

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

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

**Expanding Opportunity Through Quality CSP - Developer New Schools**

**CFDA # 84.282B**

**PR/Award # S282B230010**

**Grants.gov Tracking#: GRANT13934237**

OMB No. 1810-0767, Expiration Date: 07/07/2023

Closing Date: Jul 07, 2023

PR/Award # S282B230010

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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.).

There were problems converting one or more of the attachments. These are: 1249-Appendix G9 - Market Research.docx, 1242-Appendix G1 - LOGIC MODEL CCA Final .doc, 1254-Appendix G15 - Hillsdale Student Achievement Data.docx, 1251-Appendix G11 - Grant Program Allocation Spending Report (1).xlsx, 1264-Part 5 - BUDGET NARRATIVE CCA 07-05.docx, 1252-Appendix G13 - Marketing Plan.docx, 1243-Appendix G2 - Philosophy and Education Model.docx

**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="07/07/2023"/>	4. Applicant Identifier: <input type="text" value="Cincinnati Classical Academy"/>
----------------------------------------------------------------	---------------------------------------------------------------------------------------

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--------------------------------------------------------	-------------------------------------------------------

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
-------------------------------------------------	-------------------------------------------------------

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. UEI: <input type="text" value="REDACTED"/>
--------------------------------------------------------------------------------------------------	----------------------------------------------------

**d. Address:**

* Street1:	<input type="text" value="170 Siebenthaler Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Cincinnati"/>
County/Parish:	<input type="text" value="Hamilton"/>
* 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="45215-3799"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Cincinnati Classical Academy"/>	Division Name: <input type="text"/>
-------------------------------------------------------------------------------	----------------------------------------

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Jed"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Hartings"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
-----------------------------------------------------------	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.282

CFDA Title:

Charter Schools

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

ED-GRANTS-060523-001

\* Title:

Office of Elementary and Secondary Education (OESE): Charter School Program (CSP): Grants to Charter School Developers for the Opening of New Charter Schools, Assistance Listing Number 84.282B

**13. Competition Identification Number:**

84-282B2023-1

Title:

Grants to Charter School Developers for the Opening of New Charter Schools

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

Add Attachment

Delete Attachment

View Attachment

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

Cincinnati Classical Academy - CSP Developer Grants for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools

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.

Add Attachment

Delete Attachment

View Attachment

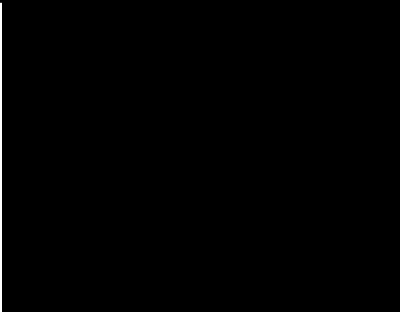
**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

- \* a. Federal
- \* b. Applicant
- \* c. State
- \* d. Local
- \* e. Other
- \* f. Program Income
- \* g. TOTAL



**\* 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

Add Attachment

Delete Attachment

View Attachment

**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 18, 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:

## 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> Cincinnati Classical Academy	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Jed Middle Name:
* Last Name: Hartings	Suffix:
* Title: Board President	
<b>* SIGNATURE:</b> Yvonne E Adkins	<b>* DATE:</b> 07/07/2023

U.S. Department of Education Supplemental Information for the SF-424  
Application for Federal Assistance

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Yvonne	E	Adkins	

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	9219 US Hwy 42
Street2:	#210
* City:	Prospect
County:	Jefferson
* State:	KY: Kentucky
* Zip Code:	40059-7028
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

\* Email Address:

Alternate Email Address:

**2. New Potential Grantee or Novice Applicant:**

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes  No

b. If the program competition NIA is giving competitive preference points for a new potential grantee or novice applicant, how many points are you claiming for your application? (the NIA will indicate how many are available)

**3. Qualified Opportunity Zones:**

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



**4. 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) #(s):  1  2  3  4  5  6  7  8

No Provide Assurance #(s), if available:

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

## Abstract

An abstract is to be submitted in accordance with the following:

### 1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the 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, and dependent, independent, and control variables, as well as 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.]

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## 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:

## CINCINNATI CLASSICAL ACADEMY

### (ALN 84.282B) ABSTRACT

Cincinnati Classical Academy (CCA) is a non-profit public charter school in southwest Ohio at 170 Siebenthaler Avenue, Cincinnati, OH 45215. CCA opened with 460 students in K-6 during its first year of operation in 2022-2023 and will expand to 600 students in 2023-24 with a wait list of 400+ students. The school will add one grade per year, and expand to 4 classes per grade, until reaching a K-12 capacity of up to 1300 learners reflective of the region's diverse community demographics. Cincinnati is one of the big 8 urban districts wherein Ohio charters were encouraged to open to help combat the effects of historically low performing schools. In their first year of operation, CCA has already achieved remarkable success in providing parents and students a quality educational choice by replicating a classical education model that has previously proven its merits in 23 economically diverse charter schools across 13 states. In this first year, CCA achieved *state test results that exceed state averages in every grade level and every subject* (e.g. 94% reading proficiency) by using 1) **time-proven curriculum** and pedagogical principles; 2) effectively **trained teachers and leaders** who use high-yield practices that lead to academic and behavioral success and independence; 3) meaningful **parent and community engagement** practices that give voice to those often underrepresented; and 4) a **high-quality educational and organizational environment** that creates efficient and effective operational systems to support learning and safe, positive classrooms. CCA will build on this success in its growth to K-12 by pursuing the following Objectives: (1) Help to close the achievement gap for economically disadvantaged students in southwestern Ohio; (2) Continue to provide a proven and tuition-free charter school option to underserved children and families in an area where limited options for quality schools exist; and (3) Meet the high level of interest and demand for a classical education model offered at no cost and within reasonable travel distance.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:** 1235-Part 4 - GRANT PROJECT NARRATIVE FOR CCA FINAL 7-

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Cincinnati Classical Academy (CCA) is a new charter school that opened in August 2022 in Cincinnati, Ohio. Cincinnati has been a challenged urban district in Hamilton County, in the southwest Ohio area which is represented by generations of poverty and a culture of low expectations and underperforming schools. The CCA Founding Board, represented by long-time residents and professionals in the community, recognized the lack of quality schools in the area, as well as the bleak future facing students and families destined to repeat the cycle of poverty and its lifelong psychological and emotional impact without access to working educational models such as classical education to help turn the tide. Armed with substantial evidence and data that the classical education model **does impact** learning for all children, especially those in poverty, the CCA Founding Board moved ahead to initiate dialogue and build a community effort not only to close the educational gaps, but to alter the trajectory of expectations for children who need to believe they can succeed.

CCA's first year of operation has demonstrated remarkable success and community engagement throughout Hamilton County and beyond. The school has exceeded goals in enrollment, student achievement, parent satisfaction, and community participation. In its first year, CCA enrolled 460 students that hailed from 52 different ZIP codes, 35 different school districts, and 6 counties throughout southwest Ohio. Of these students, 98.2% have re-enrolled for the school's second year in 2023-24. Overall, second year enrollment is at full capacity of 600 students with a waiting list of 400+ students. These data demonstrate an exceptional level of student and parent satisfaction that reflects the excellence of both curriculum and instruction as well as the school culture and student engagement in programmatic offerings. In this first year, CCA offered robust extracurricular athletics (cross country, basketball, volleyball, baseball) and arts (musical theater, orchestral development, choral ensemble) and as well as numerous club activities (chess,

gardening, service, Tae Kwon Do), and students performed exceptionally well. Accolades included city championships in 6<sup>th</sup> grade volleyball and 3<sup>rd</sup> grade chess, division championships in volleyball and basketball, regional geography and spelling bee winners, and national essay contest winners. The School's parent involvement, and community support has also exceeded expectations with active participation in a Parent Service Organization and numerous community events such as Veterans Day Ceremony, a speaker series, Art Show, and more (**See Appendix G14: State of the School 2023 Successes**). Most importantly, recently received state test data show that *CCA students exceeded state averages for proficiency in reading, mathematics, and science for every grade level tested* (**See Appendix G15 – Hillsdale Student Achievement Data**). These results were achieved with a diverse student population that evidences the appeal of the Hillsdale K-12 classical education model to families from diverse cultural and socioeconomic backgrounds. CCA will continue to add a grade each year and projects an enrollment of over 1100 students by year five (K-10).

With a mission to develop the academic potential and personal character of each student through a rigorous, content-rich classical curriculum in the liberal arts and sciences, CCA has implemented the Hillsdale College (Hillsdale) K-12 classical education model based upon the proven curriculum used in high performing classical academies across the country. Aligned to Ohio's Learning Standards and the goals outlined in Ohio's Plan to Raise Literacy, the Hillsdale K-12 classical education model represents an option for students to access high-quality schooling unavailable to most residents in Cincinnati and surrounding regions.

Hallmarks of the CCA classical education model are reflected in the **Project Goals** designed to meet the school's mission of access to educational excellence for every student. CCA, therefore, commits to the goals of providing to all children and families: Goal #1) key pedagogical

principles with **proven success** supported by fine arts, music, physical education, philosophy, Latin, and balanced disciplines of math, science, literature, and history; Goal #2) **effective teachers and leaders** demonstrating high-yield practices that lead to academic and behavioral success and independence; Goal# 3) opportunities for **meaningful parent and community engagement** practices that give voice to those often under-represented, and Goal #4) a high-quality educational and organizational environment resulting in efficient and effective operational systems and structures that support student learning and safe and positive classrooms.

**COMPETITIVE PREFERENCE PRIORITY-Promoting High-Quality Educator-and Community Centered Charter Schools to Support Underserved Students (84.282B)**

**Applicant proposes to open a new charter school that is developed and implemented with (a)(1) meaningful and ongoing engagement of educators, and (a)(2) uses a community-centered approach to inform the development and ensures interaction with community assets in on-going way to create and maintain strong community ties.**

**(a)(1) Meaningful and ongoing engagement with educators**

CCA is part of a network of schools throughout the country that use the classical education model, leading to multiple opportunities to engage with other educators, locally and nationally, who define and refine best practices related to a model that promotes traditional focus on the liberal arts and natural sciences. Included in this educational network of classical academies, and in collaboration with Hillsdale's K-12 Education Office and its Barney Charter School Initiative (BCSI), teachers and professors from Hillsdale College provide support on content and instructional practices across all grade levels and subject matters. Additionally, the college

provides support to school leaders and boards in the form of professional development, training, and best practices. Indicators of success include a continued expansion of the model and components of effectiveness currently operating across 23 Hillsdale K-12 classical academies in 13 states.

CCA benefited from strong Hillsdale K-12 and BCSI professional development and support during its 2022-2023 opening year, resulting in exceptional levels of student academic achievement. CCA affiliation with Hillsdale K-12 and its BCSI schools and other teachers and leaders of classical schools has provided CCA faculty and staff opportunities to learn from others in similar roles through joint professional development sessions, in-person and virtually. CCA receives ongoing support in the design of the Hillsdale K-12 classical educational program, marketing efforts for student and teacher recruitment, and effective practices for addressing the needs of all students. Conversations with educators across grades and content disciplines, as well as access to tools and materials that support the mission, vision, and philosophy of classical education serve to strengthen the capacity of new schools such as CCA and ensure their continued growth and success.

Additionally, there is a strong focus on collaboration between the traditional public schools and CCA, which began with conversations and shared training resources with the State Support Team (SST) members and staff from local Educational Service Centers (ESCs). Crossing between traditional public and charter schools, these educational consultants and staff provide guidance to schools to build capacity for personnel to support students, particularly English learners (EL) and students with disabilities. CCA will continue to work with local ESCs and SSTs to achieve additional professional development, training and resources in areas including, but not limited to, Universal Design for Learning, co-planning to co-serve, requirements of the Individuals with



Disabilities Education Act (IDEA), and requirements related to dyslexia training and literacy development required in Ohio HB 436.

**(a)(2) Community-centered approach**

The Founding Board established CCA based on input and feedback from parents and community members obtained through community meetings and informational sessions, focus groups, one-on-one meetings, and surveys. The program reflects the ideas and concerns identified by the local community that has expressed the desire for their children to experience strong academic growth, as well as high moral standards and integrity, and the skills to think clearly and make positive choices. At the heart of the CCA program, the Hillsdale K-12 classical curriculum is designed to reflect those values and to support all children in meeting and exceeding these goals.

Moving forward, CCA will continue to implement protocols and practices designed to ensure that the school will use and interact with community organizations, businesses, and parents on an ongoing basis to create and maintain strong community ties. These include fundamental practices outlined in the *Community Engagement Guide*<sup>1</sup> utilized to determine methods to inform, consult, involve, collaborate and empower.

Beginning with the recruitment of a skilled and professionally diverse Board of Directors, CCA has laid the groundwork for all voices to be heard at the decision-making table. Founded on the notion that we must improve our nations' education and do better for all children, regardless of family background, CCA has an established Board of Directors made up of public stakeholders

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<sup>1</sup> For more information on *Community Engagement Guide*, see: <https://doh.wa.gov/sites/default/files/legacy/Documents/1000/CommEngageGuide.pdf>

who provide oversight as well as representation across different backgrounds and socioeconomic status. They collectively offer broad skill sets needed to guide school improvement, which will continue to be evaluated to ensure that each board member provides a real-time view of student and community needs and expectations.

With the help of experienced entities such as the Hillsdale K-12 Education Office, CCA will continue to implement community outreach practices that have yielded results in their first year of operation, and also at other BCSI classical academies throughout multiple states and the nation. CCA has evidence of utilizing these strategies successfully, as they exceeded K-6 enrollment goals for year one by attracting 460 students from 52 zip codes, 35 school districts, and 6 counties. For year two, 98.2% of students have remained at CCA, and total enrollment has reached full capacity at 600 students in grades K-7 with an additional waitlist of 400+ students. To achieve these successes, the school leadership placed recruitment information in local papers and on local urban radio stations, conducted Q-and-A sessions at various public libraries throughout the region, and met with community leaders from local businesses, churches, and non-profit organizations. Marketing efforts also included billboards, social media presentations, radio interviews, parent information sessions, newspaper and magazine articles, open houses, and open public events such as lectures and trivia nights. These successful outreach strategies will continue to be part of the toolkit utilized by CCA.

Beyond recruitment efforts promoting open and non-discriminatory practices, per ESEA, CCA focuses on parental and community involvement in decision-making. First, involvement boosts children's learning and development. Second, when the school, parents, and teachers work together, the collaboration helps children learn and allows for a better understanding of the curriculum. At CCA, parental involvement goes beyond help with homework and direct

academic support to students. CCA also helps families to establish home environments that are conducive to good study habits, continuing interest in reading and learning, and formation of strong moral character through cultivation of virtue. Parental involvement also includes the recruitment of program volunteers, information and training on how to help students at home, active decision-making groups such as a Parent Service Organization (PSO), advisory councils and committees, and initiatives to utilize resources and services from the community.

The CCA Board of Directors believes that parent involvement is critical to the success of the School. CCA has adopted a parent engagement policy and implements Hillsdale and BCSI-recommended parent engagement strategies (see **Appendix G6 – Parent Engagement Policy**). This is being done successfully at CCA and other Hillsdale classical academies across various states and has resulted in extensive involvement and support from parents. One best practice is the requirement for teachers to maintain regular communication with all parents. A sign-up sheet for meetings is posted outside each classroom. The school also continues to encourage teachers to make positive phone calls every week to encourage parent engagement and to highlight areas of strength for each student. To monitor impact and fidelity of strategies, CCA will continue to conduct yearly parent, teacher, and community surveys to inform practices and provide just-in-time corrections (see **Appendix G17 - School Surveys**).

**(b) Timeline for key milestones: High-quality plan that demonstrates how the proposal meets requirements for (a) and timelines for key milestones during the grant’s duration.**

CCA will continue to work with its Board of Directors, its School Leader, educators, community, and consultants mentioned herein on developing and detailing educator input and community involvement strategies and action steps. While the Board of Directors will continue to lead these

efforts, they will contract with Adkins and Company, LLC as the CSP Grant Project Manager (**Appendix B – Key Personnel Resumes**). The goal is to have informational materials, systems and practices refined by October 2023 for continued educator and parent/community involvement (see **Appendix G6 – Parent Engagement Policy**), which includes providing information, gathering and incorporating feedback, ensuring needs and interest are considered, sharing decision-making responsibilities, and supporting and following the community’s lead. Many action steps and activities constitute community engagement; some are formal and others informal in nature. The goal is to support educator and community-driven engagement throughout the project and beyond. See **Project Plan** in the Application Narrative, (**p. 20**) for detailed action steps and timelines for both (a)(1) and (a)(2).

**(1) QUALITY OF THE CHARTER SCHOOL’S MANAGEMENT PLAN (84.282B)**

**(i) The adequacy of the management plan to achieve the objectives of the proposed project on-time and on-budget (34 CFR 75.210(g)(2)(i).**

**(i) Management Plan:** CCA has developed a management plan with timelines, which are driven by the goal to grow the school’s enrollment by adding an additional grade each year, resulting in grades K-7 for the 2023-2024 school year, and remaining on target to meet annual enrollment goals and identified performance measures. The CCA Board of Directors, School Leader, and partners, with clearly outlined roles, will provide leadership and service to ensure timelines and milestones are met. Please refer to the Logic Model in this proposal (**Appendix G1 – Logic Model**) as well as the CCA Charter Contract with the authorizer (**Appendix G3 – Charter Contract**). Full governance and management details are included in the identified appendices, as approved by the authorizer.

**(ii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (34 CFR 75.210(f)(2)(iv))**

**(ii) Reasonability of Costs:** All projected costs are detailed in the budget narrative, which is based on the projected revenue and expenses outlined for a five-year operational budget. Based on Ohio's school funding formula, CCA as a public charter school will not receive local funds, and thus will be funded primarily through state dollars. However, charters' state funds do not fully compensate for the absence of local resources. Consequently, Ohio charter schools, on average, receive significantly less overall funding than nearby districts, according to research by the Thomas Fordham Institute<sup>2</sup>. To that end, Charter School Program (CSP) Grant funds will provide implementation dollars that will benefit challenged students and communities now and in the future by supporting the continued development of CCA's educational and operational infrastructure in accordance with plans shown to positively impact student performance.

**(iii) Appropriate and Adequacy of Time Commitments to Meet Proposal Objectives (34 CFR 75.210(g)(2)(iv):** All time commitments are detailed in both the Budget Narrative (**Part 5 - Budget Narrative**) and the **Project Plan (p. 20)** of this application, both structured to fulfill all project objectives.

**(iv) Clearly Defined Roles and Responsibilities and Qualifications of Key Project Personnel (34 CFR 75.210(e)(3)(ii))**

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<sup>2</sup> For more information on Ohio's New Funding Formula: An Introduction, see:

<https://fordhaminstitute.org/ohio/commentary/ohios-new-school-funding-formula-introduction>

## **Board of Directors**

The CCA Board of Directors has contracted with St. Aloysius, a successful authorizer rated “Exemplary” by the Ohio Department of Education. The authorizer provides oversight and accountability to ensure the school is performing and has the required policies, procedures, and practices in place to operate successfully and maintain compliance with the authorizer contract, as well as state and federal requirements and the Standards for Ohio’s Schools<sup>3</sup>. The CCA Board will continue to communicate to the authorizer all relevant information pertaining to operations, student performance, and finances related to the grant. The authorizer will receive regular updates on the grant after each Board meeting and will work to ensure funding is applied seamlessly (see **Appendix G11 – Grant Program Allocation Spending Report**).

As a self-managed school, the CCA Board of Directors will work with both the authorizer and Barney Charter School Initiative (BCSI), an outreach program of Hillsdale K-12 Education devoted to the revitalization of public education through the launch and support of the classical K-12 charter schools nationwide. BCSI supports the classical education models at no cost to the schools that they partner with, allowing the school to invest the fees, normally paid to a charter school management organization, into a wide spectrum of school operations, extracurricular, and wrap-around support services for students.

With ongoing training and support from Hillsdale K-12, BCSI, St. Aloysius, and external consultants, the CCA Board members will receive essential information on board governance fundamentals, leadership roles and responsibilities, oversight of financial management,

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<sup>3</sup> For more information of the Operating Standards for Ohio’s Schools, see <https://education.ohio.gov/Topics/Operating-Standards>

monitoring of school performance and compliance, and marketing and public relations best practices. Preparation, orientation, and ongoing training and development of each Board member is critical to the Board's long-term effectiveness.

As an independent Board of Directors, the six (6) members serve as the governing authority with Ohio nonprofit corporation designation and federal 501(c)(3) status (see **Appendix D – Proof of Non-Profit Status**). The Board is the governing entity and the decision-making authority for the school. The Board is responsible for the direction of the school and makes certain the organization stays true to its mission and vision as detailed in the school education plan. The Board ensures the school is compliant with rule and law and is accountable for safeguarding the overall fiscal and operational health of the school (**Appendix G3 - Charter Contract**). The CCA Board of Directors will continue to make all policy and directional decisions regarding the grant and, therefore, will approve all funding and will provide financial oversight.

The CCA Board of Directors has sought local community members who offer diverse backgrounds and skills to enrich Board decision-making, including representation from higher education, teaching, coaching, mentoring, classical education, human resource management, parenting, entrepreneurial, legal, financial, and medical fields. The Board includes a parental presence to ensure multiple voices are heard when setting direction, policy, and providing oversight. The Board officers consist of a president, secretary, treasurer, members, and standing and project-based committees.

Utilizing a proven structure, the Board uses working committees to provide detailed review and information on key issues facing the school such as facilities, finance, curriculum, and board policy review. The Board will continue to use productive structures that consist of finance/audit,

governance and leadership, and education committees. These committees will include Board members and non-board constituents such as local experts, counsel, consultants, or others.

**The CCA Board of Directors is scheduled to continue to meet monthly and maintain compliance with open meeting and public records laws, and Ohio ethics laws. Each Board member has been/will be carefully chosen for his/her passion and commitment to and ability to support the mission and vision of CCA, dedication to education, area of professional expertise, and service to the community. The CCA Board of Directors includes the following members, with detailed information regarding qualifications provided in copies of their resumes and bios as included in Appendix B – Key Personnel Resumes.**

Name	Areas of Expertise	Contact Information Address, Phone and Email
Jed A. Hartings, Ph.D.	Research Professor of Neurosurgery, Univ. of Cincinnati	
Brian Kennedy, Esq.	Paralegal / Stay-at- Home Father	
David Smith, MD	Physician, Researcher, Entrepreneur	
Brian Miller, Esq.	Attorney, Department of Education Office of Civil Rights	
Alex Loehrer, MBA	Business	
Joseph A. Faisant, MBA	Financial Consultant, The Business Hospital	

**CSP Project Manager**



The CCA Board of Directors will contract with Yvonne Adkins of Adkins and Company, LLC as the CSP Grant Project Manager (CSP Manager). Mrs. Adkins was contracted to be on the school's founding and development team for her experience and expertise in charter school governance and compliance requirements in supporting new start-up schools throughout the application, contract, development, and ongoing operational phases in Ohio. She has worked with charter school founding boards, school leaders, authorizers, and Departments of Education for over twenty years. Additionally, Mrs. Adkins collaborates with many service providers who bring extensive experience and knowledge needed for new charter schools to start successfully and maintain compliance throughout the contract period. Mrs. Adkins has worked with the CCA Board of Directors to ensure experienced legal counsel, fiscal officer services, business management services, the One Plan systematic consolidated planning tool, Educational Management Information System (EMIS), academic support services, as well as governance, grant writing and compliance services are secured well before the school was approved to open. Mrs. Adkins was instrumental in opening the Northwest Ohio Classical Academy, a BCSI-affiliated school authorized by St. Aloysius in Toledo, Ohio, and was successful in helping their school obtain approval on the charter contract and, ultimately, achieve approval on the Ohio State Entity (SE) CSP Grant for year one and two. Mrs. Adkins has also assisted CCA in obtaining and implementing a SE CSP Grant for CCA's planning year in 2021-22 and has similarly assisted many schools with CSP Grant implementation and oversight. The Board will hold Adkins and Company, LLC responsible for working with all stakeholders, including the School Leader, to achieve project milestones and ensure CCA is on schedule, on budget, and moving forward towards meeting and exceeding all CSP Grant goals and targets.

### **Fiscal Officer/Treasurer**

The Fiscal Officer will provide complete financial management services for CCA. Contracted by the Board, the Licensed Fiscal Officer will operate under the direction of the Board and work closely with the School Leader and CSP Grant Project Manager. The Fiscal Officer for CCA is Stephanie Ataya of Marcum, LLP, one of the nation's leading accounting firms. Mrs. Ataya has extensive experience working with Ohio charter schools, federal grants and meeting state and federal level audit and compliance requirements, Marcum, LLP, works with dozens of charter schools in providing financial management, accounting and fiscal officer services throughout the state of Ohio.

### **School Leader**

The Board functions as a true oversight and policymaking body and delegates day-to-day administration to the School Leader, who reports directly to the Governing Board. The Board is responsible for hiring and supervising the School Leader who embodies, advocates, and puts into operation the vision, mission, and strategic direction of CCA, including academic program delivery, financial operations, and strategic planning. The CCA Board has secured a strong experienced School Leader with knowledge of classical education. The role of a classical School Leader requires exceptional communication skills, sound decision-making abilities, and the ability to work with families, faculty, and staff from diverse backgrounds. Mr. Michael Rose meets these requirements.

Mr. Rose is the Founding School Leader of CCA. He was hired during the fall prior to CCA's opening, so the school benefited from one year of planning with Mr. Rose as the School's primary employee and leader. Mr. Rose is responsible for meeting and exceeding Ohio Principal Standards and will continue to be evaluated against such standards, which include an emphasis

on sustaining positive partnerships, creating an environment focused on continuous improvement and positive outcomes for students, and skills in shaping and supporting a shared mission, vision, and core values. Mr. Rose is directly accountable to the Board of Directors, provides reports on academic and operation performance, and will work collaboratively with the CSP Manager to successfully address the grant outcomes and expectations.

In addition to governance by the Board and executive function of the School Leader, the administrative team available to support the grant implementation is composed of the Licensed Fiscal Officer/Treasurer (contracted), Dean of Students, and the Operations/Business Manager.

### **Dean of Students**

The Dean of Students oversees prevention/intervention and tutorial activities and takes a leading role in analyzing assessment data with the school accountability committee as related to student level, to grade level, and to the entire school. The Dean evaluates individual student achievement data consistently, conducting root cause analysis to monitor progress and dig deeper into causes of learning challenges.

### **Operations and Business Manager**

The Operations/Business Manager oversees all processes pertaining to the operations of the school including procurement of supplies, food service, facility maintenance, student records, and enrollment data. Responsibilities include budget monitoring and management, and the oversight of the accounts payable process. The position supervises non-instructional operational functions in the areas of admissions, expansion and outreach, planning, leadership and management, budgeting/financial management, campus operations, facilities, data and analytics, technology, transportation, and food service. This individual also plays a significant role in

carrying out the implementation of the organization’s long-term strategy as developed by the Board of Directors. The role works with the School Leader, Office Manager, CCIP and EMIS data provider, Governance and Compliance Consultant, and Fiscal Officer to ensure reporting requirements are met. She/he will continue to manage all processes pertaining to the operational areas as listed herein. Responsibilities additionally include budget monitoring and management and oversight of the accounts payable process in relation to CSP grant management and oversight.

**The Building Leadership Team (BLT)**, with representation from teachers, parents, students, and community entities, as outlined in the attached charter contract’s education plan (see **Appendix G4 - Education Plan**) as approved by the authorizer, serves as a collaborative forum to advise the Board of Directors on policies, curricula, and budgets. The role of the BLT in supporting the CSP Grant implementation is to examine and evaluate audit practices and impact on student performance, reflect on successes to replicate and practices to improve, and adjust as needed utilizing the Ohio Improvement Process<sup>4</sup>. The BLT will continue to meet monthly with key responsibilities including serving as a liaison among stakeholders, gathering and analyzing performance data in light of grant milestones and timelines, making recommendation to the School Leader, and serving as a vehicle for building community and school-wide support and participation to ensure grant goals are met and communicated (see **Appendix G16 – BLT Meeting Template**).

#### **School Accountability Committee (SAC)**

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<sup>4</sup> For more information on the Ohio Improvement Process, see; <https://education.ohio.gov/Topics/Improvement-and-Innovation/Ohio-Improvement-Process>

The committee, composed of the School Leader, Dean of Students, School Resource Team and Intervention Specialist(s), and Teacher-Based Teams Representatives provide detailed analysis and reporting of the educational programming, student achievement data and One Plan progress to key stakeholders, including the Board of Directors, in scheduled meetings throughout the year as data are received.

### **Board Finance Committee**

The CCA Board of Directors has a standing Finance Committee which includes one Board member, the Finance Director/Treasure, the School Leader, Operations/Business Manager, and the CSP Manager, which advise on budget matters, capital and federal program expenditures and incomes, financial projects, legislative goals, and annual audit reviews.

### **(v) Financial Plan: Adequacy of the applicants plan to maintain control over all CSP grant funds (2022 NFP)**

The CCA Board of Directors maintains full control over all CSP Grant funds and all other school funding. The CCA Board of Directors is very conscious of the need to operate the school with a watchful eye towards fiscal management, compliance, and reporting as outlined in Board policies. Classical schools affiliated with the Hillsdale K-12 Education and its Barney Charter School Initiative (BCSI) have a history of prudent operations.

CCA follows Generally Accepted Accounting Principles (GAAP), Government Accounting Standards Board (GASB), which includes creating and implementing an Annual Comprehensive Financial Report (ACFR), Detailed Transaction Listings (DTL), and Supplemental Schedule of Expenditures of Federal Awards (SEFA). Additionally, CCA uses a state-of-the-art system for all financial, accounting, and purchasing transactions monitored by the Board's Licensed Fiscal

Officer as required by Ohio law. All personnel utilizing these processes are properly trained in accordance with state requirements. The Board of Directors, along with the Fiscal Officer and CSP Manager, will monitor the schools' finances monthly, allowing an early warning of any possible deficits and the need to adjust spending or increase revenue. To that end, the Board and Fiscal Officer have established financial control policies and procedures covering all areas of sound fiscal governance including independent audit requirements, cash management, accounts payable, financial reporting, financial statements, annual audits, transparent payroll and purchase processes (**see Appendix G7- Internal Controls Policies**) attending to federal reporting requirements per ESEA.

As stated in this application, the Fiscal Officer services are contracted through Marcum, LLP, a financial group with substantial experience and credibility, particularly as it relates to charter school services within the state of Ohio. Stephanie Ataya, is a State of Ohio licensed Fiscal Officer / School Treasurer, holding a BA in Accounting, and having years of experience working in non-profit, school, and governmental accounting.

The Fiscal Officer will provide detail on financial reporting during monthly Board meetings. All federal, state, local, and private funds are utilized to fund the school in a fiscally responsible manner. Report of the school's financial performance is completed monthly, and as outlined in the grant requirements, and includes a balance sheet, a comparison of revenues and expenses to budgeted figures, bank reconciliations, check registers, an aging report, as well as monthly financial narrative. Prior to each Board meeting, the Board members receive a financial packet, which includes all the above-referenced items.

**(vi) Grant Management: Adequacy of the applicant’s plan to make all programmatic decision (2022 NFP)**

The **Progress Plan (p. 20)** and the **Logic Model (see Appendix G1 – Logic Model)** outline the general plan for achieving the project objective on time and within budget, including clearly defined responsibilities, timelines, and milestones for completing the project activities and tasks.

The CCA Board of Directors maintains full control over all decision-making; there is no other individual or entity that has any decision-making over the school’s programs. The Board takes into consideration recommendations of the School Leader, Fiscal Officer, Building Leadership Team and contracted professionals when making programmatic decisions such as grant goals, activities and expenditures. However, the Board is the decision-making authority.

The CCA Board of Directors will contract with Adkins and Company, LLC as the CSP Project Manager. As identified in this application, Mrs. Adkins will manage the timely execution of the school’s approved activities under the USDOE CSP Developer Grant (CSP Grant) as detailed herein. The CSP Grant and school budgets have been developed in collaboration with the Board of Directors, the School’s Licensed Fiscal Officer, School Leader, Operations Manager, and the CSP Project Manager. Monthly reports will be provided to the Finance Committee and the Board including: 1) school financial standing; 2) progress on grant activities and meeting goal targets; and 3) progress on meeting benchmarks such as student enrollment, classroom preparedness, and other areas.

A high-level plan for this CSP Grant Project is provided below **Project Plan (p. 20)**. The Project Plan identifies the project goals, individuals with primary responsibility for the completion of each activity, as well as the planned start and end dates. The activities in the Project Plan are

designed to support the planning, implementation, and growth of the CCA charter school, and are aligned to the project goals and project budget narrative.

**This Project Plan is organized by Project Goals and identifies activities that may be handled simultaneously. The activities listed in the Project Plan are limited to components funded in the CSP Grant. It is not practical to include a plan for all associated, non-grant funded activities, given the page limitation of this narrative.**

**Project Plan**

The **project goals** are designed to meet the school's mission of access to educational excellence for every student. CCA, therefore, will provide all children and families:

Project Goal #1: Proven Curriculum

Project Goal #2: Effective Teachers and Leaders

Project Goal #3: Parent and Community Engagement

Project Goal #4: High-Quality Educational and Organizational Environment

Grant Activities in Years 2-4 (implementation/growth)

Goal	GRANT ACTION STEPS	Start Date	End Date	Responsible Agent
Oversight	BOD approves Grant and establishes a plan & schedule for assuring on-time and on-budget compliance	July 2023	June 2027	Board of Directors (BOD) and CSP Project Manager
Oversight	BOD monitors monthly reporting & approves expenditures	July 2023	June 2027	BOD and Project Manager
Oversight	BOD identifies deliverables for Grant services, contractors, and community partners	July 2023	June 2027	BOD and Project Manager



#1	Purchase supporting and evidence-based academic software and program licenses for at-risk learners in the tiered RtI model	July 2023	June 2027	School Leader
#1	Identify and purchase academic support software in reading and math for EL students	July 2023	June 2027	School Leader
#1	Equip individual classrooms with literature libraries to support focus on literacy standards and access to complex and enriching texts.	July 2023	June 2027	School Leader
#1	Identify and order approved instructional materials and tools to support school curriculum in English Language Arts, with additions and replacements as new grade levels are added and enrollment numbers increase.	July 2023	June 2027	School Leader
#1	Identify and order approved instructional materials and tools to support school curriculum in math, with additions and replacements as new grade levels are added and enrollment numbers increase.	July 2023	June 2027	School Leader
#1	Identify and order instructional materials and tools to support school curriculum in science, with additions and replacements as new grade levels are added and enrollment numbers increase.	July 2023	June 2027	School Leader
#1	Identify and order instructional materials and tools to support school curriculum in history, with additions and replacements as new grade levels are added and enrollment numbers increase.	July 2023	June 2027	School Leader
#1	Identify and order instructional materials and tools to support school curriculum in Latin, with additions and replacements as new grade levels are added and enrollment numbers increase.	July 2023	June 2027	School Leader
#1	Identify and order instructional materials and tools to support school curriculum in physical education, art, and music with additions and replacements as new grade levels are added and enrollment numbers increase.	July 2023	June 2027	School Leader
#1	Identify and order assorted novels/books for school library, with additions and replacements as new grade levels are added and enrollment numbers increase.	October 2023	June 2027	School Leader

#1	Equip individual classrooms with literature libraries to support focus on literacy standards and access to complex and enriching texts.	October 2023	June 2027	School Leader
#1	Develop before and after school curriculum and materials to support enrichment and intervention needs.	July 2023	Sept. 2025	School Leader
#2	Design and implement teacher and leader recruitment plan and attend local, state, and national job fairs.	July 2023	June 2027	School Leader
#2	Finalize professional development plans and contract with trainers for years 1-4, with focus on successful implementation of the Hillsdale College K-12 Program Guide, Literacy Essentials, Singapore Math, and character development programs.	July 2023	June 2027	School Leader and Building Leadership Team (BLT)
#2	All teachers and administrators attend yearly Hillsdale College Summer Conference in Hillsdale, Michigan	June 2024	June 2027	School Leader
#2	Contract with State Support Team (SST) for training in Understanding by Design, differentiation, Response to Intervention, and PBIS	Oct. 2023	June 2027	School Leader
#2	Hire Academic Coach to support literacy and math curriculum implementation and evidence-based instructional practices.	Oct. 2023	June 2027	School Leader
#2	Provide professional development to teachers and leaders on Ohio HB 583 and Ohio's Dyslexia Guidebook.	August 2024	Sept. 2026	School Leader
#2	Contract with trainers to support EL, special education teachers and paraprofessionals in best practices, program design, and development of individualized learning plan.	Oct. 2023	June 2026	Project Manager
#2	School leadership Team attends professional development workshops, webinars and receives mentoring/coaching related to identified goals in professional growth plan.	October 2023	June 2027	BLT and Project Manager
#2	School Leader and Project Manager attend required grant PD in Washington, DC.	October 2023	June 2027	School Leader Project Manager
#2	Update support materials for teachers, including staff handbook, curriculum guides, health and safety, and emergency procedures manuals.	July 2023	June 2027	School Leader and Project Manager
#2	Provide a new teacher induction workshop in August and as needed, in December.	August 2023	Dec. 2027	School Leader

#2	Contract with retired classical education teachers to provide new teachers and those new to the school with building-based mentorship during their first year.	October 2023	June 2027	School Leader
#3	Strengthen and expand community partnerships, members, and stakeholders and reach out with updated and tailored marketing materials.	October 2023	May 2027	School Leader and Project Manager
#3	Develop marketing materials including yard signs, brochures and employ various mediums such as radio, TV, Internet, social media.	October 2023	June 2027	School Leader and Project Manager
#3	Acquire services of a translator and interpreter to develop student recruiting materials and work with community and parent groups.	October 2023	June 2027	School Leader and Project Manager
#3	Continue to implement quarterly parent and community events that include recruiting materials, speakers, childcare, and resources for helping students at home	October 2023	June 2027	School Leader and BLT
#3	Develop and distribute quarterly school newsletters to parents, community, and key stakeholders	October 2023	June 2027	School Leader and Project Manager
#3	Establish a parent resource and lending library, as well as a coffee/conversation area in the school.	Nov. 2023	June 2027	School Leader
#3	Offer parenting classes—with videos, speakers, and handouts	Nov. 2023	June 2027	School Leader
#3	Develop and continue to conduct school surveys to reveal family and community attitudes about the school.	May 2023	May 2027	Project Manager
#3	Send home “Resource Bags” filled with reading and math materials and instructions on specific activities parents can do with children at home.	Dec. 2023	May 2027	School Leader
#3	Create and distribute student enrollment/registration packets and translate into top languages utilized in the area.	October 2023	July 2027	School Leader
#4	Order SMART projectors for all classrooms, adding as additional grades are introduced.	July 2023	May 2027	Operations and Business Manager
#4	Equip all classrooms with Dry Eraser Whiteboards, adding as additional grades are introduced.	July 2023	May 2027	Operations and Business Manager

#4	Order teacher and administer laptops.	July 2023	June 2027	Operations and Business Manager
#4	Equip student computer lab, including hardware, basic software programs, and wiring.	July 2023	Jan. 2027	Operations and Business Manager
#4	Contract for the development of a comprehensive school technology plan that address timelines for replacement, service contracts, and maintenance schedule	July 2023	June 2027	School Leader and Project Manager
#4	Order basic technology support equipment such as charging carts and cables and add as additional grades are introduced or replacements are required.	July. 2023	May 2027	Operations and Business Manager
#4	Purchase tools and supports for school operations, learning supports, and community access including printers, scanners, document cameras, video conferencing platforms,	July 2023	May 2027	Operations and Business Manager
#4	Per grant allowances, identify and complete necessary building repairs.	October 2023	June 2025	Fiscal Officer
#4	Contract for CSP Project Manager services.	July 2023	June 2027	BOD
#4	Sustainability committee duties incorporated into BLT roles and responsibilities with training supports	October 2023	June 2027	School Leader
#4	Equip classrooms with furniture for students including desks, tables, chairs and add/replace as grade levels are introduced each year.	July 2023	June 2027	Operations and Business Manager
#4	Provide desks, chairs, computer tables, bookshelves, filing cabinets, front office furniture, for administrators and staff, adding as grade levels and student enrollment expand.	July. 2023	June 2027	Operations and Business Manager
#4	Installation of updated school security system	July 2023	August 2023	Operations and Business Manager
#4	Installation and maintenance of schoolwide wireless network	July 2023	June 2027	Operations and Business Manager
#4	Classroom equipment for PE, art, music, science lab, including replacements and additions	July 2023	June 2027	School Leader

#4	Invest in an outdoor electronic school marquee as an advertising tool and to inform and inspire.	Oct. 2023	June 2027	Operations and Business Manager
#4	Equip library with furniture/fixtures to ensure students have access to supporting resources for literacy.	July 2024	June 2027	School Leader

**(vii) Supervise Grant Administration: Adequacy of the applicant’s plan to administer or supervise the administration of the grant including management and oversight (2022 NFP)**

The CCA Board of Directors working with its CSP Project Manager, Licensed Fiscal Officer, leadership team and consultants have extensive experience administering public and philanthropic funds as outlined in the Management Section (iv) of this application, as well as in **Appendix B – Key Personnel Resumes**. These highly qualified and experienced entities are committed to exercising full due diligence in managing and overseeing all aspects of the CSP Grant as detailed in the **Project Plan** included above.

The qualifications of the financial management team have been detailed in the **Financial Plan (v)** section of this application with resumes of key stakeholders attached in **Appendix B – Key Personnel Resumes**. Financial management systems are aligned to ESEA requirements (h) (2019 NFP), best practices, and representative of generally accepted accounting principles. Because CCA has only been open one year, and has not completed an audit yet, **Appendix F - Supplemental Organizational Budgets and Financial Information** includes the financials presented with the school’s contract to address the ESEA requirement to provide the applicant’s most recent audited financial statements prepared in accordance with generally accepted accounting principles.

**(2) Quality of the Continuation Plan**

CCA is fully prepared to operate a K-12 classical charter school in a manner consistent with the charter school application as submitted and approved by the authorizer, once the grant funds under this program are no longer available (2019 NFP).

### **Formal Process for Sustainability Planning**

Sustainability for the CSP Grant is defined as the ability to ensure the identified project goals continue to be met after the funding from CSP Grant ceases. To accomplish this task, CCA has identified a planning structure within the organization, the Building Leadership Team (BLT) and has expanded the roles and responsibilities to include those of **sustainability planning** as explained herein. The BLT is in place and will be expanded by August 2023 to include planning and implementation partners, community and business leaders, parents, and those stakeholders, such as BCSI, who are expected to leverage resources during the life of the grant.

Identified during their first year of operation, the CCA BLT serves as the formal and accountable structure for sustainability planning, with training and support on best practices provided, moving forward, in collaboration with Ohio University, Voinovich School of Leadership and Public Service. Also located in Athens, Ohio, the University offers multiple training and mentoring opportunities, virtual and in-person, to support grant planning and sustainability efforts. The partnership provides visibility for the school and access to a wide range of resources at the higher-education level to benefit the students and CCA.

The BLT will look at quarterly performance reports related to the grant, as they become available, allowing the team to determine critical successes and challenges throughout the life of the grant. From these data, the BLT will begin to prioritize the goals for sustainability, determine what is to be sustained, and create a vision statement and plan for the work.

As part of the sustainability plan development, the BLT's review of data will lead to determining which activities will continue to be available to all students. The BLT will determine if one or more specific groups would benefit substantially from continued participation in grant activities. The narrowing and targeting of specific groups and project goals will help in determining project priorities for continuation and additional project funding sources and opportunities.

As with the development of any plan, the committee will need to detail what services/strategies/action steps will be sustained and maintained, which ones will change, and what additional activities might be needed to fill gaps, demonstrate stronger impact, or represent more effective and evidence-based practices.

For those selected project goals and activities, the BLT will choose high-yield strategies and action steps to move the desired goals forward, committing and focusing time and resources on the selected priorities, while phasing out less desirable or ineffective practices over the life of the grant.

The **Sustainability Plan** is considered a tactical necessity. It will help CCA determine which program activities should continue beyond the grant period and connect the operating costs of those activities to current and future funding strategies. It brings to bear the data, resources, and strategies to guide future efforts.

Sustainability strategies depend heavily on diversification of funding sources. While the school may sustain some programs through the in-kind support of consortium partners, the Sustainability Plan will be used to identify prioritized activities that require long-term support. Funding may come from Indirect Funding Sources such as volunteerism and in-kind service, Grants, Contributions/Sponsorships, Events, or Earned Income.

The BLT will be responsible for sharing the Sustainability Plan with the Board of Directors at the monthly Board meetings, documenting and communicating sustainability successes and challenges, as well as creating additional venues and platforms to raise awareness of sustainability efforts throughout the grant planning, implementation, and growth stages.

### **Informal Sustainability Planning Efforts**

CCA will weave sustainability efforts into the fabric of everyday goals and practices. First, the Board of Directors has approved a five-year financial plan for the school, which includes revenue estimates for state appropriations, federal IDEA and Title funds, and private contributions. The financial plan also includes expenditure projections. A combination of these funds will provide for continued operations and sustainability following the expiration of the CSP Grant. Through close monitoring of expenditures and appropriation by the Board, Building Leadership Team, Fiscal Officer and Project Manager, any shortfalls will be quickly identified, triggering immediate cost-cutting measures to maintain school operations without sacrificing instruction and priority project goals.

Second, as enrollment grows, as projected and evidenced, CCA will be able to financially sustain desired and prioritized operations through its public, per-pupil state allocations, private donations, and federal IDEA and Title funds. This will provide for staff positions, initially funded by the grant, contractor services, operational costs, curriculum development, and professional learning, as identified in the Sustainability Plan goals and priorities, to continue.

Third, equipment, material, and resources such as furniture, technology, textbooks and curriculum will be purchased over the life of the CSP Grant Project, requiring less costly expenditures when the funding period ends. These resources will remain available to the school



and community, reducing the need for major purchases for several years and extending the life of the tools into the future. In addition to physical assets, teachers and the School Leaders will continue to be trained in evidence-based strategies, programs, and equipment use throughout the duration of the CSP Grant. These learned skill sets add continued value to the organization and build capacity of the staff to train others and to use the expertise to expand learning opportunities for students beyond the life of the grant. Additionally, permanent partnerships will emerge from the Grant that will be continued and result in stronger collaborative networks, new and more efficient procedures for coordinating services, and possible local policy changes as a legacy, even when some direct services are not sustained.

### **(3) Quality of the Project Design**

#### **(i) Rationale (as defined in 34 CFR 77.1(c): The extent to which the proposed project demonstrates a rationale.**

CCA K-7 student population draws from the challenged and socioeconomically disadvantaged urban area of Cincinnati and surrounding districts in southwestern Ohio (**see Appendix G9 – Market Research**). The school is located at 170 Siebenthaler Avenue, Cincinnati, Ohio. The school facilities include three buildings located on 12 acres of property conveniently located to major thoroughfares allowing for parents' easy access to the school for drop-off and pick up, carpooling, or transportation through public school busing. The location within a diverse neighborhood with access to direct route highways to all areas of the city has allowed CCA to provide a high-quality tuition-free classical education model to a diverse student population, including student's representative of urban intergenerational poverty and those experiencing social and economic deprivation during childhood and adolescence. The same children who,

without support, would likely have more difficulty escaping poverty as adults (see Appendix G9 - Market Research).

Designed to address the need for high performing schools in the area, as well as a high demand for school choice and access to a tuition-free and a classical education model, CCA is a quality choice offering a proven Hillsdale K-12 classical education model with a strong success record in providing quality educational programming in similar, high-poverty areas in multiple states throughout the country (See Appendix G15 – Hillsdale Student Achievement Data). The mission of CCA is to train the minds and nourish the hearts of young men and women through a content-rich classical curriculum in the liberal arts and sciences, with instruction in moral character and civic virtue. Based on parent and community input, there is a continued and growing need for a tuition-free content-rich, rigorous, and proven learning curriculum in an atmosphere that promotes and builds strength of character; the Hillsdale K-12 classical education model provides this (see Appendix G2 - Philosophy and Educational Model Summary). CCA will continue to make this classical education model available to all students, regardless of financial or family circumstance, ethnicity, or abilities, including public, private and home-schooled students.

**Underperforming Public Schools in an Underserved Target Area**

Cincinnati Public Schools most recent local report card rating (for the 2021/2022) were:

<b>Performance Indicator</b>	<b>Stars (5 Possible)</b>	<b>Percentage</b>
Achievement	2 Stars	56.1%
Progress	2 Stars	N/A
Gap Closing	2 Stars	26.3%
Graduation	1 Star	78.1%
Early Literacy	2 Stars	45.4%

College, Career & Workforce Readiness	N/A	23.2%
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There are three (3) elementary school in close proximity (within five miles) to the CCA facility that have received 5 stars for their overall achievement rating. In reporting academic achievement for this analysis and because letter grades for Ohio’s schools have been suspended for 2021-2022 reporting, Achievement scores have been used instead. The Achievement Scores of a school is particularly important because it indicates the attainment of all students on state assessments and quantifies the percentage of all students who fall into each of the proficiency levels established by the Ohio Department of Education. The last column in the chart below shows that had the State issued star rating, of the thirteen (13) schools, ten (10) received three (3) stars or less, and one received zero (0) stars. To be objective, all schools outlined in the chart, except for three (3), are performing below the State average. As these data prove, there is a need for additional high-quality K-12 educational seats in southwest Ohio. The Board anticipates families from all represented schools and communities to be very interested in what the CCA classical educational option will offer their children.

School	Address	Type, Grade	Distance	Enrollment	Achievement Rating
Mount Notre Dame High School	711 East Columbus Avenue Cincinnati, Ohio 45215	Private 9-12	1 mile	709	N/A
Reading Community High School	1301 Bonnell St, Cincinnati, Ohio 45215	9-12	2 miles	392	3 Stars
Reading Community High School	1301 Bonnell St Cincinnati, Ohio 43215	PreK-2	2 miles	397	NR
Reading Community Middle School	230 Halker Avenue Cincinnati, Ohio 45215	6-8	2 miles	380	3 Stars
Central Community Elementary	416 W Vine Street Cincinnati, Ohio 45215	K-5	2 miles	333	3 Stars

Cntry Hills Mont School-Harrison	8655 Lynnehaven Drive Cincinnati, Ohio 45236	Private PreK-K	3 miles	N/A	N/A
Cntry Hills Mont School-Wstchstr	8655 Lynnehaven Drive Cincinnati, Ohio 45236	PreK-K	3 miles	N/A	N/A
Blue Ash Elementary School	9541 Plainfield Road Cincinnati, Ohio 45236	K-4	3 miles	516	5 Stars
Holmes Elementary School	8688 Donna Lane Cincinnati, Ohio 45236	K-2	3 miles	263	0 Stars
Lockland Local Middle School	249 W Forrer St Lockland, Ohio 45215	K-6	3 miles	291	1 Star
Deer Park Jr/Sr High School	8351 Plainfield Road Cincinnati, Ohio 45236	7-12	3 miles	527	3 Stars
Linden Grove School	4122 Myrtle Avenue Cincinnati, Ohio 45236	Private K-8	3 miles	88	N/A
Sts Peper & Paul Academy	231 Clark Road Cincinnati, Ohio 45215	Private K-8	3 miles	151	N/A
Lincoln Heights Elementary School	1113 Adams Street Cincinnati, Ohio 45215	K-5	3 miles	290	2 Stars
Amity Elementary School	4350 East Galbraith Road Cincinnati, Ohio 45236	K-6	4 miles	689	3 Stars
Edwin H Greene Intermediate Middle School	5200 Aldine Drive Cincinnati, Ohio 45242	5-6	4 miles	863	5 Stars
Sharonville Elementary School	11150 Maple Street Cincinnati, Ohio 45241	K-5	4 miles	623	2 Stars
Hilltop Elementary School	425 Oliver Road Cincinnati, Ohio 45242	PreK-5	5 miles	445	5 Stars
Evendale Elementary School	3940 Glendale Milford Road Cincinnati, Ohio 45241	PreK-5	5 miles	256	4 Stars

CCA offers the core Hillsdale K-12 education curriculum of English language arts, science, math, social studies, as well as foreign language and Latin. As described in extensive detail in the application's **education plan included as Appendix G4 - Education Plan**, the Hillsdale K-12 classical education program is not only fundamentally different from what is used in traditional public schools because of its emphasis on logic, rhetoric, and language, and the benefits of a liberal arts education, but it is also inherently unique because of the way it is taught – specifically rooted in Socratic methods. Schools supported by the Hillsdale K-12 Education Office and BCSI also benefit from the intensive teacher training programs and year-long support services offered to its administration and all teaching staff. These benefits ensure that the values-based curriculum is being taught with fidelity and equity for all students. As explained in the Education Plan for CCA and other sections of this application, Hillsdale-affiliated classical schools across the country are excelling in both student achievement and student growth. A large majority of Hillsdale-affiliated schools outperform their peer public schools on all measures of student achievement including State Tests, Measures of Academic Progress (MAP) and, in upper grades, the ACT, SAT and End of Course Exams. More impressively, once established, these schools, such as CCA, enroll higher than average numbers of students of color and of higher poverty rates and, in these disaggregated areas, record far higher scores than their traditional public-school counterparts. Because of this positive track record, the Board of Directors is confident that students enrolled in CCA will continue to benefit by being able to focus on a classical education model in a highly equitable and positive school environment, which leads students to fulfill their academic and personal growth potential. Families will also benefit by contributing and taking part in a family-based learning community, which focuses on whole child development. The greater Cincinnati area will benefit by embracing a civic-minded school

community that cultivates moral character and appreciation of goodness, beauty, and truth.

Recent scholarly works have highlighted the advantages of having high-achieving charter and traditional schools existing side-by-side in communities. Researchers are finding that the positive competition and peer pressure presented in such scenarios benefit students at all schools and, consequently, the community as a whole. *A rising tide lifts all boats.*

For **traditionally underserved students and their families** in southwestern Ohio, access to a tuition free classical education model has never been an option prior to CCA's opening. The school thus holds potential to address the needs of all students and families, including those experiencing intergenerational poverty and those having limited access to educational programming, and to effectively narrow the achievement gap.

### **Components of the Classical Education Model**

The classical education model is a **liberal arts education** rooted in ancient history and the philosophy that the development of character, including a sense of morality and civic responsibility, is as important as the acquisition of knowledge and skills. Students are encouraged to think and learn for themselves, through inquiry and discovery, and to determine what is true and beautiful. Academically, the program encompasses: 1) a content-rich traditional curriculum, including the use of classical books and art; 2) concentrated study of core academic disciplines (history, literature, mathematics, and science); 3) an appreciation for—and the study of—the visual and performing arts; 4) a strong emphasis on language, literacy, writing, and mastery of the English language; and 5) reading of the great books in literature and history; and 6) Socratic teaching by subject matter experts.

### **Project Goal #1: Proven Curriculum**

Focused on the value and importance of teaching character development, the acquisition of a broad knowledge base, and the development of critical thinking skills, the small liberal arts college in Michigan, Hillsdale College, has been promoting classical education for decades. In 2010, Hillsdale launched the Barney Charter School Initiative (BCSI), which continues to provide educational support to classical schools around the country. To date, the initiative has helped establish over 23 schools in 13 states, providing a versatile education to thousands of students.

The rigorous and comprehensive curriculum and instructional approach within the classical education model is undergirded by specific materials and tools to ensure fidelity in the program implementation, consistency from grade-to-grade, and adherence to the philosophy, mission, and vision of the model. *The Hillsdale College K-12 Program Guide* (K-12 Program Guide) provides a comprehensive scope and sequence that lays a strong foundation in the basics and slowly builds towards content mastery. Hillsdale's K-12 curriculum, developed by the college and with contributions from Hillsdale-affiliated school leaders and consultants, is content-rich, balanced, and strong, with emphasis upon the four core disciplines of math, science, literature, and history, with attention to music, art, physical education, and foreign languages. It is a thoroughly designed course of study in the liberal arts and sciences. The guide provides well-defined outcomes focused on the whole child, a scope of the topics to be taught, a sequence in which to teach them, and a complement of vetted and reviewed books, primary sources, and other resources for teachers and students using the guide.

As an integral part of the classical education model, CCA focuses on positive behavior and character development woven into the fabric of the instructional program. All students will benefit from a model where content is used to illustrate and raise questions of truth, virtue,

justice, and character. This special component of the classical education model will be particularly important to students who need the additional accountability that an emphasis on moral virtue and character will provide. The program is designed to counteract much of the negative peer pressure that students often face from challenging environments in school and at home.

Intervention and prevention strategies will support **at-risk learners, English learners (EL) and students with disabilities (SWD)**. While focus and best practices dictate the importance of a solid first line instruction program (Tier 1), some students may need additional and progressively more intense intervention assessed and monitored for impact and fidelity (Tier 2 and 3). This model, Response to Intervention, is outlined in detail in the school's Educational Plan submitted and approved by the school's authorizer and as attached in **Appendix G4 - Education Plan**. Also detailed in the Education Plan are compliance assurances and processes to address the needs of EL and SLDs that follow state and federal mandates, requirements and alignment to best practice.

The specific **tools and materials** utilized to support the classical educational model depend on the grade level but are clearly aligned to an approach to education that seeks to cultivate lifelong learners who are able to think critically and creatively, and who possess the knowledge and wisdom necessary to navigate an increasingly complex world. At the K-6 grade levels, CCA has utilized curriculum as identified in detail in the Hillsdale K-12 Program Guide included as an attachment to the School's Education Plan (see **Appendix G4 - Education Plan**). The School will continue as it includes additional grade levels each year.

There is also an emphasis on teaching moral principles and character development as students read and are exposed to challenging and complex texts, books, stories, and tales that illustrate



moral virtues such as, but not limited to, courage, care, truthfulness, beauty, and kindness. The classical education model encourages students to strive for excellence in academics and also in areas such as self-discipline and accountability. In many public schools, behavioral disruptions have a deleterious effect on learning. CCA offers an environment that can best be described as ***structured and intentional***. Structure helps students understand why rules are in place, and clear standards help students answer the question, “What is the reason for everything?” Weekly assemblies, student recognitions, recitations, uniform policies, walking through the halls together, and other rituals and routines promote a sense of community. The school holds all students to high standards in order to make them excellent students and, in turn, productive and responsible citizens.

### **Project Goal #2 Effective Teachers and Leaders**

Utilizing tools designed to support effective and evidence-based professional development strategies and practices as outlined in Ohio Standards for Professional Development<sup>6</sup>, the school builds capacity of Board, leadership, teachers and support staff to successfully deliver the Hillsdale K-12 classical education model with fidelity. In addition to the guidance and support provided by Hillsdale K-12 Education and BCSI leadership, CCA contracts for professional development and consultation services, vested in the tenants of the classical education model, to support all operational and compliance requirements, to participate in effective evaluation and development processes, and to support high quality academic instruction.

Attracting and retaining qualified educators and leaders across the nation has become a challenging and often futile effort, resulting in increasingly higher numbers of unprepared educators being placed in the most challenging schools. As a result, turnover is high, particularly in southern Ohio and low teacher retention rates have been shown to negatively impact

achievement for all students. Toward that end, and in partnership with Hillsdale K-12, CCA participates in the yearly Classical School Job Fair, where classical schools from across the country have the opportunity to speak with, interview, and hire recent college graduates interested in teaching at a classical school. Additionally, the school invests resources in attracting, training, and retaining highly-qualified teachers and leaders who support the classical education model, benefitting significantly from free outreach and advertising by Hillsdale K-12 and the BCSI network of classical education schools.

### **Project Goal #3 Parent and Community Engagement**

Parent involvement in the school offers a great boost to a child's development. Therefore, time and resources are devoted to building and strengthening the **capacity of parents** to be active partners in their children's educational career. When parents participate in their child's education, their participation supports the child's future and the school. Similarly, the values that we instill in our students are strengthened by parental involvement in their education. When the school, parents, and teachers work together, a solid structure is developed to help children learn. Details and strategies related to the commitment to parental involvement are outlined in the Competitive Preference Priority (a)(2) of this application, as well as community engagement priorities and opportunities.

### **Project Goal #4 High Quality Educational and Organizational Environment**

For CCA, a high-quality learning environment is defined as a safe and secure building and a facility designed to support core instruction and immersion in visual arts, music, and PE with a strong focus on the development of the whole child. The school campus is designed to, safely and securely, accommodate 460 students year one to serve K-6, and growing one grade a year addressing all core content requirements, the arts, physical education, and substantial

extracurricular and before and after school activities. Additional space and equipment requirements will expand as more grade levels and classes are added, to ultimately serve 920 students. Therefore, CCA opened its doors in August 2022 evidencing a high-quality education environment for all K-6 students with established safety protocols, equipment, and fully furnished classrooms, for core and noncore subjects, and centers for individualized and small group instruction. CCA also plans to add and continue to further expand its school library and science lab after year one.

While the classical academy school model does not support technology as a lead instructional tool, it is required for testing and to run management and reporting systems efficiently and effectively, support enrollment and recruitment activities, expand educational support structures, and provides for network with partners and community resources. Moving forward, CCA will contract for the development of a comprehensive technology plan to guide productive and effective decision-making and purchases for the school.

Computer skills are taught in the lower grades to ensure that students have the proper skills to take required on-line state-mandated tests. The school will use education technology effectively and without diminishing the faculty leadership that is crucial to academic achievement. Faculty and staff will continue to be provided with laptops and will have access to overhead projectors, whiteboards, and other technological devices to be used at teachers' discretion as the enrollment continues to expand. However, technology does not drive the instructional program and objectives.

**(ii) Goals, Objectives, and Outcomes to be achieved by the proposed project and are clearly specified and measured (34 CFR 75.210(c)(2)(i))**

**Goals:**

**Project Goal #1 Proven Curriculum** – Offer high-yield curriculum, instruction, interventions, and materials grounded in the classical education philosophy, implemented with fidelity, and measured for impact.

**Project Goal #2 Effective Teachers and Leaders** – Provide strong teachers and leaders trained in liberal arts, sciences, and the Socratic method and supported by a broad network of high-performing classical education schools.

**Project Goal #3 Parent and Community Engagement** – Create parent and community partnerships to support student success.

**Project Goal #4 High Quality Educational and Organization Environment** – Deliver and maintain efficient and effective operational systems and structures that support student learning and safe and positive environments.

**Project Objectives:**

Objective 1: Help to close the achievement gap for economically disadvantaged students in the state, specifically those living in southwestern Ohio.

Objective 2: Continue to provide a proven and tuition-free charter school option to underserved children and families in an area where limited options for quality schools exist.

Objective 3: Meet the high level of interest and demand for a classical education model offered at no cost and within reasonable travel distance.

**Project Outcomes and Measures of Effectiveness**

- 80% of students who have attended the school for two or more years will score proficient on the ODE's English Language Arts Test in grades 3-8. Metric: Reading Ohio State tests in English Language Arts

- 100% of student cohorts (grades K-8) will meet the expected growth norms on NWEA's Reading MAP assessment, as defined by NWEA's most recent normative data. Metric: NWEA
- Based on year one performance data, 80% of students proficient in reading will improve by at least 10% annually for the duration of the contract in all subgroups including students with disabilities, economically disadvantaged, African American, white, ELs. Metric: NWEA
- 80% of students who have attended the school for two or more years will score proficient or better on the ODE Mathematics Test in grades 3-8. Metric: Math Ohio State tests in Math
- 100% of student cohorts (grades K-8) will meet or exceed the expected growth norms on NWEA's Math MAP assessment, as defined by NWEA's most recent normative data by the end of year 2. Metric: NWEA
- Based on year one performance data, 80% of students proficient in math will improve by at least 10% annually for the duration of the contract in all subgroups including students with disabilities, economically disadvantaged, African American, white, ELLs. Metric: NWEA
- CCA student enrollment will be at 90% of projected enrollment described in the charter application at the beginning of each school year. Metric: The School will track enrollment numbers and provide detailed analysis in its annual report.
- 80% of students who begin the school year at CCA will remain in the school throughout the academic year. Metric: The School will track enrollment numbers and provide detailed analysis in its annual report.
- 80% of students who complete the school year at CCA will re-enroll for the following school year. Metric: The School will track enrollment numbers and provide detailed analysis in annual report

- Average daily student attendance at CCA will be at or above 93% over the course of each school year. Metric: The School will track enrollment numbers and provide detailed analysis in its annual report.
- The student body will grow at the rate of at least 15% in the second and third years of operation while the range of grades offered increases and will continue to grow in the fourth and fifth years. Metric: The School will track enrollment numbers and provide detailed analysis in the annual report.
- 90% of educators participate in curriculum-based professional development offerings such as workshops, yearly Hillsdale College Summer Conference in Hillsdale, Michigan, webinars, coaching and mentoring, and other supports as identified in individual professional growth plans and attendance sign-in sheets.
- School's One Plan and monitoring and review processes, including data collection, incorporate professional development plan goals, action steps, strategies, and measures of success as evidenced by planning tool artifacts and updates, Building Leadership Team agendas and notes.
- 90% of all reading and math teachers, K-6, receive consistent feedback and support in the use of curriculum tools, guides, scope and sequence, and identified classical education practices as evidenced in Academic Coach's observation log, quarterly teacher survey data, and school leader classroom observation artifacts.
- $\geq 90\%$  of K-6 teachers implement with accuracy and fidelity the Hillsdale College K-12 Program Guide, Singapore Math, and Literacy Essentials curriculum, including special educators and EI teachers, as measured by School Leader and Academic Coach walkthrough checklists, classroom artifacts such as weekly lesson plans, examination of work samples, and teacher self-reporting via surveys.

- From 2023-2027, teacher retention rate at 90% and open positions are staffed with highly-qualified educators experienced or trained in the classical education model.
- Yearly school schedules reflect consistent teacher planning time across all content areas, grade level collaboration periods, and schoolwide professional development days.
- $\geq 90\%$  of students and staff report they feel safe, included and welcomed at school based on student and staff survey data reported to the BOD in October each year.
- $\geq 80\%$  of K-6 students participate in extracurricular activities and/or before or after school enrichment program as measured by rosters and attendance sheets collected weekly beginning in October 2023.
- $\geq 90\%$  of staff indicate they work in safe and positive environments, collaborate with colleagues and feel valued on the annual all staff survey.

#### **(4) Need for Project**

##### **(i) Problem Severity (34 CFR 75.210(a)(2)(i): Magnitude or severity of the problem to be addressed by the proposed project.**

As stated in this application, CCA students will enroll from predominately underserved socioeconomically disadvantaged communities throughout Hamilton County, Ohio, in the southwestern region because of its proximity to Cincinnati and its historically underperforming traditional public schools.

According to national population results from the World Population Review<sup>5</sup> Cincinnati has a 2023 population of 306,592 and is the largest city in Ohio and the 65<sup>th</sup> largest city in the United

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<sup>5</sup> For more information on the Cincinnati statistics, see; [Cincinnati, Ohio Population 2023 \(worldpopulationreview.com\)](https://worldpopulationreview.com).

States. Cincinnati is currently declining at a rate of 0.38% annually and its population has decreased by -1.14% since the most recent census. Spanning over 80 miles, Cincinnati has a population density of 3,939 people per square mile.

The average household income is \$65,213 with a poverty rate of 28.65%. For those families meeting the poverty designation, 43.57% have received less than a 9<sup>th</sup> grade education and 24.26% only receiving a high school diploma. The city sits on the border of Ohio and Kentucky at the meeting of the Ohio River and the Licking River.

The Bureau of Labor Statistics recently rated Cincinnati in the bottom ten (10) urban areas in the United States for job growth, which does not bode well for the population of the surrounding areas. According to the most recent ACS, the racial composition of Cincinnati was: White (50.33%); Black or African American (41.37%); Two or More Races (2.19%); Other Race (1.42%); Native American (0.07%); and Native Hawaiian or Pacific Islanders (0.05%). Additionally, 11.58% of the population has received no education beyond high school.

Based on market research (see **Appendix G9- Market Research**), Cincinnati has a vast need for quality school choice options, and currently has no other classical schools in the region. The area houses several private schools, but given the poverty rates in the area (outlined above), it is impractical from families in the region to afford this option.

Additional information about the site is also available in (**Appendix G10 - Current Facility**) as included in materials provided to and approved by CCA's authorizer. The current campus, although an area reportedly high in crime, is situated on a 12-acre area of land that provides a



natural barrier for the safety of students and staff away from congested areas of the city, which might otherwise present concerns.

Although the city of Cincinnati is the primary marketing target, the Board has been excited about opening opportunities for students and families in these nearby cities whose school choice options are limited by quality, equitable opportunities, wrap-around services, and value-based school cultures.

**(ii) The Magnitude of the Need for the Services and Activities to be Provided and Carried Out by the Project (34 CFR 75.210(a)(2)(u))**

As long-time residents and community leaders and advocates for Hamilton County, the CCA Board of Directors has well-established networks and data sources gleaned from a year-long community and parent outreach to determine the magnitude of need and interest for the classical education model in the economically and educationally challenged area of southwestern Ohio **(see Appendix C – Letters of Support and Appendix G13 – Marketing Plan)**.

As stated above, the Hamilton County Ohio area offers **NO free public charters offering a classical education model** to families living in this area. During the planning year and year one, the Board’s conversations, surveys, and focus groups in the community indicated not only that families in the area agree that more school choice is needed, but that specifically **the classical model of education is what is missing**. Since transportation presents significant challenges to families and students and is a serious obstacle to enrollment, the CCA Board attended to this concern in determining the start-up location and provided the community assurances that CCA and the parents will continue to work together to ensure that students have access to safe and reliable transportation.

Second, the CCA Board, parents, and community members not only believe that the Hillsdale model should be available but also have evidence that the **classical education model has proven success** in addressing the needs of students in high poverty areas. CCA is representative of the Hillsdale K-12 classical education model and existing BCSI schools whose performance history is detailed extensively in the 2021-2022 authorizer-approved application (**See Appendix G15 – Hillsdale Achievement Data**). With more than 7000 supporters nationwide, the Barney Charter School Initiative stemmed from the realization that there are many school options for families, but few public ones that are built on a foundation of classical liberal arts learning,” said Dr. Kathleen O’Toole, associate provost for K-12 education at Hillsdale College. “Hillsdale College has created an excellent academic program, and we’re excited to help bring that offering to more students.”

Third, CCA will continue to **address gaps in educational opportunities** through implementation of a research-based core curriculum proven to increase academic achievement. The core will continue to be supplemented by academic supports such as wrap-around services, tutoring, special education services where identified, individualized instruction, differentiated learning, high expectations of staff, a discipline and code of conduct policy, and a School Leader and staff who are trained and supported in the implementation of the classical school model and invested and dedicated to student success. Attractive to students and families desiring a core curriculum instilling ethics and civics lessons into the classroom, all students will benefit from a model where course content illustrates and raises questions of truth, virtue, justice, and character. This special component of the model serves students who need the additional accountability that an emphasis on moral virtue and character will provide.

Finally, this is a free public charter school option **open to all students**, regardless of socioeconomics, ethnicity, or proficiency level when they enroll. CCA will continue to be committed to reaching students who would otherwise not have the benefit of attaining a high-quality classical education. CCA's goal is for ALL students to graduate from high school with a well-rounded classical education that prepares them to further pursue avenues that will place them on a path toward being moral and productive citizen leading meaningful lives.

The dedication of the CCA Board, parents, and partners has been unwavering in pursuit of a free public charter school option, girded in the classical education model philosophy, even with the full knowledge that starting up public charters in Ohio is difficult regardless of whether the location is in an urban, rural or suburban area. Identified as one of the big 8 districts in Ohio wherein charters were originally legally allowed to be opened, due to underperforming and failing districts, Cincinnati mirrors the other big 8 districts and communities in its preponderance of failing public schools and the matching sense of futility and pessimism in initiating positive change. Community and parental participation require extensive physical and emotional energy to address both the issue of abject poverty, as well as its staggering effects. Teacher recruitment and retention is a persistent problem, as well as the ability of students and families to arrive on time, if at all. Despite these obstacles, there is an abundance of hope and high expectations for the school's impact in the community from its initial year of operation and success in meeting goals and objectives as exemplified in the proposed CSP Grant outcome statements and performance metrics.

As part of the ongoing conversations with parents and community, the Board is championing a model that has shown success. South Bronx Classical is an example of a high-performing classical school using a similar curriculum, where 86% of students are economically

disadvantaged and minority enrollment exceeds 97%. The school's performance on New York's 2017-2018 state tests was among the best in the city, with over twice the proficiency rate as district schools and about five times the proficiency rate of District 12 and District 7, where South Bronx Classical Charter Schools I and II are located, respectively. Data from the BCSI affiliated schools in Florida is provided in detail in **Appendix G15 - Hillsdale Student Achievement Data**. These data show that these schools have disproportionately high enrollment of students of color, students from economically disadvantaged homes, and students with disabilities compared to the district student make-up. In these schools, student test scores are reported as higher than their traditional local schools. Waiting lists for these schools continue to grow as more and more families and students realize significant academic and social growth.

Data for the 23 Hillsdale Member Schools in 13 states have shown that parental support and student performance, as hallmarks of successful schools, surpass those of their surrounding traditional public schools. These results lead to exceptionally high enrollment numbers and wait lists sustained from startup and beyond. Nationally, school enrollment numbers in the Hillsdale K-12 classical education model exceed projections and evidence one- and two-year waitlists to access this quality model. An example of success is the first-year enrollment and wait list numbers for CCA. The school follows its enrollment and admissions policy to ensure compliance with lottery procedures due to demand exceeding the number of seats available (see **Appendix G5 - Lottery Process and Family Handbook (p. 46)**) For 2023-24, current enrollment for K-7 students is at full capacity of 600 with a wait list of 400. Critically, student performance data are also showing remarkably high achievement. Initial results for the 2022/2023 Ohio State Tests in English language arts, math, and 5<sup>th</sup> grade science (only grade level tested) explain in part why student retention stands at 98.2% (442 of 450): the school met

**or exceeded proficiency in all grades and all tested subject areas** based on the Performance Index (PI) score, calculated as a weighted average of individual student performance levels on each test (see Appendix G14 State of the School Success 2023). The data from the school's first year of operating in Ohio further bolsters the Board's resolve to expand this model to additional students and families in the greater Cincinnati area.

Founded on principles of strong parental and community involvement, evidence-based practices, and highly trained and committed staff, CCA, in collaboration with Hillsdale K-12 and its network of BCSI schools, is positioned to outperform surrounding public districts in southwestern Ohio, mirroring the success of other Hillsdale K-12 and BCSI classical academies across the country. Students and parents **deserve access** to a stellar curriculum and instructional model developed from the foundational tenets of several strong and proven academic programs making up the Hillsdale K-12 classical education model. Parents and students **deserve access** to highly trained and skills educators and leaders recruited and retained with consistency. Parents and students **deserve and have an urgent need to access quality** choices and options in how they elect to educate their children and ensure a positive and productive future.



Fiscal Year 2023

Application for New Awards Under the Expanding Opportunities Through  
Quality Charter Schools Program (CSP) – Grants to Charter School  
Developers for the Opening of New Charter Schools and for the Replication  
and Expansion of High-Quality Charter Schools (Developer Grant)

Assistance Listing Number: 84.282B

Submitted by : July 7, 2023



**Cincinnati Classical Academy**  
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Project Goal #1 Proven Curriculum	Pages 33-35
Project Goal #2 Effective Teachers and Leaders	Pages 35-36
Project Goal #3 Parent and Community Engagement	Page 36
Project Goal #4 High Quality Educational Environment	Pages 36-38
(ii) Goals, Objectives and Outcomes	Pages 38-41
<b>(4) Need for Project</b>	
(i) Problem Severity	Pages 41-43
(ii) Magnitude of the Need	Pages 43-47

## Other Attachment File(s)

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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**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

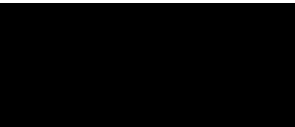
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**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 the 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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. §§1721 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, AAudits 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.

S  D CERTIFYING OFFICIAL	TITLE President, Board of Directors
APPLICANT ORGANIZATION Cincinnati Classical Academy	DATE SUBMITTED June 30, 2023

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

## Appendix B - Key Personnel Resumes

**Cincinnati Classical Academy Board  
 Roster – July 1, 2023**

Name	Occupation	Mailing Address	Contact Info.	Office	Term Start	Term	Term End
Jed A. Hartings, PhD	Research Professor			President	7.1.21	3 year	6.30.24
Brian Kennedy, Esq.	Paralegal / Stay-at-Home Father			Secretary	7.1.21 7.1.22	1 year 3 year	6.30.22 6.30.25
David Smith, MD	Physician, Researcher, Entrepreneur				7.1.21 7.1.23	2 year 3 year	6.30.23 6.30.26
Joseph A. Faisant, MBA	Financial Consultant			Treasurer	7.1.21	3 year	6.30.24
Brian K. Miller, Esq.	Attorney				7.1.21 7.1.22	1 year 3 year	6.30.22 6.30.25
Alex Loehrer, MBA	Business				7.1.22	3 year	6.30.25

**Principal, Michael Rose**

**CSP Project Manager, Yvonne Adkins**

**Fiscal Officer, Marcum, LLP, Stephanie Ataya**



# Jed A. Hartings, PhD

Curriculum Vitae, abbr.



## Education

Ph.D., Neuroscience, *April 2000*  
University of Pittsburgh School of Medicine, Pittsburgh, PA, 15213

B.S., Biological Sciences, *Magna Cum Laude, May 1995*  
University of Notre Dame, Notre Dame, IN 46556

St. Xavier High School, *1991*  
Cincinnati, OH 45224

## Current Position

**Professor with Tenure** *2018-present*  
Vice-Chair for Research  
Department of Neurosurgery  
University of Cincinnati College of Medicine

## Past Positions

**Associate Professor, Research Track** *2012-2018*  
**Assistant Professor, Research Track** *2008-2012*  
Department of Neurosurgery  
University of Cincinnati College of Medicine

**Major, Medical Service Corps, U.S. Army** *2006-2008*  
**Captain, Medical Service Corps, U.S. Army** *2000-2006*  
Division of Psychiatry and Neuroscience  
Walter Reed Army Institute of Research, Silver Spring, MD

**Adjunct Assistant Professor** *2001-2008*  
Department of Anatomy and Neurobiology  
University of Maryland, Baltimore

## Awards and Honors

**Academia**

UC College of Medicine Team Science Award	<i>2018</i>
Hero of Military Medicine, United Service Organizations	<i>2013</i>
Health Care Heroes Finalist, Innovator, Cincinnati Business Courier	<i>2012</i>
Army Research and Development Achievement Award for Technical Excellence	<i>2006</i>
Distinguished Military Graduate, University of Notre Dame Army ROTC	<i>1995</i>
Notre Dame Scholar Designation	<i>1991</i>

### **Military**

Meritorious Service Medal *2005, 2008*  
Global War on Terrorism Service Medal *2004*  
PR/Award # *5282B230010*

Army Achievement Medal	2003
Army Commendation Medal	2002
National Defense Service Medal	1991, 2002
Army Physical Fitness Excellence Award	2000

## **Professional Activities, Scholarship, and Service**

- >110 peer-reviewed publications in biomedical journals: [My Bibliography](#)
- Principal Investigator of multiple federal research grants and multi-center clinical studies in traumatic brain injury totalling > [REDACTED] in funding
- Co-Founder and Steering Committee of international research group **COSBID** (Co-Operative Studies on Brain Injury Depolarizations; 2003-present), including annual meeting host and Chairman (2005, 2006, 2008, 2011, [2018](#)) and website host and designer (2014-present)
- >15 research grants earned as co-investigator
- 28 invited seminars at other universities
- 34 invited seminars at national or international scientific meetings
- Served as research mentor/advisor to 29 medical students, graduate students, and residents
- Editorial Board, *Journal of Cerebral Blood Flow & Metabolism* (2009-2013, 2016-2019)
- Ad-hoc reviewer for >20 peer-reviewed biomedical journals
- Grant reviewer for 8 local and federal programs
- Service on 8 committees in Dept. Neurosurgery, UC College of Medicine, and Mayfield Clinic
- Member of Neurocritical Care Society, Society for Neuroscience, International Society for Cerebral Blood Flow and Metabolism, and National Neurotrauma Society

# Brian Kennedy



## Education

**Michigan State University – College of Law**  
Juris Doctorate, Cum Laude.

East Lansing, MI  
05/2006

**Indiana University**  
Bachelor of Science. Business, Computer Information Systems focus.

Bloomington, IN  
05/1997

## Experience

**Brown Mackie College**  
*Adjunct Professor*

**08/13 – 01/14**

Cincinnati, OH

- Taught multiple classes to undergraduate criminal justice and paralegal students.
- Developed curriculum for numerous classes.

**The Kennedy Firm, PA**  
*Sole Proprietor*

**01/08 – 05/11 & 11/11 – 12/12**

Miami, FL

- Solo practice, mostly criminal defense firm.
- Handle all aspects of criminal cases including life-eligible criminal trials.

**Kennedy & Garcia Benedi, PA**  
*Partner*

**05/11 – 11/11**

Miami, FL

- Two person firm; mostly criminal defense.
- Run all aspects of a private law firm partnership.

**Miami-Dade State Attorney**  
*Assistant State Attorney*

**8/06 – 12/07**

Miami, FL

- Line prosecutor in county, juvenile, and circuit court.
- Responsible for all aspects of thousands of criminal cases.

**Discover Financial Services**  
*Senior Associate*

**06/97 – 07/03**

Riverwoods, IL

- Developed, coordinated, and administered entry-level IT hiring and IT internship program.
- Interviewed, evaluated, and hired over 120 IT professionals.
- Keynote speaker, Indiana University CIS Club Spring Banquet 03/03.

*Systems/Consulting/Senior Analyst*

**6/97 – 02/00**

- Lead data analyst for data warehouse implementation.
- Developed and coordinated with business partners at multiple site locations.
- Wrote training manual and trained power users.
- Lead Y2K project, coordinated implementation and managed programmers.

**Southwestern Company**  
*Independent Contractor*

**05/95 – 08/95**

Nashville, TN

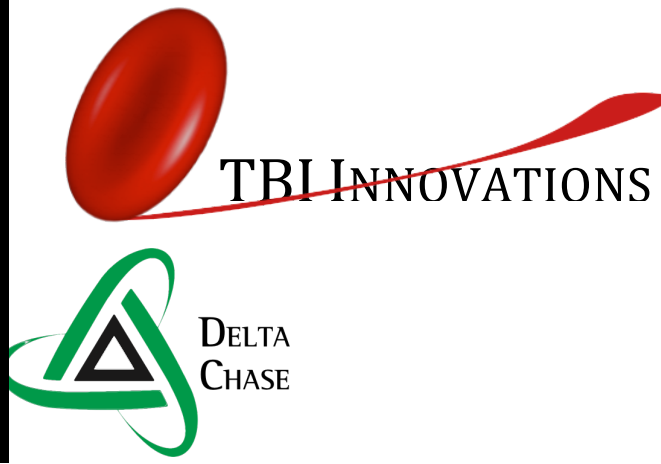
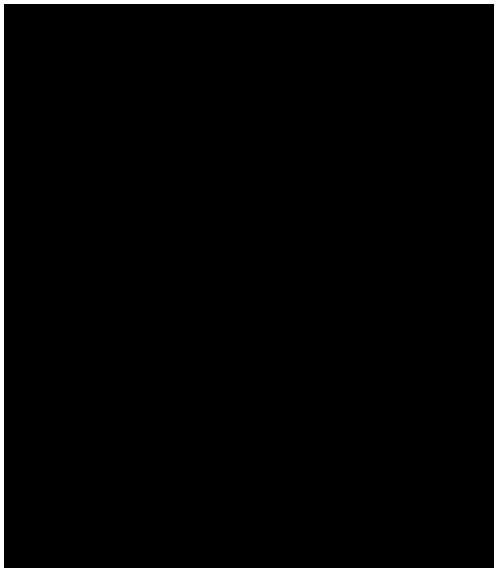
- Responsible for all aspects of running own business.
- Sold [REDACTED] worth of products door-to-door.

**Wildcat Baseball League**  
*Assistant Director*

**Summers 91 – 94**

Ft. Wayne, IN

- Helped coordinate baseball site of over 200 children.
- Managed 2 junior coaches.
- Coached baseball while being role model to children ages 6 – 16.



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## David W. Smith, M.D.

Founder & CEO

### Biography

David W. Smith MD, ACP, BS (Chemistry), Board Certified (Internal Medicine Specialist) with recognition as a visiting scientist for both The Human Performance Laboratory for the Division of Sports Medicine at Cincinnati Children's Hospital Medical Center and for the North Shores Division of Neurosurgery and North Shore Neurological Institute, Chicago Illinois. Over his 30-year medical career he has served as Chief of Medicine at Reid Hospital and Healthcare Services, and has founded both Xennovate Medical LLC and TBI Innovations LLC (both established to further Dr. Smith's inventions, discoveries and intellectual property). As Chief Science officer, he has served as lead design and medical education consultant to GlaxoSmithKline (GSK is [REDACTED] Pharmaceutical and Healthcare company), GENTEX Corp (largest manufacturer of USAF helmets), and Materials Modification Inc. (nanomaterials and coating pioneer to the military complex). Consistent with his Internal Medicine background and experiences Dr. Smith has Intellectual Property and peer-reviewed publications in many diverse fields of science, giving him a unique perspective in already overcoming a broad spectrum of significant medical paradigms. Specifically, his firm background in analytical chemistry (with an added emphasis in physics), affixed to his medical degree and internal medical career, have allowed him to bring a better understanding of energy interactions and impartations to the human body (particularly useful in Traumatic Brain Injury).

Dr. Smith discovered and then pioneered "SLOSH Theory," which is the basis of his compression collar invention for humans designed specifically to mitigate SLOSH energy absorption, thereby seeking to reduce the risk of brain damage from traumatic events. Further, he recently co-authored (with Julian Bailes MD, a world-renowned neurosurgeon) a presentation on "The Physics of Traumatic Brain Injury-

Revisited,” Congress of Neurological Surgeons, Annual Meeting, San Diego, CA, Sept 2016. This venue represents the largest gathering of Neurosurgeons and Brain Injury Specialists in the world, and that event provided the backdrop for Dr. Smith’s disclosure of his latest thinking on how “cavitation” can explain how the physics of a concussive wave can produce the chemistry of a TBI. In his scientific role with Xennovate Medical, he has also presented several novel battlefield dressings to the Department of the Army Research Lab (DARPA) at the Aberdeen Proving Grounds, Aberdeen, MD.

Dr. Smith has assisted Gentex Corp in successfully being awarded a [REDACTED] contract in the arena of mitigating the forces involved in human ejections from supersonic aircraft. He was the lead scientist in Xennovate’s two-year funding effort with DARPA’s Joint Improvised Explosive Device Defeat Organization (JEIDDO).

With his license partner Q30 Innovations, Dr. Smith’s invention the Q-Collar™ received FDA Authorization in February 2021 as the “first and only” medical device to have ever been allowed to make claims against traumatic brain injury. This product launched in North America in 4<sup>th</sup> quarter 2021.

