ° Ohio Early Childhood Core Knowledge & Competencies ° Columbus, OH** **Jan. 2006 – Mar. 2008**  
*Core knowledge and competencies define what all adults who work with young children need to know, understand and be able to do to ensure that children have the best possible environments, experiences and relationships in which to grow and learn.*

- Chosen to lead one of three Ohio statewide teams to produce the *Ohio Early Childhood Core Knowledge and Competencies Instructor Guide* document (published August, 2008).  
<http://opdn.occrra-central.org/documents/OPDNinstructorguide.pdf>
- Collaborated with early childhood education professionals statewide to write the *Learning Experiences and Environments* section of the *Ohio Early Childhood Core Knowledge and Competencies* document (published November, 2006).  
<http://opdn.occrra-central.org/documents/CoreKnowledge.pdf>

## EDUCATION

**Master of Education ° Georgia State University ° Atlanta, GA** **Aug. 2001 – May 2003**  
M.Ed. ° Early Childhood Education ° Cumulative GPA █

**Bachelor of Arts ° Pennsylvania State University ° University Park, PA** **Aug. 1996 – May 2000**  
B.A. ° Psychology ° Cumulative GPA █ ° Phi Beta Kappa

## ACTIVITIES

Muay Thai kickboxing, travel, cooking & music

**Amber Merl** is a trial lawyer focusing on litigation in state and federal courts. Her experience includes commercial cases, constitutional matters, contract disputes, regulatory matters, and complex appeals. Amber has experience throughout the various stages of the litigation process, including managing electronic discovery, taking and defending depositions, and arguing discovery and dispositive motions. She also has assisted in the drafting of pleadings, discovery requests and responses, discovery motions, dispositive motions, and appellate briefs. Amber routinely defends a major credit reporting agency against claims brought under the Fair Credit Reporting Act. She has routinely obtained favorable results through settlements, mediations, and dispositive motion practice. Amber also maintains an active pro bono practice. She recently represented an inmate in a Section 1983 action to recover damages under the Eighth Amendment. Additionally, she successfully briefed an appeal to the Sixth Circuit Court of Appeals involving complex sentencing issues in the wake of the U.S. Supreme Court's decision in *Blakely v. Washington*. Prior to joining Jones Day, Amber gained experience in a wide array of substantive legal areas by serving as a judicial law clerk to the late Ohio Supreme Court Chief Justice Thomas J. Moyer. She is a member of both the Ohio State Bar Association and the Columbus Bar Association, as well as the Junior League of Columbus.

## **EXPERIENCE HIGHLIGHTS**

Moot exercise prepares an Ohio Legal Rights Service lawyer for Ohio Supreme Court argument

Inmate institutes a Section 1983 action to recover damages suffered after the warden violated inmate's Eighth Amendment rights. Reversal obtained in the Sixth Circuit from the district court's denial of inmate's habeas petition following an Ohio trial court's unconstitutional sentencing

## **AREAS OF FOCUS**

Trial Practice

## **EDUCATION**

The Ohio State University (J.D. cum laude 2006; Editor-in-Chief, The Ohio State Journal on Dispute Resolution; B.A. in Philosophy magna cum laude 2003, with honors and distinction in Humanities; Phi Beta Kappa)

## **BAR ADMISSIONS**

Ohio, U.S. Court of Appeals for the Sixth Circuit, and U.S. District Court for the Southern District of Ohio

## **CLERKSHIPS**

Law Clerk to Chief Justice Thomas J. Moyer, Supreme Court of Ohio (2006-2008) and judicial extern to Judge Edmund A. Sargus Jr., U.S. District Court, Southern District of Ohio (Spring 2005)

**Jennifer Vessells**



***Work Experience***

**Baker & Hostetler, LLP**, Columbus, Ohio

- September 2009 to present
- Associate
- Participated and continues to participate in several matters for the trustee in the Madoff SIPA litigation:
  - o Drafted an application and supporting memoranda to procure injunctive relief in favor of the trustee in *Picard v. Fox*, 429 B.R. 423 (Bankr. S.D.N.Y. 2010)
  - o Conducted research and drafted a motion on behalf of the trustee seeking approval of a multi-million dollar settlement with the children of one of Madoff's largest investors, Norman F. Levy
  - o Assisted a team of attorneys in filing an action against JPMorgan Chase in which the trustee seeks \$19 billion
  - o Researched and drafted oppositions to defendants' motions to dismiss in several of the trustee's adversary proceedings
  - o Designated to serve as a point of contact for various governmental entities investigating Madoff's Ponzi scheme and seeking information or cooperation from the trustee
- Assisted the firm's class action team in defending companies against claims related to their insurance products and coverage
- One of two lawyers responsible for defending a manufacturer at an administrative hearing at which the dealership protested the manufacturer's decision to terminate the dealership

**Baker & Hostetler LLP**, Columbus, Ohio

- May 2008 to August 2008
- Summer Associate
- Conducted research; drafted memoranda and other documents

**Legal Research for Professor David Goldberger**, Columbus, Ohio

- May 2007 to June 2007
- Conducted research for Ohio State University's ad hoc Committee on Clinical Faculty Governance Rights

**Beckman-Weil Shepardson, LLC**, Cincinnati, Ohio

- January 2006 to April 2006
- Sports Law Intern
- Contacted clients and drafted documents, such as letter correspondence

***Education***

**The Ohio State University Michael E. Moritz College of Law**, Columbus, Ohio

- August 2006 to June 2009
- Degree: Juris Doctor GPA: [REDACTED] Class Rank: Top 15%
- Accepted invitation based on academic achievement to join the *Ohio State Journal on Dispute Resolution*
- Managing Editor for the *Ohio State Journal on Dispute Resolution*
- CALI Award for highest grade in Legal Writing

- Judicial Externship with the Honorable Judge Michael Watson in the United States District Court for the Southern District of Ohio, Fall 2007
- Distinguished Merit Scholarship, Academic Promise Award
- Received 2008 Ernest Karam Book Award for highest combined average in Legal Research and Legal Writing

**St. Anne's College at the University of Oxford**, Oxford, England

- July 2007 to August 2007, attended the Summer Law Program

**University of Cincinnati, College of Business**, Cincinnati, Ohio

- January 2004 to June 2006
  - Degree: BBA in Marketing GPA: [REDACTED] graduated magna cum laude
  - Dean's List: All Quarters
  - Member of Beta Gamma Sigma and the Golden Key Honor Society
  - Received athletic scholarship to play Varsity Women's Soccer
- 
- Conference USA Commissioner's Honor Roll and Academic Medal: June 2004, 2005
  - Athlete Top Cat Scholar and Top Cat Honor Roll: All Quarters
  - Captain of the Varsity Women's Soccer Team 2005
  - Member of CPaws, student-athlete community service organization

**University of Florida**, Gainesville, Florida

- June 2003 to December 2003
- GPA: 4.0 Major: Finance
- President's Honor Roll: Fall Semester 2003
- Received athletic scholarship to play Varsity Women's Soccer; named Soccer Student Athlete of the Year 2003

***Skills and Activities***

- Play soccer and currently training for the December 2011 Memphis Marathon

# CHRISTINA C. WILSON, M.S.

## EXPERIENCED NON-PROFIT DIRECTOR

Qualified for community relations, social responsibility or organizational management roles. Ten years of non-profit leadership experience. Exceptional network of contacts in the Columbus area.

Strong, inspirational and highly motivated leader with a talent for organizational skill and relationship building. Passionate about community development and tenacious in the pursuit of goals. Successful record of written and oral communication skills that improve awareness, build strong community relations and make a real difference in the lives of others.

## AREAS OF EXPERTISE

- Budget Management
- Strategic Alliances
- Public Speaking
- Project Management
- Staff Development & Training
- Report & Document Preparation
- Teambuilding & Supervision
- Evaluation
- Volunteer Recruitment
- Community Outreach
- Team Leadership
- Relationship Building

## PROFESSIONAL EXPERIENCE

The Columbus Coalition Against Family Violence, Columbus, OH 2001-Present

*Non-profit organization created to change the way individuals and institutions in our community think about and respond to family violence.*

***Victim Services Task Force Director***, 2007 - Present

**Results: Trained hundreds of services providers, parents and youth on all relevant areas of family violence. Expanded presentations to include statewide and national audiences.**

- Develops, coordinates and monitors task force initiatives.
- Supervised and coordinated family violence prevention and intervention program in Columbus City Schools.
- Research programs identified as best practices for prevention and intervention of family violence.
- Organizes intervention and prevention awareness programs with schools in central Ohio.
- Facilitates service enhancements to adequately serve non-English speaking victims of family violence.
- Conducts trainings on family violence – child abuse, teen dating violence, domestic violence and elder abuse.
- Fosters collaborative relationships among key community stakeholders regarding family violence prevention and intervention.

***Office Manager and Healthcare Task Force Director***, 2005 – 2007

**Results: Coordinated the development of an on-line training course for health care providers on family violence.**

- Maintained the finances including reconciliation of all cash accounts.
- Oversaw annual audit and interfaced with accountants.
- Assisted the President in compiling annual administrative and task force budgets.
- Conducted interviews of potential employment candidates.
- Developed, coordinated and monitored task force initiatives.
- Provided training and education to health care professional regarding family violence and child abuse.
- Facilitated and maintained collaborative relationships among key community stakeholders.
- Addressed personnel concerns with staff and partner agencies.

***Office Manager and Executive Assistant***, 2004 – 2005

**Results: Integral in taking the Coalition to the next level fiscally by assisting in establishment of 501(c)3 status and development and maintenance of the organization's internal accounting system.**

PR/Award # U282B130020

- Maintained the finances and compiled monthly financial statements.
- Interfaced with auditors and accounts.
- Processed monthly vendor invoices, employee expenses and issued annual payment to funded initiatives.
- Responsible for tracking grant deadlines and annual donations.
- Performed a wide variety of complex clerical and administrative tasks for President.
- Worked with highly confidential information, under minimal supervision.

***Administrative Assistant*, 2001 – 2004**

**Results: Responsible for monitoring all Coalition funded initiatives. Excellent problem solving, job scheduling, organizing and setting priorities.**

- Provided assistance and schedule coordination for the Account Executive.
- Prepared statistical data on outcomes of various programs/initiatives.
- Coordinated and staffed various task force, subcommittee meetings and community events.

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**EDUCATION**

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- Master of Science, Human Development Services; University of Dayton, Dayton, OH
- Bachelor of Arts, Major: Religion, Minor: Black Studies; Denison University, Granville, OH
- Study Abroad Program; New York University, Buenos Aires, Argentina

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**COMMUNITY/BOARD MEMBERSHIP**

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- Westside Community Health Advisory Committee, 2011
- The Ohio State University: Youth Violence Prevention Advisory Board, 2011
- Ohio Domestic Violence Network: Domestic Violence & Disabilities Task Force, 2009 – Present
- Sexual Assault Response of Central Ohio – Prevention Advisory Committee, 2008 – Present
- Project Mentor: Big Brothers Big Sisters, 2007 – Present
- United Way of Central Ohio’s Project Diversity Cycle 15, 2006
- Institutional Review Board, Nationwide Children’s Hospital, 2005 – 2007

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**REFERENCES**

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- Available Upon Request

# Marcie Rehmar

## POSITIONS

### Experience

**Nationwide Children's Hospital  
Columbus, OH.**

**July '89 - present**

**Director, Community & Patient Education (2004-present)**

Responsible for the divisions of Community Education, Patient and Family Education, Education Operations Audiovisual, Production and Tele-conferencing and Educational Resources.

Hospital Committees include: Management Committee, HeartBeat Editorial Board (nursing magazine), Strategic Marketing and Business Opportunities; Replacement Hospital, Cancer Center Public Education-Committee Chair. Injury Prevention Outreach Committee -Chair.; Family Centered Care Committee

**Community Education Manager (1990-04)**

Responsible for development of community division for the healthcare system.

**Professional Education Coordinator (July '89-January '90)**

♦ Assessed, planned, implemented and evaluated programs for continuing education credit with interdisciplinary teams

**Independent Consultant February '87- July '89  
Columbus, Ohio**

- ♦ Developed comprehensive wellness programs for corporate clients
- ♦ Served as Corporate Director Community Relations on a one-year contract for major retailer

**Chandler Regional Hospital September '85-February '87  
Phoenix, AZ.  
Director of Public Relations and Development**

**Cystic Fibrosis Foundation May '84- September '85  
Columbus, OH.  
Director of Development**

### **Board - Philanthropic Affiliations**

- ♦ 2010-present Eastland-Fairfield Career and Technical Schools Bioscience Technologies Advisory Board
- ♦ 2009-present Columbus Public Schools STEMM Advisory Committee
- ♦ 2007-present Ohio Amblyope Registry Board
- ♦ Leukemia Society of America- National Board of Trustees  
1996- 2007
- ♦ Council on Health Information (2000-present) President 2003-04
- ♦ National Center for Adoption Law and Policy 2005-present
- ♦ Junior League of Columbus 1991-1998  
Vice President- Financial Planning and Development 1996-97  
Junior League- Sustainer 1999- present  
Advisor- Operations and Management Committee
- ♦ 40 under 40- Business First Award Winner 1996
- ♦ Columbus Chamber of Commerce 1993-2000  
School-Business Advisory Council
- ♦ Central Ohio SAFEKIDS Coalition 1995-2005
- ♦ United Way of Franklin Co.- Vision Council 1996-present  
1997-00 Vice-Chair for Planning and Evaluation

- Present- High School Graduation Results Committee and Education Committee  
◆ Franklin Co. Trauma Prevention and Education Committee 1996-2006

### **Recent Awards:**

- 2008 Angel of Adoption Award bestowed by Capital University Law School  
2008 Nationwide Children's Hospital- Manager of the Year  
2006 National Leadership Award  
Leukemia & Lymphoma Society, November 2006, Dallas, TX.

### **Professional Organizations**

- Healthcare Education Association  
Association for Supervision and Curriculum Development  
NACHRI

## **A. PUBLICATIONS**

### **Selected Publications and Presentations**

- 2011 HeartBeat Article (Nursing Journal) Family Centered Care: More than a Concept  
2011 Ohio Health Literacy Conference: Say it In Plain Language presentation  
2006- Parent Family Advisory Council, Columbus Children's Hospital, Strategic Planning co-facilitator  
2006 Ohio Society of Pediatric Nursing- Puppetry as a Teaching Tool with Young Children.  
2005 NAHEC/AAHE: Power of Partnership in the Provision of Community-Based Educational Outreach  
2004 HeartBeat Article: (Nursing Journal) Adoption Academy: A Model in Partnership  
2002 LLS National Training: Community-Building for Local Chapters  
2000 LLS National Meeting keynote presentation: Volunteer Leadership. I  
1999 HeartBeat article: Check It Out: A Partnership in Prevention  
1998 NACHRI- SAFE-T-SAURUS poster presentation Unit and community based safety education  
1997- Poster presentation, School Health Update Conference, Columbus, OH.  
1997- Board Development and Volunteer Management. Presented for National Leukemia Society, NYC  
1997- A Wellness Initiative.... KidStress presented at Assoc. for the Care of Children's Health, Washington D.C., May 1997.  
1996- The Power of Partnership in the Delivery of Community- Based Educational Outreach presented at National Pediatric Nursing Conference, November 1996, Columbus, Ohio.  
1996- Nominal Group Technique Training, Alliance Against Violence.  
For: group facilitators- April 1996  
For: Southwest City School District- May 1996  
1996- Community Prevention Strategies, EMS Outreach Education Program, February 1996, Columbus, OH.

## PROFESSIONAL EXPERIENCE

### Executive Director

07/07 – Present

#### Columbus Collegiate Academy – Main Street Campus & West Campus

Columbus, Ohio

- Oversee, continually evaluate, and assume accountability for all school programs, finances, facilities, and operations to uphold the mission of the school.
- Oversee strategic fundraising plans and their implementation thru the development of marketing materials, website content, grant writing, and community/private donor engagement.
- Conduct staff recruitment, selection, evaluation, supervision, retention, and dismissal with support from instructional leadership team.
- Manage the budget projections, daily finances, relationships with vendors, and development of programs related to the school vision.
- Negotiate and execute all staff, business, construction, vendor, and real estate contracts.
- Manage facilities and serve as liaison to property ownership.
- School representative to the Near East Area Commission, Ohio Alliance for Public Charter Schools, City of Columbus, Columbus Chamber of Commerce, Columbus City Schools, and the Thomas B. Fordham Foundation.
- Serve as an ex officio school board member and work closely with Board Chair on all committees.
- Wrote the *Student and Family Handbook*, the *Staff Handbook*, and school policies adopted by the school's governing authority.
- Manage school culture, student code of conduct, and family relations.

### Building Excellent Schools, Fellow

08/06 – 06/07

#### Building Excellent Schools

Boston, Massachusetts

- Studied the highest performing urban charter schools across the country.
- Received extensive training in governance, finance, operations, school organization, curriculum development, and school culture.
- Completed school and leadership residency at Excel Academy, a high performing urban middle school, by supporting staff hiring process and developing the crisis management manual.
- Conducted market and need analysis for urban neighborhoods in city of Columbus, Ohio.
- Lead Charter Applicant, Columbus Collegiate Academy public charter school.
- Recruited and formed school board and school advisory council.
- Awarded the Walton Family Foundation Public Charter School Startup Grant: \$250,000.
- Awarded the Federal Public Charter School Program Grant: \$450,000.

### Science Lab Director

08/01 – 5/06

#### W.E.B. DuBois Academy/Unified School District

Cincinnati, Ohio

- Developed and executed science curriculum to meet state and federal standards.
- Created new nonfiction curriculum concentrated in science.
- Dramatically improved standardized test scores in 4<sup>th</sup> and 6<sup>th</sup> grades:
  - ✓ Increased 4<sup>th</sup> grade from 0 percent in 2001 to 80 percent in 2004
  - ✓ Increased 6<sup>th</sup> grade from 0 percent in 2001 to 60 percent in 2004
- Built and fostered school partnerships with COSI, NASA, Mad Science of Cincinnati, St. Xavier High School and Boys Hope Girls Hope.

### Activity Center Lead Teacher

7/04 – 5/06

#### W.E.B. DuBois Academy/Unified School District

Cincinnati, Ohio

- Acted as building supervisor.
- Maintained schedule and flow of students between buildings on campus.

## EDUCATION

**Master of Arts in Educational Administration**  
**Xavier University**

8/04 – 8/06  
Cincinnati, Ohio

- Concentration in supervision of staff
- [REDACTED]

**Bachelor of Science in Education**  
**University of Cincinnati**

9/96 – 6/01  
Cincinnati, Ohio

- Graduated June, 2001
- Completed 17 hours of graduate credit for **Master's Degree – Education**
- Financed Master's courses by earning Praxis score-based scholarship

**Bachelor of Arts in Communications**  
**University of Cincinnati**

9/96 – 6/00  
Cincinnati, Ohio

- Graduated June, 2000
- Concentration in Interpersonal Communications

## AWARDS AND RECOGNITION

- 2011: Columbus Collegiate Academy was named one of only eighteen schools nationwide to receive New Leaders for New Schools' EPIC award for dramatic gains in student achievement for the second consecutive year.
- 2010: Columbus Collegiate Academy was named one of only twenty-two schools nationwide to receive New Leaders for New Schools' EPIC award for dramatic gains in student achievement.
- 2010: *Columbus Business First's* prestigious "40 under 40" award.
- 2010: Featured in *Columbus Monthly* article, "Building a Better Middle School."
- 2005: Received bonus, achieving maximum teacher's salary for school district.
- 2004: Received 16% performance based raise.
- 2004: W.E.B. DuBois Academy Academic Teacher of the Year.
- 2003: Received 25.5% performance based raise.
- 2003: Ohio Charter Schools Association Charter School Teacher of the Year.

## PROFESSIONAL DEVELOPMENT

- Taxonomy of Effective Teaching Practices
- Skill Building for Effective IEP's
- Functional Behavioral Assessment
- Practical Strategies and Classroom Techniques for Gifted Students
- Maximize your Students Learning with Practical, Brain-Based Strategies
- Creative Strategies for Teaching Students with Anger Problems
- Diversifying Instruction to Meet the Needs of All Learners

# John A. Dues

## PROFILE

Accomplished urban school leader with charter school start-up experience; dedicated to closing the achievement gap and to the professionalization of the education sector.

## SKILLS SUMMARY

Supervision Experience  
Strategic Planning

Data-Driven Instructional Leadership  
Budget Development

Curriculum Development  
Professional Developer

## PROFESSIONAL EXPERIENCE

### COLUMBUS COLLEGIATE ACADEMY – Columbus, Ohio – 2008-2010; 2011-Present

#### School Director & Growth Committee Member

*Serve as the instructional leader of the top rated middle school as compared to Columbus City and Columbus area charter schools as measured by the Performance Index Score on the Ohio Department of Education's School Report Card. Led the academic program recognized as a 2011 EPIC Gold-Gain winner for 2009-2010 assessment results and as a 2010 EPIC Silver-Gain winner for 2008-2009 assessment results.*

- Lead all internal operations of the school including oversight of the academic program, school culture, and human capital efforts.
- Researched and wrote Columbus Collegiate's *Curriculum, Instruction, and Assessment Manual, Overview and Classroom Operations Manual, and Student Culture Manual* in order to focus our four-week summer teacher training as well as staff development during the school year on curriculum development, data analysis, and common classroom systems and procedures.
- Outlined a 10-ten step curriculum development process based on best practices and prior experience to guide teachers as they design curriculum and assessments for their classes throughout the school year.
- Developed a comprehensive observation and evaluation tool used to give feedback to teachers on lesson planning and structure, lesson delivery, classroom management, curriculum and assessment building, school operating norms, and student achievement growth.
- Created Columbus Collegiate's *Human Capital Manual* including the development of a common interview protocol for the leadership team in order to align the school's mission with interview criteria; led the launch of the school's online application system.
- Oversee the delivery, analysis, and response to assessment results for external and internal testing including the use of short-cycle assessments in driving instructional decision-making.
- Built a weekly report to communicate academic, attendance, and discipline data to parents linked to the school's internal systems for each of these areas.
- Taught math problem-solving and social studies during the 2008-2009 school year; achieved outstanding math assessment results (percent of proficient students on the Ohio Achievement Assessment increased from 41% to 82%). Taught life science and coached the 7<sup>th</sup> grade boys' basketball team during the 2009-2010 school year; achieved outstanding science assessment results in 2009-2010 (students grew 150% to goal on the NWEA Measures of Academic Progress in science).

### E PREP SCHOOLS – Cleveland, Ohio – 2010-2011

#### Head of Schools & ex-officio Board Trustee

*Served as the chief administrator of one of the top performing middle and elementary schools in Cleveland and led the development of two new schools through the newly launched charter management organization, Breakthrough Charter Schools. The middle school earned its first "Excellent" rating in 2011.*

- Managed a \$5.6 million dollar budget and supervised the operations of two charter schools.
- Oversaw the departmental operations of the following areas: Curriculum and Instruction, Admissions, Operations, Dean's Office, High School Placement, and Special Education through regular meetings and department dashboards.
- Directed the creation of three "playbooks" used to train teachers and leaders at both the elementary and middle school in curriculum and instruction, school operations, and classroom management and discipline during a four-week summer training.
- Implemented a new curriculum development and data analysis process including the use of short-cycle assessments in driving instructional decision-making.
- Created a new teacher observation and evaluation tool and trained school leaders on its use using Kim Marshall's book *Rethinking Teacher Supervision and Evaluation*.
- Revised the interview process to include an online application, video lesson, and common evaluation rubric for leaders and teachers involved in the hiring process.

**WEST DENVER PREPARATORY CHARTER SCHOOL – Denver, Colorado – 2005-2008**

**Director of Curriculum and Instruction**

*Served as the instructional leader of the top rated middle school in Denver Public Schools as measured by the School Performance Framework's growth measure. 87% of West Denver Prep students participated in the Federal Free and Reduced Lunch program, and 30% were English Language Learners. Despite these obstacles, our students made an average of more than two years of progress in reading, language, math, science, and social science as measured by the Stanford 10, and state test proficiency levels increased by an average of 22% in math, reading, and writing in our inaugural year of operation. Led the academic program recognized as an EPIC Silver-Gain award winner for 2007-2008 assessment results.*

- Supervised a staff of fourteen teachers, observed classes regularly, and provided informal and formal feedback and evaluation.
- Interviewed and selected teachers for employment as a member of the leadership team.
- Led teacher development of high-quality curriculum using Curriculum Alignment Templates (CAT) and Regular Assessment Program (RAP) tests during summer training.
- Oversaw the delivery of CSAP, SAT10, and 6-week internal benchmark assessments and lead evaluation of their results.
- Interpreted assessment results and organized delivery of Response-to-Intervention instructional support model.
- Delivered excellent professional development to all teachers on a weekly basis.
- Managed the behavioral support system and related discipline problems for all students.
- Taught a model class during the school's charter year of operation.
- Served as the Head Coach of the 7<sup>th</sup> grade boys' basketball team.

**TEACH FOR AMERICA/PERKERSON ELEMENTARY – Atlanta, Georgia – 2001-2004**

**Fifth Grade Chair; Leadership Team; Teacher**

*Served as member of highly selective national service corps of recent college graduates of all academic majors who commit two years to teach in under-resourced public schools.*

- Developed grade level High Achievement Plan in order to align district goals with school and classroom targets.
- Coordinated and implemented school policy as member of the School Leadership Team.
- Led grade level meetings and coordinated curriculum planning with the 5<sup>th</sup> grade team.
- Demonstrated proficiency in developing daily lesson plans to meet the needs of varying student ability levels.
- Maintained extensive parental contact through notes, phone calls, and conferences.
- Nominated for Teacher of the Year, 2002-2003.