As a practicing Internist, Dr. Smith was a clinical instructor for Butler University Physician Assistant Program and for the Indianapolis University Medical School

## Education & Certifications

BS   University of Cincinnati (Honors) Chemistry with emphasis in Mathematical Sciences	1986-1989
Internal Medicine Specialty   Case Western Reserve University Hospitals, Cleveland	1986-1989
MD   University of Cincinnati	1982-1986
Wayne/Union County Medical Society   Richmond, IN	1989-2016
American Board of Internal Medicine	1990-2016
Indiana State Medical Society	
American Medical Association	



## Joseph A. Faisant

### Senior Financial Leader

Audit... Tax... Analysis... Compliance... Reporting

**B2B CFO@**, Fairfield, Ohio

1/2016 - Present

Assist privately held companies understand, grow, and ultimately transition out of their businesses. Highlights include:

- Landscaping Client... a) developed operating budgets, b) reviewed multiple health insurance options, selected optimal solution for this company, c) evaluated an acquisition opportunity resulting in walking away from a deal that did not fit
- Intensive Outpatient Addiction Recovery Client ... a) identified a major disconnect between patients seen and patients billed, b) proposed and implemented controls to close the billing gap c) developed operating budgets for separate clinics and lab, d) developed and implemented meaningful operating metrics, and e) provided valuation analysis for potential lenders, investors, and doctors
- Home Improvement Client... a) replaced 30+ pages of monthly data distributed to management team with 5 pages of graphs that allowed entire management team to quickly see how different units were operating, b) eliminated non-GAAP accounting practices that led to distorted financial reporting, c) upgraded management financial reporting to provide more timely, accurate, and actionable reports
- Chiropractic Client... a) developed operating budgets, b) developed and implemented a growth strategy to move this clinic from life support to successful operations, c) continuing to build towards planned future success with multiple chiropractors in multiple locations
- IT Services Client... a) assisted in evaluating 3 acquisition opportunities to determine how best to combine multiple businesses, b) developed a simple solution to bring a 4<sup>th</sup> business into the organization on short notice with limited information, c) developed operating budgets to ensure the combined organization has accountability, plans for success, and a compensation structure that rewards the team for advancing the company's vision.
- Pest Control Client... a) evaluated business sale plan, b) developed range of realistic sales values, c) assisted with exit process.

**First Maintain**, Cincinnati, Ohio

4/2014-3/2015

Chief Financial Officer

Managed all financial aspects of this start-up residential handyman services company focused on solving small problems before they became big ones.

Responsibilities included:

- Capital raising... assisted owner with financial projections, fielding questions, etc. for prospective investors
- Shareholder communications... maintained cap table, provided financial reporting, assisted with other communications
- Staffing... assisted with hiring office staff, developing compensation structure, incentive options for key employees
- Compliance and Reporting... handled all payroll, accounting, sales tax, and other compliance

**MAGMA Consulting**, Fairfield, Ohio

4/2013 -1/2016

Support clients requiring experienced financial professional. Assignments included:

- Champion... a) reviewed numerous federal, state, and city tax returns for parent and over 70 subsidiaries, b) helped develop successful strategy and provided testimony in significant legal matter and c) assisted Controller with various complex transactions and special projects
- Medical Service Franchisor... a) due diligence and forecasts resulting in successful acquisition, b) once acquired, supported recruiting, interviewing and selection of Controller, and c) supported upgrading financial reporting to achieve GAAP compliance and d) provided analysis used for valuation of the enterprise

**Champion Opco., LLC & Related Companies**, Cincinnati, Ohio

9/2006 – 3/2013

Chief Financial Officer

Leadership of all financial functions of this [REDACTED] exterior home improvement manufacturer and retailer. Financial leadership responsibilities for four manufacturing facilities and over 70 retail subsidiaries in major cities around the U.S. Provided written reports and presentations to multiple international financial institutions that provided over [REDACTED] debt to this Private Equity owned company.

Responsibilities included:

- Shareholder Value... developed models leading to private equity and debt investments exceeding [REDACTED]
- Due Diligence... had primary responsibility for delivering all requested due diligence items during sale to private equity
- Government Compliance... including taxes at the federal, state and often local levels.
- Cash Management... effective strategies required for this seasonal business; monitored over 70 affiliate accounts
- Investments... including 401k administration and strategies
- Buy-Outs... analysis and communication for affiliate "partners" that chose to leave the company or were dismissed
- Negotiations... with various vendors including credit card processing, consumer loans, and IT capital and services
- Analysis... used internally to help the Board and management effectively and efficiently manage the company
- Communications... both internally and externally to support major restructuring as a result of private equity investment



**Senior Financial Leader**

Audit... Tax... Analysis... Compliance... Reporting

**Oberer Companies**, Dayton Ohio

9/2003 – 7/2006

**Chief Financial Officer**

Managed all financial functions for group of over 100 related companies involved in land development, commercial construction, multifamily construction, building single family homes, and both commercial and residential property management in the Dayton Ohio area. Assured proper preparation and submission of income tax returns and financial audits. Maintained relationships with cash management banks, lenders, 401(k) service providers, external auditors, and various other vendors. Monitored actual cash and debt balances across all Oberer entities.

**Brisben Companies**, Cincinnati, OH

7/1993 -9/2003

**Chief Financial Officer** (promoted from Controller)

Managed all financial functions for group of over 200 related companies involved in developing, building, and managing apartment complexes across the United States. Reviewed all Brisben income tax returns and financial audits. Maintained relationships with outside auditors, cash management banks, lenders, 401(k) service providers, and various other vendors. Monitored actual cash and debt balances across all Brisben entities. Supervised IT department as it grew from part of my responsibilities to 3 full time employees. Prepared and/or reviewed construction loan draws and monitored funding of various construction loan facilities. Assisted in delivering "loan packages" for construction and permanent loan facilities.

**KPMG**, Cincinnati, OH

7/1989 – 4/1993

**Senior Tax Accountant**

Performed tax planning, research, and prepared returns primarily for pass-through entities and individuals involved in those small and mid-size businesses and various other tax responsibilities. Also acted as backup network administrator and for a few months as network administrator for the Cincinnati office of KPMG.

**Education:**

**Michigan State University**

1984-1989

MBA... Professional Accounting; Tax Emphasis

BS... Professional Accounting, with Honors, Honors College

Teaching Assistant – 2 years: Taught 2 sections of Principles of Accounting (ACC 201) each term

**BAR ADMISSIONS**

**The Commonwealth of Virginia** – Active, In Good Standing.

**EDUCATION**

**George Mason University School of Law: Arlington, Virginia** – J.D., May 2015.

**University of West Florida: Pensacola, Florida** – B.A., *History/Pre-Law, cum laude*, May 2012.

**Pensacola State College: Pensacola, Florida** – A.A., *Liberal Arts, cum laude, Phi Theta Kappa, Robinson Honors*, December 2010.

**EXPERIENCE**

**Department of Education, Office for Civil Rights: Washington, D.C.**

General Attorney – Program Legal Group Title IX Team, May 2019 – January 2020 (GS-12).

- Provide legal support and research on civil rights issues.

General Attorney – OPEN Center, January 2020 – Present (GS-14).

- Assisted in launch of new center tasked with coordinating OCR's technical assistance. Planned, researched, and drafted technical assistance materials for OCR stakeholders.

**Center for Individual Rights: Washington, D.C.**

Director of Legal and Public Affairs, September 2015 – May 2019.

- Managed case development, legal research, and public relations for docket of boutique public interest law firm with a mission of winning high-impact appellate precedents. Performed ancillary fundraising and administrative duties.

**Forbes Magazine: Washington, D.C.**

Opinion Contributor, June 2017 – May 2019.

- Wrote regular opinion column on legal and constitutional news.

**George Mason University School of Law: Arlington, Virginia.**

Research Assistant for Helen Alvaré, Jan. 2013 – May 2015; Jan. 2016 – May 2019.

- Researched, drafted, and edited law review articles, books, and other publications, including Supreme Court *amicus* brief and two books published by Cambridge University Press.

**CLERKSHIPS AND INTERNSHIPS**

- **Pacific Legal Foundation: Washington, D.C.** – Law Clerk, Jan. 2015 – May 2015.

- **Ethics and Public Policy Center, American Religious Freedom Program: Washington, D.C.** – Law Clerk, June 2014 – Aug. 2014.

- **Institute on Religion and Democracy: Washington, D.C.** – Intern, August 2013 - May 2014.

- **United States Congressman Jeff Miller: Washington, D.C.** – Intern, Jan. 2011 – June 2011.

**AWARDS**

- **Forbes 30 under 30:** Class of 2018 in Law and Policy.

**BOARD EXPERIENCE**

- **St. John the Evangelist Anglican Catholic Church** – Vestry, 2021 – Present

## FELLOWSHIPS AND SEMINARS

- **Witherspoon Institute:** Natural Law and the Theologico-political Question, 2013.
- **Witherspoon Institute:** Moral Foundations of Law, 2014.

## SELECTED PUBLICATIONS

### ACADEMIC ARTICLES

- Brian K. Miller, *Reconciling Religious Freedom and LGBT Rights: The Perils and Promise of Masterpiece Cakeshop*, 29 Geo. Mason U. C.R.L.J. 245 (2019).
- Brian K. Miller & Paul Baumgardner, *Moving from the Statehouses to the State Courts? The Post-RFRA Future of State Religious Freedom Protections*, 82 Albany L. Rev. 1385 (2019).
- Brian K. Miller & Paul Baumgardner, *On Commonsense Inferences and Radical Indeterminacies: The Murky Future of Abortion Law After Whole Woman's Health*, 67 Syracuse L. Rev. 679 (2017).

### ESSAYS

- Timothy Cutler (pseudonym), *Ian Fleming vs. Thomas Aquinas: Why James Bond Needs the Cold War*, Providence Magazine, October 15, 2021, available at, <https://providencemag.com/2021/10/james-bond-needs-the-cold-war>.
- Brian K. Miller, *To Be A Christian In America*, Providence Magazine, March 13, 2019, available at, <https://providencemag.com/2019/03/to-be-christian-in-america>.
- Brian K. Miller, *Justice Anthony Kennedy's Legacy on Family Law*, The Institute for Family Studies at the University of Virginia, July 11, 2018, available at, <https://ifstudies.org/blog/justice-anthony-kennedys-record-on-family-law>.
- Brian K. Miller, *Janus v. AFSCME: Catholicism, Labor Unions, and The First Amendment*, The Public Discourse, February 25, 2018, available at, <http://www.thepublicdiscourse.com/2018/02/21125>.
- Brian K. Miller, *Cakeshop Conflicts: Let Them Eat Rights*, Quillette Magazine, December 3, 2017, available at <http://quillette.com/2017/12/03/cakeshop-conflicts-let-eat-rights/>.
- Brian K. Miller, *Who's 'Weaponizing the First Amendment' – the Left or the Right?*, The Federalist Society Blog, Aug. 17, 2016, available at <http://www.fed-soc.org/blog/detail/whos-weaponizing-the-first-amendment-the-left-or-the-right>.

### BOOK REVIEWS

- Timothy Cutler (pseudonym), *History, Evangelicals, and Race: A Review of Tisby's 'The Color of Compromise'*, Providence Magazine, April 22, 2021, available at, <https://providencemag.com/2021/04/history-evangelicals-race-review-tisby-color-compromise>.
- Brian K. Miller, *Charles I: Public Relations Disaster*, The University Bookman, January 28, 2018, available at, <http://kirkcenter.org/uncategorized/public-relations-disaster>.
- Brian K. Miller, *Virgil: Guide to the Perplexed*, The University Bookman, October 22, 2017, available at, <http://kirkcenter.org/uncategorized/virgil-guide-to-the-perplexed/>.

- Brian K. Miller, *'The Benedict Option' and the First Amendment*, Library of Law and Liberty, April 19, 2017, available at <http://www.libertylawsite.org/2017/04/19/drehers-benedict-and-the-first-amendment/>.

### **RESEARCH AND EDITING**

I have worked as a researcher or copy editor on the following:

- Mary Eberstadt, *It's Dangerous to Believe: Religious Freedom and Its Enemies* (New York: Harper, 2016).
- Helen Alvaré, *Putting Children's Interest First in U.S. Family Law and Policy: With Power Comes Responsibility* (Cambridge: Cambridge University Press, 2018).
- Helen Alvaré and Jeff Hammond, eds., *Christianity and the Laws of Conscience: An Introduction* (Cambridge: Cambridge University Press, Forthcoming).

# ALEX LOEHRER

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## EXECUTIVE SUMMARY:

Accomplished organizational leader, operator, business development professional, strategist, and marketer. Exceptional innovator, communicator, and manager of clients, people, and initiatives in care in a variety of industry settings. **Key skills include:** Organizational Leadership, Business Strategy, Operations, Strategic Marketing, New Business Development, French Fluency, Conversational Spanish.

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## PROFESSIONAL EXPERIENCE:

### INDEPENDENT CONSULTING – Cincinnati, OH

2022-Present

Research, strategy, optimization, and go-to-market planning. Clients include: [Clairigent Health](#), [Figure Weight Loss](#), [The Relevant Workplace](#) and [Relevate Health](#).

### AFFORDABLE LANGUAGE SERVICES – Cincinnati, OH

2021-2022

Language Services Provider serving regional and national healthcare corporate, and government entities through interpreting and translation. Recruited to replace retiring founder and prepare firm for sale.

#### President

- Deployed multi-year strategic plan and budget to support desired sale value, achieving profitability and employee-profit sharing in the first two quarters of 2022
- Reconstituted off-shore Translation Department resulting in record month performance
- Led corporate space search, converting local team to hybrid, reducing rent by 60%
- Implemented firm's first RFPs for IT partners in cloud migration, SharePoint restructure and MSP
- Revised corporate contracts with key health systems, securing first rate increase in 5 years
- Implemented cost-neutral healthcare reimbursement and self-care programs through regional partnerships with government and health systems to support expanding 1099 workforce
- Recovered ██████ in >90 and >120 receivables by Q2, reducing categories to <10%

### COMPASS POINT COUNSELING SERVICES – Cincinnati, OH

2018-2021

Outpatient mental health therapy practice delivering 50,000 appointments annually via more than 100 clinicians in OH, KY, and IN. Recruited to help clinician owner manage the operations. Acquired 12/2021.

#### Chief Operating Officer

- After five years of flat revenue, increased topline by 56% in year one, 35% year 2, 45% year 3
- Expanded service locations from six to 15, including practices in Indiana and Kentucky
- Deployed teletherapy platform and digital marketing program to drive growth during COVID pandemic, accounting for 70% of client volume
- Negotiated first-of-their-kind direct-referral programs with 10 regional health systems, in-patient facilities, and complementary providers to hard-wire new client growth
- Overhauled revenue cycle function to integrate new software and RCM partner, reducing aged AR by 80% and yielding record performance for insurance carrier remittances

- Revised hiring/credentialing process to reduce operational costs by [REDACTED] and to increase the number of providers by 25% in 3 months
- Devised and implemented cost-neutral health benefits and financial management programs to attract and retain top-performing, high-volume clinicians

**MERCY HEALTH – Cincinnati, OH**

**2013-2018**

Ohio’s largest health system, providing primary, secondary and specialty care in nine geographic regions, comprising 23 hospitals. Approximately [REDACTED] in annual revenues and 35,000 employees.

**System Director, Marketing & Communications – Southern Regions (2015-2018)**

- Promoted from regional role overseeing 7 care networks in OH and KY
- Relocated to Cincinnati to oversee Marketing & Communications for Mercy Health’s Southern Regions, including its largest region, Cincinnati (5 hospitals and 7,500 employees)
- Reported to Cincinnati Region President/CEO and System Chief Marketing Officer; member of both leaders’ Senior Leadership Teams
- [REDACTED] annual budget; 10 direct reports plus management of regional teams
- Oversight of all facility- and physician-related Marcom & PR initiatives and system-wide patient acquisition initiatives

**HAFENBRACK MARKETING/**

**GENESSA HEALTH MARKETING – Dayton, OH**

**2004-2013**

Strategic marketing and communications firm, delivering integrated services to regional, national, and international enterprises. Clients included Professional Services, Healthcare, IT Services, Manufacturing, and International Expansions to U.S. Approximately [REDACTED] in annual revenues. Three locations in Ohio with 20 employees.

**Managing Partner & President**

**CONCORDIA LANGUAGE VILLAGES – Concordia College, Moorhead, MN**

**2002-2004**

Internationally renowned world language and culture education program for youth. Facilities in Minnesota, Georgia, Switzerland, and China. Annually welcomes more than 10,000 young people from all 50 states and 25 countries to receive immersion instruction in one of 16 different languages.

**Director for Sales, Marketing & Public Relations, Concordia Language Villages**

**RITTAL CORPORATION – Springfield, OH**

**1998-2002**

Rittal Corporation is the U.S. subsidiary of Rittal International, a [REDACTED] global manufacturer, wholesaler and retailer of electronic packaging solutions and peripherals for the IT and industrial manufacturing industries. Rittal Corporation accounts for [REDACTED] of global revenues and employs 1000.

**Global Key Accounts Customer Service Manager/Asst., VP of Sales & Market Development**

**EDUCATION, TRAINING, AWARDS & AFFILIATIONS**

- **Executive MBA, Xavier University** – Cincinnati, OH; **BA, John Carroll University** – Cleveland, OH
- **Sales Training** – Trained by [Impax](#) Sales Performance
- **Mercy Health Leadership Academy** – Year-long leadership program for future senior executives
- **Business Advisory Board Member** – Appointed to the boards of multiple companies by [Aileron](#)
- **Dayton Business Journal** – “40 Under 40” Award
- **Founder** – [Happy Half Trainer’s Half Marathon](#), benefitting cancer care in Southwest Ohio



# MICHAEL ROSE

## PROFESSIONAL SUMMARY

Classical educator (Ohio teacher and principal licensure) with degrees in English, architecture, and educational leadership from Brown University, the University of Cincinnati, and Xavier University; currently finishing the post-graduate School Management and Leadership program at Harvard Business School/Harvard Graduate School of Education; completed two principal internships at Archbishop Moeller High School and taught a variety of courses at the high school and college level

## EDUCATIONAL INTERESTS

Classical education, the Catholic intellectual tradition, teaching the dignity of the human person through literature, curriculum design, academic integrity, and the Great Books

## LICENSURE & CERTIFICATION

Ohio Principal Licensure

Ohio Professional Educator License  
English Language Arts, grades 4-12

Ohio Resident Educator Mentor certification

## EDUCATION

<b>Harvard Business School + Harvard Graduate School of Education</b> Certificate of School Management & Leadership	Cambridge MA 2019-2021
<b>Xavier University. College of Professional Sciences</b> Ohio Principal Licensure/Educational Administration	Cincinnati OH 2015-2017
<b>Xavier University. College of Professional Sciences</b> M.Ed in Secondary Education	Cincinnati OH 2012-2015
<b>Holy Apostles College. Graduate Program in Philosophy</b> Partial coursework completed toward Master of Arts in Philosophy	Cromwell CT 2001-2002
<b>Brown University. Department of English</b> MFA in Literary Arts	Providence RI 1993-1995
<b>University of Cincinnati. College of Design, Architecture, Art &amp; Planning</b> Bachelor of Architecture (and Certificate of Professional Practice)	Cincinnati OH 1987-1993
<b>Aristotle University. Department of Architecture</b> Classical Architecture Study Abroad Semester	Thessaloniki GREECE 1992

## PROFESSIONAL EDUCATOR EXPERIENCE

<b>The Summit Country Day School</b> Upper School Teacher. Department of English	Cincinnati OH 2018-present
<ul style="list-style-type: none"><li>• Co-coordinated the Student Ambassador Leadership Team</li><li>• Founded and moderated the Ignite Scripture Study Club</li><li>• Founded and moderated the Student Rosary Association</li><li>• Served as a RESA professional mentor teacher</li></ul>	
<b>Archbishop Moeller High School</b> Principal Intern Teacher, Grades 9-12. Department of English	Cincinnati OH Spring/Fall 2017 2010-2018
<ul style="list-style-type: none"><li>• Completed two semesters of principal internship for Ohio licensure</li><li>• Taught literature courses focusing on human dignity</li><li>• Founded and coordinated the Academic Integrity Council</li><li>• Founded and administrated the British Literature Summer Program. London UK</li><li>• Served as the faculty moderator for <i>The Crusader</i> student newspaper</li><li>• Served as a RESA professional mentor teacher</li></ul>	
<b>St. Edmund Champion Academy</b> Teacher, Grades 7-12. Department of English	Cincinnati OH 2007-2010
<ul style="list-style-type: none"><li>• Taught logic, rhetoric, and literature courses</li><li>• Served as school-wide AP Coordinator</li><li>• Served as school-wide English department coordinator</li></ul>	
<b>Brown University. Department of English</b> Teaching Fellow	Providence RI 1994-1995
<ul style="list-style-type: none"><li>• Taught undergraduate writing courses as part of fellowship program PR/Award # S282B230010</li></ul>	





## RELATED PROFESSIONAL EXPERIENCE

### COMMUNICATIONS EXPERTISE

Writing, editing, and proofreading  
Editorial development and analysis

### PROFESSIONAL HABITS

High attention to detail and accuracy  
Well-versed in internet-based research  
Manage deadlines with good humor  
Creative, personable, unflappable  
Collaborative with a willingness to listen

- "Literature Matters" Columnist. New Oxford Review. Berkeley CA. 2012-2021
- International News Correspondent. Catholic World Report. Boston MA. 1998-2005
- Editor. St. Joseph Messenger: Monthly magazine of Catholic culture. Cincinnati OH. 1998-2005
- Director. Veritatis Splendor Annual Conference. Cincinnati OH. 1998-2001
- "Catholic Traveler" Columnist. National Catholic Register. Cromwell CT. 1998-2001
- Principal. Aquinas Website Design Studio. Cincinnati OH. 1995-1998
- English-page Editor. The Portuguese-American. Providence RI. 1993-1994
- Architect Co-op. Six-month internships in London, NYC, San Francisco, and Baltimore. 1989-92

## CO-CURRICULAR EDUCATOR EXPERIENCE

- ISACS Review Board Administration committee. Summit Country Day School. 2018-19
- Chair. Academic Integrity Council. Archbishop Moeller High School. 2017-2018
- Co-chair. Academic Strategic Planning Committee. Archbishop Moeller High School. 2017
- Faculty Representative. Board of Trustees' Academic Subcommittee. Archbishop Moeller High School. 2017-2018
- Member. School Advisory Committee. St. Gertrude School. Madeira OH. 2013-2016
- Chair. Curriculum Committee. St. Gertrude School. Madeira OH. 2013-2016
- Co-chair. Communications Committee. St. Gertrude School. Madeira OH. 2013-2016
- Elected Representative. Director's Council on Student Affairs. University of Cincinnati. College of DAAP. 1991-1992
- Student Representative. Architecture Department Curriculum Committee. University of Cincinnati. College of DAAP. 1991-92
- Student Representative. School of Architecture and Interior Design Faculty Search Committee. University of Cincinnati. College of DAAP. 1991-92

## PROFESSIONAL DEVELOPMENT

### COMMUNITY SERVICE

#### Brown University

Alumnus applicant interviewer  
2013-present

#### St. Gertrude School

Member, School Advisory Committee  
2013-2016

Judge, Power of the Pen competition  
2015-2020

#### St. Gertrude Bulldog Football Program

Stadium game announcer  
2015-2017

#### Brookdale Senior Community Center

Moeller High School service chaperone  
2013-2018

#### Matthew 25 Ministries

Moeller High School service chaperone  
2016-2018

#### March for Life: Washington DC

Faculty chaperone for three-day trip  
January 2012

- Initiative for Catholic Schools. Xavier Center for Catholic Education. Cincinnati OH. 2019-20
- WISE Conference for Catholic Educators. Aquinas College. Nashville TN. July 2019
- Center for Creative Leadership. Leadership Development Program. Cincinnati OH. Fall 2019
- Creative Problem Solving Deep Dive. Summit Country Day School. Cincinnati OH. 2019
- National Association of Catholic Educators Conference. Cincinnati OH. April 2018
- Annual College Board AP Teachers Conference. Cincinnati OH. 2012-2018

## HONORS & AWARDS

- Trinity House Mentor of the Year. Archbishop Moeller High School. 2016-2017
- Best Overall Student Newspaper. American Scholastic Journalism Association. Archbishop Moeller High School. 2014
- Best Paper. Pro-Life Science and Technology Symposium. "Teaching *Frankenstein* and *Brave New World* in the Context of Contemporary Biotech Issues". Engineer's Club. Dayton OH. 2011
- Defender of the Faith Award. Catholics In Action. Louisville KY. 2002
- St. Thomas More Award for Catholic Citizenship. Catholic Citizens of Illinois. Chicago IL. 2002
- Teaching Fellowship. Department of English. Brown University. Providence RI. 1994-1995
- Writing Fellowship. Department of English. Brown University. Providence RI. 1993-1994
- Dean's Scholarship of Distinction. University of Cincinnati. College of DAAP. 1991-1992



## ADMINISTRATIVE COMPETENCIES

### TECHNICAL SKILLS

#### Educational Software

One-to-one laptop program  
Canvas, Blackboard, Blackbaud,  
Atlas Rubicon Curriculum Mapping

#### Design Production

Adobe Photoshop, InDesign  
and related Creative Suite products

#### Information Organization

Microsoft Office, including Word,  
Publisher, Excel, PowerPoint, etc.

#### Email Newsletter Design & Production

Constant Contact

- Founded and chaired Academic Integrity Council to discuss, draft, and revise school policies on academic integrity as needed; included recruitment of faculty and students to serve on the council. Moeller High School. 2017-2018
- Developed guide to promote academic integrity as a cultural standard throughout the Moeller community, identifying fundamental guiding values in line with school's mission statement and strategic plan. Moeller High School. 2017-2018
- Drafted policy proposals to articulate the clear and fair process of resolving academic violations. Moeller High School. 2017-2018
- Developed plan to implement a Student Honor Code and Honor Pledge as a way of affirming academic integrity as a cultural standard. Moeller High School. 2017
- Led faculty in-service workshop on academic integrity and academic violations. Moeller High School. 2017 and Summit Country Day School. 2018-19
- Coordinated guide to best practices in instruction, classroom management, testing, proctoring, and lessons for all academic departments. Moeller High School. 2017
- Developed team approach to conducting teacher evaluations and observations that ensures every teacher is evaluated at least once and observed twice each year. Moeller High School. 2017
- Designed evaluation tools that can be used by students during the year and at end of year to gauge teacher effectiveness in various areas of instruction and classroom management. Moeller High School. 2017
- Designed four-year honors curriculum to attract and support highly motivated and high-achieving students. Moeller High School. 2017
- Mentored, observed, and evaluated resident educators as part of the Ohio Department of Education's RESA program. Moeller High School and Summit Country Day. 2017-2019
- Supervised and evaluated student teacher from Xavier University. Moeller High School. 2017
- Co-led focus group discussions for the Academic Strategic Planning Committee as an integral part of Moeller's strategic planning process. Moeller High School. 2017
- Designed and coordinated English department's nine-day annual British Literature Trip to London, England, as an optional extension of the junior year British Literature courses. Moeller High School. Since 2012
- Oversaw all aspects of production — writing, editing, design, photography, and layout — of Moeller's student newspaper, *The Crusader*. Moeller High School. 2012-2016
- Oversaw all aspects of production of Moeller's student literary journal *Squire*. Moeller High School. 2012-2015
- Proposed, developed, and helped implement grades 3-8 Latin program and grades 6-8 Logic program. St. Gertrude School. 2013
- Coordinated curriculum review and created comprehensive curriculum materials for each academic discipline, grades K-8. St. Gertrude School. 2014
- Wrote, designed, and produced curriculum marketing tools for use with Open Houses. St. Gertrude School. 2014
- Facilitated approval process of all Advanced Placement course syllabi and coordinated all testing registration and exam administration. Champion Academy. 2007-2010

# YVONNE E. ADKINS

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## PROFESSIONAL SUMMARY

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Results-oriented leader who knows that teamwork and strategic alliances are invaluable in driving change, improvement and effective organizational performance in governmental, non-profit and for-profit organizations. Skilled in building new business relationships and providing consistent and superior service to strengthen and maintain ongoing partnerships.

### Areas of expertise include:

Organizational Leadership  
Governmental Relations  
Non-profit Governance

Educational Choice Advocacy  
Multi-Site Business Development  
Strategic Business Planning

Coaching/Staff Development  
Policies/Procedure Analyst  
Meeting & Event Facilitation

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## PROFESSIONAL EXPERIENCE

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### Owner and Chief Consultant

Adkins & Company, LLC

2010 – 2023

Louisville, KY

- Partner with the Ohio Department of Education, authorizers, boards and operators on charter school sponsor services, application processes, start-up procedures, growth plans and compliance processes and procedures.
- Endorsed by CSS / St. Aloysius, an effective Ohio authorizer, to assist schools and governing boards with governance, organization, policy development and compliance.
- Consult with boards and leadership on self-evaluations, process analysis, compliance oversight, school improvement and corrective action measures.
- Manage multiple Charter School Program Grant Funding application processes SE and Developer levels.

### *Significant Achievements:*

- Redesigned charter school application processes, compliance monitoring, and document collection and retention systems for the Ohio Department of Education.
- Obtained new charter contracts and federal grants for various schools throughout Ohio, Indiana, Michigan.
- Successfully implemented a board portal platform used to manage meetings, communications and documentation for multiple boards.

### Vice President of Sponsorship Operations

Charter School Specialists

2011 – 2014

Pickerington, OH

- Management of sponsorship operational projects relating to oversight of 46 independent nonprofit charter schools across the state.
- Develop and oversee charter school application process and new school board / non-profit training programs.
- Develop self-evaluation process and implementation of operational processes for the organization.
- Develop guidelines and oversee annual compliance assessment processes for nonprofit school operations.

### *Significant Achievements:*

- Developed a two tier process for charter school applicants. This included a comprehensive application process and rubric scoring which served as a capacity test for new start-up schools. I brought in ten new applicants in the first year of implementation.
- Redesigned a three phase annual compliance assessment process which was used by all internal auditors to review and assess compliance across 46 sites across the state
- Developed Standard Operating Procedures for the company including processes for communications, complaints, applications, proposals, contracts, corrective action plans, background checks and required board member documentation.
- Responsible for oversight of all Auditor of State audits and corrective action plans as necessary for 46 schools across the state.

PR/Award # S282B230010

**Co-Founder/Chief Consultant****2010 – 2012**

Achieve Board Certification

North Canton, OH

- Creation of on-line professional development program for non-profit charter school boards and school leaders. Development of the program included research, writing all content, PowerPoint creation, scripting, and recording voice over of the course content.
- Design, develop and implement the program website, all video presentations, webinars as well as promotional material and marketing of the program.

**Significant Achievements:**

- Established partnership with Ashland University for approval of content and certification of the course. This partnership resulted in Achieve Board Certification's program being the only certified charter school board development and training program in Ohio.
- Conducted and awarded annual training and certification for 20 boards across Ohio.

**Vice President Governance & Compliance / Director of Board Relations****2001 – 2010**

White Hat Management

Akron, OH

- Recruited, secured, oriented and trained hundreds of new board members. Strengthened relationships with board members, community members, authorizers and state representation.
- Developed policies and protocols for ensuring compliance for multiple educational program models in multiple states.
- Conducted staff development and required policies and procedures to ensure appropriate oversight and supervision of compliance requirements; this included many contract renewals, corrective action plans and negotiation of revised provisions and terms.

**Significant Achievements:**

- Successfully managed growth from 12 governing boards in Ohio to 53 governing boards across 6 states. This included recruiting and developing board members, building a team and managing staff of board liaisons and compliance officers, development of protocols and policies, budgets, and establishing internal and external communication processes to ensure all parties, including department leads, board members and authorizer representatives, received necessary and continued communication.
- Lead for strategic planning (Balanced Scorecard) initiative beginning at the corporate level, including initial development of measures and benchmarking for balanced scorecard roll-out. Developed ongoing process improvements that made it possible to accommodate increasing levels of responsibilities necessitated by continued growth.
- Successfully advocated for dropout recovery program across 6 states. Established relationships and worked with strategic partners including the governing boards and various authorizers to maintain contract compliance in multiple states over the years.

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**EDUCATION, CERTIFICATIONS & ASSOCIATIONS**


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National Charter School Institute - A-Game Participant (2023)  
 Sunshine Law Training , Ohio Auditor of State (2021, 2022)  
 Ohio Ethics Commission: Good Government in Action Certification (2019, 2022)  
 Greater Louisville Inc., Education & Workforce Development Advisory Committee (2019)  
 Dale Carnegie Successful Public Speaking Certification (2018)  
 Palladium Kaplan-Norton Balanced Scorecard Strategic Planning Certified Graduate (2012)  
 Ohio Auditor of State Fiscal Training (2010)  
 National Charter Schools Institute – Board Governance & Leadership Certificate Program (2005)  
 BoardSource – Non-Profit Consultant Certification (2002)

HCCC – Board Member and Membership Chair (2019-2021)  
 Louisville Grows – Board Chair (2016-2019)  
 Kentucky & Southern Indiana Stroke Association (KSISA) – Board President 5 yrs (2012-2017)  
 Leadership Louisville Participant (2015)  
 Kentucky Nonprofit Network – Nonprofit Advocacy Council Member (2014-present)  
 Buckeye Charter School Boards, Inc. – Evaluation Development Project Advisory Committee Member 2010  
 BoardSource Member – since 2001  
 The University of Akron, Akron, OH / American InterContinental University, IL – Bachelor of Business Administration - 3.94 GPA - Graduated Summa Cum Laude



## EASURY SERVICES

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3320 West Market Street, Suite 300  
Fairlawn, OH 44333

**MARCUM**  
ACCOUNTANTS ▲ ADVISORS

[marcumllp.com](http://marcumllp.com)



Hello Sir and/or Madame:

On behalf of Marcum and our client service team, we are pleased to present our proposal to provide accounting services to your school. We think there is a great fit between our organizations.

The accompanying proposal outlines our qualifications and our commitment to delivering a positive and collaborative working relationship with your school. Our approach is designed to deliver:

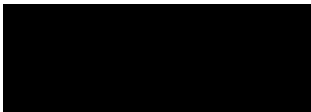
- ▶ Stronger operations
- ▶ Valuable business solutions and ideas
- ▶ Best practice benchmarks
- ▶ Easy access to your engagement team

The makeup of our team and their profiles are included, as are references from clients who can attest to how we add value beyond the scope of work. You will experience an engagement team that:

- ▶ Brings a holistic perspective due to our broad scope of services
- ▶ Provides customized service that can flex to fit your specific conditions and needs
- ▶ Is incentivized to leverage technology and workflow systems to work more efficiently

Thank you again for considering us. If you require additional information, please contact Stephanie Ataya at [REDACTED] or Jeff Foster at [REDACTED]

Sincerely,  
Marcum LLP



Stephanie Ataya  
Treasurer

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# SCHOOL TREASURY SERVICES

## MARCUM FIRM OVERVIEW

Marcum's Nonprofit & Social Sector Group exists to empower and strengthen the sector. We support nonprofits and socially conscious companies through our wide array of services, solutions, and experience as well as our ability to build true partnerships with our clients.

**OUR MISSION**  
to be a catalyst for positive, systemic change in our community

Our group is made up of a diverse team of mission-driven professionals who are dedicated to using business as a force for good. The team emphasizes recruiting and retaining employees who are attracted to making a difference. Associates give back to the community by volunteering, joining nonprofit boards, and providing pro-bono services. By creating relationships with mission-driven organizations, the group shows commitment to social good both in the office and in their communities at large.

	<p>client base of more than 2,000 nonprofits</p>		<p>we focus on protecting your greatest asset: your tax exempt status</p>
	<p>women represent the majority of our practice group, including 65% of partners</p>		<p>the specialty team's workforce is over 70% people of color, non-US-born, LGBTQ, veteran, and disabled persons</p>
	<p>progressive culture leads to innovations in our approach, technology, and services</p>		<p>over 30 languages are spoken by our associates</p>
	<p>complimentary seminars on topics to help nonprofits keep up with trends and run more efficiently and effectively</p>		<p>integrated suite of nonprofit services: Audit &amp; Tax, Managed Accounting, HR, IT, Operational &amp; Leadership Consulting, Search, Transition &amp; Planning</p>

**TOP 15 FIRM**

Headquartered in New York City, Marcum LLP provides a full spectrum of tax, accounting, assurance, and advisory, services and an extensive range of specialty and niche industry practices.

- ▶ 350 partners
- ▶ Established 1951
- ▶ 2,500 professionals
- ▶ 37 offices in US and international

the Marcum Foundation is an expression of our commitment to nonprofit organizations and their programs and services

all associates are encouraged to use this designated work day to volunteer at firm-coordinated charity events in their local communities



## Who We Are

### FIRM PROFILE

#### EXECUTIVE SUMMARY

Marcum LLP is one of Ohio's largest providers of Ohio school Treasurer services. Our team includes experienced and state licensed school Treasurers that oversee and maintain your school's financial records. We provide the guidance that your school needs to review, assess and understand all aspects of its financial data.

Marcum LLP has been providing Treasurer services since the beginning of 2015. The primary purpose was to provide schools with an independent Treasurer outside of the school's management companies and in-house employees. In the past seven years, our firm has grown to 37 school clients and growing. Our licensed Treasurers have a combined experience of over 20 years, not including the additional experienced assistant Treasurers' that will also provide services and guidance for your school.

The "Treasurer" provided by Marcum is recognized by the State of Ohio as an Officer of the School (sometimes referred to as Fiscal Officer) and serves in a fiduciary capacity to the School in accordance with all applicable laws, rules and regulations. The Treasurer will remain licensed and authorized to serve during the term of the engagement. In connection with performing the function of a Treasurer, the Treasurer will continue to carry a bond payable to the state.

The Treasurer will not perform management functions or make management decisions for you. However, the Treasurer, will provide advice, research materials and recommendations to assist your management in performing its functions and making decisions.

## Leadership

Our school Treasurers, in collaboration with the superintendent and the board of education, develop, implement and monitor policies and procedures based on sound fiscal practices and the analysis of financial resources that support the strategic plan for achieving its goals. Treasurers are integral members of the leadership team and value the importance of an effective working relationship with the superintendent and the board of education.

We also assist leadership with future planning by forecasting income and expenditures to meet the strategic plan. Therefore, the Treasurer must remain current of contracts, bargaining agreements and program changes.

## Financial Management

We will demonstrate the principles associated with school finance, budgeting, financial planning, accounting, auditing, financial reporting, cash management, investments, debt management, grant management and the technology to maintain the efficient financial operations of the school. We will be responsible for maintaining the public trust in the financial integrity of the school by following and complying with acceptable financial accounting, auditing and reporting procedures. We will also comply with state and federal laws governing school finances.

Facilities, Property,  
and Capital Asset  
Management

Communication  
and Collaboration

Professionalism

## FIRM PROFILE

### EXECUTIVE SUMMARY (continued)

As the school's Fiscal Officer, it is our responsibility to oversee the capital assets and services of the school including the property, buildings, materials and equipment that require a systematic purchasing and maintenance system. The Treasurer will monitor operations by systematically and regularly reviewing costs and reports that include, but are not limited to, labor, purchasing and inventory, government subsidies, maintenance, utilities, technology, replacement and security of assets.

Our Treasurers will work with leadership to develop procedures in order to facilitate regular and direct communication and collaboration with the school superintendent and board of education. The Treasurer establishes and values communication with school personnel and other engaged external stakeholders to communicate the strategic plan and collaborate to achieve the financial objectives and goals.

We recognize we are in a unique position to influence the strategic plan of a school and the students that it serves. We practice the highest standards of integrity, honesty and fairness. We remain aware of current local, state and federal laws, rules and regulations. Additionally, we are committed to continuous professional development to improve our fiscal fluency and participation in school fiscal organizations.

## METHODOLOGY AND APPROACH

Depending upon the type of school arrangement we would classify as, there are procedures our Treasurer uses as a starting point.

To determine the school classification, we use the following:

If a school has a management company, or Operator, the treasury services we provide can be discussed and tailored to find the best solution that aides in the school's success. If a school is non-managed, the services provided can be expanded upon and also include payroll and federal grants.

After deciding a classification, the suggested processes are then discussed with the school administration and board on feasibility and practicality. Procedures can include credit card purchases, use of sales tax exemptions, expense reimbursements, board funding requests, cash receipts and deposits, fund raising, purchasing and accounts payable, capital assets, and investments. There is also payroll and grant processes that have been shown to be effective with our various schools.

These processes are compliant with O.R.C. and Auditor of State requirements that facilitate clean audits and proper internal controls with state agencies. These sample procedures can be provided by request but are not to be considered final without input from all stakeholders.

Our firm can provide a multitude of services depending on the type of set up needed for a specific school.

There are required services we must provide as an Ohio appointed fiscal officer of a school. These services include, but are not limited to:

1. Licensed & Bondable Ohio School Treasurer
2. Banking –
  - a. Signer on all school bank accounts.
  - b. Make deposits and transfers when needed
  - c. Reconcile bank to books monthly
  - d. Wire transfers as needed
  - e. Maintain ACH Listing
  - f. Investigate and correct bank errors
  - g. Stop payments when needed
3. Accounts Payable –
  - a. Maintain listing approved invoices
  - b. Check Runs for all board expenditures
  - c. Pay / Process director's board meeting stipends
  - d. Expedited payments as needed
  - e. Respond to vendor questions about payments
4. Accounting
  - a. Accounting records and ledger maintained monthly and year to date Statement of Net Position and Statement of Changes in Net Position (excluding GASB68 and 75) can be presented to the sponsor
    - i. This includes recording any known material revenue, receivables or expense accruals each month in addition to maintaining Capital Asset records.
  - b. Assist in revision of accounting policies as necessary
  - c. Responsible for GAAP financial information to be provided to GAAP provider

## METHODOLOGY AND APPROACH (continued)

### 5. Reporting

- a. Monthly Statement of Net Position and Statement of Changes in Net Position (excluding GASB 68 and 75) Year to Date
- b. Provide GAAP Provider with reconciled accounting records so that nature of the GAAP provider work is related to GASB 68 / 75 and report preparation.
- c. ODE annual period H EMIS reporting as required on a cash basis of accounting. Our office will convert and report annual financial information to the ODE to fulfill the reporting requirement.
- d. Annual Budget, Semi Annual Budget revision, and Semi Annual Five Year Forecasts.
  - a. We will work with school administration and Board committees to provide these required documents to the state of Ohio every October and May
- e. Annual Vendor 1099 preparation and filing
- f. Title Grant Approver and CCIP Reporting
  - a. After approval by the schools CCIP administrator, our office will timely approve title applications, revisions, and PCR requests for the duration of our engagement.
- g. Completion of CCIP Final Expenditure Report, and 9/30 reports as needed, with assistance from the schools, CCIP coordinator\ administrator

### 6. Meeting Presentations \ Questions

- a. A representative will be available via dial-in/remote to present financial information and filed questions for scheduled Board meetings – minimum of 6 per year as required by the state

- b. Respond to requests from management, board members, legal counsel, or the sponsor before, during and after meetings

### 7. Auditor of State- Annual Financial Audit

- a. Aide the audit team assigned by the Ohio Auditor of State office in order to satisfy any requests made
  - a. If any requests relate to non-financial items, we will coordinate a reply from the responsible party
- b. Communicate results of audit to the Board or Board Audit committee

Our treasury services can also include Payroll Administration and Federal Programs Administration.

## CLIENTS WE SERVE NONPROFIT AND CHARTER SCHOOL SPECIALTY

The nonprofit sector, at over 2,000 clients, accounts for the largest industry sector of Marcum's overall client base, and includes a specialty group of more than 350 professionals. We have a well-established reputation for comprehensively knowing the rules and regulations that govern the nonprofit sector. The group's primary purpose is to help organizations advance their diverse range of missions, many of which are similarly aligned to your school. We have worked with hundreds of educational organizations, including dozens of charter schools. Our relationships with these organizations position us to better achieve your goals and vision.

A few of our clients similar to your school in terms of scope of services we provide, industry, and organizational structure include:

- ▶ Akron Career Tech High School
- ▶ Alternative Education Academy (OHDELA)
- ▶ Albert Einstein Academy
- ▶ Beacon Academy
- ▶ Black River Career Prep High School
- ▶ Broadway Academy
- ▶ Capital City Career Prep High School
- ▶ Cascade Career Prep High School
- ▶ Castle High School
- ▶ ChallengeU Ohio Community School
- ▶ Cincinnati Achievement Academy
- ▶ Cincinnati Classical Academy
- ▶ City Day Community School
- ▶ Dayton Business Technology High School
- ▶ Eagle Learning Center
- ▶ The Eagle Community School
- ▶ East Academy
- ▶ Gem City Career Prep High School
- ▶ Global Ambassadors Language Academy
- ▶ Heart of Classical Academy
- ▶ Hope Academy Northwest
- ▶ IDEA Greater Cincinnati
- ▶ Interactive Media and Construction
- ▶ Lincoln Park Academy
- ▶ Miami Valley Academies
- ▶ North Shore High School
- ▶ Northeast Ohio Classical Academy
- ▶ Northwest Ohio Classical Academy
- ▶ Northwoods Career Prep High School
- ▶ Queen City Career Prep High School
- ▶ Regeneration Avondale
- ▶ Regeneration Bond Hill
- ▶ Regeneration Middle School
- ▶ Renaissance Academy
- ▶ River Gate High School
- ▶ Riverscape Career Tech High School
- ▶ Riverside Academy
- ▶ Skyway Career Prep High School
- ▶ Southside Academy
- ▶ Stark High School
- ▶ West Park Academy
- ▶ Wings Academy

With years of dedication to similar clients as well as specialized training and education, our group can deliver to schools the critical experience necessary to support your organization. Our group has a well-established reputation for comprehensively knowing the rules and regulations that govern the nonprofit sector.

## CLIENT SERVICE STANDARDS

At Marcum, your success is our purpose. We are committed to understanding your business, helping you define your financial goals, and providing the services that will help you achieve those goals.

We strive to deliver an unparalleled service experience by placing what you value most at the heart of our relationship.

Here is what you can expect from Marcum:

### 1. RELIABILITY

**You can count on us to be here when you need us.**

You can depend on your Marcum service team to be reliable, responsive, and accessible. We aim to answer your questions, fulfill your requests, or simply set a time to talk when you need us.

### 2. SINCERITY

**You can expect us to genuinely care about your experience.**

We believe great service requires both exceptional talent and a genuine desire to meet and exceed your expectations. We work hard to offer added value to you, whenever and wherever we can.

Our PURPOSE is  
to support our  
clients' growth and  
success.

### 3. PERSONALIZATION

**Your needs drive how we support you.**

We seek to understand your needs and preferences so we can provide you with the experience you deserve. This means we will get you the information you want, when you need it, in the way you wish to receive it. We are committed to working with you, in creative and customized ways, to maximize value and minimize friction within the boundaries of our professional standards.

### 4. CONFIDENCE

**You can have peace of mind knowing we are in your corner.**

We know you turn to us for support in areas that can be both thrilling and overwhelming. That's why we not only educate you about the strategy behind our recommendations, but we provide you with options and guide you through them. We work hard to remove uncertainty so you feel confident in our approach to every engagement – big or small.

### 5. TRUST

**Your trust is the foundation of our partnership.**

We endeavor to earn your trust from the first moment we meet and work every day to uphold it. We never take the responsibility of supporting you and your business lightly, and are honored to play a part in fueling your success.

# SCHOOL TREASURY SERVICES

## INTERCONNECTED SERVICES

Our group provides interconnected professional services to help nonprofits and socially conscious companies achieve their missions. Our service offerings grew from clients seeking our advice beyond audit and tax and our drive to Do More for these organizations like AABB.

By providing a vast array of expertise and service lines to support our clients operations, our capacity and passion to serve and strengthen every aspect of our clients' operations remains unparalleled.



## REFERENCES

### Relevant Client Recommendations

Please feel free to contact these clients to discuss our services. Given the nature of this engagement, they should be able to speak to our character and quality of work.

#### The Educational Empowerment Group

Ohio Community School Operator, Management Company, and Provider of Various School Services.

#### Wendy Rydarowicz

Co-Founder, Chief Academic Officer



#### O'Neill Insurance

School and Non Profit Insurance Specialists  
Group Benefits Account Manager



#### Adkins & Company, LLC

Community School Consultant and Advisor

#### Yvonne Adkins





APPENDIX A

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# ENGAGEMENT TEAM PROFILES



# STEPHANIE ATAYA

TREASURER ► TREASURY & ACCOUNTING SERVICES



Stephanie Ataya began her career in the private company sector doing accounts payables, cost analysis and inventory control. During that time, she obtained her notary licensure to further improve her accounting skills. In 2007, she started in school finance at a large community school management company. She aided in the organization's fixed asset management systems and helped with a variety of administrative duties. In 2010, she completed her coursework and training in order to become a licensed School Treasurer for the state of Ohio and was promoted within the company to Assistant Treasurer. In 2013, she was further promoted as Chief Financial Officer of the [REDACTED] dollar management company and appointed as Treasurer for 26 community schools. In 2017, she was provided the opportunity to be a Treasurer under the Marcum umbrella for 35 schools and continuing to grow annually.

Ms. Ataya facilitates the finance department's policies and procedures, prepares and reviews all school budgets and forecasts, presents financial statements at Governing Authority meetings, provides oversight for required audits, processes all federal grants via the state systems in place and completes all statewide annual reporting as required by legislation or regulation.

Attached to this response is a copy of Ms. Ataya's current Ohio School Treasurer License.

## Professional & Civic Affiliations

Notary  
Ohio Treasurer  
Ohio Association of Business Officials

## EXPERTISE

- Federal Grants
- Capital Assets
- Payroll

## INDUSTRY FOCUS

- Non-Profit
- Government
- Education

## EDUCATION

- Bachelor's in Accounting,  
Kent State University

**MARCUM**  
ACCOUNTANTS ▲ ADVISORS

[marcumllp.com](http://marcumllp.com)

**JEFFREY A. FOSTER, CPA\*, ABV**  
PARTNER ► TAX & BUSINESS SERVICES



Jeffrey Foster is a partner in the Firm's Tax and Business Services group and has more than 25 years of experience in public accounting. He provides accounting, tax, and business management advisory services to his clients. Mr. Foster has developed expertise and provided valuable client service in the following areas: Auditing, tax preparation, tax planning, outsourced treasury service, pension administration, business valuations.

Currently, Mr. Foster has used the outsourced treasury service skills in serving as treasurer for 36 schools in Ohio. The valued staff at Marcum are the key to servicing this specialty niche.

**Professional & Civic Affiliations**

American Institute of Certified Public Accountants (AICPA)  
Ohio Society of Certified Public Accountants (OSCPA)  
Accredited in Business Valuation (ABV)  
ACCESS, Inc., Board of Trustees Member

**EXPERTISE**

- Accounting & Audit
- Tax Planning & Preparation
- Outsourced Accounting Solutions
- Tax-Exempt Organizations
- Blockchain and Cryptocurrency

**EDUCATION**

- Bachelor of Science, Accounting  
University of Akron



[marcumllp.com](http://marcumllp.com)

*\*Licensed by the State of Ohio*

# CHRISTOPHER G. SIVAK, CPA\*

PARTNER ► TAX & BUSINESS SERVICES



Christopher Sivak is the Fairlawn office managing partner as well as a partner in the Firm's Tax & Business Services Group has over 25 years of experience specializing in taxation of businesses, nonprofits and individuals. Mr. Sivak also oversees the Treasury Services Group. He works with his clients to define goals and objectives and implement strategies to accomplish them. He advises owners buying and selling businesses, including deal structuring, evaluating financing alternatives, and performing financial and tax due diligence.

Mr. Sivak's expertise includes designing tax minimization strategies and consulting on compensation issues for businesses and employees. Mr. Sivak practices extensively in the areas of U.S. federal and state taxation specializing in corporate and partnership, including all types of pass-through entities and individual taxation. He advises clients regarding the tax ramifications of transactional structuring, as well as mergers and acquisitions. Mr. Sivak also has extensive experience as an advocate for his clients before the IRS and other taxing authorities.

Mr. Sivak's fields of expertise are in the manufacturing, construction, wholesale/distribution, retail, real estate and service industries. He works with businesses of varying sizes in these industries, ranging from sole proprietorships to publicly held companies.

## Professional & Civic Affiliations

American Institute of Certified Public Accountants (AICPA)  
Ohio Society of Certified Public Accountants (OSCPA)  
University of Akron, School of Accountancy Advisory Board

## EXPERTISE

- Tax Planning & Preparation
- Corporate Tax
- Mergers & Acquisitions

## INDUSTRY FOCUS

- Manufacturing
- Construction
- Wholesale/Distribution
- Real Estate

## EDUCATION

- Bachelor of Science,  
Business Administration  
University of Akron

\*Licensed by the State of Ohio

APPENDIX B

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# LICENSES AND CERTIFICATIONS



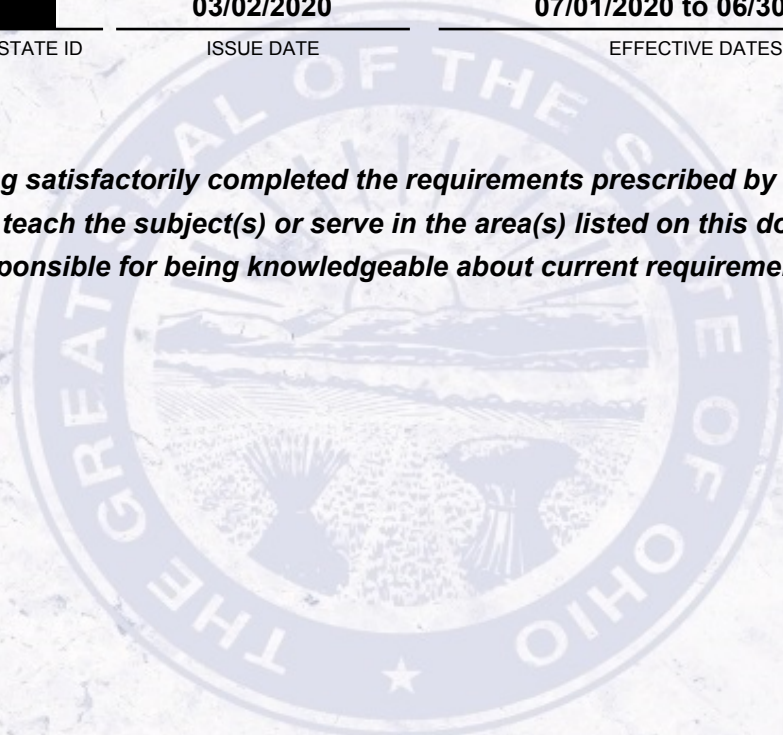
**STATE OF OHIO DEPARTMENT OF EDUCATION**  
**5 Year School Treasurer School Treasurer License**

**STEPHANIE LYNN ATAYA**

THIS LICENSE AWARDED TO

<b>[REDACTED]</b>	<b>03/02/2020</b>	<b>07/01/2020 to 06/30/2025</b>
EDUCATOR STATE ID	ISSUE DATE	EFFECTIVE DATES

***The holder of this credential, having satisfactorily completed the requirements prescribed by The State Board of Education and the laws of Ohio, is authorized to teach the subject(s) or serve in the area(s) listed on this document for the period specified. The holder of this credential is responsible for being knowledgeable about current requirements for maintaining the credential.***



This official document was created by the Ohio Department of Education and represents a true copy of a legal educator license as referenced in Ohio Revised Code Section 3319.36.


Employers may verify this credential by going to Educator Profile on [education.ohio.gov](http://education.ohio.gov) and ensuring that the unique credential number appearing on this credential matches the person's records in Educator Profile, which is the official record of educator credential history.

**[REDACTED]**  
Superintendent of Public Instruction

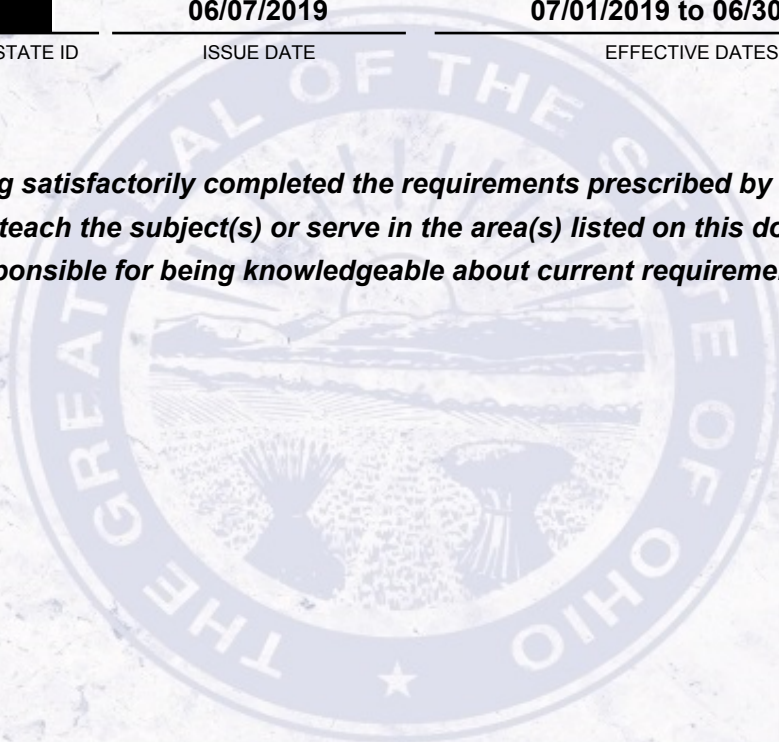
**STATE OF OHIO DEPARTMENT OF EDUCATION**  
**5 Year School Treasurer School Treasurer License**

JEFFREY ALAN FOSTER

THIS LICENSE AWARDED TO

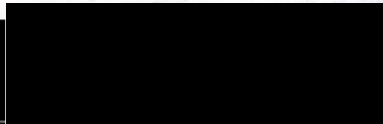
	06/07/2019	07/01/2019 to 06/30/2024
EDUCATOR STATE ID	ISSUE DATE	EFFECTIVE DATES

***The holder of this credential, having satisfactorily completed the requirements prescribed by The State Board of Education and the laws of Ohio, is authorized to teach the subject(s) or serve in the area(s) listed on this document for the period specified. The holder of this credential is responsible for being knowledgeable about current requirements for maintaining the credential.***



Employers may verify this credential by going to Educator Profile on [education.ohio.gov](http://education.ohio.gov) and ensuring that the unique credential number appearing on this credential matches the person's records in Educator Profile, which is the official record of educator credential history.

This official document was created by the Ohio Department of Education and represents a true copy of a legal educator license as referenced in Ohio Revised Code Section 3319.36.

  
 Superintendent of Public Instruction



## COMMUNITY SURVEY RESULTS AS OF SEPTEMBER 15, 2020

Cincinnati Classical Academy (CCA) has conducted a community survey through social media to gauge local interest and support of a classical public charter school opening in the Cincinnati area. The founding board wanted to take a snapshot of the Cincinnati area local community families interest in having the available access to a classical education model to include in this charter school application.

While we know we will get many more supportive responses over time, we are pleased that we have obtained 91 responses and have detailed them as listed below:

1. Do you support establishing a public classical school in Cincinnati?
  - i. 76 “yes”
  - ii. 4 “no”
  - iii. 11 “I’m not sure”
  
2. Do you believe in the value of the classical model for K-12 education?
  - i. 69 “yes”
  - ii. 3 “no”
  - iii. 3 “I’m not sure
  - iv. 11 “I don’t know much about classical education but would like to learn more”
  
3. Do you have children you would consider enrolling in a tuition-free classical school? If so, how many?
  - i. 12 respond “one”
  - ii. 19 respond “two”
  - iii. 4 respond “three”
  - iv. 2 respond “four”
  - v. 46 respond “no children”
  - vi. This yields a total count of 70 potential students







4. What school district do you live in?

▼ Cincinnati	20.73%	17
▼ Deer Park	2.44%	2
▼ Finneytown	0.00%	0
▼ Indian Hill	1.22%	1
▼ Lockland	0.00%	0
▼ Loveland	6.10%	5
▼ Madiera	6.10%	5
▼ Mariemont	1.22%	1
▼ Mount Healthy	0.00%	0
▼ North College Hill	0.00%	0
▼ Northwest	2.44%	2
▼ Norwood	1.22%	1
▼ Oak Hills	1.22%	1
▼ Princeton	4.88%	4
▼ Reading	0.00%	0
▼ Southwest	0.00%	0
▼ St. Bernard - Elmwood Place	0.00%	0
▼ Sycamore	10.98%	9
▼ Three Rivers	1.22%	1
▼ Winton Woods	0.00%	0
▼ Wyoming	0.00%	0
▼ Other	40.24%	33



August 17, 2020  
5944 Crittenden Drive  
Cincinnati, OH 45244  
513 500 1780

Cincinnati Classical Academy  
Attn: Founding Board

To All Who are Passionate about the Education of Our Children:

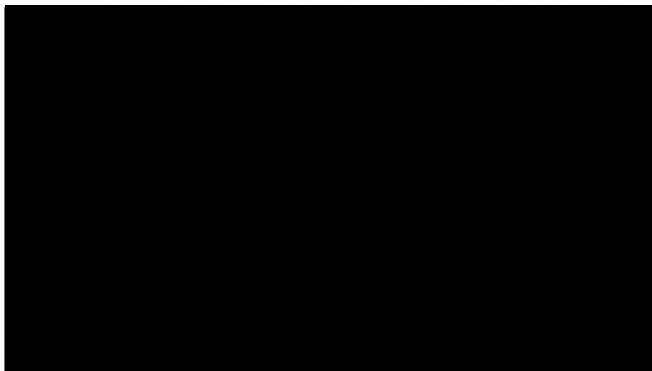
We write to express our deep and enthusiastic support for the founding of the Cincinnati Classical Academy (CCA) as a public charter school in Hamilton County, Ohio.

By offering a classical education, CCA would be uniquely poised to provide an academically rigorous alternative to the families of Greater Cincinnati. How would a classical education differ from choices currently available? Students exposed to the classical education model develop an awareness of and appreciation for the good, the true, and the beautiful through the great works that comprise the foundation of our Western civilization. A classical education provides instruction in civic virtue and ensures that students practice developing moral character. The student benefits both as an individual and as a member of a democratic society, which is dependent upon the character of the individual to exercise and support civic virtue.

A classical charter school with open enrollment also offers life-long benefits to Greater Cincinnati area. There is a void; there are no public classical school options for families in the region. Our families and communities, including underserved communities, are yearning for a classical school open enrollment opportunity.

As professor, researcher, clinical evaluator, and teachers, my husband and I have spent over eighty years in education in the Greater Cincinnati area and beyond. Our teaching experiences include the following: elementary teaching, middle school teaching, undergraduate teacher preparation, graduate school, special education teaching, teacher professional development, private tutoring, and coaching/mentoring of teachers. We wish to continue contributing to the educational community of Hamilton County by supporting the establishment of CCA. We hope to be involved with CCA in ways that our expertise can be used for the benefit of the CCA community and beyond.

We heartily endorse this effort and support the founders in bringing the Cincinnati Classical Academy as an exciting opportunity for future generations of our community.





Melissa Surman  
319 Parktrace Ct.  
Cincinnati, Ohio 45238

August 17, 2020

Cincinnati Classical Academy  
Attn: Founding Board

To whom it may concern:

My name is Melissa Surman, and I am contacting you to express my enthusiastic support for founding the Cincinnati Classical Academy (CCA) as a public charter school in Hamilton County, Ohio.

I am a private music studio owner (Gloria Music Studio) and classical educator in the Cincinnati area. I am the author of *The Joyful Grammar of Music*, an elementary music curriculum designed with classical educators in mind. I tutor *Essentials of the English Language* for our local Classical Conversations community, and I have created a variety of music courses in my studio for children through the lens of the classical model.

We have been homeschooling our children classically since 2012 because there was not a classical school option nearby. A classical academy in the Cincinnati area would be a beneficial asset to our family, as well as the educational community, since I believe it is the best method for educating our populace. It is a necessity to be able to provide a classical education to all families. Classical education should not be an elite privilege, but rather the means through which most children have the opportunity to learn and grow as human beings. Our communities need alternatives to traditional public and to private schools, and there are currently no public options for classical education in Greater Cincinnati.

CCA would offer an important educational alternative for families in Greater Cincinnati. The classical education model is unique in its use of traditional teaching methods, in teaching the great works that comprise the foundation of our Western civilization inheritance, and instilling appreciation of the good, the true, and the beautiful. It also provides students instruction in moral character and civic virtue that are needed for our democratic society to thrive, and for all our youth to develop into productive, integrated members of society.

I fully endorse this effort and support the founders in bringing the Cincinnati Classical Academy as an exciting opportunity for our communities and future generations.

Sincerely,

Melissa Surman

**Mrs. Jill E. Thurman  
1345 Oak Knoll Drive  
Cincinnati, Ohio 45224**

August 29, 2020

Cincinnati Classical Academy  
Attn: Founding Board

To whom it may concern:

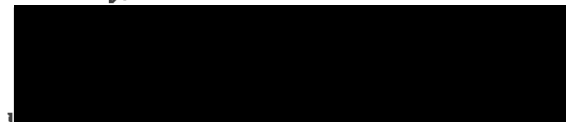
This letter is being sent to you to show my complete support for the founding of the Cincinnati Classical Academy (CCA) as a public charter school in Hamilton County, Ohio. As a retired secondary mathematics teacher, I strongly believe in the classical education model. With classical education comes the lost art of teaching critical thinking in the classroom.

Upon the approval by the state authorizer, CCA could begin to offer Greater Cincinnati area families an alternative form of education for their children. While keeping with methods of traditional education, a classical education offers more depth such as the teachings of the foundation of our Western Civilization. Further, it teaches what is truth, goodness, and what should be treasured as beautiful. Most importantly, a classical education teaches students how to model themselves in our democratic society so they may be honest, bright, and contributing members of it.

As a charter school, CCA will operate with an open enrollment offered to the public, including those from underserved communities in Greater Cincinnati. As of now, there are no classical charter school options available to local families. An alternative to the public and private schools in this area is greatly needed.

I fully support the effort of the founders of the Cincinnati Classical Academy in bringing this education opportunity to the families of Greater Cincinnati. I know that I am among many educators and community members who feel this way.

Sincerely,



Jill E. Thurman  
Retired Mathematics Teacher  
St. Xavier High School, Cincinnati

# Ashley T. Griffith

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September 5, 2020

Cincinnati Classical Academy  
Attn: Founding Board

To Whom It May Concern:

I write to express my enthusiastic support for founding the Cincinnati Classical Academy (CCA) as a public charter school in Hamilton County, Ohio.

I have lived in Cincinnati since I was five years old. I attended Amelia High School from 1998-2001 and Ohio University from 2001-2005. I am the US Manager for an international company called Study Across the Pond, which helps American students with the research of and application process to our 45+ partner universities in the United Kingdom. I have worked for Study Across the Pond for the last ten years. I married Clinton Griffith in 2014, and we have two daughters (with another daughter on the way). Clinton owns and operates Griffith Insurance Group, which is one of the largest, private insurance agencies in the Cincinnati area that specializes in individual healthcare.

With your permission, I would like to provide history and context for my support of the establishment of Cincinnati Classical Academy.

After graduating from Ohio University in 2005 with a Bachelor of Arts in English, I became a 5<sup>th</sup> and 6<sup>th</sup> grade teacher at The Calvary Academy in Springdale, Ohio. While I was not trained as a teacher, I loved learning and found over the years that teaching and tutoring came naturally to me. My four years as a teacher still stand as some of the most rewarding of my life

Several months into my first year in the classroom, my father introduced me to Dorothy L. Sayer's essay "The Lost Tools of Learning", and her insights and observations were revolutionary for me, both as a teacher but also as I reflected on my own education. I could see, even though she gave this essay as a speech in 1947, that her words were still relevant, if not prophetic. The worrying part for me was despite teaching at a private school where parents pay tuition – an indication that they highly value and want to invest in their children's education – we were still approaching education a bit backwards. We were not teaching children *how* to think and learn for themselves so they could tackle any subject they encounter with skill and passion; rather, we were still teaching them individual subjects in a piecemeal kind of way, hoping their ill-equipped minds would somehow grasp ever-increasingly complex ideas and adopt a love for learning at the same time.

After three years as a 5<sup>th</sup> and 6<sup>th</sup> grade teacher, I became a high school English teacher and grew distraught again when many in my class couldn't write papers or formulate arguments with skill, experience, or even excitement. Indeed, too many of these high school students seemed bored and apathetic. I did my best to inspire and rejuvenate a love for learning and, based on student feedback, was fairly successful, but I knew Sayer's essay crystalized the missing elements in my school's approach,

# Ashley T. Griffith

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and indeed in American education as a whole. Despite a discussion with my principal and his encouragement that I incorporate the classical model in my own classroom as best I could, I knew that, at least in a high school context, it was a little bit too late.

I moved on from teaching in 2008 to complete my Master of Arts in Literature at the University of Essex in Colchester, England. I entered my program with no inkling of what my final research topic would be. However, I was introduced to the concept of Beauty in one of my classes and was quickly captivated. I ended up completing a 40,000-word essay called “In Defense of Beauty: Madness, the Muddle, and the Machine.” The crux of my thesis set out to show how modern education had become hollow, empty, and sterile, especially with the advent of postmodernism. As we grew more secular and humanist in our approach to education, we removed the intractable concept of Beauty from classroom discussion as too messy, too unpredictable, and too difficult to define or control. Because Beauty, Goodness, and Truth orbit each other inseparably, the repercussions of stripping our education of Beauty has also resulted in the removal of Truth and an objective sense of moral Goodness from culture and society. Thus, the academic experience, as well as the graduates it produces, are bereft of substance, purpose, and, dare I say, the grit and fortitude needed to succeed “in the real world.”

I became a parent in 2016. Knowing in just four short years, I would be sending my child to school, I began to look into classical education opportunities in my area. The opportunities were scarce, but as I began to read about classical education again, I was struck to rediscover that the classical model is unique in its use of traditional teaching methods, in teaching the great works that comprise the foundation of our Western civilization, and instilling appreciation of the good, the true, and the beautiful. I had surely read this fact ten years earlier when I first explored classical education, but because of the topic of my master’s thesis and the extensive research I had done on the subject, it struck a deeper, more urgent chord.

As a Christian, I began to immediately pray that God would open opportunities for classical education in Cincinnati. I discovered Hillsdale College and how they use a classical liberal arts curriculum. I attended a live podcast where Hugh Hewitt interviewed Hillsdale President Larry P. Arnn and the gentleman responsible for Hillsdale’s Barney Charter School Initiative, which provides interested individuals with the blueprints and templates to establish a charter classical school in their community. How I wished I had the connections and leverage to bring this charter school to Cincinnati, but I knew I did not.

I continued to research other opportunities and discovered Susan Wise Bauer’s book *The Well-Educated Mind* and began to consider the possibility of homeschooling my children. This book led to my discovery of the Classical Conversations homeschool curriculum. I also learned about Mars Hill Academy, a private K-12 school in Mason, Ohio. Whether I had to homeschool my children or pay a private institution to do so, I was still determined my children would be classically educated.

A week ago, I learned that Cincinnati Classical Academy is coming to Cincinnati. This is an important and indeed vital development for our city and even our nation, and I once again heartily express my support. Pending approval, CCA would offer an important educational alternative for families in Greater Cincinnati. As a charter school with open enrollment, CCA will offer the life-long benefits of its rich curriculum to *all* of the public, including underserved communities. Our communities need alternatives

# Ashley T. Griffith

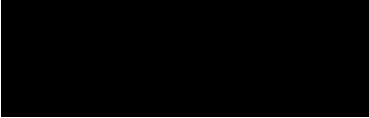
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to traditional public and private schools, and there are currently *no* public options for classical education in Greater Cincinnati.

For those of us who are alarmed at the unraveling of our society and culture, who see young people and even adults so easily and readily dupped by activist media, flashy marketing, and unbridled emotionalism, the need for classical education and its focused instruction in moral character and civic virtue are vital for our democratic society to continue to thrive, as well as for all our youth to develop into productive, integrated, and responsible members of society. Ohio has produced the most US presidents and is among the top producers of astronauts. We are in the top 20 best providers of elementary and high school education in the United States. I see the establishment of CCA as an opportunity to continue and improve upon this tradition of excellence, adventure, and influence.

I heartily endorse this effort and support the founders in bringing the Cincinnati Classical Academy as an exciting opportunity for our communities and future generations.

Sincerely,



Ashley T. Griffith

William R. Drew MD  
5860 Graves Lake Dr  
Cincinnati, Ohio 45243

September 1, 2020

Cincinnati Classical Academy  
Attn: Founding Board

To whom it may concern:

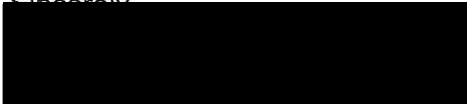
I write to express my enthusiastic support for founding the Cincinnati Classical Academy (CCA) as public charter school in Hamilton County, Ohio.

Pending approval by the state authorizer/sponsor, CCA would offer an important educational alternative for families in Greater Cincinnati. The classical education model is unique in its use of traditional teaching methods, in teaching the great works that comprise the foundation of our Western civilization inheritance, and instilling appreciation of the good, the true, and the beautiful. It also provides students instruction in moral character and civic virtue that are needed for our democratic society to thrive, and for all our youth to develop into productive, integrated members of society.

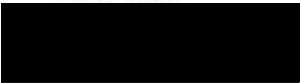
As a charter school with open enrollment, CCA will offer the life-long benefits of its rich curriculum to all of the public, including underserved communities. Our communities need alternatives to traditional public and to private schools, and there are currently no public options for classical education in Greater Cincinnati.

Dr. David Smith and I were medical school roommates and we have reconnected upon his return to Cincinnati. His ongoing involvement in medicine, research, and other medical endeavors is truly inspiring, despite his retirement from hands on clinical practice. When he met with me and discussed the possibility of establishing this education alternative for Cincinnati, it was obvious he brings to this effort a similar commitment and enthusiasm. I heartily endorse this effort and support the Dr. Smith and other founders in bringing the Cincinnati Classical Academy as an exciting opportunity for our communities and future generations.

Sincerely,



William R. Drew MD  
Practicing Radiologist  
TriState IMG





Kathleen Hickey  
459 Strafer Street  
Cincinnati, OH 45226

September 1, 2020

Cincinnati Classical Academy  
Attn: Founding Board

To whom it may concern:

I write to express my enthusiastic support for founding the Cincinnati Classical Academy (CCA) as public charter school in Hamilton County, Ohio.

Pending approval by the state authorizer/sponsor, CCA would offer an important educational alternative for families in Greater Cincinnati. The classical education model is unique in its use of traditional teaching methods, in teaching the great works that comprise the foundation of our Western civilization inheritance, and instilling appreciation of the good, the true, and the beautiful. It also provides students instruction in moral character and civic virtue that are needed for our democratic society to thrive, and for all our youth to develop into productive, integrated members of society.

As a charter school with open enrollment, CCA will offer the life-long benefits of its rich curriculum to all of the public, including underserved communities. As a parent of former students in the CPS district who chose private as well as home schooling options over the public options for them, we are well acquainted with the need for more and wider public education options. Our communities need alternatives to traditional public and to private schools, and there are currently no public options for classical education in Greater Cincinnati.

I heartily endorse this effort and support the founders in bringing the Cincinnati Classical Academy as an exciting opportunity for our communities and future generations.

Sincerely,

Kathleen Hickey  
Founder  
Streetside Brewery

Michael and Nancy Hartings  
135 Francisridge Drive  
Cincinnati, Ohio  
45238

September 1, 2020

Cincinnati Classical Academy  
Attn: Founding Board  
c/o Jed Hartings  
3836 Monet's Lane  
Cincinnati, Ohio  
45241

To whom it may concern:

We are writing to express our enthusiastic support for founding the Cincinnati Classical Academy (CCA) as a public charter school in Hamilton County, Ohio.

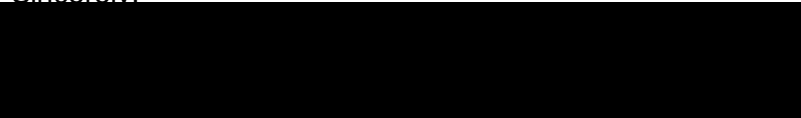
We have both in our own youth experienced the value of a classical education, focusing on the unique accomplishments of Western Civilization and Culture in all areas of human endeavor, including history, philosophy, literature, science, government and politics, and human virtue and excellence. We know the importance of an "educated" citizenry, not only for its civic, social, and communitarian cultivation, but more importantly for the imminent enhancement of individual lives and personal fulfillment. True education is about these values as a foundation for training in the "functional" aspects of living in society.

Beyond the above-mentioned "content" of the classical education, the pedagogical model is unique in its use of traditional teaching methods, and instilling appreciation of what is good, true, and beautiful. It also provides students instruction in moral character and civic virtue that are needed for our democratic society to thrive, and for all our youth to develop into productive, integrated members of society.

Best of all, CCA will offer the life-long benefits of its rich curriculum to **all children**, regardless of social and economic considerations, especially reaching underserved communities. We need alternatives to existing public and private schools, and there are currently no public options for classical education in Greater Cincinnati.

We heartily endorse this effort and support the founders in bringing the Cincinnati Classical Academy as an exciting opportunity for our communities and future generations. With this letter we are including the second installment of our financial pledge in support of this effort.

Sincerely,

A large black rectangular redaction box covers the signature area, obscuring the name and any handwritten notes or dates.

Michael and Nancy Hartings

Stephanie Kreuz  
711 Arrowhead Trail  
Loveland, OH 45140

September 1, 2020

Cincinnati Classical Academy  
Attn: Founding Board

To Whom It May Concern:

I wish to write in support of the founding of Cincinnati Classical Academy (CCA) as a public charter school in the state of Ohio.

Cincinnati Classical Academy seeks to model their curriculum after great, successful public charter schools that are a part of Hillsdale College's Barney Charter School Initiative, and other similar schools. As a graduate of Hillsdale College I can attest to the rigor, and quality of education that CCA would provide the students of Hamilton County.

The education that CCA would provide is rarely made available to our underprivileged and underserved communities. It would put within reach of students a quality of education that would let them reach their full academic potential, who might not otherwise be able to afford it. There are currently no public options for classical education here in Cincinnati, and CCA would fill a much needed void in our community.

Classical education emphasizes character, and responsible citizenship. Its curriculum teaches students logic, grammar, history and literature. It builds an appreciation for the good, the true and the beautiful. It will build in our students a strong foundation of reading and critical thinking that will allow them to adapt quickly to our ever-changing world. The city of Cincinnati needs these kinds of graduates.

I fully support the efforts of Cincinnati Classical Academy. They would bring incredible value to our students and community in the years to come.

Stephanie Kreuz  
Community Supporter

Julie Ann Doyle  
636 Delta Ave.  
Cincinnati, Ohio 45226

September 1, 2020

Cincinnati Classical Academy  
Attention: Founding Board

Dear founding board members,

I would like to express my enthusiastic support for the founding of the Cincinnati Classical Academy as a public charter school in Hamilton County, Ohio.

I grew up on the west side of Cincinnati and attended Catholic schools throughout my primary and secondary education. I have been an educator for over twenty years and I have experience teaching in public city schools as well as a Jesuit, private school (for the last 17 years). I have a solid understanding of educational pedagogy and 'best practices' and believe that most schools struggle to implement either effectively. Specifically, the nature of 'teaching' has become so reliant on memorization and standardized test preparation, that we have lost sight of the importance of critical-thinking and writing skills. The classical model of education, in emphasizing the foundations of grammar and logic, is a welcome and much needed approach. Teaching and learning in the 'digital age' has become a disservice to the educational mission of developing independent thinkers and well-informed, contributing citizens. As a teacher of Psychology and Neuroscience, I use techniques of the classical model and see how minds are transformed through a sense of ownership, accountability, creativity and passion. Reading and writing are an essential part of the learning process and it seems that many classrooms currently emphasize 'entertainment' over education.

I am excited that CCA would be a public school option for families that cannot afford a private school education. This makes the prospect of this charter school even more attractive. There are currently no alternatives for students who truly want to learn, but live in neighborhoods with less than desirable school choices.

I wholeheartedly recommend the approval of a charter for the Cincinnati Classical Academy so that our community may serve as an example for other communities around the country. I believe this school has the potential to recruit the most curious and committed students and compete with the top tier private schools in our area.

Yours truly,

Julie Ann Doyle  
St. Xavier High School Science Department  
AP Psychology & Neuroscience teacher



Dr. T. J. Lonergan, D.C.  
Clinic Director & Chiropractic Physician  
drlonergan@impacthealthcenters.com  
1126 Lushek Drive



September 5, 2020

Re: Cincinnati Classical Academy  
Attn: Founding Board

To whom it may concern:

I write to express my enthusiastic support for founding the Cincinnati Classical Academy (CCA) as a public charter school in Hamilton County, Ohio. As a charter school with open enrollment, CCA will offer the life-long benefits of its rich curriculum to all of the public, including underserved communities.

Our communities currently have no public options for classical education in Greater Cincinnati. Thus, having an option to traditional public and private school offerings would further enrich, inspire and develop diversity within our youth to prepare them for the awareness of value and struggle in the human experience, the creativity of thought necessary to honor the individual while manifesting the policies, virtue, and effort to realize a community they are proud live in and maintain. I heartily endorse this effort and support the founders in bringing the Cincinnati Classical Academy as an exciting opportunity for our communities and future generations.

Sincerely,

T.J. Lonergan, DC  
Ohio 3354

*Andrew J. Steckl, Ph. D.*



Sept 2, 2020

Dr. Jed Hartings

Re: Cincinnati Classical Academy

Dear Jed,

This is to let you know of my enthusiastic support for founding the Cincinnati Classical Academy (CCA) as a public charter school in our region.

Previously, I have not been acquainted with the charter school concept. However, having studied the concept I believe it has significant merit. As a school open to the entire community, CCA will provide an important educational alternative for families in Greater Cincinnati. The classical education model based on traditional teaching methods and teaching the classic concepts and works of Western civilization would be greatly beneficial to enlighten the minds of future generations of students. As an educator and a scientist, I know very well the importance of teaching critical thinking and deep learning of subjects ranging from the sciences to history, the arts, to languages. The knowledge acquired from an education based on classical methods and content will assist the students to become productive members of our country and supportive of its democratic principles.

As a charter school with open enrollment, CCA will offer life-long benefits of its rich curriculum to all of the public, including underserved communities. Our communities need alternatives to traditional public and private schools. There are currently no public options for classical education in Greater Cincinnati and CCA will be able to fulfill that role.

I strongly endorse this effort and support the CCA founders in taking this initiative for the benefit of the Cincinnati community and future generations.

Sincerely,



Théa Shoemake  
4992 Mallet Hill Drive  
Cincinnati, OH 45244

August 29, 2020

Cincinnati Classical Academy  
Attn: Founding Board

To whom it may concern:

It is with great enthusiasm that I am writing to you in support of Cincinnati Classical Academy's (CCA) founding as a public charter school! Now more than ever, our society needs this time-honored and proven education alternative, especially in the Greater Cincinnati community, where no public alternatives exist.

For generations throughout Western Civilization, during times of peace and chaos, the classical model of education provided the stability, fortitude and assurance for society & cultures to persevere as is evidenced not only by the curious minds and deep souls it produced, but also that it did so comprehensively, meeting every student where they stood, elevating their hearts and minds regardless of their lot in life, perceived or real. Moreover, the classical model uniquely challenges students to think upon and discuss challenging topics, to hone their critical thinking skills for lifelong learning, to desire and choose wisely what is good, what is beautiful and what is true.

CCA's open enrollment status will offer our local community the opportunity to receive the lasting benefits of its teaching methods and by extension, the touchstones to the bedrock of all successful civilizations upon which wisdom and virtue purposely prevail.

As a homeschool family whose education adventure was based on the classical model, I can attest to its faithfulness to young hearts and minds, and as such I whole-heartedly endorse this incredible opportunity that CCA has created to serve our local families, and for generations to come!

Best,

Théa Shoemake  
Cincinnati, OH

September 1, 2020

Cincinnati Classical Academy  
Attn: Founding Board

To Whom It May Concern:

I'm writing to express strong and enthusiastic support for the founding of Cincinnati Classical Academy (CCA). As a funder of a variety of schools in Ohio, I strongly believe we need more high-quality classical schools, especially charter classical schools which provide for open enrollment at no additional cost to the parents. Of note, I'm not aware of another charter classical school in southwest Ohio.

I have visited several similar charter classical schools in other states, and the results have been impressive with most having a waiting list.

As mentioned earlier, I strongly endorse this school as an excellent addition to our community.

Sincerely yours,

Daniel S. Peters, President  
Lovett & Ruth Peters Foundation

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]



JOHN W. WARRINGTON, JR.  
3057 VICTORIA AVENUE  
CINCINNATI, OHIO 45208

August 31, 2020

Cincinnati Classical Academy  
Attn: Founding Board

To whom it may concern:

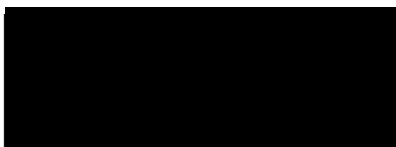
I write to express my enthusiastic support for founding the Cincinnati Classical Academy (CCA) as a public charter school in Hamilton County, Ohio.

Pending approval by the state authorizer/sponsor, CCA would offer an important educational alternative for families in Greater Cincinnati. The classical education model is unique in its use of traditional teaching methods, in teaching the great works that comprise the foundation of our Western civilization inheritance, and instilling appreciation of the good, the true, and the beautiful. It also provides students instruction in moral character and civic virtue that are needed for our democratic society to thrive, and for all our youth to develop into productive, integrated members of society.

As a charter school with open enrollment, CCA will offer the life-long benefits of its rich curriculum to all of the public, including underserved communities. Our communities need alternatives to traditional public and to private schools, and there are currently no public options for classical education in Greater Cincinnati.

I heartily endorse this effort and support the founders in bringing the Cincinnati Classical Academy as an exciting opportunity for our communities and future generations.

Sincerely,

A solid black rectangular box used to redact the signature of John W. Warrington.

John W. Warrington

August 29, 2020

Cincinnati Classical Academy  
Attn: Founding Board

To whom it may concern:

We write to express our enthusiastic support for founding the Cincinnati Classical Academy (CCA) as a public charter school in Hamilton County, Ohio.

Pending approval by the state authorizer/sponsor, CCA would offer an important educational alternative for families in Greater Cincinnati. The classical education model is unique in its use of traditional methods, in teaching the great works that comprise the foundation of our Western civilization inheritance, and instilling appreciation of the good, the true, and the beautiful. It also provides students instruction in moral character and civic virtue that are needed for our democratic society to thrive, and for all our youth to develop into productive, integrated members of society.

As a charter school with open enrollment, CCA will offer the life-long benefits of its rich curriculum to all of the public, including underserved communities. Our communities need alternatives to traditional public and to private schools, and there are currently no public options for classical education in Greater Cincinnati.

We heartily endorse this effort and will be pleased to volunteer our time and resources to support the success of this endeavor. The Cincinnati Classical Academy will be a gift to our communities and future generations.

“Scientia est libertas!”

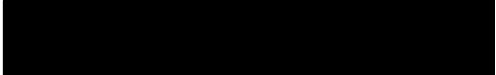




DATE  
09/16/2021



DESCRIPTION  
AMENDMENT TO ARTICLES (AMD)



**Receipt**

This is not a bill. Please do not remit payment.

BRIAN KENNEDY  
8150 HOPEWELL RD  
MONTGOMERY, OH 45242

**STATE OF OHIO  
CERTIFICATE**

**Ohio Secretary of State, Frank LaRose**



It is hereby certified that the Secretary of State of Ohio has custody of the business records for  
**CINCINNATI CLASSICAL ACADEMY**

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

Document(s)

**AMENDMENT TO ARTICLES**

Document No(s):

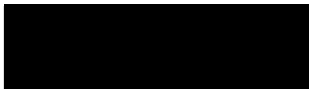


Effective Date: 09/16/2021



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  
16th day of September, A.D. 2021.



**Ohio Secretary of State**

Form 541 Prescribed by:



[REDACTED]

[OhioSoS.gov](http://OhioSoS.gov) [REDACTED]

File online or for more information: [OhioBusinessCentral.gov](http://OhioBusinessCentral.gov)

**Certificate of Amendment  
(Nonprofit, Domestic Corporation)  
Filing Fee: [REDACTED]  
Form Must Be Typed**

**Check the appropriate box:**

- Amendment to existing Articles of Incorporation by Members pursuant to Ohio Revised Code section 1702.38(C) (128-AMD)
- Amended and Restated Articles by Members pursuant to Ohio Revised Code section 1702.38(D) or by Directors pursuant to Ohio Revised Code section 1702.38(E) (126-AMAN) - The following articles supersede the existing articles and all amendments thereto.

**Complete the following information:**

Name of Corporation

Charter Number

**A copy of the resolution of amendment must be attached to this document.**

Note: If amended and restated articles were adopted, amended articles must set forth all provisions required in original articles other than with respect to the initial directors pursuant to Ohio Revised Code section 1702.38(A). In the case of adoption of the resolution by the directors, a statement of the basis for such adoption shall be provided.

**By signing and submitting this form to the Ohio Secretary of State, the undersigned hereby certifies that he or she has the requisite authority to execute this document.**

**Required**

Must be signed by an authorized officer of the Corporation pursuant to the Ohio Revised Code section 1702.38(G).

Brian Kennedy

Signature

By (if applicable)

If authorized representative is an individual, then they must sign in the "signature" box and print their name in the "Print Name" box.

Print Name

If authorized representative is a business entity, not an individual, then please print the business name in the "signature" box, an authorized representative of the business entity must sign in the "By" box and print their name in the "Print Name" box.

Signature

By (if applicable)

Print Name

# Statement of Resolution

## Academia Classica of Cincinnati

8150 Hopewell Rd.

Montgomery, OH 45242

By Legal Agent and Secretary of the Board: Brian Kennedy

Ohio Entity Number: [REDACTED]

9/16/2021

**Purpose of the Amendment** is to change the official legal name of the nonprofit organization **from** *Academia Classica of Cincinnati* **to** *Cincinnati Classical Academy*.

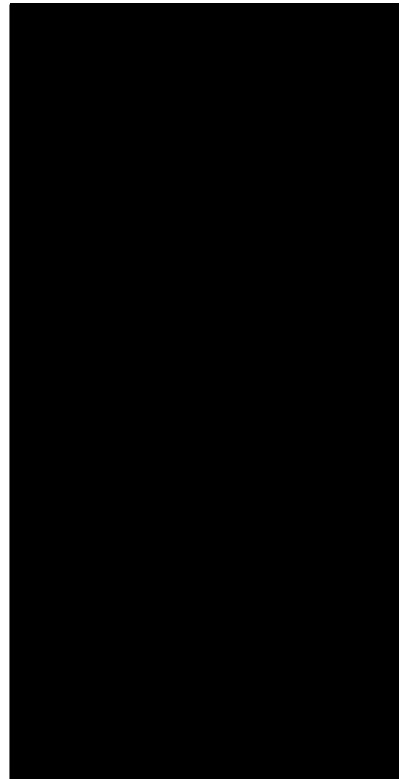
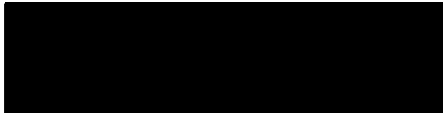
Note: The corporation was previously approved the Cincinnati Classical Academy name as a "Doing Business As," / "Trade Name." We are merely now moving to have this trade name become the official name of the nonprofit organization.

The resolution to change the official name to Cincinnati Classical Academy passed unanimously at our month board meeting held on 9/11/2021.



Department of the Treasury  
Internal Revenue Service  
Tax Exempt and Government Entities  
P.O. Box 2508  
Cincinnati, OH 45201

ACADEMIA CLASSICA OF CINCINNATUS



Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

**Information for Charter Schools**

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

## Appendix E – Schools Operated by Applicant and Student Achievement

N/A



# Cincinnati Classical Academy (CCA)

ALN 84.282B: CSP, Charter School Developer Grant

**PROJECT GOALS (1) Proven Curriculum (2) Effective Teachers & Leaders (3) Parent & Community Engagement (4) High Quality Educational and Organizational Environment**

Inputs	Outputs Activities	Outcomes -- Impact		
		Short (yr 1)	Medium (yr 2-4)	Long (yr 5)
<p>CPS GRANT</p> <p>Experienced Board of Directors</p> <p>Hillsdale K-12 Education</p> <p>Barney Charter School Initiative</p> <p>St. Aloysius Authorizer</p> <p>Ohio Department Education Office of Community Schools</p> <p>Trusted and Expert Contractor Services</p> <p>Community Partners</p> <p>Strong local, state and national parental support</p> <p>Success Record for Hillsdale BCSI Classical Model Schools</p>	<p>Expand current enrollment by one grade level per year, culminating in a K-12 offering with 1300 students by spring 2029.</p> <p>Provide high-yield curriculum instruction and interventions, grounded in the classical education philosophy, implemented with fidelity, and measured for impact.</p> <p>Recruit and retain strong teachers, leaders, and support staff trained in liberal arts, sciences and the Socratic method and supported by a broad network of high-performing classical charter schools.</p> <p>Build sustainable parent and community partnerships to support student success and the continuation of the model beyond the life of the grant.</p> <p>Deliver and maintain efficient and effective operational systems and structures that operate on-time and on-budget and within state and federal guidelines to support student learning and safe and positive environments.</p> <p>Establish required commitments and accountability measures for partners, contracted or volunteer, to support the high expectations and goals of the grant.</p>	<p>School leadership team secured and in place.</p> <p>≥90% of all educator positions filled at startup and each proceeding fall.</p> <p>School opens year two with necessary furniture, supplies, and equipment &amp; meets safety codes.</p> <p>100% BOD members selected and trained</p> <p>100% contractors hired &amp; operation systems working.</p> <p>Student recruitment &amp; marketing plan in place.</p> <p>100% of teacher, leader, &amp; staff have materials &amp; supplies for curriculum implementation.</p> <p>Parent &amp; community activities functional.</p>	<p>Yearly building schedules reflect teacher collaborative planning time and PD.</p> <p>≥90% of students, parents and staff report school is safe in annual surveys.</p> <p>90% of teachers and leaders participate in PD &amp; coaching supports yearly.</p> <p>One Plan, which incorporates grant goals and measures of success, will be approved by BOD yearly with quarterly updates.</p> <p>≥90% of all educators implement curricula and identified programs with fidelity.</p> <p>≥80% of students participate in after school enrichment activities.</p> <p>100% of staff receive annual performance feedback.</p>	<p>80% proficiency on State Tests and EOCs in ELA, math, science, and SS (grades 3-12).</p> <p>≥80% of students improve 10% annually in ELA &amp; math proficiency.</p> <p>≥90% enrollment at beginning of each school year.</p> <p>≥93% average daily attendance over course of each year.</p> <p>≥15% growth of student body annually with grade level expansion.</p> <p>≥90% annual teacher retention rates.</p> <p>≥80% annual student retention rates.</p> <p>100% student cohorts (K-8) meet/exceed growth norms on NWEA reading.</p> <p>≥80% of parent &amp; community involvement.</p>

## Assumptions

Accepted and approved St. Aloysius Authorizer Contract  
 School operational at 170 Siebenthaler Avenue, Cincinnati, OH  
 Sustained legislative support for Charter Schools in the state

## External Factors

High crime rates throughout the identified counties  
 Challenging and changing Ohio funding formula for public charter schools  
 History of limited collaboration between Ohio public and charter schools



## **Appendix G2 - Philosophy and Education Model**

### **Philosophy**

Classical education is time-proven with a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was renewed in the Renaissance. The classical inheritance was passed to England, and from England to America through colonial settlement. At the time of this nation's founding, Classical Education was thriving. Founders heartily recommended Greek and Latin as the languages of study for early adolescence.

Classical education, from a research base, is most closely aligned with cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The cognitivists' (e.g., Piaget, Bruner, Vygotsky) learning process is adaptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. According to these theories, the purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem-solving using verbal/linguistic and logical/mathematical intelligence. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment.

The educator's role is pedagogical in that the instructor must develop conceptual knowledge by managing the content through appropriate learning activities at a pace commensurate with the students being served. Classical education is more than simply a pattern of learning. Classical education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television). This is important to understand because language learning and image learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be

passive. In front of a video screen, the brain can “sit back” and relax; faced with the written page, the mind is required to roll its sleeves up and get back to work. Classical Education, then, has two important aspects. It is language-focused and it follows a specific three-part pattern: the mind must be first supplied with facts and brain images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

## **Education Model**

The educational model at Cincinnati Classical Academy (CCA) is grounded in the Hillsdale K-12 classical education model. The school will collaborate with the Barney Charter School Initiative (BCSI) in the design and execution of the educational program. The school’s educational program is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum and a focus on the historical, literary, and scientific traditions of the United States and of Western civilization at large. Vital to the academic plan is the teaching of all content to mastery using time-proven instructional methods by highly trained and competent teachers. Augmenting the four core subjects of math, science, history, and literature is the study of art, music, physical education, and, beginning in 4th grade, Latin (as it pertains to the etymology of English vocabulary). As students enter middle and high school grades, Latin, as a foreign language, takes on greater importance and various elective options are afforded to each student. Throughout a student’s K-12 experience at CCA, the incorporation of the importance of virtues is an underlying current along with increasingly sophisticated study skills. The school’s core virtues are prudence, justice, courage, humility, gratitude, perseverance, and compassion. The school’s academic plan consistently stresses the importance of a Socratic learning experience tailored to fit the student’s age and level of readiness.

In the earliest grades, the curriculum focuses primarily on language, with the bulk of the school day given to teaching literacy and numeracy. Both subjects are foundational to a student’s education, so the resources and methods utilized in each case must be consistent and exemplary. To help achieve this, the school uses Literacy Essentials to teach literacy and related skills and orthography in grades K-3. The Singapore Math Program is used to teach numeracy. It is understandable that the students enrolling in the school, especially in the lower grade bands, may have deficits in these foundational content areas. Anticipating this, CCA implements RTI with fidelity as outlined by Ohio Department of Education. As further proof of being ready to address

the individual needs of incoming students, the school will continue to choose supplemental programs proven to fill deficits and lessen achievement gaps. Literacy Essentials Is an “Orton-based” program. It contains the elements common to programs from this heritage. Instruction is multi-sensory, explicit, and direct. Teachers will instruct using question and answer analysis and graphic organization of the content. The program begins with writing and spelling to teach reading—wiring children's brains to think deeply. Literacy Essentials features day-by-day organization of instructional information. The curriculum covers the areas of phonemic awareness, the alphabetic code which includes 72 common English spelling patterns or phonograms (first Basic Code then advanced code), orthography, vocabulary, writing and grammar, reading from accuracy to automaticity, and reading comprehension. Additionally, the program provides instruction in both manuscript and cursive handwriting.

The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill-building and problem-solving such that students have a better understanding of not simply when to use a particular equation—but why. Moving students on to higher levels of skills before they're ready is not an option, so the program is employed at each student's ability level. Guidance in the effective use of this curriculum requires that ability-level groups be determined at the beginning of each school year, with progress monitoring to be made every two weeks resulting in adjustments being made on an as-needed basis. In this manner data will be used to quickly and fluidly move students who may begin with deficits up to grade level performance. The program as a whole is intended to equip each student with the language of numeracy. As with the literacy program, faculty and staff will be provided with specific training to help students with learning deficiencies close those gaps before moving on to more sophisticated concepts or applications. Again, without negative stigmas or emotional distress, CCA will use proven materials and ability level grouping to ensure all students have the opportunity to achieve mastery of these vital foundational skills and content. Specific time has been built into student and teacher schedules to allow for high dose low ratio tutoring, small group and large group instruction.

The central position of language in the curriculum continues throughout the elementary and middle school grades. In grades 4 and 5, students learn Latin and Greek roots of English words. In 6th grade, students begin learning formal Latin, and continue with Latin through 9th grade. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension. For English Learners, best practices in the field including, but not limited to elements of the Picture Word Inductive Model, Sentence Frames, Collaborative Summarizing and the basics of Comprehensible Input are used. In this manner, based on readiness cues, EL trained professional special education teachers work with students and parents to create an effective education plan.

As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States. The Core Knowledge Sequence was the original foundation for developing the K-12 Program Guide. BCSI affiliated staff and school practitioners have made various changes, improvements, and enhancements over recent years—including identifying teacher and student resources for each subject and grade. The Hillsdale Classical Education K-12 Program Guide has been aligned with standards in multiple other states where it is currently being used and is currently in the process of being aligned with Ohio State Standards. Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences and discriminate use of technology are no less important than the humanistic disciplines and will not play a secondary role at CCA. The Hillsdale Classical Education K-12 Program Guide focuses on thematically linked science topics and narratives of great scientists to make the cross-disciplinary connections. The program guide also systematically lays out the recommended sequence of instruction for science teachers allowing for regular repetition of the most important topics, such that students are well-versed in the fundamentals of all science disciplines by the time they reach high school. The science program is supported by Pearson’s Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers. (Barney Charter School Initiative. “Model Application Elements, v3.” 2020.) The Digital Readiness Standards will be taught in connection with all content areas. Career exploration will begin with 5th grade and continue through high

school. As CCA grows to include high school grades, it will follow the Hillsdale Classical Education K-12 Program Guide for upper grades. This includes four years of history; four years of literature; four years of math; four years of science; three years of foreign language; one year of government and moral philosophy; one credit of fine arts; and a semester of economics. In addition to the requisite courses, students will have opportunities each year to choose electives to fulfill Ohio's elective focus requirement and the inclusion of further career exploration. As planned, students enrolled at CCA will exceed the coursework and credits required by Ohio for a high school diploma. Special education students will have additional options as is the case in traditional public schools and will be determined through regular special ed processes as laid out in IDEA (2004) regulations and state and school policies and procedures.

Specific course outlines studied at the high school level include the following: In history, students begin with Western Civilization I & II in 9th and 10th grade (fulfilling the world history requirement), learn American History in 11th grade, and finish with a year of Modern European History (1789-2000) and American Government in 12th grade. In literature, students read great works, usually in their entirety, with an emphasis on ancient literature in 9th grade, British literature in 10th grade, American literature in 11th grade, and modern/multicultural literature in 12th grade. The required track for science is Biology and Chemistry, then options such as Physics, Earth Science, Astronomy, or a more advanced course in Biology or Chemistry in the last two years. In math, students complete Algebra I, Geometry, and Algebra II, and are then able to take additional courses such as Trigonometry and Pre-Calculus to complete the four-year math requirement. In foreign languages, students are expected to fulfill Ohio's required two-credit minimum by taking at least one additional year of Latin (to augment the one year from 9th grade) or at least two years of an additional modern foreign language.

CCA will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define a standard of behavior expected throughout the school using designated classical virtues (courage, moderation, justice, responsibility, friendship, prudence and wisdom). Emphasis upon these standards will help students understand the importance of

morality in the world in which we live. Teachers will guide students to critically question our modern world using multiple lenses: the past, the virtuous, and the erroneous.

## **Practices**

In the elementary grades, 120 minutes of instructional time is allocated for literacy and 80 minutes for numeracy every day. During this time, teachers will have the opportunity to implement both curricula with fidelity. Not only will teachers be able to properly group students based on skills, but they will be able to appropriately focus instruction on the specific skills and content knowledge needed by each group. In turn, students will receive focused and direct instruction at an appropriate pace and level of sophistication. The time allotted will also allow for the discriminate use of high dose, low ratio tutoring, small group and large group instruction. In the middle grades, the same model of grouping and regrouping students as needed will take place with concerted attention being given to this gathering and reviewing student data at least every two weeks. The high school model will also follow the basic concept of mastery learning. In order to accommodate high school courses and schedules, a dedicated “extra help” period will be built into every student’s schedule. In this way, all students, regardless of course or grade band will have an opportunity on a daily basis to receive additional instruction from highly qualified content specialists.

When all students are held to high standards and, when appropriate, are provided the supports needed to achieve these standards, achievement gaps will close as evidenced in the performance of many BCSI affiliated schools. An appropriate and thorough understanding of a school’s RTI program remains a priority for the support and training provided to BCSI affiliated schools. This, coupled with the appropriate amount of time and strong curriculum-aligned instruction, will guarantee growth for all students.

**Basic Learning Environment:** Only time-tested, research-based instructional methods and strategies will be used by teachers. Teachers will remain as the content authority in the classroom providing guidance as students take on more responsibility and ownership of their own learning. In keeping with this belief, the following list comprises the primary instructional methods that will be utilized and refined by the teachers and staff of the school.

**Use of Computers and Digital Media-** Students will learn to use technology ethically and discriminately. Digital literacy will be part of every core content area and where standardized testing is digital, students will learn and practice the interface to eliminate barriers to being able to successfully give evidence of their learning. In all grade bands and content areas, students will use digital media to read, gather evidence for research and compose assignments. Students will learn and use the features of computers for specific tasks that augment the curriculum and classroom instructional strategies utilized by the teachers. Students will not use computers, tablets, cell phones or other digital media in manners that would create distractions from the learning going on, to fill “free time”, scroll without purpose, or for entertainment.

**Teacher-led Discussion or Lecture** - These methods of instruction allow the teacher to impart his or her knowledge to the students in a clear, organized and structured manner. Students will be taught how to take notes beginning in the early grades, which helps to engage them during the lecture. As students mature, a number of note-taking strategies including guided notes and graphic organizers will be introduced and used. Teacher-led discussion and direct instruction in the form of storytelling or read-alouds will be used most frequently in the lower grades. Students will be engaged through teacher led, and gradually, as students mature, student-led discussions.

**The Socratic Method** - This method includes the use of direct, intentional questions to guide students’ understanding of problems and their solutions. This will be a fundamental part of instruction, particularly in literature and history courses. The Socratic method is appropriate since it encourages independent thought, deep exploration of ideas, argumentation with evidence, and the need for close reading and listening skills. With an experienced teacher, the Socratic Method (and foundationally, elements of it) can be used with all age groups and grow in levels of sophistication as the skill and content knowledge of students do. Employing strategies in early grades such as “number talks” is, in essence, employing the concept of Socratic Method. A 90 minute fully scored Socratic Circle discussion led by teachers but controlled through student claim making, evidence providing, questioning of peers will be used by the most practiced classes.

**Explicit and Systematic Phonics Instruction** - Through the direct teaching of letter-sound relationships taught sequentially, the foundation for literacy is established and provides students the ability to decode the printed word. Scientific research supports this method (Source: K.K.



Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, “A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant,” *Journal of Educational Psychology*, 100(1), 2008: 123-134). This strategy directly aligns with Ohio's Plan to Raise Literacy Achievement and the tenants of Science of Reading.

**Explicit English Grammar Instruction** - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to communicate more clearly on all levels. The more they learn about the English language and its structure, the greater their ability to express more complex thoughts easily and fluently.

**Skill-Based Groupings** - Instructional supports and strategies are most effective through the use of flexible ability groupings in the core subjects of reading, writing, and math. Skill-based groupings will allow SOCA to tailor instructional techniques and allocated time to meet the needs of all types of learners. The school will provide individualized supports for all learners while maintaining the same expectations and outcomes ensuring that all students are held to the high standards set by Ohio. Teachers will be proficient in using the RTI framework as laid out by Ohio Department of Education and differentiated instruction to identify and address student needs. To address large deficits and learning gaps, part of the admission process will be to use baseline assessments that indicate strengths and weaknesses. Those students with IEPs, 504 Plans, or Education Plans (for EL students) will receive accommodations or modifications as required on an individual basis. Students will be moved across groupings as frequent progress monitoring suggests. IEP, 504 Plan and Education Plan verbiage will be evaluated regularly against the progress of the student to ensure the student is continually challenged in an appropriate and developmentally sound manner. Students will receive instruction and tests as per state law.

**Utilization of Primary Source Documents** - Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g., motives, ethics, and “cause and effect”) are not necessarily obvious or easy to define, primary sources can bring them to life. They reflect events

and experiences that actually occurred and introduce students to the individuals who lived them. Especially in the upper grades, history instruction at \_\_\_\_ will depend heavily upon primary source documents— for example, teachers of American history will introduce students to historical works that contributed to the formation of American society and culture such as George Washington’s “Farewell Address” and Martin Luther King Jr.’s “Letter from Birmingham Jail.”

**Teaching of Study Skills** - Time management, organizing, memory techniques, note-taking, and outlining will be emphasized and integrated into the curriculum to equip students for higher learning. These skills serve various purposes for students, teachers, administrators and families. Note-taking by hand, for example, improves retention of information and provides the student information from which to study for assessments. Additionally, reviewing students’ notes can inform the teacher or parents about a student’s attentiveness or ability to make sense of the teacher’s lesson. Ultimately, developing the skill of note-taking leads to the development of stamina for challenging and complex work which is imperative for the promotion of a strong work ethic. Each of the study skills introduced to and used by the students serves multiple and long-term goals.

The judicious use of these teaching methods will set the tone for the day-to-day school and class environment which is that instructional time is important and school is a place to learn. All courses will utilize a classroom-based model and while basic configurations may vary slightly from year-to-year based on content area and the age of students; all will support the concept that the teacher is the authority figure and content expert. Daily homework will constitute the majority of independent study for students and will increase in complexity and time requirements commensurate with students’ grade levels.

Class sizes will be kept reasonably small, consistent with St. Aloysius authorizer requirements and guidance, to ensure the teacher-to-student ratio is most effective. Supporting the instructional practices and structural decorum of the school will be the daily inclusion of character education via the explicit study of virtue, beauty, and truth. Students and their families will understand the high expectations the school has set and all members of the school administration, faculty, and staff will model appropriate and authentic behavior. RTI processes and practices will be used by

teachers to identify and offer support to students who struggle with the structure or protocols of this type of environment.

## Appendix G3 - Charter Contract

This **CHARTER** is entered into by and between ST. ALOYSIUS (“**Sponsor**”) and Cincinnati Classical Academy (“**School Governing Authority**”), the governing board of a new start-up Ohio public community school established as a public benefit corporation under Ohio Revised Code (R.C.) Chapter 1702.

WHEREAS, R.C. Chapter 3314 permits Ohio public community schools; and

WHEREAS, **St. Aloysius** is an authorized **Sponsor** under R.C. Chapter 3314; and

WHEREAS, the **School Governing Authority** is an Ohio public benefit corporation with its corporate principal place of business located at 170 Siebenthaler Avenue, Cincinnati, Ohio 45215-3715 (address of school) (“**School**”) in Hamilton County, Ohio; and

WHEREAS, the **School** is located in the Reading City School District; and

WHEREAS, the **School Governing Authority** wishes to fully state or restate its agreement to operate an Ohio community school;

NOW THEREFORE, the **School Governing Authority** and the **Sponsor** enter into this Charter pursuant to the following terms and conditions. All Attachments and Recitals to this Charter are incorporated by reference and made a part of this Charter.

## ARTICLE I

### Purpose

- 1.1 **Purpose.** This Charter authorizes the operation of the **School** pursuant to R.C. Chapter 3314. Such school shall be a public school, independent of any School District and is part of the State of Ohio Program of Education. Pursuant to R.C. Section 3314.01, the **School Governing Authority** may sue and be sued, acquire facilities as needed, and charter for services necessary for the operation of the School. The School Governing Authority may carry out any act and ensure the performance of any function that is in compliance with the Ohio Constitution, R.C. Chapter 3314, other statutes applicable to community schools and the terms of this Charter. The **School Governing Authority** covenants and agrees to Sections 1.2 through 1.6 below.
- 1.2 **Non-Profit Corporation.** The **School** is established and operated as a non-profit corporation under R.C. Chapter 1702 if established prior to April 8, 2003. The **School Governing Authority** shall maintain in good standing the **School**’s status as a non-profit corporation. The **School Governing Authority** shall hold all rights to the name of the **School** and any trade names or fictitious names.
- 1.3 **Public Benefit Corporation.** The **School Governing Authority** must be an Ohio Public Benefit Corporation under R.C. 1702.01(P), if formed after April of 2003. Attached as [Attachment 1.3](#) are the Certificate of Incorporation, Articles of Incorporation, and Code of Regulations. Any changes or updates in any of these documents must be reported in

writing to the **Sponsor** within five (5) business days of the effective date of such changes, along with a copy of all documentation and filings.

For schools beginning operation after July 1, 2020, the **School Governing Authority** shall apply to qualify as a federal tax exempt entity under Section 501(c)(3) of the Internal Revenue Code no later than December 31 of the current year. The **School Governing Authority** shall submit a copy of the application as submitted to the IRS the **Sponsor** within five (5) business days of submission. Any change in tax status of the **School** must be reported in writing to the **Sponsor** within ten (10) business days after notice to the **School** or the **School Governing Authority**, with a copy of any documentation and official/governmental notices or letters.

1.4 **Sponsor.** The **Sponsor** shall carry out the responsibilities established by law and provide monitoring, oversight and technical assistance to the Schools in accordance with R.C. 3314.03(D) by completing the following:

- (a) Monitor the **School's** compliance with the laws applicable to the **School** and with this Charter;
  - (i) Conduct site visits to the **School** as necessary, but at least twice annually while classes are in session with one visit during the first half of the school year and the other visit during the second half of the school year; and
  
- (b) Monitor and evaluate the academic performance and the organization of the **School** as delineated in the Performance Framework included as Attachment 6.4b, the state report cards issued for the School under R.C. 3302.03 and R.C. 3314.07 on at least an annual basis and provide the **School** and **School Governing Authority** with an annual report.
  - (i) Report on annual basis the results of the evaluation conducted under R.C. 3314.03(D)(2) to the department of education and to the parents of students enrolled in the community school; and
  
- (c) Provide reasonable technical assistance to the **School Governing Authority** in complying with this Charter and with applicable laws (provided, however, the **Sponsor** shall not be obligated to give legal advice to the **School Governing Authority** (*See 2.7* below); and
  
- (d) Take steps to intervene in the **School's** operation to correct problems in the **School's** overall performance. If necessary, declare the **School Governing Authority** to be on probation pursuant to R.C. 3314.073. The **Sponsor** shall monitor the actions taken by the **School Governing Authority** to remedy the conditions that have warranted probationary

status as specified by the **Sponsor**. The **Sponsor** may take over the operation of the **School**, if the material conditions are not remedied to the reasonable satisfaction of the **Sponsor**. The **Sponsor** may also take steps to terminate the charter with the **School Governing Authority** or to suspend operation of the **School** if the **Sponsor** at any time finds that the **School Governing Authority** is no longer able or willing to remedy those material conditions to the reasonable satisfaction of the **Sponsor**.

- (e) Monitor and evaluate the **School's** fiscal performance and establish and/or require a plan of action to be undertaken if the **School** experiences financial difficulties before the end of the school year;
  - (i) Upon learning of financial difficulties, the **Sponsor** shall provide the **School Governing Authority** with a reasonable time frame to submit a plan of action; and
  - (ii) The **Sponsor** shall review and approve the plan within five (5) business days of receipt; and
- (f) Provide assurances in writing to the department of education not later than ten business days prior to the opening of the **School's** first year of operation or, if the **School** is not an internet- or computer-based community school and it changes the building from which it operates, the opening of the first year it operates from the new building, as required in R.C. Section 3314.19; and
- (g) Abiding by the requirements in its contract with the Ohio Department of Education; and
- (h) Other activities designed to specifically benefit the **School**.

## ARTICLE II

### School Governing Authority

- 2.1 **Governing Authority Members.** The **School Governing Authority** (its Board of Directors "Directors" or "Board") must contain at least five (5) Directors, who are not owners or employees, or relatives of owners or employees, of the **School** or any for-profit company that operates or manages the **School**. Further, **School Governing Authority** members shall be disinterested parties as defined by R.C. 102.03, 2921.42 and 2921.43. The Board shall provide the **Sponsor** with personal information not related to school business in order to enhance the **Sponsor's** ability to contact the Board, which personal information will not be attached to this Contract as it is not a public record. Current resumes, which shall include full name, home and/or work address, a valid telephone number and electronic mail address, for each **School Governing Authority** member will be provided to the **Sponsor** prior to the member being appointed to the **School Governing Authority**, but shall not be a part of this Contract. The **School Governing**

**Authority** agrees to comply with the procedures by which the members of the **School Governing Authority** of the **School** will be selected in the future as set forth in its code of regulations. The **Sponsor** shall be notified of any changes in Directors in within five (5) business days of such change. **School Governing Authority** members may be compensated per R.C. 3314.02(E)(5) in accordance with the Board's policy on compensation.

Each School Governing Authority member agrees to execute a conflict-of-interest statement on an annual basis and provide a copy to the Sponsor within ten (10) days of signing.

The **School Governing Authority** must meet at least six (6) times per year and must send notice of all regular meetings to the **Sponsor** at least three (3) business days prior to the meeting. If the **School Governing Authority** calls a special meeting, notice must be sent twenty-four (24) hours prior to the meeting. If the **School Governing Authority** calls an emergency meeting, notice must be sent immediately. The **School Governing Authority** must maintain a policy regarding how it will notify the public of all meetings. The **School Governing Authority** shall submit a meeting schedule to the **Sponsor** no later than July 1<sup>st</sup> of each school year. Any changes to the regular meetings schedule which affect all future meetings of the School Governing Authority shall be communicated within ten (10) business days of the change being approved. All names of School Governing Authority members shall be posted on the School's website and updated timely as necessary.

- 2.2 **Training of Governing Authority Members.** All new **School Governing Authority** members are required to attend Board training and shall begin the training within ninety (90) days of appointment and complete the training within six (6) months. Training for new members must be at least four (4) hours in length. Additionally, the training must be approved by the **Sponsor** prior to completion. Existing Board members are encouraged to participate in Board training on an annual basis to remain current regarding their responsibilities as a member of the **School Governing Authority**. The **Sponsor** reserves the right to require additional training of any **School Governing Authority** member(s) at the **Sponsor's** reasonable discretion.
- 2.3 **Criminal Background Checks of Governing Authority Members.** Under R.C. 3314.19(I), all School Governing Authority Members are required to obtain a criminal background check, including both a BCI and a FBI under the standards set out in RC. 3319.39, before serving on the Governing Authority. The School shall obtain the consent of each potential member of the Governing Authority to release that persons background checks to the Sponsor and to the Governing Authority. The BCI and FBI background checks must have been completed within one (1) year prior to the Governing Authority Member being appointed to the **School Governing Authority**. A copy of the BCI and FBI check will be submitted to the **Sponsor**. The **Sponsor** shall indicate preliminarily its approval of potential School Governing Authority member pursuant to the R.C. 3319.39 standards and communicate the approval to the **School Governing Authority**. The board has final approval of any new appointment to the Governing Authority.
- 2.4 **Material Adverse Effect.** The **School Governing Authority** shall deliver to the **Sponsor** promptly upon any director, trustee, officer, employee, management company employee or agent of the **School Governing Authority** obtaining knowledge of any

event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the **School** including, but not limited to:

- (a) Any material breach of any covenant or agreement contained in this Charter, or
- (b) Any default notice given to the **School Governing Authority** or any other action taken with respect to a claimed default under any financing obtained by the **School Governing Authority**, or
- (c) The failure of the **School Governing Authority** to comply with the terms and conditions of any certificates, permits, licenses, governmental regulations, a report in reasonable detail of the nature and date, if applicable of such event or circumstance and the **School Governing Authorities'** intended actions with respect thereto; or
- (d) The institution of any action, suit, proceeding, governmental investigation or arbitration against or affecting the **School Governing Authority** or any property thereof (collectively, "Proceedings") not previously disclosed in writing by the **School Governing Authority**; or
- (e) Any material adverse development in any Proceedings to which the **School Governing Authority** is a party or the **School Governing Authority's** property is subject which may not be covered by insurance and the Treasurer's assessment of any financial impact to the school

Written notice of any of the above must be submitted to the **Sponsor** no later than ten (10) business days after receipt of notice provided to the **School Governing Authority**, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting the **School Governing Authority** or, if there has been no change since the last such report, a statement to that effect, shall timely be sent to the **Sponsor**. Other such information as may be reasonably requested by the **Sponsor** to enable the **Sponsor** and its counsel to evaluate any of such Proceedings shall be sent immediately upon request by the **Sponsor**.

2.5 **Sponsor Oversight.** The **School Governing Authority** and the **School's** administration covenant and agree to cooperate fully with the **Sponsor** in all activities as required by regulations of the Ohio Department of Education for oversight of the **School**. This includes, but is not limited to:

- (a) Compliance site visits as determined necessary by the **Sponsor**. The **School Governing Authority** or designee must maintain documentation of all verification of compliance.
- (b) Monthly reviews of financials. All financials, operating budgets, assets, liabilities, enrollment records or similar information must be submitted by the Fiscal Officer of the **School** to the **Sponsor** by email to [REDACTED] no later than the 15<sup>th</sup> of every month for the previous months financial activity. The reports submitted may be



in a format determined by the **School Governing Authority**, but must include:

- (i) Cash Fund Report – a listing of all funds used showing the month’s and year’s activity and balances; and
- (ii) Revenue Summary – a listing of all revenue received for the month and for the year; and
- (iii) Statement of Net Position or Balance Sheet – statement showing assets, liabilities and net assets, in balance sheet form.
- (iv) Statement of Revenues, Expenses and Changes in Net Position or Income Statement – Statement showing monthly and year-to-date Revenue and Expenses comparative to corresponding budgeted amounts.
- (v) Check Register – a listing of all checks for the month; and
- (vi) Cash Reconciliation – a book to bank reconciliation of all cash accounts with copies of bank statements; and
- (vii) Aged Accounts Payable Detail – a listing of all outstanding accounts payable aged in 30 day increments; and
- (viii) Enrollment Records – in the form of monthly FTEs; and
- (viii) Copy of the monthly State Community School Statement of Settlement Report, and Detail Funding Report .

Fiscal Officers will be notified if a deadline is not met and/or if reports submitted do not contain all of the data required. Both the Fiscal Officer and School Governing Authority will be notified if the Sponsor or its designee does not receive the required data within seven (7) calendar days of the deadline. Additionally, failure to provide the Sponsor with the required data within fifteen (15) business days of the deadline may result in a Corrective Action Plan; and

- (c) Signature on this document shall be evidence of granting to the **Sponsor** to read-only access to EMIS, and hard copies of other reports such as testing, with personally identifiable student information redacted.

- (d) Other appropriate and reasonable requests for information from the **Sponsor**.
- (e) Sponsor representatives shall be included in executive sessions provided such session do not include disputes with or claims of or to the sponsor or matters subject to the attorney client privilege. When any **Sponsor** representative is included in an executive session, he/she will keep information discussed in executive session confidential.
- (f) The **School Governing Authority** shall have a post-audit conference unless waived by the Auditor of State's office and the School. The **Sponsor** shall participate in the post-audit conference even if the **School Governing Authority** chooses not to participate.

2.6 **Technical Assistance and Training by Sponsor.** The **Sponsor** may provide technical assistance and training to the **School** and its staff at such times and to the extent that the **Sponsor** deems appropriate or as the current law requires. The **School**, **School employees** and **School Governing Authority** may be required to attend training and receive technical assistance at the direction of the **Sponsor**.

2.7 **Governing Authority Contracts.** If the **School Governing Authority** contracts with an attorney, accountant, or entity specializing in audits, the attorney, accountant, or entity shall be independent from the operator with which the school has contracted.

2.8 **Internal Financial Controls.** The **School Governing Authority** shall submit copies of all policies and procedures regarding internal financial controls, including the **School's** credit card policy, adopted and include them as Attachment 2.8 in this charter agreement.

2.9 **Public Records and Open Meetings Training.** The **School Governing Authority** members, the designated fiscal officer of the school, the chief administrative officer and other administrative employees of the school, and all persons contracted by the School's operator for supervisory or administrative services shall complete training on an annual basis on the public records and open meetings laws.

### **ARTICLE III**

#### **Operations**

3.1 **Student Transportation.** The **School Governing Authority** will work to assure that transportation of students is provided to the extent that such transportation is required by law and shall maintain a transportation plan in accordance with R.C. 3327.016 at all times. Under R.C. 3314.091 and 3327.02, the **School Governing Authority** must notify the local traditional public school district if the **School Governing Authority** will be accepting responsibility for student transportation. If the School Governing Authority has entered into an agreement with the local school district that designates the School Governing Authority as responsible for providing or arranging for the transportation of

the district's native students to and from the community school pursuant to R.C. 3314.091(A), the agreement shall be submitted to the Sponsor for approval. If the School Governing Authority assumes the responsibility for the transportation of the local district's native students by notifying the local district pursuant to R.C. 3314.091(B)(2), then it shall notify the Sponsor of that decision and provide a transportation plan .

- 3.2 **Management by Third Parties.** Should the **School Governing Authority** enter into any contract for management or operation of the **School** or its curriculum or operations, or any portion thereof, such fully executed contract must be reviewed and negotiated by an attorney, independent of the Sponsor or the operator with which the School has contracted. The final contract shall be attached as [Attachment 3.2](#).

If the **School Governing Authority** desires to enter into a contract with an operator after execution of this Charter, change operators during the term of this Charter, or remove an operator and operate the School independently, the **School Governing Authority** shall submit information using the application provided by the Sponsor.

The **Sponsor** shall evaluate the proposed operator or independent operation and shall provide the **School Governing Authority** with a written response within ten (10) business days. The **Sponsor** shall approve the proposed operator or the School's independent operation, which approval shall not be unreasonably withheld, prior to execution of a contract with the proposed operator. If the proposed operator is approved, the **School Governing Authority** shall provide the **Sponsor** with the fully executed contract after its next scheduled Board meeting where in the new operator agreement is approved by the Board. This contract shall be incorporated as [Attachment 3.2](#).

If the management company provides services to the **School** in excess of twenty percent (20%) of the **School's** gross annual revenues, then the management company must provide a detailed accounting of the nature and costs of the services it provides to the **School**, acceptable to the Auditor of the State of Ohio. This information shall be included in the footnotes of the financial statements of the **School** and be subject to audit during the course of the regular financial audit of the community school.

If the management company or operator loans money to the School or School Governing Authority, all moneys loaned, including facilities loans or cash flow assistance, must be accounted for, documented, and bear interest at a fair market rate.

If the **School** permanently closes and ceases its operation as a community school, any property that was acquired by the operator or management company of the school in the manner prescribed in R.C. 3314.0210 shall be distributed in accordance with R.C. 3314.015(E) and R.C. 3314.074.

The **School Governing Authority** shall evaluate the performance of its management company based on the responsibilities of the management company in the management contract. This evaluation shall occur annually and a report of the evaluation shall be

submitted to the **Sponsor by October 30<sup>th</sup>** of each year excluding the first year of operation.

- 3.3 **Non-Sectarian.** The **School** shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.
- 3.4 **Disposition of Assets.** To the extent permitted under Chapter 1702 of the Ohio Revised Code and the Internal Revenue Code with respect to a **School** which is a 501(c)(3) tax exempt organization, if the **School** permanently closes the **School and School Governing Authority** agree to distribute all assets in accordance with Section 3314.074 of the Ohio Revised Code. The **School** shall comply with the closing procedures as agreed to in [Attachment 3.4](#).
- 3.5 **Commencement of School Operations.** The **School** shall open for operation not later than September 30<sup>th</sup> of each school year, unless the mission of the **School** is solely to serve dropouts. In its initial year of operation, if the school fails to open by the thirtieth (30<sup>th</sup>) day of September, or within one (1) year after the adoption of the charter if the mission of the school is solely to serve dropouts pursuant to division (D) of section 3314.02 of the Revised Code, the charter shall be void.
- 3.6 **Safety Plan.** Under R.C. 3313.669, 3313.6610 and 5502.263, the **School Governing Authority or designee** shall submit to the appropriate required governmental or law enforcement agency, an electronic copy of its emergency management plan not less than once every three years, whenever a major modification to the building requires changes in the procedures outlined in the plan, and whenever information on the emergency contact information sheet changes.
- 3.7 **Racial and Ethnic Balance.** [Attachment 3.7](#) shall include the ways the School will achieve racial and ethnic balance reflective of the community it serves. Notwithstanding the admissions procedures of the **School**, in the event that the racial composition of the enrollment of the **School** is in violation of a federal desegregation order, the **School** shall take any and all corrective measures to comply with desegregation order. The **School Governing Authority** must assess the Racial and Ethnic Balance of the **School** each school year in order to make necessary adjustments to any marketing plans then used by the school in order to attempt to be reflective of either the community it serves or the local traditional public school district in which the School resides.
- 3.8 **Tuition.** Subject only to any applicable exception pursuant to R.C. 3314.26, tuition in any form shall not be charged for the enrollment of any student. Additionally, the **School Governing Authority** shall not require parents to volunteer in lieu of a tuition charge. Nothing in this section prevents reasonable activity or class fees as allowed by law, or the **School Governing Authority** engaging in voluntary fund-raising activities.
- 3.9 **Admissions Policy.** The admissions and enrollment procedures of the **School** are attached hereto as [Attachment 3.9](#). The School and/or School Governing Authority shall

communicate any changes to the admissions and enrollment procedures within ten (10) business days after the change being approved. At a minimum, the admission procedures at all times must comply with R.C. 3314.06 and R.C. 3314.061 if applicable and must:

- (a) specify that the **School** will not discriminate in its admission of students to the **School** on the basis of race, religion, color, national origin, handicap, intellectual ability, athletic ability or measurement of achievement or aptitude;
- (b) be open to any individual entitled to attend school in the State of Ohio pursuant to section 3313.64 or section 3313.65 of the Ohio Revised Code, except that admission to the **School** may be limited to (i) students who have obtained a specific grade level or are within a specific age group, (ii) students that meet a definition of “at-risk,” as defined within this Charter, (iii) residents of a specific geographic area within the district, as defined in this Charter, (iv) separate groups of autistic students and nondisabled students under R.C. 3314.061 and as defined in this Charter, and/or (v) single-gender students of either sex.

If the number of applicants meeting admission criteria exceeds the capacity of the **School’s** programs, classes, grade levels or facilities, students shall be admitted by lot from all eligible applicants, except preference shall be given to students attending the **School** the previous year and may be given to eligible siblings of such students. In addition, if the School so wishes, preference may be given to students of full time staff of the School so long as such students comprise less than 5% of the total enrollment of the school. The lottery may be conducted by the **Sponsor**.

- (c) The **School Governing Authority** shall adopt a policy regarding the admission of students residing outside the district in which the **School** is located. That policy shall comply with the admissions procedures specified in sections 3314.06 and 3314.061 of the Revised Code and at the sole discretion of the authority, shall do one of the following:
  - (i) Prohibit the enrollment of students who reside outside the district in which the **School** is located; or
  - (ii) Permit the enrollment of students who reside in districts adjacent to the district in which the **School** is located; or
  - (iii) Permit the enrollment of students who reside in any other district in the state.
- (d) If the **School** serves kindergarten and first grade students, it may admit students early into kindergarten and first grade based on their local policy for early entrance. If it is the intent of the **School** to admit students who do not meet the statutory deadline for regular admission, the **School Governing Authority** must adopt its own local policy for early entrance.

- 3.9.1 The **School Governing Authority** agrees to provide notices to students, parents, employees and the general public indicating that all of the **School's** educational programs are available to its students without regard to race, creed, color, national origin, sex and disability. Further, the **School** shall provide a non-discrimination notice in all newsletters, annual reports, admissions materials, handbooks, application forms and promotional materials other than radio advertisements.
- 3.9.2 The **School Governing Authority** agrees to provide a copy of the most recent Local Report Card to parents during the admissions process under R.C. 3313.6411(B).
- 3.10 **Attendance Policy.** The **School Governing Authority** must adopt an attendance policy that includes a procedure for automatically withdrawing a student from the **School** if the student, without a legitimate excuse, fails to participate in seventy-two (72) consecutive hours of the learning opportunities offered to the student. The **School** and **School Governing Authority** shall ensure all attendance and participation policies will be available for public inspection and comply with rule and law applicable to truancy and excessive absences. The School's attendance and participation records shall be made available to the Ohio Department of Education, auditor of state and the Sponsor to the extent permitted under and in accordance with the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232g, as amended, and any regulations promulgated under that act, and R.C. 3319.321.
- 3.11 **Suspension and Expulsion Policies.** The **School Governing Authority** shall maintain a policy regarding suspension, expulsion, removal and permanent exclusion of a student that specifies among other things the types of misconduct for which a student may be suspended, expelled or removed and the due process related thereto. The **School's** practices pursuant to the policy shall comply with the requirements of sections 3313.66, 3313.661 and 3313.662 of the Ohio Revised Code. Those policies and practices shall not infringe upon the rights of handicapped students as provided by state and federal law and the **School** must also maintain a separate policy for the discipline of students receiving special education services. The **School** shall not suspend, expel or remove a student from the **School** under section 3313.66 of the Revised Code solely on the basis of the student's absences from **School** without a legitimate excuse.
- 3.12 **Students with Disabilities.** **School** will comply with all federal and state laws regarding the education of students with disabilities and be in a position to provide services upon admission and/or identification. The **School** shall provide legally required related services, or the **School Governing Authority** may contract for such related services. The **School Governing Authority's** plan to provide these services is included in Attachment 3.12.
- 3.13 **School Closure or Reconstruction.** The **School** agrees to remain open for students to attend until the end of the school year in which it is determined that the **School** must close. The programs provided to students in the final year of the **School** must continue without interruption or reduction unless program changes are approved in writing by the **Sponsor**. The **Sponsor** may operate the **School** in the event the **School Governing Authority** fails to continue until the end of the approved school year. Provided however,

the **Sponsor** may suspend the operations or terminate the charter as otherwise indicated by law.

- 3.14 **Internet or Computer-Based Community Schools.** The **School Governing Authority** and **School**, if an internet or computer-based community school, shall comply with the requirements in R.C. 3314.013 (Limits on start-up schools) and R.C. 3314.033 (Standards governing operation of internet – or computer – based community schools).
- 3.15 **Community School Bond.** No new **School** shall initiate operation after February 1, 2016, unless the **School Governing Authority** has posted a bond in the amount of fifty thousand dollars with the auditor of state. In lieu of the bond, the **School Governing Authority**, the **Sponsor** or the operator may deposit, with the auditor of state, cash in the amount of fifty thousand dollars as guarantee of payment under R.C. 3314.50. In lieu of a bond or a cash deposit, the **Sponsor** or the operator may provide a written guarantee of payment, which shall obligate the **Sponsor** or operator to pay the cost of audits of the School up to the amount of fifty thousand dollars. Any such written guarantee shall be binding upon any successor entity that enters into a contract to **Sponsor** or to operate the **School**, and any such entity, as a condition of its undertaking shall acknowledge and accept such obligation.
- 3.16 **Enrollment and Residency.** The School Governing Authority must adopt an Enrollment and Residency Policy in accordance with sections 3313.672, 3313.64, 3313.65, 3314.03 and 3314.11 of the Ohio Revised Code. The **School** shall annually submit to the Ohio Department of Education and auditor of state a report of each instance under which a student who is enrolled in the **School** resides in a children's residential center as defined under R.C. 5103.05.

## **ARTICLE IV**

### **Compliance With Laws**

- 4.1 **Compliance with State Laws.** The **School** shall comply with sections 9.90 (Purchase or procurement of insurance), 9.91 (Placement or purchase of tax-sheltered annuity for educational employees), 109.65 (Missing children clearinghouse – missing children fund), 121.22 (Public Meetings), 149.43 (Availability of public records for inspection and copying), 311.29 (Authority for the county sheriff to contract with a community school for police services), 2151.357, (Institution receiving children required to make report), 2151.421 (Reporting child abuse or neglect), 2313.19 (Employer may not penalize employee for being called to jury duty), 3301.07 (Requirement to report financial information to the State Board in the same manner as school districts), 3301.0710 (Ohio Graduation Tests), 3301.0711 (Administration and grading of tests), 3301.0712 (College and work ready assessments), 3301.0714 (Guidelines for statewide education management information system) (as stated in 3314.17), 3301.0715 (District board to administer diagnostic assessments – intervention services), 3301.723(C) (Data verification code for younger children receiving state services), 3301.0729 (Time Spent on Assessments), 3301.52 to 3301.59 (Preschool program standards and licensing),

3301.60 (Interstate Compact on Educational Opportunity for Military Children), 3301.947 (Privacy of data during testing), 3301.948 (Provision of data to multi-state consortium provided), 3302.037 (Notification of report card results to parents, board); 3302.13 (Reading achievement improvement plan requirements), 3309.013 (Exclusions from definition of employee under ORC section 3309.01), 3311.742 (Municipal school district student advisory committees), 3313.131 (Member of governing authority of community school prohibited from membership on board of education), 3313.375 (Lease-purchase agreement for building or improvements to building), 3313.411 (Lease or sale of unused school facilities), 3313.472 (Policy on parental and foster caregiver involvement in schools), 3313.50 (Record of tests – statistical data – individual records), 3313.539 (Concussions and school athletics), 3313.608 (Third Grade Reading Guarantee), 3313.5310 (Information and training regarding sudden cardiac arrest); 3313.602 (Veteran’s Day Observance), 3313.605 (Community service education program), 3313.609 (Grade Promotion and Retention Policy) 3313.6012 (Policy governing conduct of academic prevention/intervention services), 3313.6013 (Dual enrollment program for college credit), 3313.6014 (Parental notification of core curriculum requirements), 3313.6015 (Resolution describing how district will address college and career readiness and financial literacy), 3313.6020 (Policy on Career Advising), 3313.6025 (Instruction on proper interactions with peace officers); 3313.6026 (FAFSA data sharing agreement); 3313.6111 (State seal of biliteracy), 3313.6411 (Providing report card to parent), 3313.643 (Eye protective devices), 3313.648 (Prohibiting incentives to enroll in district), 3313.66 (Suspension, expulsion or permanent exclusion- removal from curricular or extracurricular activities), 3313.661 (Policy regarding suspension, removal, expulsion and permanent exclusion), 3313.662 (Adjudication order permanently excluding pupil from public schools), 3313.666 (District policy prohibiting harassment required), 3313.667 (District bullying prevention initiatives), 3313.668 (Removal from school based on absences); 3313.669 and 3313.6610 (SAVE Students Act), 3313.67 (Immunization of pupils – immunization records – annual summary), 3313.671 (Proof of required immunizations – exceptions), 3313.672 (Presenting school records, custody order if applicable and certification of birth by new pupil), 3313.673 (Screening of beginning pupils for special learning needs), 3313.69 (Hearing and visual tests of school children – exemptions), 3313.71 (Examinations and diagnoses by school physician), 3313.7110 (Procurement of epinephrine autoinjectors for public schools), 3313.7112 (Requirements related to care of students with diabetes), 3313.7113 (Procurement of inhalers for board), 3313.716 (Possession and use metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms), 3313.718 (Possession and use of epinephrine auto-injector to treat anaphylaxis), 3313.719 (Food allergy protection policy), 3313.721 (Health care for students), 3313.80 (Display of national flag), 3313.814 (Standards governing types of food sold on school premises), 3313.816 (Sale of a la carte beverage items), 3313.817 (A la carte foods; determination of nutritional value; software), 3313.86 (Health and safety review), 3313.89 (Publication of information regarding online education and career planning tool), 3313.96 (Informational programs relative to missing children – fingerprinting program), 3317.161 (Approval of career-technical education programs), 3319.073 (In-service training in child abuse prevention programs), 3319.077 (Teacher professional development in dyslexia), 3319.078 (Multi-sensory structured literacy



certification), 3319.22 through 3319.31 (Licensure/certification of employees), 3319.318 (Illegally assisting a sex offender in attaining school employment), 3319.321 (Confidentiality), 3319.39 (Criminal records check), 3319.391 (Applicants and new hires subject to criminal records check provisions), 3319.393 (Educator profile database consultation), 3319.41 (Corporal punishment policy), 3319.46 (Policy and rules regarding positive behavior intervention supports and the use of physical restraint or seclusion), 3319.47 (Sexual harassment counseling), 3319.58 (Retesting teachers in low performance schools), 3320.01, 3320.02 and 3320.03 (Ohio Student Religious Liberties Act of 2019), 3321.041 (Excused absences for certain extracurricular activities), 3321.01 (Compulsory school age – requirements for admission to kindergarten or first grade – pupil personnel services committee), 3321.13 (Duties of teacher or superintendent upon withdrawal or habitual absence of child from school – forms), 3321.14 (Attendance officer – pupil-personnel workers), 3321.17 (Attendance officer and assistants – powers), 3321.18 (Enforcement proceedings), 3321.19 (Examination into cases of truancy – failure of parent, guardian or responsible person to cause child’s attendance at school), 3323.19 (Comprehensive eye examination), 3323.251 (Dyslexia screening), 3327.01, 3327.02 and 3327.09 (Student Transportation), 3327.10 (Qualifications of drivers), 3327.16 (Volunteer bus rider assistance program), 3333.31 (Rules for determining student residency), 3333.81 to 3333.88 (Requirements related to student participation in distance learning courses), 3365.032 (Notice of expulsion of student), 3737.73 (Fire, Tornado and Lockdown Drills), 4111.17 (Prohibiting discrimination in payment of wages), 4113.52 (Reporting violation of law by employer or fellow employee), 5502.262 (Safety Plans) and 5705.391 (Board of education spending plan), Chapters 117 (Auditor of State), 1347 (Personal Information Systems), 1702 (Non-Profit Corporation Law), 2744 (Political Subdivision Tort Liability), 3307 (State Teachers Retirement System), 3309 (Public School Employees Retirement System), 3314 (Community Schools), 3323 (Special Education), 3365 (Post-Secondary Enrollment Options Program), 3742 (Lead Abatement), 4112 (Civil Rights Commission), 4117 (Collective Bargaining Law), 4123 (Workers’ Compensation), 4141 (Unemployment Compensation), and 4167 (Public Employment Risk Reduction Program) of the Ohio Revised Code as if it were a school district. The **School** will comply with these sections and chapters of the Ohio Revised Code now in effect and as hereafter amended. Certain laws listed above which are not specified therein as mandatory, are permissive, unless otherwise specifically required under this Charter. Laws listed above which are mandatory, are also mandatory under this Charter.

The **School** shall comply with Chapter 102 (Public Officers – Ethics), section 2921.42 (Having an unlawful interest in a public contract) and section 2921.43 (Soliciting or accepting improper compensation) and 2921.44 (Dereliction of Duty) of the Ohio Revised Code. The **School Governing Authority** must maintain a general conflict of interest policy.

The **School** shall also comply with R.C. 3302.04 (Three year continuous improvement plan – intervention by department – site evaluations) and R.C. 3302.041 (Failure to make adequate progress – corrective actions), including division (E) of R.C. 3302.04 to the extent possible, except that any action required by a school district under R.C. 3302.04

shall be taken by the **Sponsor**. The **Sponsor**, however, shall not be required to take any action under R.C. 3302.04(F).

The School will comply with sections 3313.3021 and 3313.6023 of the Revised Code (Requirements to provide instruction in CPR and use of AED) as if it were a school district unless it is either of the following: (i) An internet- or computer-based community school; (ii) A community school in which a majority of the enrolled students are children with disabilities as described in division (A)(4)(b) of section 3314.35 of the Revised Code.

The School will comply with section 3321.191 of the Revised Code (Adoption of policy regarding student absences; intervention strategies), unless it is an internet- or computer-based community school that is subject to section 3314.261 of the Revised Code.

The **School** shall comply with R.C. 3313.614 (Testing requirements for fulfilling curriculum requirement for diploma), and with R.C. 3313.61 (Diploma or honors diploma) and 3313.611 (Standards for awarding high school credit equivalent to credit for completion of high school academic and vocational education courses) except that for students who enter ninth grade for the first time before July 1, 2010, the requirement in R.C. 3313.61 and 3313.611 that a person must successfully complete the curriculum adopted by the governing authority of the community school rather than the curriculum specified in R.C. Title XXXIII or any rules of the state board of education. Beginning with students who enter the ninth grade for the first time on or after July 1, 2010, the curriculum of a high school prior to receiving a high school diploma shall be met by completing the Ohio core curriculum prescribed in R.C. 3313.603(C), unless the person qualifies under R.C. 3313.603(D) or (F). Each **School** shall comply with the plan for awarding high school credit based on demonstration of subject area competency, adopted by the State Board of Education under R.C. 3313.603(J).

The **School**, unless it is an internet- or computer-based community school, shall comply with 3313.801 (Display of national and Ohio Mottos) as if it were a school district.

The School shall comply with Ohio Administrative Code Section 901:5-11-15 governing pesticide policies.

The School will comply with all provisions of Title IX.

- 4.2 **Compliance with Other Laws.** The **School** and the **School Governing Authority** may not carry out any act or ensure the performance of any function that is not in compliance with the United States Constitution, the Ohio Constitution, federal law, Ohio law and this Charter. The **School** and the **School Governing Authority** are not exempt from federal laws, rules and regulations, or other Ohio laws granting rights to parents.

## **ARTICLE V**

## Facilities

- 5.1 **Location of Facility.** The facility to be used for the **School** will be maintained at **170 Siebenthaler Avenue, Cincinnati, Ohio 45215-3715.** If multiple facilities are used, the **School Governing Authority** shall comply with R.C. 3314.05. If the facility has been or will be leased, a copy of the fully executed lease and any lease renewals or amendments must be provided to the **Sponsor** within ten (10) business days of its execution and shall be incorporated into this charter as **Attachment 5.1(a).** If the facility has been or will be purchased by the **School Governing Authority**, a copy of the contract of sale and related documents must be provided to the **Sponsor** within ten (10) business days of execution, and after purchase, a copy of the recorded conveyance documents shall timely be provided to the **Sponsor**. Any lease, sub-lease or use of the facility by any party, including the management company, must be documented in writing.

The **School Governing Authority** shall provide the following information in **Attachment 5.1(b):** (a) a detailed description of each facility used for instructional purposes; and  
(b) the annual costs associated with leasing each facility that are paid by or on behalf of the school; and  
(c) the annual mortgage principal and interest payments that are paid by the school; and  
(d) the name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator, if any.

The facility will not be changed and the number of square feet used will not be reduced without prior notification to the **Sponsor**. Any lease, mortgage payments, or capital improvement costs must be consistent with the latest budget given to and approved by the **Board**. In any change of facility, the **Sponsor**, at its sole discretion, but without obligation to do so, may request maps, plans and/or revised budgets showing adequate service of the debt and reserves for maintenance or repairs, and/or attorney, accountant or financial consultant assurances or opinions regarding structure, financing or otherwise. If the **School** changes locations, adds a satellite location or annex, the **Sponsor** shall conduct an opening assurances visit at the new location and submit assurances to the Ohio Department of Education at least ten (10) business days prior to the **School** using the new facility. The **Sponsor** shall not be liable for the debts, obligations or business of the **School** or the **School Governing Authority**, but may request any information the **Sponsor** deems necessary to assess adequate planning for facilities.

- 5.2 **Compliance with Health and Safety Standards.** Any facility used by the **School Governing Authority** for or by the **School** shall meet all health and safety standards established by law for community school buildings. The **School** shall not begin operations either at start up or after any structural change requiring permits until which time the **Sponsor** has viewed all health and safety permits and if in order, provided the **School** an Assurances Document as specified by the State Board of Education. Facilities

will be maintained in a clean, healthy manner as indicated by proper authorities. Copies of all current permits, inspections and/or certificates must be filed with the **Sponsor**. The **School** must keep all permits, inspections and/or certifications current and compliant.

- 5.3 **Closure of School**. If the **School** should close for any reason, the **School Governing Authority** is solely responsible for the sale, lease or other distribution of the facility. The **School Governing Authority** agrees to maintain the facility until such time as the facility is sold or leased to another entity.

## **ARTICLE VI**

### **Educational Program**

- 6.1 **Number of Students**. The **School** will provide learning opportunities to the minimum number of students as required by R.C. 3314.03(A)(11)(a); and as applicable, for a minimum of nine hundred twenty (920) hours per school year or in accordance with any applicable changes of law. The **School** is authorized to serve grades K-12 and ages 4-22. The **School** shall provide an education plan as detailed in [Attachment 6.3](#) for all grades it is authorized to serve. The education plan shall include the characteristics and ages of the students to be served, including grade configuration and enrollment projections for the next five (5) years. If the **School Governing Authority** desires to add additional grades to the School, it shall submit a resolution requesting a charter modification to add grades and modify the education plan. Unless already authorized to serve additional grades, the **Sponsor** shall evaluate the request for added grades and shall evaluate any modifications and respond accordingly and Sponsor's approval shall be timely (within ten (10) business days) and not unreasonably withheld. The number of students attending the **School** at any one time shall not exceed the number allowed by the occupancy permit (including staff).
- 6.1.1 Not including any period in which the Governor has declared a state of emergency, if the **School** is a traditional K-12 education institution and does not have at least one-hundred (100) students enrolled thirty (30) days prior to the first day of school or if the **School** is a drop-out recovery and prevention school and does not have at least seventy-five (75) students enrolled thirty (30) days prior to the first day of school, the **Sponsor** shall review the number of students enrolled, the financial and organizational position of the School and all other opening assurances requirements as prescribed by the Ohio Department of Education. If the **Sponsor** determines that the number of students enrolled and the financial position of the School are not sufficient for the School to remain open for the entire school year, the **Sponsor** will require a guarantee of funding from the management company or other sources to keep the School in operation for the entire school year. The **School** will provide the guarantee and all necessary financial data relative to the funding sources for approval prior to the due date for opening assurances documents to be submitted to the Ohio Department of Education.

6.1.2 If the **School** is a traditional K-12 education school and does not maintain at least one-hundred (100) students during the school year or if the **School** is a drop-out recovery and prevention school and does not maintain seventy-five (75) students during the school year, the **Sponsor** may place the **School Governing Authority** on a Corrective Action Plan.

6.2 **Continuing Operation.** The **School** agrees to continue operation by teaching the minimum number of students permitted by law or this Charter, whichever is greater. Time is of the essence in continuing operation. Failure to continue operation without customary interruption is grounds for termination of this Charter.

6.3 **Curriculum.** For purposes of this Charter, in [Attachment 6.3](#), the vision, mission, philosophy, goals, focus of the curriculum and objectives shall be separated from the methods used to achieve those goals. The **School Governing Authority** shall provide a clear mission statement which shall be incorporated into [Attachment 6.3](#). Any change in vision, mission, philosophy, goals, focus of the curriculum and objectives methods would constitute a material change in the Charter and must be requested through a charter modification process. Any Charter modification must be submitted to the **Sponsor** in writing for approval. Upon approval by the **Sponsor**, the **School Governing Authority** shall pass a resolution outlining in detail the changes made. The **School's** curriculum must be aligned to the Ohio's Learning Standards including English, Language Arts and Mathematics, Science and Social Studies content standards and any additional content areas for which standards have been established and/or revised per R.C. 3301.079. The **School** must demonstrate at any given time, and to the **Sponsor's** satisfaction, the implementation of the aligned curriculum as stated in this section. [Attachment 6.3](#) encompasses a description of the learning opportunities that will be offered to students including both class-room based and non-classroom-based learning opportunities that is in compliance with criteria for student participation established by the department under R.C. 3314.08(H)(2). [Attachment 6.3](#) shall also include an explanation of how the educational program will be implemented within the School's facility.

6.3.1 The **School Governing Authority** shall provide the **Sponsor** with a school calendar that includes testing/assessment dates [state, diagnostics, nationally normed and local] and professional development days and bell schedule that includes collaborative teacher planning time each year for approval by a date prescribed by the Ohio Department of Education. The **School Governing Authority** shall consult with each local traditional school district that transports students to the School before changing the calendar or bell schedule which would change transportation drop off, pick-up or days and times needing transportation. Any changes made without this communication may result in a corrective action plan.

6.3.2 The **School** shall develop a prevention/intervention plan (not related to the special education non-discriminatory evaluation process) for all students not found proficient on the Ohio system of assessments and/or the current tests being

required by the Ohio Department of Education. Each year, the **School** shall update the plan and develop additional plans relative to individual student performance.

- 6.4 **Accountability Standards.** The **School's** academic and non-academic goals shall be reflected in the **School's** School Improvement Plan approved by the **School Governing Authority**. During the first year a School enters into sponsorship with St. Aloysius, the **School** shall establish two academic and one non-academic goal that will impact grade card performance and align to grade card components by October 15<sup>th</sup>. Each year, the **School** will be assessed on its performance on these goals and applicable local report card measures per the performance framework in **Attachment 6.4**. If the **School** does not meet the goals established in **Attachment 6.4** it will be placed in intervention status. The School Governing Authority and Sponsor acknowledge that some performance measures may not be available for a given school, a particular contract year, or instances when state testing or report cards are not available. In the absence of data from state testing or report cards, the **School** will be evaluated, to the extent possible, on available indicators from the performance framework, and the Sponsor may consider qualitative data from other methods of data collection.
- 6.5 **Assessments and Performance Standards.** The performance standards (requirements) and assessments shall include the Ohio system of assessments according to R.C. 3301.0710 and R.C. 3301.0712, college and work ready assessments, ACT/SAT WorkKeys, industry credentialing examinations, OELPA, Kindergarten Readiness Assessment (KRA), nationally normed standardized assessments recognized by the Ohio Department of Education as a student growth measure and any other standards and/or assessments required by law or recommended by the **Sponsor**. All assessments must be timely and properly administered. Provided however, the School shall not be penalized for the administration of any assessment if the parent or guardian of the student elected not to have the nationally standardized assessment administered to that student. The nationally normed standardized assessment approved by the Ohio Department of Education as a student growth measure chosen by the **School** must be administered at a minimum of twice annually to all grade levels, excluding Kindergarten, with the vendor generated reports for measures of academic progress and analysis in reading and math being provided to the **Sponsor** upon request and no later than June 30<sup>th</sup> of each school year. The School must assess and keep benchmarks related to interim progress if required by the Ohio Department of Education. The School must report the benchmarks required by ODE to the Sponsor. All assessments required by the Sponsor are identified in **Attachment 6.5**. Testing shall not exceed the limits established by law, unless by resolution of the School Governing Authority. The School and School Governing Authority shall also comply with all applicable provisions of ESSA.
- 6.6 **High School Diplomas and Graduation.** If the **School** is a high school awarding a diploma, the **School** shall comply with sections 3313.603, 3313.6013, 3313.61, 3313.611, 3313.6110, 3313.6114, 3313.614, 3313.615, 3313.617, 3313.618, 3301.0710, 3301.0711, 3301.0712, 3301.0714, 3314.03, 3326.11 and 3328.34 of the Ohio Revised Code as applicable. At least thirty (30) days before any graduation, the **School** shall make

available upon request a list of graduates and proof of meeting all Ohio Department of Education graduation requirements and any other School Governing Authority requirements to the **Sponsor**. Within ten (10) business days of any graduation, the **School** shall provide electronically to the **Sponsor** a list of all graduates and copies of each graduate's diploma and transcripts.

## ARTICLE VII

### Reporting

- 7.1 **Annual Report.** The **School Governing Authority** shall submit not later than October 31st (or any subsequent statutorily prescribed date) of each year to the **Sponsor** and to the parents of all students enrolled in the **School**, or any other statutorily required parties, its financial status, and the annual report of its activities and progress in meeting the goals and standards of this Charter, local report card rating, adequate yearly progress rating, value added rating and school improvement status of the most current school year as issued by ODE and statement from the **Sponsor**, as well as its activities and standards. The **School** shall also provide a copy of the **Sponsor's** annual report to parents each year prior to November 30.
- 7.2 **Reports to Sponsor.** The **School Governing Authority** shall timely comply with all reasonable requests for information from the **Sponsor**, including the **School** financial reports required in section 2.5 of this Charter.
- 7.3 **Site Visits.** The **Sponsor** shall be allowed to observe the **School** in operation at site visits at the **Sponsor's** request and shall be allowed access for such site visits or other impromptu visits as the **Sponsor** deems advisable or necessary, provided the Sponsor does not disturb the educational process or testing.

## ARTICLE VIII

### Employees

- 8.1 **Employment of Teachers.** At least one (1) full-time classroom teacher or two (2) part-time classroom teachers each working more than twelve (12) hours per week must be employed by the **School**. The full-time classroom teachers and part-time classroom teachers teaching more than twelve (12) hours per week shall be certified or licensed in accordance with Ohio Revised Code Sections 3302.01, 3302.03, 3311.78, 3311.79, 3314.03, 3317.141, 3319.22 to 3319.31, and 3326.13 or other applicable sections of the Ohio Revised Code. Upon request, the **School** shall forward teacher qualifications, including but not limited to, the grade level and content area being taught and the teacher's licensure or certification granted by the Ohio Department of Education, to the **Sponsor**. The **School** may employ non-licensed persons to teach up to twelve (12) hours

or forty (40) hours per week pursuant to R.C. 3319.301, to the extent permitted by ESSA or any subsequent legislation. There shall be no more than twenty-nine (29) students per classroom on a schoolwide average. If the **School** uses federal funds for the purpose of class size reduction by using Title 1 or Title II-A funds, the school wide students to full-time equivalent classroom teacher ratio shall be no more than 1 to 25. The **School** may also employ necessary non-teaching employees. Prior to opening day, the **School** will provide the **Sponsor** with proof of Ohio licensure/certification for a sufficient number of teachers to support the stated teacher/student ratio, as well as the credentials and background checks for all staff of the **School**. The **School Governing Authority** shall provide an organizational chart and a list of roles and responsibilities of all School staff as shown on [Attachment 8.1](#).

8.1.1 Each person employed by the **School** as a nurse, teacher, counselor, school psychologist or administrator shall complete at least four (4) hours of in-service training in the prevention of child abuse, violence and substance abuse and the promotion of positive youth development within two (2) years of commencing employment with the **School**, and every five (5) years thereafter.

8.2 **Staff Evaluation.** Except for years in which state law exempts school districts the requirement of completing evaluations set forth in R.C. 3319.111 and/or 3319.02, each school must use the OTES and OPES process, or similar valid model, for evaluating teachers and principals/superintendents that includes goal setting based on the Ohio Standards for the Teacher Profession or the Ohio Principal Standards or the Ohio Superintendent Standards, student performance measures (as defined by the Ohio Department of Education), and an annual review that includes not less than two (2) formal observations and written evaluation reports. Any person conducting reviews must be credentialed by the Ohio Department of Education, hold a current credential at the time of the evaluations, and follow rubrics aligned to the OTES and OPES models. A School Governing Authority member or designee and/or regional manager of the management company shall undergo appropriate training/credentialing by the Ohio Department of Education and be responsible for evaluating the principal/superintendent.

8.3 **Dismissal of Employees.** Subject to 11.2 below, the **School Governing Authority** may employ administrators, teachers and non-teaching employees necessary to carry out its mission and fulfill this Charter, so long as no contract of employment extends beyond the term of this Charter. The requirements and procedures regarding the disposition of employees of the **School** in the event this Charter is terminated or not renewed under R.C. 3314.07 are set out in [Attachment 8.3](#).

8.4 **Employee Benefits.** The **School** must provide to all full-time employees' health and other benefits as set out in [Attachment 8.4](#). In the event certain employees have bargained collectively pursuant to Chapter 4117 of the Ohio Revised Code, the collective bargaining agreement supersedes [Attachment 8.4](#) to the extent that the collective bargaining agreement provides for health and other benefits. The collective bargaining



agreement shall not, under any circumstances, be a part of this Charter. The School shall establish and/or update an employee handbook prior to the first day of school each year.

- 8.4 **Criminal Background Check.** The **School Governing Authority** must request that the superintendent of the Bureau of Criminal Identification & Investigation conduct a criminal background records check for any applicant who has applied to the **School** for employment, in any position. The **School Governing Authority** hereby appoints the **Sponsor** as a representative pursuant to R.C. 3319.39(D) for purposes of receiving and reviewing copies of the results of the criminal records checks performed under R.C. 3319.39(A)(1) for employees working at the **School** and authorizes its agent(s) (including educational management organizations) to communicate this information directly to the **Sponsor**. The **Sponsor** agrees that it is responsible for any and all reasonable costs or damages that result from the **Sponsor's** failure to comply with other state and federal laws regarding the privacy of the results of criminal records checks. The Board or its chief administrator shall receive all originals and the Board or the operator (if it employs the employees) shall make all final decisions as to hiring. An applicant may be employed conditionally for up to sixty (60) days until the criminal records check is completed and the results of the criminal records check are received. If the results of the criminal records check indicate that the applicant does not qualify for employment the applicant shall be released from employment.

As required by 3314.41, and as applicable, vendors and contractors of any kind shall show proof, which may be provided through their employer, that they have been the subject of a criminal records check in accordance with R.C. 3319.392(D).

All employees, staff, volunteers, vendors or contractors undergoing a criminal background check must sign consent to release the results to the **Sponsor**.

The **School** must comply with the teacher misconduct reporting laws and updated background check requirements found in R.C. 3319.31, 3319.313, 3319.314, 3319.314 and OAC 3301-20.

## **ARTICLE IX**

### **Finance**

- 9.1 **Financial Records.** The **School's** financial records will be maintained in the same manner as are financial records of school districts, pursuant to rules of the Auditor of the State, R.C. 3314.042 and R.C. 3301.07, and audits shall be conducted in accordance with section 117.10 of the Ohio Revised Code. The Sponsor shall receive a copy of the draft audit and shall be notified, by the Auditor of State, any independent contracted auditor or the School Governing Authority, of all post audit conferences in order to review the school's annual audit prior to the document being finalized and released.

- 9.2 **Fiscal Officer.** The **School Governing Authority** shall maintain a designated fiscal officer. Unless an appropriate and timely resolution has been passed by the **School Governing Authority** under R.C. 3314.011(D)(1), the fiscal officer shall be employed or engaged under a contract directly with the **School Governing Authority**. This resolution must be passed by the **School Governing Authority** each and every year. The **School Governing Authority** must submit the resolution to the **Sponsor** for approval within seven (7) business days after approval. Under 3314.011, prior to assuming the duties of fiscal officer, agent and/or fiscal servicer of the **School**, the fiscal officer, agent or service provider shall be licensed as provided for in Ohio Revised Code 3301.074.
- 9.2.1 R.C. 9.24 prohibits any state agency or political subdivision from awarding a contract for goods, services, or construction to any person against whom a finding for recovery has been issued by the Auditor of State, if that finding is unresolved. Before entering into a public contract described above, the **School Governing Authority** is required to verify that the person does not appear in this database.
- 9.2.2 The **School Governing Authority** must maintain funds equal to three (3) months of treasurer fees in the event the School closes.
- 9.3 **Fiscal Bond.** The Fiscal agent, officer and/or service provider shall execute a bond in an amount and with surety to be approved by the **School Governing Authority**, payable to the State of Ohio, conditioned for the faithful performance of all of the official duties required of the **School** fiscal agent, officer or service provider. The bond shall be in an amount of not less than twenty-five thousand dollars [REDACTED]. The bond shall be deposited with the **School Governing Authority**, and a copy thereof, certified by the **School Governing Authority**, shall be filed with the county auditor and the **Sponsor**.
- 9.4 **Budget.** A financial plan detailing an estimated school budget for the first year of the period of this Charter and specifying the total estimated per pupil expenditure amount for each such year and at least five (5) fiscal years thereafter is attached as [Attachment 9.4](#). Each year, the **School Governing Authority**, with the assistance of the School's designated fiscal officer, shall adopt an annual budget by the thirty-first day of October using the format and following the guidelines prescribed by the Ohio Department of Education. The **Sponsor** shall assess the yearly budget to ensure the **School Governing Authority** maintains financial viability. Should the **Sponsor** reasonably request further breakdown of revenue or expenses, or line items for expenses or revenue not projected, the **School** agrees to comply with such requests. Should the **School** be managed by a third-party operator, the **School Governing Authority** must procure from such operator, sufficient data, at the **Sponsor's** reasonable discretion, to allow the **Sponsor** to review revenue and expenses as required and/or permitted by law.
- 9.5 **Borrowing Money.** The **School Governing Authority** may borrow money to pay necessary and actual expenses of the **School** in anticipation of receipt of any portion of the payments to be received by the **School**. The **School Governing Authority** may issue notes to evidence such a borrowing. A copy of all notes must be provided to the **Sponsor** within ten (10) business days of signing. The proceeds from the notes shall be used only for the purpose for which the anticipated receipts may be lawfully expended by the

**School.** The **School** may borrow money for a term not to exceed fifteen (15) years for the purpose of acquiring facilities.

9.6 **Payment to Sponsor for Oversight.** For and in consideration of [REDACTED] of all funds received by the **School** from the State of Ohio, the **Sponsor** shall provide the monitoring, oversight and technical assistance as required by law. Payments to the **Sponsor** may be made by monthly ACH debit from the School's checking account, and the School Governing Authority agrees to sign a Recurring ACH Payment Authorization form. Automatic ACH debits for sponsorship fees will be initiated five (5) business days after the state foundation payments are received by the School, allowing treasurers time to review and/or dispute the amount to be debited. If the School should close, payments to the Sponsor shall be made in full after all retirement funds of school employees and salary obligations have been fulfilled to School employees. If the School Governing Authority is required to repay funds received by the School from the State of Ohio due to an FTE adjustment or other obligation, then the Sponsor shall repay the School Governing Authority the [REDACTED] fee it received with respect to such funds upon mutual agreement of the parties within an agreed upon timeframe or such time as may be required by the Ohio Department of Education or the Auditor of State.

9.7 **Fiscal Year.** The fiscal year for the **School** shall be July 1 to June 30.

## ARTICLE X

### Insurance/Indemnification

10.1 **Liability Insurance.** Commercial general liability insurance at all times will be maintained by the **School Governing Authority** in amounts not less than [REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED] The **School Governing Authority** shall also maintain comprehensive general liability, including directors' and officers' liability (D&O) and errors and omissions insurance (E&O) coverage in the amount of [REDACTED]

[REDACTED] The insurance coverage shall be not only for the **School** and the **School Governing Authority**, its Directors, officers and its employees but also provide additional insured status for the **Sponsor, its Board, Executive Director, employees, and Charter School Specialists as additional insureds, not just certificate holders.** The **School Governing Authority** must obtain policies that notify the **Sponsor** in writing at least thirty (30) days in advance of any material adverse change to, or cancellation of, such coverage. All insurers shall be licensed by the State of Ohio and have an AM Best rating of A or better.

10.2 **Indemnification.** To the extent allowable by law, the **School Governing Authority** and **School** shall defend, indemnify, save and hold harmless the **Sponsor** and its Board, Superintendent, officers, employees and agents, including Charter School Specialists

from any and all claims, debts, actions, causes of actions, proceedings, judgments, mitigation costs, fees, liabilities, obligations, damages, losses, costs or expenses (including, without limitation, attorneys', expert, accounting, auditors or other professionals' fees and court costs) of whatever kind or nature in law, equity or otherwise (collectively "Liabilities") arising from any of the following so long as not the fault of the indemnified parties:

- (a) A failure of the **School Governing Authority** and/or **School** or any of its officers, directors, employees, agents or contractors to perform any duty, responsibility or obligation imposed by law or this Charter;
- (b) An official action or omission by the **School Governing Authority** and/or **School** or any of its officers, directors, employees or contractors that results in injury, death or loss to person or property, breach of contract or violation of statutory law or common law (state and federal), or Liabilities;
- (c) Any sum that the **Sponsor** may pay or become obligated to pay on account of: (1) any inaccuracy or breach of any representation under this Charter; (2) any breach or any failure of the **School Governing Authority** to duly perform, comply with, or observe any term, provision, covenant, agreement, obligation or condition under this Charter or under the law, and all agreements delivered in any way connected herewith, on the part of the **School Governing Authority**, to be performed, complied with, or observed; or (3) Liabilities to lenders, vendors, the State of Ohio, receivers, parents, students, the **School Governing Authority** or to third parties in any way related to the **School** and/or **School Governing Authority**; and
- (d) Any Liabilities incurred by the **Sponsor** or any of its officers, directors, employees, agents or contractors as a result of an action or legal proceeding at law or equity brought against the **Sponsor** by a third party based on operations of the School, unless the **third party** obtains a final judgment or order on the merits against the **Sponsor**, and the right to appeal such judgment or order has been exhausted or has expired.

10.3 **Indemnification if Employee Leave of Absence.** If the **Sponsor** provides a leave of absence to a person who is thereafter employed by the **School**, the **School Governing Authority** and the **School** shall indemnify and hold harmless the **Sponsor** and its board members, Superintendent, employees and agents from liability arising out of any action or omission of that person while that person is on such leave and employed by the **School Governing Authority**.

## **ARTICLE XI**

### **General Provisions**

- 11.1 **Charter Authorization.** Before executing this Charter, the **School Governing Authority** shall employ an attorney, who shall be independent from the **Sponsor** or operator, to review and negotiate the agreement per R.C. 3314.036. The **School Governing Authority** must pass a resolution in a properly noticed and held public meeting, authorizing execution of this Charter and authorizing one or more individuals to execute this Charter for and on behalf of the party, with full authority to bind the party. For all new schools, this resolution must be passed by March 15<sup>th</sup> of the year in which the **School** intends to open. For renewal schools, this resolution must be passed by June 1<sup>st</sup> of the year in which the charter ends.
- 11.2 **Termination and Cancellation of Contracts.** Except as otherwise permitted by this Charter, or by the **Sponsor**, contracts entered into by the **School Governing Authority** with third parties shall provide for a right to cancel, terminate or non-renew effective each June 30<sup>th</sup>, or upon termination of this Charter.
- 11.3 **General Acknowledgements.** The **School Governing Authority** specifically recognizes and acknowledges the following:
- (a) The authority of public health and safety officials to inspect and order **School** facilities closed if not in compliance with health and safety laws and regulations in accordance with R.C. 3314.03(A)(22)(a).
  - (b) The authority of the Ohio Department of Education to suspend the operations of the **School** under R.C. 3314.072 due to the circumstances enumerated therein.
  - (c) The **Sponsor** is not liable for the acts or omissions, or the debts of the **School** and/or **School Governing Authority** pursuant to R.C. 3314.07(D) and 3314.08(J) (2), and any other applicable law limiting the liability of the **Sponsor**.
  - (d) The **Sponsor** may take steps to intervene in, correct, declare probationary status of, suspend, terminate or non-renew the status of the **School** as an Ohio Community School, and correct problems in the **School's** performance.
  - (e) The Ohio Department of Education may take over sponsorship of the **School** in accordance with R.C. 3314.015(C).
  - (f) The authority of the Auditor of State to cause legal action against or the cessation of payments to the **School** pursuant to Section 269.60.60 of the uncodified law under H.B. 119 of the 127<sup>th</sup> General Assembly for the period of that law's duration.
  - (g) The mandate of permanent closure under R.C. 3314.35 under the circumstances enumerated therein.

- (h) Consistent with the Sponsor’s responsibilities, the **Sponsor** has a legitimate educational interest in the educational records of the **School** consistent with any use in the **School’s** interest, and the **School** grants to the **Sponsor** and the **Sponsor’s designee** access to educational records with personally identifiable information redacted unless absolutely necessary for Sponsor to see, under 20 U.S.C. § 1232g, the Family Rights and Privacy Act (“FERPA”). The **Sponsor** shall indemnify the **School** for any costs or damages associated with the **Sponsor’s** breach of this provision.
- (i) If the **School** closes, the chief administrative officer shall collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the **School** and transmit these records to each student’s district of residence within seven (7) business days of the **School** closing pursuant to R.C. 3314.44 (Collection and transmittal of school records after closing; Compliance; Penalty).

11.4 **Dispute Resolution.** The **Sponsor** and **School Governing Authority** agree to informal mediation of any dispute not otherwise governed by mandatory administrative procedures pursuant to this Charter or the law. Such mediation shall be non-binding and the parties, if failing to agree on one mediator, shall obtain a list of three (3) mediators from the Columbus Bar Association or the Ohio Bar Association and each eliminate one, using the one (1) mediator left after eliminations. All mediation will take place in Franklin County and all costs of the mediator shall be split equally between the parties.

11.5 **Term.** This Charter shall be for a term of six (6) years commencing on July 1, 2022 and ending on June 30, 2028 to provide for the opportunity to review a full five (5) years’ worth of school performance data. During the 2027-2028 school year, the **School Governing Authority** shall undergo the high stakes review conducted by the **Sponsor**. The high stakes review shall include a review of the data included in the performance framework of **Attachment 6.4**.

11.6 **Contract Performance Measures.** Each new school will be given an initial term of six (6) years to provide the opportunity for review of a full five (5) years of data. If St. Aloysius is not permitted under its agreement with ODE to grant an initial six (6) year term to any new school, this school’s term shall be automatically renewed to fulfill an initial six (6) year term to provide the opportunity for review of a full five (5) years of data. Even though schools may be granted safe harbor from closure under R.C. 3314.35, this does not preclude the Sponsor from evaluating and closing the School for non-performance under these measures.

- (a) Within the term of this charter, the **School** may be permanently closed if the Ohio Department of Education determine that the condition(s) outlined in ORC 3314.35 have been met;

(b) If the **School** receives a rating of at least 2 Stars or higher in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is equal to or greater than three (3) of the five (5) comparison schools listed below, the school shall be eligible to be considered for renewal. If an overall report card score is not available, the schools will be compared using the index value as calculated for the progress component on the local report card or equivalent measure. After the School is eligible for renewal, a high stakes review will be conducted based on the performance framework comprised in Attachment 6.4 and the renewal application.

- (i) If the **School** is renewed and it received a grade of at least 2 Stars in only (1) applicable grade card component for the most recent school year, the Sponsor may offer a new charter agreement up to three (3) years.
- (ii) If the **School** receives at least 2 Stars in multiple LRC graded components and outperforms at least three (3) of its five (5) comparison schools, it is eligible for a contract term between three (3) and five (5) years.
- (iii) If the **School** received a grade of at least 3 Stars in multiple LRC graded components for the most recent school year, the Sponsor may offer a new charter agreement between five (5) years and seven (7) years.
- (iv) If the **School** receives at least 4 Stars in multiple LRC graded components, it is eligible for a contract term between seven (7) to ten (10) years.

(c) The comparison schools for the School are as listed below:

- 1) **Horizon Science Academy**
- 2) **Phoenix Community Learning Center**
- 3) **TCP World Academy**
- 4) **Silverton Academy**
- 5) **Lincoln Heights Elementary**

#### 11.7 **Non-renewal of this Charter.**

- (a) Consistent with the standards in 11.6 above, the **Sponsor** may choose not to renew this Charter at its Expiration Date for any of the following reasons:
  - (i) Failure to meet student performance requirements stated in this Charter;
  - (ii) Failure to meet generally accepted standards fiscal management;

- (iii) Violation of any provision of this Charter or applicable state or federal law;
- (iv) Other good cause.