**EDUCATION & TRAINING**

**School Board Fellows Program – Denver Public Schools Board of Education; Denver, CO – September 2007-March 2008**

Teach For America/Center For Reform of School Systems

**Leading Successful Schools – Executive Education Program – Northwestern University; Chicago, Illinois – June 2007**

Kellogg School of Management

**Master of Education – University of Cincinnati; Cincinnati, Ohio – ██████████ – September 2004-June 2005**

University Graduate Scholarship; Graduate Assistant; Literacy Tutor

**Teach For America Summer Institute – Houston, Texas – Summer 2001**

Completion of Intensive Alternative Education Program

**B.A. Degree in Psychology – University Honors – Miami University; Oxford Ohio – ██████████ August 1997-May 2001**

Honors Thesis/Generation (R)italin: A Qualitative Study of Childhood and Adolescent Experiences on Psychostimulants

**INTERESTS**

Enjoy training for triathlons, spending time with my wife and son, and reading. Continue volunteer work assisting with the recruitment of Teach For America corps members at Miami University and Ohio State University as well as coaching youth sports teams.

## JOSEPH R. BASZYNSKI

**PROFILE:** Over seven years of progressively responsible experience in the civilian sector managing numerous specialized programs. Highly skilled in written, oral and electronic communication. Demonstrated experience in preparing and delivering well-organized, highly effective seminars to diverse audiences. Proven administrative skills with an aptitude for process analysis and improvement. Confident leader with the ability to promote unified effort and motivate personnel to perform at the highest of their ability. Proactive approach and unwavering pursuit of organizational goals has led to increased productivity and the development of a strong working community in each appointment.

More than thirteen years of military experience in the Ohio Air National Guard as a trusted aircraft mechanic, Executive Officer and Maintenance Unit Commander. Proven mastery of principles and standard practices of management and leadership. Highly proficient in the areas of logistics and program management and analysis as well as process improvement. Meticulously develop and execute long and short range, value added plans and programs. Highly skilled in integrating the actions of multiple specialized support activities to meet mission objectives. Expert knowledge of program planning methodologies, resource and fiscal management, training, manpower management and automated data processing. Firm knowledge of Air Force asset management and accountability programs. Team player driven by mission success and the development of fellow service members. Comfortable and confident working with senior leadership and recently enlisted personnel to address the issues of today and the challenges of tomorrow.

### PROFESSIONAL EXPERIENCE

#### Director of Finance and Operations

United Schools Network

1469 East Main Street

Columbus, OH 43205

Supervisor: Andrew Boy, 614.299.5284. May be contacted.

6/2012-Present

Hours Per Week: 50

**DEVELOP AND EXECUTE** school and charter management organization budgets. Work closely with school-level staff to ensure accurate forecasting of expenditures and revenues. Stay abreast of Federal, state and local education funding trends to further enhance the accuracy of budget forecasts. Establish and publish organization-wide fiscal policies.

**MANAGE SCHOOL LEVEL OPERATIONS STAFF** to ensure instructional leaders can focus on our mission of providing the best possible education for our students. Work closely with school leaders to quickly address the needs of students and staff. Read, research and implement best practices in charter school and organizational operations to guarantee exemplary service to our stakeholders. Develop operations team members to take on challenges inherent to the world of education.

**OVERSEE PURCHASE AND MAINTENANCE OF ASSETS.** Lead operations team in seeking out and selecting vendors that will best support the mission of our organization. Work closely with Executive Director to establish standard practices throughout the requisition process to ensure compliance with state and federal law as well as to guarantee vendors and assets meet the expectations and needs of our team. Oversee the quarterly and annual inventory process. Focus on reducing loss to inadequate accounting and lack of preventative maintenance.

**ASSIST IN LAUNCH OF NEW SCHOOLS.** Play a key role in the charter application and school development process. Provide financial and operations oversight to ensure all organizational needs are met. Assist in the development of five and ten year budgets. Lead effort to obtain service contracts and prepare facilities.

**Supervisory IT Specialist, GS-2210-13/Flight Commander (Interim)**

2/2012-5/2012

180th Fighter Wing Hours Per Week: 40

2660 South Eber Road

Swanton, OH 43558

Supervisor: Col Giezie, 419-868-4361. May be contacted.

LED team of communications specialists through a base-wide, multi-million dollar communications infrastructure upgrade resulting in improved cyber security and network effectiveness. Ultimately, this project served the over 1,000 Airmen of the 180th Fighter Wing as well as the handful of civilian employees working to support our nation's homeland security mission.

ANALYZED, APPROVED AND MANAGED unit expenditures to ensure unit needs were met while ensuring requisition policies and processes were adhered to in every instance. Enforced a model of fiscal stewardship while maintaining exemplary service to unit customers.

PARTICIPATED IN DEVELOPMENT OF STRATEGIC FRAMEWORK for the Communications Flight as well as the Mission Support Group. Applied knowledge of organizational management framework and technical expertise to develop initiatives which led to improved mission readiness rates, expansion of communications network and advancements in total force package.

**Logistics Management Officer, GS-0346-12 & Traditional Guard/Flight Commander**

10/2010-6/2012

180th Fighter Wing Hours Per Week: 40

2660 South Eber Road

Swanton, OH 43558

Supervisor: Col Scott Reed, 419-304-3777. May be contacted.

SENIOR LEADER of Maintenance Squadron within F-16 flying unit. Provide expert management and support to various specialties throughout the maintenance organization. Enhance aircraft production through sound analysis of leading and lagging maintenance indicators. Take swift action based on findings to mitigate waste and enhance production efficiency, leading to improved mission capable rates and quality of life for unit personnel. Direct supervisor of three section Superintendents who are responsible for the productivity and management of over seventy full-time personnel and more than 200 traditional guardsman. Provide leadership team with timely, constructive feedback to enhance production and foster continued development. Have planned and led numerous deployments, to include taking Airman from across the Wing into austere conditions to carry out critical missions in support of our sister services.

PROVIDED EXPERT TECHNICAL ANALYSIS and make recommendations to unit key leadership regarding status of mission-critical programs and assets. Lead working groups through in-depth process and program analyses. Facilitate process improvement initiatives through the development of sound charters, clearly defined outcomes and in-depth analysis of contributing factors. Actively use Lean/Six Sigma tools such as the DMAIC method, process mapping and the like to enhance working group productivity, improve stakeholder buy-in and ensure project success. Work closely with Group Commander to formulate and implement risk management initiatives, manage personnel development and staffing as well as guarantee that project timelines are realistic and completed in a timely manner.

MANAGED, CONTROLLED AND COORDINATE numerous projects within the Maintenance Squadron Commander purview as well as various wing-level projects upon Wing Commander request. In each instance ensuring that outcomes and interests are clearly defined prior to expenditure of valuable time and resources. Utilize data analysis, formal and informal climate surveys, process mapping and a number of other process improvement and project management tools to meet mission goals and improve productivity. Recently led a group of personnel representing multiple disciplines throughout the Maintenance Group in an effort to improve aircraft availability to Operations. Through open communication between members of labor and management, a clear understanding of interests and expert facilitation, the group's efforts have led to a significant improvement in aircraft availability as well as a stronger relationship between labor and management.

APPLIED EXPERT KNOWLEDGE OF PROJECT MANAGEMENT CONCEPTS AND PRINCIPLES in order to evaluate status and future steps of organizational initiatives. Trusted by Wing leadership to champion projects at the highest level. Produce results by clearly defining and articulating goals, objectives and key stakeholders as well as fostering constructive communication among project team members. Through proactively managing processes and expectations, produce constant and time saving results that have had a tremendously positive impact on the unit's ability to meet and exceed mission requirements.

IDENTIFIED ACTUAL AND POTENTIAL PROBLEM AREAS by objectively reviewing data and performing periodic, informal climate surveys. Utilize technicians within various fields of specialty to forecast shortfalls and implement corrective actions. Empower technical experts to advise leadership of negative trends and potential pitfalls. Utilize each technician as a sensor to mitigate lags in production and ensure constant mission focus. Work closely with counterparts to identify and breakdown unit objectives and determine ongoing strategy. Provide concise business case analysis to Wing leadership concerning key impact of key improvements throughout the Maintenance Group leading to significant improvements in moral and aircraft production.

PLANNED, EXECUTED AND ANALYZED diverse range of electronic solutions critical to maintaining sound historical data and providing trend analysis for course correction and process improvement. Utilize standard IT problem solving methodologies to ensure products meet mission needs and provide efficient, effective flow of information to unit leadership. Ensure appropriate prioritization of project tasks to mitigate waste and promote cost effectiveness.

Executive Officer, 1st Lt, AGR (GS-12 equivalent)  
Ohio National Guard Joint Force Headquarters  
Office of the Director of Staff - Air  
2825 West Dublin Granville Road  
Columbus, OH 43235  
Supervisor: Col Greg Schnulo, 614-595-2193. May be contacted.  
02/2009 – 09/2010  
Hours Per Week: 40

PLANNED, ORGANIZED AND COORDINATED vital Department of Defense service member reintegration events for over 5,000 Airmen. Provided timely data collection and analysis to support and improve personnel and logistics management programs and processes. Worked closely with logistics, personnel and finance specialists to meet state and federal missions. During operations in response to the outbreak of the H1N1 virus, acted as Air National Guard Liaison Officer to the Ohio National Guard Joint Operations Center. Analyzed and recommended possible courses of action based on personnel, transportation, and storage capabilities. Provided immediate response to time critical requests for information through firm knowledge of data management systems and procedures.

ORGANIZED AND DIRECTED communications and personnel specialists through tasks assigned by the Director of Staff, Ohio Air National Guard. Actively coordinated tasking of various levels of personnel while maintaining continuity and mission focus. Provided exemplary customer service to four wings, seven geographically separated units, and over 5,000 Airmen. Worked closely with civilian counterparts to organize and develop current and future programs aimed at improving the Ohio Air National Guard's ability to meet the mission and remain a key provider to our nation's defense. Produced PowerPoint presentations, official memorandums, and organizational capabilities statements used by senior leadership to promote the Ohio Air National Guard mission both locally and at the national level.

ANALYZED, EVALUATED, AND IMPROVED emergency response activities and data collection procedures for the Ohio Air National Guard. Researched and developed means of simplify and streamline information collection and archiving to address past shortfalls and future needs. These efforts led to improved lines of communication between Air and Army personnel located at Joint Force Headquarters, Ohio and shortened response times to mission critical activities. Worked closely with Army counterparts to design quick response checklists and develop staff procedures for emergency response, joint operations. Evaluated progress of Air National Guard Headquarters projects and processes.

MANAGED DATA COLLECTION AND SERVICE MEMBER SUPPORT PROGRAMS through the development and fielding of multiple computer program solutions which have been key to the continued success of the organization. Developed reports and data programs and provided status information for Ohio Air National Guard senior leadership used in operations planning and program development. Identified and evaluated present and potential logistical shortfalls, determined cause and developed corrective and preventative action.

**Pursuing School Treasurer License**, Ashland University, Columbus, OH, 2014

**Bachelor of Science**, Education, Ohio University, Athens, OH, 2006

## TRAINING

Balanced Score Card Training, *Active Strategy*, 2010 PR/Award # U282B130020

Accelerated Aircraft Maintenance Officer Course, 2010  
Facilitator Training Course, *Leadership Strategies*, 2009  
Academy of Military Science, Air National Guard Commissioning Program (Distinguished Graduate)  
Aerospace Maintenance Craftsman School, 2007  
Airman Leadership School, 2004  
Aerospace Maintenance Apprentice Course, 2001

**AWARDS / RECOGNITION**

Air Force Commendation Medal  
Air Force Achievement Medal  
Army Achievement Medal  
Air Force Outstanding Unit Award  
Air Reserve Forces Meritorious Service Medal (1 device)  
National Defense Service Medal  
Armed Forces Expeditionary Medal  
Iraq Campaign Medal  
Global War on Terrorism Service Medal  
Humanitarian Service Medal  
Air Force Overseas Ribbon Short  
Air Force Expeditionary Service Ribbon w/ Gold Border  
Air Force Longevity Service (2 devices)  
Armed Force Reserve Medal (2 'M' devices)  
Small Arms Expert Marksman Ribbon  
Air Force Training Ribbon (1 device)  
Ohio National Guard Commendation Medal  
Ohio Special Service Ribbon (1 device)  
Citizen Soldier Award Recipient, Academy of Military Science

## Benjamin R. Pacht

bpacht@unitedschoolsnetwork.org

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### Education

#### **University of Nevada – Las Vegas, Las Vegas, NV**

- Master of Education in Special Education granted in December 2007. Cumulative [REDACTED]

#### **Carleton College, Northfield, MN**

- Bachelor of Arts degree granted in June 2006. Cumulative [REDACTED] Magna Cum Laude.
- Major in Sociology/Anthropology. Certificate of Advanced Study in Spanish Language and Literature. Senior thesis on civic engagement at local level.

### Work Experience

#### **Dean of Students, Columbus Collegiate Academy, Columbus, Ohio, July 2010 – present**

- Oversee the STRIVE Paycheck system to monitor behavior, homework completion, and behavior of all students
- Design and implement programs that promoted positive student behavior
- Analyze student behavioral data frequently to provide feedback to teachers and staff
- Communicate regularly with teachers, students, and families regarding behavior and school culture
- Develop community relationships and partnerships to support the mission of the school
- Serve as Athletic Director and primary contact with the After-School All-Stars enrichment program
- Member of school team that earned EPIC Silver-Gain and Gold-Gain Awards for student academic growth

#### **Reading Teacher/Intervention Spec., Columbus Collegiate Academy, Columbus, Ohio, July 2009 – July 2010**

- Developed and executed academically rigorous college-preparatory curriculum
- Employed the Lemov Teaching Taxonomy in order to reach all learners
- Differentiated instruction for a wide spectrum of student ability levels
- Communicated regularly with families regarding student academic progress
- Maintained all special education records (ETRs and IEPs) and data
- Awarded EPIC Spotlight Teacher Award for student academic growth in reading

#### **Special Education Teacher, William E. Orr Middle School, Las Vegas, Nevada, August 2006 – July 2009**

- Corps member in Teach For America, a social movement dedicated to ending educational inequity
- Provided a stimulating environment for students with varying developmental disabilities to ensure their success
- Employed a wide range of instructional and technological strategies to maximize individual learning
- Established classroom respectful of numerous cultural backgrounds and ability levels
- Nominated for Clark County School District New Teacher of the Year for 2006-07 school year

#### **Student Travel Leader, Putney Student Travel, Otavalo, Ecuador, June – July 2008**

- Led high-school students on a month-long service learning trip to rural Ecuador
- Facilitated discussion of social and political issues in the context of community engagement projects
- Worked with local community to coordinate activities and excursions for the group
- Ensured a safe working environment for students and local community
- Assured that group accomplished all project goals and created additional projects that benefited community

#### **Social History Teacher, William E. Orr Middle School, Las Vegas, Nevada, June – August 2007**

- Taught history of hip-hop/rap in summer school setting
- Facilitated discussion of contemporary issues in urban reality and culture
- Engaged students in written and oral projects relating to themes of race, gender, religion, and sexual orientation

#### **Special Education Teacher, Markham Middle School, Los Angeles, California, June-August 2006**

- Taught language arts to students with various learning and behavioral disorders
- Responsible for bringing students up to grade level in the area of writing
- Stimulated discussion surrounding issues facing students – gangs, drugs, and youth violence

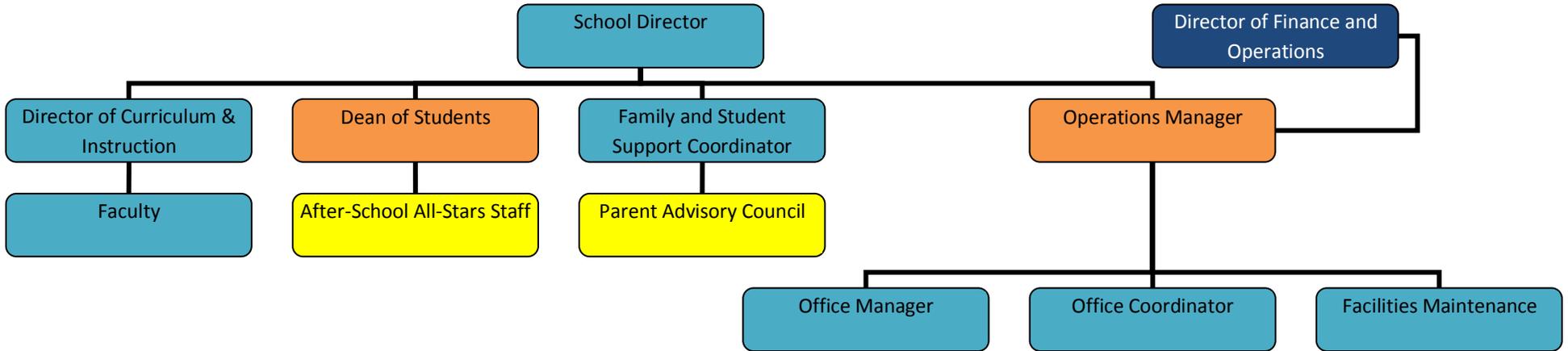
PR/Award # U282B130020

### **Skills and Qualifications**

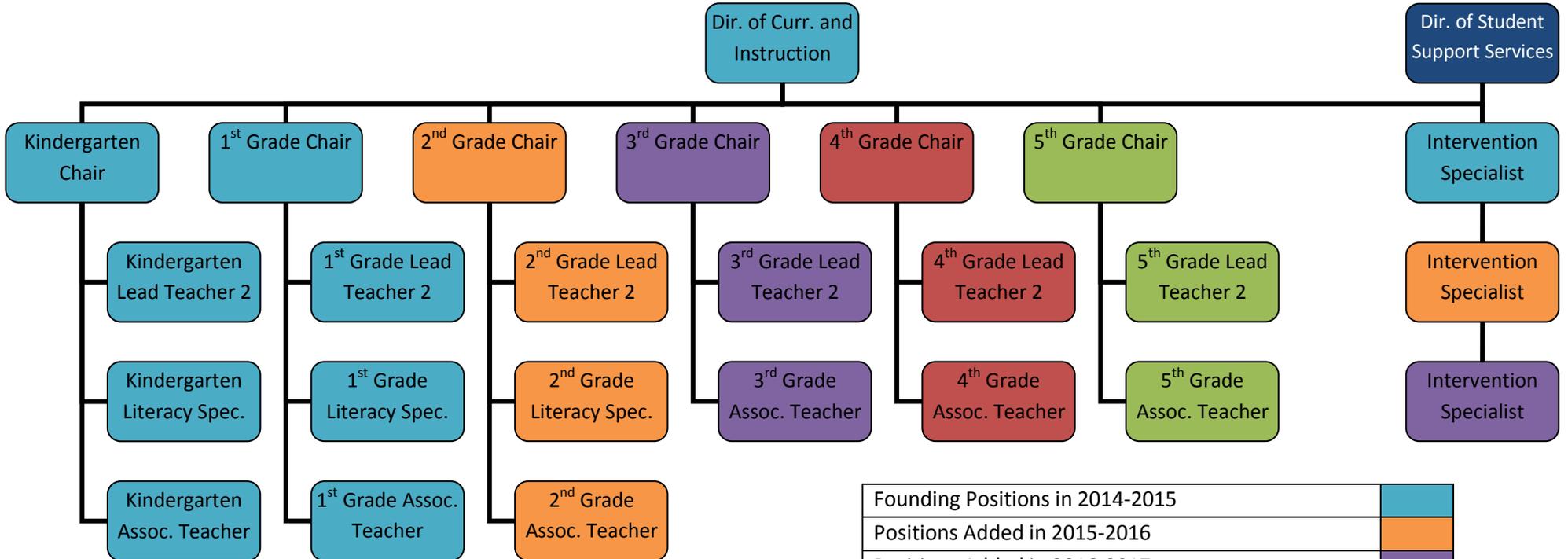
- Strong leadership abilities developed through diverse school-based roles and initiation of and involvement in numerous school and community activities
- Strong communication skills acquired through collaboration with peers and community members
- Extensive experience with recruiting and motivating students and families
- Refined analytical, written, and oral skills through professional experience
- Advanced proficiency in school technology systems SMART and Kickboard
- Training in Taxonomy of Effective Teaching Practices
- Participant in Building Excellent Schools Leaders of Emerging Networks of Schools (LENS) training

# United Preparatory Academy

## Leadership Overview



## Faculty Overview



Founding Positions in 2014-2015	
Positions Added in 2015-2016	
Positions Added in 2016-2017	
Positions Added in 2017-2018	
Positions Added in 2018-2019	
United Schools Network Positions	
External Organizations	

\*Grade-Level Chairs are also Lead Teachers.  
 \*School Director will oversee After-School All-Stars in Year 1.  
 \*Office Manager, Office Coordinator, and Facilities Maintenance will report to School Director and Director of Finance and Operations in Year 1.

## **Staffing Plan**

The staffing plan of United Preparatory Academy allows for effective and efficient execution of the mission of the school – to prepare all students for college-preparatory middle schools and high schools, and ensure they matriculate into the best colleges and universities in the nation. As stated in the Education Plan, we will employ a slow growth model, opening with kindergarten and first grade in 2014-2015, and then adding one grade per year until we serve 360 students in grades K-5. The slow growth model allows us to master the vital systems and procedures of the school with a smaller population before transitioning to a larger student population.

In order to meet the needs of students, we have planned to have 3-4 teachers per grade level, including a literacy specialist for each grade in grades K-2. The early years are vital years in the literacy development of children, and thus having a specialist to address this important subject will allow us to better develop the literacy skills of our students. In addition, we have an associate teacher for each grade level in order to help plan, co-teach with lead teachers, and deliver instruction and additional support. Lastly, intervention specialists will be on hand (*growing the number as our population of students with IEPs grows*) to collaborate with teachers and provide individual and small-group interventions.

An additional benefit to the above staffing plan is that the leadership team will be fully intact by the second year of the school's operation. The School Director will oversee the Director of Curriculum and Instruction, Dean of Students, and Family and Student Support Coordinator, and help manage the Operations Manager along with the USN Director of Finance and Operations. Thus, there will be a "point person" for all of the vital facets of the school – academics, school culture, family engagement, and operations. The division of these important responsibilities will allow the school to run more efficiently.

## SERVICES AGREEMENT

This Services Agreement (the "Agreement"), made effective as of July 1, 2014 is by and between **United Preparatory Academy** (the "UPA"), having its principal place of business at \_\_\_\_\_, Columbus, OH \_\_\_\_\_ and **United Schools Network** (the "Operator"). The parties agree as follows:

**1. ENGAGEMENT.** UPA engages Operator to perform the duties described in Section 3 of this Agreement. Operator accepts and agrees to such engagement, subject to the general supervision, advice and direction of the Board of Trustees (the "Board") of UPA or the Board's designee. Operator will be primarily responsible for carrying out all orders and resolutions of the Board and such duties as may from time to time be assigned to Operator by the Board or the Board's designee.

**2. TERM.** The term of the Agreement will commence on July 1, 2014 and will continue until June 30, 2015, unless the Agreement is terminated earlier at the discretion of either party.

**3. DUTIES.** Operator will provide the services described on the overview of roles and responsibilities attached as Exhibit A, which is made a part of this Agreement by this reference. Operator agrees to devote its best efforts to developing a high performing college preparatory elementary school.

**4. COMPENSATION OF OPERATOR.** As compensation for the services provided by Operator under this Agreement, UPA will pay Operator a fee not to exceed 8% of General Fund receipts (including, but not limited to, State Foundation payments and Fundraising/Donations to UPA). Any additional fees may be paid to the Operator, at the discretion of the Board. Such fees will be approved by the Board before payment is rendered.

**5. EXPENSES.** Operator will be reimbursed for all reasonable expenses as agreed upon by the Board, including all cell phone charges incurred by Operator in performance of the duties described in Section 3 of this Agreement.

**6. INDEPENDENT CONTRACTOR.** Nothing in this agreement is intended nor shall be construed to create an employer/employee relationship between contracting parties. The sole interest and responsibility of the parties is to ensure the services covered by this agreement shall be performed and rendered in a competent, efficient, and satisfactory manner.

**7. APPLICABLE LAW.** This Agreement shall be governed by and construed in accordance with the laws of the State of Ohio (regardless of the laws that might be applicable under principles of conflicts of law) as to all matters, including, but not limited to, matters of validity, construction, effect, and performance. The parties consent to the exclusive jurisdiction of the courts of the State of Ohio in Franklin County, and the United States District Court for the Southern District of Ohio, Eastern Division, and waive any contention that any such court is an improper venue for enforcement of this Agreement.

**8. NOTICES.** Notice from one party to the other shall be in writing and shall be deemed to have been duly given when delivered in person, one (1) business day after the notice has been sent by an overnight courier service, or two (2) business days after they have been mailed, certified, return receipt requested, postage prepaid:

If to UPA, addressed to:

United Preparatory Academy

\_\_\_\_\_  
\_\_\_\_\_

If to Operator, addressed to:

United Schools Network

\_\_\_\_\_  
\_\_\_\_\_

Either party may, from time to time, by written notice to the other party, designate a different address, which shall be substituted for the one specified above for such party.

**9. ENTIRE UNDERSTANDING.** This Agreement constitutes the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior negotiations, discussions, undertakings, and agreements between the parties. This Agreement may be amended or modified only by a writing executed by the parties.

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

United Preparatory Academy:

United Schools Network:

\_\_\_\_\_  
Authorized Representative

\_\_\_\_\_  
Authorized Representative

\_\_\_\_\_  
Chairperson of the Board of Trustees  
United Preparatory Academy

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

\_\_\_\_\_  
Treasurer  
United Preparatory Academy

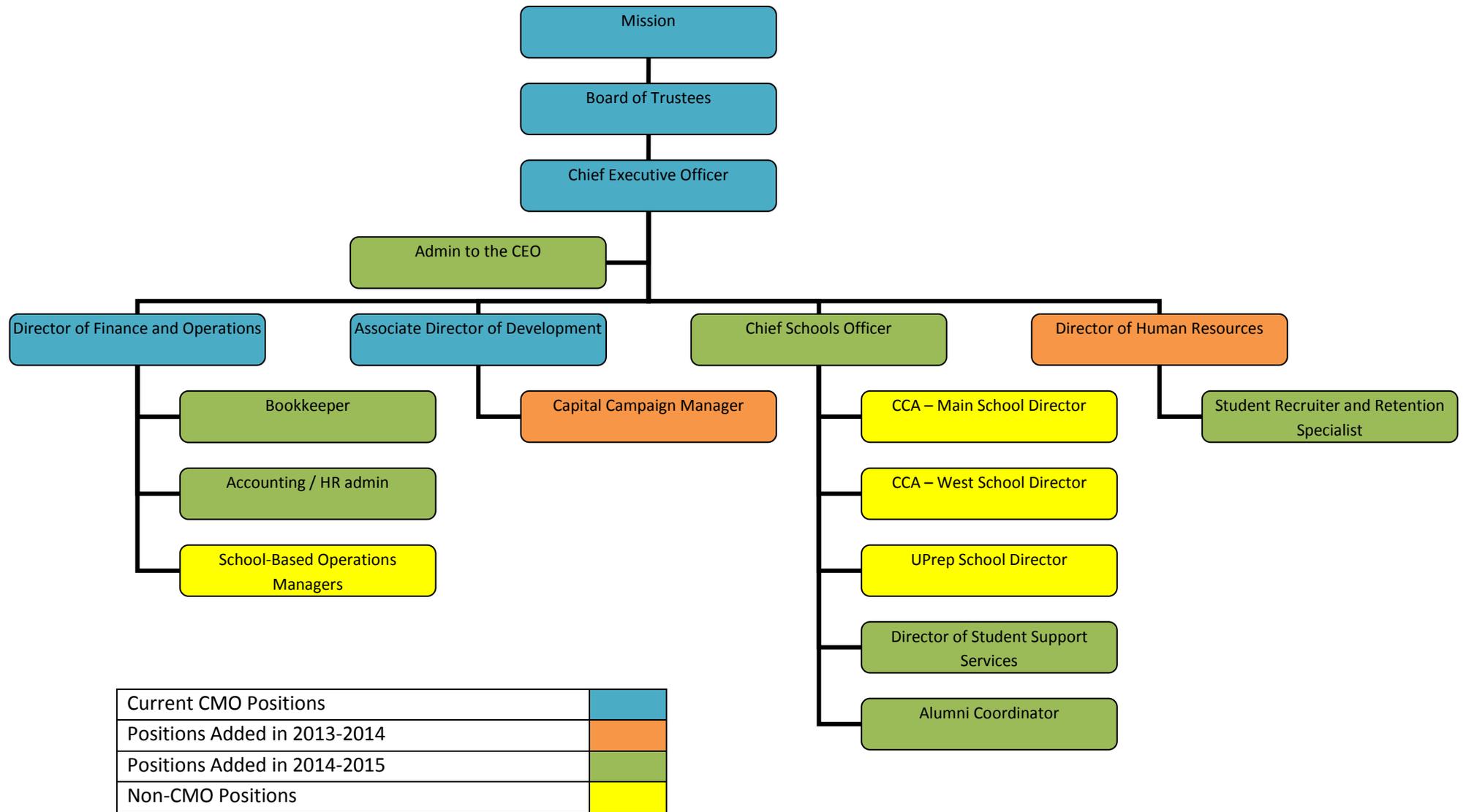
Date: \_\_\_\_\_

**Exhibit A**

**Overview of Roles and Responsibilities for the Operator and School**

<b>Home Office</b>	<b>School</b>
Mission and Vision	Culture
Calendar	Teacher Schedule
Daily Schedule Approved	Daily Schedule Generated
Instructional Model	Hiring and Separation Recommendations
Core Values	Parent and Community Outreach
Standards	Individual Teacher Coaching
Leadership Development	Weekly Teacher Professional Development
Scope and Sequence	Materials and Supplies
Large Topic Teacher Training	School Based Budgeting
Teacher Recruitment	Student Recruitment
Large Scale Procurement	Bookkeeping
Data Analysis	Data Analysis
Central Budgeting	School Based Procurement
Facility Identification and Development	Building Maintenance
Human Resources	
Benefits Administration	
Finance/Accounting/Banking	
Grant Compliance	
Fund Development	
Advertising and Marketing	
Public Relations	
Assessment Selection	
Quality Assurance/School Auditing	
Technology Planning and Design	

United Schools Network  
Organizational Chart



Current CMO Positions	
Positions Added in 2013-2014	
Positions Added in 2014-2015	
Non-CMO Positions	

During the first phase of network growth in addition to providing schools resources and services, the Home Office will focus on providing value to schools in a number of ways. Examples include:

- 1) Building systems/tools and centralizing work: network staff will build infrastructure for common processes in the name of efficiency and consistency and, in many cases, shift the burden of responsibility away from schools (*Examples: Human Resources building a payroll system and administering benefits centrally; Operations work in new school start-ups*)
- 2) Collecting, evolving and disseminating/training best practices: Inflexion fund cohort members have already begun to codify model practices and identify what will be replicated in future schools. Central office staff can build on this by identifying what's working and what's not across the schools and amplify the best practices (through training and other forums) and think carefully about what needs to improve in a specific area to solve issues common to schools. Network staff can set up working groups and forums that foster collaboration and innovation.
- 3) Providing Parallel Support: Parallel support is a way of providing deep training and ongoing development in addition to the direct management staff members receive from an official manager. In parallel support situations, the Home Office staff is often also doing #1 and #2 above and providing more ongoing coaching and collaboration to a particular set of staff members (*Example: Teacher Leadership working with Deans to collaborate on teacher professional development and building coaching practice knowledge and skill*)
- 4) R & D investment to evolve and improve practices. High-performing organizations constantly evolve and improve practices, systems, and often transform even "sacred" aspects of their operating models to seize new opportunities, respond to past learning, and amplify local innovations. Home Office staff is positioned to dedicate resources to the design work often needed to affect change and seize new opportunities.

# **MASTER CONTRACT**

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

**Dated as of April 26, 2013**

## TABLE OF CONTENTS

<u>Contract Section</u>	<u>Page Number</u>
<u>Article I.</u> Purpose	3
<u>Article II.</u> Term	4
<u>Article III.</u> Responsibilities of the GOVERNING AUTHORITY	5
<u>Article IV.</u> Responsibilities of the SPONSOR	14
<u>Article V.</u> Compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Improvement Act of 2004	15
<u>Article VI.</u> Site Visits	15
<u>Article VII.</u> Letter of Approval to Operate	15
<u>Article VIII.</u> Probationary Status	16
<u>Article IX.</u> Suspension of Operation	17
<u>Article X.</u> Expiration/Termination of Contract	20
<u>Article XI.</u> Contract Termination Contingencies	21
<u>Article XII.</u> Governing Law	22
<u>Article XIII.</u> Limitation on Liability/Disclaimer of Liability/Covenant Against Suit	23
<u>Article XIV.</u> Assignment	23
<u>Article XV.</u> Amendments or Modifications	24
<u>Article XVI.</u> Severability	24
<u>Article XVII.</u> No Child Left Behind	24
<u>Article XVIII.</u> Dispute Resolution Procedure	24
<u>Article XIX.</u> Discrimination Policy	25
<u>Article XX.</u> Entire Agreement	25
<u>Article XXI.</u> Notice	26
<u>Article XXII.</u> Non-Waiver	27
<u>Article XXIII.</u> Force Majeure	27
<u>Article XXIV.</u> No Third Party Rights	27
<u>Article XXV.</u> Non-Agency	27
<u>Article XXVI.</u> Statement of Assurances for Start-Up Schools	28
<u>Exhibit 1</u> Education Plan	29
<u>Exhibit 2</u> Financial Plan	57
<u>Exhibit 3</u> Governance Plan	65
<u>Exhibit 4</u> Academic and Organizational Performance Plan	82
<u>Exhibit 5</u> Letter of Approval to Operate	88
<u>Exhibit 6</u> Statement of Assurances for Start-Up Schools	91
<u>Exhibit 7</u> Roster of the GOVERNING AUTHORITY	96
<u>Exhibit 8</u> Related Party Disclosure Form	98

**COMMUNITY SCHOOL CONTRACT**  
**For**  
**Columbus Collegiate Academy - Main**

This Community School Contract (the "Contract") is entered into pursuant to the provisions of Chapter 3314 of the Ohio Revised Code effective July 1, 2013, by and between the Thomas B. Fordham Foundation (hereinafter the "SPONSOR") and the Governing Authority (hereinafter the "GOVERNING AUTHORITY") of Columbus Collegiate Academy - Main, located at 1469 E. Main Street Columbus Ohio 43205 (hereinafter the "Community School").

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

**Article I. Purpose**

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

This Contract authorizes the continued operation of the Community School pursuant to Chapter 3314 of the Ohio Revised Code (the "Code"). Such school shall be a public school, independent of the Columbus City School District and is part of the state education program. Pursuant to Code Section 3314.01, the Community School may sue and be sued, acquire facilities as needed, and contract for services necessary for the operation of the Community School. The GOVERNING AUTHORITY of the Community School may carry out any act and ensure the performance of any function that is in compliance with the Ohio Constitution, Chapter 3314 of the Code, other statutes applicable to community schools and the terms of this Contract. The Community School is educating children in grade or age equivalent grade levels 6-8.

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

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

## Article II. Term

The term of this Contract shall be for a period of three (3) year(s) commencing July 1, 2013 and ending June 30, 2016 (the "Term"); provided, however, the SPONSOR or GOVERNING AUTHORITY may terminate this Contract prior to its term, pursuant to Article X of this Contract. This Contract may be renewed by the parties hereto in accordance with the requirements of Section 3314.03(E) of the Code. This Contract is not valid and binding until executed by both parties.

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

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

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

The renewal or non-renewal of this Contract between the SPONSOR and GOVERNING AUTHORITY shall be subject to Code Section 3314.07. In the event of non-renewal of this Contract, and in accordance with Code Section 3314.07, the SPONSOR shall provide to the GOVERNING AUTHORITY a decision on the Renewal Application by February 1 in the year in which the SPONSOR intends to take action not to renew the Contract. In the event that renewal is not approved, then the parties to this Contract shall fulfill their respective obligations hereunder to the end of the term pursuant to Articles II and XI of this Contract. Notwithstanding any obligations pursuant to Article X, once the GOVERNING AUTHORITY has received notice of a non-renewal decision, the GOVERNING AUTHORITY is free to contact other sponsors within the state. In the event that the Renewal Application is granted, the SPONSOR may enter into a proposed Contract with the GOVERNING AUTHORITY. Nothing herein shall obligate the SPONSOR to approve a Renewal Application.

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

### **Article III. Responsibilities of the GOVERNING AUTHORITY**

The GOVERNING AUTHORITY agrees to comply with provisions established under Chapter 3314 of the Code applicable to community schools. Pursuant to Section 3314.02 all members of the GOVERNING AUTHORITY must be eligible to serve in such capacity. In accordance with Section 3314.03 of the Code, the Community School agrees that it will remain in good standing as a non-profit, public benefit corporation pursuant to Chapter 1702 of the Code for the entire term of this Contract.

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

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

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

The GOVERNING AUTHORITY represents that its Commercial General Liability policy expressly covers Corporal Punishment Liability and Athletic Participation Medical Liability. In addition to any existing insurance policies, the GOVERNING AUTHORITY agrees to negotiate in good faith with the SPONSOR to determine the types and amounts of other insurance policies that it shall acquire and maintain in place. At a minimum, however, the GOVERNING AUTHORITY agrees to maintain insurance policies for the following types and amounts of coverage: commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate; automobile liability insurance of one million dollars (\$1,000,000); employee dishonesty insurance with limits of five hundred thousand dollars (\$500,000); and educators legal liability insurance (which shall include coverage of trustees and officers of the Community School) with limits of one million dollars (\$1,000,000) each claim and two million dollars (\$2,000,000) aggregate. The GOVERNING

AUTHORITY agrees to take all appropriate action to ensure that the SPONSOR is listed as an additional named insured on each of these insurance policies.

No later than fifteen (15) days following the date of this Contract, the GOVERNING AUTHORITY shall provide the SPONSOR with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts agreed to. All such insurance policies shall contain a provision requiring notice to the SPONSOR, at least thirty (30) days in advance, of any material change, non-renewal, or termination, to the attention of President, The Thomas B. Fordham Foundation, 1016 16<sup>th</sup> Street, NW, 8<sup>th</sup> Floor, Washington, D.C. 20036 or such other address designated by the SPONSOR with copies to Thomas B. Fordham Foundation, 2600 Far Hills Avenue, Suite 216, Dayton, OH 45419, Attn: Director of Community School Sponsorship and to Thomas A. Holton/Charles Y. Kidwell, Porter, Wright, Morris & Arthur LLP, Suite 1600, One South Main Street, Dayton, Ohio 45402-2028.

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

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

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

records check for the GOVERNING AUTHORITY members shall be provided to the SPONSOR upon request.

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

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

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

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

In accordance with Code Section 3314.03(A)(6), the GOVERNING AUTHORITY agrees to adopt an attendance policy that includes a procedure for automatically withdrawing a student from the Community School if the student fails to participate in one hundred five (105) consecutive hours of the learning opportunities offered to the student. Such policy shall provide for withdrawing the student by the end of the thirtieth (30th) day after the student has failed to participate. In accordance with Code Section 3314.03(A)(11)(a), the Community School shall

provide learning opportunities to a minimum of twenty-five (25) students for a minimum of nine hundred twenty (920) hours per school year.

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

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

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

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

In accordance with Code Section 3365.15, the Governing Authority shall ensure that academically qualified students be permitted to participate in the Seniors to Sophomores program.

In accordance with Code Section 3314.03(A)(25), the Community School will open for operation not later than September 30.

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

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

The GOVERNING AUTHORITY further represents that the GOVERNING AUTHORITY will disclose any actual or potential conflicts, including, but not limited to, disclosure of any legal obligations such as employment or professional services contracts

between any individual employed by or retained as a consultant by the GOVERNING AUTHORITY and the Community School.

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

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

As consideration for the sponsorship of the Community School by the SPONSOR, the GOVERNING AUTHORITY or, as directed, the Community School will pay a 2% sponsorship fee (the "Sponsorship Fee") to the SPONSOR, on or before the 10th day of the month for the term of this Contract, calculated on the total state foundation payment, based upon student enrollment, received by the Community School. The Sponsorship Fee will increase to 2.5% for the remainder of the school year should any of the following events occur:

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

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

The Community School and the GOVERNING AUTHORITY agree to cooperate with and assist the SPONSOR or its designee in providing the access, information, and data the SPONSOR requires at the SPONSOR'S sole discretion. This expressly includes the SPONSOR'S right to access all computer systems and websites hosted by the Ohio Department of Education to the extent such access is necessary to fulfill the SPONSOR'S monitoring obligations as set forth in Code Section 3314.03(D). The Community School and the GOVERNING AUTHORITY understand and agree that the SPONSOR may contract with a

third party, who will be a third party beneficiary of this Contract, to perform the SPONSOR'S oversight functions pursuant to this Contract.

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

**A. Educational Plan:**

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

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

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

**B. Financial Plan:**

In accordance with Section 3314.03(A)(15), the GOVERNING AUTHORITY agrees to comply with the financial plan ("Financial Plan") of the Community School, which details an estimated school budget for each year of the period of this Contract, specifies the total estimated per pupil expenditure amount for each such year, and describes the financial policies, procedures and internal financial controls of the Community School. The GOVERNING

AUTHORITY shall calculate and report the estimated per pupil expenditure amount that will be used for purposes of funding calculations under Section 3314.08 of the Code. This base formula amount for any year shall not exceed the dollar formula amount defined under Section 3317.02 of the Code. The GOVERNING AUTHORITY'S financial plan may also specify, for any year, a percentage figure to be used for reducing the per pupil amount of disadvantaged pupil impact aid the Community School is to receive that year under Section 3314.08 of the Code. Said Financial Plan is attached hereto as Exhibit 2, and is incorporated by reference as if fully written herein.

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

In accordance with Section 3314.011 of the Code, the GOVERNING AUTHORITY shall have a designated fiscal officer for the Community School who meets all of the requirements set forth in Section 3314.011.

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

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

The GOVERNING AUTHORITY will annually conduct an inventory of all assets of the Community School and their value, as of the date the inventory was conducted, and submit a copy of the inventory to the SPONSOR by September 30.

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

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

### **C. Governance Plan:**

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

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

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

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

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

The GOVERNING AUTHORITY agrees to comply with the admission procedures as set forth in Section 3314.06 of the Code. In accordance with Section 3314.03(A)(19) of the Code, the GOVERNING AUTHORITY agrees to adopt an enrollment policy regarding the admission of students who reside outside the district in which the Community School is located. The policy shall comply with the admissions procedures as specified in Section 3314.06 of the Code.

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

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

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

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

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

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

The GOVERNING AUTHORITY agrees to notify the SPONSOR in writing within seven (7) business days that an existing GOVERNING AUTHORITY member resigns or a new GOVERNING AUTHORITY member is appointed.

#### **D. Accountability Plan:**

The GOVERNING AUTHORITY agrees to assess student achievement of academic goals using the methods of measurement identified in the Academic and Organizational Performance Plan (“Academic and Organizational Performance Plan”), which is attached hereto as Exhibit 4, and incorporated by reference as if fully written herein. Such methods shall include the administration of Ohio's proficiency tests, achievement tests, diagnostic assessments, or any other statutory testing established for Ohio's students. The SPONSOR and GOVERNING AUTHORITY further agree to comply with any and all statutory amendments regarding student

achievement and testing governing community school students as if such amendments were specifically set forth in this Contract.

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

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

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

#### **Article IV. Responsibilities of the SPONSOR**

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

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

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

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

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

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

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

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

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

**Article VI. Site Visits**

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

**Article VII. Letter of Approval to Operate**

Should the GOVERNING AUTHORITY elect to move the Community School to a new location, the GOVERNING AUTHORITY shall neither commence school operations nor in the new location begin classes for students until it has received a letter of approval to operate ("Letter of Approval") issued by the SPONSOR, the requirements of which are attached hereto as Exhibit 5, and incorporated by reference as if fully written herein, and any other health and safety certificates or documentation required by the appropriate governmental agency. The SPONSOR shall issue to the GOVERNING AUTHORITY a Letter of Approval within seven

(7) business days after receipt of the required documentation. If the GOVERNING AUTHORITY receives no response from the SPONSOR within fourteen (14) business days after receipt of all the required documentation, the GOVERNING AUTHORITY shall be authorized to begin classes.

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

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

### **Article VIII. Probationary Status**

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

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

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

may be terminated or operations of the Community School may be suspended pursuant to Article IX of this Contract.

If the SPONSOR approves the written proposed remedy submitted by the GOVERNING AUTHORITY, then the Community School shall remain on probationary status and the SPONSOR shall monitor the actions taken by the GOVERNING AUTHORITY to remedy the conditions that have warranted probationary status as specified by the SPONSOR and, if the SPONSOR at any time finds that the GOVERNING AUTHORITY is no longer able or willing to remedy those conditions to the satisfaction of the SPONSOR, the SPONSOR may take further action under Section 3314.073, including taking over the operation of the Community School, or suspending the operation of the Community School.

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

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

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

#### **Article IX. Suspension of Operation**

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

Upon the GOVERNING AUTHORITY'S receipt of the notice of suspension, the GOVERNING AUTHORITY shall immediately notify the employees of the Community School and the parents of the students enrolled in the Community School of the suspension and the

reasons for the suspension, and shall cease all school operations on the next business day. Any such suspension shall remain in effect until the SPONSOR notifies the GOVERNING AUTHORITY that it is no longer in effect.

**A. Health and Safety**

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

**B. Other**

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

1. The GOVERNING AUTHORITY'S failure to ensure that the Community School delivers the Education Plan specified pursuant to Exhibit 1 of this Contract to all students enrolled in the Community School;
2. The GOVERNING AUTHORITY'S failure to ensure that the Community School meets the performance requirements specified in Exhibit 4 of the Contract;

3. The GOVERNING AUTHORITY'S failure to meet generally accepted standards of fiscal management;
4. The GOVERNING AUTHORITY has violated any provisions of this Contract or applicable state or federal law; or
5. Other good cause.

Prior to suspension for one or more of the five reasons set forth in paragraphs (B)(1) through (B)(5) above, the SPONSOR must first issue to the GOVERNING AUTHORITY written notice of the SPONSOR'S intent to suspend the operation of the Community School. Such notice shall explain the reasons for the SPONSOR'S intent to suspend operation of the Community School and shall provide the GOVERNING AUTHORITY with five (5) business days to submit to the SPONSOR a written proposal to remedy the conditions cited as reasons for the suspension. The SPONSOR shall promptly review any proposed remedy timely submitted by the GOVERNING AUTHORITY and either approve or disapprove the proposed remedy.

If the SPONSOR disapproves the remedy proposed by the GOVERNING AUTHORITY, or if the GOVERNING AUTHORITY fails to submit a proposed written remedy in the manner prescribed by the SPONSOR, or if the GOVERNING AUTHORITY fails to implement the remedy as approved by the SPONSOR, the SPONSOR may suspend the operation of the Community School.

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

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

### **C. Termination Resulting from the Suspension of School Operations**

In accordance with Article X of this Contract and Ohio law, the SPONSOR may choose to terminate this Contract prior to its expiration if the SPONSOR has suspended the operation of the Community School.

#### **Article X. Expiration/Termination of Contract**

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

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

legally binding document executed by the parties to this Contract, or the Community School's reporting requirements under this Contract or applicable law;

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

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

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

1. The date the SPONSOR notifies the GOVERNING AUTHORITY of its decision to terminate the Contract;
2. If an informal hearing is requested, and as a result of the informal hearing the SPONSOR affirms its decision to terminate this Contract, the effective date of the termination specified in the notice of termination, or if the SPONSOR'S decision is appealed to the State Board of Education (the "State Board"), and the State Board affirms that decision, the date established in the resolution of the State Board affirming the SPONSOR'S decision.

If the SPONSOR learns that the Community School may receive a designation of "unauditable" from the Ohio Auditor of State, the Community School shall be subject to probationary status, suspension of operations, termination or nonrenewal of the Contract.

#### **Article XI. Contract Termination Contingencies**

If the Community School (i) permanently closes and ceases its operation or (ii) closes and ceases to operate, the Community School shall comply with Section 3314.074 of the Code and proceed according to the Contract termination contingencies set forth in the Governance and Administration Plan, Exhibit 3, which is attached hereto, and incorporated by reference as if fully written herein.

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

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

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

The GOVERNING AUTHORITY further recognizes the authority of the Ohio Department of Education to take over sponsorship of the Community School in accordance with Section 3314.015(C) of the Code.

## **Article XII. Governing Law**

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

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

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

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

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

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

**Article XIV. Assignment**

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

## **Article XV. Amendments or Modifications**

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

## **Article XVI. Severability**

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

## **Article XVII. No Child Left Behind**

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

## **Article XVIII. Dispute Resolution Procedure**

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

- a. Members of the GOVERNING AUTHORITY shall meet with representatives of the SPONSOR;
- b. Members of the GOVERNING AUTHORITY and the SPONSOR will make a good faith effort to define the issues, clarify any miscommunications and resolve contractual differences;
- c. All agreed terms shall be placed in writing and signed by both parties;

- d. The GOVERNING AUTHORITY or the SPONSOR may initiate this process by providing written notice to the other party of their intent to initiate the dispute resolution process.

In the event the representatives are unable to resolve such disputes on their own accord, then the representatives may engage in nonbinding mediation, using a trained, experienced mediator selected by mutual agreement of the representatives of the SPONSOR, and the representatives of the GOVERNING AUTHORITY. In addition to the foregoing, the parties may also engage in a process of notifications relating to noncompliance or corrective actions through the use of written notice, warnings, and other remedial action prior to the Community School being subject to probationary status, suspension of operations, termination or nonrenewal of the Contract. Notwithstanding the foregoing, nothing herein is intended to supersede or modify the procedures set forth under Article VIII for Probationary Status, Article IX for Suspension of Operation or Article X for Expiration/Termination of Contract.

#### **Article XIX. Discrimination Policy**

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

#### **Article XX. Entire Agreement**

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

**Article XXI. Notice**

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

If to the GOVERNING AUTHORITY:

Governing Authority  
Columbus Collegiate Academy – Main  
1468 E. Main Street  
Columbus, OH 43205  
Attn. Mr. Andrew Boy

Copies to:

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If to the SPONSOR:

The Thomas B. Fordham Foundation  
1016 16th Street, N.W., 8th Floor  
Washington, D.C. 20036  
Attn. Chester E. Finn, Jr.