By January 15<sup>th</sup> of the termination year of this Charter, the **Sponsor** shall notify the **School Governing Authority** of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the non-renewal, and a statement that the **School Governing Authority** may, within fourteen (14) days of receiving the notice, request in writing, an informal hearing before the **Sponsor**. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Within fourteen (14) days following the informal hearing, the **Sponsor** shall issue a written decision either affirming or rescinding the decision to not renew this Charter.

- (b) If the **School Governing Authority** does not intend to renew this Charter with the **Sponsor**, the **School Governing Authority** shall notify the **Sponsor** in writing of that fact at least one hundred eighty (180) days prior to the expiration of this Charter. In such a case, the **School Governing Authority** may enter into a Charter with a new **Sponsor** in accordance with R.C. 3314.03, upon the expiration of this Charter or at the sole discretion of the **Sponsor**, by an assignment of this Charter before its expiration date.

11.8 **Probation.** The **Sponsor** may, in lieu of suspension or termination, declare in writing that the **School Governing Authority** is in a probationary status, after consulting with the **School Governing Authority** or authorized parties thereof, and specifying the conditions that warrant probation and after receiving the **School Governing Authority's** written assurances (satisfactory to **Sponsor**) of the actions and time frames necessary to remedy those conditions. Such probationary status shall not extend beyond the current school year. The **Sponsor** may proceed to suspension, termination or take-over of operations if the **Sponsor** finds at any time, that the **School Governing Authority** is no longer able or willing to remedy the conditions to the satisfaction of **Sponsor**. For purposes of this Charter, the **Sponsor** agrees to attempt to declare probationary status with the **Governing Board**, before proceeding to suspension, except in extraordinary circumstances such as those involving the health and safety of students, or waste or illegal use of state or federal funds.

11.9 **Intent to Suspend/Suspension.** The **Sponsor** may suspend operations of the **School** for (1) failure to meet student performance requirements stated in this Charter, or (2) failure to meet generally accepted standards of fiscal management, or (3) violation of any provision of this Charter or applicable state or federal law, (4) other good cause or if funding to the School Governing Authority should cease under R.C. 263.420, if the **Sponsor** sends a written notice of intent to suspend explaining the reasons and provides



the **School Governing Authority** with five (5) business days to submit a remedy, and promptly reviews and disapproves the proposed remedy, or if the **School Governing Authority** fails to submit a remedy or fails to implement the remedy. Intent to suspend will be in accordance with the standards adopted by the Sponsor as to suspension and termination existing at the inception of this contract.

Once the **School Governing Authority** is suspended it must cease operations on the next business day, immediately send notice to all **School** employees and parents stating that the **School** is suspended and the reasons therefore, and the **School** again has an opportunity to submit a proposed remedy within five (5) business days. At all times during suspension, the **School Governing Authority** remains subject to non-renewal or termination proceedings in accordance with the law.

Under R.C. 3314.03, if the **School Governing Authority** fails to remedy the conditions cited by the Sponsor as reasons for the suspension by the thirtieth (30<sup>th</sup>) day of September of the school year immediately following the school year in which the operation of the School was suspended, this Charter shall become void.

- 11.10 **Termination of the Charter.** The **Sponsor** may choose to terminate this Charter for any of the following reasons: (1) failure to meet student performance requirements stated in section 11.6 title Contract Performance Measures of this Charter, (2) failure to meet generally accepted standards fiscal management, (3) violation of any provision of this Charter or applicable state or federal law, or (4) other good cause. Termination will be in accordance with the standards adopted by the Sponsor as to suspension and termination existing at the inception of this contract.

Additionally, if the **Sponsor** has suspended the operation of this Charter under R.C. 3314.072, the **Sponsor** may choose to terminate this Charter prior to its expiration.

By January 15<sup>th</sup> of the termination year of this Charter, the **Sponsor** shall notify the **School Governing Authority** of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the termination, and a statement that the **School Governing Authority** may, within fourteen (14) days of receiving the notice, request, in writing, an informal hearing before the **Sponsor**. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Within fourteen (14) days following the informal hearing, the **Sponsor** shall issue a written decision either affirming or rescinding the decision to terminate this Charter.

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

- (a) the date the **Sponsor** notifies the **School Governing Authority** of its decision to terminate this Charter as provided for above; or

- (b) if an informal hearing is requested and as a result of that hearing the **Sponsor** affirms its decision to terminate this Charter, the effective date of the termination specified in the notice,

If this Charter is terminated for failure to meet student performance or for failure to meet generally accepted standards of fiscal management pursuant to this provision, then the **School Governing Authority** shall not enter into a charter with any other **Sponsor**.

11.11 **Access to Records.** The **School** and **Sponsor** agree and state that pursuant to 20 U.S.C. Section 1232g, the Family Rights and Privacy Act (“FERPA”) and 34 *CFR* Part 99 the **Sponsor** is an authorized representative of a state educational authority and that the **School** is permitted to disclose to Sponsor personally identifiable information from an education record of a student without parental consent (or student consent where applicable) and that the Sponsor is authorized by Federal, State, and local law to conduct audit, evaluation, compliance, and enforcement activities of Federal and State supported education programs. Accordingly, the **School** agrees to grant to **Sponsor’s** employees Full and Complete Access as defined hereinafter to “education records” as defined by FERPA and all documents, records, reports, databases, and other information made available to or maintained by the **School** or its agent(s) (including educational management companies) that is reportable to the Ohio Department of Education or to the Ohio Auditor of State. Such information shall include, but is not limited to, the School Options Enrollment System, and the Education Management Information System. "Full and Complete Access" shall include the ability to inspect and copy paper and electronic documents at the **School** and the **School** or its agent(s) including (education management companies) shall provide usernames and passwords where applicable to enable the **Sponsor** to have remote self-service access in read-only format.

The **Sponsor** agrees to comply with FERPA and the regulations promulgated thereunder and warrants that it uses reasonable methods to limit Sponsor employee(s) access to only those records in which they have legitimate educational interests and that as required by law the Sponsor will destroy the educational records when no longer needed for the purposes outlined in this Contract, or otherwise needed under state or federal law or any applicable Court Order.

The **Sponsor** agrees that it is responsible for any and all reasonable costs or damages that result from the **Sponsor’s** failure to comply with FERPA, or the **Sponsor’s** failure to comply with other state and federal laws regarding the privacy of education records and the results of criminal records checks. Sponsor shall also be responsible for any liability or adverse consequence(s) resulting from an accidental or other deletion, release, or alteration of information or data systems of the School or Ohio Department of Education as a result of such access.

11.12 **Compliance with Requests of Sponsor.** The **School Governing Authority** and the **School** shall timely comply with all reasonable requests of the **Sponsor**, and allow the **Sponsor** to monitor the **School** operations. Failure to do so is grounds for suspension and

termination or non-renewal of this Charter. Timeliness is defined as an answer in writing within ten (10) business days (unless a shorter time is otherwise required pursuant to this Charter) and adequate assurances of cure or actual cure within a period of time acceptable to the **Sponsor**.

- 11.13 **Headings**. Headings are for the convenience of the parties only. Headings have no substantive meaning.
- 11.14 **Assignments**. This Charter and its terms shall not be assigned or delegated without the express written approval of the other party.
- 11.15 **Notice**. Any notice to one party by the other shall be in writing and effective upon receipt and may be satisfied by personal delivery or by any other means by which receipt can be documented, to; in the case of the **Sponsor** or **Sponsor's Designee**, the President; or, in the case of the **School Governing Authority**, the President, and to the attorney for the **School Governing Authority**, at the last known business address of the **Sponsor**, and the last known business or home address of the **School** and/or its administrator or any board member.

Should the **School** be abandoned by or not have in place, an administrator or an authorized Director of the Board, the **Sponsor** may give notice to the Ohio Department of Education.

- 11.16 **Severability**. Should any term, clause or provision of this charter be deemed invalid or unenforceable by a court of competent jurisdiction, all remaining terms, clauses or provisions shall remain valid and enforceable and in full force and effect, and the invalid or unenforceable provision shall be stricken or replaced with a provision as near as possible to the original intent.
- 11.17 **Changes or Modifications**. This Charter constitutes the entire agreement among the parties and any changes or modifications of this Charter shall be made and agreed to in writing, authorized and executed by both parties. Notifications required by this Charter shall not be considered changes or modifications of this Charter. Mutually agreed-to changes that are not mid-contract term changes shall be based on a goal to improve the academic, financial and operational performance of the School in a commitment to mutual growth and progress. The **School Governing Authority** acknowledges that the **Sponsor** is expected to update this Contract mid-term annually to account for changes in law or duly adopted rule, or changes in the Ohio Accountability System. Therefore, the **School** agrees that a mid-contract term modification may be necessary annually.
- 11.18 **Changes in Rule or Law**. The **School**, **Sponsor** and **School Governing Authority** shall not carry out any act or perform any function that is not in compliance with current Ohio Community School Law located in Ohio Revised Code Chapter 3314 or other applicable laws in the Ohio Revised Code, the United States Constitution, the Ohio Constitution, or Federal law (including but not limited to ESSA or successor legislation

and IDEA), and that they are each individually subject to all applicable changes in rule and/or law regardless of whether or not this Charter is modified to specifically reflect those changes.

11.19 **Attachments.** All Attachments (1.3-9.4) to this Charter are attached hereto and incorporated by reference into the Charter.

Executed this 5/6/2022 day of 5/6/2022, 2022 in Cincinnati, Ohio.

**St. Aloysius**

**School Governing Authority of Cincinnati Classical Academy**

By: \_\_\_\_\_  
(Name)

By: \_\_\_\_\_ (Jed A. Hartings)  
e) \_\_\_\_\_

Its: President and CEO  
(Title)

Its: President, Board of Directors  
(Title)

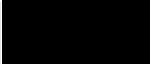
with full authority to execute this Charter for and on behalf of the **Sponsor** and with full authority to bind the **Sponsor**.

with full authority to execute this Charter for and on behalf of the **School Governing Authority** and with full authority to bind the **School Governing Authority**.

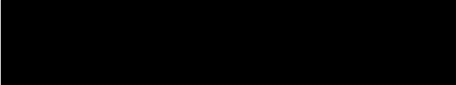
4879-8946-8445 v1 [94865-1]



DATE  
06/11/2020



DESCRIPTION  
TRADE NAME REGISTRATION (RNO)



**Receipt**

This is not a bill. Please do not remit payment.

BRIAN KENNEDY  
8150 HOPEWELL RD  
MONTGOMERY, OH 45242

**STATE OF OHIO  
CERTIFICATE**

**Ohio Secretary of State, Frank LaRose**



It is hereby certified that the Secretary of State of Ohio has custody of the business records for  
**CINCINNATI CLASSICAL ACADEMY**

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

Document(s)

**TRADE NAME REGISTRATION**

Document No(s):



Effective Date: 06/11/2020

Date of First Use: 06/10/2020

Expiration Date: 06/11/2025

ACADEMIA CLASSICA OF CINCINNATUS  
8150 HOPEWELL RD  
MONTGOMERY, OH 45242



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  
11th day of June, A.D. 2020.



**Ohio Secretary of State**

Form 534A Prescribed by:

Date Electronically Filed: 6/11/2020



Toll Free: [REDACTED]

[OhioSoS.gov](http://OhioSoS.gov) | [REDACTED]

File online or for more information: [OhioBusinessCentral.gov](http://OhioBusinessCentral.gov)

## Name Registration

Filing Fee: [REDACTED]

Form Must Be Typed

### CHECK ONLY ONE (1) Box

<input checked="" type="checkbox"/> Trade Name (167-RNO)	Date of first use: <input type="text" value="6/10/2020"/> MM/DD/YYYY	<input type="checkbox"/> Fictitious Name (169-NFO)
-------------------------------------------------------------	-------------------------------------------------------------------------	-------------------------------------------------------

Name being Registered or Reported

Name of the Registrant

**Note: If the registrant is a partnership, please provide the name of the partnership. Individual partner names are not permitted but are required on page 2 of the form.**

Registrant's Entity Number (if registered with Ohio Secretary of State):

### All registrants must complete the information in this section

The general nature of business conducted by the registrant:

Business address:

Mailing Address

City

State

ZIP Code

**Complete the information in this section if registrant is a partnership NOT registered in Ohio pursuant to ORC 1776, if partnership is registered, provide registration number on page one.**

Provide the name and address of at least one general partner:

Name

Address

NOTE: Pursuant to OAG 89-081, if a general partner is a foreign corporation/limited liability company, it must be licensed to transact business in Ohio; if a general partner is a foreign corporation/limited liability company licensed in Ohio under an assumed name, please provide the assumed name and the name as registered in its jurisdiction of formation.

By signing and submitting this form to the Ohio Secretary of State, the undersigned hereby certifies that he or she has the requisite authority to execute this document.

**Required**

Application must be signed by the registrant or an authorized representative.

Signature

By (if applicable)

If authorized representative is an individual, then they must sign in the "signature" box and print their name in the "Print Name" box.

Print Name

If authorized representative is a business entity, not an individual, then please print the business name in the "signature" box, an authorized representative of the business entity must sign in the "By" box and print their name in the "Print Name" box.

Form 590 Prescribed by:



[REDACTED]

[OhioSoS.gov](http://OhioSoS.gov) | [REDACTED]

File online or for more information: [OhioBusinessCentral.gov](http://OhioBusinessCentral.gov)

### Consent for Use of Similar Name

(To be filed with new business formation document or amendment to change business name where a name conflict will occur.)

**Form Must Be Typed**

Name of Entity/Individual Giving Consent	<input type="text" value="Cincinnati Classical Academy"/>
Charter/Registration/License Number of Entity giving Consent	<input type="text" value="[REDACTED]"/>
Gives it Consent To	<input type="text" value="Academia Classica of Cincinnati"/>
To Use The Name	<input type="text" value="Cincinnati Classical Academy"/>

**By signing and submitting this form to the Ohio Secretary of State, the undersigned hereby certifies that he or she has the requisite authority to execute this document.**

**Required**

Consent form must be signed by an authorized representative of the consenting entity.

If authorized representative is an individual, then they must sign in the "signature" box and print their name in the "Print Name" box.

If authorized representative is a business entity, not an individual, then please print the business name in the "signature" box, an authorized representative of the business entity must sign in the "By" box and print their name in the "Print Name" box.

Signature

By (if applicable)

Print Name

Signature

By (if applicable)

Print Name



[REDACTED]

DATE  
04/01/2020

[REDACTED]

DESCRIPTION  
DOMESTIC NONPROFIT CORP - ARTICLES  
(ARN)

[REDACTED]

**Receipt**

This is not a bill. Please do not remit payment.

BRIAN KENNEDY  
8150 HOPEWELL RD  
MONTGOMERY, OH 45242

**STATE OF OHIO  
CERTIFICATE**

**Ohio Secretary of State, Frank LaRose**  
[REDACTED]

It is hereby certified that the Secretary of State of Ohio has custody of the business records for  
**ACADEMIA CLASSICA OF CINCINNATUS**

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

Document(s)

**DOMESTIC NONPROFIT CORP - ARTICLES**

Effective Date: 04/01/2020

Document No(s):

[REDACTED]



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 April, A.D. 2020.

[REDACTED]

**Ohio Secretary of State**

Form 532B Prescribed by:

Date Electronically Filed: 4/1/2020



[REDACTED]

[OhioSoS.gov](http://OhioSoS.gov) | [REDACTED]

File online or for more information: [OhioBusinessCentral.gov](http://OhioBusinessCentral.gov)

## Initial Articles of Incorporation (Nonprofit, Domestic Corporation)

Filing Fee: [REDACTED]  
(114-ARN)  
Form Must Be Typed

**First:** Name of Corporation

**Second:** Location of Principal Office in Ohio

City State

County

**Optional:** Effective Date (MM/DD/YYYY)

(The legal existence of the corporation begins upon the filing of the articles or on a later date specified that is not more than ninety days after filing.)

**Third:** Purpose for which corporation is formed

\*\* Note: for Nonprofit Corporations: The Secretary of State does not grant tax exempt status. Filing with our office is not sufficient to obtain state or federal tax exemptions. Contact the Ohio Department of Taxation and the Internal Revenue Service to ensure that the nonprofit corporation secures the proper state and federal tax exemptions. These agencies may require that a purpose clause be provided. \*\*

\*\* Note: ORC Chapter 1702 allows for additional provisions to be included in the Articles of Incorporation that are filed with this office. If including any of these additional provisions, please do so by including them in an attachment to this form. \*\*

### Original Appointment of Statutory Agent

The undersigned, being at least a majority of the incorporators of

Academia Classica of Cincinnatus

(Name of Corporation)

hereby appoint the following to be Statutory Agent upon whom any process, notice or demand required or permitted by statute to be served upon the corporation may be served. The complete address of the agent is:

BRIAN KENNEDY

(Name of Statutory Agent)

8150 HOPEWELL RD

(Mailing Address)

MONTGOMERY

(Mailing City)

OH

(Mailing State)

45242

(Mailing ZIP Code)

Must be signed by the incorporators or a majority of the incorporators.

BRIAN A KENNEDY

(Signature)

[Signature Line]

(Signature)

[Signature Line]

(Signature)

### Acceptance of Appointment

The Undersigned,

BRIAN KENNEDY

(Name of Statutory Agent)

, named herein as the

Statutory agent for

Academia Classica of Cincinnatus

(Name of Corporation)

hereby acknowledges and accepts the appointment of statutory agent for said corporation.

Statutory Agent Signature

BRIAN A KENNEDY

(Individual Agent's Signature / Signature on Behalf of Business Serving as Agent)

**By signing and submitting this form to the Ohio Secretary of State, the undersigned hereby certifies that he or she has the requisite authority to execute this document.**

**Required**

Articles and original appointment of agent must be signed by the incorporator(s).

BRIAN A KENNEDY

Signature

If the incorporator is an individual, then they must sign in the "signature" box and print his/her name in the "Print Name" box.

By (if applicable)

Print Name

If the incorporator is a business entity, not an individual, then please print the entity name in the "signature" box, an authorized representative of the business entity must sign in the "By" box and print his/her name and title/authority in the "Print Name" box.

Signature

By (if applicable)

Print Name

Signature

By (if applicable)

Print Name



CODE OF REGULATIONS OF  
Cincinnati Classical Academy

ARTICLE I  
PURPOSE

Section 1. Purpose. Cincinnati Classical Academy (the "Corporation") is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue law to operate as a community school in the State of Ohio.

ARTICLE II  
MEMBERSHIP

Section 1. Membership. The Corporation shall not have Members. The Directors of the Corporation, in conformance with the procedures established for the Board of Directors and to the extent required by law, shall have the authority that is granted to, and carry out the duties that are imposed upon, the Members of a nonprofit corporation under Ohio law.

ARTICLE III  
DIRECTORS

Section 1. Number. The number of Directors of the Corporation shall be at least five (5) and no more than twelve (12) or such greater number as may be subsequently determined by the Directors; provided however, in no case shall the number of Directors be less than five (5) once the Corporation has entered into a community school contract with a sponsor, unless Ohio law is amended to allow the governing authority of an Ohio community school to be composed of less than five (5) Directors.

Section 2. Term. Each Director will serve a three-year term, which expires on June 30th of the third year following the year of their election, and which may be renewed as many times as such Director is elected. Each Director shall hold office until that Director's term expires, or until his or her successor is elected, or until his or her earlier resignation, removal from office, or death. In order to create initial staggered terms, each initial director shall be assigned a term of one to three years. Each Director shall hold office until that Director's term expires, or until his or her successor is elected, or until his or her earlier resignation, removal from office, or death.

Section 3. Qualifications and Role of Directors. Once the Corporation becomes a public school, the Directors, in their capacity as Directors, shall be the Governing Board of a public Ohio community school. The Directors shall have a strong interest in the welfare of the Corporation and in education. Each Director should be willing and able to attend all meetings, both regular and special, and also be willing to accept special assignments and serve on committees.

Section 4. Nominations and Election of Directors. Candidates for Director shall be nominated by the Board of Directors or a committee thereof. At the annual meeting of Directors that is held on or before the date that such term expires, the Board of Directors shall elect a successor to any Director whose term is set to expire. The remaining Directors shall fill any vacancy in the Board of Directors created by the resignation, removal or

death of a Director at a regular or special meeting of the Board of Directors. The remaining Directors shall have the authority to fill any such vacancy despite the fact that the remaining Directors do not constitute a quorum. Candidates for Director may be nominated by any Director.

Section 5. Meetings. The annual meeting of the Directors shall be held in July of each year on such date, at such time, and at such place as a majority of the Directors may determine. In the event the Board of Directors is unable to hold its annual meeting in July, it shall hold such annual meeting on a date and at a time and place determined by a majority of the Directors. Special meetings may be called at any time by the President or by any two (2) Directors. Once the Corporation becomes a public school, meetings relating in any way to the business or operation of the public school must be open to the public and publicized or advertised as required by law.

Section 6. Quorum and Voting. The presence of a simple majority of the total number of current Directors shall constitute a quorum for the transaction of business at all meetings of the Board of Directors. Except as otherwise provided by law, the Corporation's Articles of Incorporation, or this Code of Regulations, a vote of a simple majority of the Directors present at a meeting at which a quorum is present shall be required to effectuate action on all matters within the powers of the Board of Directors. In addition to those Directors who are actually present at a meeting, Directors shall for purposes of this section be deemed present and able to vote at such meeting if a conference telephone or similar communications equipment is used by means of which all persons participating in the meeting can communicate with each other at the same time. Provided however, once the Corporation becomes a public school, the Directors must be physically present, *if* required by law, at a meeting in order to be counted as part of a quorum and to vote, for so long as required by law.

Section 7. Notice and Waiver. Any notice required to be given by this Code shall be in writing and shall be delivered personally or sent by telegram, teletype, or electronic mail transmission or by United States mail, express mail, or courier service, with postage or fees prepaid. For any notice made by personal delivery, telegram, teletype or electronic mail, notice shall be deemed to be given when delivered or transmitted. For any notice sent by United States mail, or courier service, notice shall be deemed to be given when deposited in the mail or with the courier service. Unless waived in writing, notice of each annual meeting communicating the day, hour, and place shall be given to each Director by the Secretary of the Corporation not more than sixty (60) days nor less than three (3) days before any such meeting. Unless waived in writing, notice of each special meeting communicating the day, hour and place, and the purpose or purposes thereof shall be given to each Director of the Corporation not more than sixty (60) days nor less than twelve (12) hours before any such meeting unless such notice requirements are contradicted by law. If there is such a contradiction, Ohio laws requiring notice must be followed. Notice of the time, place and purposes of any meeting may be waived in writing, either before or after the holding of such meeting, by any Director, which writing shall be filed with or entered upon the records of the meeting. The attendance of any Director at a meeting without protesting, prior to or at the commencement of the meeting, shall waive notice or lack of proper notice for that meeting. Nothing in this Section 7 shall alter, however, the duty of the Corporation to provide notice to the public of meetings, once the Corporation becomes a public school. Notice to the public shall be given in accordance with Ohio law and pursuant to Board policy.

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if a written consent to such action is signed by all of the Board of Directors or all of such committee, as the case may be, and such written consent is filed with the minutes of proceedings of the Board of Directors or committee. Such a written consent may be signed by facsimile signatures which shall be construed as originals, and/or on separate but identical documents which shall be construed as one original. Provided however, if the Corporation is operating as a public school, all action must be taken at open and public meetings and action by written consent shall not be allowed.

Section 9. Committees of Directors. The Board of Directors may create a committee or committees as the Directors may determine, the members of which committee or committees shall consist of not less than one (1) Director. A simple majority of the members of any such committee shall constitute a quorum, and the act of a simple majority of the votes cast at a meeting at which a quorum is present shall be the act of the committee. In every instance, however, the final action on all committee business shall only be a recommendation to the Board of Directors with respect to such matter. Notwithstanding anything to the contrary in this Section 9 however, once the Corporation becomes a public school, no committee nor any group of Directors, which consist of a majority of the Board of Directors, shall meet in a prearranged manner to discuss school business, without proper notice to the public of a regular or special meeting, and, only the votes of the Board of Directors shall be valid and binding.

Section 10. Other Advisory Councils. The Board of Directors may, at its discretion, also consider recommendations of associations, supporting organizations or advisory councils which are not part of the Board of Directors, such as those of parents or other pertinent groups.

Section 11. Removal of Directors. Any Director may be removed, with or without cause, at any time by the majority vote of the entire Board of Directors. A Director will be removed if he/she misses two meetings without providing prior notice.

Section 12. Resignations and Vacancies. Any Director may resign by tendering a written resignation to the Board of Directors. The resignation shall be effective upon the date of receipt by the Board of Directors, or, if later, upon the date specified by the Director in his/her resignation. Vacancies in the Board of Directors shall be filled in accordance with Sections 4 of this Article III.

Section 13. Powers of Directors. The policies of the Corporation shall be directed by the Board of Directors in accordance with the law, and once the Corporation becomes a public school, also in accordance with the Corporation's community school contract and applicable laws. Subject to the provisions of Ohio law in general, the Ohio Nonprofit Corporation Law, the Articles of Incorporation and this Code of Regulations of the Corporation, the Board of Directors shall do and perform every act and thing whatsoever which it shall deem necessary, expedient or advisable to carry out the purposes of the Corporation.

Section 14. Honorary Directors. Any individual, whether an emeritus Director or not, who has provided extraordinary service to the Corporation over a period of time, may be honored with the title "Honorary Director," at the discretion of the Board. Honorary Directors are not voting members of the Board and are permitted but not required to attend meetings. The Board of Directors may remove an Honorary Director at any time, with or without cause, by a majority vote of the entire Board.

#### ARTICLE IV OFFICERS

Section 1. Number, Title and Election. The officers of the Corporation shall consist of a President, Vice President, Secretary, and Treasurer and may include such other officers and assistant officers as the Board of Directors shall deem advisable, each of whom shall be elected by the Board at the annual meeting of the Board. With the exception of the office of President, an individual may simultaneously hold two offices. Officers shall hold office for a term of three years, or until their successors are elected and qualified, except in the event of their earlier death, resignation or removal.

Section 2. Vacancies. A vacancy in any office because of death, resignation or removal of an officer shall be filled by the Board of Directors for the unexpired term of such office.

Section 3. Resignation or Removal of Officers. An officer of the Corporation may resign at any time by tendering his or her resignation in writing to the Board of Directors and such resignation shall become effective immediately upon its delivery to the Board. An officer of the Corporation may be suspended or removed at any time, with or without cause, by the Board of Directors. The election or appointment of an officer for a term of office shall not be deemed to create employment or other contractual rights.

Section 4. President. The President shall preside at all meetings of the Board and shall coordinate the activities directed by the Board of Directors and shall oversee the actions and administration of the Corporation subject to the policies and goals established by the Board of Directors.

Section 5. Vice President. The Vice President shall perform the duties of the President when the President is absent, and all other duties as may be assigned by the Board of Directors.

Section 6. Secretary. The Secretary shall be responsible for providing notice of meetings to the Board of Directors where notice is required, and to the public for the matters concerning the public school, and shall keep a record of the proceedings of the Board of Directors, and shall perform other duties as may be required by the Board of Directors or the President. The Board of Directors may contract with a third party to carry out part or all of the Secretary's duties, pursuant to approval of the Board of Directors.

Section 7. Treasurer. The Treasurer shall act as the fiscal officer of the Corporation and shall have custody of the cash, securities, and other assets of the Corporation, shall receive contributions, bequests, revenues, and other assets to which the Corporation is entitled and disburse funds as directed by the Board of Directors, and shall maintain appropriate books of account and supporting records. Treasurer shall prepare and file all returns, and related reports required by federal and state statutes and regulations and by the Board of Directors. However, in all of the above responsibilities, subject to approval of the Board of Directors, the Board of Directors may contract with a third party to provide for all or part of the Treasurer's responsibilities. The Board may require a bond in any amount, at its discretion or as directed by law, and the cost of the bond or bonds shall be paid for by the Corporation.

## ARTICLE V INDEMNIFICATION AND COMPENSATION

Section 1. Indemnification of Directors, Officers, Employees and Agents. Each person who at any time is or shall have been a Director, officer, employee or agent of the Corporation, or a Director member of the Governing Authority of the school, and such person's heirs, executors and administrators, shall be indemnified by the Corporation, both during and after their association with the Corporation, for those acts or omissions concerning the Corporation, in accordance with and to the full extent permitted by the Nonprofit Corporation Law of the State of Ohio (Ohio Revised Code Chapter 1702) as in effect at the time of the adoption of these Regulations or as amended from time to time thereafter. The foregoing right of indemnification shall not be deemed exclusive of other rights to which any Director, officer, employee, agent or other person may be entitled in any capacity as a matter of law or under any regulations, agreement, vote of Directors, or otherwise. As authorized by the Board of Directors, the Corporation may purchase and maintain insurance against liability on behalf of any such person to the full extent permitted by law in effect at the time of the adoption of these Regulations or as amended from time to time thereafter.



Section 2. Compensation. Board members and officers serve without compensation. Reasonable expenses, approved in advance by the board, which are incurred by board members or officers, may be reimbursed provided funds are available.

ARTICLE VI  
CONTRACTS BETWEEN CORPORATION AND RELATED PERSONS

Section 1. Limits on Contracts. To the greatest extent allowed by Ohio law and, while operating as public Ohio community school specifically subject to the limitations and restrictions imposed on public officers, any contract or other transaction between this Corporation and one or more of its Directors, or between this Corporation and any entity of which one or more of this Corporation's Directors are interested, whether such Director is a member of the Governing Authority of the school or not, shall be valid for all purposes, notwithstanding the presence of such Director at the meeting at which the Board of Directors of the Corporation acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director in such action, if the fact of such interest shall be disclosed or known to the Board of Directors, and the Board of Directors nevertheless, authorize, approve or ratify such contract or transaction by a vote of a majority of the Directors present. Unless Ohio law otherwise prohibits or permits, the interested Director may be counted in determining whether a quorum is present but may not be counted in voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Article shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

ARTICLE VII  
BOOK AND RECORDS

Section 1. Records. The Corporation shall keep correct and complete books, records and minutes of the Board of Directors' meetings, and, during the time when the Corporation is functioning as a public school, such books and records shall be public records to the extent required by law. The Secretary of the Corporation shall keep an accurate list of the names and addresses of the Board of Directors.

ARTICLE VIII AMENDMENTS

Section 1. Amendments. The Code of Regulations shall be adopted and, from time to time, amended by a majority vote of the entire Board of Directors.

**A. General Ethical Behavior.** While serving on the Governing Authority, each Director agrees to:

1. Obey the law and follow and implement the School's policies;
2. Not disclose or use, without appropriate authorization, any information acquired in the course of the Director's duties that is privileged or confidential under the law;
3. Not speak or act for the Board unless granted proper authority;
4. Work with the Board to establish, review and revise effective policies;
5. Delegate authority for administration to School administrators/staff;
6. Make every effort to attend all Board meetings;
7. Become informed on issues before the Board and relating to Community Schools and school choice;
8. Debate matters before the Board, but once voted upon, accept and support the Board's decision; and
9. Act ethically and in conformance with the School's mission and goals.

**B. Public Officers Ethics and Conflicts Rules – Improper Influence or Use of Authority.**

Ohio law requires that all Board members and School officials, including teachers performing or possessing authority to perform administrative/supervisory functions, comply with these laws.

1. Revised Code Section 102.03(D) & (E). A Board member cannot use, or authorize the use of, the authority or influence of his/her office or employment, or solicit or accept anything of value of such character as to manifest a substantial and improper influence upon him/her with respect to his/her duties.
  - a. "Anything of value" includes money and every other thing of value.
  - b. A thing of value has an improper character when it is secured from a party interested in matters before, or doing or seeking business with, the community school, its Board or employees, or where it could impair a Board member's objectivity and independence of judgment regarding his/her official actions and decisions.
  - c. A Board member shall not participate in matters that will benefit parties with whom he or she has a close family, economic, or business relationship.
  - d. **Abstain.** A Board member may avoid a conflict under R.C. 102.03(D) and (E) by abstaining from voting and refraining from discussions or deliberations of the Board regarding the matter. The Board shall follow the procedures set forth in Part E of this policy when presented with a transaction to which R.C. 102.03(D) or (E) applies.

2. Revised Code Section 2921.42(A)(1). A Board member cannot authorize or employ the influence of his/her office to secure authorization of any public contract in which he/she, a member of his/her family, or any of his/her business associates has an interest.
  - a. A prohibited interest must be direct and definite and may be either pecuniary or fiduciary in nature.
  - b. **Abstain**. A Board member may avoid a conflict under R.C. 2921.42(A)(1) by abstaining from voting and refraining from discussions or deliberations of the Board regarding the matter. The Board shall follow the procedures of Part D of this policy when considering a situation involving R.C. 2921.42(A)(1).
3. Revised Code Section 2921.42(A)(3). A Board member shall not occupy any position of profit in the prosecution of a public contract which she or the community school board authorized, and which was not let by competitive bidding to the lowest and best bidder while the Board member holds a position on the Board or within one year thereafter.
  - a. A Board member occupies a position of profit in a public contract whenever he/she will receive a fee or compensation that is paid from or is dependent upon the contract, or the Board member will receive some other profit or benefit from the contract.
  - b. **Abstention** will not cure an R.C. 2921.42(A)(3) conflict.
4. Revised Code Section 2921.42(A)(4). A Board member cannot have an interest in the profits or benefits of a public contract entered into by or for the use of the community school.
  - a. A Board member has a prohibited interest in the profits or benefits of a public contract if the Board member would financially benefit from the contract, or the Board member has an ownership or fiduciary interest in the entity that is entering into the contract, unless the exception in R.C. 2921.42(C) applies.
  - b. For the exception to apply pursuant to R.C. 2921.42(C), the subject of the contract must be necessary supplies or services for the community school, and the supplies or services must be unobtainable elsewhere for the same or lower cost, or be furnished to the community school as part of a continuing course of dealing established prior to the Board member becoming associated with the community school, and, treatment of the community school must either be preferential to or the same as that accorded to other customers in a similar transaction. Under the exception, the entire transaction conducted at “arms-length” with the Board’s full knowledge of the Board member’s interest.
  - c. Abstention will not cure an R.C. 2921.42(A)(4) conflict unless the exception in R.C. 2921.42(C) applies.
5. Revised Code Section 2921.43(A). No public servant may knowingly solicit or accept improper compensation (a) other than as allowed by R.C. 102.03 (G), (H) and (I), to perform their acts, duties or services in their public servant capacity or as a supplement thereof, or, (b) for any additional or greater fees or costs than allowed by law in order to perform their official duties;

6. Revised Code Section 2921.43(B). No public servant shall solicit or accept anything of value for their own personal or business use or for the business or personal use of another public servant or party official, in consideration for (a) appointing, securing, maintaining, or renewing the appointment of any person to public office, employment or agency, or, (b) preferring or maintaining a public employee's compensation, duties, placement, location, promotion or other material aspect of employment. A person is not prohibited from making voluntary contributions.
7. Revised Code 2921.43(C). No person shall coerce any contribution for the benefit of a political party, campaign committee, legislative campaign fund, political action committee or political contributing entity, in consideration for (a) appointing, securing, maintaining or renewing the appointment of any person to any public office, employment or agency, or (b) preferring or maintaining the status of any public employee's compensation, duties, placement, location, promotion or other material aspects of employment. Coercion need not actually cause or prohibit any action from actually occurring. A person is not prohibited from making voluntary contributions.
8. Revised Code Section 2921.44. A fiscal officer shall be disqualified from serving as a public official for four years after being found guilty of dereliction of duty in Ohio and, also prohibited from holding a public office until all restitution or repayment required by a court has been satisfied. Dereliction of duty may include (a) recklessly creating a deficiency, incurring a liability, or expending a greater sum than is appropriated by the general assembly for the use in any one year for the entity to which the public official is connected; or, (b) recklessly failing to perform a duty expressly imposed or forbidden by law with respect to the public servant's office.

C. **Excess Benefit Transaction**. Internal Revenue Code Section 4958 provides for an excise tax that is imposed on a "disqualified person" who enters into an "excess benefit transaction" with the School. The tax may be imposed on members of management who approve the transaction. A transaction is an "excess benefit transaction" if the School pays more than fair market value for goods or services.

1. "Disqualified person" includes:

- a. A person in a position to exercise substantial influence over the affairs of the School at any time during a five year period ending on the date of the transaction;
- b. A member of the family of a person described in a, above;
- c. A corporation or other entity in which persons described in a and b, above, have a 35% or greater voting or ownership interest; and
- d. Any person having a relationship described in a, b, or c above with a company that has contracted to manage the School.

D. **IRC Procedure for Matters Involving Conflicts**. The Board shall follow the following procedures when it is called upon to consider any matter with respect to which an "interested person" has a "financial interest" as those terms are defined below. Please note: the fact that the Board of Directors has followed the procedures set forth below will not enable an "interested person" to avoid the legal prohibitions of R.C. 2921.42(A)(3) and (4) discussed in Parts B.3 and B.4, above.

1. For purposes of these procedures the following words have the following definitions.
  - a. An “interested person” is any Board member, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below.
  - b. A person has a “financial interest” if the person, directly or indirectly, through business, investment, or family has:
    - i. An ownership or investment interest in any entity with which the School has a transaction or arrangement;
    - ii. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement; or
    - iii. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.
  - c. “Compensation” includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
2. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board members and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
3. Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. Under this procedure, a person who has a financial interest will have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. Please note: the situations described in Part B present a conflict of interest. As such, the Board need not determine whether a conflict exists for any situation described in Part B. If the situation is not described in Part B, after disclosure of the financial interest and all material facts, and after any discussion with the interested person that is permitted under these policies, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.
4. Procedures for Addressing the Conflict of Interest.
  - a. Except as otherwise provided in these policies, an interested person may make a presentation at the governing board or committee meeting, but after the presentation permitted under these policies, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
  - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

- c. After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested Board members whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

**E. Other Procedures and Record Keeping Requirements.**

- 1. Violations of the Conflicts of Interest Policy.
  - a. If the Board or committee has reasonable cause to believe a member has failed to disclose an actual or possible conflict of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
  - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.
- 2. Documentation. The minutes of the Board and all committees with board- delegated powers shall contain:
  - a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.
  - b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
- 3. Annual Statements. Each Board member, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
  - a. Received a copy of the conflict of interest policy;
  - b. Read and understands the policy;
  - c. Agreed to comply with the policy;
  - d. Understands the School is charitable and must engage primarily in activities which accomplish one or more of its tax-exempt purposes to maintain its federal tax exemption;

- e. Acknowledges that a voting Board member who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation;
  - f. Acknowledges that a voting committee member whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation; and
  - g. Acknowledges that no voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.
4. Periodic Reviews. To ensure the School operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
  - b. Whether partnerships, joint ventures, and arrangements with management companies conform to the School's written policies, are properly recorded, are a reasonable investment or a reasonable payment for goods and services, further its charitable purposes and do not result in inurement, impermissible private benefit, or an excess benefit transaction.
5. Use of Outside Experts. The School may use outside experts in conducting its reviews, but, such use does not relieve the Board's obligation to conduct periodic reviews.
6. Immediate Relatives. An "immediate relative" means the Board member's spouse, children, parents, grandparents, and siblings, as well as in-laws residing in the same household as the Board member.
- a. If the School is not sponsored by a school district or educational service center, no present or former Board member, or immediate relative of any present or former Board member, shall be an owner, employee, or consultant of the School's sponsor or operator, unless at least one year has elapsed since the person's Board membership ceased.
  - b. If the School is sponsored by a school district or educational service center, no present or former Board member, or immediate relative of any present or former Board member, shall (i) be an officer of the Sponsor's governing board, unless at least one year has elapsed since the person's Board membership ceased, or (ii) serve as an employee of or consultant for the department, division, or section of the Sponsor organization that is directly responsible for sponsoring community schools, or have supervisory authority over such a department, division, or section, unless at least one year has elapsed since the person's Board membership ceased.

7. Annual Disclosure Requirement. Each Board member shall annually file a disclosure statement setting forth the names of any immediate relatives or business associates employed, within the previous three (3) years, by (a) the sponsor or operator of the School, (b) a school district or educational service center that has contracted with the School, or (c) a vendor that is or has engaged in business with the School.

Each Governing Authority Director (Board member) shall sign a copy of this Ethics and Conflicts Policy in order to demonstrate his/her commitment to these principles.

\_\_\_\_\_  
Signature and Title

\_\_\_\_\_  
Date

Note: All School officials and employees, including teachers who do perform or who have the authority to perform administrative and supervisory functions, are subject to all Ohio Ethics and Conflicts Laws and should sign the above acknowledgment as well.

*Ohio Revised Code Chapter 102, Sections 2921.42, 2921.43, 2921.44 and 3314.02.*





**CINCINNATI**  
CLASSICAL ACADEMY

# **FINANCIAL POLICIES**

**Adopted 2/12/22**

### **148.1 Purchasing/Invoicing**

Before placing a purchase order, each party authorized to place a purchase order should consider whether the material requested may be available elsewhere in the School or in the management company network, if any. In the interests of economy, fairness and efficiency, the Board requires that:

- A. All purchase orders shall be numbered consecutively.
- B. An informal but documented assessment of the responsibility, reliability, comparative cost and reputation of available qualified suppliers shall have been conducted before the purchase order is submitted.
- C. Certain purchases may be below an amount of money allowed to be spent without a properly signed purchase order, as authorized by the management company, if any, and the Principal.
- D. Insofar as conditions permit, all legitimate business suppliers shall be treated courteously.
- E. Credit card agreements may be approved by the Principal, at their sole but joint discretion, and, if so approved, all credit cards shall be kept in the custody of the Principal in a locked area. All credit card purchases require the prior written approval of the Principal and the Treasurer. Any staff member or Board member entrusted with a credit card shall be personally liable for the proper use and safekeeping of the credit card.
- F. Cooperative purchasing among schools managed by the same company is encouraged, if it results in an economic advantage. Other cooperative purchasing may be considered as well.
- G. If it results in an advantage of any kind, the School may prefer local vendors.
- H. All applicable ethical and conflicts rules shall be followed when purchasing or soliciting for purchasing. No director, officer, employee, staff or agent of the School shall 1) solicit or participate in the negotiations of a contract in which he or she has any direct or indirect pecuniary or beneficial interests or 2) accept any gift or favor from a vendor which might influence their recommendations in the eventual purchases of equipment, supplies or services.

These policies do not prevent any person from receiving royalties upon the sale of any textbook or similar educational product of which she or he is the author, which has been properly approved for use in the School.

If the Board is presented with an invoice from a vendor, the vendor must certify that the good or services were used for School purposes, the invoice must contain sufficient itemization to determine that the services or goods were used for School purposes and the fiscal agent or fiscal officer of the School shall pre-approve payment before the invoice is approved by the Board.

*R.C. 102.03; OAC 117-2-02*

See also Policy 148.6 Credit Cards and Policy 395.1 Purchase of Supplies and Materials, Equipment.

## **148.2 Fixed Asset Policy/Title I and Federal Grant Assets Policy**

### Purpose

The School's Fixed Asset/Title I and Federal Grant Assets policy establishes a fixed asset accounting system that, if followed, will ensure that the School properly handles and disposes of assets, including those assets obtained with Title I grant monies and other federal grant awards, and contains sufficient data to permit:

1. The preparation of fiscal year-end financial statements in accordance with Generally Accepted Accounting Principles (GAAP);
2. Adequate insurance coverage; and
3. Control, accountability and security.

Classifications of Fixed Assets. Fixed assets shall be classified as either: (1) equipment, (2) supplies, (3) furniture, (4) leased fixed assets, or (5) real property.

### Criteria for Fixed Asset Capitalization and Valuation

An item is a Fixed Asset if it has a useful life of one (1) year or more and the cost of the asset is greater than ████████, or, it is a leased asset with a purchase price of greater than ████████.

Fixed Assets are to be valued at historical cost or, if that amount is not practicably determined, at estimated historical cost. The Controller shall determine the estimated historical cost. Donated Fixed Assets shall be valued at the donor's estimated fair market value at the time of gifting.

Depreciation in value of a Fixed Asset will be calculated using straight-line depreciation. The estimated life of a fixed asset shall follow Association of School Business Officials (ASBO) guidelines.

### Management of Fixed Assets

The School shall conduct a physical inventory of its fixed assets at least every two years. The results of the physical inventories must be reconciled with the property records.

The School shall develop a control system to safeguard against loss, damage, or theft of fixed assets. The School shall investigate any loss, damage, or theft of any fixed asset. To the greatest extent possible, the School shall also maintain effective internal controls and safeguard all computing devices and assure that such devices are used solely for authorized purposes.

In order to prevent loss or theft of School property, all fixed assets (other than real property) will have a School fixed asset sticker indicating the School's ownership.

The School shall maintain its fixed assets in order to keep them in good condition and working order.

The following information shall be maintained for all fixed assets:

1. description of the asset
2. title information
3. serial number of the asset, if applicable
4. asset classification
5. location, use, and condition of the asset
6. purchase price and percentage of federal participation
7. vendor
8. date purchased or leased
9. percent of federal funds used for purchase or lease, if applicable
10. accumulated depreciation
11. date and method of disposal and sale price
12. records generated by physical inventories

#### Acquisition of Fixed Assets

Real Property Acquired with Title I or Other Federal Grants. Real property acquired with federal Title I or other federal grant monies received by the School shall be titled in the name of the School.

Except as otherwise provided by federal law or by the federal awarding agency, real property acquired with federal Title I or other federal grant monies shall be used for the purposes authorized by the grant(s). The School shall not dispose of or encumber its title or other interest in any real property acquired with federal Title I or other federal grant monies so long as the real property is needed for the originally authorized purpose.

Equipment Acquired with Title I or Other Federal Grants. Equipment acquired with federal Title I or other federal grant monies received by the School shall be titled in the name of the School.

For as long as needed, the School shall use equipment acquired with federal Title I or other federal grant monies in the program or project for which it was acquired, whether or not the project or program continues to be supported by federal funds. The equipment may be used in other activities currently or previously supported by a federal agency when it is no longer needed for the program or project for which it was acquired. The School shall give priority to activities under a federal award from the same agency then to activities under a federal award from other federal agencies.

The School can use equipment acquired with Title I or other federal grant monies on other projects or programs that are currently or were previously supported by the federal government provided that such use will not interfere with the program or project for which the equipment was acquired. First preference should be given to other programs or projects supported by the agency that awarded the grant monies.

The School shall not use the equipment acquired with federal Title I or other federal grant monies to provide services for a fee that is less than private companies charge for equivalent services.

The School shall obtain the approval of the awarding agency if required by the federal award before it (1) uses equipment acquired with federal Title I or other federal grant monies as a trade-in to acquire equipment to replace the old equipment, or (2) sells the old equipment and uses the sale proceeds to offset the cost of the replacement equipment.

Supplies Acquired with Title I or Other Federal Grants. Supplies acquired with federal Title I or other federal grant monies received by the School shall be titled in the name of the School.

The School shall not use the supplies acquired with federal Title I or other federal grant monies to provide services for a fee that is less than private companies charge for equivalent services.

Equipment Furnished by Federal Agency. The School shall ensure that the equipment remains titled in the name of the Federal Government. The School shall follow the rules and procedures of the federal agency for managing the property.

#### Disposal of Fixed Assets

The School shall establish and follow procedures to ensure that it receives the overall best possible return, if it sells any fixed asset. An independent valuation or market comparison may be used, among any other reasonable method of valuation.

Fixed Assets Not Acquired with Title I or Federal Grant Funds. Fixed assets that were not acquired in whole or part with federal grant monies will be disposed in a manner approved by the Governing Authority of the School. Upon recommendation of the Principal or Treasurer, such Board resolution shall designate the materials, equipment, supplies or other assets as obsolete, excess or unusable, and, shall identify the assets, and may sell, donate or lawfully dispose of them. Any proceeds shall be put in the general fund.

Real Property Acquired with Title I or Federal Grant Funds. When real property acquired with federal grant monies is no longer used for the originally authorized purpose(s), the School shall dispose of such property pursuant to instructions provided by the awarding agency.

Equipment and Supplies Acquired with Title I or Federal Grant Funds. The School may retain, sell, or otherwise dispose of equipment acquired with federal funds. However, the School shall contact the awarding agency for disposition instructions before it sells any equipment with a per unit value of greater than [REDACTED] because the awarding agency may have a right to a portion of the proceeds of the sale. State law may dictate the procedures that must be followed or otherwise place restrictions on the ability of the School to sell the property.

Disposal of Equipment Provided by a Federal Agency. The School shall only dispose of federal equipment pursuant to instructions provided by the federal agency that provided the equipment, or should the assets or equipment be under a value or value per unit as applicable under the rules of

Attachment 2.8 – Fiscal Control Policies

the federal agency, then the School may dispose of the equipment or asset as if it was not acquired with federal grant funds.

*2 C.F.R. 200.*

See also Policy 148.8 Federal Grants Procurement, Monitoring, and Administration.

### **148.3            Audit Committee**

The Board shall establish an audit committee which shall consist of one of the following: the entire Board membership, or, a minority of the Board membership, or, a minority of the Board membership and any outside consultants of the Board's choice. At least one member of the audit committee shall possess knowledge in the areas of accounting, auditing, financial reporting or school finance. The audit committee shall serve a one-year term and meet as often as necessary to carry out its responsibilities. Members of the audit committee shall attend to their responsibilities in good faith, and in a manner they reasonably believe to be in the best interests of the School.

The purpose of the audit committee is to ensure that both external and internal audit functions and other accountability issues receive adequate oversight. The audit committee's responsibilities include, but are not necessarily limited to, a review of the annual unaudited financial reports submitted to the Auditor of State; a periodic review of the interim financial information submitted to the Board; a review of all audit results; an assurance that audit recommendations are appropriately addressed; serving as a liaison between School management and the independent auditors. Any recommendations of the audit committee shall be presented to the Board and responsibility for official action remains with the Board.

*OAC 117-2-05*

#### **148.4 Independent Contractor**

For purposes of this policy, independent contractors are individuals who provide services to the School who are not treated as employees of the School for purposes of withholding federal employment and income taxes.

The School may contract with an independent contractor for a service if none of the School's employees are qualified to provide the service, or, if having Employees perform the service would interfere with the daily operations of the School, or, if the Board of Directors of the School or its authorized designee deems it in the best interest of the School.

The School shall maintain a list of the independent contractors with whom it has contracted.

To the extent required by law, the School shall issue a 1099 Form to each independent contractor reporting the amount paid to the contractor and file the form with the appropriate governmental agency(ies).

In contracting for services with any independent contractor, the School shall enter into a written contract on or before the date the independent contractor begins to provide services under the contract if the amount payable under the contract is [REDACTED] or more. The contract shall specifically describe the services that the independent contractor will provide under the contract.

The School shall obtain a W-9 form from the independent contractor at the time the contract is executed.

Subject to the terms of the contract, the School shall require that the independent contractor substantiate that the services have been performed before the School shall remit payment for the services.

No independent contractor shall be paid as an employee on a W-2 form. If any state retirement system decides that School must pay into its system on behalf of a contractor, such funds will be deducted from the gross pay to the contractor.

All employees of independent contractors providing “essential school services” to the School must fulfill one of the following conditions:

1. The independent contractor has provided proof that it has requested a criminal records check, including an FBI check, within the five-year period prior to the date on which the person will begin working in the School and the records check indicated that the person had not been convicted of or pleaded guilty to an offense that would disqualify the person for employment with the School;

**OR**

2. During periods of time when the employee of the independent contractor will have routine interaction with a child or regular responsibility for the care, custody or control of a child, an employee of the School has been assigned to be present in the same room as the child



or, if outdoors, to be within a 30-yard radius of the child or to have visual contact with the child.

The Principal or his/her designee is responsible for ensuring that employees of independent contractors have successfully completed a criminal records check or will be supervised when they have access to children.

The Principal has specified that “essential school services” are necessary services that would need to be provided by Employees if the services were not provided by an independent contractor (such as food, janitorial or clerical services).

*IRC 6041; R.C. 3314.41*

### **148.5 Annual Financial Report**

The School shall file an annual financial report, which must be prepared using generally accepted accounting principles. The report must contain the following:

1. The amount of collections and receipts, and accounts due from each source;
2. The amount of expenditures for each purpose;
3. The income of each public service industry owned or operated by a municipal corporation, and the cost of such ownership or operation (if applicable); and
4. The amount of public debt of each taxing district, the purpose for which each item of such debt was created, and the provision made for the payment thereof (if applicable).

The School must prepare two copies of the report. The original must be filed with the auditor of state at “Auditor of State, Local Government Services Division, 88 East Broad Street, Columbus, Ohio 43216-1140” or “Post Office Box 1140, Columbus, Ohio 43216-1140” and the copy must be retained by the School’s fiscal officer. The report must be filed either in paper form or electronically in a manner and format prescribed by the auditor of state and must be filed within one hundred and fifty (150) days after the close of the fiscal year. At the time the report is filed with the auditor of state, the School’s fiscal officer must publish notice in a newspaper of general circulation in the political subdivision or taxing district.

*R.C. 117.38; OAC 117-2-03.*

## **148.6 Credit Cards**

For purposes of this policy, credit cards are defined to include business check cards and debit cards. The Board recognizes the convenience and efficiency afforded by the use of School credit cards. A credit card shall not be used in order to circumvent the general purchasing procedures established by State law and Board policy. The Board affirms that credit cards shall only be used in connection with Board-approved or School-related activities and that only those types of expenses that are for the benefit of the School and serve a valid and proper public purpose shall be paid for by credit card. Any changes to credit card terms requiring consumer authorization, including changes to credit limits, shall be approved by the Board. As such, employees are required to abide by the following guidelines when using a School credit card.

1. All credit cards issued to and in the name of the School shall be held and supervised by the Principal.
2. Subject to the discretion of and the approval of the Principal, credit cards may be used for eligible goods and services including:
  - a. Transportation reservations and expenses.
  - b. Conference registrations.
  - c. Hotel reservation guarantees and expenses.
  - d. If monies are budgeted and deposited with the Principal in advance, credit cards may be used by Employees for student trips and competitions for safety and security reasons.
  - e. Reasonable real expenses, including a maximum gratuity of twenty percent (20%), but excluding alcoholic beverages, since the purchase of such beverages clearly fails to serve a valid and proper public purpose.
  - f. Purchases from vendors who do not accept purchase orders or vouchers, with prior approval from the Principal.
  - g. Other purchases approved by the Principal on a case-by-case basis.
3. Credit cards shall not be used for personal purchases or expenditures not allowed under this guideline. In particular, credit cards shall not be used for expenses that are not incurred in connection with Board-approved or School-related activities, are not for the benefit of the School, and do not serve a valid and proper public purpose. Use of credit cards in an unauthorized or illegal manner may result in revocation of credit card privileges, disciplinary action and/or, where appropriate, may require the user to pay any and all inappropriate charges, including finance charges and interest assessed in connection with the purchase.
4. The Principal shall establish limits on the total dollar amount that an employee may incur as a part of any individual transaction based on the Principal's good faith estimate of the purchase or expense, which shall be approved or ratified by the Board of Directors.
5. Employees requiring the use of a School credit card shall request in writing such card from the Principal, which shall include a signed statement that the requesting employee has read this policy, and understands and agrees to abide by its terms.

6. The School is a nonprofit instrumentality of the State of Ohio. Tax exemption forms shall be utilized and are available in the Principal's office.
7. Upon receipt of a School credit card, employees shall:
  - a. Inform merchants that the purchase is for "Official School Business" and is not subject to State or local sales tax. However, if the merchant fails to waive the tax, the employee shall pay it. For large purchases where the merchant refuses to waive the tax, the employee shall present a tax exemption form.
  - b. Maintain credit cards in a secure fashion and prevent unauthorized charges to the account.
  - c. Maintain sufficient documentation of all purchases, including, but not limited to, charge receipts, original cash register slip or other detailed receipt, and invoices.
  - d. Provide documentation of all purchases to the Principal in a timely manner to ensure prompt payment.
  - e. Immediately notify his or her immediate supervisor and the Principal if the card is lost or stolen.
  - f. After use, School credit cards are to be returned to the Principal, along with appropriate receipt copies of all charges.
  - g. Upon receipt of the appropriate documentation, credit card expenditures will be paid through the Principal's Office.
  - h. The Principal or his/her designee will monitor the credit card account(s) and reconcile all credit card accounts on a monthly basis. A report will be a part of the monthly Cash Activity Report reported to the Board.
  - i. If the employee is terminated or resigns, he or she must return the credit card and shall remain responsible for any inappropriate use.
8. Failure to turn in receipts and appropriate forms to the Principal within five (5) business days may result in the charges being deemed unrelated or unsubstantiated. This amount will then be charged back to the user.
9. Credit Cards shall never be used for any cash withdrawal transactions or advances from a financial transaction device or automated teller machine ("ATM"), or to obtain any cash back on a credit card transaction.

See also Policy 148.1 Purchasing/Invoicing.

## **148.7 Staff Reimbursement**

Expenses which are incurred by professional staff members as a result of authorized travel for the School will be reimbursed to the extent provided for in these guidelines. Reimbursement is intended to provide for transportation, lodging, and food of reasonable and adequate quality. When traveling on School business, a professional Staff member is expected to use the same care in incurring expenses that a prudent person would exercise if traveling on personal business, and reasonable efforts will be made to reimburse actual expenses. Excessive costs, such as those caused by circuitous routes or luxury services or accommodations, will not be considered prudent, nor will they be accepted for reimbursement. No charges for alcoholic drinks will be reimbursed. Rental cars must be economy rentals unless approved in advance by the Treasurer as otherwise necessary or prudent.

Authorization and Procedure: When travel is expected, a requisition form should be completed and approved by the Superintendent at least ten (10) days prior to the date a decision is needed. This request should detail all estimated expenditures.

Reimbursement: Reimbursement will be at the current approved IRS rate if driving on School business. If transporting students to competition or trips, Staff volunteers will be reimbursed actual expenses, documented by receipt, or at the IRS Approved Charitable Rate.

A Travel Reimbursement Form must be completed and signed by a supervisor. All claims must be supported by original receipted bills. Reimbursement for reasonable charges for tolls and parking will be made upon presentation of supporting receipts.

Other Reimbursement: Staff must follow all rules concerning purchasing and School credit card use. If Staff otherwise personally advances money on behalf of the School, it does so completely at its own risk of non-reimbursement, provided however, the Board is authorized to reimburse such advances only if it finds that the expenditure was made without adequate opportunity for prior approval, or was an emergency and advanced as a necessity, for the benefit of the School. All reimbursements must be supported by detailed receipts.

Staff cannot be reimbursed for any expense if the Staff member received a benefit through a rewards program for that expense. Rewards programs allow users to earn rewards based on how much money they spend. Examples of rewards programs include, but are not limited to, frequent flier miles, grocery store loyalty card programs, and hotel free night programs. This prohibition includes rewards programs tied to credit cards and loyalty customer cards.

*Ohio Ethics Comm. Advisory Opinion No. 91-010*

See also Policies 395 Purchasing Policies and 395.1 Purchase of Supplies and Materials, Equipment.

### **148.8 Federal Grants Procurement, Monitoring, and Administration**

In addition to the applicable policies set forth elsewhere in this manual, the following policies shall apply when the School expends federal grant funds to purchase property or obtain services, including but not limited to, purchases made under the School food service and nutrition programs.

- A. Competition. To the extent required by law, the School shall use procurement methods that provide for full, free, and open competition and comply with the federal procurement regulations. If the School solicits bids or competitive proposals to secure property or services, the School shall award the contract to the party whose bid or proposal, after considering all appropriate facts, is most advantageous to the School.

The School shall exclude from competition for procurements any contractor that develops or drafts specifications, requirements, statements of work, or invitations for bids or requests for proposals.

Unless allowed by law, the School shall not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals.

- B. Code of Conduct. No employee, officer, or agent of the School shall participate in selecting, awarding, or administering a contract supported by federal funds if a conflict of interest, real or apparent, would be involved. A conflict arises when the employee, officer, or agent, a member of his/her family, his/her partner, or the employer or prospective employer of any of the above-mentioned individuals has a financial or other interest or a tangible personal benefit from the company selected to be awarded the procurement contract.

No employee, officer, or agent of the School may solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Any gratuities, favors, or anything of monetary value includes money and every other thing of value, meaning having more than a de minimis or nominal worth.

All employees, officers, or agents of the School must disclose in writing any potential conflicts of interest, whether real or apparent, to the School prior to participation in the selection, award, or administration of a contract supported by a federal award.

The School shall not conduct any procurement action involving a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, if the School would be unable or appear to be unable to be impartial in that procurement action.

Any employee, officer, or agent of the School found to have violated this Code of Conduct or any other applicable ethics laws or regulations will be immediately excluded from further participation in the selection, award, or administration of the contract supported by a federal award and may be subject to disciplinary actions, up to and including termination. The School shall promptly report any violation of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting a federal award to the awarding federal agency and specify any corrective action taken by the School.

Nothing in this policy shall be read to alter the obligations and restrictions on public officials

pursuant to Ohio Revised Code Chapters 3314 and 102, and Section 2921.42-.44 as applicable to community schools.

C. Procurement Procedures. To the extent required by law:

1. The School shall review any proposed procurement to avoid purchasing unnecessary property or services. The School shall avoid purchasing duplicative items.
2. Before acquiring an item, the School shall compare the advantages of leasing and purchasing property, purchasing surplus property, or sharing services where permitted by law in order to determine the most economical approach. The School shall also consider consolidation or breaking out procurements to obtain more economical purchases.
3. Prior to accepting bids or proposals, the School shall make independent estimates of cost and price. The School shall conduct a cost or price analysis in connection with every procurement transaction and procurement contract modification, including those over the Simplified Acquisition Threshold. This shall include making independent estimates before receiving bids or proposals.
4. The School shall ensure that its solicitations for goods and services contain clear and accurate descriptions and technical requirements of the goods and services sought, all factors to be used in evaluating bids or proposals, and provide any other information required under the applicable federal regulations. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The School shall not require brand name products unless the brand name is specified as a means to define the performance or other salient requirements of procurement.
5. The School shall attempt to ensure that the parties with which it contracts are responsible and capable of fulfilling the terms and conditions of the contract. The School shall give consideration to the contractor's integrity, compliance with public policy, record of past performance, and financial and technical resources.
6. The School shall only use time and material type contracts after a determination that no other contract is suitable and, if a contract includes a ceiling price, the contract must specify that the contractor exceeds the ceiling at its own risk.
7. The School shall create and maintain records that document the procurement process that the School followed in each procurement transaction, including the rationale for utilizing the selected procurement method, the selection of contract type, the basis for awarding or rejecting the contract, the justification for lack of competition if competitive bids or proposals are not sought, and the basis for the award cost or price.
8. The School shall make its procurement records available for review upon request by the awarding federal agency or pass-through entity.
9. Before deciding to use grant funds to host or attend a meeting or conference, the School shall ensure that the meeting or conference is (a) consistent with the School's approved grant application, (b) necessary to achieve the goals and objectives of the grant, and (c) for

purposes of disseminating technical information, and (d) that the School has used only the grant funds necessary to accomplish legitimate meeting and conference business.

10. Whenever practicable, the School shall utilize lower cost alternatives in lieu of attending meetings or conferences.
  11. When issuing statements, press releases, requests for proposals, bid solicitations, and other documents relating to the use of federal grant funds for procurement purposes, the School shall state the percentage of the total cost funded by federal money, the dollar amount of federal funds available for the project or program, and the percentage and dollar amount of the total cost of the project or program financed by non-governmental sources.
  12. The School shall comply with the Buy American provision in 7 CFR Parts 210 and 220 for all solicitations and contracts that involve the purchase of food. The School must ensure that such solicitation and contract language includes the requirement for domestic agricultural commodities and products to the maximum extent practicable, and must retain records documenting any exceptions. The School will include a requirement for certifying the domestic percentage of the agricultural food component of commodities and products, and will monitor contractor compliance.
  13. The Principal and Treasurer, working in conjunction, or their designee shall be responsible for determining a relevant dollar threshold; crafting all solicitations, which shall include “Buy American” provisions and small-business/minority-owned business/women enterprise language; determining the appropriate method of procurement; obtaining quotes, bids or proposals.
- D. Contract Provisions. Procurement contracts shall, at minimum, include the terms and conditions that are required by the applicable federal procurement regulations, including all necessary terms as required by the Trafficking Victims Protection Act of 2000 (TVPA). To the extent required by law, the School shall require that the person awarded a contract satisfy the bonding requirements set forth in the applicable federal regulations and shall comply with the TVPA and its corresponding regulations.
- E. Contract Administration. The School shall delegate to one or more school employee the responsibility for administering all procurement contracts and ensuring that the party awarded the contract satisfies the terms, conditions, and specifications of the procurement contract or purchase order.
- F. Small/Minority/Women Businesses. The School shall take affirmative steps to contract with small businesses, minority-owned firms, and women’s business enterprises when possible. The School shall also require a contractor, if it subcontracts, to take affirmative steps to contract with small businesses, minority-owned firms, and women’s business enterprises when possible.
- G. Dispute Resolution. Any issues related to the procurement contract and administrative procedures, including source evaluation, protests, disputes, and claims, will be resolved according to the following dispute resolution procedures, and the School will disclose information regarding the dispute to the appropriate federal officials. Any grievant must file a



written complaint requesting an opportunity to be heard by the Governing Board or the Board's designee. The Board or its designee will review any information presented and provide a written decision within a reasonable time. If the grievant is not satisfied with this decision, the matter shall be submitted to a qualified mediator for mediation. The parties will make every attempt to resolve such disputes through mediation and shall equally split all fees or costs of any third party mediator.

If the School suspects or determines that the contractor has likely violated local, state, or federal law, the School will refer the matter to the proper authority having jurisdiction over the matter.

H. Time and Materials Contracts. The School may use a contract whose cost to the School is the sum of the Actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit, but only:

1. After a determination that no other contract is suitable; and
2. If the contract includes a ceiling price that the contractor exceeds at its own risk.

I. Debarred, Suspended, or Ineligible Contractor. The School shall not award contract to parties that have been debarred, suspended, or otherwise excluded from or are ineligible for participation in Federal assistance programs and activities pursuant to the federal System for Award Management available at [www.sam.gov](http://www.sam.gov).

The school shall verify that the contracting party is not excluded or disqualified by checking the federal system for award management, collecting a certification from the contracting party, or adding a clause or condition to the covered transaction with the contracting party.

J. Federal Grant Administration. The School shall ensure that these procedures are followed with respect to all federal grant applications submitted by the School and all federal grants that are awarded to the School.

1. Monitoring Grant Applications. The School shall delegate to one or more persons the responsibility for monitoring all pending federal grant applications, and that person or persons shall provide the Board with a report on the status of all federal grant applications at each regularly scheduled Board meeting.
2. Monitoring Grant Expenditures. The School shall delegate to one or more persons the responsibility for monitoring federal grant expenditures, and that person or persons shall provide the Board with a report on the expenditures made from each federal grant at each regularly scheduled Board meeting.
3. Final Expenditure Reports. The School shall delegate to one or more persons the responsibility for reviewing all final expenditure reports for each federal grant that the School was awarded, reconciling the report(s) with the School's financial records, and ensuring that the final expenditure report for each federal grant is complete and accurate.

4. Maintenance of Procurement Records. The Treasurer or his or her designee shall be responsible for maintaining records sufficient to detail the history of all procurements, including small purchases. For example, solicitation documentation and responses, records of the evaluation process, records of the rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price, the contract and any amendments or modifications, and supporting documentation such as receipts or invoices.

*2 C.F.R. 200; 2 C.F.R. 175.15; 7 C.F.R. 210; 7 C.F.R. 220.*

See Appendix 148.8-A Methods of Procurement Using Federal Grant Funds, Appendix 148.8-B Procurement Procedure for Soliciting Small/ Minority/ Women Owned Businesses and Labor Surplus Firms, Appendix 148.8-C Child Nutrition Programs Procurement. See also Policy 114 Ethics and Conflicts Policy, Policy 148.2 Fixed Asset Policy/Title I and Federal Grant Assets Policy, Policy 149 Use of Cellular Telephones and Other Wireless Technologies, and Policy 205 Program Assessment.

## **148.9 Investments**

It is the policy of the Board to invest public funds, gifts, donations, or other monetary assets in a manner that will provide the investment return with the maximum security, safety, and preservation of principal, while meeting any cash flow demands of the School. Investments shall be made with the judgment and care that a reasonable person of prudence would exercise in the management of his/her own affairs.

The fiscal officer, in consultation with the Finance Committee of the Board, if any, shall inform the Board of the degree of risk, potential and likely returns, and security and safety of an investment. If the investment is a gift or donation and is already invested in a particular manner, the fiscal officer and/or Finance Committee shall review the investment and report to the Board a recommendation as to whether to accept, re-invest, alter, sell, or otherwise manage the investment. The fiscal officer shall inform the Finance Committee and the Board in a timely manner about any adverse development in an investment.

The fiscal officer is the investment officer of the School and is charged with the responsibility for the purchase and sale of investments and the carrying out of this investment policy. Acting in accordance with this policy and adherence to the prudent personal standard expressed in this policy shall relieve the fiscal officer of personal responsibility.

## **148.10 Cost Principles and Financial Management for Use of Federal Funds**

Federal grant awards will be administered efficiently and effectively through the application of sound management practices consistent with federal, state, and local laws, including the federal Uniform Grant Guidance, and any underlying grant agreements.

### **Financial Management**

Grant funds must be managed in compliance with all applicable federal, state and local laws and rules as well as the terms of any federal grant award.

The School shall do all of the following:

1. Identify in its accounts all federal award funds received and expended and shall specify the federal program under which those awards were received. Whenever applicable information is available, accounts must include the Catalog of Federal Domestic Assistance (“CFDA”) title and number, the federal award identification number and year, the name of the awarding federal agency, and the name of the pass-through entity.
2. Make accurate, current and complete disclosures of the financial results of each federal grant award as required by the terms the award.
3. Maintain records that adequately identify the source and application of funds used for federally funded activities. Records must contain information about the awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and shall be supported by source documentation.
4. Exercise control over and accountability for all funds, property and other assets purchased with federal funds. All assets shall be safeguarded and the School shall assure that they are used only for authorized purposes.
5. Regularly compare expenditures with budget amounts for each federal award.

### **Cost Principles**

All costs must conform to any limitations or exclusions set forth in the federal award. Costs must be accorded consistent treatment. The School shall only assign a cost to a federal award as a direct cost when no other cost incurred for the same purpose in like circumstances has been allocated as an indirect cost. Costs shall not be included to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period.

Costs shall be determined in accordance with generally accepted accounting principles (“GAAP”) and shall be consistent with policies and procedures that apply uniformly to both federally-financed and non-federally financed activities.

All costs must be adequately documented and shall be necessary, reasonable and allocable to the performance and administration of the relevant federal award. A cost must be allocable to a

particular federal award or other cost objective if the goods or services in accordance with relative benefits received.

Costs must be reasonable in both the nature and amount. The following shall be considered when to determine if a cost is reasonable:

1. Whether the cost is a type recognized as ordinary and necessary for the School's operation or for the proper and efficient performance of the federal award;
2. Applicable restraints imposed on the cost, including sound business practices, arm's-length bargaining, relevant federal and state laws and rules, and terms and conditions of the awards;
3. Market prices for comparable goods and services for the geographical area;
4. Whether individuals authorizing the cost acted prudently when considering the costs; and
5. Whether the cost amounts to a significant deviation from established School practices that may unjustifiably increase costs.

### **Payments**

Methods of payments utilized by the School must minimize the time elapsing between the transfers of funds to and from vendors. Any funds drawn in advance must be as close in time to the actual related expenditure as feasible.

### **Compensation**

Employee or contractor compensation, including wages, salaries and fringe benefits, shall be permitted to the extent that:

1. The rate of compensation is reasonably consistent with (a) compensation paid for similar work in other activities by School employees or contractors, if any, or (b) compensation for similar work in the labor market; and
2. Compensation is supported by records that accurately reflect the work performed.

The School shall comply with all requirements to document the time and effort of personnel whose compensation is funded in whole or in part using federal grant funds. Reports must provide reasonable assurances that personnel charges are accurate, allowable and properly allocated. Time and effort reports shall be maintained by the School and shall comply with the School's established accounting practices.

Travel payment and reimbursement provided from federal funds must include documentation that demonstrates that the participation of the individual is necessary to the federal award and the costs are reasonable and consistent with the School's policies.

*Uniform Grant Guidance, 2 C.F.R. 200 et seq.; 2 C.F.R. 200.302; 2 C.F.R. 200.305; 2 C.F.R. 200.430; 2 C.F.R. 200.431.*

See also **Policy 148.2 Fixed Asset Policy/ Title I and Federal Grant Asset Policy** and **Policy 148.8 Federal Grants Procurement, Monitoring, and Administration.**

# **Cincinnati Classical Academy**

## **Marcum Charter School**

### **Financial Procedures**

Updated As of 3/24/2022

## CREDIT CARD PURCHASES

1. The credit card is held in the name of the school
2. Only the Superintendent/Headmaster is authorized to use the card.
  - a. If School needs to issue a new card, copy of a sample policy and authorization can be obtained from the school's Treasurer office.
3. The Superintendent/Headmaster may designate certain personnel to use card, for proper public purchases, on his/her behalf.
  - a. See Ohio Attorney General Opinion 82-006 or Ohio Auditor of State Bulletin 2003-005 for list of proper public purpose purchases.
4. The school is a sales tax exempt entity. Please use **Sales Tax Exemption Form** for purchasing items.
5. All credit card receipts are to be emailed to the Treasurer/Fiscal Officer.
  - a. RECEIPTS ARE DUE WITHIN 24 HOURS OF PURCHASE.
6. Once a month, the credit card reconciliation form, found in appendix, is due to the Treasurer/Fiscal Officer for recording and bill payment.

**CINCINNATI CLASSICAL ACADEMY  
CREDIT CARD RECONCILIATION**

Employee Name: \_\_\_\_\_

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

School/Site: \_\_\_\_\_

Month Ending: \_\_\_\_\_

DATE	VENDOR	DETAILED EXPLANATION OF PURCHASE	PAYEE	AMT OF RCPT
<b>Total Reimbursement:</b>				\$ -

Notes:

**Approved By:** \_\_\_\_\_

school Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Treasurer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR OFFICE USE ONLY:**

Fund Number: \_\_\_\_\_ Tax Exempted: \_\_\_\_\_ Entered By: \_\_\_\_\_

Documentation: \_\_\_\_\_ Calculations: \_\_\_\_\_



## Sales and Use Tax Unit Exemption Certificate

The purchaser hereby claims exception or exemption on all purchases of tangible personal property and selected services made under this certificate from:

\_\_\_\_\_  
(Vendor's name)

and certifies that the claim is based upon the purchaser's proposed use of the items or services, the activity of the purchase, or both, as shown hereon:

Sales to churches, organizations exempt under IRC 501c(3), and to any other nonprofit exclusively charitable organizations in Ohio, if no net income benefits any private shareholder and no substantial part of an organization's activities consists in propagandizing or attempting to influence legislation [Ohio Rev. Code Ann. 5739.02(B)(12)]

**Purchaser must state a valid reason for claiming exception or exemption.**

Cincinnati Classical Academy

\_\_\_\_\_  
Purchaser's name

501(C)3

\_\_\_\_\_  
Purchaser's type of business

\_\_\_\_\_  
Street address

\_\_\_\_\_  
City, state, ZIP code

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date signed

\_\_\_\_\_  
Vendor's license number, if any

Vendors of motor vehicles, titled watercraft and titled outboard motors may use this certificate to purchase these items under the "resale" exception. Otherwise, purchaser must comply with either Administrative Code Rule 5703-9-10 or 5703-9-25.

This certificate cannot be used by construction contractors to purchase material for incorporation into real property under an exempt construction contract. Construction contractors must comply with Administrative Code Rule 5703-9-14.



## EXPENSE REIMBURSEMENTS

1. Employee expenses should be discussed with the Superintendent/Headmaster and/or Appointed Administrator before purchases are made.
2. All expenses must comply with the Auditor of State's opinions of proper public use of funds.
3. For an expense reimbursement to be approved, a copy of the receipt(s) and Expense Reimbursement Form should be completed and submitted to the Superintendent/Headmaster, appointed administrator, or Director of School Operations for approval.
  - a. The school is tax-exempt. Sales tax will not be permitted for reimbursement.
  - b. Mileage is calculated at the current year's IRS mileage rate. As of 2022, this rate is [REDACTED] per mile.
4. After the school administrator approves, he/she shall forward onto the Treasurer/Fiscal Officer for payment.
5. Expense reimbursements should be processed for payment, by the Treasurer's office, within 10 business days of receipt.
6. The Treasurer will present a statement to the Board for approval of expenses on a monthly basis. This will be included in monthly financials package.

## Expense Pre-Approval/Reimbursement Form

Employee Name:   
 School/Site:   
 Manager Name:

Submit Date:

Business Purpose:

Date of Expense	If Applicable (Dates of Travel)	Description (Conference Name, Address, Round Trip Mileage, Restaurant, Attendees, etc.)	Category (Training, Meeting, Meals, Mileage, etc.)	Cost
<b>Total Reimbursement:</b>				\$ -

**Notes:**  
 Refer to Expense Reimbursement Policy for any questions  
 Mileage reimbursement is set at             

**Approved By:**

Requester Signature:  Date:   
 Manager Signature:  Date:   
 Treasurer Signature:  Date:

<b>FOR OFFICE USE ONLY:</b>			
Fund Number: <input style="width: 80px;" type="text"/>	Tax Exempted: <input style="width: 80px;" type="text"/>	Entered By: <input style="width: 100px;" type="text"/>	
Documentation: <input style="width: 80px;" type="text"/>	Calculations: <input style="width: 80px;" type="text"/>		

## CASH COLLECTION

1. The school can accept Cash, Check or Money Orders
  2. When a payment is received, the following items are written on a receipt.
    - a. Who
    - b. What
    - c. Amount
    - d. Signature of Receiver
  3. Should be recorded in a **2Part receipt book**.
    - a. [https://www.amazon.com/Adams-Receipt-2-Parts-Carbon-Copy-Book-DC1182/dp/B000061CSP/ref=sr\\_1\\_16?ie=UTF8&qid=1529942846&sr=8-16&keywords=carbon+copy+receipt+book](https://www.amazon.com/Adams-Receipt-2-Parts-Carbon-Copy-Book-DC1182/dp/B000061CSP/ref=sr_1_16?ie=UTF8&qid=1529942846&sr=8-16&keywords=carbon+copy+receipt+book)
    - b. Top copy is given to the student/parent and school retains bottom Yellow copy.
  4. Cash, Checks, and Money Orders should be held in a locked cash box in a secure location.
  5. All cash must be deposited into the school's account within 3 business days. If over \$1,000 it must be within 24 Hours.
  6. Copy of School's **deposit slip** is attached and to be used.
    - a. School's bank account is located at **TBD**
    - b. A copy of the checks and money orders, as well as deposit slip and reason for deposit, must be retained before deposit for documentation.
  7. After deposit is made, attach the receipt to above documentation then scanned to the Treasurer's office.
    - a. Due within 24 hours of deposit
    - b. Send to XXXXXXXXXX
- NOTE: Retain school deposit documents and receipts for 3 years.**
8. At the end of a school year, copies of the receipt books should be sent to the Treasurer's office for audit documentation.



## FUND RAISING

1. Approval must be given by Headmaster/Appointed Administrator
  - a. Purpose of Fund Raiser
  - b. Expected collection amount
2. The Superintendent/Headmaster will appoint a Chairperson that is:
  - a. In charge of cash collection and receipt generation
  - b. In charge of bank deposits and sending documentation to Treasurer's office
3. Appointed Chairperson must fill out the appropriate paperwork the Auditor of State has recommended per Student Activities Guidelines.
  - a. This procedural manual contains copies of such forms.
    - If no ticket sales are being conducted, that form is not necessary.
4. Copies of all deposit slips and receipts of deposits must be kept, in addition to the appropriate paperwork. Follow deposit guidelines for documentation that is appropriate.
5. Headmaster/Administrator should sign off on fundraising forms and then forward to the Treasurer's office for document retention.



# School Raffle Winning Records

Event Name: \_\_\_\_\_ Date(s) of Event: \_\_\_\_\_  
 Location: \_\_\_\_\_  
 Key Contact(s): \_\_\_\_\_

## Recipients/Winners of Items

<u>Name</u>	<u>Item Description</u>	<u>Approximate Value of Item</u>
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
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		\$ -
		\$ -
		\$ -
		\$ -
<b>TOTAL:</b>		\$ -

## Recipients/Winners of Cash Payouts

<u>Name</u>	<u>Amount</u>
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
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	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
<b>TOTAL:</b>	\$ -

**EVENT ORGANIZER SIGNATURE:** \_\_\_\_\_  
**SUPERINTENDENT SIGNATURE:** \_\_\_\_\_  
**TREASURER SIGNATURE:** \_\_\_\_\_



## PAYROLL

1. New hires, terminations, and any payroll changes must be made via the Superintendent/ Administration office.
2. Forms needed for employment are found in the New Hire Paperwork files.
  - a. Direct Deposit Forms and W-4's are the most often used for changes to payroll information.
3. Employees are paid on a MONTHLY/SEMI-MONTHLY (circle one) basis. Or 12/24 pays (circle one) per year.
  - a. Dates are the 15<sup>th</sup> and the Last day of the month. See Pay Schedule.
  - b. Administrative employee's pay calendar is 7/1 to 6/30.
  - c. Teacher pay calendar is 9/1 to 8/31.
  - d. Hourly pay calendar is 7/1 to 6/30.
4. Due dates for payroll documents to be received by the Treasurer's office are shown on the pay schedule.
  - a. Pay Schedule is given to school, from Payroll Administrator, on the 1<sup>st</sup> of each fiscal year.
5. Timesheets must be signed by Headmaster/Director of School Operations.
  - a. A recommended timesheet template can be found herein.
6. Questions about how pay is calculated or how benefits and taxes are deducted, can be referred to the Treasurer's office.
7. The School uses Paycor as its payroll provider. Steps for accessing timesheets or information within these systems can be referred to the Treasurer's office.
8. Payroll Processing Procedures:
  - a. All timesheets and pay changes are collected each Friday by school appointed personnel.
  - b. All information for any payroll related changes are due to the Treasurer's office every pay by the date specified on the Pay Day Schedule.
  - c. The Treasurer compiles all information into a format that will be a reference for the school as well as auditors.
  - d. Once all information is gathered, a 'Preview' will be sent to the School Appointed Payroll Supervisor for Approval.
  - e. After the Treasurer's Office receives approval, the Treasurer will initiate and submit payroll via the appropriate software.



# WEEKLY EMPLOYEE TIMESHEET

*Employee Name:*

*Week Of:*

<u>Day of Week</u>	<u>Date</u>	<u>Regular Hours</u>	<u>Overtime</u>	<u>PTO Hours</u>	<u>Notes:</u>	<u>Total Hours</u>
Monday						0
Tuesday						0
Wednesday						0
Thursday						0
Friday						0
Saturday						0
Sunday						0
<b>Total Hours</b>						<b>0</b>

*Employee Signature*

*Supervisor Signature*

	<i>Date</i>
	<i>Date</i>

## ACCOUNTS PAYABLE

**NOTE: If school utilizes Purchase Orders/Requisitions to begin purchasing Items:**

- a. A template can be found herein*
  - b. Please speak to Appropriate School Administrator on internal procedures regarding submission and sign offs for purchase orders*
  - c. Once a purchase order is issued, a purchase can be made.*
  - d. Treasurer's office will not maintain a policy or procedures for purchase orders as it is not a requirement of the State of Ohio.*
1. Once authorized personnel receive an invoice, it must be forwarded to the Administration office for review and approval.
  2. After invoices are reviewed and approved, the appointed personnel will upload those documents to Bill.com and/or email to Treasurer's office.
  3. The Treasurer's office will review invoices and key them into bill.com system for payment.
    - a. For information about viewing bill.com system and acquiring a user name, please contact the Treasurer's office. Requires Superintendent approval.
  4. Each Thursday there will be a check run that the Treasurer will review and approve before sending out.
  5. Any ad-hoc check requests that require immediate payment will be on a one-on-one basis with the Appointed Administrator approving that payment.
  6. Any online payments being made on behalf of the school, at the Treasurer's office, will require prior authorization from the school.
    - a. Once authorization is given to the Treasurer's office, the Treasurer will continue in the same fashion unless specifically told to stop.

# PURCHASE ORDER

## Cincinnati Classical Academy

**ORDER NO:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**VENDOR:** \_\_\_\_\_

**SHIP TO:** \_\_\_\_\_

**CONTACT NAME:** \_\_\_\_\_

**NAME/DEPT:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

G/L CODE	PRODUCT NAME / DESCRIPTION	QTY	UNIT PRICE	DELIVERY DATE	Total Price
		0.00	\$ -		\$ -
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-

SUBTOTAL \$ -

**REMARKS/NOTES:**  
 ATTACH ANY DOCUMENTATION

DISCOUNT (%) 0%

SUBTOTAL  
 LESS DISCOUNT \$ -

SHIPPING/HANDLING \$ -

**TOTAL** **\$0.00**

**APPROVER SIGNATURE** \_\_\_\_\_

## GRANTS

1. All grants are budgeted and maintained by your Grants Coordinator with assistance from school administration.
2. Purchases made with grant funds should be documented on all invoices, receipts, reimbursements and contracts.
3. Grant fund expenses are reviewed by the Treasurer's office every time a new request is made.
  - a. Documentation is required to perform this action.
  - b. Financial system will be updated with this documentation.
4. Schools are required to collect Time and Effort Log Sheet once a year for staff being paid from multiple grant funds. The school's CCIP Coordinator should be contacted for a copy of this document.
5. Schools are required to collect a Semi - Annual Certification twice a year (DECEMBER and MAY) for federal grant paid staff. This form should be used only for staff that is paid from one fund. The school's CCIP Coordinator should be contacted for a copy of this document.
6. The Treasurer may periodically request documentation on grants due to answer legislation and ODE guidelines that arise. Grant documentation should be maintained for 5 years.

**Semi-Annual Certification**  
**Activity Report for Employees Working on a Single Cost Objective**  
**School Year \_\_\_\_\_**

School/District:\_\_\_\_\_

Federal Program:\_\_\_\_\_

**For the Six-Month Period of:** *(Circle the completed six month time period and fill in the year)*

January-June 20\_\_\_\_\_

July-December 20\_\_\_\_\_

I certify that the employee(s) listed below worked 100% of their time in the above six month time period on activities authorized by the federal program stated above.

*\*Include only staff fully funded through Title I.*

Employee Name	Employee Title

\_\_\_\_\_  
Employee or Supervisory Official's Signature

\_\_\_\_\_  
Date

This form is to be completed every six months for any employee who is paid solely with federal funds from a single cost objective.

A school that has any staff that are split funded between Title I and another funding source must instead complete a Time and Effort Program Activity Report (PAR).

## Grant Project Time and Effort Certification Form

Employee Name and Title: \_\_\_\_\_

Employee ID: \_\_\_\_\_ Department: \_\_\_\_\_

Report for Month/Year: \_\_\_\_\_ Total Hours Worked: \_\_\_\_\_

During the month shown above, my responsibilities were divided between the following activities in the percentage shown.