Copies to:

The Thomas B. Fordham Foundation  
2600 Far Hills Avenue, Suite 216  
Dayton, Ohio 45419  
Attn. Director of Community School Sponsorship

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

## **Article XXII. Non-Waiver**

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

## **Article XXIII. Force Majeure**

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

## **Article XXIV. No Third Party Rights**

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

## **Article XXV. Non-Agency**

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

**Article XXVI. Statement of Assurances for Start-Up Schools**

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

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

By: \_\_\_\_\_  
**Chester E. Finn, Jr.**  
President

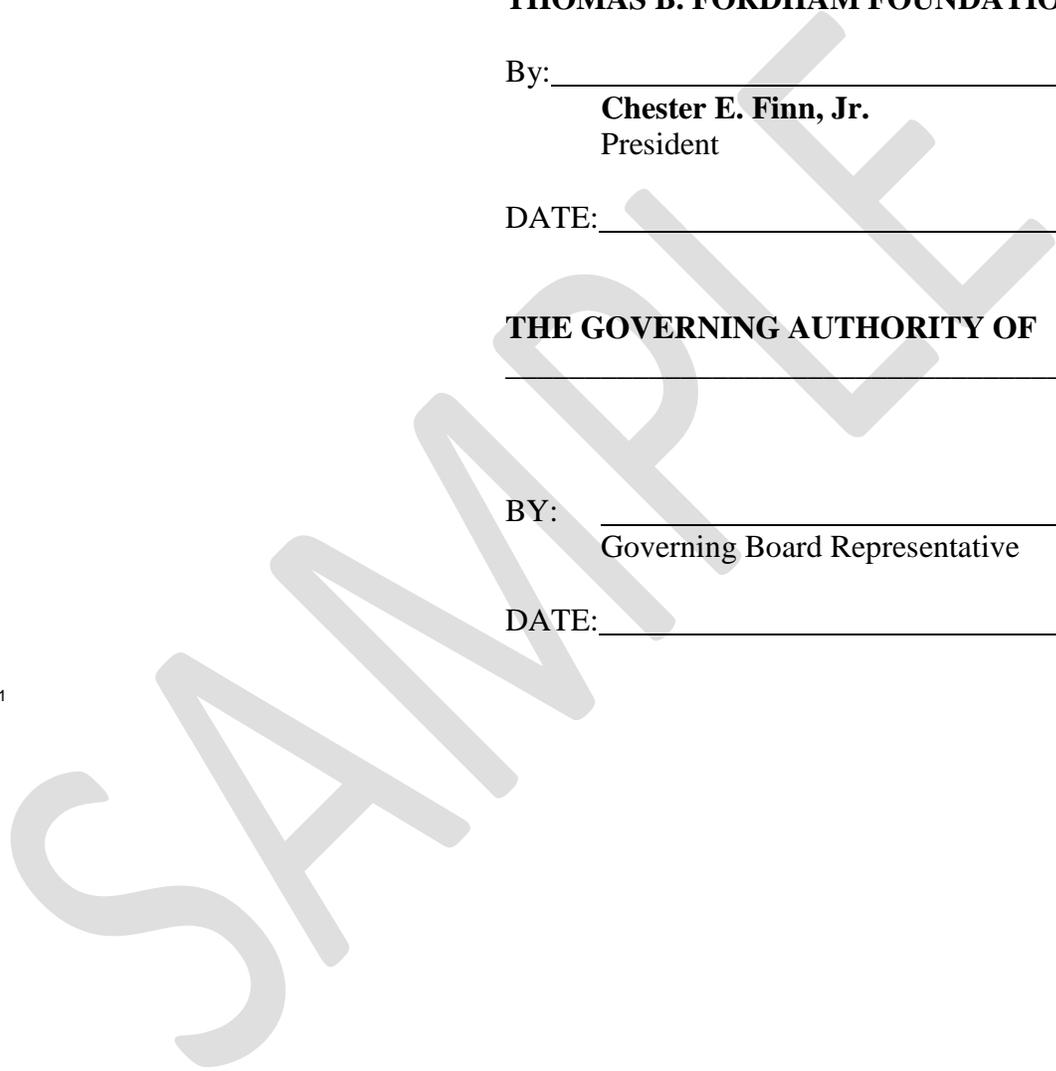
DATE: \_\_\_\_\_

**THE GOVERNING AUTHORITY OF**  
\_\_\_\_\_

BY: \_\_\_\_\_  
Governing Board Representative

DATE: \_\_\_\_\_

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**EXHIBIT 1: EDUCATION PLAN**

SAMPLE

## **EXHIBIT 1: EDUCATION PLAN**

### **A.1 Mission**

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

#### **A.1.1 Vision**

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

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

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

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

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

This is the vision of life for a student at Columbus Collegiate Academy. Unfortunately, this is reality for few teenagers on the Near Eastside and nearby neighborhoods. Current performance data indicate that few students in this area learn and master essential skills of reading, writing, and mathematics, and many students struggle with poverty which only makes an excellent education all the more critical. At nearby Champion Middle School, for example, 98.6 percent of its students are economically disadvantaged and only 37 percent leave the school proficient in reading, 32 percent leave the school proficient in math, and 21 percent leave the school proficient in science.<sup>1</sup>

### **A.1.2 Educational Philosophy**

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

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

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

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

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

The *structures* we provide: students participate in a highly disciplined school environment based upon respect and accountability for one's actions, participate in an extended school day, high school and college visits, and complete challenging homework every night.

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<sup>1</sup> Test results are the preliminary numbers released by the Ohio Department of Education for the 2012 OAA.

The *supports* we provide: all students receive at least 100 minutes of literacy and 100 minutes of math instruction (6<sup>th</sup> and 7<sup>th</sup> grade), tutoring sessions, and Homework Center daily.

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

*“You have to build the culture first or you will never get to the academics.” - Dr. Howard Fuller<sup>2</sup>*

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

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

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

– Abigail and Stephan Thernstrom<sup>3</sup>

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

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

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

- Rafe Esquith<sup>4</sup>

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<sup>2</sup> Presentation by Dr. Howard Fuller at Building Excellent Schools on 11/18/06.

<sup>3</sup> Thernstrom, Abigail and Thernstrom, Stephan. *No Excuses: Closing the Racial Gap in Learning*. New York: Simon & Schuster, 2003. 43.

<sup>4</sup> Esquith, Rafe. *There are No Shortcuts*. New York: Anchor Books, 2004. 47.

Teachers' attitudes and actions critically influence student performance. A teacher who moves too quickly through curriculum, or who ignores the needs of a struggling student, shows favoritism to another, or complete apathy towards the subject material diminishes the possibility of success for many of his/her students. Outstanding teachers have an uncompromising desire to see their students excel, challenge all of his/her students to do their best, learn the most, and see the world through new eyes. Outstanding teachers have mastery in and passion for their content areas and instill such passion in their students, and they are prepared with strong lessons every day and with frequent assessments to ensure they have a close and clear understanding of what their students are learning. These are the teachers Columbus Collegiate recruits.

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

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

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

A future of academic success that includes college cannot be built on a weak foundation. A strong foundation is one that is built upon well-developed skills in literacy and mathematics. As E.D. Hirsch points out in *The Schools We Need and Why We Don't Have Them*, "The ability to learn something new depends on an ability to accommodate the new thing to the already known."<sup>5</sup> In order to do more advanced work, students must have skills and content "already known," and to achieve mastery students must be given rigorous instruction and mandatory supports to develop that skill and knowledge base. The road to college and the higher-level thinking that college will require begins with the ability to read well, write well, and compute accurately. We build this foundation through the implementation of our instructional strategies and core beliefs, all of which are supported by the practice of high performing urban charter schools that inspire our school design. Our instructional strategies are outlined below:

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<sup>5</sup> E.D. Hirsch. *The Schools We Need and Why We Don't Have Them*. New York: Anchor Books, 2003.

- *Consistent School-wide Approach to Classroom Instruction:* All classrooms are structured through the common use of the Universal Blackboard System (UBS), with Do Now/AIM/Agenda/HW, classroom procedures for notebooks and classroom supplies, and instruction that follows the “I do, we do, you do” approach. The UBS, inspired and guided by the work of noted urban educator Dr. Lorraine Monroe, is shown to lead to greater efficiency as all lessons are sharply focused on a clear, standard-driven aim and the entire class hour is planned out in the agenda. Students will benefit from the teacher’s direct instruction (“I do”), group practice guided by the teacher (“we do”), and individual opportunity to practice, apply, and master the skill and content of the class (“you do”).
- *Standards-Based Instruction:* Our educational goals at each grade level are clear and ambitious because we use Ohio and Common Core standards as our foundation and standards-driven assessments as our benchmarks.
- *Flexible Ability Groupings:* Instructional supports and strategies will be most effective through the use of Flexible Ability Groupings in the core subjects of English and math. Students will be responsible for mastery of the same concepts and will be required to take the same internal and external assessments regardless of grouping. Using differentiated instructional strategies, teachers will maximize the learning of all students.<sup>6</sup>
- *Data-Driven:* In order to be academically competitive, our students must be able to excel above their local, state and national peers. We have created and implemented end-of-trimester, standards-based assessments to ensure students are reaching those expectations. This enables us to effectively address student deficiencies within the extended day supports and to adjust classroom instruction and materials as needed. This data-driven approach has proven an invaluable tool in many of the highest performing middle and high schools throughout the country and is a critical component of our school design.
- *Constant Support - No Excuses:* In addition to the instruction that teachers deliver in their classrooms, Homework Center and tutoring will provide additional time to ensure students master the material and meet the school’s high expectations.
- *Working with a Sense of Urgency:* Teachers and administrators must always maintain a high level of urgency. The school must be filled with a sense of immediacy, particularly with a middle school population that is challenged to remediate two or three years of skill and content acquisition within the first year. Therefore, teachers will not waste a minute of instructional time. From the time the second class begins, they start a Do Now, flow right into the lesson, and work until it is time for the next class to begin.

As part of our planning process, we continue to travel across the country visiting high performing urban public schools. We continue to meet with school leaders and closely examine the best practices, systems and structures that lead to strong student achievement with similar

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<sup>6</sup> This approach is modeled after that at Roxbury Preparatory Charter School. For more detail please see [www.roxburyprep.org](http://www.roxburyprep.org).

student populations. We continue to take what we learn and incorporate it strategically into our school design. We only plan to use methods that have proven successful and are supported by ample evidence of positive achievement outcomes for urban children.

## **A.2 Geographic Boundaries; Racial & Ethnic Balance Reflective of Community Served**

There continues to be a compelling need for a highly structured, college preparatory middle school on the eastside of Columbus. Students that attend Columbus Collegiate Academy most often would have been assigned to one of eight Columbus City middle school programs including: Buckeye Middle School, Champion Middle School, Johnson Park Middle School, Linden-McKinley STEM 7-12, Medina Middle School, Sherwood Middle School, Woodward Park Middle School, and Yorktown Middle School. Of these options, four are in Academic Emergency, two are in Academic Watch, and two are in Continuous Improvement.

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

## **A.3 Curriculum and Instruction**

The mission of Columbus Collegiate is to prepare middle school students to achieve academic excellence and to ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges. The most important component of this mission is academic preparation. Regardless of their level of proficiency upon entrance, students must complete the 8th grade ready to enter 9th grade programs which have an advanced college-preparatory curriculum. Certain exit outcomes reflect this preparation, such as the reading and comprehension of classical texts from different cultures, effective writing of all varieties of 5-paragraph essays, completion of a comprehensive 8th grade Algebra Course, exposure to high school level science curricula in the 8th grade, mastery of a broad history curriculum and completion of a high-quality 10-page research paper.

Academic achievement in core academic subjects is the primary vehicle by which we accomplish the mission of Columbus Collegiate. As a result, the schedule and entire program structure are designed to promote maximum success in these courses. All students will take reading, writing, math, science, and history every day. In the 6th and 7th grade, students will take double blocks of math in addition to the already doubled program of reading and writing in place of a conventional English class.

At Columbus Collegiate, we believe in using the Common Core and Ohio state standards as a template for designing specific internal standards that clearly identify exactly what our students should know and be able to do, based on the expectations of state and national standards organizations, and our own faculty. Teachers use a detailed item-analysis process of

assessments, including released Common Core and OAA items to identify precise skills and content that students need for success. Columbus Collegiate standards are created by blending Common Core and Ohio standards with these skills and content. From these standards, teachers plan learning activities and plan how they will assess mastery of each standard. Teachers develop unit and trimester assessments before the school year starts, guaranteeing a high degree of accountability to teaching the necessary material. Standards are written during a four-week summer institute for teachers and these standards will be reviewed by the School Director.

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

	<b><i>Source and Link</i></b>	<b><i>Key Information</i></b>
<b><i>Reading</i></b>	Common Core Standards <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a>	There are 6, 7, and 8thgrade standards in each of the following areas: Literature, Informational Text, Writing, Speaking and Listening, and Language. There is also a standard that addresses the Range, Quality, and Complexity of texts used in class.
<b><i>Writing</i></b>	Common Core Standards <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a>	
<b><i>Math</i></b>	Common Core Standards <a href="http://www.corestandards.org/the-standards/mathematics">http://www.corestandards.org/the-standards/mathematics</a>	The strands in 6thand 7thgrade differ slightly from the 8thgrade strands. There is also a separate set of standards for Algebra.
<b><i>Science</i></b>	College and Career (Ohio Revised) Standards in Science -Go to the Academic Content Standards page on the ODE website.	The revised standards and model curricula are in one document.
	Common Core Grades 6-12 Literacy in Science and Technical Subjects <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a>	These standards relate to literacy skills in science and not content standards.
<b><i>Social Studies/ History</i></b>	College and Career (Ohio Revised) Standards in Social Studies -Go to the Academic Content Standards page on the ODE website.	We structure our 6thgrade social studies class differently than the revised Ohio standards to account for the vast knowledge gaps with which most students enter CCA. In addition to the revised standards, there is also a

	<p>Common Core Grades 6-12 Literacy in History/Social Studies  <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p>	<p>link for Model Curriculum at each grade level that has content elaborations and links to instructional resources that will be helpful when unit planning.</p> <p>These standards relate to literacy skills in history/social studies and not content standards.</p>
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To ensure that our standards are challenging and content-rich, Columbus Collegiate consults with other high performing charter schools in Ohio and around the country. This will allow Columbus Collegiate to develop content and performance standards that lay a solid foundation to prepare all students to excel in high school and college.

All of the curricular standards for Columbus Collegiate are directly aligned with the Common Core and/or Ohio Academic Content Standards. Where necessary for college preparation, Columbus Collegiate curricula will exceed these standards in a manner that is age-appropriate and simultaneously ensures the mastery of basic skills. For example, all Columbus Collegiate students complete Algebra by the 8th grade, a 9th grade requirement according to many district guidelines. More instructional time and a focused, accountable school culture allow for this intensified pace.

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

The process, used since the school’s inception, has demonstrated excellent results. In 2012, on the state assessment (OAA) Columbus Collegiate was the highest-performing public middle school in Columbus despite serving a higher population of economically disadvantaged students than other Columbus schools in the top tier. 100 percent of students scored proficient or higher on the 8th grade reading test, higher than the average for students in Columbus City Schools by 38 points. 100 percent of students scored proficient or higher on the 8th grade math test, higher than the average for students in Columbus City Schools by 47 points. 90 percent of students scored proficient or higher on the 8th grade science test, higher than the average for students in Columbus City Schools by 48 points.

The student population at Columbus Collegiate is 70% African-American, 22% Hispanic, and 89% economically disadvantaged. The results described above have been achieved with this population and the success is evenly distributed, meaning that students of color and economically

disadvantaged students have achieved comparable gains to the population as a whole. Such achievement has made Columbus Collegiate one of the most effective charter schools in the nation at bringing low-performing students of color to high levels of academic success.<sup>7</sup>

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

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

### *Reading*

Reading proficiency is essential to the mastery of all academic subjects. Students of Columbus Collegiate must graduate reading at or above grade level in order to be successful in high school and college. Throughout their education, students will read classical texts from diverse cultures in fiction, non-fiction, and poetry. Teachers will develop unit plans based on the skill level of their students, including grade-appropriate novels, poetry, short stories, and regular assessment of reading comprehension skills. In the 6th grade, students will receive intensive phonics and phonemic awareness instruction to meet the needs of students who are reading below grade level.

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

### *Writing*

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

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

### *Mathematics*

Algebra mastery has been called the next gateway of civil rights. "Without these skills [of algebra] children will be tracked into an economic underclass."<sup>8</sup> Columbus Collegiate students will ALL master algebra in the 8th grade. This goal requires a 7th grade Pre-Algebra course for

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<sup>7</sup> [http://www.nlms.org/documents/epic/2010-2011\\_EPIC\\_Charter\\_Schools\\_and\\_Winners.pdf](http://www.nlms.org/documents/epic/2010-2011_EPIC_Charter_Schools_and_Winners.pdf)

<sup>8</sup> [www.algebra.org/apinfo/welcome2.html](http://www.algebra.org/apinfo/welcome2.html). "Excerpts from Remarks on the Struggle for Citizenship and Math/Sciences Literacy," by Robert P. Moses, *Journal of Mathematical Behavior* 13, 107-111 (1994).

all students and intensive 6th grade courses in general mathematics. Such a program prepares students for a college-preparatory high school curriculum that includes calculus by 12th grade.

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

### *Science*

Our science instruction develops mastery of core vocabulary and conceptual knowledge, supplemented with the application of scientific principles in laboratory settings. As outlined in the Ohio Revised Standards, students at each grade level study the Earth and Space Sciences, Life Science, Physical Science, Science and Technology, Scientific Inquiry, and Scientific Ways of Knowing. There is also a focus on literacy skills within science as outlined by the Common Core Grades 6-12 Literacy in Science and Technical Subjects Standards.

Along with standards-driven science curriculum developed under the leadership of the School Director, we will also draw strategically from the FOSS program. Research has shown that “the best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses.”<sup>9</sup> The FOSS program engages students in these processes as they explore the natural world and has had tremendous results with students in diverse and underserved communities.<sup>10</sup> It guides students through intensive reading and hands-on interaction with scientific ideas and concepts. Where there are gaps in the FOSS program in relation to Columbus Collegiate and state standards, teachers will supplement the curriculum as appropriate.

### *History*

To ensure that Columbus Collegiate graduates have the critical research, thinking, and writing skills necessary for high school history, all students study a wide range of historical content and research. The sequence of courses include Regions and People of the Eastern Hemisphere in 6th grade, World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age in the 7th grade, and U.S. Studies from 1492 to 1877: Exploration through Reconstruction in the 8th grade. This sequence aligns with that of the Ohio Revised Standards. There is also a focus on literacy in history as outlined in the Common Core Grades 6-12 Literacy in History/Social Studies Standards. In addition, all students will research, write, and orally present a ten-page thesis paper in the 8th grade.

### *Physical Education*

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<sup>9</sup> Shamansky, J.A., Hedges, L., Woodworth, G., (1990), “A Reassessment of the Effects of Inquiry-Based Science Curricula of the 60’s on Student Performance,” *Journal of Research on Science Teaching*, 27(2): 127-144.

<sup>10</sup> Klentschy, M., Garrison, L., and Amaral, O., “Four-Year Comparison of Student Achievement Data 1995-1999,” Valle Imperial Project in Science (VIPS): National Science Foundation Grant #ESI-9731274.

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

### *College Preparation*

Integrated within our curriculum is a strong focus on college preparation. The Founding Board understands that even with the most rigorous academic curriculum, there are practical concerns that must be addressed before entering college. Therefore, beginning in the 6th grade, students have college preparation curriculum interwoven into their college visits to address practical concerns like entrance requirements or expectations of their dream schools, scholarship information, geographical location of their potential schools, majors and minors offered at different locations, and college graduation requirements.<sup>11</sup> This practical knowledge allows students and families to plan accordingly as they prepare for college. A team of staff members run the High School Placement program whose primary focus is to do the following: facilitate the incorporation of high school and college readiness skills and methods into classrooms; support the high school admission process; and over time, support our alumni and create a strong alumni network. This team facilitates school-wide professional development on how to talk about college and excite students about college in every class. They work closely with individual students and families throughout the high school application process, develop relationships with a variety of high schools, and with our returning alumni, support the college application process as needed. We believe that this program is pivotal in our ability to reach our goal of sending all students to demanding high schools and colleges.

### *Community Celebration*

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

### *Enrichment*

After the academic day, students are able to participate in Enrichment groups which may include, but are not limited to: basketball, soccer, student government, and computer literacy.

### *Technology*

Technology plays a role in the curriculum and assessment program at Columbus Collegiate. Students will take the NWEA Measures of Academic Progress and the Scholastic Reading Inventory three times each year. These assessments are used to monitor student growth in reading, language, math, and science. Reading teachers utilize Scholastic's ReadAbout non-fiction reading program as a part of the reading curriculum. Students will also utilize various Microsoft Office programs such as Word, Excel, and PowerPoint in their classes. Specific emphasis is put on this training for 8<sup>th</sup> graders as they prepare to attend high-performing high schools.

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<sup>11</sup> Students that follow the STRIVE values will attend high school and college visits once a trimester.

### *Classroom and non-classroom based opportunities*

Classroom based learning opportunities are described through this Exhibit, and include, but are not limited to, instruction in the subjects set forth above in this section A.3, as well as tutoring and student projects. Non-classroom based learning opportunities include college visits, high school visits, high school student shadow days, High School Fair, College Prep Family night, and Family Reading night.

#### **A.4 Target Population**

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

This is the target student population that Columbus Collegiate Academy serves and seeks to serve in the future. Columbus Collegiate Academy had the following student demographics in the 2011-2012 school year: 93.4 percent or more of our students qualified for Free/Reduced lunch, 3 percent of CCA students were white, 97 percent were students of color, and 12 percent of CCA students qualified for special education services.

Relevant data such as level of education, average income, and current academic achievement levels further substantiates that this area of the city is desperately in need of a highly structured, college preparatory middle school. According to the Community Research Partners DataSource database, in the 43205 zip code where CCA is located, the per capita income in 2000 was \$13,601, less than half the average income for Columbus; and the median household income was \$20,400. In 2000, 70.5% of individuals 25 years or older had obtained a GED or high school degree, compared with 89% in Columbus.

Columbus Collegiate's school design takes into account the unique challenges this student population brings with it to school. By adopting a program based upon a direct mission of ensuring that all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges, Columbus Collegiate directly addresses these academic needs. In designing the school, the Founding Board has studied the best practices of high-performing schools across the country that have achieved exemplary academic performance with urban, low-income, and students of color.<sup>12</sup> Based on this study and the school mission, Columbus Collegiate employs the following design elements to specifically address the academic needs of its students:

- **More Time on Academic Tasks:** Columbus Collegiate students spend a minimum of twenty more days on academic tasks than traditional public school students, through double periods of math and literacy, an extended day program (8:00 a.m. – 4:00 p.m.), and summer programming. A strict code of conduct with clear consequences will ensure learning is not disrupted.

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<sup>12</sup> Schools studied include Excel Academy, Boston Prep, Boston Collegiate, Williamsburg Collegiate, The Academy of the Pacific Rim, Roxbury Prep, North Star Academy, Amistad Academy, and others.

- **Standards-Based Curriculum:** Columbus Collegiate students learn in intensive, focused classrooms where the curriculum, created by teachers during summer and school-year professional workshops, achieves and surpasses the goals of the Common Core and Ohio standards.
- **Rigorous, Accountable Community:** From the moment they enter the school, students understand their need to be accountable to themselves and to their peers, whether presenting at Community Celebration or demonstrating respectful support for the learning of fellow students. The school will remain rigorously accountable to the state, the city, its parents, and its students.
- **Outstanding Educators:** Outstanding educators recruited to Columbus Collegiate are rigorously selected for teaching skills, ensure maximum time on task, and have a deep personal commitment to bring all students to the highest level of academic excellence.
- **Data-Driven Approach to Teaching and Learning:** Educators use regular classroom assessments and trimester school-wide assessments to gather specific, objective data about student achievement. With direct supervision from the School Director, Columbus Collegiate teachers use these data to appropriately modify the academic program.

### **A.5 School Calendar and Daily Schedule**

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

The academic year is 174 days with an additional ten days for summer school. The school year runs from the third week of August through mid-June. For the sake of our students' families who often have other children in Columbus City Schools, we generally follow Columbus City School's schedule for holidays and closures. The school day will begin at 7:45 a.m. with breakfast and homework check, advisory starts at 8:00 a.m., and classes begin at 8:25 a.m. Each class is 50 minutes long and daily lunch/physical activity is forty minutes. Dismissal is at 4:00 p.m. Students who commit disciplinary infractions that warrant a detention or students who fail to successfully complete all homework assignments will serve the detention during the lunch hour and/or during the Extension period on Friday afternoons.

In an impoverished community with established schools performing below state averages and students below proficient levels, Columbus Collegiate must redouble efforts to ensure urban students bridge the gap between their performance and that of their suburban counterparts. We provide two blocks of literacy and math (6<sup>th</sup> and 7<sup>th</sup> grade) per student per day. Daily tutoring

and homework support hours bolster this effort for students who require even more instructional and support time. Teachers will have two planning periods each day. Teamwork and grade level planning are an integral part of the staff culture at Columbus Collegiate.