Fund	Description	Hours of Day	Percent of Time and Effort	Check if Cost Share or Match
N/A	Non grant-funded activities			
<b>TOTAL PERCENTAGE OF TIME AND EFFORT</b>			<b>(Must equal 100 %)</b>	

I certify that the information provided above is correct.

\_\_\_\_\_  
Employee Signature Date

\_\_\_\_\_  
Administrator Signature and Title Date

Please send the completed form to the CCIP Coordinator every December and every May.

If you have any questions, you may contact the CCIP Coordinator.



**Attachment 3.2 – Management Contract**

**Not Applicable**

ATTACHMENT 3.4

CLOSING PROCEDURES ASSURANCE DOCUMENT

By signing this document, I, Jed Hartings, hereby certify that I am the School Governing Authority President and/or authorized representative of Cincinnati Classical Academy. If Cincinnati Classical Academy should cease to exist for any reason, including but not limited to suspension, closure or termination as outlined in Ohio Revised Code, Chapter 3314, the School Governing Authority agrees to cooperate fully with the Sponsor and comply with all Community School Closing/Suspension Procedures put in place by the Ohio Department of Education or the sponsor at the time of the School's closing.

Furthermore, the School Governing Authority appoints Michael Rose, or the then current School Leader, as Designee, to coordinate the closure of the School and to ensure all requirements of the Community School Closing/Suspension Procedures as prescribed by the Ohio Department of Education and the sponsor at the time of the School's closing are fully completed.

The School Governing Authority President, Treasurer and Designee hereby acknowledge they have reviewed the Ohio Department of Education Community School Closing/Suspension Procedures in effect at the time of executing this document and understand the duties to be undertaken should the School close. Failure to complete these duties as prescribed may result in criminal or civil penalties as permitted by law. Additionally, should Governing Authority, School Leader, Treasurer or designee fail to ensure that all closing requirements are fulfilled, the Sponsor will manage the closure process and may require the Governing Authority to reimburse the Sponsor for the costs associated with closure.

Upon closure or suspension of the school, any property that was acquired by the operator or management company of the school using state funds that were paid to the operator or management company by the School Governing Authority as payment for services rendered shall be distributed in accordance with division (E) of section 3314.015 and section 3314.074 of the Revised Code.


The designated fiscal officer and/or School Governing Authority shall ensure all financial and enrollment records are delivered to the Sponsor in a timely manner as well as to other entities specified in rule or Ohio Revised Code.

  
\_\_\_\_\_  
Jed Hartings, Governing Authority President

2-13-22  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Michael Rose, Designee

2/15/2022  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Stephanie Ataya, Treasurer

2/15/2022  
\_\_\_\_\_  
Date





## Attachment 3.7 – Racial & Ethnic Balance Plan

### Plan to Achieve or Continue Racial and Ethnic Balance

The school will attempt to achieve racial and ethnic balance by openly marketing to every subsection of the potential student population.

The school governing authority will assess the racial and ethnic balance of the school within the first two months of the calendar year using detailed demographic information obtained from the US Census Bureau and/or local school report cards from areas which students are drawn to determine racial balance comparative to the local population.

Information will be reviewed by the school leader and the governing authority. Marketing plans will be adjusted to ensure racial and ethnic diversity. Efforts will be made to draw students from a diverse area to best reflect the local population's diverse makeup.

With this said, the school is a public school and enrollment will not be denied to any eligible applicant on behalf of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or identity or physical, mental or emotional ability or disability.



**CINCINNATI**  
CLASSICAL ACADEMY

# **ADMISSION & ENROLLMENT POLICIES**

## **241 Admissions and Lottery Standards**

The School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65, except that admission may be limited to the geographic area and grade or age levels specified in the Community School Contract.

The School will not discriminate in the admission of students to the School on the basis of race, creed, color, disability, sex, intellectual ability, measures of achievement or aptitude, or athletic ability, provided, however, that the School may limit admission to students identified as “at risk” in the Community School Contract. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

If there are more applicants than there are spaces, a lottery will be conducted in the following manner:

- Each applicant will be assigned a number;
- The numbers will then be drawn at random by a disinterested third party;
- The first number drawn will be the first new applicant placed on a permanent waiting list and so on until all numbers are drawn;
- Applicants on a permanent waiting list prior to any lottery will retain their position on the waiting list;
- The school may separate the lottery and the waiting lists for each grade or age grouping;
- Students attending the previous year and students who reside in the district in which the school is located will have first preference for a position;
- Secondary preference may be given to siblings of existing students and students who are the children of full-time School Staff or founding Governing Authority members. The total number of students receiving the latter preference as children shall not exceed five percent (5%) of the School’s total enrollment.

*R.C. 3314.06.*

See Policy 206 General Notice of Non-Discrimination, Policy 221 Access to Equal Educational Opportunity, Policy 241.3 Compulsory and Early Kindergarten Admission, Policy 241.5 Enrollment and Residency Policy, and Policy 241.6 Tuition for Out-of-State Students.

241.1 R.C. 3314.041 Notice

# NOTICE

Pursuant to the Ohio Revised Code Section 3314.041, the governing authority of each community school and any operator of such school shall distribute to parents of students of the school upon their enrollment in the school the following statement in writing:

**Cincinnati Classical Academy is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administrator or the Ohio Department of Education.**

## 241.2 Records upon Enrollment

Newly enrolled student records:

1. Upon entry, a request for records will be made within twenty-four (24) hours from the public or nonpublic elementary or secondary school the pupil most recently attended.
  - a. “Entry” is defined as the beginning of learning opportunities by a student at the School.
2. If the records are not received, a second request and contact with the parent and former school should be made within the first fourteen (14) days by the Principal or his/her designee.
3. If the records are not received within fourteen (14) days of the date of request, or the pupil’s previous school indicates that it has no record of the pupil’s attendance, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) an attested transcript of the certificate of birth; (4) an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child; (5) an attested transcript of a hospital record showing the date and place of birth of the child; or (6) a birth affidavit, the Principal will contact the former school directly, then the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.
4. The School shall not admit any student requesting admission to the School after discharge or release from the custody of the department of youth services until the School is in receipt of (1) an updated copy of the student’s academic transcript; (2) a report outlining the student’s behavior in school while in custody of the department; (3) the student’s current IEP if applicable; and (4) a summary of the institutional record of the student’s behavior.
5. The School shall not deny admission to a child who has been placed in a foster home or in a residential facility (*e.g.*, a group home, child’s crisis care facility, children’s residential center, residential parenting facility with 24-hour care, county children’s home or district’s children’s home) if the child does not present a birth certificate, or a comparable certificate from another state or country, or another document specifically listed above in (3) to attest to the child’s date and place of birth upon registration for admission. Required documentation must be presented within ninety (90) days of the child’s initial entry into the School. If the required records are not produced within ninety (90) days of enrollment the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child. A student under the care of a domestic violence shelter at the time of initial enrollment shall notify the School of that fact, and the School shall inform the school from which it requests the pupil’s records of that fact.
6. In the event that an order or decree is issued allocating or modifying an allocation of parental rights and designating a residential parent, or that a grandparent power of attorney or caretaker authorization affidavit is executed, that residential parent or grandparent shall provide the School with a complete and accurate copy of the order and any other relevant documentation.

Attachment 3.9 – Admission and Enrollment Policy

Requests for student records:

7. Upon receipt of a request for student records, the School will comply within two (2) business days.
8. Copies of the student's records will be made and kept on file.

*R.C. 3313.672; O.A.C. 3301-10-01.*

See also Policy 252 Missing and Absent Children.

### **241.3 Compulsory Kindergarten Admissions**

- A. The School shall admit a child to kindergarten if the child is five years of age prior to \_\_\_\_\_ August 1 or X September 30 [check one] of the year of admittance.
- B. Students must be five years old by September 30, 2022 in order to be eligible to enroll in kindergarten for the 2022-23 school year. However, for those students who turn five between October 1 and December 1, 2022, parents may opt to enroll them in kindergarten, but the child must pass a kindergarten readiness assessment (KRA) if a seat is offered. The KRA will be administered on an appointment basis, once the student is registered.
- C. First and other grade eligibility shall be based on the admissions, promotion, and retention policies of the School.

### **241.4 Enrollees Suspended or Expelled Elsewhere**

The school has the authority to recognize and honor the disciplinary suspensions and expulsions imposed by other public schools. A student who has been suspended or expelled from another school district in Ohio may be denied admittance at the School for a period equal to the period of the original suspension or expulsion. The student will be provided an opportunity for a hearing before admittance is denied.

If the student has been expelled or otherwise removed for disciplinary purposes from a public school in another state, the School may deny admittance for the shorter of (1) the period of such expulsion or removal or (2) the period of expulsion or removal which would have been applied had the student committed the same offense in Ohio. Prior to denial of admission, the student will be given an opportunity for a hearing.

*R.C. 3313.66(J)(1)-(2)*

### 241.5 Enrollment and Residency Policy

The School admits students residing in the home district of Cincinnati City School District, and [ ] contiguous districts, **OR**, [X] statewide [check one] (“admissions areas”). The School serves grades identified per its Community School Contract with its Sponsor.

A child shall be admitted to the School as a student, if the child’s parent resides in the School’s admission areas. Residency is not determined solely by where the parents own or rent a home or an apartment, but rather by where the primary residence is and where substantial family activities take place. Any one (1) of the following documents can be used to establish proof of residency for verification of a child’s ability to be enrolled. These items must be current, be in the parent’s name, and include a street address. A post office box address cannot be used to validate residency records:

- a. A deed, mortgage, lease, current home owner’s or renter’s insurance declaration page, or current real property tax bill; or
- b. A utility bill or receipt of utility installation issued within ninety days of enrollment; or
- c. A paycheck or paystub issued to the parent or student within ninety days of enrollment that includes the address of the parent’s or student’s primary residence; or
- d. The most current available bank statement issued to the parent or student that includes the address of the parent’s or student’s primary residence; or
- e. Documented affirmation of the parent’s address from the district of residence where the parent currently resides; or
- f. Notarized affirmation of current address from parent or student if over age 18; or
- g. A USPS return receipt from a certified letter sent to the parents by the district of residence; or
- h. Written confirmation of the parent’s current address from the Ohio Department of Job and Family Services; or
- i. Written confirmation of the parent’s current address from a local law enforcement agency; or
- j. Any other official document issued to the parent or student that includes the address of the parent’s or student’s primary residence and as approved by the Ohio Superintendent of Public Instruction.

If there is a change in the location of the parent or student’s primary residence, the student’s parent must notify the School immediately.

The School shall monthly review the residency records of students enrolled in the School and shall provide an annual verification to the Ohio Department of Education that students are entitled to attend the School. Notwithstanding anything contrary in this policy, after a student’s initial submission of one of the approved proof of residency records for enrollment purposes, the School may utilize either: one (1) newly submitted proof of residency documents listed in (a) through (j), or one (1) signed parent statement identifying the student’s primary home address in order to



conduct the monthly and annual verification. The Principal or his or her designee will compare each submitted proof of residence with the School’s EMIS records to ensure that EMIS reporting is accurate that students are permitted to enroll.

All custody or court orders pertaining to the family or student must be turned in when asked, or at admission. If the School and Parent disagree as to residency status, the Superintendent of Public Instruction shall determine the public school in which the student may enroll. If the School and the Student’s home district (district of residency) disagree about residency, this policy shall supersede any policy concerning the number of documents for initial residency verification adopted by the student’s home district. If the district of residence challenges the student’s residency, the Principal may request additional documentation from the Parent, which may be provided to the student’s home district.

*R.C. 3314.03(A); R.C. 3314.11; R.C. 3313.64(B)(1); R.C. 3313.64(K)*

See also Appendix 241.5-A Residency Verification Procedures; Appendix 241.5-B Monthly Residency Verification Report; Policy 204.8 Migrant Students; Policy 241 Admissions and Lottery Standards; Policy 241.3 Compulsory and Early Kindergarten Admissions; Policy 252 Missing and Absent Children; Policy 294 Student Records and Release of Information; Policy 297 Homeless Children and Youth Policy; and Policy 298 Grandparent Caretaker Policy.

**241.6 Tuition for Out-of-State Students**

The Board may open admission to the School on a tuition basis to any individual age five (5) to twenty-two (22) who is not a resident of Ohio, to the fullest extent allowed under state and federal law, and it may set or revise such tuition amount by Board resolution.

*R.C. 3314.06.*

Policy to Comply with Federal and State Laws  
Regarding the Education of Students with Disabilities.

The school has adopted the Ohio Department of Education’s Special Education Model Policies and Procedures governing the education of students with disabilities. The school will adopt revisions to the Model Policies and Procedures as they are developed and will continue to comply with federal and state laws regarding the education of disabled students.

1. It is the intent of the school to ensure that students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973, as amended (29 USC 794), are identified, evaluated, and provided with appropriate educational services. Students may be identified as handicapped under Section 504 even though they are not eligible to receive services under the Individuals with Disabilities Act.

The Intervention Specialist or his/her designee shall be the Section 504 Compliance Officer. A complaint regarding a violation of the law and this policy in an employment decision shall be subject to a grievance procedure that provides for the prompt and equitable resolution of disputes.

2. The school will meet state and federal law mandates for providing education and services for students that qualify for 504, LEP/ELL, and SWD. Students referred will undergo a multi-factored evaluation, attended by the parent, and an administrator or the administrator designee, and a school psychologist. The evaluation will determine whether an IEP, 504, LEP/ELL, or gifted is appropriate or ongoing monitoring. The school shall annually adopt procedures for the Education of Children with Disabilities as approved by the Ohio Department of Education Office of Exceptional Children. *20 USC 1412; 34 CFR 300.220.*
3. IAT- The school will utilize the Intervention Assistance Team model in identifying students. The IAT process is a tiered process beginning with least invasive interventions, transitioning to increased and targeted interventions as needed. If students are not responding to these interventions, students will transition to the highest level of interventions. If the student responds well, the intervention will continue in the areas needed and processing back to the general education classroom. If the student does not respond to the intervention, further evaluation will be completed through the multi-factored evaluation.

4. Intervention Services will include but not limited to small group intervention, one to one intervention, after-school tutoring and summer school tutoring, and modified curriculum with student support. Dedicated daily time will be scheduled to work on any intervention with students.
5. Discipline - The student code of conduct will be created and approved by the board. The school will implement said policy with all students. For students with disabilities, the school will abide by federal law on how to implement and distribute consequences. All students are expected to follow the school Code of Conduct. Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Head of School or Intervention Specialist.

*These policies are not all-inclusive and may be amended as recommended by the Head of School with approval by the Board of Directors. These policies are guidelines for acceptable behavior and for the general safety of the students. These policies are in line with the mission and vision of the school.*

6. The school will provide services as prescribed in a student's IEP. Such services will include but not limited to: psychologist, speech-language pathologist, audiologist, physical therapist, occupation therapist, and adaptive physical education. The School may contract those services or may choose to hire a qualified individual.
7. The school will employ and/or outsource HQT teacher(s) and para-professionals with proper credentials to provide services for SWD, ELL or gifted endorsement.

**LEASE**

This Lease is made and entered into as of latter date of execution by the Parties by and between **Dennis M. Schnurr, Archbishop of Cincinnati, Trustee for the Members of the Congregation of Our Lady of the Valley Parish, Hamilton County, Ohio** (“Lessor”), and **Cincinnati Classical Academy**, an Ohio non-profit corporation (“Lessee”) (collectively, “Parties”).

WITNESSETH:

1. LEASED PREMISES:

In consideration of the rents to be paid by Lessee, and of the covenants, terms and conditions to be kept and performed as herein provided, Lessor does hereby lease unto Lessee and Lessee does hereby accept a lease on the following described premises (the “Leased Premises”):

That certain real estate located at 170 Siebenthaler Avenue, Cincinnati, Ohio 45215-3715, being Hamilton County Auditor’s Parcel Number 671-0025-0129-00, as more particularly described on Exhibit A attached hereto, and as follows:

	<b>First Year of the Initial Term (“Year 1”)</b>	<b>Second Year of the Initial Term (“Year 2”)</b>	<b>Third Year of the Initial Term (“Year 3”)</b>
<b>Space rented</b>	School only	A) School, gym B) 3 Church Rooms & Community Room	School, Church, Gym, Parish Center
<b>Sq Ft Total</b>	25,002	A) 37,252 B) 3,900 Total: 41,152	67,510

During Year 1 (commencing on November 1, 2021 and ending on June 30, 2022): (a) Lessee may use the Principal and Secretary offices for Headmaster office and parent meetings; (b) Lessee may use community room, classroom, or similar space as needed for occasional public informational meetings and board meetings; (c) Lessee shall have access to the school for student/family tours; (d) Lessee shall have access to the gym during the day and specified evenings; and (e) the gym shall be available to Lessor for game/practice rentals.

During Year 2 (commencing on July 1, 2022 and ending on June 30, 2023): (a) Lessor retains use of one (1) classroom (#3) and the church; and (b) Lessor shall have access to the community room as needed.

During Year 3 (commencing on July 1, 2023 and ending on June 30, 2024): Lessee leases all rooms in the Leased Premises, including the church.

During the term of this Lease, Lessee may use equipment which is owned by Lessor and located in the Leased Premises, to the extent such equipment is related to school activities and administration (e.g. desks, chairs, tables, etc.) (the "Equipment"). Lessee acknowledges that Lessor makes no representation or warranty whatsoever with regard to the existence or condition of such Equipment, and Lessee shall accept the same in its AS IS condition. Although the Equipment shall remain the property of Lessor, Lessee shall be responsible for the maintenance and repair of all Equipment items at Lessee's sole cost and expense, and will replace any Equipment items that become damaged beyond repair. Lessee shall not remove any items of Equipment from the Leased Premises, without Lessor's prior written permission. All items of Equipment will be marked by identifying labels. Lessor agrees to remove any unwanted items identified by Lessee prior to April 1, 2022.

The Leased Premises shall be subject to easements, reservations, limitations and restrictions of record.

## 2. TERM AND RENEWAL TERMS:

The "Initial Term" of this Lease shall commence on the latter date of execution by the Parties (the "commencement date"), and shall end on June 30, 2024 (the "termination date"), unless sooner terminated as herein provided. Notwithstanding the foregoing or anything herein to the contrary, Lessor shall have the right to terminate the Lease prior to the termination date, as follows: In the event that Lessee's students exhibit severe and/or chronic behavior issues such as fighting, use of vulgar language, threatening language or behavior, damage to property, overt sexual activity, consumption of alcoholic beverages or the purchase, sale or use of illegal drugs on or about the Leased Premises or the balance of Lessor's adjacent property, Lessor shall have the right to terminate the Lease subject to the terms of this Section. The Parties acknowledge that Lessee is legally required to enroll student-applicants with disabilities that may impact their behavior and must work with all students to correct inappropriate behaviors. To the extent disputes arise regarding the above-described behaviors, the Parties agree to work in good faith to address Lessor's concerns to the extent permissible under state and federal law. In the event Lessor seeks to terminate the Lease, Lessor shall provide written notice setting forth the reasons for its decision to terminate and the effective date of such termination, which shall be the latter of one hundred eighty (180) days from Lessee's receipt of the notice or the June 30 following Lessee's receipt of the notice.

Except as set forth below, and provided that Lessee is not then in default under the Lease beyond any grace or cure period (and provided that Lessee cures any such default within said grace or cure period), Lessee shall have an option to renew this Lease for three (3) separate renewal terms (each a "Renewal Term") of one (1) year each, upon the same terms, covenants and conditions set forth in this Lease. The failure of Lessee to exercise its options to renew as set forth herein by written notice delivered to Lessor, at least ninety (90) days prior to the termination of the Initial Term or then-current Renewal Term (as the case may be), shall result in the renewal rights as set forth herein becoming null and void. During each Renewal Term, rent shall be as set forth below in Section 3.

“Lease Term” or “term of this Lease,” as used herein, shall include the Initial Term and all valid renewals or extensions thereof (whether or not expressly stated) unless the context clearly indicates to the contrary.

Notwithstanding anything herein to the contrary, if Lessor shall determine in his sole judgment that it is in the best interests of Our Lady of the Valley Parish, Hamilton County, Ohio (the “Parish”) or the Archdiocese of Cincinnati: (i) to sell the Leased Premises or all or any part of the Parish property, (ii) to close, cluster, merge or make other changes in the operation of the Parish, (iii) to expand the existing Parish facilities, (iv) to raze the Leased Premises or (v) to construct new facilities, then Lessor may terminate this Lease upon one hundred eighty (180) days advance written notice to Lessee; provided, however, such termination shall not be effective until June 30<sup>th</sup> following said 180-day period. Further, Lessee shall have the option to terminate this lease without cause effective June 30, 2023 by providing one hundred eighty (180) days advance written notice to Lessor.

3. RENTAL:

Commencing on the commencement date, Lessee shall pay to Lessor as and for rent for the Leased Premises the following amounts, in advance, without demand, deduction, or set-off: (a) during the Initial Term,



All monthly payments shall be due in advance on the first business day of each calendar month during the term of this Lease. Rent for any partial month shall be prorated on a per diem basis. A late charge of ten percent (10%) of the monthly installment will be due if any monthly installment is not paid on or before the fifth (5<sup>th</sup>) day of the month when due.

4. USE:

Lessee shall use the Leased Premises only for operation of a public school for students identified in the Lessee’s community school sponsorship agreement entered into pursuant to R.C. 3314.03. Lessee represents and covenants to Lessor that it is a non-profit corporation existing under the laws of the State of Ohio, and is properly organized, recognized, licensed, and permitted to

operate by all governmental and quasi-governmental entities having jurisdiction over it and its operation, and that Lessee shall maintain that status throughout the entire term of this Lease. A breach of this covenant shall give Lessor the right, at its option, to terminate this Lease, as provided in Section 19.

Lessee shall not do anything on or make or allow any use of the Leased Premises which conflicts with the official doctrine of the Roman Catholic Church, as defined by Lessor and as set forth in the Code of Canon Law and the Catechism of the Catholic Church. Lessee shall not, without Lessor's permission, use or allow upon the Leased Premises anything which will invalidate any policy of insurance now or hereafter carried thereon or on any of the contents thereof, or which may be dangerous, or which will cause an increase in the rate of fire insurance on the Leased Premises. If Lessor grants said permission it shall be solely on the condition that Lessee shall pay on demand any increase in insurance premiums on the Leased Premises or on the contents thereof resulting from said use. Lessee shall take reasonable steps to prevent objectionable noise, and shall not do or permit anything tending to create a nuisance or to disturb the occupants of neighboring property.

#### 5. UTILITIES:

During Year 1, Lessor shall purchase all utilities, including, but not limited to, water, sewer, electricity, heating fuel, gas, and cable, directly from the utility or municipality providing such service, and shall pay for such services at its sole cost and expense; provided, however, that Lessee shall be solely responsible for arranging and paying for internet and telephone service.

During Year 2, Year 3 and any Renewal Term, Lessee shall purchase all utilities, including, but not limited to, trash removal, water, sewer, electricity, heating fuel, gas, internet, cable, and telephone service, directly from the utility or municipality providing such service, and shall pay for such services promptly when such payments are due.

Lessee shall be solely responsible for arranging and paying for any security services during the term of this Lease.

Lessee agrees that Lessor or Lessor's agents and representatives shall not be liable in damages for failure of the utility or municipality providing any such service or utility, or for a delay in furnishing, any such service or utility.

#### 6. REAL PROPERTY TAXES:

The parties acknowledge that the Leased Premises is situated on a parcel or parcels of land which are currently exempt from real property taxation. If during the term of this Lease, real estate taxes are levied on all or any portion of the Leased Premises, due in whole or in part to the existence of this Lease or Lessee's operations upon the Leased Premises, then Lessee shall pay to Lessor as additional rent the entire amount of such real estate tax bill, within ten (10) days after demand for the same. Such real estate taxes shall include ad valorem taxes and assessments, general and special assessments or other similar taxes which shall be levied or assessed or which constitute or become liens upon the Leased Premises, or otherwise any similar taxes which are imposed in lieu of any such real property taxes, including, but not limited to, the building, furniture, fixtures, equipment and improvements situated thereon. If all or any portion of the Leased Premises loses its real property tax exemption due in whole or in part to the existence of this Lease or Lessee's operations upon the



Leased Premises, Lessee shall further be solely responsible for any and all costs and expenses incurred by Lessor (including but not limited to attorneys' fees) in filing an application for real property tax exemption and remission and in reinstating the Leased Premises upon the real estate tax exempt duplicate. Notwithstanding anything to the contrary in this Section, in the event that the tax exempt status of the Leased Premises is terminated solely because Lessor has transferred or assigned ownership of the Leased Premises, Lessor shall be solely responsible for any and all real property taxes applicable for the tax year in which the Leased Premises is not exempt due to the transfer of ownership.

As used herein, the term "real property tax" shall include any form of assessment (general or special), license fee, commercial rental tax, levy, penalty, or tax (other than income, inheritance or estate taxes), imposed by any authority having the direct or indirect power to tax, including any city, county, state or federal government, or any school, agricultural, lighting, drainage or other improvement district thereof, as against any legal or equitable interest of Lessor in the Leased Premises.

#### 7. ALTERATIONS TO LEASED PREMISES:

Lessee agrees that it has made its own personal inspection of the Leased Premises and the improvements therein, agrees to take the Leased Premises "as is" in its present condition, and is entering into this Lease based on its own findings and not on any representation of Lessor or its agents or employees. Notwithstanding the foregoing, Lessor shall consider requests of Lessee for minor repairs and work prior to Lessee's occupancy noted in a property inspection obtained at Lessee's cost; any agreed upon repairs and work shall be listed in Exhibit B of this Lease. Lessee shall not without Lessor's prior written consent make or allow any structural or non-structural construction, alterations, additions, improvements, or utility installation (all of which are hereinafter referred to in this Lease as "alterations"), in, on, or about the Leased Premises. As used in this Lease the term "utility installation" shall mean bus ducting, power panels, wiring, fluorescent fixtures, space heaters, conduits, air conditioning equipment, and plumbing. Should Lessee make any alterations without the prior approval of Lessor, Lessor may require that Lessee remove any or all of the same at Lessee's sole cost.

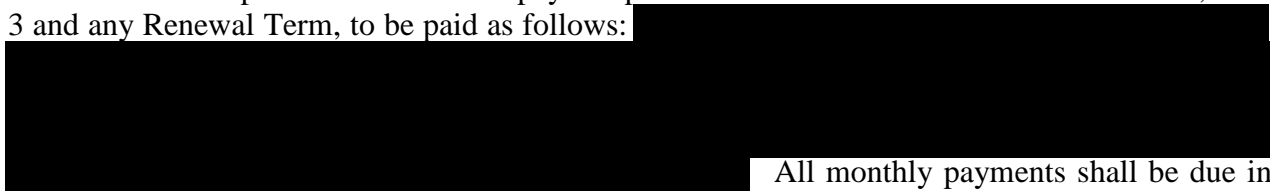
Any alterations in or about the Leased Premises that Lessee wishes to make shall be presented to Lessor in written form, with proposed detailed working drawings. After giving its consent, no modification shall be made in the working drawings without Lessor's consent to such modification, such consent shall not be unreasonably withheld. If Lessor shall give its consent to the alterations, the consent shall be deemed conditioned upon Lessee acquiring a permit to do the alterations from appropriate governmental agencies, the furnishing of a copy thereto to Lessor prior to the commencement of the work, the compliance by Lessee with all conditions of said permit in a prompt and expeditious manner, and completion of the alterations by contractors approved by Lessor (such approval to include but not be limited to requiring such contractors to carry insurance acceptable to Lessor), in a lien-free, good and workmanlike manner, in accordance with the working drawings as approved by Lessor and in accordance with all applicable laws, codes and ordinances.

Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use in the Leased Premises, which claims are or may be secured by any mechanic's or materialman's lien against the Leased Premises or any interest therein.

Lessee shall give Lessor not less than ten (10) days' notice prior to the commencement of any work in the Leased Premises, and Lessor shall have the right to post notices of non-responsibility in or on the Leased Premises as provided by law. If Lessee shall, in good faith, contest the validity of any such lien, claim or demand, then Lessee shall, at its sole cost and expense, defend itself and Lessor against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof against Lessor or the Leased Premises, upon the condition that if Lessor shall require, Lessee shall furnish to Lessor a surety bond satisfactory to Lessor in an amount equal to the amount then required by Ohio law to bond off a mechanic's or materialman's lien, indemnifying Lessor against liability for the same and holding the Leased Premises free from the effect of such lien or claim. Lessee's obligations under this paragraph shall survive termination or expiration of the Lease.

8. REPAIRS AND MAINTENANCE:

(a) Lessee at its sole cost and expense shall keep and maintain the entire Leased Premises neat and orderly and in good and sanitary order and condition during the entire term of this Lease, and Lessee shall make, at its sole cost and expense, all necessary maintenance, repairs, and replacements to the entire Leased Premises during Year 2, Year 3 and any Renewal Term, except for those matters that are expressly set forth in Section 8(b) below. For the avoidance of doubt, such responsibilities shall include (but not be limited to), at Lessee's sole cost and expense, maintenance and repair of all interior walls, floor, fixtures and Equipment, landscaping, and snow and ice removal. Lessee acknowledges and agrees that Lessor shall have no obligation whatsoever to make or pay for any repairs, maintenance, or replacements to the Leased Premises, except as otherwise expressly set forth herein. All maintenance, repair and replacement performed by Lessee must be completed in a good and workmanlike manner by sufficiently insured, qualified contractors (holding licenses, in the case of trades that are licensed in the state of Ohio), and any material repairs shall be subject to prior approval of Lessor. Notwithstanding the foregoing or anything contained herein to the contrary, Lessee shall be responsible for and shall pay compensation for the maintenance staff for Year 2, Year 3 and any Renewal Term, to be paid as follows:



All monthly payments shall be due in advance on the first business day of each calendar month during the term of this Lease. A late charge of ten percent (10%) of the monthly installment will be due if any monthly installment is not paid on or before the fifth (5<sup>th</sup>) day of the month when due. Notwithstanding the foregoing or anything contained herein to the contrary, Lessee acknowledges and agrees that the Maintenance Staff Rate may change as a result of staffing changes and Lessor and Lessee agree to work in good faith to adjust the Maintenance Staff Rate in the event of said changes. Maintenance Staff shall be employed or contracted for by Lessor, and shall provide all services consistent with this Lease. All Maintenance Staff shall be subject to a criminal records check in accordance with R.C. Chapter 3314, and no individual shall be permitted to work in the presence of or engage in routine interactions with a child or have regular responsibility for the care, custody, or control of a child, if the individual has been convicted or plead guilty to a disqualifying offense.

(b) Notwithstanding the foregoing or anything contained herein to the contrary, Lessor shall, during the term of this Lease, perform all necessary major maintenance, repairs, and

replacements to the exterior of the Leased Premises, including the structure, the roof, and replacement of the HVAC.

9. REMOVAL OF ALTERATIONS AND FIXTURES:

All alterations and fixtures, whether temporary or permanent, fixed or movable, placed on or made to the Leased Premises by either Lessor or Lessee, excluding furniture, personal property, inventory, trade fixtures or other movable property not attached to the Leased Premises, shall become the sole property of Lessor upon termination of this Lease, and shall not be injured or removed by Lessee except as provided in this Section, nor shall Lessee claim at any time compensation therefore except as provided in Section 14 and upon termination of this Lease such alterations and fixtures shall be surrendered to Lessor. All furniture, personal property, inventory and trade fixtures installed by Lessee shall be removed by Lessee prior to the termination of this Lease, and all damage to the Leased Premises caused by the installation or removal of such items shall be repaired at Lessee's expense as provided in Subsection 15(e). Lessee's obligations set forth in this Section 9 shall survive expiration or termination of the Lease.

10. LESSOR'S RIGHT OF ENTRY:

Lessor shall have the right, without charge or diminution of rent, to enter the Leased Premises at all reasonable times, upon reasonable notice and in a reasonable manner for the purpose of examining the Leased Premises and making repairs or alterations, either to the Leased Premises or to utility lines or other facilities of the Leased Premises or to install such lines or facilities. There shall be no allowance to Lessee or diminution of rent and no liability on the part of Lessor by reason of inconvenience, annoyance or injury to or loss of business arising from the reasonable making of any repairs or alterations in or to any portion of the Leased Premises, or in and to the fixtures, appurtenances and equipment thereof; provided however, Lessor shall make a good faith effort to avoid entrance onto Leased Premises in a manner that could reasonably be anticipated to cause a disruption to Lessee's functioning as a school.

11. SIGNS:

Lessee shall have the right to install and operate on the Leased Premises, at its own expense, beginning on the effective date hereof, exterior signs identifying Lessee, in accordance with local codes. No signs may be installed on the roof of any building. Lessor's consent shall be required as to the size, design, location and design of any sign, but such consent shall not be unreasonably withheld. Lessee shall remove any such sign prior to the termination of this Lease, and restore its location to a condition at least equal to its condition at the time of the installation of such sign, all at Lessee's sole cost. Notwithstanding the foregoing, Lessee shall have the right to place temporary signage on the Leased Premises with Lessor's consent, not to be unreasonably withheld, conditioned or delayed. Lessee's obligations set forth in this Section 11 shall survive expiration or termination of the Lease.

12. ASSIGNMENT AND SUBLETTING:

Lessee may assign this Lease or sublet all or a part of the Leased Premises only upon the prior written consent of Lessor, which may be withheld for any reason. Any attempted assignment or subletting in violation of this provision shall be null and void *ab initio*. If Lessee is a corporation

or limited liability company, then any transfer of this Lease by merger, consolidation or liquidation or any change (in any single transaction or series of related transactions) in the ownership of, or power to vote the majority of, its outstanding voting stock or membership interests, shall constitute an assignment for the purposes of this paragraph. Such assignment or sublease shall not be effective unless and until the assignee or sublessee shall assume the performance of all the terms, conditions, duties and obligations of this Lease without, however, releasing the liability of Lessee, and shall deliver to Lessor an executed copy of such instrument of assumption. If written consent is once given by Lessor to any such assignment or subletting, such consent shall not operate as a waiver of the necessity for obtaining Lessor's written consent to any subsequent assignment or subletting. If this Lease be assigned or if the Leased Premises or any part thereof be sublet or occupied by anybody other than Lessee, Lessor may collect rent directly from the assignee, subtenant or occupant, and apply the net amount collected to the rent herein reserved, but no such assignment, subletting, occupancy or collection shall be deemed a waiver of any of Lessee's covenants contained in this Lease or the acceptance of such assignee, subtenant or occupant as Lessee, or a release of Lessee from further performance by Lessee of covenants on the part of Lessee herein contained.

13. EMINENT DOMAIN:

(a) If the whole of the Leased Premises is taken for any public or quasi-public use, under any statute or by right of eminent domain or private purchase in lieu thereof by a public body vested with the power of eminent domain, then, when possession is taken thereunder of the Leased Premises, the term of this Lease and all rights of the Lessee hereunder shall immediately terminate, and the rent shall be adjusted as of the time of such termination and any rent paid for a period thereafter shall be refunded.

(b) If a part of the Leased Premises equal to or greater than 20%, but less than 100%, of the gross square footage of the Leased Premises, or if any means of access to the Leased Premises, shall be taken for any public or quasi-public use, under any statute or by right of eminent domain or private purchase in lieu thereof by a public body vested with the power of eminent domain, then, either party, by written notice delivered to the other on or before the date of surrendering possession to the public authority, may terminate this Lease effective as of such surrender of possession. If neither party terminates this Lease as provided herein, or if less than 20% of the gross square footage of the Leased Premises is so taken, this Lease shall remain in effect as to the remainder of the Leased Premises not taken by such public authority, and the rent shall be reduced in the proportion the area of the school building taken bears to the total area of the school building hereunder, and Lessor at its own cost and expense, shall make all repairs and alterations to the Leased Premises required by such taking.

(c) In any event, Lessee shall not receive any portion of the award of damages granted for said taking, except for any award granted for the taking of Lessee's leasehold improvements, trade fixtures or alterations, if any.

14. FIRE OR OTHER CASUALTY:

(a) Total Destruction.

If the Leased Premises is totally destroyed by fire or other casualty, whether of accidental or negligent origin, or so much thereof that Lessor shall desire to raze the Leased Premises, or if the Leased Premises are destroyed or damaged by fire or other casualty, whether of accidental or negligent origin, so that they could not be repaired or reconstructed with reasonable diligence being exercised and within 180 days after the date of such fire or other casualty, then in those events Lessor shall have the option either (i) to terminate this Lease, as of the date of such fire or other casualty, by written notice to Lessee given within 10 days after such fire or other casualty, or (ii) continue under this Lease, in which latter event, except as provided in Subsection 14(d), Lessor shall immediately reconstruct and repair the Leased Premises; provided, however, that Lessor shall not be required to spend for the reconstruction and repair of the Leased Premises an amount greater than the insurance proceeds received by Lessor by reason of such destruction or damage from (a) Lessor's protected self-insurance program plus the amount of Lessor's deductible under its protected self-insurance program or (b) Lessee's insurance policies provided for in this Lease plus Lessee's deductible thereunder, as the case may be. Rent shall abate until the reconstruction and repairs are substantially completed, unless such destruction or damage was caused by or contributed to by the negligence of Lessee, its agents, servants, employees, licensees, invitees or guests, in which case the rent shall not abate.

(b) Partial Destruction.

If the Leased Premises are damaged or partially destroyed by fire or other casualty, whether of accidental or negligent origin, such that they could be reconstructed or repaired in the exercise of reasonable diligence within 180 days after the date of said fire or other casualty, then, except as provided in Subsection 14(d), Lessor shall immediately reconstruct and repair the Leased Premises; provided, however, that Lessor shall not be required to spend for the reconstruction and repair of the Leased Premises an amount greater than the insurance proceeds received by Lessor by reason of such destruction or damage from (a) Lessor's protected self-insurance program plus the amount of Lessor's deductible under its protected self-insurance program or (b) Lessee's insurance policies provided for in this Lease plus Lessee's deductible thereunder, as the case may be. If Lessee is able to use a portion of the Leased Premises pending such repair or reconstruction, then Lessee shall pay a rental based upon the proportionate area of the Leased Premises remaining usable and such rental shall continue in effect until the reconstruction and repairs are substantially completed, or until termination of the Lease pursuant to Subsection 14(d), unless such destruction or damage was caused by or contributed to by the negligence of Lessee, its agents, servants, employees, licensees, invitees or guests, in which case the rent shall not abate.

(c) Lessee's Alterations and Fixtures.

Lessor shall have no obligation to reconstruct, repair or replace alterations or fixtures installed in the Leased Premises by Lessee, or any of Lessee's trade fixtures, inventory or other personal property of any nature whatsoever.

(d) Insurance Proceeds.

Insurance proceeds paid pursuant to Lessor's protected self-insurance program, or Lessee's insurance policies provided for in this Lease, as a result of destruction or damage to the Leased Premises shall be paid to Lessor, and Lessor shall hold and disburse the same

for reconstruction or repairs in accordance with the terms of this Section 14. If the cost to reconstruct or repair the Leased Premises, excluding alterations or fixtures installed by Lessee, to a condition equal to or better than the condition prior to such fire or other casualty is greater than the insurance proceeds received by Lessor (a) from Lessor's protected self-insurance program plus the amount of Lessor's deductible under its protected self-insurance program or (b) Lessee's insurance policies provided for in this Lease plus Lessee's deductible thereunder, as the case may be, then Lessor shall have the right to terminate this Lease as of the date of such fire or other casualty by delivering written notice of termination to Lessee within fifteen (15) days after receipt of such insurance proceeds or the determination of the cost to reconstruct or repair, whichever is later.

15. RISK OF LOSS AND PROPERTY INSURANCE:

(a) Lessor's Property.

Lessor shall bear the risk of loss or damage to the Leased Premises that is caused by fire or other casualty, or by any other cause whatsoever, except that Lessor shall not bear the risk of or be responsible for loss or damage (i) to any of Lessee's trade fixtures, inventory or other personal property of any nature whatsoever, all of which Lessee shall be responsible for pursuant to Subsection 15(c); and/or (ii) to the Leased Premises or property therein resulting from an occurrence for which Lessee is responsible pursuant to Subsection 15(e).

(b) Lessor's Property Insurance.

In order to properly insure against the risks described in Subsection 15(a), during Year 1, Lessor, at its sole cost and expense, shall carry fire and extended coverage insurance through its protected self-insurance program, covering the Leased Premises against loss or damage by fire or other casualty or by other risks now or hereafter embraced by the uniform standard extended coverage endorsement in use for similar structures (including vandalism and malicious mischief) in amounts equal to the full replacement cost of the Leased Premises.

During Year 2, Year 3, and any Renewal Term, Lessee, at its sole cost and expense, shall carry fire and extended coverage covering the Leased Premises against loss or damage by fire or other casualty or by other risks now or hereafter embraced by the uniform standard extended coverage endorsement in use for similar structures (including vandalism and malicious mischief) in amounts equal to the full replacement cost of the Leased Premises.

(c) Lessee's Property.

All alterations or fixtures installed in the Leased Premises by Lessee and all trade fixtures, inventory or other personal property belonging to Lessee or to Lessee's agents, servants, employees, licensees, invitees or guests that shall be located in or about the Leased Premises shall be there at the sole risk of Lessee or such other person. Lessor shall have no obligation to provide security protection for the Leased Premises. Except for the willful or negligent acts or omissions of Lessor, its agents, servants, employees or representatives, neither Lessor nor its agents, servants, employees or representatives shall be liable for any injury or damage to the person of Lessee, Lessee's agents, servants, employees, licensees, invitees or guests, or for any loss or damage to any property of any of them, or for loss of or interruption to Lessee's business, whether

caused by theft or from any other cause whatsoever, including but not limited to injury, loss or damage caused in whole or in part by the Leased Premises becoming out of repair, or caused by fire or other casualty. Neither Lessor nor its agents, servants, employees or representatives shall be liable for any injury, loss or damage to person or property caused by other tenants, if any, or other persons in the Leased Premises, or caused by operations in the construction of any private, public or quasi-public work.

(d) Lessee's Property Insurance.

It shall be the sole obligation of Lessee to insure, to the extent desired by Lessee and at Lessee's sole cost and expense, any and all alterations or fixtures installed on the Leased Premises by Lessee, or any of Lessee's trade fixtures, inventory or other personal property of any nature whatsoever.

(e) Damage to Leased Premises.

Lessee shall be liable for any damage, injury or loss to the Leased Premises or property therein that shall be caused in whole or in part by Lessee's acts or omissions or the acts or omissions of Lessee's agents, servants, employees, representatives, contractors, licensees, invitees or guests. Lessee shall have the right to repair such damage, injury or loss if such repair efforts are commenced within a reasonable time after the damage, injury or loss and if such are prosecuted with reasonable dispatch, and should Lessee fail to do so promptly, Lessor shall provide written request to Lessee, and if Lessee does not initiate repairs within 5 business days, Lessor may, at its option, make such repairs and Lessee shall pay the cost thereof to Lessor on demand. Except as provided in Section 14, such damage, injury or loss shall in no way mitigate or reduce Lessee's obligation to pay rent hereunder.

16. LIABILITY AND PUBLIC LIABILITY INSURANCE:

(a) Indemnity.

To the maximum extent permitted by law, Lessee hereby agrees to indemnify, defend, release, protect, save and hold harmless Lessor, the Archdiocese of Cincinnati, the Archbishop of Cincinnati, and their respective agents, servants, employees and representatives from and against any and all claims, demands, causes of action, suits, losses, penalties, damages, liabilities, costs and expenses (including but not limited to attorneys' fees, court costs and expert witness fees) arising out of or connected with the use or occupancy of the Leased Premises by Lessee, its sublessees or by their respective agents, servants, employees, representatives, contractors, licensees, invitees, or guests. In the event that any such claim or demand is alleged against Lessor, the Archdiocese of Cincinnati, the Archbishop of Cincinnati, or their respective agents, servants, employees and representatives, by anyone arising out of the use or occupancy of the Leased Premises by Lessee, its sublessees, or by their respective agents, servants, employees, representatives, contractors, licensees, invitees or guests, it is expressly understood and agreed that Lessee shall pay all attorneys' fees, verdicts, judgments, settlement payments and all other costs and expenses whatsoever incurred in connection with the defense of the same, without exception, it being expressly understood that Lessee shall hold the aforementioned indemnitees completely harmless from and against any cost or expense whatsoever in connection therewith.

If Lessor, the Archdiocese of Cincinnati, the Archbishop of Cincinnati, or their respective agents, servants, employees and representatives should be made a party to any litigation instituted by or against Lessee or by or against any person holding by or through or under Lessee or using the Leased Premises by license of Lessee, or for the foreclosure of any lien of any kind, or otherwise arising out of or resulting from any act or transaction or omission of Lessee, or of any such person, Lessee shall immediately pay, or shall immediately reimburse to Lessor if Lessor, the Archdiocese of Cincinnati, the Archbishop of Cincinnati, or their respective agents, servants, employees and representatives have paid, the amount of any judgment rendered against Lessor, the Archdiocese of Cincinnati, the Archbishop of Cincinnati, or their respective agents, servants, employees and representatives or the Leased Premises or any part thereof, and all costs and expenses, including but not limited to reasonable attorneys' fees and court costs and expert witness fees, paid or incurred by the aforementioned indemnitees in or in connection with such litigation.

(b) Lessee's Liability Insurance.

During the term of this Lease, and any extension thereof, Lessee shall, at its own cost and expense, maintain, provide and keep in force by advance payment of premiums: (i) workers' compensation insurance for Lessee's employees and agents as required by Ohio law, including employers' liability insurance in the amount of [REDACTED] per occurrence; and (ii) commercial general liability insurance coverage for the benefit and protection of Lessee and Lessor, as their interests may appear, in a combined single limit amount of not less than [REDACTED] per occurrence, with additional [REDACTED] umbrella coverage, for personal injury, bodily injury and property damage, or in such greater amounts of insurance coverage as Lessor may from time to time reasonably require, and fire legal liability coverage in an amount not less than [REDACTED], insuring against any liability of Lessee, its agents, servants, employees and representatives arising out of or in connection with the use or occupancy of the Leased Premises by Lessee, its agents, servants, employees, representatives, contractors, licensees, invitees or guests. Such commercial general liability insurance policy shall be written on the "caused by any occurrence" rather than on the "caused by accident" basis for bodily injury and property damage liability coverage. Such insurance policy shall be written with a blanket contractual liability endorsement providing automatic coverage for bodily injury or property damage assumed under any type of written contract, including this Lease, in addition to the types of contracts defined in the policy form. Such insurance policy shall be written using a "personal injury" endorsement providing coverage for claims arising out of false arrest, false imprisonment, defamation of character, libel and slander, wrongful eviction and invasion of privacy, and such endorsement shall not contain an exclusion of coverage for claims for "personal injury" brought by employees of an insured. Such insurance policy shall be with a company or companies reasonably acceptable to Lessor and authorized to do business in the State of Ohio, and shall be maintained by Lessee in full force and effect during the entire term of this Lease. The Archbishop of Cincinnati, Trustee for the Members of the Congregation of Our Lady of the Valley Parish, Hamilton County, Ohio, and his successors in office, the Archdiocese of Cincinnati, and the Parish shall be specified as additional insured parties in any such insurance policy, as their interest may appear, and Lessee shall provide Lessor with an ACORD certificate of insurance indicating such policy is in full force and effect and providing for 30 days written notice to Lessor prior to cancellation or material change in the policy. Such insurance coverage shall apply to Lessor and other insureds on a primary basis. Should Lessee fail to carry such insurance or to provide Lessor with the required certificate of insurance after notification from Lessor to do so, Lessor, as Lessee's



agent, shall have the right (but not the obligation) to obtain such insurance and Lessee shall pay the cost thereof to Lessor upon demand. Lessor shall not be limited in the proof of any damages that Lessor may claim against Lessee arising out of or by reason of Lessee's failure to provide and keep in force insurance policies as aforesaid, to the amount of the insurance premium or premiums not paid or incurred by Lessee that would have been payable upon such insurance, but shall also be entitled to recover as damages for such breach the uninsured amount of any liability, loss, damages, expenses, costs of action, suits, interest, fines, penalties, claims and judgments suffered or incurred by Lessor by reason of injury, claim of injury, or occurrence as aforesaid.

Lessee's obligations set forth in this Section 16 shall survive expiration or termination of the Lease.

**17. SURRENDER OF LEASED PREMISES:**

Subject to Lessee's obligations pursuant to Subsection 15(e) of this Lease, at the expiration of the term of this Lease, or at any earlier termination of this Lease pursuant to any provisions hereof, Lessee shall surrender the Leased Premises broom clean, free of all debris, and in as good condition as they were at the beginning of this Lease or as improved during Lessee's occupancy, destruction by fire or other casualty for which Lessee is not liable, reasonable use, ordinary wear and tear and the effects of time excepted, failing which Lessor may restore the Leased Premises, equipment and fixtures to such condition and Lessee shall pay the cost thereof upon demand. All of Lessee's furniture, personal property, inventory and trade fixtures not removed from the Leased Premises on termination of this Lease shall thereupon be conclusively presumed to have been abandoned by Lessee and forthwith become Lessor's property; provided, however, that Lessor may require Lessee to remove such furniture, personal property, inventory or trade fixtures or, as Lessee's agent, may have such items removed at Lessee's expense. Lessee's obligations set forth in this Section 17 shall survive expiration or termination of the Lease.

**18. HOLDING OVER:**

Lessee acknowledges that possession of the Leased Premises must be surrendered to Lessor at the expiration or earlier termination of the term of this Lease. Nothing contained herein shall be deemed to permit Lessee to retain possession of the Leased Premises after the expiration or termination of the term of this Lease. If Lessee holds over in possession after the expiration or termination of the term of this Lease, such holding over shall not operate, except by express mutual written agreement between the parties, to extend or renew this Lease but, in the absence of such agreement, the tenancy thereafter shall continue as a tenancy at will, upon the terms and conditions of this Lease, except that the monthly installment of rent shall be increased to an amount equal to two times the monthly installment due and payable in the month immediately preceding the expiration or termination of the term of this Lease, and either party may thereafter terminate such possession at any time by giving the other party written notice of termination. In the event Lessee so holds over, Lessee shall also indemnify and hold Lessor harmless from loss or liability resulting from such failure to surrender possession of the Leased Premises at the expiration or earlier termination of the term, including any claims made by any succeeding tenant founded on such failure.

**19. DEFAULT AND REMEDIES:**

(a) The following events shall constitute events of default: (1) if any installment of rent or any other sums required to be paid by Lessee hereunder, or any part thereof, shall at any time be in arrears and unpaid for 10 days after it is due; or (2) if there is any default on the part of Lessee in the observance or performance of any of the other covenants, agreements, or conditions of this Lease on the part of Lessee to be kept and performed, and said default shall continue for a period of 30 days after written notice thereof from Lessor to Lessee (unless such default cannot reasonably be cured within 30 days and Lessee shall have commenced to cure said default within said 30 days and shall continue diligently to pursue the curing of the same); or (3) if Lessee shall file a petition in bankruptcy or be adjudicated a bankrupt, or file any petition or answer seeking any reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief for itself under any present or future federal, state or other statute, law or regulation, or make an assignment for the benefit of creditors, or if any trustee, receiver or liquidator of Lessee or of all or any substantial part of its properties or of the Leased Premises shall be appointed in any action, suit or proceeding by or against Lessee and such proceeding or action shall not have been dismissed within 30 days after such appointment; or (4) if the leasehold estate hereby created shall be taken on execution or by other process of law, except eminent domain; or (5) if Lessee shall vacate, abandon or fail to use the Leased Premises for a period in excess of 30 days for the use for which it was leased as stated in Section 4, then and in any of such cases regardless of any waiver or consent to any earlier event of default, Lessor, at its option, may exercise any and all remedies available to Lessor under law or equity, all of such rights and remedies to be cumulative and not exclusive, including without limitation the following:

(1) Lessor may terminate this Lease on written notice to Lessee and this Lease shall terminate on the date specified therein and Lessee shall quit and surrender the Leased Premises by said date and remain liable as set forth below.

(2) Lessor may enter upon the Leased Premises forthwith or at any subsequent time without notice or demand (which notice or demand is hereby expressly waived by Lessee) and thereby terminate the estate hereby created and expel Lessee and those claiming under it and remove their effects without being guilty of any manner of trespass and Lessee shall remain liable as set forth below, and Lessee further agrees that if Lessor shall cause Lessee's goods or effects to be removed from the Leased Premises pursuant to the terms hereof or of any court order, Lessor's act of so removing such goods or effects shall be deemed to be the act of and for the account of Lessee.

(3) In the event of termination under (1) or (2) above, Lessor, at its option, may (i) accelerate and declare the entire remaining unpaid rent and any and all other moneys payable under this Lease for the balance of the term hereof to be immediately due and payable, or (ii) Lessor shall be entitled, at its option, to obtain from Lessee, and Lessee shall pay to Lessor as current liquidated damages (y) the base rent and other amounts payable hereunder up to the time of termination and (z) thereafter until the expiration of the then current term hereof, whether or not the Leased Premises shall be relet and as and when due in accordance with the provisions hereof, the base rent and other sums payable hereunder as if this Lease had remained in effect less the net proceeds to Lessor of any reletting of the Leased Premises, after deducting all expenses in connection with such reletting, including without limitation, all costs, fees and expenses of repossession, brokers, advertising, attorneys, courts, repairing, cleaning, repainting, and remodeling the Leased Premises for reletting.

(4) Without waiving its rights to terminate at any time under (1) and (2) above, Lessor may continue this Lease in effect for the remainder of the then current term or any extension and Lessee shall remain liable and obligated under all of the covenants and conditions hereof during said period and shall pay as and when due the base rent and other amounts payable hereunder as if Lessee had not defaulted hereunder. In such event Lessor may relet the Leased Premises for the account of Lessee crediting the rent received on such reletting to amounts owing by Lessee hereunder. Lessee hereby constitutes Lessor its attorney-in-fact to take any and all actions necessary or incidental to such reletting. Such continuance of this Lease shall not constitute any waiver or consent by Lessor of or to said default or any subsequent default.

(b) In addition to the foregoing remedies and regardless of which remedies Lessor pursues, Lessee covenants that it will indemnify Lessor from and against any loss and damage directly or indirectly sustained by reason of any termination resulting from any event of default as provided above or the enforcement or declaration of any of the rights or remedies of Lessor or obligations of Lessee, whether arising under this Lease or granted, permitted or imposed by law or otherwise. Lessor's damages hereunder shall include, but shall not be limited to, any loss of rent prior to or after reletting the Leased Premises, broker's commissions, advertising costs, reasonable costs of repairing, cleaning, repainting and remodeling the Leased Premises for reletting, moving, and storage charges incurred by Lessor in moving Lessee's property and effects and legal costs and reasonable attorneys' fees incurred by Lessor in any proceedings resulting from the Lessee's default, collecting any damages hereunder, obtaining possession of the Leased Premises by summary process or otherwise or reletting the Leased Premises, or the enforcement or declaration of any of the rights or remedies of Lessor or obligations of Lessee, whether arising under this Lease or granted, permitted or imposed by law or otherwise.

(c) In the event that any court or governmental authority shall limit any amount which Lessor may be entitled to recover under this Lease, Lessor shall be entitled to recover the maximum amount permitted under law. Nothing in this Section or this Lease shall be deemed to limit Lessor's recovery from Lessee of the maximum amount permitted under law or of any other sums or damages which Lessor may be entitled to so recover in addition to the damages set forth herein.

## 20. REMEDIES:

No remedy herein or otherwise conferred upon or reserved to Lessor shall be considered exclusive of any other remedy but the same shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity or by statute, and every power and remedy given by this Lease to Lessor may be exercised from time to time and as often as the occasion may rise or as may be deemed expedient. No delay or omission of Lessor to exercise any right or power arising from any default shall impair any such right or power or shall be construed to be a waiver of any such default or any acquiescence therein.

No waiver of any breach of any of the covenants of this Lease shall be construed, taken or held to be a waiver of any other breach or waiver, acquiescence in or consent to any further or succeeding breach of the same covenant.

The rights herein given to receive, collect, sue for or distrain for any rent or rents, monies or payments, or to enforce the terms, provisions and conditions of this Lease, or to prevent the breach

of non-observance thereof, or the exercise of any such right or of any other right or remedy hereunder or otherwise granted or arising, shall not in any way affect or impair or toll the right or power of Lessor to declare the term hereby granted ended and to terminate this Lease as herein provided because of any default in or breach of any of the covenants, provisions or conditions of this Lease.

21. LAWS, ORDERS:

Lessee shall comply at its cost and expense with all laws, orders and regulations of federal, state, county and municipal authorities, and with any direction or recommendation of any public officer and officers, pursuant to law, or any reasonable request of any insurance company carrying any insurance on the Leased Premises, and any insurance inspection or rating bureau, which shall impose any duty upon Lessor or Lessee with respect to the Leased Premises, or the use or occupation thereof, and shall bear all costs of any kind or nature whatsoever occasioned by or necessary for compliance with the same, including but not limited to maintaining certifications for or related to the boiler, elevator, fire department and health department and promptly correcting any deficiencies noted during certification-related inspections. If, during the term of this Lease, any law, regulation or rule requires that an alteration, repair, addition or other change of a permanent nature, whether structural or otherwise, be made to the Leased Premises, such work is to be done at Lessee's expense. Lessor is a religious organization or entity controlled by a religious organization and is therefore exempt from the provisions of the Americans with Disabilities Act of 1990, as provided in Section 307 thereof. Therefore Lessee, at its sole cost and expense, shall at all times during the term of this Lease comply with the Americans With Disabilities Act of 1990, as it may be amended from time to time; provided however, Lessor shall not interfere with such compliance.

22. QUIET POSSESSION:

Lessor agrees with Lessee that Lessee, paying the rents and observing and keeping the covenants of this Lease on Lessee's part to be kept, shall lawfully, peaceably, and quietly hold, occupy and enjoy the Leased Premises during said term without any let, hindrance, ejection, or molestation by Lessor or by any person or persons lawfully claiming under it.

23. ENTIRE AGREEMENT:

This Lease constitutes the entire agreement between the parties and supersedes any and all other agreements between them relating to the Leased Premises. Any provision or provisions of this Lease which shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provision hereof, and the remaining provisions hereof shall nevertheless remain in full force and effect.

24. WAIVER:


No provision of this Lease shall be altered, waived, amended or extended, except in writing signed by both parties. Lessor shall not be considered to have waived any of the rights, covenants or conditions unless evidenced by its written waiver; and the waiver of one default or right shall not constitute the waiver of any other. The acceptance of rent, or a part thereof, shall not be construed to be a waiver of any breach or condition of this Lease.


25. SUCCESSORS AND ASSIGNS:

Subject to Section 12 hereof, this Lease and all of its terms, covenants, and provisions shall inure to the benefit of and be binding upon the parties and their respective successors and assigns.

26. NOTICE:


Any notice, demand or request required or permitted to be given under the provisions of this Lease shall be in writing, including by facsimile, and shall be deemed to have been duly delivered and received on the date of personal delivery, on the third day after deposit in the U.S. mail if mailed by registered or certified mail, postage prepaid and return receipt requested, on the day after delivery to a nationally recognized overnight courier service if sent by an overnight delivery service for next morning delivery or when dispatched by facsimile transmission (with the facsimile transmission confirmation being deemed conclusive evidence of such dispatch) and shall be addressed to the following addresses, or to such other address as any party may request, in the case of Lessor, by notifying Lessee, and in the case of Lessee, by notifying Lessor:

To Lessor:                      Our Lady of the Valley Parish  
                                            c/o Archdiocese of Cincinnati  
                                            Attention: Director of Property Management  
                                            100 East Eighth Street  
                                            Cincinnati, OH 45202  
                                            

And to:                              c/o Graydon Head & Ritchey LLP  
                                            Attention: Daniel E. Reitz, Esq.  
                                            312 Walnut Street, Suite 1800  
                                            Cincinnati, OH 45202  
                                            

And to:                              Our Lady of the Valley Parsih  
                                            Attention: Angie Touvelle  
                                            330 W. Vine Street  
                                            Cincinnati, Ohio 45215

To Lessee:                         Cincinnati Classical Academy  
                                            c/o Board of Directors  
                                            Attention: Jed A. Hartings  
                                            3836 Monet's Ln  
                                            Cincinnati, OH 45241

And to:                              Dickinson Wright PLLC  
                                            Attn: Adam Schira, Esq.  
                                            150 E Gay St, 24<sup>th</sup> Fl  
                                            Columbus, OH 43215  
                                            

27. BROKERS:

Lessee represents and warrants to Lessor that Lessee has not employed the services of a real estate broker in connection with this transaction. Lessee agrees to indemnify and save and hold Lessor harmless from and against any claims by any other broker, finder, agent or other person claiming a commission or other form of compensation by virtue of having dealt with Lessee with regard to this transaction. The provisions of this Section 27 shall survive termination of this Lease.

28. GOVERNING LAWS:

This Lease shall be interpreted under the laws of the State of Ohio, and the parties hereby consent to service of process, personal jurisdiction and venue in the courts of general jurisdiction of Hamilton County, Ohio, and any federal court with concurrent jurisdiction, with respect to any action or proceeding brought to enforce any liability under this Lease. Lessee hereby knowingly and voluntarily waives the right to a jury trial in any action, proceeding, or permissive counterclaim involving any matters whatsoever arising out of or in any way connected with the Lease, the relationship of Lessor and Lessee, Lessee's use or occupancy of the Leased Premises, or any claim for injury or damage.

29. RELATIONSHIP OF PARTIES:

At all times during this Lease, the school operated by Lessee shall be a public school. Neither Lessee nor the school operated by Lessee are, or shall be construed to be affiliated with, supported by or under the control of Lessor, the Parish, or the Archdiocese of Cincinnati. Employees of Lessee and the school are not, and shall not be construed by any third party to be, employed by, or under the direction and control of Lessor, the Parish, or the Archdiocese of Cincinnati. Lessor and Lessee agree that the relationship between them is that of landlord and tenant. Nothing herein contained shall be considered as in any way constituting a partnership or joint venture between Lessor and Lessee, and the Lessee shall not in any way hold itself out to be an agent of or affiliated with Lessor in any way other than as its tenant, and Lessee shall have no power or authority to bind Lessor or to act on its behalf. Lessee shall not purchase any goods or property or incur any debt of any nature whatsoever on the credit of Lessor, the Parish, or the Archdiocese of Cincinnati. In soliciting contributions, whether monetary or otherwise, for its support, Lessee shall not in any manner use the name of Lessor, the Parish, or the Archdiocese of Cincinnati or imply any affiliation with Lessor, the Parish, or the Archdiocese of Cincinnati.

30. EXCULPATION:

Lessee acknowledges and agrees that the liability of Lessor under this Lease shall be limited to Lessor's interest in the Leased Premises, and any judgments rendered against Lessor shall be satisfied solely out of the proceeds of sale of its interest in the Leased Premises which have been received by Lessor. No personal judgment shall lie against Lessor upon extinguishment of its rights in the Leased Premises and any judgments so rendered shall not give rise to any right of execution or levy against Lessor's other assets or the assets of the Archdiocese of Cincinnati, or any parish, school, or organization of the Archdiocese of Cincinnati. The provisions hereof shall inure to Lessor's successors and assigns.

31. LESSEE'S ENVIRONMENTAL COVENANTS:

(a) Lessee covenants and agrees that during the term of this Lease, neither Lessee nor any of Lessee's agents, employees, contractors, invitees, assignees, or sublessees shall cause any Hazardous Material to be brought upon, kept, or used in, on, or about the Leased Premises, or transported to or from the Leased Premises without the prior written consent of Lessor, at Lessor's sole discretion. Any request by Lessee for Lessor's consent shall also document and evidence to Lessor's satisfaction that the Hazardous Material: (1) is necessary or useful to Lessee's use of the Leased Premises; (2) would be used, kept, stored, and disposed of in a manner that fully complies with all laws, rules, statutes, ordinances, orders, requirements, or policies of any governmental agency or authority or any fire insurance underwriters applicable to any such Hazardous Material (collectively "Hazardous Material Laws"); and (3) would not substantially increase the risk of fire or other casualty to the Leased Premises. Lessee covenants and agrees that to the extent Lessee or any of Lessee's agents, employees, contractors, invitees, assignees, or sublessees shall cause any Hazardous Material to be kept, used, or present in, on, or about the Leased Premises, Lessee shall ensure that such Hazardous Material is in full compliance with Hazardous Material Laws. If Lessee breaches any of its obligations contained in this Section, or if any act or omission of Lessee or any of its agents, employees, contractors, invitees, assignees, or sublessees causes any Hazardous Material to be discharged or released from, on, or in the Leased Premises or any adjoining property, then Lessee shall indemnify Lessor against and hold Lessor harmless from, any and all claims, judgments, damages, penalties, fines, costs, liabilities, losses, and expenses (including, without limitation, attorneys' fees, consultant fees, and expert fees) arising during or after the term of this Lease as a result of that breach or that discharge or release. This indemnification includes, without limitation, costs incurred in connection with the investigation of site conditions or any cleanup, repair, removal, or detoxification work required by any federal, state, or local governmental agency or political subdivision. Without limiting the foregoing, if the presence of any Hazardous Material from, on or in the Leased Premises caused by Lessee or any of Lessee's agents, employees, contractors, invitees, assignees, or sublessees results in any discharge or release of Hazardous Material from, in, or on the Leased Premises or any portion of Leased Premises, Lessee shall promptly take all actions, at its sole expense, as necessary or appropriate to return the Leased Premises to the condition existing before that discharge or release; provided, however, Lessee shall first obtain Lessor's prior approval, including, without limitation, approval of any contractors Lessee proposes to hire to perform the remedial work.

(b) As used herein, the term "Hazardous Material" means any hazardous or toxic substance, material, or waste which is or becomes regulated by any local governmental authority, the State of Ohio, or the United States government. The term "Hazardous Material" includes, without limitation, any material or substance which is (i) designated as a "hazardous substance" pursuant to section 311 of the Federal Water Pollution Control Act, 33 U.S.C. §1321; (ii) defined as a "hazardous waste" pursuant to section 1004 of the Federal Resource Conservation and Recovery Act, 42 U.S.C. §6901 et seq. (42 U.S.C. §6903) and any other applicable state or local law or regulation; (iii) defined as a "hazardous substance" pursuant to section 101 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. §9601 et seq; (iv) crude oil, petroleum and fractions or distillates thereof; or (v) any infectious waste or medical waste as defined by any applicable federal or state laws or regulations.

(c) Throughout the duration of the term of this Lease, Lessee shall supply (promptly upon receipt thereof) to Lessor a copy of any notice, order, directive, claim or other documentation delivered to, served upon or received by Lessee or its agents from any governmental authority, entity or third party regarding any violation or potential violation of local, state or federal environmental laws or regulations affecting the Leased Premises or Lessee's operations thereon.

### 32. SUBORDINATION AND ESTOPPEL:

(a) Subordination. This Lease is and shall automatically be subject and subordinate to any and all mortgages and other security instruments now existing, or which may hereafter be made by Lessor, its successors or assigns covering the Leased Premises, and for the full amount of all advances made or to be made thereunder (without regard to the time or character of such advances), together with interest thereon, and subject to all the terms and provisions thereof and to any renewals, extensions, modifications and consolidations thereof; and Lessee covenants to promptly make, execute, acknowledge and deliver within ten (10) days after written request by Lessor or its lender(s) any and all documents requested by Lessor or its lender(s) which are or may be necessary or desirable for more fully and certainly assuring the subordination of this Lease to any such mortgages or other security instruments; provided, however, that any person or persons purchasing or otherwise acquiring any interest at any sale and/or other proceedings under such mortgages or other security instruments may elect to continue this Lease in full force and effect in the same manner, and with like effect as if such person or persons had been named as Lessor herein, and in the event of such election, this Lease shall continue in full force and effect as aforesaid, and Lessee hereby attorns and agrees to attorn to such person or persons.

(b) Estoppel. Within ten (10) days after being requested to do so by Lessor, Lessee shall execute, acknowledge and deliver to Lessor (or, at Lessor's request, to any existing or prospective purchaser, transferee, assignee or mortgagee of any or all of the Leased Premises or any interest therein or any of Lessor's rights under this Lease), a written certification with regard to the Lease in such form as Lessor and/or any other party to whom such certificate is being delivered, may request, including, without limitation (i) indicating that this Lease is unmodified and in full force and effect (or, if there has been any modification thereof, that it is in full force and effect as so modified, stating therein the nature of such modification, identifying such modification and attaching copies thereof); (ii) identifying the dates to which the rent and other charges arising hereunder have been paid; (iii) indicating the amount of any prepaid rent or any credit due to Lessee hereunder; (iv) stating that Lessee has accepted possession of the Leased Premises and the date on which the term commenced; and (v) stating as to whether Lessor or Lessee is then in default in performing any of its obligations hereunder (and, if so, specifying the nature of each such default).

### 33. MISCELLANEOUS:

(a) Delays and Inability to Perform. In the event that Lessor shall be delayed or hindered in or prevented from the performance of any act required hereunder by reason of strikes, lockouts, inability to procure labor or materials, failure of power, restrictive governmental laws or regulations, riots, insurrection, acts of terrorism, war, fire or other casualty or other reason of a similar or dissimilar nature beyond the reasonable control of Lessor, then performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be



extended for a period equivalent to the period of such delay. If such delay prevents the Lessee from taking possession of the Leases Premises, rent shall be abated for the affected time period.

(b) Recording. This Lease shall not be recorded in the Hamilton County Land Records. Provided however, Lessee may record a memorandum of lease in a form acceptable to Lessor.

(c) Corporate Execution. The person executing this Lease on behalf of Lessee hereby covenants and warrants relative to Lessee that: Lessee is a duly constituted non-profit corporation in good standing under the laws of the State of Ohio; all franchise taxes have been paid to date; all future forms, reports, fees and other documents necessary to comply with applicable laws will be filed when due; and such person is duly authorized by the governing body of such non-profit corporation to execute and deliver this Lease on behalf of the non-profit corporation.

(d) Counterparts. This Lease may be executed in several counterparts, including faxed counterparts, each of which shall be deemed an original.

(e) Legal Expenses. If Lessee defaults in its obligation under this Lease, Lessee agrees to pay on demand Lessor's expenses, including but not limited to attorneys' fees, expenses and administrative hearing and costs, incurred either directly or indirectly in enforcing such obligations.

(f) Headings. The headings as to the contents of particular paragraphs herein are intended only for convenience and are in no way to be construed as a part of this Lease or as a limitation of the scope of the particular paragraphs to which they refer.

(g) Survival of Obligations. All obligations of Lessee hereunder not fully performed as of the expiration or earlier termination of the term of this Lease shall survive the expiration or earlier termination of the term hereof.

(h) Independent Covenants. Except as provided elsewhere herein, Lessee's covenants to pay rent and other sums due hereunder are independent of Lessor's covenants hereunder and Lessee shall have no right to withhold or set off any such payments on account of any alleged failure by Lessor to perform or comply with any of Lessor's covenants.

(i) "Lessor" means Owner. Anything in this Lease to the contrary notwithstanding, the term "Lessor" shall be limited to mean and include only the then owner of the Leased Premises, or tenant under any underlying or ground lease of the Leased Premises, and not any predecessor owner or tenant.

(j) Lien. Lessee hereby assigns, pledges, transfers and grants to Lessor a security interest in all of Lessee's goods, wares, merchandise, inventory, furniture, fixtures, machinery, equipment and other personal property of Lessee now or in the future situated on or in the Leased Premises, and this Lease shall constitute a security agreement under the Uniform Commercial Code as adopted by the State of Ohio. None of the goods, wares, merchandise, inventory, furniture, fixtures, machinery, equipment or other personal property of Lessee situated on or in the Leased Premises (now or in the future) shall be removed from the Leased Premises without the prior written consent of Lessor unless all rent, and all other charges and sums then due to Lessor shall have been paid and discharged in full, and no default by Lessee has occurred. Upon the occurrence of an event of default

by Lessee under this Lease, Lessor shall have the option, in addition to any other remedies provided at law, in equity or under this Lease to enter into the Leased Premises with or without the permission of Lessee and take possession of any and all goods, wares, merchandise, inventory, furniture, fixtures, machinery, equipment and other personal property of Lessee situated on or in the Leased Premises without liability for trespass or conversion and to enforce the first lien and security interest hereby granted in any manner provided by law. Lessee hereby acknowledges and agrees that Lessor shall have the right to, from time to time, file with the Ohio Secretary of State and other applicable governmental entities UCC Financing Statements evidencing the foregoing lien in favor of Lessor.

(k) Lease Effective on Execution. Submission of this instrument for examination or signature by Lessee does not constitute a reservation of or option for lease, and it is not effective as a lease or otherwise until execution and delivery by both Lessor and Lessee.

(l) Time of the Essence. Time is of the essence in this Lease.

34. SECURITY DEPOSIT:

Lessor acknowledges that Lessee has paid a security deposit in the amount of [REDACTED] as security for the performance of Lessee's obligations hereunder, including the payment of all rent. In the event of a default by Lessee, Lessor at its option may apply such part of the Security Deposit as may be necessary to cure the default, and if Lessor does so, Lessee shall, within five (5) days after receipt of demand therefore, redeposit with Lessor an amount equal to that so applied so that Lessor will have the full Security Deposit on hand at all times during the term of this Lease. The security deposit shall be non-refundable, but provided Lessee is not in default hereunder, the balance of the security deposit shall be applied to the final rent payment due hereunder. In the event of a sale or leasing of the land and building of which the Leased Premises form a part, Lessor shall have the right to transfer the Security Deposit to the vendee or lessee and Lessor shall thereupon be released by Lessee from all liability for the return of the Security Deposit; and Lessee agrees to look solely to the new landlord for the return of the Security Deposit; and it is agreed that the provisions hereof shall apply to every transfer or assignment made of the Security Deposit to a new landlord.

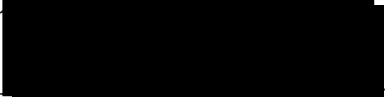
[SIGNATURES ARE ON THE FOLLOWING PAGE]

EXECUTED on the day and year provided below.

LESSEE:

LESSOR:

Cincinnati Classical Academy,  
an Ohio non-profit corporation

By:   
Name: Jed Hartings, PhD  
Title: Board of Directors, President

Dennis M. Schnurr, Archbishop of Cincinnati,  
Trustee for the Members of the Congregation  
of Our Lady of the Valley Parish, Hamilton  
County, Ohio

Date: December 23, 2021

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

STATE OF OHIO            )  
                                          )  
COUNTY OF HAMILTON )

This is an acknowledgement clause. No oath or affirmation was administered to the signer. The foregoing instrument was acknowledged before me this \_\_\_\_\_ day of \_\_\_\_\_, 2021, by Dennis M. Schnurr, unmarried, Archbishop of Cincinnati, Trustee for the Members of the Congregation of Our Lady of the Valley Parish, Hamilton County, Ohio.

\_\_\_\_\_  
Notary Public  
My commission expires: \_\_\_\_\_

STATE OF OHIO            )  
                                          )  
COUNTY OF HAMILTON )

This is an acknowledgement clause. No oath or affirmation was administered to the signer. The foregoing instrument was acknowledged before me this 23rd day of DEC, 2021, by JED A HARTINGS, the Board President of Cincinnati Classical Academy, an Ohio non-profit corporation, on behalf of the corporation.



My commission expires: FEB 11th 2026



Hambarsoon Gharibian  
Notary Public, State of Ohio  
My Commission Expires:  
February-11-2026

ed below.

LESSOR:



Dennis M. Schnurr, Archbishop of Cincinnati,  
Trustee for the Members of the Congregation  
of Our Lady of the Valley Parish, Hamilton  
County, Ohio

Date: December 23, 2021

Date: 12/29/2021

STATE OF OHIO            )  
                                          )  
COUNTY OF HAMILTON    )

This is an acknowledgement clause. No oath or affirmation was administered to the signer. The foregoing instrument was acknowledged before me this 29<sup>th</sup> day of December, 2021, by Dennis M. Schnurr, unmarried, Archbishop of Cincinnati, Trustee for the Members of the Congregation of Our Lady of the Valley Parish, Hamilton County, Ohio.



LINDA J. HEIDI  
Notary Public, State of Ohio  
My Commission Expires 03-18-2024



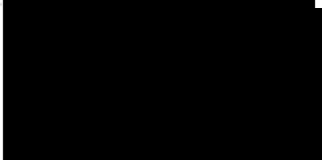
Notary Public  
My commission expires: March 18, 2024

STATE OF OHIO            )  
                                          )  
COUNTY OF HAMILTON    )

This is an acknowledgement clause. No oath or affirmation was administered to the signer. The foregoing instrument was acknowledged before me this 23<sup>rd</sup> day of DEC, 2021, by JED A HARTINGS, the Board President of Cincinnati Classical Academy, an Ohio non-profit corporation, on behalf of the corporation.

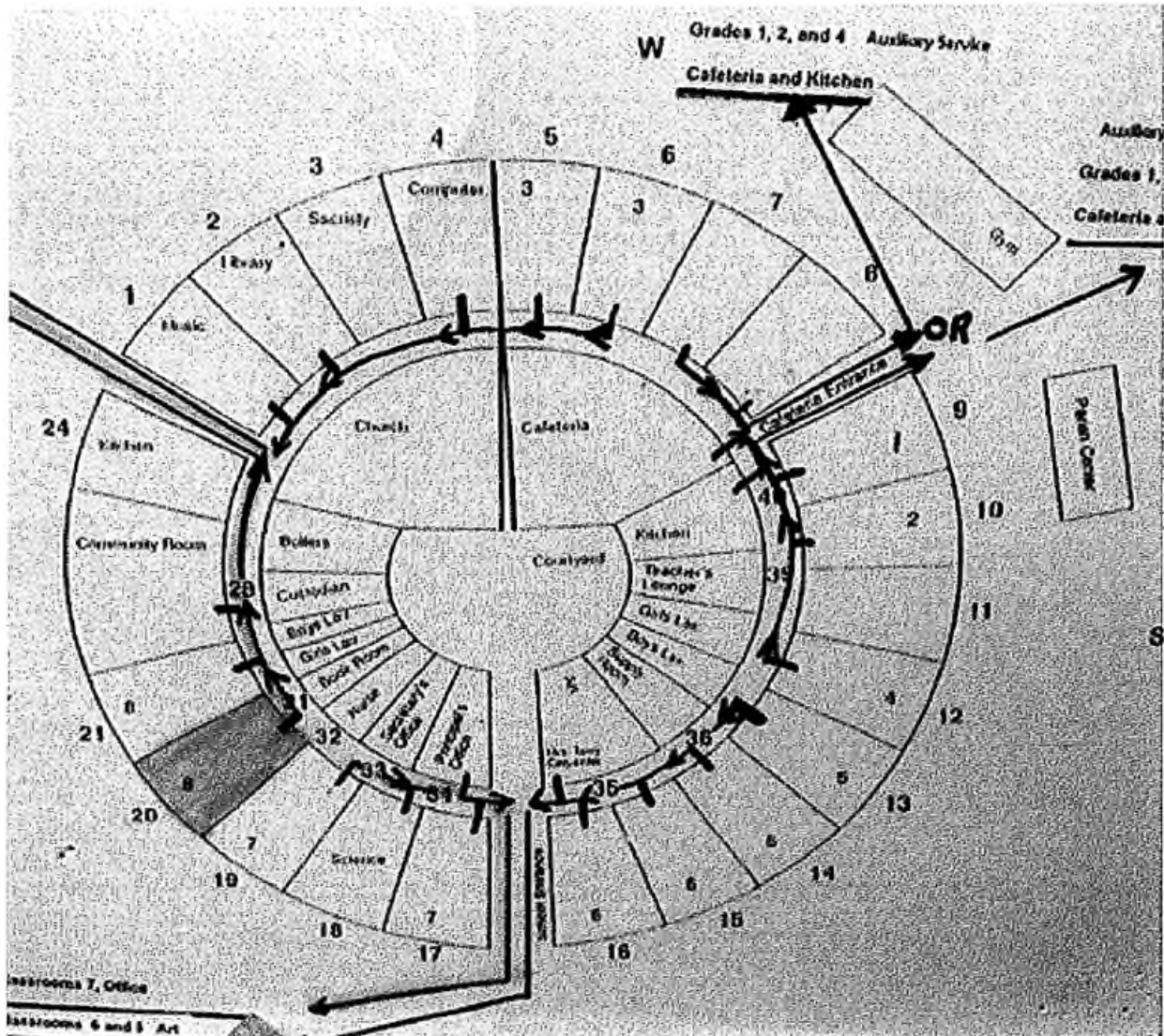


Hambarsoon Gharibian  
Notary Public, State of Ohio  
My Commission Expires:  
February-11-2026



My commission expires: FEB 11th 2026

EXHIBIT A



11357301.4

## EXHIBIT B

Agreed upon repairs and work to be completed by Lessor prior to April 1, 2022 include:

### SCHOOL

Put lock on area with high voltage sign.

Install weatherproof cover for exterior outlets.

Install GCFI for all exterior, garage, and bathroom and kitchen receptacles, including near water fountain.

Repair or replace GCFI on side of gym.

Outlets in room 9 are inoperative/no power.

Repair or replace light switch in secretary office (not working properly).

Replace faucet in art room 35.

Install missing window screens in bathrooms.

Repair window in room 18 (shot by BB gun).

Install protection for gas valve on exterior.

Lock and secure transformer area.

Repair or replace two sinks loose in boys' bathroom near front of school.

### GYM

Take necessary steps to ensure fire system in kitchen is compliant (inspection sticker says noncompliant).

Repair or replace GCFI in bathroom and on exterior by electric meter.

Inspect water heater and replace if recommended.

Fix leaking faucet at stem in girls' bathroom.

### PARISH OFFICE

Install GCFI on exterior outlets.

Complete HVAC and water heater service.

<b>School Name:</b> Cincinnati Classical Academy	<b>Date:</b> April 4, 2022
--------------------------------------------------	----------------------------

**6.3a Mission, Vision, Philosophy**

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

<b>Mission</b>	<b>6.3a</b>	1) <b>MISSION (Why do we exist?): State the school’s clear, <i>concise</i>, and compelling mission statement that describes its specific intent/purpose.</b>
<p>The mission of Cincinnati Classical Academy (CCA) is to develop the minds and nourish the hearts of our students through a content-rich curriculum in the classical liberal arts and sciences, with instruction in moral character and civic virtue.</p> <p>CCA will use a classical education model to develop within its students the intellectual skills and character upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. The classical content of the curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of human existence and remain compelling today because they present these truths in memorable, or beautiful, ways.</p> <p>The curriculum will encompass the language arts (grammar, logic, rhetoric), literature and poetics, Latin and other languages, history, mathematics, the natural sciences, the fine arts, and political and moral philosophy, with emphasis on content and works inherited from the Western and American traditions. Both the classical curriculum and school culture will aim to develop virtuous character and instill appreciation of the good, the true, and the beautiful as foundations for personal self-government, responsible citizenship, and the conduct of meaningful lives.</p>		
<b>Vision</b>	<b>6.3a</b>	2) <b>VISION (What we hope to become?): State the school’s clear, <i>concise</i>, and compelling vision statement that describes the anticipated operation, function, and success of the school over time.</b>
<p>The vision of Cincinnati Classical Academy (CCA) is to develop a citizenry with strong language and analytic skills, an understanding of the natural world and our nation’s roots, and appreciation of the good, the true, and the beautiful, as developed through our Western civilization history.</p>		

CCA intends to serve all communities encompassing diverse educational, cultural and socio-economic backgrounds, to prepare youth for success in subsequent education. The school will initially serve grades K-6, with addition of further grades in subsequent years, to ensure that students have a base in the classical education model and are adequately prepared to engage the challenging content of advanced grade levels. We envision that graduates of the CCA classical curriculum will be prepared for success in further education, and ultimately, for meaningful lives in the occupations and pursuits of their choosing as contributing members of a free and democratic society.

Philosophy	6.3a	<p>3) <b>PHILOSOPHY (What do we value and believe about educating students?)</b></p> <p><b>State the school’s clear, <i>concise</i>, and compelling philosophy that describes the values and beliefs by which the school will operate.</b></p>
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In the primary sources of the Western canon, men and women are aptly described as rational and moral beings. From rationality and morality, a third faculty can be extrapolated: man is social or political. Excellence in these three faculties—knowledge of the world, moral self-government, and civic virtue—provides the three legs of the stool upon which civilization and civilized man rests. The purpose of classical education is to lead students to excellence in these faculties, and a classical school serves as a bulwark to our civilized and free society.

The aim of classical education is high, but not unreasonable. Its primary function is the dissemination of knowledge; self-government and civic virtue are essential complements to this function, but only occasionally as explicit parts of the curriculum. The dissemination of knowledge is purposeful and begins at an early age in the classical model, as students cannot “imagine” or “think critically” unless their minds are furnished with something to think about. The classical educational model upheld by Cincinnati Classical Academy (CCA) is thus based on the following foundations and philosophies:

1. The centrality of the Western tradition, to include a rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
2. The acknowledgment of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
3. The centrality of story-telling to the totality of education, and in particular to early childhood education. This includes fiction, poetry, and mythology, as well as historical narrative;



4. The teaching of dialectic (the art of investigating or discussing the truth of viewpoints) and use of Socratic dialogue;
5. The use of primary source texts in the humanities when possible, as favored over modern commentaries, interpretations, or summaries;
6. The logical ordering of linguistic studies through the trivium arts of grammar, logic, and rhetoric. Following explicit phonics instruction, grammar is taught as the ordinary use of language, and then logic as the proper use of definition, reason, and argumentation. Thenceforth rhetoric, or the extraordinary and persuasive use of language;
7. The study of Latin, to enhance understanding of word roots, language structure, and grammar;
8. The framing of numerical studies in relation to the quadrivium arts: arithmetic, the art of pure number; geometry, the art of number in space; music, the art of number in time; and astronomy, the art of number in space and time. These subjects provide a basis for pursuit of the derivative arts of algebra, trigonometry, and calculus, which further reveal the quantities, harmonies, and logic of the natural world;
9. A careful and comprehensive study of the natural sciences, which build upon and enhance the study of number so as to reveal the intelligible ordering, composition, and wonder of the natural world. These sciences include physics, chemistry, biology, and geology;
10. Study of the moral sciences which explore the nature of human being and human communities. These include economics, civics, and political and moral philosophy;
11. A pronounced attention to pleasurable or “fine” arts (music, acting, dancing, painting, etc.), as well as gymnastic and athletic endeavors, that the body might be rightly ordered and cultivated in parallel with the intellect;
12. A school culture, to include extracurricular activities, that demands moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
13. A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than so-called “student-centered learning” methods. Implicit is the effective use of technology without diminishing the faculty leadership that is crucial to academic achievement;
14. The inculcation of seven cardinal virtues at all levels of character education:

prudence, justice, courage, humility, gratitude, perseverance, and compassion

### 6.3b Curriculum

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

Curriculum – Learning Standards	6.3b	<p>1) Provide specific standards with detailed descriptions for all core and non-core content (physical education, music, art, technology, etc.), including social-emotional learning, addressed by school that will enable each student to acquire learning across all four learning domains: foundational knowledge and skills, well-rounded content, leadership &amp; reasoning, and social-emotional learning.</p> <p><b>If the school will use Ohio’s Learning Standards in all core and non-core content areas, please check the box.</b> <input type="checkbox"/></p>
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Cincinnati Classical Academy (CCA) has used the Ohio Learning Standards to align all core and non-core content areas of the Hillsdale College K-12 model curriculum. Core content areas consist of Reading and Writing, History/Geography, Science, and Math. Non-core content areas include Physical Education, Visual Arts, Music, and Foreign Language. CCA’s curriculum has been fully aligned with Ohio Learning Standards as found at <http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards>. The following is a list of core content areas and relevant link to the standards. CCA will also provide a curriculum that follows the Ohio Learning Standards for Social Emotional Learning. The link to the standards is listed below.