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

The school is based on a trimester schedule. Each trimester lasts approximately 58 days and ends with comprehensive trimester exams. Teachers compile test and class grades promptly, and report cards are picked up at school by parents one week following trimester exams at parent-teacher conferences. Progress reports are sent home every three weeks each trimester. Professional Development days for staff are scheduled throughout the year. Columbus Collegiate ends its academic year with a two-week Summer Academy for students that failed one or two of their classes.

Students are divided into grade-level teams; students within a team have the same schedule throughout the day. This provides simplicity in scheduling and group camaraderie. Many students have the opportunity to begin daily homework assignments at the end of each day with a teacher's support - this time is identified on the sample schedules as Focus. Students that have an 80 percent or higher in classes and a paycheck average of \$80 or above have Enrichment opportunities during the last hour of the day. These activities might include soccer, student government, martial arts, computer literacy, and others, and offer students a chance to explore their individual interests within a structured group setting, as well as build communication skills and confidence in achievement.

The typical day in the life of Columbus Collegiate students begins at 7:45 a.m. As students enter the building they pick-up breakfast, and then walk directly to their homeroom class. Students eat breakfast while their homeroom teachers are checking their homework. At 8:00 a.m., homerooms transition to one of three activities: going to the library, working on character education, or completing Focus on Success activities. Beginning at 8:25 a.m., students will have four academic classes before lunch, each lasting 50 minutes.

At 12:00 p.m., 6thgrade students walk silently to the cafeteria, collect their lunch, and sit silently. Once every student is seated, the lead teacher will signal to the group that they have permission to talk quietly while they eat.<sup>13</sup> Students who have completed their homework from the night before have a twenty-minute recess. Students who did not complete their homework will attend Homework Center to work on incomplete assignments. This process is reversed for 7thand 8thgrade students who go to recess first and then to lunch.

When the lunch period is over, students return to academic classes at 12:40 p.m. There are two more academic classes after lunch, each lasting 50 minutes. At 2:20 p.m., students have an

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<sup>13</sup> This approach is modeled after KIPP Academy Lynn.

afternoon snack and a twenty-five minute Drop Everything and Read guided reading period. The last fifty-five minutes of the day are spent either in Enrichment classes, Focus (homework support), or intensive tutoring.

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

## **A.6 Special Student Populations**

### *Students with Learning Disabilities*

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

At Columbus Collegiate we believe all students regardless of ability can achieve academically. Columbus Collegiate provides students with disabilities with a Free and Appropriate Public Education (FAPE), and to ensure that all students' needs are well met, Columbus Collegiate hires teaching staff who have the appropriate special education licensure issued by the Ohio Department of Education. The Intervention Specialist works closely with the School Director and all teachers and students to provide accommodations and modifications as needed.

The Intervention Specialist maintains records and adheres to the following processes to ensure that Columbus Collegiate meets every student's needs:

- Upon enrollment families complete a questionnaire to identify if their child has received special education services or has been diagnosed as having a disability.
- Once students are enrolled in the school, the Intervention Specialist communicates with families regarding students already receiving Special Education Services.
- The staff implements existing IEPs and provides an appropriate education within the Least Restrictive Environment and as appropriate, meets with families to rewrite IEPs.
- For all students, academic progress is monitored regularly and students who are not showing academic progress receive additional supports, such as in-school tutoring. If progress is not made through such supports the staff begins the pre-referral process, and the Intervention Specialist works closely with teachers to identify alternative strategies within the classroom to support that student.
- The strategies are implemented in the classroom immediately. If the student does not show improvement, the school recommends an evaluation, and with parental consent will conduct an evaluation with an appropriately licensed professional.
- When an evaluation indicates evidence of a disability and that special education services are appropriate, an IEP team including the parent(s), the Intervention Specialist, a regular education teacher, and the student (if age appropriate) develop an IEP for the student and agreed upon special education services are provided.
- All IEPs are evaluated annually and revised as needed by the IEP team. All students receiving special education services are re-evaluated at least once every three years.

- To the greatest extent possible, Columbus Collegiate serves all students within an inclusion program. In cases where the needs of the student and the IEP require a different program, Columbus Collegiate meets those needs with existing or appropriately licensed contracted staff.

#### *Limited English Proficiency Program*

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

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

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

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

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

#### *Structured English Immersion*

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

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

The academic program at Columbus Collegiate is well prepared for high performance for

Limited English Proficient Learners. Most prominently, students receive 100 minutes of literacy instruction each day, which may include instruction in phonemic awareness and phonics. The double literacy periods also allows for LEP pull-outs as needed.

### *Research Supporting Structured English Immersion*

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

- John Hood, President of the John Locke Foundation, a North Carolina based think-tank, writes, "A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83 percent comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse."<sup>14</sup>
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, writes, "In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores and the lowest college admissions." Ms. Morlan finds that only 5 percent of these students were gaining proficiency in English each year.<sup>15</sup>

### *Gifted Students*

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

Columbus Collegiate sets an extremely high bar for academic performance, requiring algebra in the 8th grade, demanding reading of literature in all grades, and writing across the curriculum. As a result, it is less likely that students will not experience some academic challenge from the standard curriculum. However, just as individualized instruction can be used for students who are struggling; this individualized instruction supports those students who need acceleration beyond the curriculum.

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

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<sup>14</sup> "Immersion v. Bilingual Education", *The Business Journal of Raleigh/Durham*, December 26, 1997.

<sup>15</sup> "Structured Immersion, An Alternative to Traditional Bilingual Education" *Independence Institute, Issues Backgrounders 2000-4*, July 26, 2000.

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

### *Homeless Students*

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

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

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

- review and revise policies and regulations to eliminate barriers to the enrollment, retention, and success in school of homeless students;
- appoint a school liaison whose role is to facilitate and increase the enrollment and success of homeless students in school; and
- homeless students are provided with transportation services that are at least comparable to the service provided to non-homeless students.

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

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

### **A.7 School Goals**

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

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

In many cases, the academic goals represent annual goals such as each sub-group of students will

make Adequate Yearly Progress (AYP) in reading as defined by No Child Left Behind (NCLB) legislation; in some cases they describe goals to be obtained over the term of the charter, such as 75 percent of Columbus Collegiate students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Ohio Reading Achievement Assessment in 8th grade and 60percent of these students in the 7thgrade. All goals are established to ensure that Columbus Collegiate students meet or exceed Ohio state standards, make AYP and reach academic proficiency by 2014 as outlined in NCLB.

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

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

**Measurable Target(s) with Metric(s):**

- (a) 75percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Reading Ohio Achievement Assessment in 8thgrade and 60 percent of these students in the 7thgrade. *Metric: Reading OAA*
- (b) The percentage of students who have attended the school for two or more years who attain OAA Reading score of Proficient, Accelerated, or Advanced in the 7thand 8thgrades will exceed the average percentage for Columbus City Schools by at least 15 percent. *Metric: Reading OAA*
- (c) Each cohort of students will on average annually demonstrate a minimum of one year of academic growth in reading on the NWEA; by the end of the spring trimester, at least 75 percentof 7th graders and at least 80 percent of 8th graders will perform on or above grade level on NWEA's MAP assessment, as defined by NWEA's most recent normative data. *Metric: NWEA*
- (d) Each sub-group of students will make Adequate Yearly Progress in reading as defined by No Child Left Behind legislation. *Metric: OAA and Annual School Report Card.*

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

**Measurable Target(s) with Metric(s):**

- (a) 75 percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Writing Ohio Achievement Assessment in 7thgrade.<sup>16</sup> *Metric: Writing OAA*

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<sup>16</sup> The Ohio Department of Education has suspended the 7<sup>th</sup> grade writing OAA due to budget constraints.

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

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

**Measurable Target(s) with Metric(s):**

- (a) 75 percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Mathematics Ohio Achievement Assessment in 8th grade and 60 percent of these students in the 7th grade. *Metric: Mathematics OAA*
- (b) The percentage of students who have attended the school for two or more years who attain OAA Math score of Proficient, Accelerated, or Advanced in the 7th and 8th grades will exceed the average percentage for Columbus City Schools by at least 15 percent. *Metric: Mathematics OAA*
- (c) Each cohort of students will on average annually demonstrate a minimum of one year of academic growth in math on the NWEA; by the end of the spring trimester, at least 75 percent of 7th graders and at least 80 percent of 8th graders will perform on or above grade level on NWEA's MAP assessment, as defined by NWEA's most recent normative data. *Metric: NWEA*
- (d) Each sub-group of students will make Adequate Yearly Progress in mathematics as defined by No Child Left Behind legislation. *Metric: OAA and Annual School Report Card*

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

**Measurable Target(s) with Metric(s):**

- (a) 75 percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, and Advanced category on the Science Ohio Achievement Assessment in 8th grade. *Metric: Science OAA*
- (b) A greater percentage of students enrolled in the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Science Ohio Achievement Assessment than students from Columbus City Schools. *Metric: Science OAA*
- (c) 8th grade students will design, conduct, and report on an independent science experiment. Students will present this experiment to a panel of at least three expert evaluators, 95 percent of students will demonstrate competence and of those, 50 percent will demonstrate advanced work as measured by a standards-driven, commonly applied rubric. *Metric: Standards-based Rubric*

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

**Measurable Target(s) with Metric(s):**

- (a) 75 percent of Columbus Collegiate students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Social Studies Ohio Achievement Assessment in 8 percent grade.<sup>17</sup> *Metric: Social Studies OAA*
- (b) A greater percentage of Columbus Collegiate students enrolled in the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Social Studies Ohio Achievement Assessment than students from Columbus City Schools. *Metric Social Studies OAA*

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

**Measurable Target(s) with Metric(s):**

- (a) Columbus Collegiate student enrollment will be at 100 percent of projected enrollment described in the charter application at the beginning of each school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*
- (b) The Columbus Collegiate waiting list will be equal to 50 percent of the 6th grade enrollment during each year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*
- (c) 90 percent of students who begin the school year at Columbus Collegiate will remain in the school throughout the academic year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*
- (d) 90 percent of students who complete the school year at Columbus Collegiate will re-enroll for the following school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*
- (e) Average daily student attendance at Columbus Collegiate will be at or above 95 percent over the course of each school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*

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

**Measurable Target(s) with Metric(s):**

- (a) Approved school budgets for each school year will demonstrate sound allocation of resources in support of the school's mission. *Metric: The Board of Trustees will create a Finance Committee that will monitor and approve all monthly and annual budgets.*
- (b) Each year the school will provide annual balanced budgets with consistent cash reserves. *Metric: The Board of Trustees will create a Finance Committee that will monitor and approve all monthly and annual budgets.*
- (c) Yearly audits performed by the office of the Auditor of Ohio will show the school's sound fiscal management of public resources meet or exceed GAAP. The findings of these audits will be submitted in a timely manner to the sponsor and the Legislative Office of Education Oversight or any other requesting state agency or office. *Metric: The*

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<sup>17</sup> The Ohio Department of Education has suspended the 8<sup>th</sup> grade social studies OAA due to budgetary constraints.

*Board of Trustees will create a Finance Committee that will secure an audit performed by the office of the Auditor of Ohio.*

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

**Measurable Target(s) with Metric(s):**

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

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

**Measurable Target(s) with Metric(s):**

- (a) 50 percent or more of students who attend Columbus Collegiate for three consecutive years will enroll in college preparatory high schools. The number of students attending college preparatory schools will increase, on average, five percent per year until 100 percent is achieved. *Metric: The Community School will track the high schools into which the graduating eighth graders enroll. High schools in which 75 percent of their graduates matriculate to college will be considered college preparatory.*
- (b) In a survey given to parents of 8th grade students who have attended Columbus Collegiate for three consecutive years, 80 percent will agree or strongly agree with the statement, “Columbus Collegiate Academy prepared my child for success in high school.” *Metric: The Community School will administer parent surveys annually.*

**A.8 School Climate and Discipline**

*The Theory*

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

families of Columbus Collegiate work together to achieve a college-preparatory environment.

### *The Philosophy*

Students are capable of making choices. Students can choose to follow the rules or they can choose to break the rules. At Columbus Collegiate, there are positive motivators for when a student chooses to follow a rule or procedure and negative consequences for when a student chooses to break a rule or procedure. Students quickly learn that when they do good things, good things happen, and when they do bad things, bad things happen; every positive contribution results in a positive motivator and conversely every negative infraction results in a negative consequence. This is the basis of our student Code of Conduct. Thereby, students who choose not to meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen.

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

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

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

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

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

We believe in a community where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. In this

community space, they can thrive as students and as people. It is our job to provide this. This sense of community comes from showing and earning respect, being firm and positive, and sharing the love that brought us to this job, even when issuing consequences. This school is what we choose to make it.

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

#### *The STRIVE Paycheck*

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

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

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

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

The *STRIVE* week runs Friday through Thursday, for logistical reasons. All students receive

*STRIVE* Paychecks every Friday afternoon. Each student starts the *STRIVE* Week with \$100.

Students may increase their *STRIVE* Score by exceeding expectations during a given week by:

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

Students will decrease their *STRIVE* Score when they fail to meet expectations. Specifically, *STRIVE* Points are deducted when:

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

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

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

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

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

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

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

Students with *STRIVE* Paycheck averages below \$70 will receive support from their grade level team as well as individualized support from the Dean of Students.

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

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

Weekly *STRIVE* Paychecks are sent home to be reviewed and signed by guardians. Students complete a weekly reflection reviewed by the Dean of Students in Friday Extension if their *STRIVE* Paycheck is \$69 or less. The purpose of the reflection is for the student to better

understand where they did well or need to improve, and to serve as a starting point for conversations between student and advisor as needed.

If a *STRIVE* Paycheck or reflection is not returned the day it is due, the Dean of Students will assign Friday Extension for the following week. If both are incomplete, the Dean of Students follows up with the student and assigns additional consequences if necessary.

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

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

### **A.9 Assessments and Intervention**

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

- *Ohio Achievement Assessment (OAA)*: Columbus Collegiate will administer the OAA assessments in every year as required. Columbus Collegiate will use the OAA, a criterion-referenced assessment, to evaluate the effectiveness of the educational program as described in our Accountability Plan. OAA scores will be used by the state to determine that Adequate Yearly Progress (AYP) has been met across all qualified demographic groups and to determine the School Report Card rating. OAA scores will be used by Columbus Collegiate to determine if academic goals, set out in the Accountability Plan, have been met. The OAA will drive our internal assessment system, specifically informing the scope and sequence of study and the creation of internal end-of-trimester assessments.<sup>18</sup>
- *Northwest Educational Association Measures of Academic Progress (NWEA MAP)*: Columbus Collegiate will administer the NWEA, a national adaptive test of foundational skills, in September, December, and May of each school year. The test administered upon enrollment will provide a benchmark score against which all future academic

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<sup>18</sup> Columbus Collegiate transitioned to the Common Core standards for the 2012-2013 school year. As soon as there are resources available, the school will begin preparing students to take the P.A.R.C.C. assessment.

growth can be measured per student and per cohort. Ongoing test results will allow a comparative analysis on a national level.

- *Trimester Comprehensive Exams (Comps)*: During summer institute, teachers at Columbus Collegiate examine the content and skills that must be mastered in each core subject at each grade level, conduct an item analysis of all assessments students must successfully master, and then divide all standards, skills, and content knowledge into three separate trimesters of study. Under the direction and leadership of the School Director, teachers create individual trimester exams in each core subject that align with Ohio Academic Content Standards (in the future these exams will align with the Common Core Standards and the P.A.R.C.C. assessment). Teachers then create three trimester sequences of study that guide instruction throughout the year and prepare students for these comprehensive assessments. Trimester Comps are administered in November, February, and May. To ensure rigorous exams that accurately evaluate mastery of the Ohio Academic Content Standards, the School Director monitors the process of developing, standardizing, and implementing all exams, as well as their alignment with individual learning units.

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

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

**EXHIBIT 2: FINANCIAL PLAN**

SAMPLE

## EXHIBIT 2: FINANCIAL PLAN

### B.1 Budget Summary

<b>October 2012 submission</b>				
<b>IRN No. 009122</b>			<b>County:</b>	Franklin
<b>Columbus Collegiate Academy</b>				
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances				
For the Fiscal Years Ended June 30, 2010 through 2012, Actual and the Fiscal Years Ending June 30, 2013 through 2017, Forecasted				
	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
	2014	2015	2016	2017
<b><u>Operating Receipts</u></b>				
State Foundation Payments (3110, 3211)	\$1,390,306.48	\$1,564,094.79	\$1,737,883.10	\$1,737,883.10
Charges for Services (1500)	\$0	\$0	\$0	\$0
Fees (1600, 1700)	\$0	\$0	\$0	\$0
Other (1830, 1840, 1850, 1860, 1870, 1890)	\$0	\$0	\$0	\$0
<b>Total Operating Receipts</b>	<b>\$1,390,306</b>	<b>\$1,564,095</b>	<b>\$1,737,883</b>	<b>\$1,737,883</b>
<b><u>Operating Disbursements</u></b>				
100 Salaries and Wages	\$968,885	\$997,951	\$1,027,890	\$1,058,726
200 Employee Retirement and Insurance Benefits	\$230,776	\$253,854	\$279,239	\$307,163
400 Purchas Services	\$289,362	\$298,043	\$306,984	\$316,194
500 Supplies and Materials	\$82,173	\$98,608	\$118,329	\$141,995
600 Capital Outlay -New	\$50,000	\$50,000	\$50,000	\$50,000
700 Capital Outlay - Replacement	\$5,150	\$5,500	\$6,000	\$7,500
800 Other	\$50,000	\$60,000	\$70,000	\$80,000
<b>Total Operating Disbursements</b>	<b>\$1,676,346</b>	<b>\$1,763,955</b>	<b>\$1,858,442</b>	<b>\$1,961,578</b>
Excess of Operating Receipts Over (Under)				
Operating Disbursements	-\$286,039	-\$199,861	-\$120,559	-\$223,695
<b><u>Nonoperating Receipts/(Disbursements)</u></b>				
Federal Grants (all 4000 except fund 532)	\$281,177.05	\$316,324.18	\$351,471.31	\$351,471.31
Federal Fiscal Stabilization Funds (SFSF)	xxxxxx	xxxxxx	xxxxxx	xxxxxx
Ed Jobs	xxxxxx	xxxxxx	xxxxxx	xxxxxx
State Grants (3200, except 3211)	\$3,000	\$3,000	\$3,000	\$3,000
Donations (1820)	\$0	\$0	\$0	\$0
Interest Income (1400)	\$0	\$0	\$0	\$0
Debt Proceeds (1900)	\$0	\$0	\$0	\$0

**COMMUNITY SCHOOL CONTRACT**

Debt Principal Retirement	\$0	\$0	\$0	\$0
Interest and Fiscal Charges	\$0	\$0	\$0	\$0
Transfers - In	\$0	\$0	\$0	\$0
Transfers - Out	\$0	\$0	\$0	\$0
Total Nonoperating Revenues/(Expenses)	\$284,177	\$319,324	\$354,471	\$354,471

**B.2 Financial Management**

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

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

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

*Basic Financial Management Services*

1. Comprehensive financial assessment and strategic priority recommendations
2. Cash flow management
3. Monthly financial reviews for the Executive Director and Board
4. Best-case models for financial planning, negotiations, and monitoring systems
5. Preparation of Five-Year Financial Plan
6. Benchmarking on operating functions of other comparable schools
7. Oversight and retain strict controls on budget modifications
8. Facilitating the preparation of independent GAAP report
9. Mid-Year and End-of-Year Financial Reviews.

*Basic Treasurer Services*

1. Budget preparation and ongoing management evaluations
2. Preparing payroll on
3. semi-monthly of bi-monthly basis
4. Providing monthly check of receivables and payables
5. Presenting monthly fund balances for each restricted / non-restricted fund
6. Filing Federal 941 deposits, Ohio and City returns
7. Reconciling bank statements monthly
8. Ensuring the accommodation of SERS/STRS requirements
9. Filing FUTA and Medicare payments

10. Completing all required financial EMIS data
11. Overseeing school investments
12. Providing monthly, year-to-date, budget/actual reports

- *CCIP Grant Management*

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

*EMIS Coordination*

1. State Reporting Requirements
2. Student Information Reporting
3. Oversight to Student Achievement Reporting

The Columbus Collegiate Academy Director of Operations and Office Manager manage:

SOES Management

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

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

- *Annual Budgeting:* Columbus Collegiate's fiscal year runs from July 1<sup>st</sup> through June 30<sup>th</sup>. The Executive Director and Mangan & Associates have shared responsibility for planning a detailed budget and cash flow statement each year. The initial drafts of the budget and cash flow statements will be reviewed by the Board's Finance Committee and the Chair before being presented to the full Board for approval. The Board will review and approve the budget at least one full month before the beginning of the new fiscal year.
- *Internal Controls:* The Board of Trustees has established a system of internal control policies that when executed will ensure the practice of sound fiscal management practices. These controls comply with generally accepted accounting principles for non-profit organizations. We also want to ensure that the reports and data generated from these controls are accurate and useful in effectively managing the financial needs of the organization. The following areas have been identified as ones requiring specific internal controls:

## COMMUNITY SCHOOL CONTRACT

- *Cash Receipts:* All deposits received for Columbus Collegiate are properly received, deposited, and recorded by an individual delegated by the Executive Director. All records are promptly reconciled. All monies are kept under the strictest security provisions we can provide and all cash received is deposited within the same day.
- *Cash Disbursements:* We ensure that all monies paid or withdrawn are authorized, used exclusively for business purposes, and are properly recorded and reconciled. These controls include purchase orders and use of the school's credit cards and other credit accounts.
- *Petty Cash:* The use of Petty Cash and the availability to these funds is restricted and limited. The use of petty cash is not a standard practice – employees are encouraged to complete a reimbursement sheet and attach receipts for minimal purchases. When used, petty cash is properly recorded and reconciled, requires a signature from the receiver and permission for an authorized administrator. Receipts are also required to be submitted within a specific timeframe or the monies will be expected to be returned.
- *Payroll:* We ensure that all payroll monies paid are accurate and with proper authorization disbursed to the parties intended. All payroll disbursements are properly recorded, comply with all laws and applicable tax regulations, and be properly reconciled.
- *Grants, Gifts and Bequeaths:* Columbus Collegiate ensures that all grants, gifts and bequeaths are monitored, properly recorded and comply with all legal requirements and related restrictions. All checks representing grants or gifts are promptly deposited.
- *Fixed Assets:* We ensure that all fixed assets are properly acquired, their value is properly recorded and that provisions are set to ensure that assets are safeguarded. We mandate that no asset be disposed of without proper authorization.
- *Check Signatures:* We ensure that all checks issued by the school be signed and authorized by the Executive Director. All check registers are maintained so that cash flow projections can be properly maintained. Checks over \$5000 will require an additional signature.
- *Deposits:* We ensure that all deposits are properly recorded, safeguarded, and reconciled.
- *Personnel Policies:* We develop and approve all personnel policies including but not limited to salary levels, vacation, overtime, paid time off, grievance procedures, severance pay, merit increases, bonuses, and other personnel matters. These policies will be developed by the Executive Director with Board approval and will be reviewed annually.

## COMMUNITY SCHOOL CONTRACT

- *Plans and Commitments:* Columbus Collegiate will ensure that monies are not spent on plans and commitments that are not reflected in the budget. In the event that an unexpected expense arises, the Executive Director and Mangen & Associates will review the budget and make a recommendation to the Treasurer and Finance Committee on how to address. Modifications of the budget must be approved by the Board. Provisions will be developed for emergency situations.
- *Bank Statement Reconciliation:* Each month's bank statements will be reconciled by the Executive Director, Board Treasurer and Mangen & Associates. A system of controls will be established to prevent the embezzlement, corruption, and mismanagement of funds.

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

### *Maintaining Effective Controls*

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

### *Fiscal Accountability*

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

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

### *Cash Flow Management Plan*

The Board of Columbus Collegiate intends to develop cash flow systems that will enable the organization to effectively manage and predict unexpected shortages and windfalls in cash allocations and disbursements. We recognize that although our budget may reflect the necessary

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

#### *Annual Audits*

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

#### *Use of State Administrative and Financial Systems*

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

#### *Further Assurances*

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

### **B.3 Transportation, Food Service, Other Partnerships**

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

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

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

### **B.4 Insurance**

## COMMUNITY SCHOOL CONTRACT

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

### **B.5 Benefits**

Columbus Collegiate Academy provides benefits to staff, including health, dental and vision coverage. The school has Worker's Compensation insurance. Retirement benefits are provided via the State Teachers Retirement System of Ohio (STRS) or the School Employees Retirement System (SERS).

**EXHIBIT 3: GOVERNANCE PLAN**

### **EXHIBIT 3: GOVERNANCE PLAN**

#### **C.1 Governing Body**

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

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

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

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

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

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

#### **Section 1: Governance Committee**

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

## COMMUNITY SCHOOL CONTRACT

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

### **Section 2: Finance**

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

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

### **Section 3: Accountability**

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

### **Section 4: Development**

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

### **C.2 Governing Board Composition**

**Jackie Messinger** (Board Vice-Chair) is the Volunteer Coordinator at Flying Horse Farms. She is an advocate for change and equality in urban education. Selected as a Teach for America corps member, Ms. Messinger taught for three years in the Atlanta Public School District while earning an M.Ed. Her first-hand classroom experience working with an at-risk population fueled her passion to make an even greater impact on education by supporting educators through program and professional development in a variety of non-profit roles. A native of central Ohio, Ms. Messinger has worked with families, educators, and the community to improve early learning experiences and to ensure a foundation for quality education for young children in Columbus. *Expertise: Education, Grant-writing, Community Outreach. Committees: Accountability, Development.*

## COMMUNITY SCHOOL CONTRACT

**Amber Merl** (Board Treasurer) is an Associate at Jones Day LLP as a trial lawyer focusing on litigation in state and federal courts. Her experience includes commercial cases, constitutional matters, contract disputes, regulatory matters, and complex appeals. Prior to joining Jones Day, Ms. Merl gained experience in a wide array of substantive legal areas by serving as a judicial law clerk to the late Ohio Supreme Court Chief Justice Thomas J. Moyer. She is a member of the Ohio State Bar Association and the Columbus Bar Association, as well as the Junior League of Columbus. *Expertise: Legal. Committees: Accountability, Finance.*

**Primus Suffren Jr.** is a Senior Project Manager at Messer Construction Co who leads the construction process of Complex Commercial Projects. He is responsible for creating and implementing the construction plan for his project team in addition to consultants, contractors, other engineers, owners and related parties. Responsible for the construction process and all costs related to the project, schedule, and safety. Primus has successfully completed many complex projects in Columbus, Ohio. Mr. Suffren Jr. has served for many years as the Vice President for the OSU Minority Engineering Alumni Society; which educates elementary and middle school students with the Engineering disciplines. He served as Vice Chair for multiple years and is a current member of National Society of Black Engineers Columbus Chapter in addition to being a mentor and advocate in the junior chapter which engages middle and high school students in the science and engineering projects. Mr. Suffren, Jr. has been very involved with Upward Bound and various types of organizations whose goal is to make the impact with the young students in order to help build future leaders for our society. *Expertise: Facilities maintenance and searches, project management, youth education. Committees: Development, Finance.*

**Marcie Rehmar** is Nationwide Children's Hospital's Director of Community & Patient Education. She is responsible for the divisions of Community Education, Patient and Family Education, Education Operations Audiovisual, Production and Tele-conferencing and Educational Resources. Ms. Rehmar's professional associations include: Healthcare Education Association, Association for Supervision and Curriculum Development, and NACHRI. Philanthropic pursuits include: Eastland-Fairfield Career and Technical Schools Bioscience Technologies Advisory Board, Columbus Public Schools STEMM Advisory Committee, Ohio Amblyope Registry Board, Leukemia Society of America- National Board of Trustees, Council on Health Information President. *Expertise: Education, Fundraising, Community Outreach. Committees: Development, Growth*

**John L. Shockley** (Board Chair) is Vice President and Senior Trust Advisor in the Wealth Management Group for PNC Bank, NA. Prior to joining PNC he was a practicing attorney in Dublin, Ohio specializing in small business formation and planning, taxation, estate planning and probate law, and worked for 3 other financial institutions including Ernst & Young, LLP. Mr. Shockley is a graduate of Ohio University, with degrees in Finance and Business Pre-law, and Capital University Law School. He is a member of the Columbus and Ohio State Bar Associations, as well as the Columbus Foundation Professional Advisory Committee, and various estate planning counsels in central Ohio. *Expertise: Finance, Legal. Committees: Development, Growth*

**Christina C. Wilson** has worked for the Columbus Coalition Against Family Violence since 2001, which recently combined with The Center for Child & Family Advocacy to bring together the strengths of two programs to create The Center for Family Safety and Healing. In her current position as Training and Development Manager, Ms. Wilson is dedicated to mobilizing the community to act on behalf of victims – victims of all ages, abilities, race and sexual orientation. She serves on several committees such as the Citizens Advisory Council for Franklin County Children Services, the Prevention Advisory Council for the Sexual Assault Response Network of Central Ohio, the Westside Health Advisory Committee through Columbus Public Health and has been a mentor with Big Brothers, Big Sisters of Central Ohio since 2007. Most recently, she has been accepted into the 2013 class of Leadership Columbus whose mission is to develop leaders who are well informed, committed and passionately engaged in creating a vital and thriving community for current and future generations. She earned her Master's from The University of Dayton in 2005 in Human Development Services. In 2001, she received her Bachelor's degree from Denison University in Religion with a minor in Black Studies.

**Jen Vessells** (Board Secretary) is an Associate with Baker & Hostetler, LLP, Columbus. A graduate of Ohio State's Moritz College of Law, Ms. Vessells' work has included high profile litigation, insurance defense and administrative matters. Ms. Vessells also holds a BBA in Marketing from the University of Cincinnati College of Business.

### **C.3 Management and Operation**

**Position:** Chief Executive Officer

**Reports to:** Board of Trustees

The Chief Executive Officer of Columbus Collegiate Academy is hired by and directly accountable to the Board of Trustees, and is primarily responsible for the school's success, academic achievement, rigorous culture, financial viability, organizational structure, and the institution's reputation.

**Position:** Director of Operations

**Reports to:** Executive Director

**Description**

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

**Position:** School Director

**Reports to:** Executive Director

**Description**

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

**Position:** Dean of Students

**Reports to:** School Director

**Description**

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

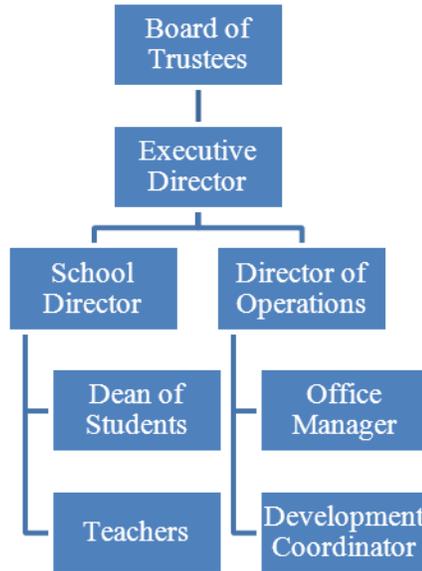
**Evaluations**

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

**C3.1 Records**

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

**C.4 Staffing and Human Resources**



**Position:** Board of Trustees

**Description**

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

**Position:** Chief Executive Officer

**Reports to:** Board of Trustees

**Description**

The Chief Executive Officer of Columbus Collegiate Academy is hired by and directly accountable to the Board of Trustees, and is primarily responsible for the school’s success, academic achievement, rigorous culture, financial viability, organizational structure, and the institution’s reputation.

**Position:** Director of Operations

**Reports to:** Executive Director

**Description**

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

**Position:** School Director

**Reports to:** Executive Director

**Description**

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

**Position:** Dean of Students

**Reports to:** School Director

**Description**

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

**Position:** Office Manager

**Reports to:** Director of Operations

**Description**

The Office Manager serves as the primary administrative staff member for the school. The Office Manager is responsible for effectively managing the information systems, communications, and other administrative systems of the school. S/he works closely with the School Director and the Director of Operations to manage both urgent and long-term administrative needs.

**Position:** Development Coordinator

**Reports to:** Director of Operations

**Description**

The Development Coordinator position is a part-time position (approximately 30 hours/week) designed to develop and build relationships with the constituencies and agencies that provide revenue support for Columbus Collegiate Academy.

*Recruitment of Senior Administrative Staff*

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

**Position:** Teachers

**Reports to:** School Director

Columbus Collegiate Academy attracts highly qualified, motivated teachers who want to further strengthen their skills and make a dramatic impact on the educational and life trajectory of their students. Teachers are evaluated on planning, experience, critical thinking, respect and humility, communication, professionalism, motivation, ability to motivate others and responsibility. Most

importantly, teachers are evaluated on their ability to dramatically improve student achievement as measured and outlined in our Accountability Plan. We work to attract entrepreneurial, mission driven, staff members - individuals who hold and enforce the highest academic and behavioral expectations and see student achievement as the ultimate reward. Each staff position at Columbus Collegiate has a clear set of responsibilities and duties. Our job requirements are demanding and we understand that working at Columbus Collegiate is not attractive to every teacher because of those high expectations. Although teachers have multiple demands placed on them, such as teaching four sections daily, organizing enrichment activities, maintaining contact with parents on a regular basis, and composing and evaluating end-of-trimester assessments, they are supported through multiple internal structures such as dedicated daily planning periods, scheduled weekly meeting times, clear expectations, a disciplined and structured school environment, and a visionary and supportive leadership team.

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

#### Teacher Recruitment and Selection

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

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

- **Step 1:** Candidate submits an application, resume, and cover letter.
- **Step 2:** Executive Director and School Director separate candidates into three categories: (1) very strong, (2) good, and (3) weak. Very strong candidates are invited for an interview and to teach a sample lesson. Good candidates are scheduled for a 15-minute phone interview. If the phone interview is strong the candidate will receive an invitation to an in-person interview and to teach a sample lesson. Weak candidates are sent a postcard acknowledgment.
- **Step 3:** Candidates come in for the in-person interview and teach a sample lesson. For administrative positions, we may ask for additional documentation pertinent to their application. If the candidate has potential but would not be an appropriate hire at the time, we will put them in the “applicant hopper,” an internal database of individuals who,

after more experience teaching or with additional training, may be a possible hire in the future.

- **Step 4:** If the lesson and interview demonstrates that the candidate is strong, we will then request references and transcripts. If we are still unsure about the candidate's potential for success at Columbus Collegiate, we may ask for additional material such as another lesson plan or a follow-up interview or put them into the "applicant hopper."
- **Step 5:** If candidates have gone through the entire process successfully, we will make them an offer of employment. This offer will be contingent upon a background<sup>19</sup> and reference check.

### *Individual Instructional Support*

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

### *Observation and Evaluation*

Research, anecdotal evidence, and experiences as a principal in Boston, Massachusetts has led Kim Marshall<sup>20</sup> to come to the conclusion that using one full length observation of teachers is ineffective in changing what happens in the classroom. In addition to adding little value to student learning and teacher effectiveness, it is a time-consuming process. Instead, Mr. Marshall advocates for a much more frequent observation and feedback loop so that teachers know exactly what is expected of them throughout the year. Columbus Collegiate's instructional support, observation, and evaluation process is grounded in this research.

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

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

1. **Curriculum Review:** Standards and benchmarks, exam maps, unit sequence calendars, and course descriptions are reviewed during Summer Institute. Unit plans and trimester comprehensive exams are reviewed by the Director of Curriculum and Instruction before

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<sup>19</sup> Background checks will consist of reviewing local (including any county where the potential hire has lived in the past five years), state, and national, a licensure check, receipt of college transcripts, and national sex offender registry.

<sup>20</sup> This protocol is based on a series of articles by Kim Marshall and compiled in *Rethinking Teacher Supervision and Evaluation*.

## COMMUNITY SCHOOL CONTRACT

the start of each trimester. In addition, weekly syllabi, daily packet keys and/or lesson plans are reviewed on a regular basis.

2. Peer Observations: Teachers are expected to conduct one full-period observation and two fifteen minute observations of their peers on a trimester basis. The full-period observation should be scheduled in advance with the teacher that is being observed, but the two fifteen minute observations can be on a drop-in basis. These observations are used for Professional Development purposes.
3. Mini-Observations: 3-5 minute mini-observations are conducted for non-evaluative purposes by the Director of Curriculum and Instruction, Dean of Students, and School Director. The three main purposes of mini-observations are to collect instructional trends, management trends, and to provide quick feedback to teachers. Mini-observations typically take place at least once per week.
4. Assessment Analysis: After every unit test and comprehensive exam, teachers fill out the Assessment Analysis template found on the Shared server. Then, teachers work with the Director of Curriculum and Instruction and School Director to complete an action plan for re-teaching and intervention.
5. Informal Observations: 15-20 minute informal observations are conducted for evaluative purposes by the School Director. The three main purposes of informal observations are to ensure objective alignment, support teachers in focused areas, and to provide specific feedback on classroom management and instruction indicators aligned to the summative evaluation rubric. Teachers receive informal observations on a bi-weekly basis and receive written feedback within 24 hours. Conferences may be scheduled on an as needed basis.
6. Full Observations: 50-minute full observations will be conducted for evaluative purposes by the School Director. The main purpose of full observations is to provide concrete evidence of a teacher's performance on an observation tool aligned directly to the summative evaluation rubric. Teachers receive four full observations each year, receive written feedback within 24 hours, and a post observation conference within 48 hours of the observation. Teachers create goals based on full observations.
7. Evaluation: While the bulk of the School Director's time is spent on teacher-support and mentorship, a formal mid-year and end-of-year evaluation is conducted for each teacher for the following reasons:
  - To formally recognize positive contributions made by teachers throughout the year.
  - To document best practices and identify teachers' mastery of teaching practices to further peer mentoring.
  - To provide enrichment for teachers to help push their practice, in keeping with our spirit of constant learning.
  - To formally address areas for improvement, whether major or minor, and indicate whether (and what) improvement is necessary.

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

The School Director writes the mid-year and end-of-year evaluations based on informal and full

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

Teachers are asked to submit a self-evaluation in November and April, which is considered heavily in the development of the mid-year and end-of-year evaluation. In December and May, the Executive Director and the School Director will meet with teachers to present formal performance feedback in a 30-45 minute conference. Teachers receive their evaluation 24-48 hours in advance of these conferences. Staff members receive a brief follow-up email documenting additional topics discussed in each conference (e.g., proposed/requested areas of administrative support, addressing areas of improvement, action steps etc.).

### **C.5 Professional Development**

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

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

#### *Summer Institute*

Hiring teachers early the calendar year is a priority for Columbus Collegiate because teachers engage in summer professional development and extensive training for four weeks prior to the opening of the school. The total of 20 full days, from mid-July until mid-August, is communicated to new hires immediately upon hire to avoid schedule conflicts.

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

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

standards.

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

#### *Professional Development Days*

During the school year, Columbus Collegiate reserves eleven days for full-staff professional development. This time is used to address student achievement throughout the school. The School Director consults with the administrators and teachers to identify core areas of need among the faculty, based on student achievement results, particularly as measured by unit tests and comprehensive exams. On some occasions, the School Director and Executive Director deliver this professional development themselves; when appropriate, they bring in outside experts to cover specific subjects.

#### *Weekly Meetings*

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

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

#### *Teaching Load*

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

#### *Professional Development Effectiveness*

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

## **C.6 Student Recruitment and Enrollment**

### *Student Recruitment Plans and Policies*

Based upon an analysis of strong recruitment practices of similar schools, we have set our goals at recruiting at least one and a half times the number of students needed so that we can account for families who may in the end choose another school and also to create a secure waiting list. As we seek to enroll 100 students into our 6th grade fall classes, our target recruitment number is 150 students. While our primary target group is 6th graders and their families, we also build relationships with students and families in lower grades for future enrollment.

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

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

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

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

or parental status, sexual orientation or physical, mental, emotional or learning disability.

Columbus Collegiate Academy – Main: Student Enrollment Projection

	2013-14	2014-15	2015-16	2016-17	2017-18
Grade					
6	98	98	98	98	98
7	78	88	88	88	88
8	59	74	74	74	74
Total	235	260	260	260	260

**C.7 Community Partnerships**

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

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

- OSU Medical School
- Central Community House
- After Schools All Stars

### **C.8 Parent Engagement**

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

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

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

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

**C.9 Means for Achieving Racial and Ethnic Balance**

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

**C.10 Disposition of Employees**

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

**C.11 Race to the Top**

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

**EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL PERFORMANCE PLAN FOR  
ELEMENTARY AND MIDDLE SCHOOLS**

**EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL PERFORMANCE PLAN FOR ELEMENTARY AND MIDDLE SCHOOLS**

*As new state standards, assessments, and state and federal accountability metrics are implemented by the Ohio Department of Education, the SPONSOR and the GOVERNING AUTHORITY agree to amend, within 60 days of formal state implementation, Exhibits 1 (Education Plan) and 4 (Academic and Organizational Performance Plan) of this Contract to reflect the changes.*

Pursuant to Article III of this Contract, the Academic and Organizational Performance Plan constitutes the agreed-upon academic, financial, and organizational and governance requirements (Requirements) that the GOVERNING AUTHORITY and SPONSOR will use to evaluate the performance of the Community School during the term of this contract. Each of these Requirements may be considered by the SPONSOR to gauge success throughout the term of this contract. Each of these Requirements may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of this Contract.

**SECTION A: ACADEMIC PERFORMANCE**

Key Questions used by the SPONSOR in gauging the Community School's Academic Performance include:

- 1) **Is the Community School rated, at a minimum, "C" and on a clear trajectory toward "B", and "A" on the state's academic rating system? See Section (A)(1) of this Exhibit.**
- 2) **Is the Community School outperforming comparable schools (e.g. local district schools, and similar community schools statewide)? See Section (A)(2) of this Exhibit.**
- 3) **Are the students enrolled in the Community School making substantial and adequate academic gains over time, as measured using the state's value-added analysis? See Section (A)(3) of this Exhibit.**
- 4) **Has the school developed, and demonstrated that it has met, school-specific indicators of success that go beyond statutory minimum requirements for student outcomes? See Section (A)(4) of this Exhibit.**

**INDICATORS OF ACADEMIC SUCCESS**

All grades 3-8 public school students must participate in Ohio's state assessments. Each school must administer all required state achievement assessments in reading, mathematics, social studies and science. These state assessments will serve as the primary indicators of academic performance for the Community School.

**SECTION (A)(1). STATE RATING PERFORMANCE REQUIREMENTS FOR THE COMMUNITY SCHOOL**

**COMMUNITY SCHOOL CONTRACT**

**IS THE COMMUNITY SCHOOL RATED AT LEAST A “C” ON ALL PERFORMANCE MEASURES OF THE SCHOOL’S REPORT CARD FOR WHICH A LETTER GRADE IS ISSUED, AND AT LEAST A “C” OVERALL, ON THE STATE’S ACADEMIC RATING SYSTEM?**

**Requirement (A)(1)(a):** The Community School will be rated at least a “C” and will show marked progress towards a state rating of ”B” and “A” as defined by the Ohio Department of Education, on the following report card performance measures:

**REQUIRED ACADEMIC PERFORMANCE MEASURES**

<b>Performance Measure</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Annual measurable objectives			
Performance index score			
Extent to which performance indicators are met			
Four and five year adjusted cohort graduation rate			
Overall value added score (or other progress measure if adopted by the State Board of Education)			
Value added scores			
Progress in improving K-3 literacy			
Overall letter grade	NA		
Gap closing	NA		
Achievement	NA		
Progress	NA		
Graduation	NA		
K-3 literacy	NA		
Prepared for success	NA		

**SECTION (A)(2). ACADEMIC PERFORMANCE OF THE COMMUNITY SCHOOL RELATIVE TO COMPARABLE SCHOOLS**

**IS THE COMMUNITY SCHOOL OUTPERFORMING COMPARABLE SCHOOLS (I.E., LOCAL DISTRICT SCHOOLS, AND SIMILAR COMMUNITY SCHOOLS STATEWIDE)?**

**Requirement (A)(2)(a):** The Community School will outperform the home district average – the district in which it is located – on all reading, mathematics, social studies and science portions of the state’s proficiency/achievement assessments.

**Requirement (A)(2)(b):** The Community School will outperform the state community school average on all reading, mathematics, social studies and science portions of the state’s proficiency/achievement assessments.

**SECTION (A)(3). ACADEMIC PERFORMANCE OF STUDENTS ENROLLED IN THE COMMUNITY SCHOOL OVER TIME**

**ARE THE STUDENTS ENROLLED IN THE COMMUNITY SCHOOL MAKING SUBSTANTIAL AND ADEQUATE GAINS OVER TIME, AS MEASURED USING VALUE-ADDED ANALYSIS?**

**Requirement (A)(3)(a):** The Community School will receive an overall composite score on the state’s value-added measure that indicates that more than one year of progress has been achieved in both reading and mathematics. In the event there are amendments to, or a successor version of, Ohio’s growth measure (a.k.a. “Value Added”), the Community School will demonstrate results showing better than average performance on the amended or successor growth measure.

**SECTION (A)(4). UNIQUE INDICATORS OF SUCCESS**

**HAS THE COMMUNITY SCHOOL DEVELOPED, AND DEMONSTRATED THAT IT HAS MET, SCHOOL-SPECIFIC INDICATORS OF SUCCESS THAT GO BEYOND STATUTORY MINIMUM REQUIREMENTS FOR STUDENT OUTCOMES?**

**Requirement (A)(4)(a):** The Community School has developed (see Exhibit 1, section A.7 of this Contract), and demonstrated that it has met, school-specific goals that go beyond state statutory minimum student performance requirements.

**SECTION B: FINANCIAL VIABILITY**

Key Questions used by the SPONSOR in gauging the Community School’s Financial Viability include:

- 1.) **Is the Community School a low to moderate risk financially?**
- 2.) **Is the Community School a good steward of public funds?**
- 3.) **Do enrollment trends indicate that the school is growing or, if at capacity, has a waiting list of students that wish to enroll?**

**INDICATORS OF FINANCIAL VIABILITY**

The financial viability of the Community School is assessed by examining the financial statements submitted by the Community School to the SPONSOR, required annual state audits, and the Community School’s enrollment trends.

**SECTION B(1). SCHOOL FINANCIAL RISK**

**IS THE COMMUNITY SCHOOL A LOW TO MODERATE RISK FINANCIALLY?**

**Requirement (B)(1)(a):** Total assets (i.e., all asset classes) exceed total liabilities.

**Requirement (B)(1)(b):** The school has at least two months of cash reserves to expenditures.

**Requirement (B)(1)(c):** Eighty percent of invoices are paid within a thirty day period from issuance.

## SECTION B(2). STEWARDSHIP OF PUBLIC FUNDS

### IS THE COMMUNITY SCHOOL A GOOD STEWARD OF PUBLIC FUNDS?

**Requirement (B)(2)(a):** The Community School has been auditable for each year of the term of this Contract.

**Requirement (B)(2)(b):** The Community School has not been issued findings for recovery in any audit during the term of this Contract, from the Ohio Auditor of State.

**Requirement (B)(2)(c):** Any non-compliance, deficiencies, material weaknesses or findings issued to the Community School by the auditor of state have been corrected in the Community School's audit for the year immediately following the year in which the citations were issued.

## SECTION B(3). ENROLLMENT TRENDS

### DO ENROLLMENT TRENDS INDICATE THAT THERE IS STEADY DEMAND FOR THE COMMUNITY SCHOOL?

**Requirement (B)(3)(a):** Unless the maximum number of students, as set forth in this Contract, has been reached, the Community School's overall enrollment has increased from the previous year, for each year of the term of this Contract.

**Requirement (B)(3)(b):** The Community School has a waiting list of students, in at least some grades if not overall, who intend to enroll when space becomes available.

## SECTION C: OPERATIONAL AND GOVERNANCE VIABILITY

Key Questions used by the SPONSOR in gauging the Community School's Operational and Governance Viability include:

- 1.) Does the Governing Authority have a strategic plan, and is the board adhering to and making progress against that plan?
- 2.) Have board actions been free of conflicts of interest?
- 3.) Has the Community School, overall, met the SPONSOR's compliance requirements?

### INDICATORS OF OPERATIONAL AND GOVERNANCE VIABILITY

The Operational and Governance Viability of the school will be assessed by examining The Governing Authority's performance against its strategic plan, avoidance of conflicts of interest, and satisfaction of the SPONSOR's compliance requirements.

## SECTION C(1). GOVERNING AUTHORITY'S STRATEGIC PLAN

## COMMUNITY SCHOOL CONTRACT

### DOES THE GOVERNING AUTHORITY HAVE A STRATEGIC PLAN, AND IS THE GOVERNING AUTHORITY ADHERING TO AND MAKING PROGRESS AGAINST THAT PLAN?

**Requirement (C)(1)(a):** The Governing Authority has a well-developed, comprehensive strategic plan, that is likely to result in an academically high performing, financially viable school long-term.

**Requirement (C)(1)(b):** The Governing Authority is adhering to, and making progress on, its strategic plan.

### SECTION C(2). ETHICS

#### HAVE GOVERNING AUTHORITY ACTIONS BEEN FREE OF CONFLICT OF INTEREST?

**Requirement (C)(2)(a):** Governing Authority actions have been free of conflicts of interest, as evidenced by the Community School's audit and a review of board minutes.

**Requirement (C)(2)(b):** The Governing Authority has not had any matters referred to the Ohio Ethics Commission.

### SECTION C(3). COMPLIANCE

#### HAS THE COMMUNITY SCHOOL, OVERALL, MET THE SPONSOR'S COMPLIANCE REQUIREMENTS?

**Requirement (C)(3)(a):** The Community School's submissions to the SPONSOR'S Epicenter system are at least 90 percent accurate and complete, for each year of the term of this Contract.

**Requirement (C)(3)(b):** The Community School's submissions to the SPONSOR'S Epicenter system are at least 90 percent on-time, for each year of the term of this Contract.

**Requirement (C)(3)(c):** Site visit records compliance is at least 90 percent compliant, in each category reviewed, for each year of the term of this Contract.

**EXHIBIT 5: LETTER OF APPROVAL TO OPERATE**

**EXHIBIT 5: LETTER OF APPROVAL TO OPERATE**

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

Columbus Collegiate Academy - Main  
1469 E. Main Street  
Columbus, OH 43205  
IRN number 009122, to begin operations for the 2013-14 academic year.

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

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

If the Certificate of Occupancy, Health and Safety Inspection, or Fire Inspection is temporary, the GOVERNING AUTHORITY shall provide the SPONSOR, with the documentation of a permanent or final permit within five (5) business days of receipt from the governmental agency. If any teaching certificates or licenses or BCI &I/FBI checks are in process, the GOVERNING AUTHORITY shall provide the SPONSOR with documentation of completion within five (5) business days of receipt from the governmental agency.