**Foundational Knowledge & Skills**

CCA through the Hillsdale College K-12 classical education program will provide literacy, numeracy, and technology.

**Well Rounded Content**

CCA will teach social studies, sciences, languages, arts, music, and physical education. Ohio Learning Standards links are as follows:

Explicit Phonics, Grammar, Reading, Writing, and Literature - <http://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards>

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

Science - <http://education.ohio.gov/Topics/Learning-in-Ohio/Science>

History - <http://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies>

Physical Education - <http://education.ohio.gov/Topics/Learning-in-Ohio/Physical-Education>

Visual Art - <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/Ohio-Visual-Art-Standards-Final-2.pdf.aspx?lang=en-US>

Music - <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/Ohio-Music-Standards-Final-2.pdf.aspx?lang=en-US>

Foreign Language (Spanish and Latin) - [http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL\\_PreK-12\\_Standards\\_with\\_links\\_may9\\_2014.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_PreK-12_Standards_with_links_may9_2014.pdf.aspx)

### **Leadership & Reasoning**

Concepts of problem-solving, design thinking, creativity, and information analytics are embedded in all courses that include languages, math, science, history, physical education, visual art, music, foreign language, and social-emotional learning.

### **Social Emotional Learning**

Social-Emotional Learning (SEL\_ <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards/K-12-SEL-Standards-Full-Final.pdf.aspx?lang=en-US> )

The Hillsdale College K-12 classical education model does not contract out or use an external program to provide for social and emotional learning (SEL), because SEL is embedded in all aspects of the BCSI classical education model. Each BCSI school establishes its own mission, vision and philosophy, and the school focus on virtues provides for SEL for all students in all buildings. This may not be apparent to those that are not familiar with the Hillsdale classical

education model, and therefore, we can share a virtue crosswalk with trauma-informed concepts to provide for a detailed correlation of how the classical model addresses SEL in everyday instruction.

The Hillsdale College K-12 program guide aligned to Ohio Learning Standards, and is included as **Attachment A – Curriculum Model, Hillsdale K-12 Program Guide**, together with the full alignment as **Attachment B – Curriculum Alignments**. The initial alignment is complete. The alignment was matched to each and every Ohio Learning Standard for math, ELA, Science, Music, Latin, and Physical Education. Supplemental curriculum tools may be used as beneficial to ensure the standards are fully met in areas as may be needed. CCA has also aligned the curriculum chosen to the Ohio Learning Standards for SEL and addresses those standards through its intense and daily teaching of virtues.

Curriculum - Model	6.3b	<p><b>2) Does the school plan to use the Ohio Model Curriculum?</b></p> <p><input type="checkbox"/> Yes, the school will utilize the Ohio Model Curriculum in all core and non-core content areas.</p> <p><input checked="" type="checkbox"/> No, the school will utilize the curriculum model described below.</p> <p><b>If “no” is marked, provide evidence of the school’s written curriculum including standards, assessments, differentiation strategies, etc. as an attachment (Attachment A - Curriculum Model). Describe the research supporting the model.</b></p>
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Forming the foundation for Cincinnati Classical Academy’s (CCA) curriculum is the collaboration between the school and Hillsdale College. Hillsdale’s K-12 Education Office (Hillsdale) works as a curricular advisor to 20 existing charter schools (as of February 2022) and has a complete set of curricular and resource recommendations from kindergarten through 12th grade. CCA will implement the Hillsdale College K-12 Program Guide as used by all Hillsdale member schools. The Hillsdale curriculum, published as The K-12 Program Guide: An American Classical Education, was developed from several strong and proven academic programs, including the Core Knowledge Sequence as the original basis of the curriculum model, supplemented by Singapore Math, and Literacy Essentials, and includes significant modification and continuous improvement from the experience of Hillsdale staff, faculty, and teacher leaders from across its network of schools. This curriculum provides its affiliated schools a grade-by-grade sequence of specific topics to be taught in grades K-12 and is the basic curricular framework for history, geography, literature, visual arts, music, and science at CCA. With cultural literacy as the

guiding principle, the K-12 Program Guide will lead students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics that are especially important for cultural literacy will be repeated in a spiraling fashion—so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. The Hillsdale College K-12 Program Guide provides a necessary order across grades and between school levels (elementary, middle, high) such that teachers can base their lessons on what students have and will learn. Additionally, parents can anticipate, and be fully aware of, what their students will learn in each grade. The Program Guide provides additional recommendations for resources so teachers are supported, but also encouraged to reach beyond the immediate resources and take ownership of their own lessons. Hillsdale member schools have found this approach valuable in striking a balance between teacher support and teacher freedom.

### **Academic Learning Structure: Elementary Grades (K-5)**

In the earliest grades, CCA’s curriculum focuses the majority of the day on teaching literacy and numeracy. Both subjects are foundational to a student’s education, so the resources and methods employed in each case must be consistent and exemplary. Consequently, CCA will use Literacy Essentials to teach literacy and related skills, and the Singapore Math program to teach numeracy. Integral to the mastery of foundational content and skills is a school schedule that allows ample time (120 minutes for literacy and 80 minutes for math each day) and the opportunity for flexible ability-based grouping to take place. It is in these critical groups that teachers will be able to address the specific needs of each cluster – moving highly capable students at a quicker pace or augmenting with more sophisticated applications, while taking time with on-track students to present appropriate direct instruction, and likewise, offering the re-teaching and extra practice needed by those students who are below proficiency level. As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The basis of these subjects from kindergarten through eighth grade is the K-12 Program Guide, made available through Hillsdale College.

### **Literacy**

Literacy Essentials (for teaching “explicit” phonics, reading, and language arts). Literacy Essentials is an “Orton-based” program. It contains the elements common to programs from this heritage. Instruction is multi-sensory, explicit, and direct. Teachers will instruct using question and answer analysis and graphic organization of the content. The curriculum covers the areas of phonemic awareness, the alphabetic code which includes 72 common English spelling patterns or phonograms (first Basic Code then advanced code), orthography, vocabulary, writing and grammar, reading from accuracy to automaticity, and reading comprehension. Additionally, the program provides instruction in both manuscript and cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition. (“Literacy Essentials.” 2020. <https://journeytoliteracy.com/>)

The central position of language in the curriculum continues throughout the elementary and middle school grades, using the “Well Ordered Language” series for grammar instruction. In Grades 4 and 5, students will learn Latin and Greek roots of English words. In 6th grade, students begin learning formal Latin and will continue with Latin through ninth grade. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension.

### **Numeracy**

The Singapore Math program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill-building and problem-solving such that students have a better understanding of not just when to use a particular equation—but why. Moving students on to higher levels of skills before they’re ready is not an option, so the program will be employed at each student’s ability level. Ability-level groups will be determined at the beginning of the school’s first year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy. The common math scheduling block in grades K-6 will help to facilitate an arrangement in which all students are able to be placed into a classroom consistent with their ability, their growth, and the school’s expectations for grade-level performance. We want to ensure that students master the content—which is necessary for true growth—while also ensuring that students who are behind are brought up to grade-level performance.

### **Core Content Knowledge**

The Core Knowledge Sequence is based upon E.D. Hirsch’s concept of cultural literacy, which makes it the ideal curriculum for a classical school. This sequence was developed to provide comprehensive order to K-8 education, with the intention of training students in the arts, literature, science, history, math, and language that form their cultural and intellectual inheritance. First published in 1988, it has been successfully employed and tested in hundreds of schools throughout the United States.

### **Latin and other Foreign Language**

The central position of language in the curriculum continues throughout the elementary and middle school grades. In grades 4 and 5, students will learn Latin and Greek roots of English words. In 6th grade, students begin learning formal Latin and will continue with Latin through 9th grade. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension.

### **Science**

Although the classical school may appear to emphasize the humanities, the sciences are no less critical than the humanistic disciplines and will be an integral component of the education model. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach high school. The science program is supported by Pearson’s Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers.

### **Arts**

**Fine Arts** - Students at the School will also receive instruction in the fine arts. Studying music and the visual arts will inculcate a love of the beautiful and equip students with important core knowledge about their culture. In keeping with a classical education, The School will teach music and art through an intensive study of technique and the works of the masters – Bach, Mozart, Beethoven, Raphael, Michelangelo, and Monet among others.

**Visual Arts** - Students will learn about the elements of art, sculpture, portraits, still life, landscapes, photography, architecture, expression, and abstraction. Equally crucial to the acquisition of knowledge about art, will be balancing art history with analysis and practice of art. Every student will receive instruction in drawing, painting, and sculpture.

**Music** - In music education, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges and instruments. All students will learn to sing in harmony and read music.

### **Civic Education**

Civic education—teaching concerning the political order and the individual’s rights and responsibilities in that order—begins in the elementary school, as outlined in the Core Knowledge Sequence. Students will learn through American history the basic facts that led to the creation of the American republic and about subsequent efforts to maintain liberty and justice under the rule of law.

### **Character Development**

Too often, expectations of students with respect to their behavior are considered distinct from a school’s curriculum. The School will inculcate good character in its students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct,

and explicitly teaching them the fundamentals of good character. The school will adopt a set of core virtues that will build students' moral vocabulary and point them to the character traits necessary to live a good and happy life. This process will be implemented by introducing and promoting the School's seven core virtues: prudence, justice, courage, gratitude, perseverance, humility, and compassion. The School will explain the virtues to students in detail and will base citizenship marks, its discipline policy, and the decorum of the school on the practice of those virtues. In addition to cultivating a moral culture that will pervade the classrooms and the halls and thereby create an environment of "positive peer pressure," the school will teach character through the curriculum.

### **Physical Education**

The School will adopt the Ohio learning standards as the curriculum for physical education in the school and will comply with all standards as indicated by the National Standards for K-12 Physical Education by SHAPE America and ODE standards and benchmarks. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications and the benefits of involvement in various types of physical activities;
- Participates regularly in physical activity;
- Is physically fit;
- Values physical activity and its contributions to a healthful lifestyle.

### **Health Education**

Cincinnati Classical Academy's Science curriculum covers these health standards and where a standard is missed, CCA will follow the Ohio requirements and guidelines for Health Education

### **Leadership & Reasoning**

Concepts of problem-solving, design thinking, creativity, and information analytics are embedded in the teaching of language, literacy, cultural literacy, character development, civic education, math, science, history, physical education, arts, music, foreign language, and social-emotional learning.

### **Social Emotional Learning**

The Ohio Department of Education defines social-emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions." (<https://education.ohio.gov/Topics/Learning-in-Ohio/Social-and-Emotional-Learning>) The



School will use the Ohio Learning Standards for social-emotional learning including the following five domains: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. The curriculum used and specific teaching strategies and methods are aligned to these Ohio Learning Standards. Specifically, by adhering to the school philosophy, inclusion of the school values and through the use of inquiry and socratic methods, these standards will be included on a daily basis. In order to monitor and document the effectiveness of including these standards, the school will track the number and type of behavioral data. Additionally, formal and informal surveys of students, staff, parents and community members will be used to address the domains identified by Ohio as being indicative of social-emotional growth and well-being

<b>Curriculum - Pacing Guides</b>	<b>6.3b</b>	<b>3) Provide a detailed description of the development process for pacing guides used in your school that includes the deconstruction of standards.</b>
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Cincinnati Classical Academy (CCA) is licensed to use the Hillsdale College K-12 Program Guide as used by all Hillsdale-affiliated schools. The Hillsdale K-12 Education Office (Hillsdale) will work in consultation with CCA, as they do with all Hillsdale-affiliated schools to implement the classical education model well and in accordance with Ohio state learning standards. As part of Hillsdale’s affiliated support provided to CCA, Hillsdale, along with Adkins and Company, a consulting company, has developed all initial K through 8 curriculum maps and alignment of the curriculum with Ohio Learning Standards to ensure the school is prepared year one. This level of ongoing evaluation of curriculum maps and pacing guides will be completed annually by the School Accountability Committee (SAC) to ensure the school’s curriculum is meeting the standards as required in Ohio. The SAC will consist of the Headmaster, Vice Headmaster, Dean of Students, Resource Teachers, Intervention Specialists, and Teacher-Based Teams. Teachers are continuously involved in the development of curriculum maps and pacing guides.

**Curriculum Maps**

A curriculum map provides a guide to ensure instruction covers the standards and meets the needs of ALL learners. A curriculum map documents the relationship between every component of the curriculum and allows teachers to check for gaps and redundancies. The major difference between curriculum maps and pacing guides is that curriculum maps are for implemented instruction -- of what will be taught during the current school year. Pacing guides, on the other hand, project what pace (how long on a concept) and when and how instruction will be adjusted.

The curriculum map provided is the scope and sequence. When teachers are hired, they will work with Hillsdale to develop initial pacing guides. **Teachers** are involved in the process and are led by the building leadership to develop the pacing guides. The Curriculum Map is implemented in July during teacher training. The teacher-based teams are based upon grade levels. The building level team monitors the development and implementation of the pacing guides.

### Curriculum Maps/Pacing Guides Development Process

The curriculum mapping development process systematically organizes what will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components. For example, what will be taught is affected by who is being taught (e.g., their stage of development in age, maturity, and education). The Core Knowledge framework is flexible and allows educators within the classroom to respond to student needs.

The curriculum mapping ensures students are provided curriculum and instruction that is individualized to their specific needs. Students, whether above or below grade level, will work with material at their individual level. Teachers will use instructional strategies such as The Socratic Method, Ability Groups, and Explicit and Systematic Phonics Instruction to ensure all students are engaged regardless of their instructional level. The school will employ Intervention Specialists and contract Speech Therapists, or other services as needed. These support personnel will make modifications to curriculum or provide support as necessary to ensure the school's curriculum and framework is accessible to all students. These modifications can include re-teaching and re-reading elements or focusing on select aspects of the text for phonics and fluency focus. Through the curriculum mapping process, the school will address specific subsets of needs and align Core Knowledge, Literacy Essentials, Singapore Math and supplemental resources to ensure teacher success. Through the curriculum mapping process, the SAC will create pacing guides for all grade levels.

### Pacing Guides

A pacing guide is the itinerary for teaching. With a teacher-based team, a teacher decides what he/she is going to teach and when it is going to be taught. While the lessons and teaching style can be different, the standards, assessments and basic content are taught together. Using this process, the SAC can examine data and make decisions to increase student learning.

The pacing guide details when particular content standards should be taught and/or assessed. While still offering teachers flexibility on how to teach, its integration with common assessments is crucial to judging student progress so that the school knows the content has been covered or not covered and can assess why students did well or performed poorly on a particular assessment. Examining the pacing guides within the data analysis meetings allows SAC to understand if an element was taught; allowing the team to identify intervention plans and strategies for those not meeting the standard versus the areas that have not been taught.

In contrast to curriculum maps, pacing guides are timelines for teachers that show what each teacher, at each grade level, should plan to cover over the course of a year. Each subject area follows a logical sequence within a grade level and between grade levels. **Like the curriculum maps, pacing guides are also reviewed and discussed with every teacher at data analysis meetings twice a year to ensure the pacing is correct and accurate.** The pacing guide used by the school is separated into multi-tiered levels that will allow clear and focused differentiation for all students in the school. Each tier of the

acing guide is accompanied by resources that can be used to enhance the teaching of that particular subject. The pacing guides are tiered due to the varying ranges of academic proficiency within grade levels of students over the course of the year. The reviews also determine if the additional time should be given or if an item should be moved up or warrant additional time and depth for students. Resources are built into the maps to direct teachers to items that reflect best practice for the learning that is to take place. Supplemental resources are constantly added and developed by the SAC. All pacing guides can be found in the comprehensive program guide located on page 55; **Attachment A – Curriculum Model, Hillsdale College K-12 Program Guide.**

### **Supplemental Resources**

The teacher-based teams per grade level will use the Ohio Department of Education (ODE) website and their supplemental resource and reference ideas to assure that the curriculum is aligned to OLS. Instructional strategies and resources are on the ODE website and listed under the standards. The TBTs will use these types of resources for instruction. To assure any gaps are addressed, the school will go to the ODE website and research a standard to use recommended instructional materials. When the standards change or are revised, the subject teacher-based teams will check curriculum alignment every year. Standards are deconstructed to assure the supplemental resources are OLS aligned per the process below.

### **Deconstructing Standards**

Standards are deconstructed during the area collaboration meetings. Content area collaboration teams are organized by the Headmaster. These collaboration meetings were developed in order to improve and focus teaching and learning to a standards based model. All subject area teachers participate in these quarterly meetings. Prior to each meeting, courses are chosen for dissection. Each teacher prepares course dissection information for specific areas within each of the courses. Each teacher is tasked to assess the alignment of the resources with the OLS. Teachers also analyze rigor within the course and are tasked to develop additional standards based activities for areas within the curriculum that lack depth of standard alignment. All teachers are also tasked with researching and providing resource ideas to accommodate students with diverse learning styles.

During content collaboration meetings, all subject area teachers provide dissection worksheets to the Headmaster and SAC. As a subject specific team (building level leaders, teachers), the school reviews all teacher course dissection information, suggestions, and additional resources to come to a collective agreement on curricular areas that have gaps in standards alignment. Each teacher developed resource is discussed and voted on by all content specific teachers and the SAC to determine specific additional resources to be embedded universally within the instructional practices. Resources are approved by the Board.

The specific resource that has been developed to house all changes, additions, and resources is called the "course syllabi". Each subject area has shared course syllabi that provide a framework for instruction for each subject available to teachers. The course syllabi include additional resources proven

effective for special education modification suggestions, differentiated learning, and pacing guides for student course completion. As each subject-specific collaborative group dissects courses, all agreed upon amendments are embedded into the course syllabi for all teachers use.

Additionally, to supplement the written curriculum and pacing of instruction that is determined by CCA, as noted above, the school will deconstruct the OLS to assure alignment that determines what students need to be successful on state assessments. To assure that teachers have deconstructed the OLS, developed the appropriate pacing guides, and are assessing performance based upon the rigor of the OLS, these processes will be reviewed during SAC meetings. Based on the initiatives set by the Headmaster and building-level leaders, CCA will develop teacher PD programs, develop instructional best practices, survey teachers to identify areas of needed professional development, and develop a direction for further collaboration team meetings.

### **Data Analysis**

The curriculum maps are reviewed to identify and address academic gaps, address redundancies, and/or misalignments to improve the academic achievement and the effectiveness of the curriculum or the programs used to instruct students. After the first assessment cycle of NWEA/Maps, teachers and SAC begin the process of ensuring pacing guides as developed, will ensure student learning is on track and make adjustments for the teacher or grade band if necessary. This process is reviewed twice per year with teachers as data is reviewed and analyzed for each grade level.

Beginning in the spring of each year, the SAC will begin to review and discuss the pacing guides and maps **with teachers** and make additional adjustments for the following school year and adjust to ensure gaps are found and addressed. The team reconvenes and reviews the draft for the upcoming year and matches the guides to state data received in June of that year to further determine gaps and or changes that are required. Curriculum Maps are created and finalized by August 1 of each school year.

### **Lesson Plan Templates**

CCA will follow all curriculum maps and pacing guides. Actual individual instruction is the responsibility of each teacher with the guidance and oversight of the school's Headmaster. Therefore, all model units and lesson plan templates will be prepared at the classroom level by the teaching faculty. The model allows for individualized instruction and differentiated lessons in implementing the curriculum based upon the needs of the students.

Each lesson plan will include the Ohio Learning Standard, objective, and student learning target. All items will be recorded on the lesson plan.

The Ohio Learning Standard gives the content and skill that each student is expected to learn. These standards will be recorded on the lesson plan. More importantly these standards will be deconstructed, so teachers will know the skills and content that are required to be taught.

The deconstruction of standards will help teachers to develop a learning objective that makes clear the intended learning outcome rather than what form the instruction will take. From the objective, learning targets, short term goals or statements that are easily understood by the students and help the student and the teacher articulate the skill that will be learned and taught.

### **Change Approval and Change Process**

Core Knowledge was the initial basis for the Hillsdale College K-12 Program Guide sequence in K-8 history, science, music and art. While Hillsdale has continued to make changes and improvements to it, the original educational model is based on Core Knowledge. The Core Knowledge Framework, Literacy Essentials and Singapore Math are the Hillsdale College K-12 Program Guide resources for phonics and math, respectively. These resources are all researched based. Supplemental resources are determined by the SAC who meets to decide upon any possible changes to curriculum based upon the data meetings that occur. To adopt any new supplemental curriculum, samples are obtained, and content is compared to the Ohio Learning Standards. If necessary, lessons are taught using the recommended resources, and a presentation of the final resources decided by SAC are presented to the Board of Directors. Any suggested changes to curriculum will be presented and approved at a Board of Directors meeting.

### **Scope and Sequence**

**Attachment A – Curriculum Model** includes the **Hillsdale College K-12 Program Guide** which is the Scope and Sequence for each of the major subjects from Kindergarten through 6th grade. Portions of this work are based on the Core Knowledge® Sequence, an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. The Hillsdale Scope and Sequence differs from the Core Knowledge Sequence in Literacy, Grammar, and Math, though changes are not limited to these subjects. In Literacy, the Hillsdale Scope and Sequence is based on the Literacy Essentials program as supplemented and modified by Access Literacy, LLC. In Grammar and Math, the Hillsdale Scope and sequence are based, respectively, on the Well-Ordered Language series and curriculum from Singapore Math. Hillsdale College K-12 Education has provided a scope and sequence for Latin grade 6 as well.

The Hillsdale K-12 Program Guide includes resource recommendations for teachers to pair with the listed subject matter. In Mathematics, Literature, Literacy, and Grammar, these resources are directly paired to the scope and sequence items, and fidelity to the curriculum requires that these resources be followed quite closely. In Science, History, Visual Arts, and Music, however, these resources should be viewed as aids in teaching the curriculum, but not as the curriculum itself. Teachers need not to employ all of a given science textbook, for example, and fidelity to the curriculum requires that teachers

of these subjects use discretion to teach each topic from the Hillsdale K-12 Program Guide using the best available resources appropriate to students' grade level.

In skill-based subject areas (especially literacy and math), this guidance may need to be tailored for a student as it is expected that some students will be performing a year or more behind grade level in the Hillsdale K-12 Program Guide in reading and math.

### **Grade to Grade Promotions**

CCA will use multiple points of data to determine if a student has met the minimum standards for grade promotions. In the event a student does not meet the minimum criteria, he/she will be provided with interventions including tutoring throughout the school year to improve the academic standing and be promoted to the next grade level. Promotion criteria will be communicated to parents during the enrollment process. CCA will hold conferences to communicate the progress made by each student. After the first semester, if a student has demonstrated he/she may not reach minimum proficiency, the student will be placed on an individualized improvement plan that will be reviewed regularly by our RtI Leadership Team and re-evaluated as necessary. Every attempt will be made to ensure the success of all students. Below is a sample of the grade-to-grade promotions criteria.

There are two components used as guidelines for promoting **kindergarten to first grade**:

- 1) Kindergarten students should achieve 90% mastery of the first 26 phonograms. They should be able to say all the sounds with automaticity (1 per second) when shown the letter and write the letter/or letter combinations when the sounds are given.
- 2) The students should be able to read with fluency the letter sounds in nonsense words (See Nonsense Word Speed Drill), fluently read the words on List A (for evaluating the "Basic Code") and fluently read the List B (words taught in spelling in the first semester). Fluency is approximately one word per second. Give the students 60 words from the list, time them for a minute, and they should have 90% accuracy.

There are four components used as guidelines for promoting **first grade to second grade**:

- 1) First graders should achieve 70% mastery of the 71 phonograms. Again, they should be able to say all the sounds with automaticity (1 per second) when shown the letter and write the letter/or letter combinations when the sounds are given.
- 2) First graders should be spelling at least at grade level to be promoted to second grade.

- 3) They should also be able to read fluently the Spelling/Vocabulary List completed in April. Fluency is approximately one word per second. They can give the students 60 words from the list, time them for a minute and they should have 90% accuracy.
- 4) A reading comprehension component could be included. However, if the first three guidelines are met in classrooms using Core Knowledge, the comprehension piece will be in place.

There are four components used as guidelines for promoting **second grade to third grade**:

- 1) At the end of second grade, students should achieve 90% mastery of all 71 phonograms for promotion to third grade. They should be able to say all the sounds with automaticity (1 per second) when shown the letter and write the letter/or letter combinations when the sounds are given.
- 2) Second graders should be spelling at least at grade level to be promoted to third grade.
- 3) They should also be able to read fluently the Spelling/Vocabulary List completed in April. Fluency is approximately one word per second. They can give the students 60 words from the list, time them for a minute and they should have 90% accuracy.
- 4) A reading comprehension component should be included during the second-grade year. We recommend using McCall/Crabbs Reading Comprehension Books. The books can be used throughout the year to track growth in reading comprehension. The student should be no more than six months below grade level. Schools can use other measures of reading comprehension.

For English Language Learner (ELL) students, the criteria and consequences above apply; however, it is the responsibility of the ELL teacher to justify exemptions. For students requiring Special Education, the criteria and consequences above apply; however, it is the responsibility of the Intervention Specialist to justify any exemption as it might apply to a student’s Individual Education Plan.

Curriculum – Lesson Template	6.3b	4) Explain what specific components are to be included in model lesson plan templates and rationale.
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Each lesson plan will include a section defining the Course/Class, Grade Level, Lesson Title, and Lesson Duration. The main section of the lesson template contains 1) Lesson Objective, 2) Opening Question, 3) Tasks/Activities, 4) Questions during Instruction, 5) Materials, and 6) Concluding the Lesson. These

areas allow teachers the space to 1) reflect on and predict challenges that students have traditionally experienced in the content area, 2) prepare for diverse learning, 3) and plan for differentiation for all students including Students with Disabilities, English Language Learners, and Gifted/Talented. Resident Educators (RE) and Resident Educator Mentors review the lesson plan template and assist RE's in developing lessons utilizing its concepts.

The rationale for writing such in-depth lesson plans is to ensure that instruction is rigorous, yet adaptable to the unique needs of each student, including learning style and level of academic readiness. Lessons that are well-written, detailed, and thorough are easily shared with colleagues, providing for cooperation between content areas. Lesson plans are developed based on individual student needs which are derived from NWEA data, prior state assessment data, and transcripts for each student. Lessons are individualized based on where the student is performing within the curriculum.

- Before completing the lesson plan, each teacher must consider a series of questions that will aid in instruction. They are as follows:
  - What is your objective for this lesson, or what do you want children to achieve through this lesson?
  - How are you going to introduce this lesson? Engage students with an attention-grabber, the opening question that will eventually lead to the key idea or concept.
  - What does research provide related to this lesson, either from the textbook or outside resources?
  - What questions will you ask during the lesson?
  - How will you engage students using a multisensory method for this lesson? (It is important that students do more than just sit during a lesson.)
  - What materials are needed to support your questioning or for an activity to go with this lesson?
  - Think ahead. What difficulties might children encounter with this lesson/activity? How can you support the areas of difficulty?
  - What are your expected outcomes from this lesson?
  - How will you know if you have accomplished what the objective of the lesson was, or how will students demonstrate knowledge of what has been taught?



Lesson plan templates help to promote the acquisition and development of high-level critical thinking skills for our students. Templates include the following sections:

- Instructor Team
- Grade Department
- Standards
- Essential Understandings
- Pre-Assessment
- Post-Assessment
- Materials/Resources

<b>Curriculum - Alignment with Ohio Learning Standards</b>	<b>6.3b</b>	<b>5) Provide evidence of alignment of the school’s curriculum model to the Ohio Learning Standards, the Ohio Strategic Plan for Education: 2019-2024, and the mission, vision, and philosophy of the school.</b>
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All curriculum for Cincinnati Classical Academy (CCA) is aligned with the Ohio Learning Standards. All alignments have been completed for K-8 core classes of ELA, Math, Science, Social Studies as well as non-core areas of Foreign Language, Visual Arts, Music, Health and Physical Education. The alignments are attached as document **Attachment A – Curriculum Model, Hillsdale College K-12 Program Guide**. Each content statement has been matched with sections (units/chapters/pages) in the texts and/or resources used by the teachers and students that align with the particular standard. For those areas that need additional resources to align fully, notes were recorded in the documents and suggested texts and websites to cover the gaps were included.

The school uses the Ohio Learning Standards as the basis for what is to be taught. The Hillsdale College K-12 Program Guide is aligned with the Ohio Model Curriculum in all core and non-core content areas. As an additional resource in helping to assure lessons are aligned to the Ohio Learning Standards, the school will use resources developed through the Ohio Strategic Plan for Education and Achieve the Core and available on the ODE website. The school will use Achieve the Core guides to understand better and implement the standards. The guides will be used to observe teachers as they give instruction and provide them with feedback that supports their planning and reflection per the ODE website. Additional textbook alignments and assessments as well as assessment and lesson alignments are available per the Achieve the Core website at:

<http://achievethecore.org/category/1141/alignment-rubrics-and-textbook-adaptations> and will be used as needed. Additionally, the school will use Ohio Department of Education Gap Analysis tools for core content areas such as the K-8 Gap Analysis as found at <http://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics/Ohio-s-Learning-Standards-in-Mathematics> and a review of the Three-Year View (2017-2019) of Suggested Transition Activities for Mathematics on the same page.

Teachers meet during the summer before each academic year to review and unpack the OLS standards to create learning targets and lessons to assure all gaps are filled using the above resources. The curriculum is reviewed annually to assure full alignment with the standards. These yearly reviews include testing scores for both growth and proficiency to determine successful alignment with the curriculum and OLS.

#### Ohio Strategic Plan for Education: 2019-2024

By providing a curriculum that offers well-rounded content, foundational knowledge and skills, leadership and reasoning along with social-emotional learning, CCA is supporting the whole child and aligned with Ohio's Strategic Plan for Education (OSPE). In alignment with OSPE's priority of providing the first Core Principle of Equity for each student, CCA is assuring every student is afforded the opportunity to achieve regardless of ethnic identity, race, gender, or academic proficiency. CCA provides a learning environment ensures every student acquires the knowledge and skills across all four equal learning domains of Foundational Knowledge & Skills, Well-Rounded Content, Leadership & Reasoning, and Social-Emotional Learning to be successful.

In providing the second Core Principle of Partnerships, CCA considers parents are partners and offers numerous opportunities for parental engagement throughout the school. Additionally, CCA is partnering with other community stakeholders to assure ALL students have the supplemental academic, emotional, behavioral, and psychological resources needed to excel.

In aligning to the third Core Principle of Quality Schools, CCA will offer the opportunity for students to close any learning gaps. The school will create strategic improvement plans that will continue to improve student achievement. CCA supports the OSPE vision that "In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society" that also aligns with the mission, vision, and philosophy of CCA.

#### **Alignment to the Mission, Vision, and Philosophy of the School**

The mission of Cincinnati Classical Academy (CCA) is to train the minds and nourish the hearts of young men and women through a content-rich classical curriculum in the liberal arts and sciences, with instruction in moral character and civic virtue.

CCA will use a classical education model to develop within its students the intellectual skills and character upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. The classical content of the curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of human existence and remain compelling today because they present these truths in memorable, or beautiful, ways.

CCA will aim to rightly cultivate, order, and orient the souls of its learners by instilling within them a desire for truth and wisdom, a love of virtue and beauty, and the moral character that are requisite for personal self-government, for vigilant, responsible citizenship, and for the Good Life. In so doing, CCA will invoke the same eternal questions, truths, and means enshrined in the Greco-Roman, American, and Western Traditions of which it regards itself as the inheritor and guardian; these include the seven, classical, liberal arts, the natural and moral sciences, the practice of dialectic, and the perennial considerations of classical philosophy.

The classical education model and curriculum to be used support the mission, vision, and philosophy narrative. The curriculum uses great books and other resources specially designed to engage the student in the ideas and principles of America's founding. Classical education upholds a standard of excellence. CCA's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel in learning and character. At CCA, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition.

CCA will use The Core Knowledge Sequence, Literacy Essentials, and Singapore Math as the predominant curriculum. The Core Knowledge Sequence includes history, geography, literature, visual arts, music, and science, which are all to develop well rounded and civic minded students. The program engages in cultural literacy, which supports the mission's goal to produce thoughtful, knowledgeable leaders who are capable of communicating and succeeding well within any chosen profession.

To fully develop the academic potential of all students in order to produce thoughtful leaders, literacy will be a strong component of the program, and a remedial literacy program will be available to all students who are performing behind grade level. To better understand the language of the classics or any reading material crucial to developing a broad understanding of truth, justice, virtue, and knowledge, CCA will offer Latin. To complete a classical education where a well-rounded liberal arts education is sought, math, numeracy, and science will be taught. In support of the vision of CCA, the works of

the great scientists will be studied who pondered great questions only to uncover many of the discoveries enjoyed today. To push the importance of providing thought providing students, the students will learn the concepts behind numerical relations as well as the algorithm.

To develop a well-rounded citizen, every student will receive art and music education. The civic education will teach American history; a pivotal component of educating students who are studying the founding of the country and the founders. To understand the modern interpretations of justice and the rule of law, the Core Knowledge Sequence includes civics. The mission and vision seek to create virtuous students and character development, and moral education will be an important component of the education model.

Additionally, CCA will implement a discipline policy that helps to develop a moral culture that leads to great citizenship and is intended to strengthen each student’s social and emotional health. To support the philosophy that students should be “stewards of the ‘Western Tradition’ and the pillars of a free society,” the importance of debate and defending one’s opinion through the art of augmentation will be taught in the upper middle school grades. Finally, as an extension of helping to create a healthy and active mind, CCA will provide physical education at every grade level to produce healthy bodies.

<b>Curriculum - Literacy Skills</b>	<b>6.3b</b>	<b>6) Describe how the school will develop literacy skills across all ages, grades and subjects, as well as building the capacity for effective literacy instruction (i.e. search ODE <a href="#">Ohio’s Plan to Raise Literacy Achievement Birth-12, January 2018</a>).</b>
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Through Ohio’s Plan to Raise Literacy Achievement in all students from birth-12, the Ohio Department of Education (ODE) is aligning to the state’s current portfolio of literacy-related policies and practices while promoting evidence-based language and literacy instruction and intervention. To achieve this alignment, the state is cohesively coordinating and linking efforts to drive maximum impact through the following strands of action:

- 1) Shared Leadership;
- 2) Multi-tiered System of Supports;
- 3) Teacher Capacity;
- 4) Family Partnerships; and
- 5) Community Collaboration.

The Cincinnati Classical Academy's (CCA) education model incorporates all strands into its academic program in order to raise the literacy achievement of all students. In Shared Leadership, CCA's teachers, TBTs and BLTs will be involved in the "identification of the challenge, the causes of underperformance and the solutions to be implemented and perform leadership tasks in support of the improvement approach." Ohio's Multi-Tiered System of Supports "provides a framework for supporting learners and staff as part of school improvement efforts." CCA will use the Response to Intervention system to identify and support academic and behavior challenges for students and create a 5 Step School Improvement Process to identify processes, address challenges, and monitor efforts that lead to student and school achievement. In Teacher Capacity, "Ohio is committed to improving teacher capacity through focused, sustained and embedded professional learning and coaching in evidence-based language and literacy practices and interventions." In support of this goal, CCA will implement ongoing Professional Development for teachers and leaders aligned to Ohio Standards for Professional Development. In aligning with the Family Partnerships strand focusing on building family partnerships by both early childhood (birth to age 5) and pre-kindergarten through grade 12 educational entities, CCA will offer opportunities for parent participation in the life of the school and connect with local daycare centers and Head Start organizations as well as ODE referred agencies as a form of outreach and recruitment.

In Ohio's last strand of Community Collaboration that includes partnerships at the state, regional and local levels that can help drive literacy improvement and keep in focus why proficient literacy skills are critical, CCA will use partnerships with community stakeholders and ODE resources/personnel/training to increase literacy.

Ohio's Plan to Raise Literacy Achievement emphasizes the need for professional learning and resources that deepen educators' understanding of how children learn to read, diagnose why some children struggle to read, and sharpen educators' abilities to implement reading instruction and intervention that is aligned to the science of reading and culturally responsive. Much of the professional development supports teachers already serving in the classroom. The Department also is partnering with the Ohio Department of Higher Education and colleges and universities to enhance these areas in teacher preparation programs.

The CCA Hillsdale College K-12 education model provides strong focus on reading and will concentrate on deepening its educators' understanding of the science of reading. All content area teachers will understand their role in teaching reading skills along with course content in the upper grades. All primary students' lessons will include the five strands of Reading. The five strands of Reading: 1. Phonemic awareness 2. Phonics 3. Fluency 4. Vocabulary 5. Comprehension- These are the skills needed to make sure students have a strong foundation. An intensive early reading program that includes formative assessments strengthens literacy skills for students' in lower grades.

For grades five and six, the emphasis will be placed on Fluency, Vocabulary, and Comprehension. These skills will be formatively assessed using progress monitoring.

<p><b>Curriculum – Future Success</b></p>	<p><b>6.3b</b></p>	<p><b>7) Describe how the school will identify and support student's future success (i.e. focus on career, project-based learning, expanding work-based learning, career-tech/industry credentials, job shadowing and expanding pathways to graduation).</b></p>
<p>Cincinnati Classical Academy’s (CCA) mission aligns with the Ohio Strategic Plan for Education: 2019-2024 One Goal vision that reflects student success one year after completing a high-quality and supportive K-12 education experience:</p> <p>Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:</p> <ul style="list-style-type: none"> <li>● Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;</li> <li>● Serving in a military branch</li> <li>● Earning a living wage; or</li> <li>● Engaged in a meaningful, self-sustaining vocation.</li> </ul> <p>In alignment with Ohio’s Career Connections Framework:</p> <p>Students in K-5 will focus on career awareness by exposure to:</p> <p>Workplace visits with career interviews</p> <p>Career connections learning strategies</p> <p>Classroom career speakers</p> <p>Introduction to Ohio career fields and pathways</p> <p>Students in 6-8 will focus on exploration in careers or college with embedded opportunities to incorporate the following in the individual career plans and lessons by their teachers:</p> <p>Advanced academic and technical education</p> <p>Student Success Plan</p> <p><a href="#">Career connections learning strategies</a> (Updated resources coming soon)</p> <p>Workplace visits with career interviews</p>		

Career courses

Career mentorships

Career research

Service learning

Career-tech student organizations

[OhioMeansJobs K-12](#)

[Career pathways](#)

The instructional and operational staff will engage in professional development to better understand the importance of engagement of the college and career pathways for all elementary, middle, and high school students. To further aid in this work, and in aligning with ORC 3313.617, the School will use Student Success Plans to help monitor and document these experiences. It is understood that a SSP is required for any student deemed to be at risk of not graduating, but best practices show the value in creating and monitoring these plans for all students- this is the intention of the school.

The classical education model offers a time-honored liberal arts curriculum and pedagogy that direct student achievement toward mastery of the fundamentals in the basic academic skills, exploration of the arts and sciences, and understanding of the foundational tenets of our Western heritage. The curriculum by purpose and design is a survey of the best intellectual and cultural traditions of the West as developed and refined over many generations. Therefore, students will be fully prepared to engage in a high quality and high performing high school and continue to college, military service, a vocational trade or a career with academic and civic skills as well as the scholarly proficiency that allow productivity and achievement. CCA will grow one grade per year and will comply with Ohio's Career Connections requirements for grades 5 and up. The school will work with students on individual career plans to address each individual student's needs.

By closing any academic gaps and offering an education model that teaches language, numeracy, math, English, Latin, civic education, music, arts, cultural education, time management, organization, note-taking, prudence, justice, and temperance, while encouraging responsibility, respect, courage, courtesy, honesty, and citizenship, students will be prepared to travel whatever road they choose for a fulfilling life.

**6.3c Instructional Delivery Methods and Resources/Materials**

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

<p><b>Instructional Delivery Methods</b></p>	<p><b>6.3c</b></p>	<p>1) <b>Explain in detail the <u>primary</u>, evidence-based instructional delivery methods, strategies, and/or techniques (i.e. high yield instructional practices, project-based learning, computer-based, etc.) that will be used to provide daily instruction in your school to support success for all students.</b></p>
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Cincinnati Classical Academy (CCA) seeks to provide a content-rich curriculum that uses instructional approaches with proven track records of success. At CCA the instructional delivery methods, strategies, and/or techniques will depend on grade level, but philosophically are consistent throughout. Central to traditional educational philosophy is the authority of the teacher in the classroom as both the vessel of knowledge and the primary agent for forming the student’s character. As such, the teacher plays an active and direct role in the instruction of the academic lessons and the teaching of virtues. In the lower grades, instruction will focus on the explicit teaching of the basic principles and rules of reading, writing, grammar, speaking, and math. Beginning in kindergarten, students will be taught in the Socratic Method to encourage intelligent, logical, and independent thinking. To produce students who communicate effectively, are virtuous, possess cultural literacy, and are active and productive members of American society, well-researched instructional methods that support mastery of State Standards are as follows.

1. **Explicit and Systematic Phonics Instruction** - Through the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Studies show that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read.<sup>[1]</sup>
  
2. **Explicit English Grammar Instruction** - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to communicate more clearly on all levels. The more they learn about the English language, and its structure, their ability to easily and fluently express more complex thoughts becomes evident. The results of a study indicated the outperformance of the participants in the explicit group over the performance of the participants in the implicit group in both productive and receptive modes.<sup>[2]</sup> Another study indicated that explicit instruction was more effective for both simple and complex language features. In addition, explicit instruction led to both greater explicit and implicit knowledge. Finally, explicit instruction was also more effective in the long term (as measured by delayed post-tests).<sup>[3]</sup>



3. **Ability Groupings** - Instructional supports and strategies are most effective through the use of flexible ability groupings in the core subjects of Reading, Writing and Math. To best differentiate instruction, providing individualized supports for all learners while maintaining the same expectations of outcome, ability groupings will allow CCA to tailor instructional techniques and class time to meet the needs of all students. Students will be placed into ability groupings upon admission using initial assessments that indicate strengths and weaknesses. Students will be moved across groupings as additional assessments suggest. Students are responsible for mastery of the same skills and concepts and are required to take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to optimize the learning of all students. “According to a 2010 meta-analysis by Kelly Puzio and Glenn Colby, students who were grouped by ability within a class for reading were able to make up to an additional “half of a year’s growth in reading.” Similarly, a 2013 National Bureau of Economic Research study of students who were grouped by ability found that the performance of both high and low performing students significantly improved in math and reading, demonstrating the universal utility of this tool, particularly as our classrooms become more academically diverse.”<sup>[4]</sup>
4. **Use of Primary Source Documents** - Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g., motives, ethics, and “cause and effect”) are not necessarily obvious or easy to define, primary sources can bring them to life. They reflect events and experiences that actually occurred and introduce students to the individuals who lived them. Per the Library of Congress, “Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era.”<sup>[5]</sup> The Library of Congress further stated that primary source documents, “Engage students, develop critical thinking skills, and construct knowledge.”<sup>[6]</sup>
5. **Teaching of Study Skills** - Time management, organizing, memory techniques, notetaking, and outlining will be emphasized throughout CCA and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative for the promotion of a strong work ethic. A recent study confirmed that “while many study skills are important for middle school students to know and apply to their academics, those that involve higher order thinking skills or a deeper level of processing are most beneficial to students.”<sup>[7]</sup> Two studies show that “Academic success is foundationally correlated with the acquisition and application of study skills, across a myriad of academic content areas, and for a variety of learners.”<sup>[8]</sup> Additionally, “research confirms that improved study skills correlate to a higher GPA for learners of both genders, across a diverse spectrum of socioeconomic levels and within a variety of academic fields.”<sup>[9]</sup>

6. **The Socratic Method** - The use of direct, intentional questions to guide students' understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses. Instructional practices will include:

- lecture/direct instruction/dictation
- modeling/demonstration
- reading aloud
- singing/chanting/rhymes,
- drilling small bits of information
- flashcards

Students will be required to “sound out” words based upon the rules of phonics. With explicit grammar instruction and the use of tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. “The Socratic method primarily addresses aspects of the development of skill in critical thinking that do not come from learning types of logical fallacies or the heuristics for evaluating arguments and solving problems. It comes from a socially communicated inspiration to thirst for understanding and to experience the hard work involved in creating understanding as a joyful and satisfying journey.”<sup>[10]</sup> According to TeachHub.com: K-12 News, Lessons & Shared Resources By Teachers, For Teachers, “One of the biggest reasons for the Socratic Method's popularity is that it encourages and rewards higher-order thinking skills like evaluating, analyzing, and applying. These mindsets help students learn independently and develop them into lifelong learners. But it’s not only about sharing ideas. It’s about honing listening skills -- deep listening. Students begin to love learning because it comes from themselves and peers. Students develop an understanding of the difference between arguing and discussing: The former is emotional; the latter while still impassioned, is respectful.”<sup>[11]</sup>

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<sup>[1]</sup> National Reading Panel. (April, 2000). Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. National Institute of Child Health and Human Development.

<http://www.readingrockets.org/article/phonics-instruction> (accessed 5 September 2018)

<sup>[2]</sup> <https://www.sciencedirect.com/science/article/pii/S1877042813000529#bbib0030> (accessed 5 September 2018)

<sup>[3]</sup> Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-Analysis. *Language learning*, 60(2), 263-308. <http://www.anthonyteacher.com/blog/researchbites/research-bites-explicit-vs-implicit-grammar-instruction> (accessed 5 September 2018)

<sup>[4]</sup> Olszewski-Kubiliu, Paula. Setting the Record Straight on Ability Grouping. *Education Week Teacher* (May 20, 2013) [https://www.edweek.org/tm/articles/2013/05/20/fp\\_olszewski.html](https://www.edweek.org/tm/articles/2013/05/20/fp_olszewski.html) (accessed 5 September 2018)

<sup>[5]</sup> <http://www.loc.gov/teachers/usingprimarysources/whyuse.html> (accessed 5 September 2018)

[6] Ibid

[7] Thorpe, Christin. Promoting Academic Achievement in the Middle School Classroom: Integrating Effective Study Skills Instruction (Summer 2010) <https://files.eric.ed.gov/fulltext/ED510601.pdf> (accessed September 2018)

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[10] Maxwell, Max. Introduction to the Socratic Method and its Effect on Critical Thinking. <http://www.socraticmethod.net/> (accessed 5 September 2018)

[11] Murray, Jacqui. TeachHub.com: K-12 News, Lessons & Shared Resources By Teachers, For Teachers <http://www.teachhub.com/teaching-strategies-about-socratic-method>

<p><b>Instructional Delivery Methods - Blended Learning Instructional Model</b></p>	<p><b>6.3c</b></p>	<p>2) Is the school using a blended learning instructional model, as defined in section <a href="#">3301.079</a> of the Revised Code? If yes, check box. <input type="checkbox"/></p> <p><b><u>Blended Learning Requirements - please provide ALL of the following:</u></b></p> <ul style="list-style-type: none"> <li>a. An indication of what blended learning model or models will be used;</li> <li>b. A description of how student instructional needs will be determined and documented;</li> <li>c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level;</li> <li>d. The school’s attendance requirements, including how the school will document participation in learning opportunities;</li> <li>e. A statement describing how student progress will be monitored;</li> <li>f. A statement describing how private student data will be protected;</li> <li>g. A description of the professional development activities that will be offered to teachers.</li> </ul>
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N/A. Cincinnati Classical Academy will not use a blended learning model.

Instructional Delivery  
Methods – Research Base

6.3c

3) Provide the evidence-base for the primary delivery methods, strategies, and/or techniques including impact on population served. If applicable, include a detailed description of the school’s credit flexibility policy. Refer to ESSA definition of evidence based strategies. Provide documentation from the: What Works Clearinghouse or Ohio's Evidence-Based Clearinghouse for meeting level I or II criteria.

**Cincinnati Classical Academy - Classical Education Model Research Base**

Classical education is time proven with a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was enlivened in the Renaissance. The classical inheritance passed to England and from England to America through colonial settlement. At the time of this nation’s founding, classical education was thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. Plutarch’s *Lives of the Noble Greeks and Romans* was often recommended by men like Jefferson and Franklin, and Hamilton seems to have given it special attention during his military encampment at Valley Forge. Eighteenth-century Americans venerated and trusted George Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important has classical education been in the history of the West that it would only be a slight exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. Such a long tradition of education continues to be relevant today.

Classical education, from a research base, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through the sequential development of an individual’s cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists’ (e.g., Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop an internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose of education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem-solving using Verbal/Linguistic and Logical/Mathematical intelligence. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators’ role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities.

Classical education is more than simply a pattern of learning. Classical education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television). This process is important to understand because language-learning and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can relax; faced with the written page, the mind is required to work. A classical education, then, has two important aspects. It is language-focused, and it follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

The Hillsdale College K-12 Education method of instructional delivery is embedded in the Hillsdale educational model curricula provided for all subject areas including the arts and physical fitness. Listed below are the primary evidence-based strategies used consistently by all teachers.

To determine the evidence-based strategies necessary for individual students, the School engages in using the ESSA tool: Evidence-Based-Strategies ESSA guide;Evidence-Based-Improvement-Guide-FINAL-122116-TOOL-3.docx

### Instructional Strategies Research Base

1. Explicit and Systematic Phonics Instruction

- a. K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, "A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant," *Journal Of Educational Psychology*, 100(1), 2008: 123-134).
- b. National Reading Panel. (April, 2000). Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. National Institute of Child Health and Human Development.  
<http://www.readingrockets.org/article/phonics-instruction> (accessed 5 September 2018)

2. Explicit English Grammar Instruction

- a. The Effect of Implicit and Explicit Grammar Instruction on Learners' Achievements in Receptive and Productive Modes  
<https://www.sciencedirect.com/science/article/pii/S1877042813000529#bbib0030> (accessed 5 September 2018)
- b. Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-Analysis. *Language learning*, 60(2), 263-308. <http://www.anthonyteacher.com/blog/researchbites/research-bites-explicit-vs-implicit-grammar-instruction> (accessed 5 September 2018)

3. Ability Groupings - Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-Analysis. *Language learning*, 60(2), 263-308. <http://www.anthonyteacher.com/blog/researchbites/research-bites-explicit-vs-implicit-grammar-instruction> (accessed 5 September 2018)
4. Utilization of Primary Source Documents. - Library of Congress. <http://www.loc.gov/teachers/usingprimarysources/whyuse.html> (accessed 5 September 2018)
5. Teaching of Study Skills.
  - a. Thorpe, Christin. Promoting Academic Achievement in the Middle School Classroom: Integrating Effective Study Skills Instruction (Summer 2010) <https://files.eric.ed.gov/fulltext/ED510601.pdf> (accessed September 2018)
  - b. Awang, M. G., & Sinnadurai, S. K. (2011a). A study on the development of strategic tools in study orientation skills towards achieving academic excellence. *Journal of Language Teaching & Research*, 2(1), 60-67. doi:10.4304/jltr.2.1.60-67 Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018)
  - c. Al-Hilawani, Y. (2016a). Metacognition in real life situations and study skills and habits: Two types of processes. *International Journal of Progressive Education*, 12(1), 73-89. Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018) Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018)
6. Socratic Method
  - a. Maxwell, Max. Introduction to the Socratic Method and its Effect on Critical Thinking. <http://www.socraticmethod.net/> (accessed 5 September 2018)
  - b. Murray, Jacqui. TeachHub.com: K-12 News, Lessons & Shared Resources By Teachers, For Teachers <http://www.teachhub.com/teaching-strategies-about-socratic-method>

<b>Instructional Delivery Methods - Resources/Materials</b>	<b>6.3c</b>	<b>4. Identify resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology.</b>
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**Cincinnati Classical Academy Materials and Resources**

The materials used to support instruction will depend on grade level. At the K-6 grade levels, the textbooks used will be those recommended by the specific teaching programs such as Literacy Essentials, Singapore Math, and Core Knowledge. There will be an emphasis on teaching good character

development as students progress by reading complete books, stories, and tales that illustrate moral virtues such as, but not limited to, courage, care, truthfulness, beauty, and kindness. At the upper-grade levels, original source documents will be used rather than a synopsis of such documents. Cincinnati Classical Academy (CCA) will provide a computer skills class at the lower grades to ensure students have the proper skills to take required on-line state-mandated tests. CCA will use technology effectively but without diminishing the faculty leadership that is crucial to academic achievement. Faculty will be provided with laptops, have overhead projectors, whiteboards, and other technological devices available to be used at teachers' discretion. Listed below are samples of the main curriculum materials and publishers used. The full scope and sequence and curriculum map with all resources used is enclosed herein.

**ELA (Core curriculum and sample books/novels)**

Core Knowledge Foundation curriculum

Literacy Essentials

Access Literacy

Primary Phonics by Barbara Makar

Stevenson's Supplemental Readers 1-20

- Texts for reading practice at increasing levels of difficulty (ex. *Go Dog Go*, *Mrs. Brice's Mice*, *Owls Home*, *Frog & Toad* books, etc.)

- *Test Lessons in Primary Reading*, McCall-Harby

American Tall Tales

- *The House at Pooh Corner*, A.A. Milne

- *Pinocchio*, Carlo Collodi

- *Standard Test Lessons in Reading*, McCall-Crabbs

- *My English Orthography Notebook*, Access Literacy

Audio resources for *Well-Ordered Language*, Level 1A, Coupland, and Peters

- *The Adventures of Tom Sawyer*, Norton Critical Edition

- *Comedy of Errors* DVD, Globe Theatre Production

*English from the Roots Up*, Volume I, Joegil Lundquist and *English from the Roots Up*, Volume II, Joegil Lundquist

*Macbeth* DVD, Royal Shakespeare Company 1979 Production

- *Metamorphoses*, Ovid (Mendelbaum Translation) and *Classic Myths to Read Aloud*, William F. Russell

Select classic novels

Get Smart: Grammar through Sentence Diagramming, Elizabeth O'Brien  
- Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien  
- Sentence Diagramming Exercises: An Introduction to Sentence Diagramming,  
Elizabeth O'Brien  
- Elements of Style, Strunk & White  
The Children's Book of Virtues  
My English Orthography Notebook  
Test Lesson in Primary Reading  
Test Lesson in Primary Reading (Teacher's Edition)  
Stevenson Supplementary Reader Set (20 books for Beginning Level)  
Pinocchio  
The House at Pooh Corner  
Boxed Set Phonogram Cards  
Level I Teacher's Edition  
Wall Charts (Lg)  
5th Grade Core Classics: Narrative of the Life of Frederick Douglass, An American Slave CCFD  
5th Grade Core Classics: Sherlock Holmes CSH  
Core Knowledge History and Geography Readers, Class Set  
Boxed Set Phonogram Cards  
Level I Teacher's Edition  
Well-Ordered Language Level 3A and 3B (student edition)  
Well-Ordered Language Level 3A and 3B (Teacher's Edition)  
Sentence Diagramming Reference Manual: How to Diagram Anything  
Sentence Diagramming Exercises: An Introduction to Sentence Diagramming  
Alice in Wonderland  
The Annotated Alice  
The Wind in the Willows  
The Secret Garden



Comedy of Errors  
Comedy of Errors (DVD)

**Math**

Singapore Math Materials  
First Grade Starter Kit  
Interlocking Base Ten Starter Set  
6 Sided Dice Pack of 100  
Mini White Board/Markers (set of 30)  
Learning Resources 2-Color Counters (200 / pack, need 20 / student)  
Playing Cards (1 pack per student, 12 packs per package)  
Place Value Chart and Disks  
Hundreds Board  
Primary Mathematics Textbook (A and B)  
Primary Mathematics Workbook (A and B)  
Primary Math Teacher's Guide (A and B)  
Primary Math Home Instructor's Guide  
Primary Math Tests  
The Singapore Model Method for Learning Mathematics  
6 Sided Dice Pack of 100 (5 dice/student)  
12 Sided Dice Pack of 10 (2 dice / student)  
Mini White Board/Markers (set of 30)  
Learning Resources 2-Color Counters (200 / pack, need 20 / student)  
Playing Cards (1 pack per student, 12 packs per package)  
Place Value Chart and Disks  
Hundreds Board  
The Singapore Model Method for Learning Mathematics

**Science**

-Core Knowledge Sequence

Pearson's Science Explorer series

Chemical Building Blocks (Science Explorer Series)

From Bacteria to Plants (Science Explorer Series)

-Read-aloud Resources (various titles, i.e., *A Man for All Seasons: The Life of George Washington Carver*, Stephen Krensky)

-*ScienceSaurus*, Houghton Mifflin Harcourt

- DeltaScience Content Readers series

Manfish: A Story of Jacques Cousteau

Pasteur's Fight Against Microbes (Science Stories series)

The Fantastic Undersea Life of Jacques Cousteau

The Story of Thomas Alva Edison (Landmark Books)

Dinosaurs!

Living in the Arctic

Who Eats What?

ScienceSaurus (Yellow softcover)

Edward Jenner: Conqueror of Smallpox (Great Minds of Science series)

Edward Jenner and the Smallpox Vaccine

Louis Pasteur: Disease Fighter (Great Minds of Science series)

Caves and Caverns

Deserts

Digging Up Dinosaurs

Egg to Chick

Eggs of Things

Marshes & Swamps

My Feet

My Hands

Planet Earth/Inside Out

Sea Turtles (Live Oak Readalong)  
Seeds and More Seeds  
Sun Up, Sun Down (1)  
Sunken Treasure  
The Planets  
Whales  
John Dalton and the Atomic Theory (Unchartered, Unexplored, and Unexplained series)  
Carl Linnaeus: Father of Classification (Great Minds of Science series)  
Percy Lavon Julian: Pioneering Chemist (Signature Lives: Modern America series)

**History (core curriculum and sample books/novels)**

-Core Knowledge *Tell It Again!* Read-Aloud Anthologies and Flipbooks including:  
- *Kids' World Atlas: A Young Person's Guide to the Globe* (Picture Window Books World Atlases), Karen Foster  
- *A History of the United States and Its People*, Edward Eggleston  
- *North American Indians*, Marie and Douglas Gasline  
- *Christopher Columbus*, Ingri and Edgar Parin D'Aulaire  
- *Christopher Columbus: Explorer* (Spirit of America, Our People series), Judy Atler  
- *The Thanksgiving Story*, Alice Dalgliesh  
- *The Fourth of July Story*, Alice Dalgliesh  
- *George Washington*, Cheryl Harness  
- *A Picture Book of Thomas Jefferson*, David Adler  
- *Abraham Lincoln*, Amy L. Cohn, and Suzy Schmidt  
- *You're on Your Way, Teddy Roosevelt*, Judith St. George  
- *Rushmore: Monument for the Ages*, Lynn Curlee  
- *The Story of the Statue of Liberty*, Betsy and Giulio Maestro  
- *The Story of the World, Volume 1: Ancient Times*, Susan Wise Bauer  
*The Golden Days of Greece*, Olivia Coolidge  
A History of US, Book 1: The First Americans

DK Eyewitness Books: American Revolution  
DK Eyewitness Books: Ancient Civilizations  
DK Eyewitness Books: Ancient Egypt  
DK Eyewitness Books: Arms and Armor  
DK Eyewitness Books: Aztec, Inca, and Maya  
DK Eyewitness Books: Islam  
DK Eyewitness Books: Judaism  
DK Eyewitness Books: Mesopotamia  
DK Eyewitness Books: Mummy  
DK Eyewitness Books: Pyramid  
DK Eyewitness Books: DaVinci & His Times  
DK Eyewitness Books: Russia  
DK Eyewitness Books: Renaissance  
The Story of the Liberty Bell (Cornerstones of Freedom)  
The Story of the World Volume I: Ancient Times  
The Great Pyramid  
Shh . . . We're Writing the Constitution  
A Picture Book of Benjamin Franklin (Picture Book Biography)  
The Inca Empire  
The Long Way Westward (I Can Read Book 3)  
Benjamin Franklin  
In 1776  
Young John Quincy  
Revolutionary War in the North and West, 1776-1780 (map)  
And Then What Happened, Paul Revere? (Paperstar)  
Can't You Make Them Behave, King George?  
DK Eyewitness Books: Christianity  
George Washington

Sam the Minuteman  
What's the Big Idea, Ben Franklin?  
Why Don't You Get a Horse, Sam Adams?  
Will You Sign Here, John Hancock?  
Muhammad  
Tomie dePaola's Book of Bible Stories  
My First Ramadan  
History Map #106: Mesopotamia and Egypt, 4000-1000 BCE  
History Map #129: Voyages of Exploration 1000-1522CE and Colonial E  
History of Europe, The Major Turning Points Map 1983  
Battles of the Civil War Wall Map

**Art**

-Art Resources, Core Knowledge Foundation  
-Text Resources, Core Knowledge Foundation  
DK Eyewitness resources  
Getting to Know the World's Greatest Artists, series by Mike Venezia  
Various trade books with large prints of the art listed in the CK Sequence  
Claude Monet (Getting to Know the World's Greatest Artists)  
Edgar Degas (Getting to Know the World's Greatest Artists)  
Georgia O'Keefe (Getting to Know the World's Greatest Artists)  
Grant Wood (Getting to Know the World's Greatest Artists)  
Jacob Lawrence (Getting to Know the World's Greatest Artists)  
Leonardo Da Vinci (Getting to Know the World's Greatest Artists)  
Paul Cezanne (Getting to Know the World's Greatest Artists)  
Vincent Van Gogh (Getting to Know the World's Greatest Artists)  
Francisco Goya (Getting to Know the World's Greatest Artists)  
James McNeill Whistler (Getting to Know the World's Greatest Artists)

### **Music**

- The Core Knowledge Music Collection, Preschool, and Kindergarten Music CD Set

- Text Resources for Kindergarten, Core Knowledge Foundation

Wolfgang Amadeus Mozart (Getting to Know the World's Greatest Composers)

Peter Tchaikovsky (Getting to Know the World's Greatest Composers)

DK Eyewitness Books: Great Musicians

DK Eyewitness Books: Music

**Alfred's Essentials of Music Theory, Book I**

**Alfred's Essentials of Music Theory, Ear Training CDs 1&2 Combined**

### **Latin**

Sixth Grade (beginning year 2)

- Wheelock's Latin, 7th ed., Frederic M. Wheelock and Richard A. LaFleur

Supplementary Resources:

- Workbook for Wheelock's Latin, Paul Comeau, and Richard A. LaFleur

- Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, 5th ed., Anne

Groton and James May

- Classical Mythology & More: A Reader Workbook, Marianthe Colakis, and Mary Joan

Masello

- To Be a Roman: Topics in Roman Culture, Margaret Brucia, and Gregory Daugherty

- Lingua Latina per se Illustrata, Pars I: Familia Romana, Hans H. Ørberg

- Lingua Latina per se Illustrata. Pars I: Latine Disco Student Manual, Hans Ørberg

### **Physical Education**

Available resources for Physical Education includes, but is not limited to:

- Track and field materials
- Jump Ropes

- Basketballs
- Volleyballs
- Baseballs
- Footballs
- Flag Football belts with flags
- Soccer Balls
- Kick Balls
- Dodge Balls
- Cones
- Floor Paint for Stations & Fitness Activities
- Basketball Hoops
- CD Player
- CD (dance lessons & fitness activities)
- Whistle
- Stop Watches
- Gymnasium

### **Technology**

Technology is used to support educational delivery in the classroom and for testing purposes, but technology is not used as the primary source of education delivery in a classical education model. If students need a laptop to complete an assignment, be it in the classroom or through remote learning, one is provided to them by the school. Technology is further used for remote teaching and learning at such times being in the classroom is not possible, such as during a global pandemic. Teachers may authorize students, during such situations or students with unique circumstances, to use computers or materials provided for instruction at home to make remote learning possible.

### **Curriculum**

Core Knowledge

The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach high school. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers. Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. The Sequence guides teachers in what instructional resources are necessary to be purchased to deliver the curriculum fully.

#### Core Knowledge Research

- McGinty, Anita S. The Research Foundation for Core Knowledge Language Arts (CKLA) <https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf> (2016)
- Efficacy of the Core Knowledge Language Arts Read Aloud Program in Kindergarten through Second Grade Classrooms <https://ies.ed.gov/funding/grantsearch/details.asp?ID=1791> (July 2016)
- White, T. G., Grissmer, D. W., Altenhofen, S., & Larson, J. (2013, September). Lessons Learned in Conducting a Lottery-Based Study of Core Knowledge Charter Schools. Poster presented at the Society for Research on Educational Effectiveness (SREE) conference, Washington, DC, USA. <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- White, T. G., Grissmer, D. W., Altenhofen, S., & Larson, J. (2013, September). Lessons Learned in Conducting a Lottery-Based Study of Core Knowledge Charter Schools. Poster presented at the Society for Research on Educational Effectiveness (SREE) conference, Washington, DC, USA. <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- Altenhofen, S., Berends, M., & White, T. G. (*in preparation*). Parents Who Apply to Charter Schools: Pre-Lottery Influences on School Choice. <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- Murrah, W. M., Grissmer, D. W., Ko, H., Player, D., & Cabell, S. (*in preparation*). Early Achievement Impacts of Core Knowledge Charter Schools on Early Comprehension and General Knowledge through 1st grade.
- O'Brien, R., Player, D., & Grissmer, D. W. (*in preparation*). Seeking Valid Cost Effectiveness Comparisons Between Core Knowledge Charter and Public Schools: Can Substantial Methodological and Data Access Issues be Addressed? <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- Core Knowledge Language Arts Pilot Study <https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf>
- [Evaluation of the Core Knowledge Preschool Program in Arkansas](#) (November 2005)



- An Analysis of Academic Progress of Children Participating in the Core Knowledge Preschool Program in Baltimore County Head Start Centers (August 2005)
- How Do We Know This Works? An Overview of Research on Core Knowledge (January 2004)
- Core Knowledge Curriculum and School Performance: A National Study (September 2004)
- Walberg study: The Effects of Core Knowledge on State Test Achievement in North Carolina (April 2004)
- Walberg study: The Effects of Core Knowledge School Factors on State Test Achievement in North Carolina (March 2004)
- Study Finds Core Knowledge and Creativity Not Mutually Exclusive (January 2004)
- Core Knowledge Curriculum: Five-Year Analysis of Implementation and Effects in Five Maryland Schools (December 2000)
- In Oklahoma City, a Rigorous Scientific Study Shows the Positive Equity Effects of Core Knowledge (May 2000)

**Literacy Essentials Research:**

Booker, Kelly. Writing essentials, by Regie Routman [Book Review] [online]. Literacy Learning: The Middle Years, Vol. 20, No. 1, Feb 2012: 52-53. Availability: <https://search.informit.com.au/documentSummary;dn=902110598423978;res=IELHSS> ISSN: 1320-5692. [cited 09 Jun 20].

**Singapore Mathematics**

CCA’s approach to numeracy mirrors its approach to reading, writing, and vocabulary—learning and memorizing the facts of math in all branches of mathematics. For grades K-8, math will be taught using the U.S. edition of Singapore Math, an English equivalent to the national mathematics curriculum used in Singapore. Singapore Math uses a combination of detailed instruction, problem-solving, and visual and hands-on aids that ensure students master material before moving on to new topics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem-solving such that students have a better understanding of not simply when to use a particular equation—but why. Moving students on to higher levels of skills before they’re ready is not an option so that the program will be employed at each student’s ability level. Ability-level groups will be determined at the beginning of each school year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy.

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper

understanding of mathematical concepts as opposed to offering simply definitions and formulas. Professional development accompanies Singapore programs; therefore, teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem-solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points, the National Mathematics Advisory Panel. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly. It has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multistep word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school (Source: John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" Educational Leadership 65:3, November 2007).

### Singapore Math Research

Singapore is the world leader in mathematics achievement, according to at least two major longitudinal studies. Per the Trends in International Mathematics and Science Study (TIMSS), an international comparative study designed to measure achievement at the fourth and eighth grades, Singapore ranked in the top three countries in both 4th and 8th grades in every year the study was conducted (1995, 1999, 2003, 2007, 2011, and 2015). The Programme for International Student Assessment (PISA), a triennial international survey that evaluates OECD (Organisation for Economic Co-operation and Development) countries by testing the skills and knowledge of 15-year-old-students, has also consistently ranked Singapore highest in mathematics. The PISA survey has ranked Singapore in the top two countries for mathematics in 2009, 2012, and 2015. Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore.

- [Study Shows a "Singapore Math" Curriculum Can Improve Student Problem Solving Skills](https://www.empiricaleducation.com/blog/study-shows-a-singapore-math-curriculum-can-improve-student-problem-solving-skills/)  
<https://www.empiricaleducation.com/blog/study-shows-a-singapore-math-curriculum-can-improve-student-problem-solving-skills/> (2011-2012)
- <https://www.the74million.org/article/6-reasons-why-singapore-math-might-just-be-the-better-way/>
- [https://www.singaporemath.com/TIMMS\\_s/10.htm](https://www.singaporemath.com/TIMMS_s/10.htm) Sticht, Thomas G., C. H. Hofstetter, and C. R. Hofstetter, Knowledge, Literacy and Life in San Diego. San Diego Consortium for Workforce Education and Lifelong Learning, 1995. Sticht, Thomas G., C. Richard Hofstetter, Carolyn H. Hofstetter. Knowledge, Literacy, and Power. San Diego Consortium for Workforce Education & Lifelong Learning, March, 1997. Stevenson, H, C. Chuansheng, and L. Shin-Ling, "Mathematics Achievement of Chinese, Japanese and American Children: Ten Years Later," Science 259 (January 1, 1993): 51-58. John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" Educational Leadership 65:3, November 2007.

### Science

Although the rhetoric surrounding a classical or liberal-arts school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and do not play a secondary role. Pearson’s Science Explorer series, Read-aloud Resources, Delta Science Content Readers Series by Delta Education and ScienceSaurus by Houghton Mifflin Harcourt will be used as a supplement to the Core Knowledge curriculum to provide a rigorous, hands-on approach to scientific inquiry. FOSS is a research-based K-6 curriculum dedicated to improving the learning and teaching of science that is guided by advances in the understanding of how children think and learn. Science will be taught with an emphasis on scientific facts and the inquiry-based method and will include the incorporation of technical approaches to observing, describing, recording, ordering, analyzing, testing, and comparing predictions to observations.

### **Science Research**

Pearson’s Science Explorer <https://www.pearsonschool.com/index.cfm?locator=PS32J7>

Delta Science Content Readers <https://www.deltaeducation.com/foss/results-testimonials/> <https://www.deltaeducation.com/foss/results-testimonials/case-studies> ScienceSaurus, Houghton Mifflin Harcourt. <https://www.hmhco.com/search?term=Sciencesaurus>.

### **Physical Education**

CCA will adopt the Ohio Learning Standards and all standards as indicated by the National Standards for K-12 Physical Education by SHAPE America and ODE standards and benchmarks.

### **Physical Education Research**

<http://education.ohio.gov/Topics/Learning-in-Ohio/Physical-Education>

[www.shapeamerica.org](http://www.shapeamerica.org)

### **Social and Emotional Learning Embedded in the Curriculum**

The Hillsdale College K-12 education model does not contract out or use an external program to provide for social and emotional learning (SEL), because SEL is embedded in all aspects of the Hillsdale classical education model. Each Hillsdale affiliated school establishes their own mission, vision and philosophy, and the school focus on virtues provides for SEL for all students in all buildings. This may not be apparent to those that are not familiar with

the Hillsdale classical education model, and therefore, they have created and have access to a virtue crosswalk with trauma-informed concepts to provide for a detailed correlation of how the classical model addresses SEL in everyday instruction.

<b>Instructional Delivery Methods - Resources/Materials</b>	<b>6.3c</b>	<b>5. Explain the selection, approval (including board) and change process for instructional resources and materials to be used by teachers and students, including technology.</b>
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The Headmaster works with teachers to identify gaps in delivery or resources to determine as to whether different or additional instructional resources are needed to improve student performance. Twice a year at data meetings, the School Accountability Committee meet to determine if curriculum changes are needed based upon data results. The resources chosen will assure that Cincinnati Classical Academy (CCA) students have the skills necessary to demonstrate student mastery of learning objectives.

The Headmaster in consultation with Hillsdale College K-12 and through Board approval determine instructional resources and materials. The initial selection process is based upon :

- 1) recommendations from Hillsdale,
- 2) results of other Hillsdale supported classical model high performing schools using the same curriculum,
- 3) evaluation of alignment to Ohio Learning Standards, and
- 4) ultimately, Board approval.

The Headmaster presents the curriculum plan for instructional resources and materials to the Board at a Board meeting prior to the start of the school year for review and approval. Board Members will have the opportunity to discuss the options, review research and evidence for curriculum and technology effectiveness, and ask questions of the Headmaster prior to approval of the curriculum and any technology. The Board of Directors will review curricular and instructional changes and the need of any major technology changes at monthly board meetings as needed. The Headmaster will inform the Board as such needs arise. Data is collected daily and weekly at the classroom level, every one to two weeks at the building level. This data collection process allows the analysis and evaluation of academic achievement. The assessment results justify the rationale for changing the curriculum.

Hillsdale’s Barney Charter School Initiative curriculum model features a traditional, well-balanced core of essential subjects. Students in grades receive instruction in phonics, grammar and mechanics, literature, history, geography, science, Latin, art, music and physical education.

The Barney Charter School Initiative classical education program emphasizes homework, daily review, memorization and drill. At the same time, it stresses civility: students are expected to value learning, to respect their teachers, themselves and fellow students.

<https://academy.hillsdale.edu/academics>

Pacing Guides are the when, where, and how the curriculum will be taught based on the Ohio Learning Standards and assessed by the unpacked standards for each learning target. The comprehensive Program Guide is included in **Attachment A – Curriculum Model, Hillsdale College K-12 Program Guide**.

### 6.3d Continuous Improvement and Professional Growth

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

<b>Continuous Improvement</b>	<b>6.3d</b>	<b>1) How will the school develop, monitor, and evaluate a school improvement plan using the <u>Ohio 5-Step Decision Making Process</u>. Describe the structures and processes to support the improvement planning.</b>
<p>The School Accountability Committee (SAC) consisting of the Headmaster, Vice Headmaster, Dean of Students, the Intervention Specialist and grade level (K-2; 3-6) Teacher-Based Teams, develops the Continuous Improvement Plan. In Year One, the SAC will be charged to develop the plan at the beginning of the school year. The Headmaster oversees the development of the school improvement plan. The TBTs will meet twice a month to discuss and review the progress of the school improvement plan. In June, SAC will review the school improvement plan and adjust it for the upcoming year. The initial benchmark goals are created based upon expectations of student performance based upon the state performance assessments of the local school districts from which Cincinnati Classical Academy (CCA) will recruit. Continuous goals are based upon school formative and summative assessments. From these goals, professional development is determined that will support the teachers in implementing lessons to achieve the goals. The professional development is aligned to state standards. After the initial plan is developed, the SAC will meet annually in January to begin the review process of the curriculum, curriculum resources and the online resources used by the school. The overall plan is developed through the guideline of the Ohio Department of Education Decision Framework found at <a href="http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Ohio-Improvement-Process/Decision-Framework-Information">http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Ohio-Improvement-Process/Decision-Framework-Information</a>. Concepts used to develop the plan include Collaborative Implementation Teams such as BLT (Building</p>		

Leadership Implementation Team); and TBTs (Teacher-Based Teams). As well, roles and responsibilities are integral to the plan's development including concepts of Shared Leadership, Communication, and Engagement,

Purposeful Decision-Making, and Resource Management.

CCA will implement the Ohio 5 Step Improvement Process. Ohio's 5-Step Process includes the following:

- Step 1: Identify Critical Needs
- Step 2: Research and Select Evidence-based Strategies
- Step 3: Plan for Implementation
- Step 4: Implement and Monitor
- Step 5: Examine, Reflect and Adjust

The action plans below correlate with the 5 step process.

Step 1: Teacher Based Teams (TBTs) will meet every week to discuss data and share ideas.

Step 2: The TBTs process is evaluated each month by the SAC. As necessary, members of the Board Education Committee may be included. Feedback is given to all TBTs, and data is analyzed for growth purposes. Additionally, the Headmaster and Dean of Students will meet with teachers to discuss assessment results and growth of Tier 2 and Tier 3 students. This data is the basis of any coaching and professional development provided to teachers throughout the remainder of the schedule.

Step 3: The TBTs process is then reviewed by the Headmaster and Assistant Principal in efforts to ensure where additional training is needed.

Step 4: The instruction plan is implemented during the first year. After the first year, the plan will include any data-based adjustments, if needed. Step 4 and 5: The SAC will meet each week to discuss the OIP and pertinent policies and procedures throughout the building. The SAC will discuss the information collected from the 5 Step Process forms to provide advice and feedback for the TBTs.

Step 5: The SAC meets each summer to review teacher progress to determine what professional development would be beneficial.

Data is consistently reviewed. Adjustments are made by the following staff and during the following timelines:

1. NWEA Assessment data will be reviewed by teachers after each testing session (Fall, October; Spring, April). State assessment data will be reviewed in August prior to the start of school. Additional progress monitoring tools contained in the curriculum will be given to students on a regular

basis to progress monitor where students are in a particular subject as well as drive instruction. These assessments will be reviewed by Dean of Student Learning every six weeks.

2. Curriculum maps and pacing guides will be reviewed by the SAC and a representative from Barney Charter School Initiative, when needed. This process will occur in April. The results of the review will be shared with the Board in May.

The SAC will meet annually in January to begin the review process of the curriculum, curriculum resources and the online resources used by the school. Technology will be reviewed as well to determine the needs of the school for updating or adding new technology in specific grades or certain subjects and for what intended purpose the technology is serving.

Data will be reviewed to determine specific areas where additional curriculum and/or resources need to be added to prevent gaps in learning and maintain student growth. Training will also be reviewed to determine the level of implementation of current resources to ensure teachers are capable of implementing the curriculum and matching to specific standards. Professional Development will, therefore, be reviewed to determine current and future needs for each subject, grade or individual teachers. TBTs will evaluate the effectiveness of the previous meeting and the work of the team at the conclusion of each meeting based on the 5 Step Process. The SAC will review TBTs meetings notes on a monthly basis.

The SAC is involved in the continuous improvement cycle to monitor progress and determine any warranted adjustments to the curriculum and programming. The first stage of the continuous improvement plan is the decision framework. In this stage, the BLT reviews data to identify critical needs of the school. This process allows the team to make informed decisions of where to spend time/energy and resources to make improvements in student performance. Stage 2 is the development of a Data Plan. This includes goals for Reading, Math and school culture. The team is required to identify adult and student implementation, timelines, action steps and strategies for achieving the goal. During stage 3 and 4, the plan is implemented and monitored throughout the school year.

The result of the tests, analysis, feedback, and implementation plans occur more often than once a year. The NWEA results are analyzed and discussed after testing occurs which are twice a year, and the adjustment process occurs immediately. The TBTs meet and discuss data monthly with appropriate changes occurring. At each monthly Board meeting, data is discussed, and the Headmaster presents to the Board a review of the OIP process. Any adjustments to the program or course corrections occur after Board input. The decisions made based upon the data and Board input will inform changes made to classroom practices including a written school improvement plan. Because the TBTs meet monthly and the BLT meet to discuss the results of the TBT collected data, the development of the Data Plan occurs throughout the school year and not just annually. After any new plan is implemented, it is monitored regularly throughout the year. Changes can occur in real time due to the continuous nature of the assessment collection and analysis. Information is also made available to parents during parental meetings and conferences. Additional information is disseminated to parents and the broader community through written communication, the school website, and Board meetings.

CCA will evaluate prior school data of students to identify the most pressing needs based upon probable causes as a starting point in the development and implementation of the OIP. The Teacher-Based Team 5-Step Process Meeting Agenda and Minutes Templates are tools that assist teachers in analyzing student data and creating action plans for improved results. The team reviews the building plan to ensure the work of the team is leading toward attainment of the goals, strategies, and indicators described in the plan.

**Professional Development**

Professional Development is an important component of the continuous improvement cycle. Professional Development will occur for two weeks before the opening of school and during the school year. Five times per year, there is all-day formal Professional Development for an overall review of data, curriculum, differentiation, and subject matter work. Weekly planning sessions occur that include some level of professional development.

During the summer there is an intensive Professional Development seminar provided by Hillsdale where teachers choose grade and content specific trainings for PD. Prior to the opening of the school, Hillsdale conducts training for the school, and does such annually for all Hillsdale-affiliated schools. Included herein for reference is the agenda for the June 2020 summer training. The school will use professional development at regularly scheduled times to analyze data to assure performance and accountability targets are met. Staff development will focus on meeting these targets. The review and analysis process is detailed above.

Additional professional development, teacher training and data review talks will be provided based on TBT and BLT meetings and SAC recommendations.

<p><b>Ohio Teacher Evaluation System (OTES)</b></p>	<p><b>6.3d</b></p>	<p><b>2) Confirm implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators.</b></p> <p><b>X Yes, the school will implement the Ohio Teacher Evaluation System. Please identify what credentialed individuals (job title) will be conducting the evaluations?</b></p> <p><input type="checkbox"/> <b>The school will implement an alternative evaluation system as described below.</b></p> <p><b>3) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?</b></p>
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<p>Cincinnati Classical Academy will use the OTES. The Headmaster will evaluate the teachers using the OTES evaluation system.</p>		
<p><b>Ohio Principal Evaluation System (OPES)</b></p>	<p><b>6.3d</b></p>	<p><b>4) Confirm implementation of Ohio Principal Evaluation System and Ohio Superintendent Evaluation System (if applicable) or alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents.</b></p> <p><input checked="" type="checkbox"/> <b>Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System.</b></p> <p><input type="checkbox"/> <b>The school will implement an alternative evaluation system as described below.</b></p> <p><b>5) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?</b></p>
<p>Cincinnati Classical Academy will use the OPES. An OPES certified evaluator will be provided by CCA’s partner, Adkins &amp; Company, LLC to evaluate the Headmaster. The Board will be involved in the process and will provide monitoring of progress and improvement on metrics as outlined in the OPES evaluation.</p>		
<p><b>Local Professional Development Committee</b></p>	<p><b>6.3d</b></p>	<p><b>6) Discuss development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.</b></p>
<p>The Cincinnati Classical Academy (CCA) LPDC will be chaired by the Assistant Principal who attends regularly scheduled meetings within the cohort. It is the responsibility of the chair of the building LPDC to update all staff on pertinent licensure matters and ensure all IPDP’s and licenses remain up to date. CCA will have access to assistance and guidance from Adkins &amp; Company, LLC relating to LPDC requirements to ensure school compliance.</p> <p>CCA will follow all bylaws, committee membership, roles and responsibilities, and processes and procedures including maintaining records of meetings including agendas and minutes, as defined by the Ohio Department of Education per the link</p>		

[http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/LPDC-s/Resource-Guide-for-Establishing-an-LPDC/ResourceLPDCResourceGuide\\_102416.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/LPDC-s/Resource-Guide-for-Establishing-an-LPDC/ResourceLPDCResourceGuide_102416.pdf.aspx).

Resident Educator Program	6.3d	7) Discuss implementation of Ohio’s Resident Educator Program in the school (i.e., mentoring process, meetings, monitoring of work completed, timelines, ratios of mentor to mentees, etc.).
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Cincinnati Classical Academy (CCA) will implement Ohio’s Resident Educator Program. Resident Educators work collaboratively with their mentor to complete the program requirements using self-assessment and goal setting, demonstrate the use of authentic teacher work such as lesson planning, data analysis, and assessment for reflection, as well as successfully complete the Resident Educator Summative Assessment (RESA) to advance to Professional Licensure. Teachers involved in RESA Year 1, Year 2, Year 3, and potentially Year 4 are provided training and assistance from trained mentors. Resident educators meet annual requirements and collaboratively work with their mentor through discussions and feedback about the following topics:

- Self-assessment
- Goal-setting
- Instructional planning using authentic teacher work such as lesson plans and assessments
- Observations for learning
- Analysis of student learning using student work and assessments

Teachers participate to the fullest extent in all activities and activities within RESA and join in the CCA Professional Development. The mentor teacher will regularly work with the resident educators and update all required information. The Resident Educator Forms include a Monitoring Student Learning form. Resident Educators complete the Monitoring Student Learning data inventory below, which includes monitoring two students. Once the form is complete, mentors and Resident Educators move into the planning phase of the Teaching-Learning Cycle. The Resident Educators complete a Year 1 Assessment that includes categories of strengths, areas of growth, and the seven standards of Students, Content, Assessments, Learning Environment, Collaboration and Communication, and Professional Responsibility and Growth.

Requirements Completion Checklist

Resident Educator mentors and mentees complete an annual checklist for each year. The sheet records the dates of following required activities. The mentor provides initials as the activities are completed.

- Collaborative Log or Focused Mentoring Activity Log (1-2 times/month)
- TBT Content Conference Call (Data Analysis Tool)
- Content Collaboration Meeting
- Other related PD or mentoring activity

For Year 1 and Year Resident Educators, the specific activities are listed below and include the timelines:

- Ohio Resident Educator Program Orientation Presentation (Sept)
- Self-Assessment (Oct/Nov)
- Professional Growth Plan (Oct/Nov)
- Peer teacher observation
- Mentor teacher observation
- Lesson Reflection of a videotaped lesson (recommendation Jan/Feb)

For Year 3 Resident Educators, the activities are as follows:

- Ohio Resident Educator Program Orientation Presentation (Sept)
- Self-Assessment (Oct/Nov)
- Professional Growth Plan (Oct/Nov)
- Focused Mentored I: Communication & Professional Growth
- Focused Mentored I: Communication & Professional Growth
- Focused Mentoring II: Use of student Formative & Summative Assessments
- Focused Mentoring II: Use of student Formative & Summative Assessments
- Lesson Reflection Before Jan 19<sup>th</sup>

For Year 4 Resident Educators, the activities are as follows:

- Ohio Resident Educator Program Orientation Presentation (Sept)

- Self-Assessment (Oct/Nov)
- Professional Growth Plan (Oct/Nov)
- Focused Mentored: Formative and Summative Assessments

The mentor and mentee will sign the form and return it to the Headmaster. The deadline for submission is May 15 with a criteria completion date of June 30.

At CCA, the mentor to mentee ratio will primarily depend on the number of participants at the building. It is expected to have one to two mentors at the building so there is an adequate weekly focus on mentee growth and development. If there are a high number of mentees at the building, CCA will contract through the local County Educational Service Center or another qualified provider to provide mentors. The number of Resident Educator mentors to mentees will be better determined upon the hiring of CCA teaching staff. There will be a ratio of at least one Resident Educator Mentor on staff. The expected ratio goal is two mentors on staff for teachers completing the program.