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

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

## COMMUNITY SCHOOL CONTRACT

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

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

**EXHIBIT 6: STATEMENT OF ASSURANCES**

**EXHIBIT 6: STATEMENT OF ASSURANCES**

Pursuant to section 3314.19 of the Ohio Revised Code, the SPONSOR annually shall provide the following assurances in writing to the department of education not later than ten business days prior to the opening of the school:

Sponsors are required to submit assurances annually for each of their schools to the Office of Community Schools at least ten business days prior to any of the following occurrences:

- A community school’s first day of instruction in each academic year;
- When a school changes location; and,
- When a school adds a new facility.

Sponsor: \_\_\_\_\_

School Name: \_\_\_\_\_

IRN# \_\_\_\_\_ County: \_\_\_\_\_

School  
Physical  
Address: \_\_\_\_\_

\_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip

School  
Mailing  
Address: \_\_\_\_\_

\_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip

School Building Phone: \_\_\_\_\_ School Building Fax: \_\_\_\_\_

***Please indicate the number of additional facilities associated with this school (IRN) (Complete a separate sheet for each additional facility)*** \_\_\_\_\_

Grade Levels per contract: \_\_\_\_\_ Grade Levels Served in each facility: \_\_\_\_\_

OEDS-R  
Administrator: \_\_\_\_\_

OEDS-R Administrator E-mail  
address: \_\_\_\_\_

COMMUNITY SCHOOL CONTRACT

OEDS-R Administrator Phone: \_\_\_\_\_ OEDS-R Administrator Fax: \_\_\_\_\_

Treasurer: \_\_\_\_\_

Treasurer E-mail address: \_\_\_\_\_

Treasurer Phone: \_\_\_\_\_ Treasurer Fax: \_\_\_\_\_

Superintendent: \_\_\_\_\_

Superintendent Email: \_\_\_\_\_

Superintendent Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

I assure that: **(Please check each item with a mark that is found to be in compliance with OAC 3301-102-05).**

- A copy of the community school’s current contract and any subsequent modifications is on file with the Office of Community Schools;
- The sponsor has a copy of the school’s plan for providing special education and related services to students with disabilities and the school has demonstrated the capacity to provide those services in accordance with Chapter 3323 of the Revised Code and federal law;
- The school has a plan and procedures for administering the achievement tests and diagnostic assessments as prescribed by sections 3301.0710, 3301.0712 and 3301.0715 of the Revised Code;
- The school’s personnel have the necessary training, knowledge, and resources to properly use and submit information to all databases maintained by the department for the collection of education data, including the Education Management Information System (EMIS) established under section 3301.0714 of the Revised Code in accordance with methods and timelines established under section 3314.17 of the Revised Code;
- All required information about the school has been entered/updated in the Ohio Education Directory System (OEDS-R) or any successor system;
- The school has enrolled at least the minimum number of students required by division (A)(11)(a) of section 3314.03 of the Revised Code in the 2012-2013 school year;

COMMUNITY SCHOOL CONTRACT

- All classroom teachers are licensed in accordance with sections 3319.22 to 3319.31 of the Revised Code, except for non-certificated persons engaged to teach up to twelve hours per week pursuant to section 3319.301 of the Revised Code;
- The school's fiscal officer is in compliance with section 3314.011 of the Revised Code;
- The school has on file both BCII and FBI criminal records checks for all licensed and unlicensed employees including private contractors providing on and offsite student services and that the school has conducted a criminal records check of each of its governing authority members.
- The school holds all of the following:
  - Proof of property ownership or a lease for the facilities used by the school;
  - A certificate of occupancy;
  - Liability insurance for the school, as required by division (A)(11)(b) of section 3314.03 of the Revised Code, that the sponsor considers sufficient to indemnify the school's facilities, staff, and governing authority against risk;
  - A satisfactory health and safety inspection;
  - A satisfactory fire inspection; and,
  - A valid food permit, if applicable.
- The sponsor has conducted a pre-opening site visit to the school for the 2012-2013 school year or prior to a school offering instruction in a new facility or moving during the 2012-2013 school year;
- The school has designated a date it will open for the 2012-2013 school year that is in compliance with division (A) (25) of section 3314.03 of the Revised Code; and,
- The school has met all of the sponsor's requirements for opening and any other requirements of the sponsor.

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Name of Sponsor Representative:  
**Please Print**

---

Title of Sponsor Representative:  
**Please Print**

COMMUNITY SCHOOL CONTRACT

\_\_\_\_\_  
Sponsor Authorized Signature:

\_\_\_\_\_  
Date

**The items below are not required to be completed as part of the Sponsor Assurance on-site visit but are requirements listed elsewhere in statute.**

The school's safety plan for each building/annex associated with the school's name/IRN has been filed with the Ohio Attorney General and the Local Law Enforcement Agency having jurisdiction over the school, along with a blueprint of the building(s) (OAG only requires floor plan) and has been reviewed/revised within the last three years. Ohio Revised Code Section 3313.536

The school has a written policy governing academic prevention/intervention services for a student that is updated annually. Ohio Revised Code Section 3313.6012.

**Send the signed form as a PDF to your lead consultant in the Office of Community Schools. If you do not know the name of your lead consultant or the e-mail address, please contact the Office at 614-466-7058 or you may locate the appropriate lead consultant in the List of Sponsors and OCS Lead Consultants on the office webpage at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1168&ContentID=9473&Content=82272>**

**EXHIBIT 7: ROSTER OF GOVERNING AUTHORITY**

**EXHIBIT 7: ROSTER OF GOVERNING AUTHORITY**

**Columbus Collegiate Academy – Main Governing Authority**

Name	Role	Term	Address
Jackie Messinger	Vice Chairperson	7/2008 – 7/2013	1469 E. Main St. Columbus, OH 43205
John Shockley	Chairperson	6/2010 – 7/2013	1469 E. Main St. Columbus, OH 43205
Amber Merl	Treasurer	9/2010 – 7/2013	1469 E. Main St. Columbus, OH 43205
Christina Wilson	Member	1/2012 – 1/2015	1469 E. Main St. Columbus, OH 43205
Jennifer Vessells	Member	1/2012 – 1/2015	1469 E. Main St. Columbus, OH 43205
Marcie Rehmar	Member	1/2012 – 1/2015	1469 E. Main St. Columbus, OH 43205
Primus Suffren	Member	1/2012 – 1/2015	1469 E. Main St. Columbus, OH 43205

**EXHIBIT 8: RELATED PARTY DISCLOSURE FORM**



## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicants' DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Andrew E. Boy  
NAME OF AUTHORIZED OFFICIAL

Chief Executive Officer  
TITLE

Andrew E. Boy  
SIGNATURE OF AUTHORIZED OFFICIAL

7/11/13  
DATE

Columbus Collegiate Academy  
APPLICANT ORGANIZATION

7/11/13  
DATE SUBMITTED

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:** Attachment S.UPrep.Budget Narrative.pdf

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

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## Attachment S. United Preparatory Academy Budget Narrative

United Preparatory Academy (UPrep)'s annual operating budget/monthly cash flow and five year projection can be found in Attachments T and U. The proposed year one budget includes revenue and expenditure projections that are based on, but not limited to: specific federal and state funding sources, and common best practices of existing, high performing charter schools including our parent schools, Columbus Collegiate Academy – Main Street and West Campuses. The fiscal year at United Preparatory Academy begins on July 1 and ends on June 30<sup>th</sup>; therefore the attached financial documents are structured accordingly. Details explaining each line item are included.

Current cash flow projections in Attachment T demonstrate that the school will have cash in the bank every month in the start-up year (Project YR1) and also in the first implementation year (Project YR2, listed as year 3 in Attachment U). We plan to sustain our core operations solely with per pupil revenue by Project YR 3.

The annual operating budget/cash flow and five year projection of United Preparatory Academy does not assume funding from this federal start-up planning grant or any other assumed fundraising. UPA has been awarded \$250,000 in start-up grant funds from the Walton Family Foundation via the Inflexion Fund and has also been awarded a matching \$250,000 grant from the Columbus Foundation. Without the CSP grant, the school will be able to start up with an operating surplus in year one, but not as efficiently or as competitively as we might with the grant. Any grant funds will be used as stated in the following, over and above the expenditures listed in Attachment T and U budgets. The sole expense listed in the attached budgets and that is also in the following project budgets for federal funding is the teacher training stipend and concurrent fringe benefits. This training is so integral to the success of our students we must include it in our planning, but in Years 2 & 3 (Attachment U) the school has an annual deficit - mainly because of this four week teacher training cost. The CSP Planning, Program Design, and Implementation grant is needed to allow the school to continue this best practice and provide the best program supports to the most educationally disadvantaged students in Columbus.

We will maintain fiscal stability and protect against funding fluctuations, emergency facility costs, delays in public payments and other obstacles by operating within the constraints of the budget we have created. Based on planning year projections (Listed as year 2 in Attachment U); UPrep has a \$314,295 surplus. We will utilize regular cash flow statements and are presently reviewing a contract with a local charter school service provider to handle our accounting, bookkeeping and other business related needs. Furthermore, we are prepared to decrease staff salary by 10%, scale back or delay purchases, review enrollment configurations and other sources of savings if necessary while remaining true to our charter and mission.

Note: In this budget narrative the designation Non-Federal (NF) refers to State Per Pupil and other start-up funding.

**A. Year One: 2013 – 2014**

Category	Purpose	Federal Funds (F)	Non-Federal Funds (NF)	Line Items
Personnel	Staff salary	\$0	\$214,450	(F) None (NF) School Director, 8 teachers, Office Manager, Receptionist, Intervention Specialist, D of Curriculum and Instruction, Fam. & Student Support Coordinator
	<b>Sub-Total</b>	<b>\$0</b>	<b>\$339,104</b>	
Fringe Benefits	Retirement	\$0	\$47,475	Assumes state retirement system at 14% of salaries
	Health, Dental, Vision, Life	\$0	\$41,099	Assumes 12.12% of Salaries, AVG of CCA & CCA-West
	FICA	\$0	\$4,917	Assumes Medicare at 1.45% of salaries
	Other	\$0	\$2,577	Assumes .76% of salaries for workers' comp
	<b>Sub-Total</b>	<b>\$0</b>	<b>\$41,372</b>	
Travel	Travel to Project Director's Meeting	\$2,300	\$0	Transportation, lodging, car rental, per diem food allowance
	<b>Sub-Total</b>	<b>\$2,300</b>	<b>\$0</b>	
Equipment	Technology	\$52,700	\$0	40 laptops for students & staff, phone system, white boards
	<b>Sub-Total</b>	<b>\$52,700</b>	<b>\$0</b>	
Supplies	Office expenses	\$20,000	\$15,000	Desks, chairs, furniture for classrooms, teachers offices, Based on purchases for

				CCA & CCA-West
	Texts	\$24,742	\$17,500	(F)Assumes \$206 per student (NF) Assumes \$46 per student
	Other books	\$5,000	\$7,500	(F)Assumes \$50 per student (NF)Assumes \$75 per student
	Software	\$5,000	\$10,000	(F)Assumes 20 computers at \$250 each (NF)Assumes 20 student computers at \$250 each and 15 staff computers at \$500 each
	Printing	\$0	\$10,000	(NF) Assumes 130 per student
	Classroom paper	\$5,000	\$5,000	(F)Assumes \$42 per student (NF)Assumes \$42 per student
	Office supplies	\$3,600	\$3,600	(F)Assumes \$300/month[12 mo] (NF)Assumes \$300/month[12mo]
	<b>Sub-Total</b>	<b>\$63,342</b>	<b>\$58,600</b>	
<b>Contractual</b>	Treasurer	\$3,000	\$28,000	(F)Treasurers coverage of grant management (NF)Bookkeeping, Treasurer & Audit services with Mangan & Associates
	<b>Sub-Total</b>	<b>\$3,000</b>	<b>\$28,000</b>	
<b>Other (1):</b>	<b>Student Recruitment</b>			
<b>Supplies</b>				
	Printed marketing materials, flyers	\$6,200	\$0	Based upon CCA – Main St. & West experience
	Postage	\$800	\$0	Based upon CCA-Main St. & West experience
	Signage	\$4,150	\$0	Assumes 200 yard signs, 5 banners, and other motivational signage for hallways and classrooms
	Marketing/Advertising	\$0	\$19,000	Based upon CCA – Main St. & West experience
	Events fee	\$850	\$0	Based upon CCA – Main St. & West experience
	<b>Sub-Total</b>	<b>\$12,000</b>	<b>\$19,000</b>	
<b>Other (2):</b>	<b>Staff Recruitment</b>			
<b>Travel</b>	Job fairs	\$350	\$0	Gas and mileage reimbursement
	Airfare	\$1,050	\$0	Round-trip ticket for highly qualified and sought after candidate to attend second round of interview process
<b>Supplies</b>	National Ad	\$3,600	\$0	One time ad in monthly publication, half page
	<b>Sub-Total</b>	<b>\$5,000</b>	<b>\$0</b>	

<b>Training Stipends</b>	<i>Teacher training &amp; development</i>	\$28,535	\$20,135	<i>(F)Based on one month salary for eight teachers (NF) 1 month salary for administrative staff</i>
<b>Fringe Benefits</b>	<i>Retirement, health, FICA, other</i>	\$8,123	\$5,534	<i>(F)Based on 1 month benefits for 8 teachers (NF) 1 month benefits for administrative staff</i>
	<b>Sub-Total</b>	<b>\$36,658</b>	<b>\$25,669</b>	
	<b>Total Expended Funds</b>	<b>\$175,000</b>	<b>\$511,745</b>	

## **B. Justification, Year One**

### **Personnel:**

The School Director for UPA has been hired and his salary will be covered by NF funds for the planning year, therefore his salary and any other staff hired during the planning year (June 30<sup>th</sup> 2014) are not covered by the CSP.

### **Fringe Benefits:**

The School Director for UPA has been hired and his benefits will be covered by NF funds for the planning year, therefore his benefits and any other staff benefits during the planning year are not covered by the CSP.

### **Travel:**

Total cost of \$1,150 per administrator based on estimated \$550 flight allowance, \$400 lodging allowance (\$200/day for 2 nights), and \$100 cab/food per diem (two days).

### **Equipment:**

Equipment funds will be used for technology, including one student computer lab, staff laptops, phone systems and white boards to give staff and students the tools to be efficient and technology savvy.

### **Supplies (Instructional):**

Texts and other instructional materials are the nationally recognized curricula and open educational resources listed in the project narrative. These funds will be used in addition to the state per pupil funds used to purchase these items.

### **Contractual:**

We will employ the use of Mangen and Associates to keep our expenditures within the guidelines of the U.S. Department of Education.

### **Other:**

#### **Sub-Project - Student Recruitment**

Based on the most successful recruitment practices of CCA – Main Street & West campuses, we will use the majority of the funds to inform the community using direct mail, in-person contact methods, take-home information, and neighborhood signage.

#### **Sub-Project - Staff Recruitment**

Most of our teacher recruitment can take place through expense-free avenues such as online job posting applications. Job fair travel will be to colleges and universities with strong educational training programs and a single nationally posted job ad will round out

the staff recruitment practices. The travel expense for at least one highly qualified candidate must be included if we are to be able to attract and hire teachers from different geographic and socioeconomic means.

**Training Stipends:**

The four-week teacher training, led by the School Director and USN Chief Schools Officer, has become an essential part of the success of our network of schools, however, the funds required to pay the staff a four week stipend is significant to a start-up organization. Without the grant, the training will still take place but the annual operating budget deficit in YR 2 and 3 can be directly attributed to the cumulative amount of new hire training stipends.

**C. Year Two: 2014 – 2015**

YR 2: Planning October 1st 2014 -  
October 1st 2015

Category	Purpose	Federal Funds (F)	Non-Federal Funds (NF)	Line Items
Personnel	Staff salary	\$32,000	\$661,580	(F) 9 months 1st grade Associate Teacher, 3 months 2nd grade Associate teacher (NF) School Director, 11 teachers, Office Manager, Receptionist, 2 Intervention Specialists, DCI, DoS, Fam. & Student Support Coordinator
	<b>Sub-Total</b>	<b>\$32,000</b>	<b>\$661,580</b>	
Fringe Benefits	Retirement	\$4,480	\$92,621	Assumes state retirement system at 14% of salaries
	Health, Dental, Vision, Life	\$3,878	\$80,183	Assumes 12.12% of Salaries, AVG of CCA & CCA-West
	FICA	\$464	\$9,593	Assumes Medicare at 1.45% of salaries
	Other	\$243	\$5,028	Assumes .76% of salaries for workers' comp
	<b>Sub-Total</b>	<b>\$9,066</b>	<b>\$187,426</b>	
Travel	Travel to Project Director's Meeting	\$2,300	\$0	Transportation, lodging, car rental, per diem food allowance
	<b>Sub-Total</b>	<b>\$2,300</b>	<b>\$0</b>	
Equipment	Technology	\$15,810	\$0	12 laptops for students & staff, phone system, white boards
	<b>Sub-Total</b>	<b>\$15,810</b>	<b>\$0</b>	
Supplies	Office expenses	\$20,000	\$13,500	Desks, chairs, furniture for classrooms, teachers offices, Based on purchases for CCA & CCA-West
	Texts	\$12,371	\$8,750	(F)Assumes \$106 per new student (NF) Assumes \$23 per new student

	Other books	\$5,000	\$1,601	(F)Assumes \$50 per student (NF)Assumes \$8 per retained student seat
	Software	\$6,000	\$1,000	(F)Assumes 12 staff computers at \$500 each (NF) Misc Software updates for student or staff computers
	Printing	\$12,783	\$3,470	Assumes \$130 per student overall
	Classroom paper	\$5,000	\$5,000	(F)Assumes \$42 per student (NF)Assumes \$42 per student
	Office supplies	\$3,600	\$3,600	(F)Assumes \$300/month[12 mo] (NF)Assumes \$300/month[12mo]
	<b>Sub-Total</b>	<b>\$64,754</b>	<b>\$36,921</b>	
<b>Contractual</b>	Treasurer	\$3,000	\$28,000	(F)Treasurers coverage of grant management (NF)Bookkeeping, Treasurer & Audit services with Mangen & Associates
	<b>Sub-Total</b>	<b>\$3,000</b>	<b>\$28,000</b>	
<b>Other (1):</b>	Student Recruitment			
<b>Supplies</b>				
	Printed marketing materials, flyers	\$5,468	\$0	Based upon CCA – Main St. experience
	Postage	\$700	\$0	Based upon CCA – Main St. experience
	Signage	\$4,150	\$0	Assumes 200 yard signs, 5 banners, and other motivational signage for hallways and classrooms
	Marketing/Advertising	\$0	\$19,000	Based upon CCA – Main St. experience
	Events fee	\$850	\$0	Based upon CCA – Main St. experience
	<b>Sub-Total</b>	<b>\$11,168</b>	<b>\$19,000</b>	
<b>Other (2):</b>	Staff Recruitment			
<b>Travel</b>	Job fairs	\$350	\$0	Gas and mileage reimbursement
	Airfare	\$1,050	\$0	Round-trip ticket for highly qualified and sought after candidate to attend second round of interview process
<b>Supplies</b>	National Ad	\$3,600	\$0	One time ad in monthly publication, half page
	<b>Sub-Total</b>	<b>\$5,000</b>	<b>\$0</b>	
<b>Training Stipends</b>	Teacher training & development	\$24,835	\$23,835	(F)Based on one month salary for four new teachers, one Dean of Students, one Intervention Specialist(NF) 1 month salary for administrative staff
<b>Fringe Benefits</b>	Retirement, health, FICA, other	\$7,067	\$5,534	(F)Based on 1 month benefits for 4 new teachers teachers, one Dean of Students, one Intervention Specialist (NF) 1 month benefits for administrative staff

	<i>Sub-Total</i>	<i>\$31,902</i>	<i>\$29,369</i>	
	<b>Total Expended Funds</b>	<b>\$175,000</b>	<b>\$962,296</b>	

**D. Justifications, Year Two**

**Personnel:**

The beginning salary for one Associate Teacher is \$32,000 and has been included with this grant budget for the first year of students, Project Year 2. This teaching position is essential to meeting the Competitive Preference Priority that students from all backgrounds are able to meet challenging state and national standards. This position is an expense that will be sustained after the grant period through full student enrollment in the school (see Attachment T, Five Year Projection).

**Fringe Benefits:**

The fringe benefits for one Associate Teacher follows the same formula as the remaining staff and is also an expense which is essential to attracting and retaining high-quality staff:

State Retirement System, assumes 12.12% of salaries, health - AVG of CCA & CCA-West, assumes medicare at 1.45% of salaries, and assumes .76% of salaries for workers' compensation.

**Travel:**

Total cost of \$1,150 per administrator based on estimated \$550 flight allowance, \$400 lodging allowance (\$200/day for 2 nights), and \$100 cab/food per diem (two days).

**Equipment:**

Equipment funds will be used to purchase technology, including: laptops to add to the student computer lab, laptops for new staff, and new white boards to accommodate the demands of an increased staff and student body.

**Supplies (Instructional):**

Texts and other instructional materials are the nationally recognized curricula and open educational resources listed in the Project Narrative. These funds will be used in addition to the state per pupil funds used to purchase these items for the matriculated 2nd grade class.

**Contractual:**

We will employ the use of Mangen and Associates to keep our expenditures within the spending guidelines set forth by the U.S. Department of Education.

**Other:**

**Sub-Project - Student Recruitment**

Based on the most successful recruitment practices of CCA – Main Street & West campuses we will use the majority of the funds to inform the community using direct mail, in-person contact methods, take-home information, and neighborhood signage.

This portion of the budget has decreased by \$1000 due to the need to recruit only 60 students for the new Kindergarten class vs. 120 students for K-1.

**Sub-Project - Staff Recruitment**

Most of our teacher recruitment can take place through expense-free avenues such as online job posting applications. Job fair travel will be to colleges and universities with strong educational training programs and a single nationally posted job ad will round out the staff recruitment practices. The travel expense for at least one highly qualified candidate must be included if we are to be able to attract and hire teachers from different geographic and socioeconomic means

**Training Stipends:**

The four-week teacher training, led by the School Director and USN Chief Schools Officer, has become an essential part of the success of our network of schools, however, the funds required to pay the new staff a four week stipend is significant to a start-up organization. Per pupil revenue will now cover the cost of the curriculum and assessment writing process for the returning staff.

**E. Year Three: 2015 – 2016**

YR 3: October 1st 2015 - October 1st 2016

Category	Purpose	Federal Funds (F)	Non-Federal Funds (NF)	Line Items
Personnel	Staff salary	\$32,000	\$773,810	(F) 9 months 1st grade Associate Teacher, 3 months 2nd grade Associate teacher
				(NF) School Director, 11 teachers, Office Manager, Receptionist, 2 Intervention Specialists, DCI, DoS, Fam. & Student Support Coordinator
	<b>Sub-Total</b>	<b>\$32,000</b>	<b>\$773,810</b>	
Fringe Benefits	Retirement	\$4,480	\$108,333	Assumes state retirement system at 14% of salaries
	Health, Dental, Vision, Life	\$3,878	\$93,786	Assumes 12.12% of Salaries, AVG of CCA & CCA-West
	FICA	\$464	\$11,220	Assumes Medicare at 1.45% of salaries
	Other	\$243	\$5,881	Assumes .76% of salaries for workers' comp
	<b>Sub-Total</b>	<b>\$9,066</b>	<b>\$219,220</b>	
Travel	Travel to Project Director's Meeting	\$2,300	\$0	Transportation, lodging, car rental, per diem food allowance
	<b>Sub-Total</b>	<b>\$2,300</b>	<b>\$0</b>	
Equipment	Technology	\$15,810	\$0	12 laptops for students & staff, phone system, white boards

	<b>Sub-Total</b>	<b>\$15,810</b>	<b>\$0</b>	
<b>Supplies</b>	Office expenses	\$20,000	\$13,500	Desks, chairs, furniture for classrooms, teachers offices, Based on purchases for CCA & CCA-West
	Texts	\$12,371	\$8,750	(F)Assumes \$106 per new student (NF) Assumes \$23 per new student
	Other books	\$5,000	\$1,601	(F)Assumes \$50 per student (NF)Assumes \$8 per retained student seat
	Software	\$6,000	\$1,000	(F)Assumes 12 staff computers at \$500 each (NF) Misc Software updates for student or staff computers
	Printing	\$12,783	\$3,470	Assumes \$130 per student overall
	Classroom paper	\$5,000	\$5,000	(F)Assumes \$42 per student (NF)Assumes \$42 per student
	Office supplies	\$3,600	\$3,600	(F)Assumes \$300/month[12 mo] (NF)Assumes \$300/month[12mo]
	<b>Sub-Total</b>	<b>\$64,754</b>	<b>\$36,921</b>	
<b>Contractual</b>	Treasurer	\$3,000	\$28,000	(F)Treasurers coverage of grant management (NF)Bookkeeping, Treasurer & Audit services with Mangen & Associates
	<b>Sub-Total</b>	<b>\$3,000</b>	<b>\$28,000</b>	
<b>Other (1):</b>	Student Recruitment			
<b>Supplies</b>				
	Printed marketing materials, flyers	\$5,168	\$0	Based upon CCA – Main St. experience
	Postage	\$1,000	\$0	Based upon CCA – Main St. experience
	Signage	\$4,150	\$0	Assumes 200 yard signs, 5 banners, and other motivational signage for hallways and classrooms
	Marketing/Advertising	\$0	\$19,000	Based upon CCA – Main St. experience
	Events fee	\$850	\$0	Based upon CCA – Main St. experience
	<b>Sub-Total</b>	<b>\$11,168</b>	<b>\$19,000</b>	
<b>Other (2):</b>	Staff Recruitment			
<b>Travel</b>	Job fairs	\$350	\$0	Gas and mileage reimbursement
	Airfare	\$1,050	\$0	Round-trip ticket for highly qualified and sought after candidate to attend second round of interview process
<b>Supplies</b>	National Ad	\$3,600	\$0	One time ad in monthly publication, half page
	<b>Sub-Total</b>	<b>\$5,000</b>	<b>\$0</b>	

<b>Training Stipends</b>	<i>Teacher training &amp; development</i>	\$24,835	\$23,835	<i>(F)Based on one month salary for four new teachers, one Dean of Students, one Intervention Specialist(NF) 1 month salary for administrative staff</i>
<b>Fringe Benefits</b>	<i>Retirement, health, FICA, other</i>	\$7,067	\$5,534	<i>(F)Based on 1 month benefits for 4 new teachers teachers, one Dean of Students, one Intervention Specialist (NF) 1 month benefits for administrative staff</i>
	<b>Sub-Total</b>	<b>\$31,902</b>	<b>\$29,369</b>	
	<b>Total Expended Funds</b>	<b>\$175,000</b>	<b>\$1,106,320</b>	

## D. Justifications, Year Three

### Personnel:

The beginning salary for one Associate Teacher is \$32,000 and has been included with this grant budget for the first year of students, Project Year 2. This teaching position is essential to meeting the Competitive Preference Priority that students from all backgrounds are able to meet challenging state and national standards. This position is an expense that will be sustained after the grant period through full student enrollment in the school (see Attachment T, Five Year Projection).