Professional Development Plan for Teachers	6.3d	8) Using the <a href="#">Ohio Standards for Professional Development (adopted 2015)</a> , describe the process for how the school will <i>develop, implement, and evaluate</i> a differentiated professional development plan for teachers informed by student data, curriculum needs, OTES, IPDPs, Resident Educator Program, etc. and how it will link to the school’s continuous improvement plan.
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Cincinnati Classical Academy (CCA) will provide professional development to assure that teachers are equipped with the skills to teach the curriculum and increase academic achievement. In alignment with the Ohio Standards for Professional Development (OSPD), CCA’s professional development includes the following criteria:

- Occur within a collaborative culture in which all share collective responsibility for continuous improvement.
- Be advanced by leaders who prioritize professional learning and develop the capacity and structures to support it.
- Be supported by resources.
- Be databased, and use data for planning, assessment, and evaluation.
- Represent best practice models and theories of adult learning and active engagement.
- Be research-based, using what is known about change to sustain implementation.
- Focus on specific goals and align outcomes with existing educator and student standards.

OSPD guides the development for CCA teachers and leaders. For individual teachers, the OSPD directs their individual plans and are based on the data at the school that drives the needs of the students. For Principals, the OSPD drives their individual plans, but also ensures their school offers effective systems for professional learning. The research-based professional learning models most appropriate for CCA and its mission will be used and evaluated for effectiveness as evidenced by increased student achievement, increased student growth, staff growth (as documented using targeted walk-throughs and OTES scoring), and overall staff moral (as documented through retention rates and staff survey results). Specifically, the models used will include the following:

**Individually Guided Development:** Allows the teacher to help design a menu of learning activities which align to the school’s mission, the teacher’s IPDP, and input from the school administrators.

**Observation and Assessment:** Includes a peer or administrator providing structured feedback on targeted skills or practices. The areas of observation might be aligned to school-wide initiatives such as the implementation of Socratic Discussions or classroom management issues such as equitable questioning techniques.

**Involvement in a Development or Improvement Process:** Typically, this will involve systemic school-improvement processes. the use of this model is in keeping with the Ohio 5-Step Decision Making Process and will involve the identification of a need for improvement and the subsequent plan for the entire school community to follow.

**Training:** This model of professional development is used by BCSI in the annual sessions made available to staff and administrators on the campus of Hillsdale. This allows an expert on a particular curricular topic, instructional strategy or educational practice to share knowledge with an audience. In this type of professional development model, attendees are allowed to learn, ask questions, participate in demonstrations and extend prior knowledge.

**Inquiry:** Central to CCA’s philosophy for students and all staff is the concept of inquiry and reflection. This type of professional development allows teachers to reflect on their curricular content material, the achievement and growth of their students and the alignment of their instructional practices to the school’s philosophy, mission and vision. In this reflection, teachers are encouraged to formulate questions regarding the ability for improvement. Tools used in this type of professional development might include surveys, root-cause analysis exercises, data analysis opportunities and digital representations of teaching.

The Professional Development aligns with the following seven standards of Ohio Standards for Professional Development. Per the ODE website, “professional learning that increases educator effectiveness and results for all students” embodies the following Standards.

- ∅ Standard 1: Learning Communities. Occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.
- ∅ Standard 2: Leadership. Requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.
- ∅ Standard 3: Resources. Requires prioritizing, monitoring and coordinating resources for educator learning.
- ∅ Standard 4: Data. Requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.
- ∅ Standard 5: Learning Designs. Integrates theories, research and models of human learning to achieve its intended outcomes.
- ∅ Standard 6: Implementation. Applies research on change and sustains support for implementation of professional learning.
- ∅ Standard 7: Outcomes. Aligns its outcomes with educator performance and student curriculum standards.

**On-Site Teacher Training for New Hillsdale-Affiliated Schools, June 2020**

**Barney Charter School Initiative - 2020 Summer Conference in Classical Education | June, 2020**

**Session 1 | June 14-17**

**Block 1**

**Pedagogy 101**

Dr. Daniel Coupland - The first year of teaching is a chaotic whirlwind of late nights, early mornings, stacks of grading, angry parent emails, weeping children, stacks of grading, moments of jubilation, half-finished lesson plans, and more stacks of grading. As a result, teachers often enter the summer both with a myriad of experiences that can be difficult to synthesize and with a desire to make improvements on a first year filled with both successes and failures. This session has been designed specifically for teachers who have just completed their first year in the classical classroom. It promises to serve as a reminder of the principles of classical pedagogy, to offer the opportunity to reflect upon the experience of first year teaching, to think through some helpful strategies of order and organization, and to provide teachers with some elements of instruction to work on as they enter year two.

**Interpreting Hamlet: Art and the Tradition**

Dr. Benedict Whalen - This presentation will offer an examination of Hamlet in two ways. First, we will study what Hamlet himself thinks about the nature of art and its relation to reality and human beings, and compare his understanding with our own experience of the play. Second, we will review a few of the prominent interpretations of Hamlet that have been developed over the centuries since it was first staged, and conclude with a few comments about how these interpretations might assist us in teaching Hamlet.

**Panel: Teaching Close Reading**

Michael Berndt, Amanda Gilmore & Tomek Grzesiak - Three panelists will provide suggestions for developing our students' ability to read closely.

**Why Logic? Its Place & Purpose in Classical Education**

Dr. Benjamin Beier - Hillsdale's Dr. Benjamin Beier will treat the history and purpose of logic, and its essential place in classical education, as well as its particular importance in the 21st century.

**Building Your School's Theater Program**

Dr. Christopher Matsos - This workshop will introduce fundamental techniques for integrating acting exercises as a means of cultivating creativity and confidence among students. Whether participants are interested in staging productions or integrating drama in the classroom, this session will provide accessible tools for characterization, improvisation, and play analysis. In addition, Dr. Christopher Matsos will offer support to those seeking to begin or improve drama programs in their school.

**Man's Political Nature and the Question of Justice**

Daniel O'Toole - This talk will help clarify the relationship between liberal education and civic education, and it will provide high school philosophy, government, and history teachers with a useful framework for thinking and teaching about politics. Following Aristotle and the Socratic philosophers, we will consider why man is political by nature and what this means for the character of political life. Themes we will touch on include: man's concern with justice and the complicated meaning of justice; the political regime; partisanship; politics vs. expertise and management; the rule of law; and the limits of political progress and the persistence of imperfection and conflict in political life.

**Classroom Management**

Becky Holland - This workshop will help teachers improve their classroom management systems: procedures, rules, the physical space, and organizational systems.

**Evolution**

Dr. Jeffrey Van Zant - Hillsdale's Dr. Jeffrey Van Zant will discuss how variation within gene families leads to evolutionary change at the population level.

**Block 2**

**American Politics After 1965 and the New Progressivism**

Dr. John Grant - Progressives from Theodore Roosevelt to LBJ were concerned about uplift—society helping individuals to perfect their capacities so they could then go out and help uplift others. After the mid-60s, American politics rejected uplift in favor of a non-judgmental concern for the least among us. This talk will help government, history, and philosophy teachers understand this new political project and the new conceptions of justice, equality, and freedom that animate it.

**Essential Understandings from Ancient & Medieval History**

Dr. Kenneth Calvert - Hillsdale's Dr. Kenneth Calvert will explore the essential understandings for studying ancient and medieval history.

**Teaching Both Ideas & Events in History**

Dr. Terrill Legueri - Golden View Classical Academy's Dr. Terrill Legueri will share some best practices for balancing the teaching of ideas with that of events in history class.

**Best Practices in Beginning Latin Instruction**

Julie Apel - Founders Classical Academy of Leander's Julie Apel will share best practices in beginning Latin instruction.

**Motor Skill Development in the Grammar Years**

Przemek Grzesiak - This presentation will focus on the theory behind and application of Athena Oden's Ready Bodies, Learning Minds program as applied in the Motor Lab, a system meant to develop the fine motor skills and sensory systems of all students. The Motor Lab will be set up, various exercises and toys will be put to use, and proper technique (where applicable) will be explained.



### **Group Theory in Math**

Dr. David Gaebler - Mathematics abounds with transformations that rearrange an object in some way, whether it be rotating a cube, shuffling the order of a sequence, or changing the sign of a real number. When a collection of such transformations is studied together, and when they are related according to certain axioms, one has a “group.” Surprisingly, not only are groups the fundamental tool for the study of symmetry, but they also unlock the properties of polynomials and their roots! These connections are at the heart of Galois theory, one of the crowning achievements of pure mathematics. Though aspects of Galois theory are highly technical, the central concepts require no prerequisites beyond basic algebra.

### **Creating Historic Prints**

Pamela Heckel - Participants will learn about the historic print-making process of cyanotype. Join Pamela Heckel from Hillsdale Academy as she demonstrates how to prepare for and create a photographic print using sunlight, a process that may be adapted to all grade levels.

### **Pedagogy 301**

Dr. Daniel Coupland - Designed specifically for teachers who have significant experience in the classroom (4+ years), this session focuses on the nuances of the pedagogical craft. Avoiding complacency and continuing to look for ways to improve is the hallmark of an excellent teacher, and this session will offer a few advanced pedagogical techniques that can give experienced teachers some fresh ways to reimagine their teaching practices, to rethink their classrooms, and to discover small adjustments that can have a profound impact on the lives of their students.

### **The Odyssey and Homer’s Idea of Wisdom**

Dr. Benedict Whalen - This presentation will look at The Odyssey in a philosophical light. We will examine Odysseus’ journey in order to understand what Homer suggests is most proper to human nature, what is most noble for that nature to pursue, and what are some of the gravest threats to that nature. This presentation will include a few comments about Homer’s The Iliad, and will look forward to some of the various ways the myth of Odysseus has been adapted in Western culture.

### **Why Rhetoric? Its Place and Purpose in Classical Education**

Dr. Benjamin Beier - Hillsdale’s Dr. Benjamin Beier will treat the history and purpose of rhetoric, and its essential place in classical education, as well as its particular relevance in the 21st century.

### **Effective Pedagogy in Teaching Spanish to Beginners**

Dr. Nika Setek - Founders Classical Academy of Leander's Dr. Nika Setek will share useful tips and methods for teaching beginning Spanish students.

**The Physics of Climate Change**

Dr. Kenneth Hayes - Hillsdale's Dr. Kenneth Hayes will discuss the basic physics of the greenhouse effect and why the planet is warming, and the most significant consequences of climate change on human society.

**Re-envisioning Homework as an Opportunity**

Jonathan Gregg & Becky Holland - This session will delve into the principles and practices of assigning homework in a way that alleviates the burden on the teacher while still providing meaningful and challenging ways for students to cement their in-class learning.

**Creating a Curriculum Map and Lesson Plan**

Gail Mowry - Using the Core Knowledge curriculum and her years of teaching experience, Gail Mowry will provide guidance in creating a basic outline and lesson plan for elementary music.

**American History Forum**

Jordan Adams - BCSI's Jordan Adams will moderate a forum for teachers of American history.

**Ancient History Forum**

Jonathan Rogers - Founders Classical Academy of Lewisville's Jonathan Rogers will moderate a forum for teachers of ancient history.

**Latin Forum**

Dr. Colin Pang - Golden View Classical Academy's Dr. Colin Pang will moderate a forum for Latin teachers.

**Establishing & Growing the Culture of Your Music Program**

Rachel Holland - This session will consider and open to discussion the many pieces involved in building the culture of a music program irrespective of how established the program is.

**Medieval & British Literature Forum**

Ian Atherton - Golden View Classical Academy's Ian Atherton will moderate a forum for teachers of medieval & British literature.

**Ancient Literature Forum**

Catherine Rogers - Founders Classical Academy of Louisville's Catherine Rogers will moderate a forum for teachers of ancient literature.

**Forum on Games in P.E. Class**

Przemek Grzesiak & Cami White - All grammar school physical education teachers are invited to share several games that they employ in their own gym classes. Each participant will have the opportunity to explain and lead other participants through a brief playing of the games on-site, that all teachers may have a clear understanding of how to implement them. Please email [REDACTED] with what games you would like to share and what supplies will be required for your games.

**Forum on the New Philosophy and Government Courses**

Daniel O'Toole - This is a forum for both teachers and administrators to discuss Hillsdale's new recommendations for government and philosophy courses for 10th, 11th, and 12th grades. We will discuss both the purposes of the new recommendations and how to implement them. Teachers and administrators will have an opportunity to provide feedback, and we will attempt to answer their questions and address any ideas or concerns.

**Forum on Teaching Economics as a Logical Science**

Matt Summers - Is it possible to articulate and verify economic principles prior to our experience of the world? For Ludwig von Mises and the Austrian School, the answer is yes. This forum, led by Golden Vie Classical Academy's Matt Summers, explores the role of logic and deductive reasoning in constructing universal economic principles.

**Life Science Forum:** Becky Holland -This forum will provide a moderated discussion on life science topics and teaching ideas for 7th grade science and high school biology teachers.

**Math Forum**

Abby Johnson -Golden View Classical Academy's Abby Johnson will moderate a forum for math teachers.

**Astronomy: The Course and Instructional Design**

Michael Berndt - An astronomy course is a recommended option for the 12th grade science class. This session will discuss ideas about how to design and teach this course.

**Block 3**

The Reformation & the Enlightenment Dr. Korey Maas - Hillsdale's Dr. Korey Maas will share with participants some of the most important ideas, events, and themes from the Reformation and the Enlightenment.

**Texas History for Non-Texans**

Dr. Donald Frazier-Dr. Donald Frazier from Schreiner University will share a history of Texas that may be especially helpful for non-Texans who are expected to teach Texas history to their students.

**Teaching a Love of Latin sine Gimmicks**

Julie Apel-Founders Classical Academy of Leander's Julie Apel will share ideas on how to cultivate students' enjoyment of Latin without resorting to mere gimmicks.

**Foundations of Strength Training**

Tyler Cortright & Mitch Schoenborn-Hillsdale College athletic trainers will lead an interactive seminar about the major principles in strength training and physical wellness. Topics will include movement patterns and planes of motion, physical fitness attributes (i.e., power, strength, speed, plyometrics, agility, endurance, etc.), exercise selection and how to progress/regress exercises, proper exercise technique and movement mechanics, motivational aspects of training, how to structure workouts, and training volume management. Please wear appropriate exercise attire as we will practice certain exercise progressions.

**Technology in Math Class**

Cameron Starc-This presentation will recommend a variety of technologies that may be incorporated into math instruction and assessment, and will address their proper use in a classical math course.

**The History of Architecture**

Alex Harner-This presentation will address continuity in architecture and those principles that have informed good buildings from past to present

**Tips & Tools for the Grammar School Music Classroom**

Aimee Evans - Join Aimee Evans of Founders Classical Academy of Leander as she shares tips and tricks for dealing with everything from classroom management to incorporating the use of instruments and the presentation of composers and songs.

**“Tell All the Truth”: Emily Dickinson’s Poetry**

Dr. Kelly Franklin - This presentation will introduce teachers to the form and major themes of Emily Dickinson’s poetry, followed by a close reading and interpretation of poems from (and beyond) the HILLSDALE junior high and high school curriculum.

**Teaching Shakespeare Through Acting**

Dr. Christopher Matsos - From 2011-2012, Dr. Chris Matsos served as Program Coordinator for the partnership between Ohio State University and the Royal Shakespeare Company (RSC), where he facilitated the training of K-12 educators in the RSC’s “Stand Up for Shakespeare” initiative. “Stand Up for Shakespeare” provides accessible tools for a deeper understanding of Shakespeare’s language, characters, and themes by inviting students to push their desks aside and explore the plays on their feet. In borrowing simple rehearsal room techniques from world-class practitioners, this pedagogy bolsters students’ sense of confidence and gives them a feeling of ownership in their engagement of the Bard. It is effective both in the classroom and for those wishing to stage productions of Shakespeare’s works. This workshop will guide participants through two “Stand Up for Shakespeare” exercises and answer questions about this pedagogy for those who seek to use it in their classrooms or productions.

**Teaching Modern Foreign Languages after Latin**

Dr. Nika Setek - Founders Classical Academy of Leander’s Dr. Nika Setek provides perspective and suggestions for teaching a modern foreign language to students who have taken Latin. This session is applicable to teachers of Spanish, French, and other romance languages.

**Teaching Formal Logic: Goals, Methods, and Tips**

Dr. John Tutuska - This talk, led by Dr. John Tutuska of Founders Classical Academy of Louisville, will focus on the goals of a formal logic course and practical tips for organizing and teaching it.

**America’s Two Constitutions: Separation of Powers vs. the Administrative State**

Dr. Adam Carrington - The structure of government matters greatly in the ends a polity pursues and how well it pursues them. With this in mind, this talk will examine the complicated relationship between our two competing constitutional systems: the original Constitution's system of the separation of powers and the later Progressive system of the administrative state. This talk will help high school government and history teachers make sense of how our political order works—and doesn't work—today.

### **Pedagogy 301**

Dr. Daniel Coupland - Designed specifically for teachers who have significant experience in the classroom (4+ years), this session focuses on the nuances of the pedagogical craft. Avoiding complacency and continuing to look for ways to improve is the hallmark of an excellent teacher, and this session will offer a few advanced pedagogical techniques that can give experienced teachers some fresh ways to reimagine their teaching practices, to rethink their classrooms, and to discover small adjustments that can have a profound impact on the lives of their students.

### **Re-envisioning Homework as an Opportunity**

Jonathan Gregg - This session promises to delve into the principles and practices of assigning homework in a way that alleviates the burden on the teacher while still providing meaningful and challenging ways for students to cement their in-class learning.

### **Science and the Pursuit of Beauty**

Michael Berndt - This session will discuss how the pursuit of beauty has driven scientific beauty, how beauty is found in the natural sciences, why beauty reveals truth, and how these ideas inform the way we teach science in the classical school.

### **Block 4**

#### **C. S. Lewis's The Abolition of Man**

Dr. David Diener - C. S. Lewis's *The Abolition of Man* is a classic work in the history and philosophy of education. In this seminar we will examine its central themes and the key arguments Lewis makes throughout it for absolute values and the training of students' affections as well as their intellects. We will work sequentially through each of the three chapters of the book, discussing both the progression of Lewis's thought and the practical educational implications of his treatment of concepts such as "men without chests," "the Tao," and "the abolition of man."

#### **Executive Power and the Constitution**

Dr. Adam Carrington - The American Presidency is arguably the most powerful political office in the world. This talk discusses the nature of the executive power it exercises, connecting it both to the Constitution and to its fellow branches within the national government.

**The 1960s: The Cultural Revolution**

Dr. Paul Moreno - Hillsdale's Dr. Paul Moreno with lead participants in considering the cultural revolution that was the 1960s in the United States.

**Best Practices in History Class**

Jordan Adams - BCSI's Jordan Adams will share and lead a conversation about best practices in teaching upper school history.

**Wordplay in Vergil's Aeneid**

Dr. Eric Hutchinson - Hillsdale's Dr. Eric Hutchinson will lead participants in an examination of Vergil's use of wordplay in The Aeneid.

**Athletic Directorship: A Classical Approach**

Nathan McClallen - Nathan McClallen, Athletic Director at Founders Classical Academy of Leander, will present on the unique role of an athletic director in a classical school.

**Keeping Gym Class Orderly and Active**

Cami White - Cami White offers K-6 physical education teachers a variety of ideas that will help keep gym class moving safely and efficiently. Emphasis will be placed on how discipline, consistency, and preparedness are the keys to a successful gym class.

**Mathematics & Wonder**

Jonathan Gregg - Tracing the footsteps of Euler, the greatest mathematician to walk the earth, this session will illustrate how mathematics begins and ends in wonder, and will help teachers to restructure their lessons to incorporate the pursuit of wonder in their classrooms.

**Tenets of a Music Curriculum in a Classical School**

Casey Gregg -This presentation will recommend an understanding of music that is proper to a classical framework.

**Panel: Senior Thesis**

Michael Berndt, Brandon Muri & Dr. Kathleen O'Toole - Earlier this year, senior thesis teachers from several BCSI schools met to think about guidance for schools in structuring the senior thesis. In this session, three panelists from those meetings will share what was discussed and provide suggestions for developing the senior thesis program.

### **One Teacher's Approach to Embracing the Drudgery of Composition Instruction**

Dr. Ellen Condict - In Gjertrud Schnackenberg's "Supernatural Love," the poem's narrator describes a small, careful act of love and attention as "[t]he obligation due to every thing / [t]hat's smaller than the universe." In teaching composition, we often think more towards conquering the "universe," our grand plan for students to achieve rhetorical sophistication, a plan which expects out of our students big ideas, long papers, and large-scale improvements, especially in their final years of upper school. But the nature of writing demands close attention to the small things, building proficiency with the smaller elements of good writing—the idea, the sentence, the paragraph—through imitation and repetition. This workshop will focus on using in-class writing as the training ground for good writing habits.

### **Teaching Rhetoric: Goals, Methods, and Tips**

Monika Grzesiak - This talk will focus on the goals of a rhetoric course and practical tips for organizing and teaching it.

### **Chemistry Lesson Planning and Instruction**

Dr. Karin Jackson - This session will give some lesson ideas that incorporate hands-on learning with classical teaching within the chemistry class.

### **Introduction to Transparent Watercolor Techniques**

Julio Suarez - In this studio session, participants will be able to practice the fundamental watercolor skills of painting flat washes and the proper technique for making beautiful calligraphic brush strokes. Applicable to all grades. Supplies provided.

### **Block 5**

#### **English Legal History & America**

Dr. David Stewart - Hillsdale's Dr. David Stewart will consider the significance of England's legal tradition on the American colonists and American system of self-government.

#### **Active Latin Pedagogy**



Dr. Patrick Owens - Dr. Patrick Owens, visiting professor at Hillsdale College, will share some best practices for incorporating elements of spoken Latin into Latin instruction.

**Teaching Academic Skills**

Jordan Adams & Nicholis Wagner - BCSI's Jordan Adams and Nicholis Wagner will share skills and habits that every student should have in order to succeed at school, and strategies for how teachers can foster these in their students.

**Nutrition & Physical Education**

Tyler Cortright - Tyler Cortright, Hillsdale's Director of Sports Medicine and Performance, will speak on nutrition in upper school physical education classes. The presentation will include a general overview of macro and micronutrients, how food intake may change based on age or activity level, creative ways for growing and raising your own healthy foods for year-round consumption, and methods used in the college setting for helping students improve their eating habits.

**Teaching Dance in the Grammar Years**

Cami White - Cami White will present on the importance of including dance in a classical physical education curriculum and how it influences students outside of the gym. Intended for K-6 teachers, the presentation will also introduce the basics of three common dances (Waltz, Foxtrot, and Two-Step) and how to teach these to students. No previous dance experience is required!

**Conversations with Progressivism**

Jonathan Gregg - This session promises to explore progressive education research, highlighting ideas in the prevailing literature of the field that overlap with the tenets of classical education, providing opportunities for productive conversation with people who may be skeptical of classical education.

**Practical Aspects of Teaching Art**

Fran Mason - Fran Mason of Ivywood Classical Academy will share practical tips on lesson planning, where to find additional resources, how to administer art assessments, and how to connect art with other subject areas.

**Encouraging Socratic Discussion in the Music Classroom**

**Rachel Holland**

Rachel Holland - Seven Oaks Classical School will present on how to create and use strong Socratic questions music classroom and in planning. The content will be applicable to all grade levels.

**Panel: Senior Thesis Case Studies**

Josh Andrew, Amanda Gilmore & James Knabe - In this session, three panelists from various BCSI schools will describe how their schools approach the senior thesis and add their own particular twist on the process.

**Fahrenheit 451 and Dystopian Literature**

Dr. Ellen Condict - Fahrenheit 451 is a great read, brimming with potential for middle-school students as they practice textual analysis and Socratic discussion. Essential thematic questions—about the nature of happiness, the meaning of equality, the role of technology in dystopias, the use of censorship, the significance of books—make reading this book an enjoyable classroom experience. But a focus on the smaller details of text, in the figurative language and grammar at the sentence level, also yields good fruit. This seminar will delve into some of these themes and possibilities for teaching the book as a literary work.

**Preparing Our Students for College Composition**

Dr. Patricia Bart - The ability to write accurate, succinct expositions of the irreducible facts lies at the foundation of the ability to write responsible, rational, and effective public arguments—whether at the high school or the college level. This session will consider simple means of teaching expository writing about primary works and secondary works that make arguments about them, as a preparation for students writing their own arguments about literary works. The skills and means discussed will, however, be broadly applicable to most high school courses that have a writing element.

**Teaching Fascism and Communism: The Interplay of Events and Ideas**

Dr. John Grant - This talk will offer an examination of the historical events, trends, and dominant ideas relating to fascism and communism. It will help history, government, and philosophy teachers better understand what has made these movements so appealing to so many.

**Liberty and Tyranny in Shakespeare's Julius Caesar**

Dr. Khalil Habib - Shakespeare's Julius Caesar is the second of a series of plays depicting the rise and fall of classical Rome. The play thematically portrays the rise of the plebeian class and their tribunes and their effect on the heroic tradition and Rome's liberty. Shakespeare presents the rise of the people as the inevitable consequence of Rome's expansion, which ultimately destroyed the republic and paved the ground for the rise of empire and Christianity.

**Modern Foreign Language Forum**

Tomek Grzesiak - BCSI's Tomek Grzesiak will moderate a forum on modern foreign language instruction. Teachers of any modern foreign language (French, Spanish, etc.) are most welcome.

**Medieval & Renaissance History Forum**

Dr. Terrill Legueri - Golden View Classical Academy's Dr. Terrill Legueri will moderate a forum for teachers of medieval and Renaissance history.

**Modern European History Forum**

Jordan Adams - BCSI's Jordan Adams will moderate a forum for teachers of modern European history.

**Starting Math Clubs**

**Abby Johnson** - Abby Johnson of Golden View Classical Academy will discuss the variety of clubs available to engage students in mathematics in a fun and meaningful way and how to get a math club up and running.

**Music Forum**

Aimee Evans - Led by Aimee Evans of Founders Classical Academy of Leander, this presentation will share practical solutions to common issues that arise in upper school music programs.

**Composition Forum**

Tomek Grzesiak & Dr. Kathleen O'Toole - Hillsdale's Dr. Kathleen O'Toole and BCSI's Tomek Grzesiak will moderate a forum for teachers of composition.

**Modern Literature Forum**

Brandon Muri - Founders Classical Academy of Las Vegas' Brandon Muri will moderate a forum for teachers of modern literature.

**American Literature Forum**

Ian Atherton - Golden View Classical Academy's Ian Atherton will moderate a forum for teachers of American literature.

**Vengeance, Mercy, and Justice: On Lincoln’s Second Inaugural Address**

Dr. Robert Garrow - This talk explores some of the depths of Lincoln’s Second Inaugural Address—one of the greatest and most profound speeches ever given. Not only does Lincoln meditate on America, slavery, and the Civil War, but he also helps us to understand timeless truths about vengeance, mercy, and justice; divine providence; and the tragic nature of politics. Humanities and civics teachers from across the various disciplines will all benefit from this talk.

**Physics Forum**

Cris Chacon - This forum, led by Golden View Classical Academy’s Cris Chacon, will provide a moderated discussion on physics topics for 8th grade science and high school physics teachers.

**Chemistry Forum**

Dr. Karin Jackson - This forum will provide a moderated discussion on chemistry topics and teaching ideas for 7th grade science and high school chemistry teachers.

Professional development topics to be discussed throughout the school year were developed in alignment with OSPD and may include, but will not be limited to:

- Classical Education Model
- Core Knowledge
- Singapore Math
- Response to Intervention
- Assigned texts that support the mission of the school
- How to formulate questions that will encourage critical thinking, analyzing meaning, expression of ideas with clarity and confidence
- Data Analysis
- How to train students in Socratic method discussions
- Differentiation
- Assessments
- Norms for the group to follow
- Special Education

Building level staff meetings are held on a weekly basis to analyze data and discuss best practices. Teachers involved in RESA Year 1, Year 2, Year 3 and potentially Year 4 will be provided training and assistance from trained mentors. Teachers will participate to the fullest extent in all activities, RESA meetings, if required, and all training facilitated by the school.

Professional Development will occur formally five times per year for an overall review of data, curriculum, differentiation, and subject matter work. Building level training will be based on the Classroom Walk-Through Tool which is to be completed once per month per teacher by the Headmaster. This data is used to develop teacher specific training, and/or whole school training. The Headmaster and Assistant Principal use the tool to evaluate teachers on a regular basis and provide them feedback with areas for growth identified. Additionally, it is an opportunity for teachers to regularly reflect on teaching and learning.

Teachers use OSPD to develop personal IPDP's. Teachers must state which Standard for professional development correlates to the professional development they attend. All of CCA's provided professional development correlates directly to the OSPD. Professional Development is embedded as an action step, and progress measurements are included to work towards the OIP goals.

Professional development includes the use of self-evaluation as a part of the OTES system. This evaluation is submitted to the Headmaster who compares the self-assessment against his/her assessment. The results of OTES will drive training for building teachers twice a year. Teachers with specific needs will be assigned to training, coaching, and/or conferences.

Professional Development is embedded as an action step within the continuous improvement plan, and progress measurements of the professional development are included to work towards the school improvement plan goals.

Professional Development will be based on the Professional Growth Plan from the Ohio Teacher Evaluation System and the goals for instruction as indicated in the adult indicators that challenge at-risk learners in each section of the Ohio Improvement Plan also known as the School Improvement Plan. Within the School Improvement Plan, there are baseline, mid-year, and end of year benchmarks. These measurements are chosen by the school to measure formative and summative assessments of each teacher's students. Teachers will be responsible in reporting to regular teacher-based team meetings (TBTs). These meetings are designed for teachers to share where their students are in their progression of the assessed standards. Teachers then decide upon interventions for students who are not understanding the information or for those students who perform on the gifted spectrum, the teachers will decide on high performing interventions to make sure those students are progressing as well.

Each teacher’s experience in the classroom is considered and the instructional leadership staff will be prepared to use both MAP and OSTs to determine if each teacher needs more specific professional development to increase the growth and proficiency of their students aligned with the CCIP, OTES standards for growth.

<p><b>Professional Development Plan for School Leaders</b></p>	<p><b>6.3d</b></p>	<p><b>9) Using the Ohio Standards for Principals 2018, describe how the school will <i>develop, implement, and evaluate</i> a differentiated professional development plan for school leaders informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school’s continuous improvement plan.</b></p>
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Cincinnati Classical Academy (CCA) will provide professional development to the school leaders based upon the Ohio Standards for Principals 2018 as follows. The strands serve as categories for the professional development to be provided. CCA will combine internal and external resources as well as ODE provided and recommended development to offer a comprehensive program.

**Standard 1: Mission, Vision and Core Values:**

The effective educational leader develops, advocates and enacts a shared mission, vision and core values.

**Standard 2: Ethics and Professional Norms:** The effective educational leader acts ethically and according to professional norms.

**Standard 3: School Improvement**

The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.

**Standard 4: Curriculum, Instruction, and Assessment**

The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.

**Standard 5: Professional Capacity of School Personnel**

The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.

Standard 6: Equity and Cultural Responsiveness

The effective educational leader models supports and cultivates a school culture characterized by equity and inclusiveness.

Standard 7: Community of Care and Support

The effective educational leader develops and sustains positive partnerships with and among students, staff, and stakeholders to create a safe and caring school environment.

Standard 8: Meaningful Engagement of Families and Community

The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.

Standard 9: Strategic Staffing

The effective educational leader is integral to the recruitment, hiring, and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.

Standard 10: School Operations

The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

Professional Development for School Leaders will be implemented to

1. Provide teachers with ongoing professional development that reflect plan goals and strategies
2. Use Professional Development to create/support building leadership teams and other networks for school leaders
3. Monitor and evaluate the implementation of professional development for school leaders

At designated times throughout the year, to be scheduled, professional development will be provided that incorporates each strand. Professional development includes the use of self-evaluation as a part of the OPES system. This evaluation is submitted to the certified evaluator who compares the self-assessment against the Board assessments. The results of OPES will drive further professional development for the school leaders. Development can include training, coaching, and/or conferences. Professional Development is embedded as an action step within the continuous improvement plan, and progress measurements of the professional development are included to work towards the school improvement plan goals. Overall include

1. Providing school leaders with professional development in areas that will assist them in developing Building Leadership Teams (BLTs) and Teacher-Based Teams (TBTs).
2. Supporting professional development opportunities that allow school leaders to network with and learn from peers.
3. Using professional development time to provide space for teams to work on tasks connected to school and district goals and the continuous improvement plan (CIP) and school improvement plan (SIP).
4. Using performance-based criteria (assessments, performance framework goals) to identify highly qualified school leaders to serve as professional development instructors and principal supervisors, mentors, and coaches.

Based on student data from assessments, OTES and OPES results, IPDPS performance growth, and Resident Educator Program progress, the professional development will be analyzed for any adjustments and changes to the OIP plan.

Professional Development will be based on the Professional Growth Plan from the Ohio Principal Evaluation System and the goals for instruction as indicated in the adult indicators that challenge at-risk learners in each section of the Ohio Improvement Plan also known as the School Improvement Plan.

Within the School Improvement Plan, there are baseline, mid-year, and end of year benchmarks. These measurements are chosen by the school to measure formative and summative assessments of each teacher’s students. Teachers will be responsible in reporting to regular teacher-based team meetings (TBTs). These meetings are designed for teachers to share where their students are in their progression of the assessed standards. Teachers then decide upon interventions for students who are not understanding the information or for those students who perform on the gifted spectrum, the teachers will decide on high performing interventions to make sure those students are progressing as well.

<b>School Calendar</b>	<b>6.3.1</b>	<b>9) Provide the proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and number of hours the</b>
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		<p>school will be in session. The school calendar will need to be submitted annually by a due date established yearly for approval by the Sponsor and ODE. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODE, and may require a corrective action plan.</p>
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Cincinnati Classical Academy (CCA) will attempt to mirror the calendars of the public school district in order to harmonize available public school bus transportation and school schedules if possible. Excluding lunch period, students will have six and 1/2 hours of daily classroom instruction and 165 days of class (annually 1,072 hours of classroom instruction). The proposed school and attendance calendar is attached and includes professional development and assessment days, vacation days, and number of hours the school will be in session. Parents and students will be notified of the school calendar as it is provided to families upon enrollment. The calendar is also sent home with the student at the beginning of the school year. The calendar is available in the school office and on the school website. A sample school calendar is enclosed as **Attachment C - School Calendar**.

**Extracurricular Programming**

The school calendar allots time for extracurricular activities. Extracurricular activities are vital to the emotional and intellectual growth of students. CCA’s will be targeted to build the seven core virtues (prudence, justice, courage, humility, gratitude, perseverance, and compassion). CCA will offer robust programming to allow all students to explore their interests and strengths. CCA’s athletic offerings may include cross country, track and field, basketball, volleyball, and taekwondo. Academic extracurricular offerings may consist of chess, chorus, Geography Bee, Junior Classical League, , Spelling Bee, Student Council, drama, and more.

In planning activities and programs for students, CCA considers the importance of family involvement. Providing great culture leads to outstanding academics, and CCA believes parents are an integral part of our team. Below are a few ways in which the school may engage and celebrate parents:

- Classical Parent Association (CPA)
- Field Trips
- Volunteer Opportunities
- Parent Social Events

Additionally, a CCA Welcome Kit is provided to parents that includes information about parent volunteer opportunities as well as an introduction to the school, its curriculum and the classical education model. A sample of this Welcome Kit is enclosed along with **Attachment C - School Calendar**.

Bell Schedule	6.3.1	10) Provide the school’s proposed bell schedule(s). The bell schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the number of hours per day. If additional services are provided, such as after-school tutoring, include these on the schedule.
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The bell schedule for Cincinnati Classical Academy is included as **Attachment D - Bell Schedule**. Please note that this is a **sample bell schedule**. A **permanent bell schedule will include all required items including specials and common planning time for teachers and instructional leaders**.

**6.3e Prevention and Intervention Policy**

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

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

Prevention and Intervention Plan	6.3.2	<p>1) Describe a whole-child model for meeting students needs related to health, safety, engagement, personalized learning and prepared for success.</p> <p>2) Describe the school’s <a href="#">multi-tiered educational services</a> policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing academic and/or behavior problems, and address the needs of <u>ALL</u> students (i.e. limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).</p>
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1. Cincinnati Classical Academy will provide an education model that focuses on the whole child.

**Health.** Cincinnati Classical Academy (CCA) will address the mental and physical health of each student. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The physical education program will keep students active, fit, and healthy. It will 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. CCA will also provide the resources necessary to address the student’s mental health. A culture of support from all teachers and staff are fostered. A great learning environment where lessons in cultural and civic education are taught so that the students want to attend school. CCA’s lessons will be supported by a campus that fosters positive relationships between students, parents, and teachers. If any adaptive physical or specialized mental health support is needed, CCA will offer services from third-party specialists. To provide specialized services, CCA will use the services of Total Education Solutions (TES) NexStep, PSI or other reputable provider.

**Safety.** CCA will provide a safe environment for all students. Discipline, ethics, and personal responsibility will be modeled and expected. The school will define a standard of behavior using Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship) as complements to the four classical virtues (temperance, fortitude, justice, and prudence) which align directly with Ohio’s standards for social-emotional growth and well-being.

CCA will implement a Discipline Policy and code of conduct as outlined in the student handbook. Students are expected to model and reinforce the school’s expectations at every opportunity. The school discipline policies will support the education of the students and the overall vision of CCA. Additional information on the Discipline Policy is listed later in this section.

**Engagement.** CCA will engage students by offering both curricular and extracurricular offerings, to nurture the child’s humanity. The curriculum offers the best intellectual and cultural traditions of the West as they have been developed and refined over many generations. To engage the student’s extracurricular interest, activities, and talents, school groups, and clubs will be offered along with athletic offerings. Parents will be engaged through PTO, field trips, volunteerism, and fundraisers.

**Personalized Learning.** Teaching methods will be modified and differentiated to meet student needs. The success of every student will depend upon his or her consistent effort and perseverance. Each student will receive the support of every staff member whose focus is on academic achievement and a commitment to educational excellence. CCA will automatically provide differentiated instruction in at least two main areas, math and reading and other areas based upon individual need per assessment results. Additional information on differentiated instruction is provided later in this section. Students are provided with the lesson and an academic program based upon the level of skill including gifted education warranted.

**Prepared for Success.** Classical Education upholds a standard of excellence. CCA’s high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but also in character development. At CCA, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. CCA will close academic learning gaps enabling students to graduate as highly literate and ethical citizens who are well-prepared to advance into high school and on to other pursuits. The goal is to develop within its students the intellectual and personal habits, virtues, and skills upon which responsible, independent, and flourishing lives are built. CCA prepares its students to be leaders in their homes and communities, entrepreneurs in business, and statesmen in government. Through its content-rich curriculum with a strong emphasis in civics, CCA provides a traditional education with a constant view towards developing exceptional American citizens.

2. Cincinnati Classical Academy (CCA) will provide an academic program to meet the needs of ALL students including those who are experiencing learning, behavior, and other problems as well as English Language Learners, gifted, homeless, and lowest achieving 20%. Additionally, CCA will provide educational interventions to help meet Ohio’s Third Grade Reading Guarantee and any student identified as being “at-risk” of not graduating.

Ohio law (ORC 3313.617) requires schools and districts to adopt a policy regarding students who are at risk of not qualifying for a high school diploma. Most often, schools use a Student Success Plan to document experiences leading to anticipated on-time graduation and post-graduation success. Ohio recommends various activities and check-points for schools, students and parents to use. Some of these activities are integrated into coursework, be stand-alone experiences or parts of a school counseling curriculum. The plan is a unique student-focused process that includes academic and career goals. Along with documenting data points such as grades and test scores, this plan also allows students to identify and reflect upon strengths, interests and aspirations. At CCA, as deficiencies are noted in this plan by the SAC, a student could be considered “at-risk” which would initiate intervention practices such as additional and more targeted counseling practices, the inclusion of credit-recovery courses, etc. to correct any deficiencies and move the student to a path of success. Based upon staff capacity and available resources, the student success plans will be reviewed with students no fewer than two times per year.

Particular care will be taken to ensure that a student with disabilities who has an Individualized Education Program (IEP) Transition Plan and is determined to be at-risk through a district’s career advising policy will have a Student Success Plan that aligns with but does not conflict with the IEP.

The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the Response to Intervention (RTI) model. RTI is a “systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions.” The School will have a solid School Accountability Team (SAC) to apply identification, assessing, development, implementation, and monitoring and re-evaluation procedures. The SAC consists of the Headmaster, Dean of Student Learning, Intervention Specialist, classroom teachers, ELL teacher as needed, and parents (as needed). The system will revolve around the study and optimization of the interactions of curriculum, instruction, students, and learning environments.

The model uses three (3) tiers of interventions that become increasingly more focused, intense, and individualized. The school will set up systems and methodologies to address student needs that may include data-based goals, reflection, and review of instruction and methodology, differentiation of the instruction and other targeted interventions, as well as formative and summative assessments. RTI seeks to prevent academic failure through early

intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. The RTI Model is as follows per Figure 2: Rtl.

Figure 2: Rtl

**Tier 1**

Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School-wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful. Within the classrooms, students will be assessed at the beginning of each school year based upon Benchmark data for each grade level in each core content area that is developed by the school. In addition to progress that is being observed in the classroom, all students will be monitored by Core Knowledge Assessments. The data will be used to help determine if there is a problem with the core curriculum. As the year progresses, student progress will be monitored, and data will be collected to identify students who are struggling. For struggling students, they will first receive assistance in Tier I through the use of universal interventions within the classroom. These interventions include remedial strategies, classroom/behavior management strategies, small-group instructions, flexible grouping, more instructional time, etc. Interventions are determined by classroom teachers, grade-level teams, and/or school leadership. If, after a reasonable amount of time with progress being monitored and data being collected, these interventions do not result in progress, the students can be referred to Tier 2 and the RTI for a more intense study of what is causing struggle academically or behaviorally.

**Tier 2**

Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in the text. Adjustments can be made within Tier 2 to increase time on task or decrease the student/teacher ratio. The SAC will conduct the student study process and consider, implement and document the effectiveness of appropriate research-based interventions utilizing curriculum-based measures. In addition to the core team members of the SAC, specialists, such as speech therapists, special education teachers, bilingual education teachers, reading teachers, nurses, or social workers can bring valuable perspectives and ideas to the team. A varying number of other individuals will serve on the team, depending on the types of concerns and expertise needed. CCA will use the services of Total Educational Solutions for additional support. In addition to reviewing information collected at the Tier 1 level, the SAC will address culture and acculturation, socioeconomic status, teaching and learning styles and instructional delivery mechanisms in order to rule out other possible causes of the

student's educational difficulties. The SAC, at this level, may develop a written, individual education plan (IEP). Based upon data that indicates that the student has shown over time a significant deviation from their grade-level peers and/or persistent behavioral problems, a plan can be developed that includes a more intense instruction that is provided individually or in small groups and occurs in addition to the general education curriculum. In the area of behavior, a Functional Behavior Assessment and a Behavior Intervention Plan can be developed. If interventions are warranted, CCA will consider the following interventions:

- a. Provide quality, solid, focused instruction.
- b. Provide instruction in smaller groups.
- c. Teach additional learning strategies.
- d. Change scope and sequence of tasks.
- e. Cover all of the components needed to learn a skill. Avoid the creation of splinter skills, and focusing on the essential components of reading, language and math.
- f. Monitoring student progress more frequently than at Tier 1.
- g. Evaluate student progress more frequently than at Tier 1 to determine whether progress is being made.
- h. Assess the student's response to the new interventions in order to determine whether new or different interventions should be used.
- i. Develop a clear, concise plan of intervention. What is going to be done differently, who is going to do it, when will it be done, where will it be done, and how long will it be done?
- j. Use the written intervention plan to identify measurable outcome and create data-driven adjustments to the intervention process.
- k. Creating a progress-monitoring schedule using a variety of data gathering methods.

Tier 2 interventions will be used in consistent time allotments at least four times per week over a period of nine weeks. At the end of the nine-week period, the SAC will reconvene for additional support and determination on whether the student should remain at Tier 2 or move to either Tier 1 or Tier 3. Because referral to Tier 3 or Special Education is based on RTI data, CCA will implement the interventions exactly as defined in order to ensure consistency in the data that is collected as progress is monitored. A progress-monitoring schedule using a variety of data gathering methods will be developed and implemented by appropriate CCA staff.

Students with disabilities who do not qualify for special education services can be served at Tier 2 or 3 based on the student needs. Academic improvement plans for students facing retention, or for those who have been retained are also the responsibility of the RTI in Tier 2. When it is determined that a student has an obvious disability or a serious and urgent problem, the SAC will address the student's needs promptly on an individualized basis, which may include a referral for a multi-disciplinary evaluation (Tier 3) to determine possible eligibility for Special Education and related services consistent with the requirements of federal regulations at 34 CFR Sec. 300.300.

### **Tier 3**

Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to and aligned with the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports. If the student does not respond adequately to significant Tier 2 interventions, the student will be referred for a Multidisciplinary Evaluation to determine their need for Special Education services. Tier 3 students are not all eligible for Special Education. If the student does not qualify for Special Education services, the student can return to the SAC team and continue to receive Tier 2 or Tier 3 interventions. Prior to the referral, the SAC will determine if the student has received instruction and interventions that are scientific and research-based. Students identified as a “student with disability” are deemed eligible for Special Education and related services, and an IEP will be developed by a properly-constituted team, pursuant to federal regulations at 34 CFR Sec. 300.321. Either a parent of a student or members of the SAC can initiate a request for an initial evaluation to determine if the student has a disability with the consent requirement in 34 CFR Sec. 300.300. If the student qualifies for Special Education services under the IDEA, specially-designed instruction and related services will be provided through an Individualized Education Program (IEP). If the student does not qualify for Special Education services, the student can return to the SAC team and continue to receive Tier II interventions. Students are assessed continually to determine mastery of skills. Singapore Math is effective in addressing individual student needs as well. The program lends itself to differentiation because of the three stages of learning contained in the materials: concrete, pictorial, and abstract. Students are continually assessed, so teachers know which students are ready to move throughout the stages. Students at the more concrete level are allowed to stay at that stage longer, with tools such as manipulatives, to assist in learning. Singapore Math has been used very successfully with students who are struggling learners in math in addition to students who are English Language Learners. All Special Education services will be in compliance with Ohio code.

**Initial Evaluation.** Students who are referred for testing by an SAC or by a written parental request must first be evaluated to determine whether the student has a disability as identified under the IDEA. This first formal diagnostic evaluation, “the initial evaluation,” requires informed prior written parental consent to conduct. The initial evaluation must be completed within sixty (60) calendar days of the date of parental consent. Any re-evaluation



also requires informed written parental consent secured prior to the re-evaluation taking place. The initial evaluation should provide the IEP team with: (a) information it will need to determine whether a student has a disability and requires Special Education and related services; (b) information regarding the student's present levels of educational and functional performance; (c) information to assist in determining educational needs, including accommodations and services.

If a parent initially refuses to sign the consent, "the sixty (60)" day limit begins to run only when the consent is signed. Before any initial evaluation, the parent must provide informed written consent to the testing. The consent to testing is not consented to initial placement. If there is no consent to testing, CCA may file a complaint about a due process hearing. If the parent refuses to consent or fails to respond to a request for consent, CCA has no further obligation. However, there should be clear documentation of CCA's efforts to obtain consent, including copies of correspondence or documentation of phone calls made to the parent. A certified letter should be sent to the parent advising that (1) his or her non- response or refusal to consent is considered a refusal of services; and (2) the child will not be considered a student with a disability for any disciplinary or educational purposes.

The evaluation/assessment must provide for:

- a. Assessing in all areas of suspected disability (including health and development such as vision and hearing);
- b. Selection of evaluation tools that are not racially, culturally, or linguistically discriminatory;
- c. Are administered in the language or form most likely to yield accurate information regarding what the student knows and can do academically, developmentally and functionally;
- d. Selection of assessment tools that assess specific areas of educational need;
- e. Ensuring that there are a variety of tools and strategies used to gather relevant functional and development information;
- f. Information provided by the parent;
- g. Including information on how the student is involved in and progressing in the general curriculum.
- h. Identify any accommodations in test administration that may be necessary.

Assessments/evaluations must be administered by qualified personnel as specified in the instructions provided by the producers of the assessment tool. CCA will follow the rule that informed parental consent must precede the initial evaluation, and the parent's consent to the initial evaluation will not be construed as consent for special education services. All evaluations will be conducted according to the requirements established by IDEA 2004. To ensure informed parental consent, the signature of the parent will be obtained by the evaluator/diagnostician, who can explain the types and purposes of the evaluations to be conducted. The referral packet will be provided to the diagnostic staff in a timely fashion. Not more than 15 work days will pass before the diagnostician meets with the parent to review the assessment plan and secure parental consent.

CCA will assure that assessments of the students with Limited English Proficiency measure what is intended and not the student's English skills. For students with sensory, motor, or speaking impairments CCA will ensure that the assessment measures what is intended. "Parent" may include a foster parent of a child with a disability if Children, Youth and Families Department (CYFD) provides appropriate documentation to establish that CYFD has legal custody and has designated the person in question as the child's foster parent, and if the foster parent is willing to make the educational decisions required by IDEA. Qualified Surrogate parents may be appointed in compliance with 34 CFR Sec.300.519 when needed to protect the rights of a student with a disability. A foster parent who meets all the requirements of 34 CFR Sec. 300.30 may be appointed as a surrogate parent if the public agency that is responsible for the appointment deems such action appropriate (34 CFR Sec. 300.519).

**Determination of eligibility and educational need.** Upon completion of the initial evaluation, a SAC will be scheduled. A written notice to parents will be sent to inform them of, and invite them to, the meeting. Parents will be afforded sufficient time for response and opportunity to request another time in order to accommodate their schedules. The SAC team is composed of the child's parents and educational professionals such as general teachers, Intervention Specialist, a diagnostician, and related service providers if they conducted an evaluation. The purpose of the meeting is to review the evaluation with the parents and determine if the student is eligible to receive Special Education services. If so, an Individualized Education Plan (IEP) is developed which will provide specially-designed instruction that is tailored to fit the learning strengths and needs of the student. Determination or the re-evaluation of eligibility through the Multidisciplinary Team occurs every three years unless an early re-evaluation is warranted.

**Individualized Education Plan.** CCA will be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school. At a meeting, the IEP for a student will be developed by a team including the student, parents, general education and intervention specialist, appropriate ancillary representations such as Total Education Solutions. The IEP will focus on academic, behavioral, and/or social competence and will include therapies necessary to both help the student overcome

difficulties in these areas and have as much access to the general education curriculum as possible. The services, as required by IDEA, will be delivered in the least restrictive environment. The IEP will be reviewed annually or sooner if requested by school staff or the parents.

The Tiers are not a “set” series of interventions or activities that all students move through. Rather, they are fluid and flexible. Students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progress and the performance gap with grade level and classroom peers closes, the student may no longer need interventions beyond Tier 1. The RtI framework is designed for all students, including general education students and Special Education students with IEPs. “All students” includes those who struggle, those who excel and demonstrate needs beyond the core, and those who are English Language Learners.

### **Screening Process**

The first level of data for RTI will be collected at the start of the school year using both the Ohio Department of Education Diagnostic Assessment Materials for grades K-3 and Measures of Academic Progress. Once results have been collected, the RTL will review the data and identify those students in need of Tier II and Tier III support. An instructional and intervention plan will be created and tailored to each student’s specific needs which will include a timeline of follow up assessments to ensure student growth. The plan will be used to teach a new skill, build fluency in a skill, or encourage the child to apply an already existing skill to a new situation or setting. The interventions will be designed to improve performance relative to a specific, measurable goal. These interventions will include instruction, be focused on targeting a specific identified weakness and be implemented consistently for at least three days a week over the course of at least six weeks. In addition, the SAC will create decision guidelines to determine when interventions are no longer necessary, need to be changed, or when a student might be identified for special education.

### **Assessments**

Student assessment and performance data will be regularly assessed by teachers and administration to guarantee that all students are receiving the support and instruction necessary. CCA will rely heavily upon experienced and well-trained teachers to be constantly aware of individual needs within their classrooms. Teachers and administrators will apply the data gathered to drive the intervention strategies and progress monitoring methods, making sure that each is an efficient use of time and resources. Teachers and administration will hold team meetings to discuss the growth and progress of individual students. The curriculum allows for ease of differentiation, so teachers will be able to readily accelerate or reinforce a student’s learning. At our

middle school levels, by offering accelerated and remedial coursework, the school will be able to pace students according to their instructional needs. In middle school, the Dean of Student Learning and Headmaster will work closely with students to ensure proper class placement and promotion.

### **Progress Monitoring**

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to modified curriculum, reading instruction, after school instruction, and other extended day services including tutoring, mentoring and intensive skills development programs

It is the intention of CCA to use progress monitoring unless the student has a disability and receives services on an Individual Educational Plan (IEP) that more appropriately can address the identified deficiencies. CCA may request that low performing students attend remediation programs held before or after regular school hours or during summer. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met. Progress monitoring will stay active until a student has made sufficient learning gains to illustrate proficiency.

### **Third Grade Reading Guarantee**

To determine whether each student is on track, CCA will administer an Ohio Department of Education Reading Diagnostic Screening measure by September 30 for students in grades one, two and three and by November 1st for Kindergarten. If a student appears to be falling behind in reading, the school will immediately, in conjunction with the parents/guardian, develop a reading improvement plan (RIP) and provide interventions. CCA will continually monitor student's progress under the RIP. While there are a number of factors which affect a student's reading ability, there is ample empirical data that CCA's phonics-based reading model has a high rate of success with even the most disadvantaged students. In other schools affiliated with the Barney Charter School Initiative, even students in the lowest achieving level do read at grade level by the third grade. CCA expects that for all students who have attended the school for at least two years, 95% will meet Ohio's Third Grade Reading Guarantee. If at the end of a student's third grade, it is deemed that the reading ability is insufficient to enter 4th grade, no promotion will occur. If a student is held back to repeat third grade, CCA will institute an individualized daily 90-minute reading program with a specially trained reading specialist. Should the student improve quickly, CCA may, at its administration's discretion, promote the child to the 4th grade early in the repeat year.

### **Lowest 20% of Students**

Low performing students will be identified through the use of assessment and diagnostic tools. CCA will develop a program to provide the lowest 20% of struggling students with additional literacy instruction, through flexible scheduling blocks, small group setting and differentiated instruction, as well as pull out instruction. An additional 30 minutes per day will be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. This 30-minute block will be implemented daily for remediation and enrichment in reading, but also in math, if necessary. Within 30 minutes, there is additional literacy instruction and progress monitor occurs on a weekly basis. Teachers may need to alter the text or use books at the student's reading level to increase comprehension. Re-teaching and re-reading may be used. The interventions are based upon individual student need.

Homework and classwork help will be offered during specific study hall hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice and further feedback. When learning gains are not progressing at an appropriate rate, CCA will provide for tutoring. These sessions are programmed within the operating budget and will be applied to those students requiring extra intervention to bring them up to grade level expectations.

Additionally, students will receive differentiated instruction and grouped by ability and/or led through a reading practice regimen designed to meet each student at his or her ability level. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade level standards. Highly effective teachers will intentionally use all of these strategies to engage students including those performing below grade level in maximizing their benefit from the curriculum.

#### **Homeless Students**

CCA will adopt policies governing student homelessness in an effort to afford equal opportunity education and prevent discriminatory practices. Every student who meets the federal definition of "homeless" will be provided a free and appropriate public education at CCA in the same manner as all other students. When and if necessary, CCA's SAC will take the necessary measures to assure the equal opportunity treatment and education of homeless students. No homeless student will be denied enrollment based on a lack of proof of residency. Meetings with the school psychologist and mental health consulting services will be arranged, if and when necessary.

CCA will conduct outreach efforts that include placing information sheets on equal opportunity enrollment and recruitment guidelines throughout neighborhood locations, which may include schools, shelters, hotels, churches, emergency shelters, community organizations, medical facilities, food banks, Laundromats, and social service agencies. CCA will post its welcoming policies on the website and throughout its literature including the Parent/Family Handbook. Additionally, students' and parents' rights information will be posted in public areas. CCA will make determinations based

upon the definition of homeless according to federal guidelines and the Ohio Department of Education policies. The goal is to ensure that homeless students are offered enrollment and equal opportunity for success and a productive future.

### **Differentiated Instruction**

Students presenting academic difficulty need programs that address remediation directly and target specific deficiencies. *Literacy Essentials* is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Literacy Essentials provides a strong foundation for students who exhibit academic progress and will be an effective remedial program for students with academic challenges. English Language Learner students will also benefit because Literacy Essentials provides limited concepts at a given time and is practiced until students achieve mastery. CCA believes one of the best forms of remediation is through a solid phonics program. By using this program with all students, the school expects to address many student literacy problems before they develop. And students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as problems are identified.

CCA will incorporate at least a 90-minute morning period in kindergarten through 5th grades focusing on the various aspects of English language study: phonics, reading, vocabulary, study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact. This morning period will be supplemented with brief periods of punctuated practice throughout the day.

CCA will automatically provide differentiated instruction in at least two main areas, math and reading and other areas based upon individual need. In math, the first of these areas, the school will group students by ability. This process will require a common math period for all K-6 students and possible schedule changes for 7-9 students. Students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student learning and a significant metric for placing students into ability groups. Ability grouping is a significant complement to the Singapore Math program and helps to ensure that students receive the foundation in math that is necessary for understanding upper-level math. At the high school level, a remediation course will be offered in both math and ELA to those students that need more instruction. Teachers at CCA often voluntarily set aside extra time to work with students needing extra instruction during planning periods, study halls and before/after school to help further support those students that are struggling.

### **Gifted**

The Core Knowledge Sequence allows for a significant amount of latitude with regard to particular topics and works of literature. Students who are capable of work above their grade level may be given the option to read additional works of literature, read adapted works in an original or longer form, or study history and science content in a more comprehensive form (e.g., by reading upper-level texts or receiving instruction from upper-level teachers). When necessary, additional methods, such as small group learning, will be used to push these students' already accelerated learning. Furthermore, with the use of study halls as additional time used for enrichment.

### **Specialized Services**

Students with special needs will have access to highly qualified Intervention Specialists, contracted behavior and mental health experts, a contracted school psychologist, assistive technology devices (when needed), and access to the full curriculum with supplemental tutoring. All students, if needed, will have access to speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, early identification and assessment of any disabilities, counseling services, and medical services for diagnostic or evaluation purposes. Related services also include school health services, school nurse services, social work services in schools. To provide specialized services, CCA will use the services of Total Education Solutions (TES), NexStep or other entity to ensure adequate student services are available as needed. The following therapeutic and Special Education services are some that may be made available to CCA students through third party contracting:

- Adapted Physical Education
- Board Certified Behavior Analysis and other Behavior Intervention Services
- Intensive Academic Instruction
- Occupational Therapy
- Para Professional Support
- School Counseling
- Special Education Coordination
- Speech and Language Pathology- Assistants and Specialists
- School Nursing
- School Psychology
- Physical Therapy
- Behavioral Support Program
- School Nurses Services

Tutoring

TES and NexStep contracting may provide for Adaptive Physical Education Teachers, Resource Specialists, Behavior Intervention Specialists, and Development Supervisors, School Counselors and Psychologists and Marriage and Family Therapists, School Nurses, Board Certified Behavior Analysts, Special Education Coordinators, Speech and Language Pathologists, Occupational Therapists, Para Professionals, and Tutors and Intensive Academic Instructors.

**English Language Learners**

English Language Learners (ELL) will receive instruction as related to the 10 ELP standards and 5 stages of language acquisition (pre-functional, beginner, high Beginner, Intermediate, Advanced) and the content/classroom teachers work to modify instruction and assessment by identifying the essential learning of each lesson and unit to determine how the ELL student can show understanding. The model of ELL that is provided by our providers is In-class/Inclusion Instruction, as recommended by the ODE. In this approach, ELL students are together with their Native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the ELL students. The program will implement best practices that help students become English Language Learners (ELLs). The school will provide the formal and informal English Language Assessments that assess skills (listening, speaking, reading, and writing) of ELLs throughout the school year. CCA contracted services will provide assessments of the strengths and weaknesses of each student to the school personnel for Individual Education Plan planning and will collaborate with the school teachers and the Intervention Specialist to better serve the needs of the student. The school offers highly qualified teachers and other personnel as needed.

For example, the ESL or bilingual education specialist may provide guidance to the ELL students as they are working on a group project or individual assignment. The instructor will provide Inclusion Instruction that focuses on English language functions and forms that ELLs need to develop in order to access standards and to be successful in school. Instructors will work with ELLs within their EPL to work towards mastery of the PLDs and PTs within their levels while receiving content instruction in the classroom with their peers, often through use of the vignettes to encourage successful participation in content-based instruction while working towards content-based goals. The preferred model for our outsourced providers to operate under is the “Sheltered Instruction Observation Protocol (SIOP), Model.”

**Discipline Policy**

CCA will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the



school will define a standard of behavior using Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship) as complements to the four classical virtues (temperance, fortitude, justice, and prudence). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and conduct based on high moral standards. Therefore, CCA will implement a Discipline Policy and code of conduct as outlined in the student handbook. Students are expected to model and reinforce the school's expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents, and the community, CCA will develop students who choose to exercise maturity and respect for each other, for staff, and for the property. Students will learn to take full responsibility for their actions and to make morally sound decisions. To support this goal, students receive explicit instruction in these expectations and feedback on their conduct through citizenship marks on their progress reports. The school discipline policies will support the education of the students and the overall vision of CCA. Through age-appropriate expectations and discipline procedures, an environment where all students can learn without distraction will be created. Staff will act as role models for students, and through open discussions between students, teachers, Headmaster, and family members, students may use the disciplinary time to learn more about themselves and about others, and learn the value of making ethical decisions.

CCA also enforces the dress code policy to reinforce a structured school culture and to prevent potential distractions from the academic endeavors of our students. The goal of CCA is to provide students with a classical education, leading them to have exceptional academic skills and personal character. CCA believes in the importance of a virtuous staff, who display behaviors students can imitate. Staff will be trained and have a solid understanding of the expectations of CCA and will be able to provide appropriate guidance for students. In line with the goals above, CCA believes that its policies for student behavior are practical and will be effective in building good character. Teachers will be the first to recognize poor behavior and may note the need for disciplinary action. If the child's poor behavior continues or disrupts the learning environment in the classroom, the student may be referred to the Dean of Students or Headmaster.

Parent involvement and community collaboration are critical to student growth and will provide the educational investment necessary to develop students into a skilled workforce and responsible citizenry. As such, CCA expects parents to support the mission and vision of the school. CCA hopes parents will set good examples for their children, encourage them in critical thinking skills, provide them quiet study space at home and teach them effective study skills. To make sure parents have the opportunity to be fully involved in their children's lives, teachers will communicate with parents on a regular basis. CCA believes that family is an integral part of each student's life; thus, parents will be informed of behavior, social, and/or academic problems of their child. The following is a sample of the discipline procedures.

**Level 1: In the Classroom**

Grade K-3: Character Cards: Students either have cards or a chart in the back of the classroom. Students guilty of a particular infraction will be told to put a hole punch in their character cards. More sophisticated systems involve putting a hole next to the virtue that the student has trespassed (e.g. “respect” or “integrity”) or even rewarding students for practicing virtue by identifying these acts with stickers. Teachers should review the hole punches at the end of the day and make necessary notes for the parent. Each character card will go home at the end of the week and return with a parent signature.

Grades 4-6: A potential variation on the character card will be used.

Grade 7-9: General classroom management procedures with escalating consequences.

### **Level 2: In the Classroom**

Grade K-3: Character card punches followed with various classroom management procedures, up to and including recess and lunch detentions.

Grades 4-9: Classroom management procedures, up to and including after-school detention and parent communication.

An examination of character form is used for all students to help them further address and understand the failure to practice the virtues of CCA.

### **Level 3: Office Referral, Basic Offense**

All grades: Office referrals follow the general plan in the handbook with escalating consequences for repeated infractions.

### **Level 4: Office Referral, the more grievous offense**

All grades: Some offenses as determined by policy and administrative discretion will require escalated consequences without repeated action (e.g., physical harm, destruction of property). The Dean of Students will implement several levels of offense/consequences as a matter of policy that gives him/her the flexibility to assign reasonable consequences.

Parallel to the behavior policy will be a policy that addresses school uniform violations.

### **Special Education**

Upon admission or identification of any disabled student, the school will comply with all federal and state laws regarding the education of students with disabilities. The school will work with Total Education Solutions (TES) and will provide all necessary related services by staffed Resource Teachers, Intervention Specialists or contracted service providers. The school has adopted the Ohio Department of Education’s Special Education Model Policies and Procedures governing the education of students with disabilities. The final level of support includes Special Education, where students are provided

Individual Education Plans that identify yearly goals, services, accommodations and modifications for students who qualify. For students with emotional or behavioral disabilities, services can include (but are not limited to) social skill groups, small group interventions, 1-1 interventions, separate classrooms for a partial or full day, and support of the Intervention Specialist. Students who need SPED will have access to highly qualified Intervention Specialists, contracted behavior and mental health experts, a contracted school psychologist, assistive technology devices (when needed), and access to the full curriculum with supplemental tutoring. Students who require Special Education will have access to Intervention Specialists, contracted behavior and mental health experts, a contracted school psychologist, assistive technology devices (when needed), and access to the full curriculum with supplemental tutoring through the services of a contracted provider like NexStep or Total Education Solutions. Teachers with students requiring specialized services will complete an intake form for referrals.

### **Behavioral Policy for Special Education**

IDEA 2004 states that school personnel may consider any unique circumstances on a case- by- case basis when determining whether to order a change in placement for a student with a disability who violated a code of student conduct. Therefore, the Headmaster will consider each set of unique circumstances in deciding whether to seek a long-term disciplinary removal of a student with a disability.

### **Manifestation Determination**

Should the school recommend a change in the student's placement due to a disciplinary offense, the school, parents, and relevant members of the IEP will review all information in the student's file, including the child's IEP, any teacher observation and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, or if the conduct in question was the direct result of the school's failure to implement the IEP. Should the manifestation determination conclude that the conduct in question was not caused by the child's disability; the IEP team is charged with determining an interim alternative education setting for the student. If it was determined that the child's behavior was related to the disability, the IEP team is to return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the Behavioral Intervention Plan.

### **Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP)**

A functional behavioral assessment is completed when a student's behavior interferes with his or her learning or the learning of others. If a manifestation determination finding shows that a student's behavior was related to his/her disability, then the IEP team will conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless a FBA was already conducted prior to the behavior in

question. If the school already has developed and implemented a BIP for the student, the IEP team will review the plan and modify it to address the behavior in question.

#### **Alternative Assessment**

CCA understands that Alternate Assessment must be developed for students with severe cognitive disabilities and that accommodations must be made as determined by an IEP team. If a student enrolled has disabilities that preclude him/her from valid and reliable participation in general assessments, an alternate assessment will be used to gather information on the standards-based performance and progress of the student. Teachers can use the results from each year to identify goals, program needs, and student growth. Compliance with Section 504 / American Disabilities Act

CCA agrees to provide the full range of accommodations and services necessary for students with disabilities, as described in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, to participate in and benefit from public education programs and activities.

#### **Student Information System**

CCA may use the Data Analysis for Student Learning (DASL) as its Student Information System (SIS). DASL is a state-of-the-art, comprehensive web-based student information management and decision support system solution for schools. DASL will assist teachers in tracking behavior, attendance, discipline and interventions.

**Information Data.** Student data from the enrollment application will be entered into the SIS prior to the first day that students are educated. The hard copy of the application will be filed along with the birth certificate, proof of residency, and supporting documents. Regular data verification checks will be conducted to ensure data is correct. The Office Manager inputs the data into SIS and processes the verification checks.

**Test Data.** For reading, math and writing diagnostic data, the classroom teacher administers the assessment and collects the final results. The Office Manager enters the data into SIS. The Educational Empowerment Group (EEG) Data Coordinator extracts the data from the DASL and will upload it into EMIS for grades K-3. For the state assessment results, the Data Coordinator will upload the information into the DASL and EMIS. The test results for the NWEA assessments will be uploaded and maintained and analyzed by the school.

**School specific data.** Formative Assessment data is tracked at the school using a template that analyzes student mastery, divided by standard. The Unit assessments are administered at the beginning and end of every instructional unit. Upon completion of course content units and scoring of the post

assessments, teachers will complete a Unit Analysis Worksheet for review with the Teacher Based Teams. At the end of every testing cycle, the student performance data is collected, compiled, and reviewed with Teacher Based Teams and presented to the SAC.

**Attendance Data.** CCA understands that in order to accomplish the school's mission, students must attend school every day. CCA works closely with parents, teachers, and students to combat truancy. The Office Manager will record attendance schedule in DASL, which will also capture tardiness. The Office Manager, the Dean of Students, the Headmaster and the Board of Directors will all review testing, enrollment and attendance data at regular board meetings.

**Process.** To report accurate and timely data to the Ohio Department of Education (ODE) the EEG Data Coordinator sends required state data records from DASL directly to the ODE Data Collector. The Data Coordinator accesses ODE's Data Collector and uploads the data from the school sent from the DASL into the Data Collector. The data is reviewed for accuracy, certified, and submitted to ODE. DASL holds and sorts all data. It also converts data to be read by EMIS once uploaded into the Data Collector.

**6.4a Goals and Performance Indicators**

The school will be required to show progress toward meeting the goals established in its school improvement plan. The school improvement plan will be reviewed at monthly board meetings and updated as needed. Revised plans will be submitted to the Sponsor.

Schools newly chartered with Charter School Specialists will establish an school improvement plan by September 30<sup>th</sup>.

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

**6.5 Assessment Plan**

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

<p><b>Nationally Normed Assessment</b></p>	<p><b>6.5</b></p>	<p><b>1) St. Aloysius requires its sponsored schools to identify and utilize at least one nationally normed, <a href="#">ODE approved standardized testing tool</a>. It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? Discuss rationale for assessment selection and the relationship to Student Growth Measures (OTES and OPES). Nationally normed assessment data and a comprehensive written analysis will be due to the sponsor by June 30<sup>th</sup> of each year.</b></p>
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Cincinnati Classical Academy (CCA) will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) twice per year. NWEA is a trusted resource for measuring individual student achievement, calculating student growth, projecting proficiency on high-stakes assessments, and comparing a student’s growth to that of students across the country. The MAPs are state-aligned computer adaptive tests that accurately reflect the instructional level of each student and measure growth over time. MAP Growth reveals how much growth has occurred between testing events and when compared to norms, shows projected proficiency. CCA can track growth through the school year and over multiple years; and will be able to compare students’ performance against norms to evaluate programs and improve instruction. MAP assessments provide a sensitive metric for measuring and comparing growth among students from differing schools, districts, and states. MAP also offers outcome measures that are important for the development of new educational programs for improving student learning. Ohio also has identified the NWEA/Map Assessment on the list of approved vendors for the Third Grade Reading Guarantee. In addition, teachers can easily identify where instruction needs to take place and for whom and to what degree. The MAP will be given to students three times per year. Each test session will be followed by score reading and reporting for each subject area and identified by the teacher. See the school calendar for dates.

Tests developed by NWEA use a scale called RIT to measure student achievement and growth. RIT stands for Rasch UNIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages.

<p><b>Student Growth Measures:</b> The school will use the following types of Student Growth Measures Value-Added, an approved vendor assessment (NWEA-MAP), and Locally Determined Measures (SLO’s). These growth measures will be used as a part of the overall teacher and Headmaster evaluation on OTES and OPES.</p>		
Ohio’s State Assessments	6.5	<p><b>2) All required state assessments must be included in the school's assessment blueprint and calendar. Confirm use of specific state tests, how the data will be collected and distributed to Board of Directors, staff, students, parents, and how the results will impact professional development and Ohio Improvement Process (OIP) goals and strategies. These may include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA, and Kindergarten Readiness Assessment.</b></p>
<p>Cincinnati Classical Academy (CCA) will measure academic proficiency longitudinally in terms of annual progress on the K-3 Reading Diagnostic Assessment, Ohio English Language Arts Test (ELAT), and the Ohio State Assessments, and interim progress during the school year on the Northwest Evaluation Association (NWEA) assessment.</p> <p>Third-grade students will participate in the fall state reading assessment exam for Third Grade Guarantee. State diagnostic assessments will be administered to students in K-3 and Kindergarteners will be assessed with Kindergarten Readiness Assessment (KRA). CCA will administer the KRA to all Kindergarten students within the administration window. The assessment covers six areas: language and literacy, mathematics, science, social studies, physical well-being, and motor development, and social foundations, which include social and emotional development and approaches toward learning. Students are assessed in the following ways:</p> <ul style="list-style-type: none"> <li>● Observation - Teachers will use a rubric with three description levels for the skill(s) being measured.</li> <li>● Selected response questions – Teachers have a scripted prompt that could include a story or pictures and a question with answer choices.</li> <li>● Performance tasks - These require an action or verbal response from the child in response to a scripted prompt, such as producing a rhyming word. The school will use the information gathered from this assessment to inform instruction and provide academic, functional, and behavioral interventions for any student not meeting expectations.</li> </ul>		



Students who are identified as off-track will receive individually selected interventions per the identified area of need, and a plan will be created and executed.

Ohio Test of English Language Acquisition (OTELA). State and federal law require an annual assessment of K-12 Limited English Proficient (LEP) students to measure their English language proficiency. The OELPA and AASWD will be administered as needed.

**Additional Non-Required Assessments**

CCA will administer the ELAT annually in order to measure students’ academic proficiency on state-mandated academic standards for grades 3-9. The ELAT and End Of Course Exams will allow the school to compare results with schools in Lucas County as well as schools across Ohio. In 2020, CCA will administer the newly adopted tests for the Common Core. The AASCD will be used, when appropriate, with Special Education students who qualify to take this assessment. The AASCD assesses the following grades and the following areas: math, science, social studies, and reading.

**Sharing Data and OIP**

CCA will annually, analyze and report assessment data and academic success to the Board of Directors, staff, and parents. CCA will share the school’s annual state assessment with results with parents and guardians through email, links on the school website, and in a letter sent home with students. Results of all state testing will be compiled and used to evaluate the OIP. Assessment windows are included on the school calendar and placed on the website. Successes in improvement will be saved to be replicated, and critical needs will be further evaluated in order to assess the curriculum, instructional strategies, teacher performance, and other resources.

The School Accountability Committee (SAC) consisting of the Headmaster, Assistant Principal, Dean of Students, the Intervention Specialist, and Teacher-Based Teams, will provide a detailed report of student achievement data and OIP progress to additional key stakeholders in scheduled meetings throughout the year as data is received. The Headmaster and Assistant Principal will facilitate discussions of state results as it relates to the improvement planning and will discuss changes that need to occur individually with teachers during their planning meetings. Teacher professional development will be adjusted and updated to reflect the needs of the school as dictated by state testing results.

<p><b>Formative Assessments</b></p>	<p><b>6.5</b></p>	<p><b>3) Describe the process for developing formative assessments that includes gauges of all learning domains (social-emotional), sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.</b></p>
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Formative Assessments will be used to monitor and analyze student progress through such practices as

- ∅ Teacher-developed pre- and post-assessments
- ∅ Teacher-developed rubrics
- ∅ Singapore Math assessments that will be used as placement tests and as a means to demonstrate mastery of the material taught at each level. If a student masters 80% or more of the content, they can move up a level. If not, they can begin instruction at that level, or repeat it. The placement tests can also be used as an exit test for each respective level.

These measures will enable the analysis and improvement process to occur through evaluating data and making instructional decisions with regard to students, teachers, instructional content, curriculum, resources, instructional strategies, and pacing. The School Accountability Committee will review teacher-created assessments to determine which students need increased amounts of academic intervention. In response to the data, leaders and teachers will adjust student schedules for tutoring and/or one-one or small group instruction.

Formative assessments will be the basis for adjusting the education program by the Response to Intervention (RTI) and teacher-based teams (TBTs) for each student in order to improve academic performance. Assessments will be used by the RTI Leadership Team (RTL). An instructional and intervention plan will be created and tailored to each student's specific needs which will include a timeline of follow up formative assessments to ensure student growth. The plan will be used to teach a new skill, build fluency in a skill, or encourage the child to apply an already existing skill to a new situation or setting. The interventions will be designed to improve performance relative to a specific, measurable goal.

Through teacher-based teams (TBTs), data is shared across grade levels. As a part of the Ohio 5-Step Process, formative assessment is analyzed by TBTs, which meet every week to discuss data and share ideas. The TBTs process is evaluated each month by administrators during leadership team meetings. Feedback is given to all TBTs, and data is analyzed for growth purposes.

That data is the basis of professional development. The TBTs process is then reviewed by the Headmaster and Assistant Principal in efforts to ensure where additional training is needed. The process for developing formative assessments is a part of the professional development plan offered to teachers. Formative Assessments is one of the topics scheduled for professional development for CCA staff.

CCA will share data across the school and with parents/guardians via email, the website, and information sent home to parents. CCA may use an online grading platform such as Infinite Campus. Data will be shared with teachers at planning meetings and during professional development that will include

intra and inter-grade meetings to allow teachers to vertically plan (further ensuring that skills are taught and reinforced from grade to grade) and collaborate to meet the needs of specific students. If data is unacceptable across classes, grade levels, or within the entire school, the instruction method, curriculum alignment, rigor, and use of resources are monitored and discussed by the members of the teams accordingly. Weekly and bi-weekly check-ins for improvement occurs and is reviewed within meetings. The data will inform the need for any spiraling within the unit or pacing guides, re-teaching within the unit or pacing guides, or the elimination or addition of content by classroom/content/grade level or school in the curriculum.

Data will be shared with Hillsdale College and the Barney Charter School Initiative (BCSI). CCA will benefit from a strong, ongoing working relationship with Hillsdale College. The College will instruct and guide administrators and teachers, design the curriculum, and provide coaching and support. Along with the Hillsdale College K-12 Education Office, and select Hillsdale College professors, the College also enlists the services of additional experienced teachers in classical education to conduct teacher training. These sessions and workshops are conducted during the summer months, and Hillsdale personnel also offer assistance during the school year.

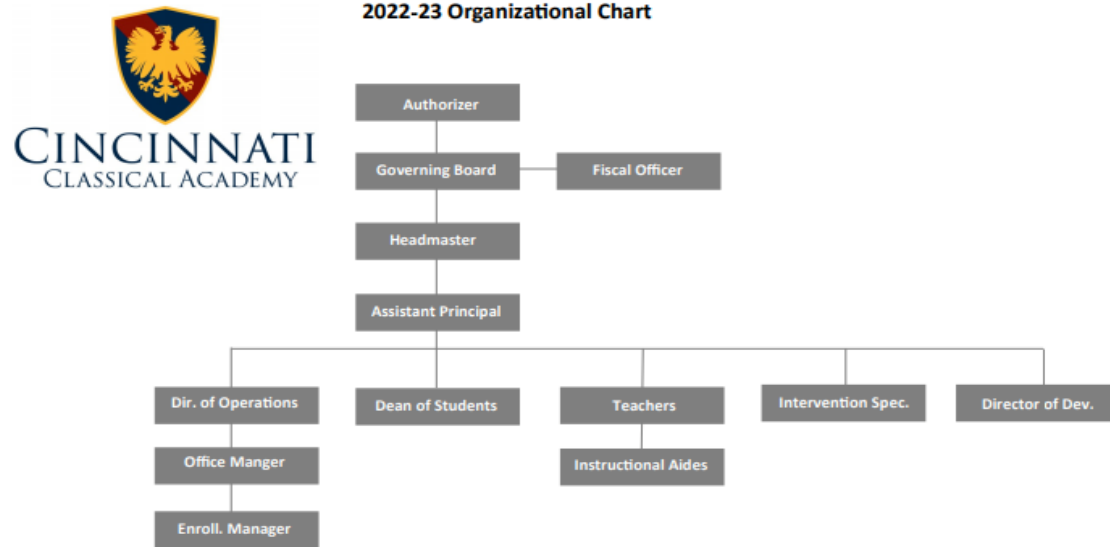
<b>Non-Academic Measures</b>	<b>6.5</b>	<b>4) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness.</b>
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Cincinnati Classical Academy (CCA) will administer a parent, teacher, and student survey annually, to evaluate satisfaction and support. Any indicating metric approval rates of less than 80% will be brought to the Board's attention. Monitoring student opinions about academic progress, environment, teachers, support structure, and education program provide the data needed to provide an optimal model. Information from surveys assists leadership and teachers in making decisions about how to adjust the services and programs offered to assure that each student is performing to his or her maximum potential. The school goal is to provide an environment that supports teaching continuously. To assist in gauging this measure, statistics will be gathered and evaluated from an annual teacher survey. At or near the end of the school year, parents will be asked to complete a comprehensive satisfaction survey designed to assist the school in assessing areas where improvement may be necessary. Parents can also provide feedback during parent-teacher conferences, parent-teacher organization meetings, and during their attendance at Board meetings.

Additionally, the school will measure and evaluate other non-academic statistics including year-to-year student enrollment figures and student daily attendance averages.

<b>Diverse Measures of Student Performance</b>	<b>6.5</b>	<b>5) Identify diverse ways to measure student performance beyond standardized assessments that include tools such as student portfolios, capstone projects, presentations or performance-based assessments.</b>
<p>Student performance at Cincinnati Classical Academy (CCA) will be measured through diverse methods beyond standardized assessments. Students will be measured by teacher-created projects based on the history and citizenship standards using a school-wide adopted rubric. Students will conduct activities and presentations which will guide teachers in evaluating performance. Upper grade students will research, write and orally defend a thesis paper, which will be evaluated by a panel of at least three expert evaluators. Select students will design, conduct, and report on an independent science experiment, and present their findings to a panel of at least three expert evaluators. By the end of the first year, students will be asked to adequately draw and label a picture (Kindergarten) and/or define in writing (grades 1 – 9) the character pillars of Responsibility, Respect, Courage, Courtesy, Honesty, and Citizenship, and will be asked to describe in writing and/or orally, instances when those pillars have been demonstrated by their classmates. Students will maintain portfolios of their writing assignments throughout their CCA education and be measured from beginning to the end of each year on performance including improvement and achievement.</p>		

<p><b>8.1 Organization and Staffing</b></p> <p><b>Personnel and understanding of roles and responsibilities are critical for successful school operation. Please provide strong evidence and specific details to address the items below.</b></p>		
<b>Organizational Chart</b>	<b>8.1</b>	<b>1) Provide the school’s organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).</b>



Roles and Responsibilities

8.1

2) Describe the roles and responsibilities of school staff aligned to the organizational chart and mission, vision, and philosophy of the school: a) administrative, b) teaching, c) specialized, d) contracted services (i.e. speech and language pathologist, school psychologists, etc.), e) other. *Please only include job titles.*

Job Description - Headmaster

The CCA Headmaster serves as the educational leader and chief administrator, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. The Headmaster will articulate and implement a culture of pride and high behavioral and academic expectations at the school. Achieving academic excellence requires that the school Headmaster work collaboratively to direct and nurture all members of the school staff to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. In collaboration with the Dean and Operations/Business Manager, the Headmaster is expected to build and maintain a healthy student and adult learning community. The Headmaster will be accountable directly to the Board of Directors. The role is responsible for implementing the mission, vision, and philosophy of the school. The job description and performance expectations are listed below.

Responsibilities:

1. Provide oversight to the Assistant Principal, Dean of Students, and all staff.
2. Ensure the established policies and procedures are in place and enforced equitably for all participants of the school including students, staff and leadership.
3. Provides effective guidance, support, coaching, assistance, and supervision to all members of the leadership team.
4. Supervises all school personnel directly or indirectly.
5. Serve as the chief administrator of the school in developing, implementing and communicating policies, projects, programs, curricular and non-curricular activities in a manner that promotes the educational development of each student and the professional development and growth of each staff member. Conceptualizes goals and plans accordingly to ensure that procedure and schedules are implemented to carry out the total school program
6. Ensures the school program in its entirety is compatible with the legal, financial and organizational structure of the school system.
7. Define the responsibilities and accountability of all staff and support staff and develop plans for interpreting the school program to all constituents.
8. Identifies objectives for the instructional, extracurricular and athletic programs of the school.
9. Supervise and evaluate student and staff performance and progress in the instructional program.
10. Encourage the use of community resources, cooperate with the community, interpret the school program for the community and maintain communication with community members.
11. Manages, directs and maintains records of supplies and equipment necessary to carry out the daily school routines.
12. Organizes, oversees and provides support to various services, supplies, materials, and equipment necessary to carry out the school program.

13. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
14. Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
15. Design, implement and revise systems to maintain a safe and orderly building in every aspect of the school program before, during and after sessions.
16. Produce a school designation of effective or higher.
17. Monitor all discipline files and documentation necessary for parent meetings.
18. Educate Dean on the Board and State policies to ensure transparency.
19. Provide the management company with all relevant data and reports to effectively manage school.
20. Serve as the leader and chief administrator of the school's administrative team
21. Organize and oversee weekly leadership meetings.
22. Applies the laws and regulations of state and federal authorities governing the education of persons with disabilities, including proper testing and program implementation.
23. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

### **Job Description – Assistant Principal**

The Assistant Principal is a full-time, salaried position with a 12-month work schedule, beginning July 1, 2022. The Assistant Principal is one of the educational leaders of the school as a member of the Headmaster's administrative team. The Assistant Principal will report to the Headmaster.

### **Position Overview**

The Assistant Principal is a lead member of the Headmaster's administrative team, assisting with the planning, coordination, and supervision of the day-to-day operations of the school. He or she will also assist with evaluating and developing faculty, maintaining student academic records, and coordinating class schedules and testing.

The Assistant Principal's essential duties and responsibilities are as follows:

### **Leadership**

- Serves as administrative assistant to the Headmaster, relieving him/her of administrative details as needed in the planning, coordination, and supervision of the day-to-day academic operations of the school office
- Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful, and friendly
- Participates as a member of the Headmaster's administrative team to advance programs and address problems in light of the school mission
- Assists Headmaster in the recruitment and selection of applicants for school-based academic positions
- Assists the Headmaster in developing and executing orientation programs for students and parents

### **Faculty Development**

- Assists Headmaster with the design and implementation of **faculty** professional growth events held during the school year and in the summer
- Assists the Headmaster with planning for faculty meetings and in-service days
- Assists the Headmaster with designing and directing orientation of new faculty and ongoing programs of faculty formation
- Assists the Headmaster with the process of faculty evaluation/class observation and provides teachers with constructive, actionable feedback
- Tracks the certification and accreditation process for faculty and administration
- In consultation with the Headmaster, recruits Resident Educator mentors, matches mentors and Resident Educators, and for each pair monitors the progress of the mentoring program required by the Ohio Department of Education
- Attends state training programs for Resident Educator mentors and ensures that mentors complete required training
- Chairs the Professional Development Committee (LPDC), including overseeing the election of elected members and carries out these functions in accord with Ohio Department of Education guidelines
- Maintains and develops IPDP forms and processes in consultation with the LPDC
- Reviews and approves applications for new and renewals Ohio teaching licenses
- Informs the faculty about licensure requirements and updates faculty of new developments, such as Ohio's four-tier licensure

### **Administration**

- Prepares the master class schedule and room assignments for the beginning of the school year, and updates schedules and room assignments throughout the school year as needed
- Supervises the grading and reporting process, maintains complete academic records on all students, and provides appropriate statistical analysis of grades and major grading patterns for the Headmaster
- Plans school events of an academic nature, including student award assemblies and parent-teacher conferences



- Coordinates, schedules, and implements all state-tests according to the Ohio Department of Education
- Assists the Dean of Students with immediate student disciplinary issues in the event of the Dean of Student's absence

**Other Duties**

- Appears routinely around the school and at many parent events
- Acts as head of school in the absence of the Headmaster
- Assists the Dean of Students with before-school and after-school car-line routines and procedures
- Teaches one class in certified subject area

**Qualifications**

The Assistant Principal shall be a person who is well-organized, well-rounded, engaging, and who has the ability to facilitate growth and collaboration inside and outside of the classroom. Additionally, strong candidates will:

- Provide evidence of an ability and commitment to furthering the classical mission and vision of the school.
- Have a minimum of five (5) years of relevant professional experience with an advanced degree in educational administration or a related field
- Show demonstrated track record of success in teaching and leadership experience in a school setting
- Hold an Ohio teaching license
- Hold an Ohio Principal certification or equivalent, or show a willingness to pursue principal certification

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

**Job Description – Dean of Student Life**

The Dean of Student Life is a full-time, salaried position with a 12-month work schedule, beginning August 1, 2022. The Dean of Student Life is one of the educational leaders of the school as a member of the Headmaster's administrative team. The Dean of Student Life will report to the Headmaster.