### Fringe Benefits:

The fringe benefits for one Associate Teacher follows the same formula as the remaining staff and is also an expense which is essential to attracting and retaining high-quality staff:

State Retirement System, assumes 12.12% of salaries, health - AVG of CCA & CCA-West, assumes medicare at 1.45% of salaries, and assumes .76% of salaries for workers' compensation.

### Travel:

Total cost of \$1,150 per administrator based on estimated \$550 flight allowance, \$400 lodging allowance (\$200/day for 2 nights), and \$100 cab/food per diem (two days).

### Equipment:

Equipment funds will be used to purchase technology, including: additional laptops for the student computer lab, laptops for new staff, and new white boards to accommodate the demands of an increased staff and student body.

### Supplies (Instructional):

Texts and other instructional materials are the nationally recognized curricula and open educational resources listed in the Project Narrative. These funds will be used in addition to the state per pupil funds used to purchase these items for the matriculated 1<sup>st</sup> grade class.

### Contractual:

We will employ the use of Mangen and Associates to keep our expenditures within the spending guidelines set forth by the U.S. Department of Education.

**Other:**

**Sub-Project - Student Recruitment**

Based on the most successful recruitment practices of CCA – Main Street & West campuses we will use the majority of the funds to inform the community using direct mail, in-person contact methods, take-home information, and neighborhood signage. This portion of the budget has decreased by \$1000 due to the need to recruit only 60 students for the new Kindergarten class vs. 120 students for K-1.

**Sub-Project - Staff Recruitment**

Most of our teacher recruitment can take place through expense-free avenues such as online job posting applications. Job fair travel will be to colleges and universities with strong educational training programs and a single nationally posted job ad will round out the staff recruitment practices. The travel expense for at least one highly qualified candidate must be included if we are to be able to attract and hire teachers from different geographic and socioeconomic means

**Training Stipends:**

The four-week teacher training, led by the School Director and USN Chief Schools Officer, has become an essential part of the success of our network of schools, however, the funds required to pay the new staff a four week stipend is significant to a start-up organization. Per pupil revenue will now cover the cost of the curriculum and assessment writing process for the returning staff.

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

- *Annual Budgeting:* United Preparatory Academy's fiscal year will run from July 1<sup>st</sup> through June 30<sup>th</sup>. The CEO and Mangen & Associates will have responsibility for planning a detailed budget and cash flow statement each year. The initial drafts of the budget and cash flow statements will be reviewed by the Board's Finance Committee and the Chair before being presented to the full Board for approval. The Board will review and approve the budget at least one full month before the beginning of the new fiscal year.
- *Internal Controls:* The Board of Trustees is intent on establishing a system of internal control policies that when executed will ensure the practice of sound fiscal management practices. These controls will comply with generally

accepted accounting principles for non-profit organizations. We also want to ensure that the reports and data generated from these controls are accurate and useful in effectively managing the financial needs of the organization. The following areas have been identified as ones requiring specific internal controls:

- *Cash Receipts:* All deposits received for United Preparatory Academy will be properly received, deposited, and recorded by an individual delegated by the CEO. All records will be promptly reconciled. All monies will be kept under the strictest security provisions we can provide and all cash received will be deposited within the same day.
- *Cash Disbursements:* We will ensure that all monies paid or withdrawn are authorized, used exclusively for business purposes, and are properly recorded and reconciled. These controls include purchase orders and use of the school's credit cards and other credit accounts.
- *Petty Cash:* The use of Petty Cash and the availability to these funds will be restricted and limited. The use of petty cash will not be a standard practice – employees will be encouraged to complete a reimbursement sheet and attach receipts for minimal purchases. When used petty cash will be properly recorded and reconciled, will require a signature from the receiver and permission for an authorized administrator. Receipts will also be required to be submitted within a specific timeframe or the monies will be expected to be returned.
- *Payroll:* We will ensure that all payroll monies paid will be accurate and with proper authorization disbursed to the parties intended. All payroll disbursements will be properly recorded, comply with all laws and applicable tax regulations, and be properly reconciled.
- *Grants, Gifts and Bequeaths:* United Preparatory Academy will ensure that all grants, gifts and bequeaths are monitored, properly recorded and comply with all legal requirements and related restrictions. All checks representing grants or gifts will be promptly deposited.
- *Fixed Assets:* We will ensure that all fixed assets are properly acquired, their value is properly recorded and that provisions will be set to ensure that assets

are safeguarded. We will mandate that no asset be disposed of without proper authorization.

- *Check Signatures:* We will ensure that all checks issued by the school be signed and authorized by the CEO. All check register will be maintained so that cash flow projections can be properly maintained. Checks over \$5000 will require an additional signature.
- *Deposits:* We will ensure that all deposits are properly recorded, safeguarded, and reconciled.
- *Personnel Policies:* We will develop and approve all personnel policies including but not limited to salary levels, vacation, overtime, paid time off, grievance procedures, severance pay, merit increases, bonuses, and other personnel matters. These policies will be developed by the CEO with Board approval and will be reviewed annually.
- *Plans and Commitments:* United Preparatory Academy will ensure that monies are not spent on plans and commitments that are not reflected in the budget. In the event that an unexpected expense arises, the CEO and Mangen & Associates will review the budget and make a recommendation to the Treasurer and Finance Committee on how to address. Modifications of the budget must be approved by the Board. Provisions will be developed for emergency situations.
- *Bank Statement Reconciliation:* Each month's bank statements will be reconciled by the CEO, Board Treasurer and Mangen & Associates. A system of controls will be established to prevent the embezzlement, corruption, and mismanagement of funds.

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

### *I. Maintaining Effective Controls*

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

### *II. Fiscal Accountability*

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

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

### *III. Cash Flow Management Plan*

The Board of United Schools Network intends to develop cash flow systems that will enable the organization to effectively manage and predict unexpected shortages and windfalls in cash allocations and disbursements. We recognize that although our budget may reflect the necessary revenues to cover all expenses, relying on the budget alone is not enough. We must also accurately track monthly expenditures, track specifically when revenues will be received and ensure that we have enough fluid cash to cover the day-to-day expenses. We will explore the use of software as well as best practice cash management systems to ensure that monthly cash flow estimates are extremely accurate. Careful attention to cash flow will also help to prevent errors in

planning and monetary allocations throughout the fiscal year, will allow us to more accurately anticipate problems, opportunities to improve fiscal allocations and will serve as the basis from which we can negotiate short and long term funding if needed.

#### *IV. Annual Audits*

United Schools Network intends to hire a third party to conduct an annual audit. The auditor will be a certified public accountant who will audit the financial records in accordance with generally established accounting principles.

#### *V. Use of State Administrative and Financial Systems*

To the extent possible, the Board of United Preparatory Academy intends to use the state's administrative and financial systems.

#### *VI. Further Assurances*

The Board will ensure that United Preparatory Academy adheres to the highest standards of integrity and ethical conduct.

#### *VII. Fundraising*

United Preparatory Academy plans to raise a modest amount of private dollars during the planning year to assist with start-up costs. Fundraising will be led by the CEO with the assistance of a Development Coordinator and Development interns. All operations will be funded through regular state and federal funding and private funding will be used solely on student initiatives that enhance our programming once the school opens. The Founding Board fully expects to raise this amount, based on foundation grants, individual contributions, and the support of board members themselves. The board has a fundraising plan, has organized a Development committee, and is on pace to meet these goals.

We will ask each Board Member for pledges of \$1,000 total for annual gifts in the planning year of the school. Based on an ambitious individual giving campaign, we expect an additional \$20,000 of individual gifts. However, for conservative budgeting purposes these gifts have not been included in the school's revenues.

United Preparatory Academy has researched and begun conversations with local and national private foundations, and expects to submit a number of grant applications.

And, through Board members and other community leaders, we have begun conversations with local and national corporations regarding private funding.

## **Revenue**

Revenue calculations conservatively assume \$6,105 for Per Pupil Revenue for the 2014-15 school year with an annual increase of 2 percent. We anticipate that 90 percent or more of the student population will qualify for the Free and Reduced Lunch Program. This percentage will allow the school to receive additional dollars through federal entitlements and poverty-based assistance.

For the purposes of conservative budgeting, we assume a 10 percent student attrition rate. We will enroll 60 Kindergarten students each year and will not assume adding new students in upper grades. A detailed table of the student enrollment is included in Attachment K. While we have budgeted conservatively with a capacity of 360 students, the maximum enrollment of the school is 400 students, and the school could operate effectively with any number between 360 and 400.

Columbus Collegiate understands the high cost of special education services and has budgeted appropriately. The budget reflects an expense for contracted special education services 1.5 times that of the state allocation for special education. The additional funds budgeted will ensure all students are given the appropriate assistance to be successful.

In the event of a budget shortfall, low student enrollment, or other operational difficulties, Columbus Collegiate will adhere to the following contingency plan.

## **Contingency Plan**

The contingency plan assumes that no additional start-up funds will be granted with the exception of the \$250,000 from the Walton Family Foundation and the \$250,000 from the Columbus Foundation, awarded to United Preparatory Academy.

The contingency budget includes the following expense changes:

- School Directors salary reduced from \$65,000 to 58,500
- Dean of Students not hired until Year Three with salary reduced from \$50,000 to 45,000
- Special Education Director not hired until Year Three
- The School Director and Director of Curriculum and Instruction will teach and one less academic teacher will be hired.
- The school pursues a lease with a smaller building

### **Risk Management**

To be prepared for all budget implications and the appropriate Board knowledge of insurance, the Founding Board will meet with an insurance agency in March of 2012. The Board will seek a prepared quote for United Preparatory Academy, including estimated premiums for all necessary types of insurance. Upon receiving the charter, we will immediately purchase Directors & Officers Insurance (including Employment Practices Liability), and at the appropriate times purchase General Liability, Property, and Worker's Compensation Insurance. At a minimum, we will acquire: commercial general liability insurance with limits of \$1,000,000 per occurrence and \$2,000,000 aggregate; employee dishonesty insurance with limits of \$500,000; educators legal liability insurance (which shall include coverage of trustees and officers of the school) with limits of \$1,000,000 each claim and \$2,000,000 aggregate. We agree to take all appropriate actions to ensure that the sponsor is listed as an additional named insured on each of these insurance policies.

K-5 #1  
Cash Flow - Year One Monthly Detail

	Startup K-5 #1 6/30/14	Year 1 K-5 #1 6/30/15	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Enrollment	0	120												
Revenue	500,000	798,095	66,030	66,030	101,517	72,494	72,494	101,517	72,494	72,494	101,517	72,494	72,494	101,517
Expense	185,705	1,023,546	82,370	82,370	88,834	85,552	85,552	85,552	85,552	85,552	85,552	85,552	85,552	85,552
Net Income	314,295	(225,451)	(16,340)	(16,340)	12,683	(13,058)	(13,058)	15,965	(13,058)	(13,058)	15,965	(13,058)	(13,058)	15,965
Beginning Net Assets	-	314,295	314,295	297,955	281,615	294,298	281,240	268,182	284,147	271,089	258,030	273,995	260,937	247,879
Ending Net Assets	314,295	88,844	297,955	281,615	294,298	281,240	268,182	284,147	271,089	258,030	273,995	260,937	247,879	263,844
<b>Revenue:</b>														
State Foundation Revenue	-	728,986	60,749	60,749	60,749	60,749	60,749	60,749	60,749	60,749	60,749	60,749	60,749	60,749
Subsidy for High Performing District	-	1,020	85	85	85	85	85	85	85	85	85	85	85	85
Sped Revenue - State	-	62,355	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196
Title I	-	82,807			20,702			20,702			20,702			20,702
Title II	-	1,836			459			459			459			459
IDEA (Per Pupil)	-	31,450			7,863			7,863			7,863			7,863
Federal Nutrition	-	64,642			6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464
CSP	-	-												
Inflexion (Walton thru BES)	250,000	-												
Columbus Foundation	250,000	-												
<b>TOTAL REVENUE</b>	<b>500,000</b>	<b>973,095</b>	<b>66,030</b>	<b>66,030</b>	<b>101,517</b>	<b>72,494</b>	<b>72,494</b>	<b>101,517</b>	<b>72,494</b>	<b>72,494</b>	<b>101,517</b>	<b>72,494</b>	<b>72,494</b>	<b>101,517</b>
CMO Mgmt Fee Expense - Interco	-	68,117	5,676	5,676	5,676	5,676	5,676	5,676	5,676	5,676	5,676	5,676	5,676	5,676
Salaries - Teachers	-	312,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000	26,000
Salaries - Admin	91,250	240,050	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004
Health/Dental/Vision/Life	11,060	66,908	5,576	5,576	5,576	5,576	5,576	5,576	5,576	5,576	5,576	5,576	5,576	5,576
Workers Compensation	698	4,220	352	352	352	352	352	352	352	352	352	352	352	352
Medicare	1,323	8,005	667	667	667	667	667	667	667	667	667	667	667	667
Pension (SERS/STRS)	12,775	77,287	6,441	6,441	6,441	6,441	6,441	6,441	6,441	6,441	6,441	6,441	6,441	6,441
Other Professional & Technical Services - Variable	-	20,475	1,706	1,706	1,706	1,706	1,706	1,706	1,706	1,706	1,706	1,706	1,706	1,706
Other Professional & Technical Services - Fixed	-	32,000	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667
Garbage Removal and Cleaning Services	-	1,914	159	159	159	159	159	159	159	159	159	159	159	159
Repairs & Maintenance	-	3,386	282	282	282	282	282	282	282	282	282	282	282	282
Rent	-	41,125	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427
Travel	-	6,758	563	563	563	563	563	563	563	563	563	563	563	563
Telephone & Internet	-	5,085	424	424	424	424	424	424	424	424	424	424	424	424
Postage	-	2,053	171	171	171	171	171	171	171	171	171	171	171	171
Water	-	3,992	333	333	333	333	333	333	333	333	333	333	333	333
Gas & electric	-	22,014	1,835	1,835	1,835	1,835	1,835	1,835	1,835	1,835	1,835	1,835	1,835	1,835
Printing	10,000	3,470	289	289	289	289	289	289	289	289	289	289	289	289
Contracted Food Services	-	64,642			6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464
Other General Supplies - variable	58,600	36,921	5,538	5,538	5,538	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256
Other General Supplies - fixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TEXTBOOKS - Electronic Instr Materials & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technical Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bank Charges	-	301	25	25	25	25	25	25	25	25	25	25	25	25
Liability Insurance	-	2,824	235	235	235	235	235	235	235	235	235	235	235	235
<b>TOTAL OPERATING EXPENSE</b>	<b>185,705</b>	<b>1,023,546</b>	<b>82,370</b>	<b>82,370</b>	<b>88,834</b>	<b>85,552</b>	<b>85,552</b>	<b>85,552</b>	<b>85,552</b>	<b>85,552</b>	<b>85,552</b>	<b>85,552</b>	<b>85,552</b>	<b>85,552</b>
<b>NET OPERATING INCOME</b>	<b>314,295</b>	<b>(50,451)</b>	<b>(16,340)</b>	<b>(16,340)</b>	<b>12,683</b>	<b>(13,058)</b>	<b>(13,058)</b>	<b>15,965</b>	<b>(13,058)</b>	<b>(13,058)</b>	<b>15,965</b>	<b>(13,058)</b>	<b>(13,058)</b>	<b>15,965</b>
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	<b>314,295</b>	<b>(50,451)</b>	<b>(16,340)</b>	<b>(16,340)</b>	<b>12,683</b>	<b>(13,058)</b>	<b>(13,058)</b>	<b>15,965</b>	<b>(13,058)</b>	<b>(13,058)</b>	<b>15,965</b>	<b>(13,058)</b>	<b>(13,058)</b>	<b>15,965</b>
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
District Building Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Leasehold Improvements on rental facility	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building Improvements - Owned Building	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Principal Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	314,295	(50,451)	(16,340)	(16,340)	12,683	(13,058)	(13,058)	15,965	(13,058)	(13,058)	15,965	(13,058)	(13,058)	15,965
Beginning Cash	-	314,295	314,295	297,955	281,615	294,298	281,240	268,182	284,147	271,089	258,030	273,995	260,937	247,879
Ending Cash	314,295	263,844	297,955	281,615	294,298	281,240	268,182	284,147	271,089	258,030	273,995	260,937	247,879	263,844

5 Year Projection	1	2	3	4	5	6
	K-5 #1	K-5 #1	K-5 #1	K-5 #1	K-5 #1	K-5 #1
	6/30/13	6/30/14	6/30/15	6/30/16	6/30/17	6/30/18
Enrollment	0	0	120	180	240	300
Summary:						
Revenue	-	500,000	973,095	1,495,591	2,036,975	2,597,809
Expense	-	185,705	1,023,546	1,507,834	1,981,638	2,346,798
Net Income	-	314,295	(50,451)	(12,243)	55,337	251,011
Beginning Net Assets	-	-	314,295	263,844	251,601	306,938
Ending Net Assets	-	314,295	263,844	251,601	306,938	557,949

Revenue:							
State Foundation Revenue	from Revenue tab	-	-	728,986	1,124,589	1,535,724	1,962,854
Subsidy for High Performing District	from Revenue tab	-	-	1,020	1,560	2,122	2,706
Sped Revenue - State	from Revenue tab	-	-	62,355	95,403	129,748	165,429
Title I	from Revenue tab	-	-	82,807	124,210	165,613	207,016
Title II	from Revenue tab	-	-	1,836	2,809	3,820	4,870
IDEA (Per Pupil)	from Revenue tab	-	-	31,450	48,119	65,442	83,438
Federal Nutrition	from Revenue tab	-	-	64,642	98,902	134,507	171,496
CSP	from Revenue tab	-	-	-	-	-	-
Inflexion (Walton thru BES)	from Revenue tab	-	250,000	-	-	-	-
Columbus Foundation	from Revenue tab	-	250,000	-	-	-	-
Philanthropy at 7% of Govt Funding							
CMO Mgmt Fee Revenue - Interc							
<b>TOTAL REVENUE</b>		-	<b>500,000</b>	<b>973,095</b>	<b>1,495,591</b>	<b>2,036,975</b>	<b>2,597,809</b>

CMO Mgmt Fee Expense - Interc	7.0% of Govt Rev	-	-	68,117	104,691	142,588	181,847
111 Salaries - Teachers	from Staffing tab	-	-	312,000	514,080	691,642	844,472
141 Salaries - Admin	from Staffing tab	-	91,250	240,050	330,651	341,648	354,561
242-254 Health/Dental/Vision/Life	from Staffing tab	-	11,060	66,908	102,381	125,235	145,323
261 Workers Compensation	from Staffing tab	-	698	4,220	6,458	7,899	9,167
213,223 Medicare	from Staffing tab	-	1,323	8,005	12,249	14,983	17,386
211,221 Pension (SERS/STRS)	from Staffing tab	-	12,775	77,287	118,262	144,661	167,865
419-a Other Professional & Technical Services - Variable	164 per Student		-	20,475	31,327	42,605	54,321
419-b Other Professional & Technical Services - Fixed	ave of CCA/CCAW		-	32,000	32,640	33,293	33,959
419-C Other Professional & Technical Services - Mangen							
422 Garbage Removal and Cleaning Services	15 per Student		-	1,914	2,928	3,982	5,077
423 Repairs & Maintenance	27 per Student		-	3,386	5,180	7,045	8,982
425 Rent	from Facility Worksheet	-	-	41,125	41,125	43,593	43,593
439 Travel	54 per Student		-	6,758	10,339	14,061	17,928
441 Telephone & Internet	41 per Student		-	5,085	7,780	10,581	13,491
443 Postage	16 per Student		-	2,053	3,141	4,271	5,446
452 Water	32 per Student		-	3,992	6,107	8,306	10,590
453 Gas & electric	176 per Student		-	22,014	33,682	45,807	58,404
461 Printing	130 per Student		10,000	3,470	3,470	33,820	43,121
462 Contracted Food Services	518 per Student		-	64,642	98,902	134,507	171,496
469 Other Craft and Trade Services	- per Student		-	-	-	-	-
483 Student Transportation	- per Student		-	-	-	-	-
511 Classroom Supplies	- per Student		-	-	-	-	-
512 Office Supplies	- per Student		-	-	-	-	-
513 Evaluation Services	- per Student		-	-	-	-	-
519-a Other General Supplies - variable	296 ave of CCA/CCAW		58,600	36,921	37,659	76,843	97,975
519-b Other General Supplies - fixed	ave of CCA/CCAW		-	-	-	29,008	29,588
525 TEXTBOOKS - Electronic Instr Materials & Supplies	8 per Student		-	-	-	2,177	2,776
549 Newspapers, Periodicals, Films & Filmstrips - Other	- per Student		-	-	-	-	-
569 Food Supplies	- per Student		-	-	-	-	-
572 Maintenance & Repair Supplies	- per Student		-	-	-	-	-
640 Capital Outlay Equipment	- per Student		-	-	-	-	-
644 Technical Equipment	64 per Student		-	-	-	16,582	21,142
645 Capitalized Equipment	- per Student		-	-	-	-	-
840 Dues & Fees	- per Student		-	-	-	-	-
841 Membership in a Professional Organization	- per Student		-	-	-	-	-
843 Charges for Audit Examinations	- per Student		-	-	-	-	-
848 Bank Charges	2 per Student		-	301	461	627	799
849 Other Dues & Fees	- per Student		-	-	-	-	-
851 Liability Insurance	23 per Student		-	2,824	4,321	5,877	7,493
Depreciation			-	-	-	-	-
Other Expense			-	-	-	-	-
<b>TOTAL OPERATING EXPENSE</b>		-	<b>185,705</b>	<b>1,023,546</b>	<b>1,507,834</b>	<b>1,981,638</b>	<b>2,346,798</b>
<b>NET OPERATING INCOME</b>		-	<b>314,295</b>	<b>(50,451)</b>	<b>(12,243)</b>	<b>55,337</b>	<b>251,011</b>

Interest Expense		-	-	-	-	-	-
<b>NET INCOME</b>		-	<b>314,295</b>	<b>(50,451)</b>	<b>(12,243)</b>	<b>55,337</b>	<b>251,011</b>
Depreciation		-	-	-	-	-	-
District Building Improvements		-	-	-	-	-	-
Leasehold Improvements on rental facility		-	-	-	-	-	-
Building Improvements - Owned Building		-	-	-	-	-	-
Loan Proceeds		-	-	-	-	-	-
Principal Repayments		-	-	-	-	-	-
Change in Cash		-	314,295	(50,451)	(12,243)	55,337	251,011
Beginning Cash		-	-	314,295	263,844	251,601	306,938
Ending Cash		-	314,295	263,844	251,601	306,938	557,949

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Columbus Collegiate Academy, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	32,000.00	32,000.00			64,000.00
2. Fringe Benefits	0.00	9,066.00	9,066.00			18,132.00
3. Travel	2,300.00	2,300.00	2,300.00			6,900.00
4. Equipment	52,700.00	15,810.00	15,810.00			84,320.00
5. Supplies	63,342.00	64,754.00	64,754.00			192,850.00
6. Contractual	3,000.00	3,000.00	3,000.00			9,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	17,000.00	16,168.00	16,168.00			49,336.00
9. Total Direct Costs (lines 1-8)	138,342.00	143,098.00	143,098.00			424,538.00
10. Indirect Costs*						
11. Training Stipends	36,658.00	31,902.00	31,902.00			100,462.00
12. Total Costs (lines 9-11)	175,000.00	175,000.00	175,000.00			525,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization

Columbus Collegiate Academy, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Joseph		Baszynski	

Address:

Street1:	1469 E. Main Street
Street2:	
City:	Columbus
County:	
State:	OH: Ohio
Zip Code:	43205
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(614) 725-8562	

Email Address:

jbaszynski@unitedschoolsnetwork.org
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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 

--

No Provide Assurance #, if available: 

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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