### **Position Overview**

The Dean of Students manages the behavior programs for the school and models how to establish strong, mutually respectful relationships with students and families. This position requires a visible presence in all areas of the school and is responsible for all issues relating to the well-being of the students during their time at the school.

The Dean of Student Life's essential duties and responsibilities are as follows:

### **Leadership**

- Assists the Headmaster in the recruitment and selection of applicants for faculty positions
- Establishes and maintains professional and cooperative working relationships with all members of the school community: parents, students, staff, neighbors, and supporters
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities
- Prepares recess monitor supervision schedule
- Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly

### **Discipline**

- Develops and maintains student discipline procedures following established guidelines
- Assists Headmaster in developing attendance and discipline referral and reporting procedures for campus-wide use
- Develops parental notification procedures
- Communicates and meets with parents regarding student conduct
- Maintains student discipline and follows through with documentation
- Meets with students who have received disciplinary referrals in order to determine disciplinary and/or remediating actions
- Supports teachers to resolve differences in communication with parents and students
- Supports teachers in building positive relationships with parents
- Develops and maintains the Academic Honor Code and meets with students who have received academic violations (plagiarism, cheating, etc.) in order to determine disciplinary and/or remediating actions
- Supervises the preparation of student enrollment and attendance report

### **Student Affairs Management**

- Prepares and processes field trip requests
- Supervises the Aftercare program and the Aftercare Program Coordinator
- Schedules after-school club meetings and coordinates athletic events (but does not need to be present at them)
- Designs, organizes, and supervises before-school and after-school car-line routines and procedures

### **Other Duties**

- Plans and implements all safety drills including fire, severe weather, and internal security drills
- Appears routinely around the school and at many parent events
- Teaches one class in certified subject area as directed by the Headmaster

### **Qualifications**

The Dean of Students shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and faculty. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise excellent judgment and decision making
- Excellent problem-solving and negotiating skills
- Bachelor's degree at minimum; Master's degree preferred
- Ohio teacher license or the willingness to pursue licensure
- A minimum of five (5) years of experience as a classroom teacher or school administrator
- Demonstrated track record of success in teaching and leadership experience in a school setting

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Director of School Operations**

The Director of School Operations is a full-time, salaried position with a 12-month work schedule, beginning June 1, 2022. The Director of School Operations will report to the Headmaster.

### **Position Overview**

The Director of School Operations performs administrative and supervisory work in the non-academic operations of the school. This includes financial management, purchasing, event planning and management, student transportation, and the food service program. He or she works to ensure the operational success of the organization, ensure contractual and regulatory requirements are met, and that resources are managed effectively.

The essential duties and responsibilities of the Director of School Operations are as follows:

### **Leadership**

- Assists the Headmaster in developing and overseeing the evaluation of the organizational philosophy, goals, and objectives reflecting school, sponsor, and state goals
- Assists the Headmaster in developing and maintaining a positive school/community climate and a safe and healthy environment conducive for academic success
- Maintains liaison with outside agencies, including, but not limited to, the Ohio Department of Education and the sponsor

### **Financial Management**

- Maintains knowledge of all laws and changes in laws, regulations and rules applicable to school finances
- Works with charter school consultant to monitor school compliance with applicable laws, regulations, and rules
- Monitors and reports on school's financial stability
- Works with the Licensed Fiscal Officer in performing the following:
  - Coordinating the development of, and prepares, school site general fund and special projects budgets
  - Preparing budget transfers as appropriate
  - Preparing and maintaining purchase orders and other expense records
  - Approving, logging, and monitoring expenditures
  - Reconciling site records with monthly reports
  - Resolving discrepancies
  - Ensuring expenditures are within budget allowances for the month and year
- Procures supplies, materials, equipment, and inventory management
- Supervises requisitions, receives, and distributes/stores classroom, school office and work room materials and supplies; maintains ongoing inventory; processes packing slips.
- Reviews monthly financial reports and updates monthly financial estimate templates

- Works with payroll firm to provide oversight on payroll processes
- Works with charter school consultant to assure all required government documents are timely filed to maintain the status of the school as a tax-exempt organization, to maintain up-to-date tax returns, and to maintain any other documents required by board of directors, the state of Ohio, and the federal government
- Assures that all terms of the contracts held by the organization are being met

#### **Human Resources**

- Prepares necessary forms to hire, terminate or authorize special payments to staff
- Cooperates with all staff to implement policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.).
- Oversees the processing of all new hire paperwork
- Maintains personnel files for all employees
- Serves client and employees, including teachers and school administrators, by handling day-to-day questions and helping resolve work-related problems
- Recruits for open positions and performs the full life cycle of recruiting activities including sourcing and screening applicants, maintaining recruiting systems, drafting offer letters, providing follow-through with candidates, supporting hiring managers, and reporting recruiting statistics
- Leads employee on-boarding activities; answers employee questions and provide support to managers when integrating new hires into the school
- Implements fingerprint-supported background checks and teaching certification checks of all applicable employees
- Administers employee benefit programs, answers employee questions, supports claims resolution, and maintains related systems
- Supports the performance review process; provides employees and managers with information about the process, policies, job duties, and process for promotion
- Coordinates and ensures completion of employee exit interviews
- Ensures compliance with applicable employment laws and regulations.
- Serves as school's Title IX Coordinator and Disability Rights Coordinator

#### **Other School Operations**

- Arranges IT support for faculty and staff; support of campus networks, computers, video, security and other safety systems; and other campus technology

- Works with IT contractors to ensure campus technology is reliable and secure through management of enterprise backups, upgrades, maintenance, and monitoring
- Oversees the student transportation program, assisting with bussing from school districts
- Oversees all food service and cafeteria activities
- Plans and manages for efficient use and maintenance of the organization's facilities, including custodial services and building security
- Other appropriate duties as assigned by the Headmaster

### **Computer Skills**

To perform this job successfully an individual must have knowledge of Google Workspace, accounting software, order processing software, spreadsheet software, and word processing software.

### **Qualifications**

- Master's degree in Public Administration or Business Administration or related
- Minimum of five (5) years related professional experience
- Enthusiasm to assist Cincinnati Classical Academy in becoming a nationally regarded K-12 classical school and serving as a local leader in K-12 education.
- Effective interpersonal, oral, and written communication skills
- High level of attention to detail

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – School Office Manager/Receptionist**

The School Office Manager/Receptionist is a full-time, salaried position with a 11-month work schedule, beginning August 1, 2022. The School Receptionist will report to the Director of School Operations.

### **Position Overview**

The School Office Manager/Receptionist is the gate-keeper of the school office, providing a warm and welcoming atmosphere for students, staff, parents and visitors. He or she also completes administrative tasks and supports the school administration.

The School Office Manager/Receptionist's essential duties and responsibilities are as follows:

- Answer incoming phone calls in a pleasant, informed manner for the purpose of providing and creating a positive image and first impression of the school
- Greet all incoming students, families, and guests respectfully and professionally, determining their needs, checking scheduled appointments, and directing them to the proper person
- Check voice mail messages left in school's general mailbox on routine basis and distribute accordingly those messages needing immediate attention
- Receive and distribute miscellaneous materials such as school supplies, student lunches, forms, homework, assignments, athletic equipment, etc. left with the front office for students by their parents, and/or others
- Be knowledgeable and current on school activities, programs, and events related to the school calendar
- Require all visitors to sign-in and identify themselves; provide appropriate passes and badges following school protocol
- Check students in and out—and issue passes and monitor requests for early dismissals
- Work closely with the School Nurse and administration regarding care for students, especially in emergencies
- Copy and organize materials for teachers and administration
- Manage lost and found
- Sort and distribute incoming mail, documents, books, materials and supplies following established procedures and deliver mail and other material to staff mailboxes when needed
- Receive deliveries from outside supply and delivery services; arrange for the distribution to proper recipients
- Make daily public address announcements as needed (general, security, weather, sports and dismissals)
- Assist incoming substitutes, making sure they have lesson plans and necessary resources
- Assist Executive Assistant with administrative duties as assigned

### **Computer Skills**

To perform this job successfully an individual must have knowledge of Microsoft Office Suite, (Word, Excel, OneNote, Power Point) and a familiarity with Google Workspace

### **Qualifications**

- Knowledge of good telephone etiquette with the ability to deal tactfully and confidently with callers and visitors
- A courteous and pleasant personality

- Strong organizational skills for multi-tasking and prioritizing responsibilities
- Must possess sensitivity to confidential information and hold a high standard of integrity
- Work with courtesy, tact, and diplomacy in dealing with others, and the ability to work as part of a team

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Enrollment Manager**

The Enrollment Manager is a full-time, salaried, exempt position with a 12-month work schedule, beginning June 1, 2022. The Enrollment Manager will report to the Headmaster.

#### **Position Overview**

The Enrollment Manager oversees the strategic and operational management for activities and services related to the successful recruitment, enrollment, and transition of students through the school. He or she also oversees daily attendance, student records, and the substitute teachers program.

The Enrollment Manager's essential duties and responsibilities are as follows:

#### **Attendance**

- Records daily attendance for all students and teachers
- Manages substitute teachers' program and conducts substitute onboarding and orientation
- Secures substitutes during teacher and instructional aide absences

#### **Registrar**

- Maintains student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents
- Maintains all student cumulative folders and fulfills requests for all new students and forwards cumulative folders when students withdraw
- Maintains registrations for all new and returning students
- Responds to student records requests from other schools



- Updates students retained/promotion information in the school's student information systems
- Works with school personnel to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention

### **Enrollment**

- Manages the admissions and lottery process; manages annual enrollment process
- Performs all clerical functions related to enrolling and withdrawing students
- Requests records and grades from other schools for current students' files.
- Supervises the preparation of student enrollment report
- Inputs student information into the school's student information systems
- Creates the accounts and password for families.
- Follows up with parents that do not complete the "Intent to Return" paperwork for existing students.

### **Student Recruitment**

- Schedules and provides tours for prospective parents during registration decision process
- Plans and implements semi-annual Open House and periodic Parent Info Nights
- Responds to and implements requests for Shadow Days and Parent Previews

### **Computer Skills**

To perform this job successfully an individual must have knowledge of spreadsheet software and word processing software.

### **Qualifications**

- Three (3) years of experience with computer information systems and organizational procedures, preferably in a school environment
- Bachelor's degree in Business Administration, Organizational Management, or related discipline

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description –Teacher Grades K-2 (Multiple Positions)**

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). Each teacher will teach one grade in a self-contained classroom. He or she will also be responsible for one extracurricular duty during the school year. Teachers will report to the Headmaster.

#### **Position Overview**

Instructional position responsible for the educational leadership of students in a general education classroom setting. The elementary teacher will understand, demonstrate the use of, and implement the school’s Hillsdale K-12 classical curriculum, student instruction, and assessment to maximize educational achievement for all students, and work collaboratively to ensure a learning climate for all students that is safe, secure, and respectful.

Teachers’ essential duties and responsibilities are as follows:

- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school, and consistently developing, fostering, and advancing these concepts in students
- Demonstrating understanding and mastery of central concepts, tools of inquiry, and structure of the discipline(s) taught, and effectively transmitting this knowledge to students, and making the subject matter meaningful to students
- Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry
- Engaging every student in grade level-appropriate learning experiences that promote performance and intellectual and moral development
- Listening and interacting effectively with students, parents, colleagues, leadership, and community members, respecting differing perspectives
- Modeling and reinforcing good judgment, prudence, virtue, self-discipline, and responsibility
- Developing and implementing a strategic planning system including course, unit, and lesson plans according to the appropriate grade-level scope and sequence of the Hillsdale K-12 curriculum
- Using formal and informal assessment strategies to determine whether students have achieved high standards and modifying instructional strategies as needed to maximize achievement
- Establishing and maintaining a safe and secure classroom environment
- Managing the classroom primarily through the use of established routines and procedures to maintain a positive learning environment
- Managing student misconduct promptly and resolving conflict and crises effectively
- Maintaining a professional development plan and engaging in professional development activities

- Collaborating and assisting intervention specialists in providing differentiated instruction per student IEP
- Using appropriate technology in teaching and learning processes, record keeping, assessment, evaluation, and performance analysis
- Demonstrating positive classroom results and trends.
- Performing other related duties as required either before or after school or during planning bells such as car line duty, recess duty
- Coaching one season of a sport or moderating one semester of a club according to interest and ability

### Qualifications

The K-2 teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise wise judgment and prudent decision making
- Understanding of explicit, intensive phonics methodology (such as Orton-Gillingham)
- Bachelor's or Master's degree in elementary education or a primary academic discipline
- Ohio teacher license or the willingness to pursue licensure through the RESA mentor program
- A minimum of two (2) years of experience working with school-age children, preferably as a classroom teacher

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### Job Description –Teacher Grades 3-5 (Multiple Positions)

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). Each teacher will teach one grade in a self-contained classroom. He or she will also be responsible for one extracurricular duty during the school year. Teachers will report to the Headmaster.

### Position Overview

Instructional position responsible for the educational leadership of students in a general education classroom setting. The elementary teacher will understand, demonstrate the use of, and implement the school's Hillsdale K-12 classical curriculum, student instruction, and assessment to maximize educational achievement for all students, and work collaboratively to ensure a learning climate for all students that is safe, secure, and respectful.

Teachers' essential duties and responsibilities are as follows:

- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school, and consistently developing, fostering, and advancing these concepts in students
- Demonstrating understanding and mastery of central concepts, tools of inquiry, and structure of the discipline(s) taught, and effectively transmitting this knowledge to students, and making the subject matter meaningful to students
- Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry
- Engaging every student in grade level-appropriate learning experiences that promote performance and intellectual and moral development
- Listening and interacting effectively with students, parents, colleagues, leadership, and community members, respecting differing perspectives
- Modeling and reinforcing good judgment, prudence, virtue, self-discipline, and responsibility
- Developing and implementing a strategic planning system including course, unit, and lesson plans according to the appropriate grade-level scope and sequence of the Hillsdale K-12 curriculum
- Using formal and informal assessment strategies to determine whether students have achieved high standards and modifying instructional strategies as needed to maximize achievement
- Establishing and maintaining a safe and secure classroom environment
- Managing the classroom primarily through the use of established routines and procedures to maintain a positive learning environment
- Managing student misconduct promptly and resolving conflict and crises effectively
- Maintaining a professional development plan and engaging in professional development activities
- Collaborating and assisting intervention specialists in providing differentiated instruction per student IEP
- Using appropriate technology in teaching and learning processes, record keeping, assessment, evaluation, and performance analysis
- Demonstrating positive classroom results and trends.
- Performing other related duties as required either before or after school or during planning bells such as car line duty, recess duty
- Coaching one season of a sport or moderating one semester of a club according to interest and ability

## Qualifications

The elementary teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise excellent judgment and decision making
- A life-long love of learning
- Bachelor's or Master's degree in elementary education or a primary academic discipline
- Ohio teacher license or the willingness to pursue licensure through the RESA mentor program
- A minimum of two (2) years of experience working with school-age children, preferably as a classroom teacher

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

## Job Description –Teacher Grade 6 (Multiple Positions)

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). Each teacher will teach one grade in a self-contained classroom. He or she will also be responsible for one extracurricular duty during the school year. Teachers will report to the Headmaster.

## Position Overview

Instructional position responsible for the educational leadership of students in a general education classroom setting. The elementary teacher will understand, demonstrate the use of, and implement the school's Hillsdale K-12 classical curriculum, student instruction, and assessment to maximize educational achievement for all students, and work collaboratively to ensure a learning climate for all students that is safe, secure, and respectful.

Teachers' essential duties and responsibilities are as follows:

- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school, and consistently developing, fostering, and advancing these concepts in students
  - Demonstrating understanding and mastery of central concepts, tools of inquiry, and structure of the discipline(s) taught, and effectively transmitting this knowledge to students, and making the subject matter meaningful to students
  - Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry
  - Engaging every student in grade level-appropriate learning experiences that promote performance and intellectual and moral development
  - Listening and interacting effectively with students, parents, colleagues, leadership, and community members, respecting differing perspectives
  - Modeling and reinforcing good judgment, prudence, virtue, self-discipline, and responsibility
  - Developing and implementing a strategic planning system including course, unit, and lesson plans according to the appropriate grade-level scope and sequence of the Hillsdale K-12 curriculum
  - Using formal and informal assessment strategies to determine whether students have achieved high standards and modifying instructional strategies as needed to maximize achievement
  - Establishing and maintaining a safe and secure classroom environment
  - Managing the classroom primarily through the use of established routines and procedures to maintain a positive learning environment
  - Managing student misconduct promptly and resolving conflict and crises effectively
  - Maintaining a professional development plan and engaging in professional development activities
- 
- Collaborating and assisting intervention specialists in providing differentiated instruction per student IEP
  - Using appropriate technology in teaching and learning processes, record keeping, assessment, evaluation, and performance analysis
  - Demonstrating positive classroom results and trends.
  - Performing other related duties as required either before or after school or during planning bells such as car line duty, recess duty
  - Coaching one season of a sport or moderating one semester of a club according to interest and ability

### **Qualifications**

The elementary teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise excellent judgment and prudent decision making
- The ability to teach Latin I (preferred)
- Bachelor's or Master's degree in elementary education or a primary academic discipline
- Ohio teacher license or the willingness to pursue licensure through the RESA mentor program
- A minimum of two (2) years of experience working with school-age children, preferably as a classroom teacher

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – K-6 Intervention Specialist**

The Intervention Specialist is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). The Intervention Specialist will report to the Director of Special Education.

### **Position Overview**

The K-6 Intervention Specialist will teach K-6 students in a variety of resource/small group classes and will assist the K-6 teachers in supporting students with IEP's in a general education classroom setting. He or she will understand and implement the school's Hillsdale K-12 classical curriculum, student instruction, and work collaboratively to ensure a learning climate for all students that is safe, secure, and respectful.

Essential duties and responsibilities for the Intervention Specialist are as follows:

- Adheres to established standards regarding curriculum delivery and requirements as established by the school
- Provides professional instruction and teaching to students with disabilities as appropriate to the specified course or discipline and academic level, using various techniques, including individualized and small group instruction, to promote learning
- Prepares for IEP meetings, describing the student's present level of functioning and proposes measurable IEP goals and objectives for team consideration

- Understands the continuum of programming options that can be used to meet the individual needs of the student to provide an appropriate education.
- Assists the Director of Special Education with individualized educational plans for the provision of specially designed instruction
- Participates in the review of the IEP with the student's parents, school administrators, and often, the student's general education teacher
- Collects, documents, and analyzes the student's current progress on his/her individualized educational plan, working closely with parents to inform them of their child's progress and suggest techniques to promote learning at home
- Organizes and effectively communicates class/course objectives, standards and requirements for successful achievement, e.g., syllabi, tests, specific tasks
- Provides guidance and assistance to students as needed in order to ensure appropriate assimilation of the class/course content in an effort to support student success and achievement
- Ensures all appropriate measures, including special accommodations, are in effect for students with disabilities
- Assists general education teachers to adapt curriculum materials and teaching techniques to meet the needs of students with learning disabilities
- Works with students with disabilities in a variety of settings, to include working as a special education resource teacher and offering individualized help to students in general education classrooms
- Teaches together with general education teachers in classes composed of both general and special education students; or working with special education students for several hours a day in a resource room, separate from their general education classroom
- Uses specialized equipment such as computers with synthesized speech, interactive educational software programs, and audio systems to assist children

### **Qualifications**

The Intervention Specialist shall be a person who is well-organized, well-rounded, engaging, and who has the ability to facilitate growth and collaboration inside and outside of the classroom. Additionally, strong candidates will:

- Provide evidence of an ability and commitment to furthering the classical mission and vision of the school
- Have a minimum of five (2) years of relevant professional experience with a minimum of a bachelor's degree
- Show a demonstrated track record of success in teaching and leadership experience in a school setting
- Hold (or be eligible to hold) an Ohio Teaching License with certification in Special Education

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens



- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Instructional Aides (Multiple)**

This is a full-time hourly position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:15 p.m. on school days and in-service days (185 days total). Instructional Aides will report to the Headmaster and/or grade level teacher.

### **Position Overview**

Elementary School Instructional Aides support homeroom teachers and share responsibility for the education of their students. They are expected to demonstrate high moral character and work collaboratively to create a working and learning environment for all students that is safe, secure, and respectful.

The Instructional Aide’s essential duties and responsibilities are as follows:

- Assist the lead teachers with lesson preparation, instruction, and classroom management
- Instruct students individually or in small groups
- Develop the intellect and character of every student
- Oversee student behavior and discipline in a manner consistent with the school’s mission to develop students of character and virtue

### **Qualifications**

An Instructional Aide shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise wise judgment and prudent decision making
- Understanding of explicit, intensive phonics methodology (such as Orton-Gillingham)
- A high school diploma at minimum; a bachelor’s degree preferred
- A minimum of two (2) years of experience working with school-age children, preferably in a classroom setting

Strong candidates will also embrace the school’s organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Visual Arts Teacher (K-6)**

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). Art teachers will also be responsible for one extracurricular duty during the school year. Teachers will report to the Headmaster.

### **Position Overview**

The K-6 Visual Arts Teacher has responsibility for designing significant learning experience in studio art, art history, and art appreciation for select elementary grades. He or she is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students, and to work collaboratively to ensure a working and learning climate for all students that is safe, secure, and respectful.

The Visual Arts Teacher’s essential duties and responsibilities are as follows:

- Demonstrating an understanding and mastery of central concepts, tools of inquiry, and structure of the visual arts, effectively transmitting this knowledge to students, and making the subject matter meaningful to students
- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school; and consistently developing, fostering, and advancing our core virtues in students
- Developing and implementing a strategic planning system including course, unit, and lesson plans based on the Hillsdale K-12 classical curriculum’s scope and sequence
- Developing a climate and culture of openness, fairness, mutual respect, kindness, support and inquiry
- Engaging every student in grade level appropriate learning experiences that promote artistic, intellectual, and moral development
- Listening and interacting effectively with students, parents, colleagues, leadership, and community members to support student learning and well-being
- Demonstrating respect for students, colleagues, administrators, and parents

- Modeling and reinforcing good judgment, prudence, virtue, self-discipline and responsibility
- Working effectively with school colleagues, parents, and the community to support students' learning and well-being
- Using formal and informal assessment strategies to determine whether students have achieved high standards and modifying instructional strategies as needed to maximize achievement
- Establishing and maintaining a safe and secure classroom environment.
- Managing student misconduct promptly and resolving conflict and crises effectively
- Maintaining a professional development plan and engaging in professional development activities
- Managing resources necessary to achieve classroom and school goals
- Using classroom processes that support effective teaching and learning to promote high student achievement, designing lessons to promote all students' being engaged in learning all the time through such strategies as active learning, hands-on application, and teacher-student discussions
- Using appropriate technology in teaching and learning processes
- Performing other related duties as required
- Moderating an arts-related extracurricular club or activity

### **Qualifications**

The Elementary Art Teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise excellent judgment and prudent decision making
- Bachelor's or Master's degree in art education, or a related fine arts or design discipline
- Ohio teacher license in art education or the willingness to pursue licensure through the RESA mentor program
- A minimum of two (2) years of experience working with school-age children, preferably as a classroom teacher; preference is for five or more years of experience as a classroom art educator

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Musical Arts Teacher (K-6)**

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). The Musical Arts Teacher will also be responsible for one extracurricular duty related to the musical arts during the school year. Musical Arts Teachers will report to the Headmaster.

### **Position Overview**

The K-6 Musical Arts Teacher has the responsibility for establishing music as a vital living experience in the life of each student. He or she is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students, and to work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful.

The Musical Arts Teacher’s essential duties and responsibilities are as follows:

- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school; and consistently developing, fostering, and advancing our core virtues in students
- Developing and implementing a strategic planning system including course, unit, and lesson plans based on the Hillsdale K-12 classical curriculum’s scope and sequence
- Guiding students to enjoy, appreciate, and interpret music in his or her daily life
- Encouraging and assisting students to acquire skills in music through a series of sequential experiences
- Helping students to develop their own self-discipline and creativity by providing opportunities for such in each musical experience area
- Coordinating music with other subject areas in the curriculum
- Determining the materials to be used in instruction and planning effective methods for presenting them
- Assisting in planning, preparing, and presenting programs, field trips, and festivals for the school
- Evaluating student performance in music
- Planning in-depth experiences for special groups or individuals based on student needs
- Assisting the Headmaster and staff in inventorying, organizing, ordering, and caring for music materials and equipment
- Maintaining students’ grades
- Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry
- Listening and interacting effectively with students, parents, colleagues, leadership, and community members to support student learning and well being

- Modeling and reinforcing good judgment, prudence, virtue, self-discipline, and responsibility
- Establishing and maintaining a safe and secure classroom environment
- Managing student misconduct promptly and resolving conflict and crises effectively
- Moderating or leading an extracurricular activity that advances the mission of the school in the area of musical arts (e.g., choir director, piano instructor, strings instructor, etc.)
- Performing other related duties as required

### **Qualifications**

The Musical Arts Teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Bachelor's or Master's degree in a music-related discipline or equivalent
- Ohio teacher license in music education or the willingness to pursue licensure through the RESA mentor program
- Professional mastery in a music discipline (choral, strings, percussion, etc.)
- A minimum of two (2) years of experience working with school-age children, preferably as a classroom teacher

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Physical Education Teacher (K-6)**

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). Physical Education teachers will also be responsible for one extracurricular duty during the school year. Teachers will report to the Headmaster.

### **Position Overview**

The K-6 Physical Education Teacher provides a well-organized, smoothly functioning physical education program for students and performs additional support duties as delegated by the Headmaster.

The Physical Education Teacher's essential duties and responsibilities are as follows:

- Creates physical education curriculum based on the Hillsdale K-12 scope and sequence
- Coordinates students in physical education activities
- Plans physical education program to promote development of student's physical fitness and social skills
- Coordinates individual and team sports for students, using knowledge of sports techniques and of physical capabilities of students
- Organizes, leads, instructs, and referees indoor and outdoor games, such as volleyball, kickball, soccer, and basketball
- Coordinates individuals or groups in beginning or advanced calisthenics, gymnastics, or corrective exercises, determining type and level of difficulty of exercises, corrections needed, and prescribed movements, applying knowledge of sports, physiology, and corrective techniques.
- May select, store, order, issue, and inventory equipment, materials, and supplies used in physical education program
- May specialize in coordinating specific sports, such as tennis, flag rugby, or basketball.
- Assists with supervision of students in playground
- Uses positive, effective interpersonal communication skills
- Maintains confidentiality concerning education, health and personal information about students.
- Follows school policies and procedures for protecting health, safety and well-being of all students
- Demonstrates dependability, integrity, and respect for individual differences
- Coordinates Sentinel athletic program, athletics boosters
- Collaborates with coaches regarding scheduling games and practices

### **Qualifications**

The K-6 Physical Education Teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise excellent judgment and prudent decision making
- Bachelor's degree from an accredited college or university
- Ohio teacher license or the willingness to pursue licensure through the RESA mentor program
- A minimum of two (2) years of experience working with school-age children, preferably as a Physical Education Teacher

Strong candidates will also embrace the school’s organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

<b>Recruitment and Retention Plan</b>	<b>8.1</b>	<p><b>3) Describe the plan to recruit, retain and train highly qualified personnel including how the school will meet the goals identified in Ohio’s 2015 Plan for Equity at ODE’s website at:</b></p> <p><a href="https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx">https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx</a>.</p>
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CCA will adhere to Ohio's November 2018 transition to “properly certified or licensed” requirements as required in the Every Student Succeeds Act (ESSA) and Ohio Revised Code 3319.074. A “properly certified or licensed teacher” has successfully completed all requirements for certification or licensure in the core academic subject of the teaching assignment and currently holds that corresponding license. For teachers to be properly certified or licensed, according to ORC 3319.074(2), their teaching assignments must align with their license parameters in all the following ways:

- Subject areas in which they provide instruction, including core academic subjects; and
- Grade levels in which they provide instruction; and
- With the student population to whom the teacher provides instruction, such as gifted, regular education or special education.

CCA will use the following ODE resources to ensure proper certification and licensure of each teacher:

- Certification and Licensure Dictionary
- EMIS Manual: Subject Codes
- EMIS Manual: Student Population

Cincinnati Classical Academy (CCA) will recruit teachers from across the country to implement the classical education model. To meet the goals identified in Ohio’s 2015 Plan to Ensure Equitable Access to Excellent Educators, the school will employ teachers at ratios that meet or exceed the requirements set

by the Ohio Department of Education. CCA will ensure that its low income and minority students have equitable access to excellent educators, by implementing measures that align with Ohio’s identified four main strategies:

1. Strengthen educator preparation;
2. Target hiring and deployment barriers;
3. Improve teaching and learning conditions; and
4. Provide data to encourage strategic staffing and educator development.

To prevent “ineffective teachers,” The Headmaster will design and deliver high-quality professional development activities to instructional staff focused around instructional methods, data-driven decisions based upon formative and summative assessments, and the SAC team. Teachers will engage in leadership opportunities throughout the building in order to promote commitment to the school and the students.

The school will provide early hiring timelines to help assure effective and qualified teachers are hired.

### **Recruitment**

The school is committed to making hiring decisions that are based on finding the best possible, highly qualified teachers that believe in classical education and the school mission, vision and goals. The school will engage in the search for experienced and Highly Qualified Teachers through avenues such as Job and Career Fairs focused specifically on highly qualified educators, online searches and recruiting methods, partnerships with local colleges and universities, and through word of mouth from teachers at other classical education schools. CCA teachers must be certified as required by law. Combinations of new classically-trained teachers with very experienced teachers will create a diverse and exciting team. For those teachers hired directly from college, the ideal candidate would possess a strong academic record, experience in leadership, and who matriculated from a classical school or a school with a strong liberal arts education. The ideal candidate would be an instructor who can think outside of the box. As a classical school, a teaching staff that includes some classical background training or experience will be necessary to succeed. All teachers are expected to hold an expert command of their subjects, classrooms, and teaching methods. This process is no small task. CCA’s partnership with Hillsdale College will also assist CCA in recruitment efforts. Summer teacher training, through Hillsdale, will provide support to the teachers while offering a comfortable and friendly environment for staff to compare notes and cultivate a sense of community and purpose. All faculty and staff must also be models of the virtuous citizen that CCA is expecting the children to emulate.

The Board, in consultation with its Headmaster and the Hillsdale College K-12 Education Office will consider whether to implement a bonus/merit pay system. All available job postings are listed through the ODE website and other select online educational job posting forums, publications, and through



community and organizational job boards, if applicable. The school seeks to recruit qualified candidates that help reflect the demographic profile of the students and places job postings in target community areas with diverse populations.

In the process of hiring, qualified candidates are screened by a building level team that typically includes the Headmaster, Vice Headmaster, and a similar content area instructor, if possible/applicable. Candidates are interviewed and evaluated using a common interview questionnaire and the individual results of the interview team are compared. Candidates are asked to provide references upon interviewing, which may be contacted for further input either before or after the first formal interview. Before offering a position to a candidate, likely hires are asked to tour the building and shadow for at least one academic session. This real-time interaction better ensures that the candidate is a good fit for the position as the candidate can examine how the school operates while the leadership team can observe how the candidate interacts with students and other staff.

All candidates and hires are evaluated to determine if they can adequately meet the requirements of the position outlined in the above sections. Additionally, all teaching hires must have a valid Ohio teaching license and all employees must possess a clean FBI, BCII background checks completed before taking the job.

### **Retention**

To retain high-quality personnel, the school is committed to utilizing professional development programs that are appropriate for CCA's model of teaching. As most professional development programs are designed for the traditional setting, the school will often adapt ideas from existing models to emphasize the core needs. Typically, professional development focuses on improving leadership skills for teachers, modeling best practices for students, and mentoring.

Further, The Headmaster, Vice Headmaster, and the LPDC building chairperson meet regularly with all teachers whose licenses fall under the Residency Program for new educators. Additional support and information for any teachers under these residency license requirements is available through the compliance consultant employed by the charter management organization. All teachers whose licenses fall under the residency license requirements will be provided with a trained mentor that follows the protocols for the Resident Educator Program.

All staff members are hired at competitive salaries with the opportunity to participate in a sound health insurance program and make contributions to STRS/SERS. All staff is given the opportunity to earn additional paid time off (PTO) by volunteering time for covering events and activities that fall outside the bounds of the normal workday. PTO is issued at the discretion of the Headmaster. Staff members are also encouraged to maintain open lines of

<p>communication with the building administration. The school practices an open-door policy where the building leadership avails themselves to staff to discuss any suggestions or concerns that could help improve the School and its students.</p>		
<p><b>Student/Teacher Ratios</b></p>	<p><b>8.1</b></p>	<p><b>4) State the student/teacher ratios for the school. <i>Ratios can be no more than 29 students to 1 teacher (29:1).</i></b></p>
<p>The Cincinnati Classical Academy student/teacher ratio will be no higher than 29 to 1.</p>		
<p><b>Staffing Plan for Projected Enrollment</b></p>	<p><b>8.1</b></p>	<p><b>5) Describe the staffing plan (for the next 5 years) based on the projected enrollment and differentiate between certified teaching, para-teaching, and non-licensed staff.</b></p>

2022-2023 St. Aloysius Sponsorship Education Plan - Charter Attachment



STAFFING ASSUMPTIONS	Assumption	START-UP	FISCAL				
		PERIOD	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Position	Assumption						
Principal (certified teaching)	1 Per School	1 for 12 Months Before Opening	1	1	1	1	1
Assistant Principal (certified teaching)	1 per School	N/A	1	1	1	1	1
Director of School Operations (non-licensed staff)	1 Per School	N/A	1	1	1	1	1
Office Manager (non-licensed staff)	1 Per School	N/A	1	1	1	1	1
Enrollment Manager (non-licensed staff)	1 Per School	N/A	1	1	1	1	1
Director of Development	1 Per School	N/A	1	1	1	1	1
Dean of Students (certified teaching)	1 Per School	N/A	1	1	1	1	1
Teachers (certified teaching)	Avg. Class Size 25	N/A	17	20	24	30	36
Intervention Specialist (certified teaching)	Based on 15% SPED @ 25:1	N/A	2	2	3	3	4
Director of Special Education (certified teaching)	1 Per School	N/A	N/A	1	1	1	1
Specials Teachers (certified teaching)	.33 Per Grade Level	N/A	6	6	7.5	9	11
Instructional Aides (para-Teaching)	.33/Classroom	N/A	4	5	6	7	8
Upper School Dean (certified teaching)	1 Per School	N/A	N/A	N/A	N/A	1	1
Total Employees		1	36	41	48.5	58	68
Students			(K-6) 415	(K-7) 484	(K-8) 576	(K-9) 720	(K-10) 864

- In Year 2: Adding three new kindergarten classes
- In Year 3: Adding four new kindergarten classes (92 new students)
- In Year 4: Adding four new kindergarten classes (92 students) and expanding the 9<sup>th</sup> grade by classes (52 students)
- In Year 5: Adding four new kindergarten classes (92 students) and expanding the 9<sup>th</sup> grade by classes (52 students)

Cincinnati Classical Academy submitted the following items for reference along with their education plan:

- [Hillsdale College K-12 Program Guide](#)
- [Cincinnati Classical Academy Curriculum Guide](#)
- [Cincinnati Classical Academy School Calendar](#)
- [Cincinnati Classical Academy Bell Schedule](#)

## Performance Framework

This framework describes a comprehensive system of monitoring a community school’s performance and compliance. This rigorous framework will be used to inform renewal and revocation decisions. The goal for each school is to achieve a 75% or greater of the available points based on academic, compliance/operations and financial performance. The Sponsor believes that completing the interventions per the Intervention Attachment 6.4 may assist the School in increasing their performance and helping them to achieve 75% or greater of the available points in the academic performance section. Annually, the School will be sent a performance report showing its percentage over a certain number of years. The goal is for each School to reach 75% by the end of its fifth year of operation.

During a renewal year, the school will be evaluated on an average calculated over the four most recent years of the charter term or the number of years within the charter term that data is available. Schools may earn additional points for improvement in the total percentage from year to year.

### TRADITIONAL K-12 COMMUNITY SCHOOLS

#### Academic Performance

Performance Area	Description	Scoring Scale									
		Above Target				Target	Below Target			Far Below Target	
		5 Points	4.5 Points	4 Points	3.5 Points	3 Points	2.5 Points	2 Points	1.5 Points	0.5 Points	0 Points
		Overall Rating <b>*Not calculated until SY 2022-2023</b>	Overall Rating on the Local Report Card	5 Stars (weighted x 3)	4.5 Stars (weighted x 2.5)	4 Stars (weighted x 2)	3.5 Stars (weighted x 2)	3 Stars	2.5 Stars	2 Stars	1.5 Stars

\*Schools will receive 0.5 points based on a 1 Star rating if the schools’ overall rating points are greater than or equal to the average overall rating points of all community schools.

Performance Area	Description	Scoring Scale			
		Above Target	Target	Below Target	Far Below Target
		4 Points	3 Points	1 Point	0 Points
Overall Rating vs Comparison Schools Overall Grade <b>*Not calculated until SY 2022-2023</b>	Number of schools in which the total points used for the Overall Rating on the Local Report Card is higher than the total points used for the Overall Rating of comparison schools listed in contract.	Outperform 4 or 5 comparison schools (weighted x 3)	Outperform 3 comparison schools (weighted x 2)	Outperform 2 comparison schools	Outperform 1 comparison school
Performance Area	Description	Scoring Scale			

		Above Target		Target	Below Target	Far Below Target
		4 Points		3 Points	1 Point	0 Points
Achievement  *Schools will receive 1 point based on a 1 Star rating if the schools' overall achievement percentage is greater than the average overall achievement percentage of its comparison schools that also received a 1 Star rating.	Measures students' academic achievement using each level of performance on Ohio's State Tests.	5 Stars (weighted x 2)	4 Stars (weighted x 2)	3 Stars (weighted x 2)	2 Stars (weighted x 2)	1 Star*
Progress  *Note: as reported on the local report card as the progress component score. Not ODE's one year calculation as used for closure.	Measures the academic performance of students compared to expected growth on Ohio's State Tests.	5 Stars (weighted x 3)	4 Stars (weighted x 2)	3 Stars	2 Stars	1 Star
Gap Closing  *Schools will receive 1 point based on a 1 Star rating if the schools' overall gap closing percentage is greater than the average overall gap closing percentage of its comparison schools that also received a 1 Star rating.	Measures the reduction in educational gaps for student subgroups. *Now includes Chronic Absenteeism	5 Stars (weighted x 3)	4 Stars (weighted x 2)	3 Stars	2 Stars	1 Star*
Early Literacy  *Schools will receive 1 point based on a 1 Star rating if the schools' overall early literacy percentage is greater than the average overall early literacy percentage of its comparison schools that also received a 1 Star rating.	Measures reading improvement and proficiency for students in kindergarten through third grade.	5 Stars	4 Stars	3 Stars	2 Stars	1 Star*
Performance Area	Description	Scoring Scale				
		Above Target	Target	Below Target	Far Below Target	

		4 Points		3 Points	1 Point	0 Points
Graduation Rate	Measures the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.	5 Stars	4 Stars	3 Stars	2 Stars	1 Star
College, Career, Workforce, and Military * Not rated until 2024-2025	Tracks post-graduation outcomes and students participating in credentials and pathways.	5 Stars	4 Stars	3 Stars	2 Stars	1 Star
Nationally Normed Assessment Data	A standardized assessment listed in the community school contract should demonstrate at least one (1) years' worth of growth for 80% of students tested in reading and math using the Ohio's Where Kids Count Rules.	≥ 1 years' worth of growth for 80% of students tested in reading and math		≥ 1 years' worth of growth for 50% of students tested in reading and math	< 1 years' worth of growth for 50% of students tested in reading and math	N/A
Additional Factors:	One additional point is given for each of the indicators above that has improved at least one star level from the previous year (ex. K-3 moves from 2 Stars to 3 Stars)					
	One additional point given for each subgroup in which the suspensions and expulsions decrease by 2 percentage points.					
	One additional point given if school increases the number of schools it outperforms in either the Overall Rating or the Progress Rating. (ex: improves from outperforming one school to outperforming two schools)					
	One additional point is given if the school's percentage of income spent on classroom instruction is within 10% of the state average as reflected on the local report card. School will receive 2 additional points if its percentage of income spent on classroom instruction is above the state average as reflected on the local report card.					

<p><b>Total Points Available (100%):</b>          *Note: Weighting is not considered in the total points available and total possible points are reduced for any not applicable measures listed.</p>		3
		2022-2023 33 *Based on 2022-2023 local report card
		2023-2024 and beyond 37 *Based on local report cards starting with 2023-2024
<p><b>Target Points (at least a 75%):</b>          *Note: Points listed will be achieved if the school meets all target scores for all applicable measures.</p>		2021-2022 18 *Based on 2021-2022 local report card
		2022-2023 24.75 *Based on 2022-2023 local report card
		2023-2024 and beyond 27.75 *Based on local report cards starting with 2023-2024

**DROP OUT RECOVERY PROGRAM COMMUNITY SCHOOLS**

**Academic Performance**

Performance Area	Description	Scoring Scale		
		Above Target	Target	Below Target
		<b>4 Points</b>	<b>3 Points</b>	<b>0 Points</b>
Overall Grade	Overall Grade on the Local Report Card	Exceeds (weighted x 2)	Meets	Does not Meet
Overall Grade vs Comparison Schools Overall Grade	Number of schools in which the Overall Grade on the Local Report Card is higher than the Overall Grade of comparison schools listed in contract. *If a school scores equal to a majority of its comparison schools in Overall Grade, the school will be compared in the Progress Component Grade. The school will then be given credit for each school it outperforms in its comparison group in the Progress Grade and each school it outperforms in the Overall Grade.	>3 (weighted x 3)	≥ 2 (weighted x 2)	≥ 1
High School Test Passage Rate	Percent of students meeting applicable criteria on test from Local Report Card	Exceeds	Meets	Does not Meet
Progress	Component grade from Local Report Card	Exceeds	Meets	Does not Meet
Gap Closing	Overall Gap Closing Grade on the Local Report Card	Exceeds	Meets	Does not Meet
Graduation Rate – 4 Year	4-Year Graduation Rate from the Local Report Card <small>*Students enrolled in DOPR schools are usually 1-2 years behind their original graduation cohort.</small>	Exceeds (x2)	Meets (x2)	Does not Meet (1 point)
Graduation Rate – 5 Year	5-Year Graduation Rate from the Local Report Card	Exceeds	Meets	Does not Meet
Graduation Rate – 6 Year	6-Year Graduation Rate from the Local Report Card	Exceeds	Meets	Does not Meet
Graduation Rate – 7 Year	7-Year Graduation Rate from the Local Report Card	Exceeds	Meets	Does not Meet
Graduation Rate – 8 Year	8-Year Graduation Rate from the Local Report Card	Exceeds	Meets	Does not Meet
Combined Graduation Rate	Combined rate from the Local Report Card	Exceeds	Meets	Does Not Meet



Performance Area	Description	Scoring Scale		
		Above Target 4 Points	Target 3 Points	Below Target 0 Points
Identified Paths to Future Success	Strategy 10 of Ohio's Strategic Plan for Education: High schools inspire students to paths of future success through work-based learning experiences; career-technical education and/or military readiness.	School offers multiple paths of future success AND 50% or more of the eligible student population participate in those paths (work-based learning experiences, career technical education, career-based instruction or military readiness.	School offers limited paths of future success through work-based learning experiences, career-technical education/industry credentialing, career-based instruction or military readiness.	School does not offer paths of future success through work-based learning experiences, career-technical education/industry credentialing, career-based instruction or military readiness.
Additional Factors:	One additional point is given for each of the indicators above that has improved at least one grade level from the previous year (ex. Progress moves from Meets to Exceeds)			
	One additional point is given for each subgroup that improves its attendance percentage by 2 percentage points.			
	One additional point given if school increases the number of comparison schools it outperforms in the Overall Local Report Card Grade as listed in the contract from 2 to 3 schools, from 3 to 4 schools or from 4 to 5 schools.			
Total Points Available (100%) *Note: Weighting is not considered in the total points available.				48
Target Points (at least a 75%)				36 *Note: 36 points are achieved if the school meets all target scores.

**Organizational/Operational Performance**

Performance Area	Description	Scoring Scale		
		Above Target	Target	Below Target
		2 Points	1 point	0 Points
Timely submission of required documentation.	Monthly Financial and Enrollment Reports, Assessment data, Management Company Evaluation, school improvement plan, Annual Report, Five-year forecasts and Annual Budgets are submitted timely.	All Applicable Submissions were Submitted Timely	At least 75% of the applicable Submissions were submitted timely	Less than 75% of the applicable submissions were submitted timely
Compliance Onsite Visits including Spring Survey (As measured by the Ohio Department of Education Sponsor Evaluation System)	Overall performance of onsite compliance reviews and the spring survey	Overall Compliant (96% or greater of applicable compliance items substantiated)	Substantially Compliant (at least 92-95.9% of applicable compliance items substantiated)	Not Compliant (less than 92% of applicable compliance items substantiated)
Corrective Action Plans	Were corrective action plans required during this school year.	No CAPs required	Yes, at least one CAP was required, however all issues were adequately addressed	Yes, at least one CAP was required, and was still unaddressed by the end of the school year
Probation	Was the school put on probation during this school year	No *Target	N/A	Yes
Board Meetings	School met for mandatory minimum six (6) board meetings	No less than six (6) meetings *Target	N/A	Board met less than six (6) times for the year.
<b>Additional Factors</b>	One additional point is given if academic coaching is provided for teachers if recommended by the School Improvement Team.			
	One additional point is given for each mission-specific goal that is met for any subgroup, up to a maximum 3 points.			
<b>Total Points Available</b> (100%) *Note: Weighting is not considered in the total points available.				10
<b>Target Points</b> (at least a 70%)				7 *The school should strive to achieve 7 points in this section by achieving a combination of target and above target points.

**Financial Performance**

Performance Area	Description	Scoring Scale		
		Above Target	Target	Below Target
		2 Points	1 Point	0 Points
Net Income (Change in Net Position) Net of GASB 68,75	Positive Net Income	Positive Net Income (x2) *Target	N/A	Negative net income
Average FTE Change from beginning of year to end of year calculated from October to June.		Increased or maintained enrollment and compliant with enrollment requirement in contract (x2)	Enrollment decreased less than 10%	Enrollment decreased greater than 10%
Current Ratio (Current Assets/Current Liabilities, net of GASB 68/75 and amounts owed to Management Company)		Ratio greater than 1.5:1	Ratio 1:1 to 1.49:1	Ratio less than 1:1
Days Operating Cash on Hand *Note: this section will be an N/A for all pass-through management agreements and the total points required will be reduced accordingly.		Greater than 60 days	30 to 59 days	Less than 30 days
Five Year Forecast		No projected deficits in years 1-5.	No projected deficits in years 1-3	Projected deficits in years 1-3.
Audit Reports, Findings for Recovery (FFR)		No FFRs and clean audit opinion	Clean audit opinion and all FFRs have been corrected	FFRs not corrected or qualified opinion
<b>Additional Factors</b>	One additional point will be given for schools that have EMO/CMO supporting the schools start-up/expansion expenses.			
<b>Total Points Available (100%):</b> *Note: Weighting is not considered in the total available points				12
<b>Target Points (75%)</b>				9



## **Intervention Attachment 6.4**

### **Kindergarten – 12<sup>th</sup> Grade**

(A school that does not offer a grade higher than twelve excluding Dropout Prevention & Recovery Schools)



#### ➤ **Evaluation of Local Report Card Components - Beginning with the 2022-2023 Local Report Card**

- The school should aim to receive a rating of 3 Stars or better in all applicable Ohio Local REPORT CARD **components** on the Ohio Interactive Local Report Card (iLRC) Power User Reports, or any subsequent report enacted to replace or supplement the iLRC Power User Reports.
- A school shall be placed in Level 1 status if it does not receive a rating of 3 Stars or better in all applicable Local Report Card components. The school shall remain in Level 1 status unless it receives a rating of 3 or more Stars in all applicable Local Report Card components, at which point interventions will no longer be required, or it meets the At Risk for Closure Criteria identified below.
- At Risk for Closure Criteria:
  - Any school offering only grades K-3 or lower that receives a performance rating of 1 Star in the early literacy component of the Local Report Card OR receives an overall performance rating of 1 Star or 1.5 Stars;
  - Any school offering any combination of grades K-4 to K-8 and does not offer a grade level higher than ninth grade that receives a performance rating of 1 Star in both achievement and progress on the Local Report Card OR it receives an overall performance rating of 1 Star or 1.5 Stars and 1 Star in progress; or
  - Any school offering any grade levels between 10-12 and is not a Drop-Out Prevention and Recovery School that receives a performance rating of 1 Star in achievement and has not met annual measurable objectives for gap closing OR it receives an overall performance rating of 1 Star or 1.5 Stars and 1 Star in progress.
- When a school meets the At Risk for Closure Criteria it shall be placed in Level 2 status. A school shall progress one level of intervention for each consecutive year that it meets the At Risk for Closure Criteria. A school shall return to Level 1 status when it does not meet the

At Risk for Closure Criteria and a school shall be removed from interventions when it receives a rating of 3 or more Stars in all applicable Local Report Card components.

<b>Level 1</b>	
<b>The Sponsor Will:</b>	<b>The School Will:</b>
A. Offer technical assistance for the development of a plan of improvement for the school or the One Plan.	A. Require School Leader and Community School Leadership Team to attend an Ohio Leadership Advisory Council (OLAC) Facilitator Training, other approved Ohio Department of Education training, or sponsor training and implement a process to identify root-cause, needs, goals, strategies, and action steps that will move the school forward.
B. Require the School to review or revise and submit a school improvement plan for the following school year to address the academic and other needs of the School. Review and offer feedback on the school improvement plan.	B. Through a Community School Leadership Team (CSLT) that attempts to include parents, Board Members, community stakeholders and sponsor feedback, review and revise school improvement plans inclusive of 6.4 Intervention actions listed herein. Provide evidence of the process, including timelines and modification to the strategies and action steps based on data collected.
C. Require the School to monitor and evaluate the school improvement plan for the following school year to address the needs of the School.	C. The School Leader will systematically report to the Governing Authority on the development, implementation and progress of the school improvement plan at each regularly scheduled Board meeting.
D. Offer technical assistance for the development of a school professional development plan included in the school Improvement plan action steps.	D. Implement evidence-based school-wide practices to support student learning that includes “best” first instruction: <ul style="list-style-type: none"> <li>a. Provide resources for the deconstruction of learning standards and creation of learning targets in content areas, specifically reading and math, throughout the year. Using this process systematically in TBTs, revise pacing guides in ELA and math, ensure standards and learning targets are identified in lesson plans, and evaluate the communication of the standards/learning targets to students as part of the formal OTES process/or alternative</li> <li>b. Align informal assessments, materials, and resources to the standards and learning targets as evidenced by the use of an alignment tool kit</li> </ul>

	<p>c. Using disaggregated data trends to determine root cause, design and implement a multi-tiered system of supports for students at-risk that meets criteria outlined by ESSA and the Ohio Department of Education.</p>
<p>E. Offer technical assistance to support the development of instructional leadership skills for the school leader and/or the school leadership team.</p>	<p>E. Meet any other requirements as outlined in legislation or by ODE and submit any required reporting to ODE and the Sponsor as required by ESSA Focus and Priority Schools.</p>
	<p>F. Abide by all consequences as outlined in ESSA or any subsequent enacted legislation.</p>

<b>Level 2 Actions</b>	
<b>In addition to Level 1 supports, the Sponsor Will:</b>	<b>The School Will:</b>
A. Utilize school performance data and surveys to determine technical assistance needs related to improve academic instruction and student achievement.	A. The School will build upon and strengthen all Level 1 Actions.
B. Review and offer feedback on the school improvement plan and 5-Step Process. Offer training and support for School Leaders related to instructional leadership.	B. Make reasonable efforts to hire an Academic Coach(s) following Sponsor requirements and tools (See Academic Coach credentials and job responsibilities). The School will submit Academic Coach credentials to Sponsor for review and confirm hiring of an Academic Coach. The school is responsible for evidence of the fidelity to the outlined job responsibilities by the Academic Coach.
C. Establish Academic Coach minimum qualifications and suggest key roles and responsibilities.	C. Establish schedules and implement strategies that provide increased collaborative planning time for teachers that is protected from internal or external interference or interruptions.
D. Continue to offer technical assistance for the development and implementation of a school professional development plan as identified within the school improvement plan to support strategies and action steps. Utilize the guidelines outlined in Ohio Standards for Professional Development.	D. Continue and strengthen implementation of first year professional development plan components (based on root-cause analysis) outlined in the school improvement plan. Follow guidelines presented in Ohio Standards for Professional Development.
	E. Work with sponsor's school improvement team to continuously monitor progress toward academic goals listed in the school improvement plan.
	F. Using the Ohio Standards for Principals, the School will review and clarify job responsibilities and priorities for the School Leader and provide mentorship/coaching related to identified priorities and revised growth plan goals from an educational organization that will meet the needs of the school to provide coaching or mentorship. The school will provide evidence of such.
	G. School leader will develop teacher growth plans for ineffective staff following Ohio Teacher Evaluation System (OTES) guidelines or an alternative to improve academic instruction and student achievement. The school will provide evidence of such upon request.

<b>Level 3 Actions</b>	
<b>In addition to Level 1 and Level 2 Supports, the Sponsor Will:</b>	<b>The School Will:</b>
A. Offer technical assistance to assist in improving academic instruction and student achievement.	A. The School will build upon and strengthen all Level 1 Actions and Level 2 Actions.
B. Conduct a mini audit of the school’s instructional program, resources and tools and distribute the findings to the Governing Authority.	B. Utilizing an evidence-based evaluation model, complete a program evaluation on key reading and/or math initiatives in the school and provide results to the Governing Authority with suggestions for modification, deletions, or expansions based on the data.
	C. Based on a school review/audit from external source, implement recommendations as they relate to academic performance to address challenges and build on strengths to improve school performance in areas of leadership/governance, curriculum & instruction, data and assessment, human resource and professional development, and fiscal management.



<b>Level 4 Actions (Risk of Academic Probation)</b>	
<b>If the School is not required to close by the Ohio Revised Code, the Sponsor may:</b>	<b>The School Will (If placed on academic probation):</b>
A. Sponsor may take over the operations of the school; and/or	A. If the School does not close as required by the Ohio Revised Code, it will continue all Level 1, Level 2 and Level 3 Actions.
B. Work with the Board to replace the operator of the school; and/or	B. Meet all requirements as outlined by the Sponsor before the Academic Probation <sup>2</sup> status is lifted.
C. May place the school in Academic Probation <sup>2</sup> status and outline specific requirements for the School; and	C. Review all staff in relation to school failure and replace staff members where necessary; and/or
D. Continue to offer technical assistance towards improving academic instruction and student achievement.	D. Reconfigure the organizational structure of the school or adopt a new operational structure.
<p><i>Academic Probation status denotes that the Sponsor has considered the school's specific circumstances surrounding not meeting the minimum requirements stated in Attachment 6.4 and has prescribed steps to assist the school in meeting those requirements. The Sponsor will consider the options listed in Attachment 6.4 as possible interventions but will consider other options if deemed appropriate considering the school's specific circumstances. The Sponsor cannot be held responsible if the academic intervention steps do not result in a 3 Star rating or better in all components as the Sponsor will act in good faith to assist in ensuring the school is academically successful while honoring and respecting the School and Governing Authority's autonomy.</i></p>	

## Attachment 8.3 - Dismissal Procedures for Staff

### **Dismissal and Disciplinary Procedure for Staff**

The School is an “At Will” employer and employees may be terminated without cause. Listed below are some reasons why an employee may be terminated or disciplined.

1. Theft or dishonesty
2. Intentional destruction or unauthorized use of School property
3. Falsification of School records
4. Unacceptable work performance, including irregular or tardy attendance
5. Threatening harassing, assaulting or abusing any student, employee or visitor
6. Sexual harassment
7. Fighting physical violence or verbal abuse
8. Violation of the drug, alcohol or smoking policies
9. Neglect of duty
10. Insubordination
11. Failure to adhere to the mission and/or policies of the School
12. Other behavior seriously detrimental to the successful operation of the school or student performance

### **Disposition of Employees if School Sponsor Contract is Terminated**

In the event that the School’s community school contract is terminated and not renewed under R.C. 3314.07, the School will make all reasonable efforts to help employees secure positions with other local schools and will assist employees in obtaining government benefits to which they are entitled under law. In addition, the Governing Authority will ensure:

1. that each staff member’s LPDC information is current and up to date,
2. that the staff is reminded of their obligation to teach up until the date of the closing or as required by contract,
3. that the school staff members have sponsor contact information,
4. that the staff will be provided information on unemployment, COBRA eligibility, STRS/SERS implications, and
5. that the staff will receive clear timelines and procedures for the closing.



## Attachment 8.4 Employee Benefits

Cincinnati Classical Academy (CCA) will provide employees with quality, affordable, and competitive healthcare benefits as part of the total compensation package. Each full time employee who elects healthcare will have the option to enroll in medical, dental, and/or vision coverage for individuals and immediate family members.

CCA will have access to supplemental insurance services provided through a reputable insurance provider.

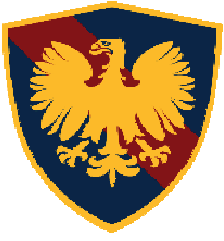
Retirement contributions will be made through the State Teachers Retirement System (STRS) for certified staff and the School Employees Retirement System (SEERS) for classified staff.

CCA employees will also have the option of contributing to an employer sponsored 403B retirement plan.



# CINCINNATI CLASSICAL ACADEMY

Page	Budget Component	Description
1	Index	This Sheet
2	Assumptions (Narrative)	Key assumptions that support our detailed forecast
3-5	5 Year Forecast	5 Year Forecast - part of original application submission, updated as of 2/14/22
6	Category Breakdown	Operating Costs by Category and on a per student basis
7	Grade Level breakdown	5 Year Forecast by grade level
8-9	Monthly Budget	Year 1 Forecast by month , including purchased services details and balance sheets
10	1) Enrollment & Related	Enrollment forecast and related information - supporting schedule 1
11	Enrollment Targets	Illustration of enrollment progress for year 1; possible additional classroom space
12-13	2) Staffing & Related	Staffing forecast and related information - supporting schedule 2
14	3) Purchased Services	Purchased services detail - supporting schedule 3
15	4) Supplies & Other	Supplies and other expense detail - supporting schedule 4
16	5) Capital Expenditures	Capital expenditures detail - supporting schedule 5



# CINCINNATI CLASSICAL ACADEMY

## Key Budget Assumptions for 5 Year Forecast. (February 2022 Update)

- 1 Cincinnati Classical Academy does not have a management company nor do we anticipate that changing.
- 2 This will be our first operating year, so we have borrowed heavily from / leaned on Northwest Ohio Classical Academy for our budget.
- 3 Consulting Services includes Governance/Compliance Services; EMIS, CCIP, Licensed Fiscal Officer and Tax Preparation
- 4 Our board serves without compensation.
- 5 Our projected growth in year 3 is based on an expectation of building a new building for the school to open in year 3.
- 6 [REDACTED]
- 7 [REDACTED]
- 8 [REDACTED]
- 9 We have assumed limited grant funds in our forecast. We have a grant professional seeking much more in grant proceeds.
- 10 We will not increase our grant estimate until we have actually received some favorable indication on our grant applications.
- 11 Staffing assumptions are based on multiple iterations of what positions we believe are needed, market pricing, and actual offers made.
- 12 [REDACTED]
- 13 [REDACTED]
- 14 We have some preliminary indications that we can provide health insurance within our budget, but are not yet able to start a plan.
- 15 We need more than one employee to start a group insurance plan, and we anticipate hitting that mark on June 1, 2022.
- 16 Rent amounts shown in years 1 and 2 are based on signed lease with Our Lady of the Valley parish.
- 17 No rent is shown in years 3, 4 and 5 as we anticipate owning the building and instead incurring debt service cost in those years.
- 18 Utilities are currently estimated based on NOCA's year 1 utilities. We have utility bills for the property we are leasing, but they are for a school that did not have any students plus the associated church and we don't know what our utilities will run once we open our school. We believe the number budgeted for utilities will prove conservative. Estimated annual increases are tied to enrollment growth.
- 19 [REDACTED]
- 20 Additional service revenue is based on expected receipts from after school care.
- 21 Supplies and Materials are based on number of students and/or incremental growth in number of students each year.
- 22 Liability Insurance is an estimate after discussions with 1 broker in particular. We don't have an actual quote for insurance yet. We have had numerous conversations and are working towards a quote with a few brokers.
- 23 Contingency is designed as a fund for the headmaster to use for something we omitted or something that pops up unexpectedly. [REDACTED]
- 24 We do not currently plan to offer any transportation. Nearby students should be brought in by their local school districts and students who live further away will have to arrange their own transportation.
- 25 We have a maximum potential enrollment of 415 students, which is nearly 100% filled at this time based on early bird registrations and additional enrollment since that time. We therefore expect to be between 398 and 415 students and have budgeted for 398 students in year 1. We have continued to budget 1 student per section less than our maximum enrollment in future years.

FY2023 - February 2022 submission

IRN No.:

Type of School: Brick N Mortar

Contract Term:



**CINCINNATI**  
CLASSICAL ACADEMY

County: Hamilton

School Name: Cincinnati Classical Academy

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances

For the Fiscal Years Ended N/A through N/A Actual and

the Fiscal Years Ending 2023 through 2027, Forecasted

FY2023 - February 2022 submission

IRN No.:

Type of School: Brick N Mortar

Contract Term:



**CINCINNATI**  
CLASSICAL ACADEMY

School Name: Cincinnati Classical Academy

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances  
For the Fiscal Years Ended N/A through N/A Actual and

County: Hamilton

4

FY2023 - February 2022 submission

IRN No.:

Type of School: Brick N Mortar

Contract Term:



**CINCINNATI**  
CLASSICAL ACADEMY

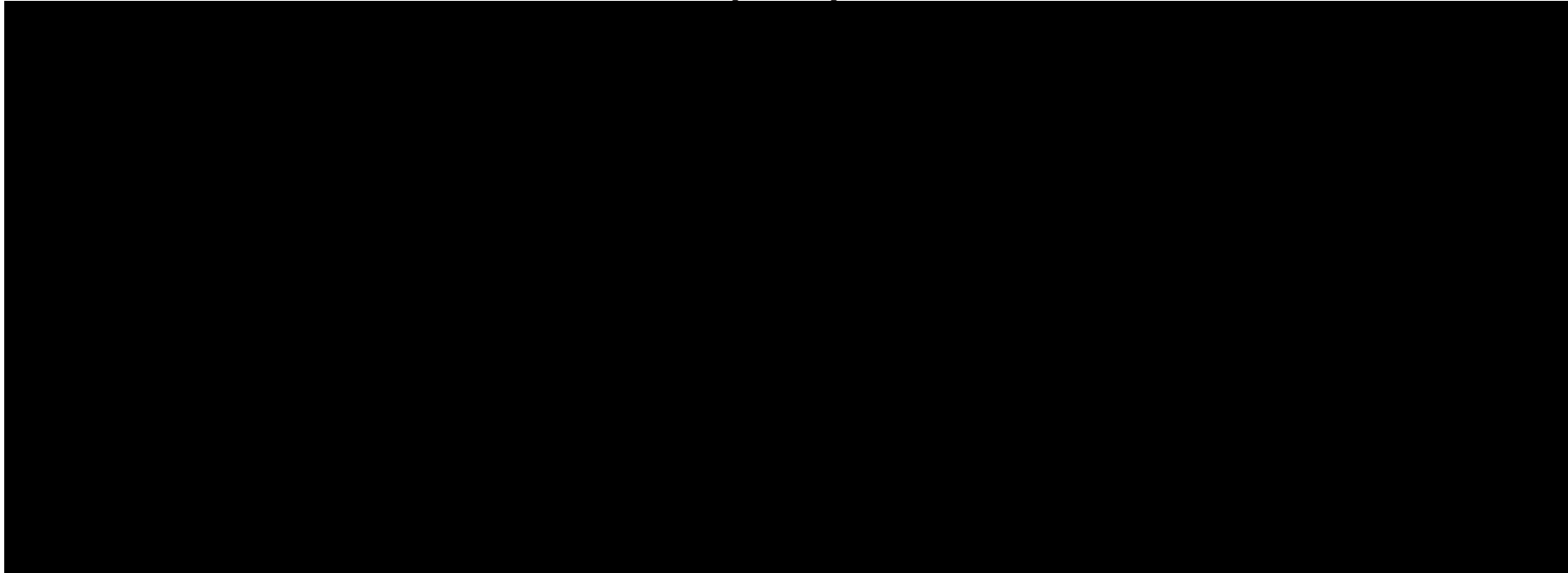
School Name: **Cincinnati Classical Academy**

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances

For the Fiscal Years Ended N/A through N/A Actual and

the Fiscal Years Ending 2023 through 2027, Forecasted

County: Hamilton



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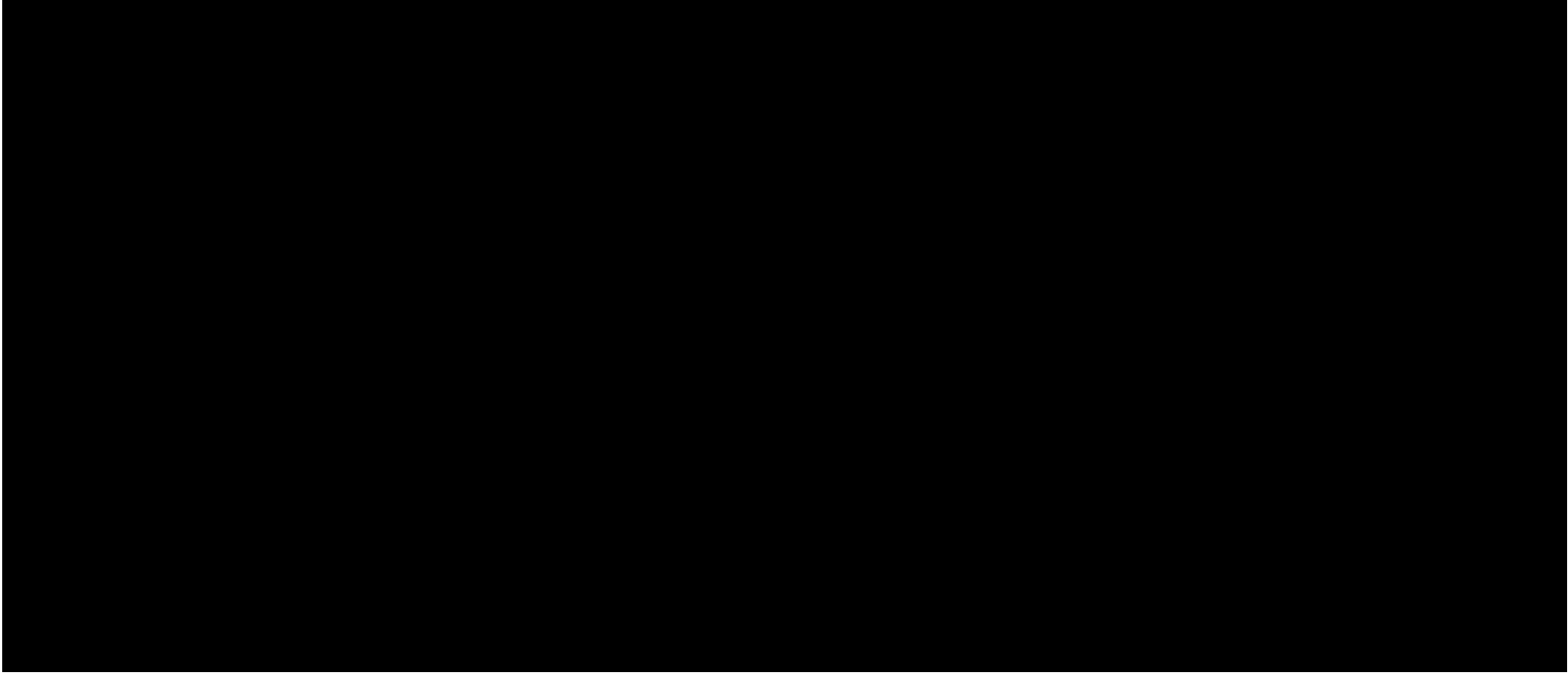


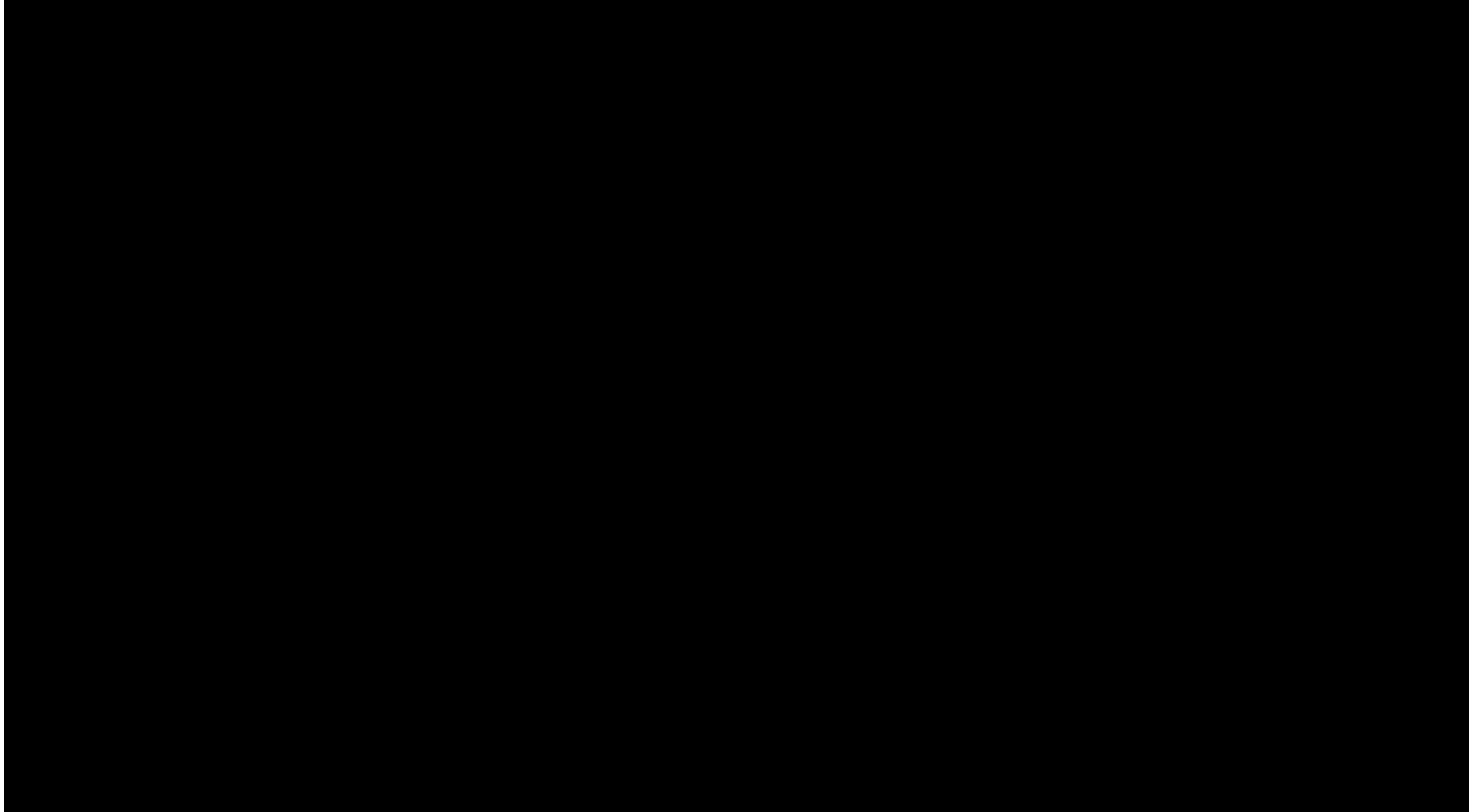
IRN No.

Community School Budget

County: Hamilton

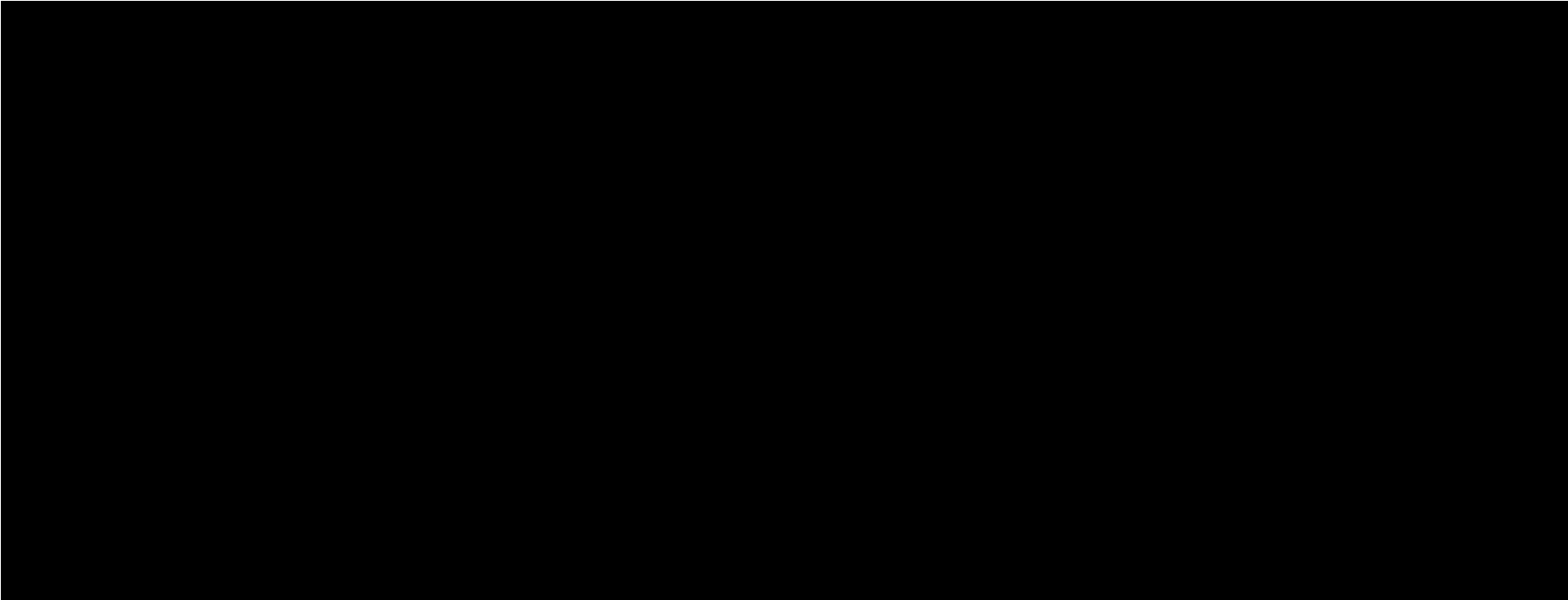
Cincinnati Classical Academy  
Budget for Fiscal Year 2023



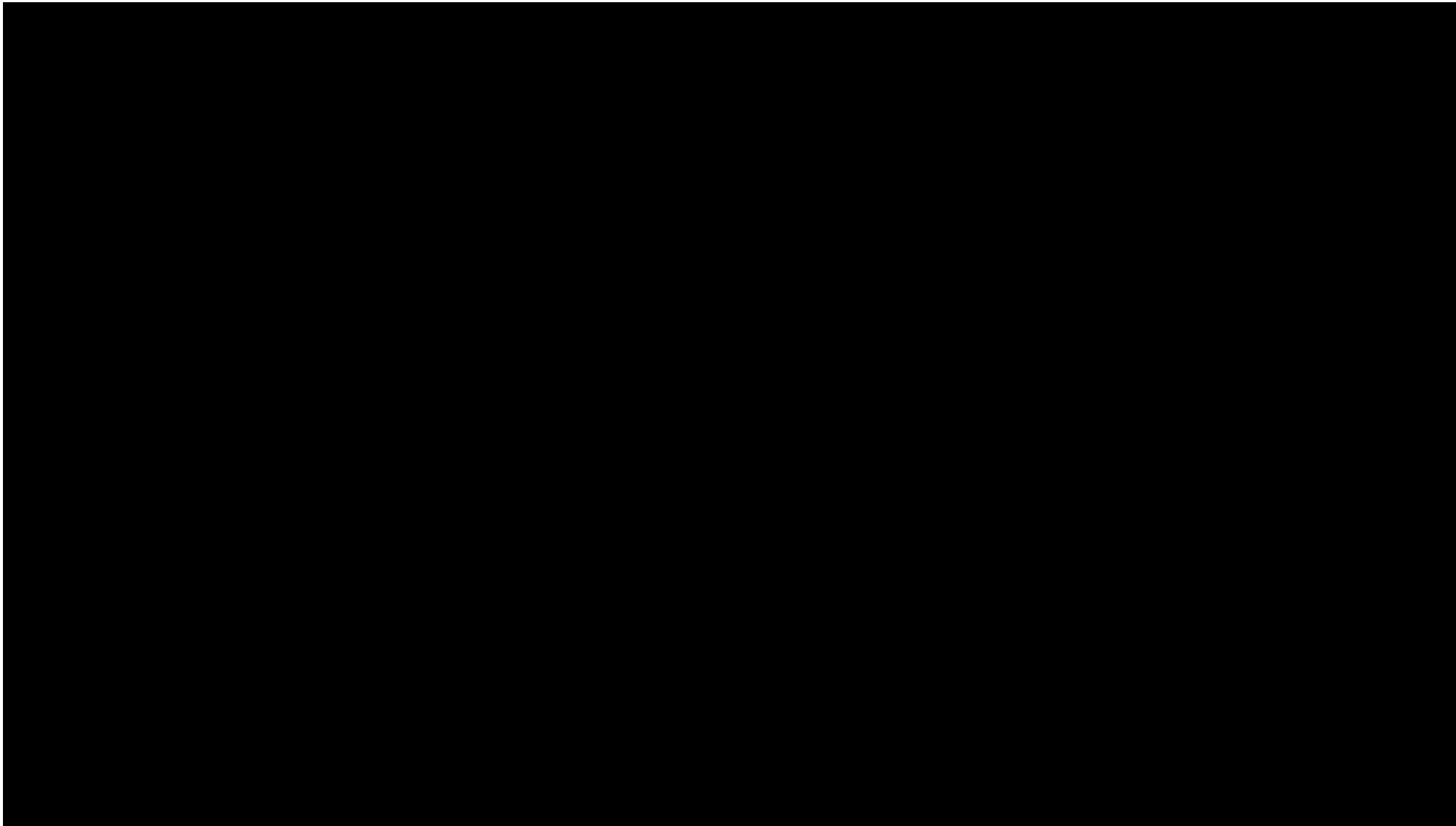


Name of sponsor:  
Name of management company: **N/A**  
Name of treasurer: **Jeff Foster**

Cincinnati Classical Academy  
Monthly Forecast - Fiscal 2023



Cincinnati Classical Academy  
Monthly Forecast - Fiscal 2023





Class Sizes Based on BCSI Suggestions	Our Lady of Sacred Heart (Reading) - Lease Years										New Construction Planned for August 2024, Possibly at Landmark Property															
	Projected Enrollment By Year																									
	Sections	Students	2023		Sections	Students	2024		Sections	Students	2025		Sections	Students	2026		Sections	Students	2027		Sections	Students	2028			
		2022-2023				2023-2024				2024-2025				2025-2026				2026-2027				2027-2028		2028-2029		
Kindergarten	3	22	66	3	22	66	5	20	100	5	20	100	5	20	100	5	20	100	5	20	100	5	20	100	5	20
1st Grade	3	22	66	3	22	66	5	20	100	5	20	100	5	20	100	5	20	100	5	20	100	5	20	100	5	20
2nd Grade	3	22	66	3	22	66	5	20	100	5	20	100	5	20	100	5	20	100	5	20	100	5	20	100	5	20
3rd Grade	2	25	50	3	25	75	5	22	110	5	22	110	5	22	110	5	22	110	5	22	110	5	22	110	5	22
4th Grade	2	25	50	2	25	50	5	22	110	5	22	110	5	22	110	5	22	110	5	22	110	5	22	110	5	22
5th Grade	2	25	50	2	25	50	5	22	110	5	22	110	5	22	110	5	22	110	5	22	110	5	22	110	5	22
6th Grade	2	25	50	2	25	50	4	25	100	4	25	100	4	25	100	4	25	100	4	25	100	4	25	100	4	25
7th Grade	<del>2</del>	<del>25</del>	<del>50</del>	<del>2</del>	<del>25</del>	<del>50</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>
8th Grade	<del>2</del>	<del>25</del>	<del>50</del>	<del>2</del>	<del>25</del>	<del>50</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>
9th Grade	<del>2</del>	<del>25</del>	<del>50</del>	<del>2</del>	<del>25</del>	<del>50</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>
10th Grade	<del>2</del>	<del>25</del>	<del>50</del>	<del>2</del>	<del>25</del>	<del>50</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>
11th Grade	<del>2</del>	<del>25</del>	<del>50</del>	<del>2</del>	<del>25</del>	<del>50</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>
12th Grade	<del>2</del>	<del>25</del>	<del>50</del>	<del>2</del>	<del>25</del>	<del>50</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>	<del>100</del>	<del>4</del>	<del>25</del>
Students	17	23.4	398	20	23.7	473	42	22.1	930	46	22.4	1030	50	22.6	1130	54	22.8	1230	58	22.9	1330	58	22.9	1330	58	22.9
Enrollment % of Max			29.9%			35.6%			69.9%			77.4%			85.0%			92.5%			100.0%			100.0%		

10



# CINCINNATI CLASSICAL ACADEMY

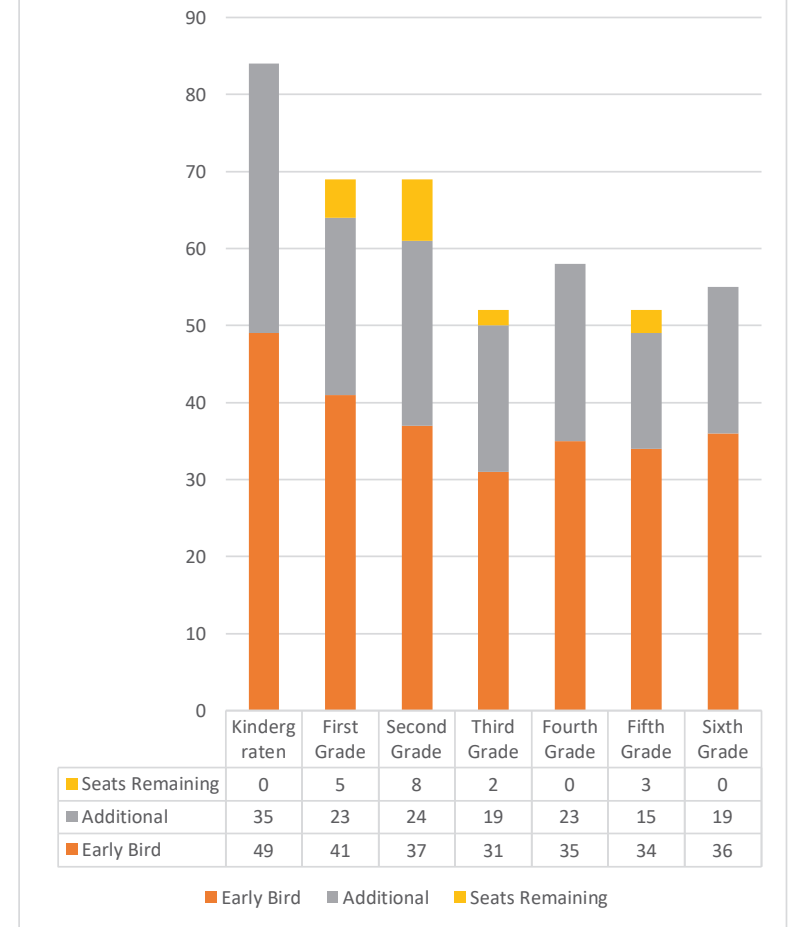
	MAX ENROLLMENT	Budgeted Enrollment	Current Requests
Kindergarten	69	66	84
1st Grade	69	66	64
2nd Grade	69	66	61
3rd Grade	52	50	50
4th Grade	52	50	58
5th Grade	52	50	49
6th Grade	52	50	55
<b>Totals (Current Lease)</b>	<b>415</b>	<b>398</b>	<b>421</b>
Additional Space <1>	46	44	
<b>Max possible enrollment</b>	<b>461</b>	<b>442</b>	

1

We budgeted for 1 student per section below our max/target enrollment to allow for late drops, etc. Based on preliminary enrollment numbers, we have a waiting list for kindergarten, 4th grade, and 6th grade. We have 18 open seats remaining in grades 1,2,3, and 5. We therefore believe it is reasonable to budget based on filling each grade. We have not included the possibility of 2 additional sections in our budget numbers. Staff hiring is going very well and we do not see any issue attracting enough quality teachers.

<1> The school is renting space from a former Catholic church and school facility. Based on the space currently included in our lease, we can accommodate the 398-415 students planned. However, the church has given preliminary indications that we **may** be able to get the whole facility prior to the start of our first year. This requires the desanctification of the church facilities and some other logistics that the parish is not prepared to commit to at this time. If the parish can clear these hurdles, we will benefit financially from adding these 2 sections. That possibility is not reflected in our budget, but we plan to add these two sections if the parish can confirm we can get the space early enough. We are already 15 students over our planned enrollment for kindergarten, so the likelihood of adding at least 1 additional section seems very high at this time.

Enrollment Statistics by Grade as of 2/8





Cincinnati Classical Academy  
 FY2023 - February 2022 submission  
 Supporting Schedules - Schedule 2

Position

Assumption

Certified Teaching	2023 2022-2023	2024 2023-2024	2025 2024-2025	2026 2025-2026	2027 2026-2027
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Projected Enrollment

**ADMINISTRATION**

- Headmaster
- Assistant Principal
- Director of Operations
- Dean of Student life
- Director of Development

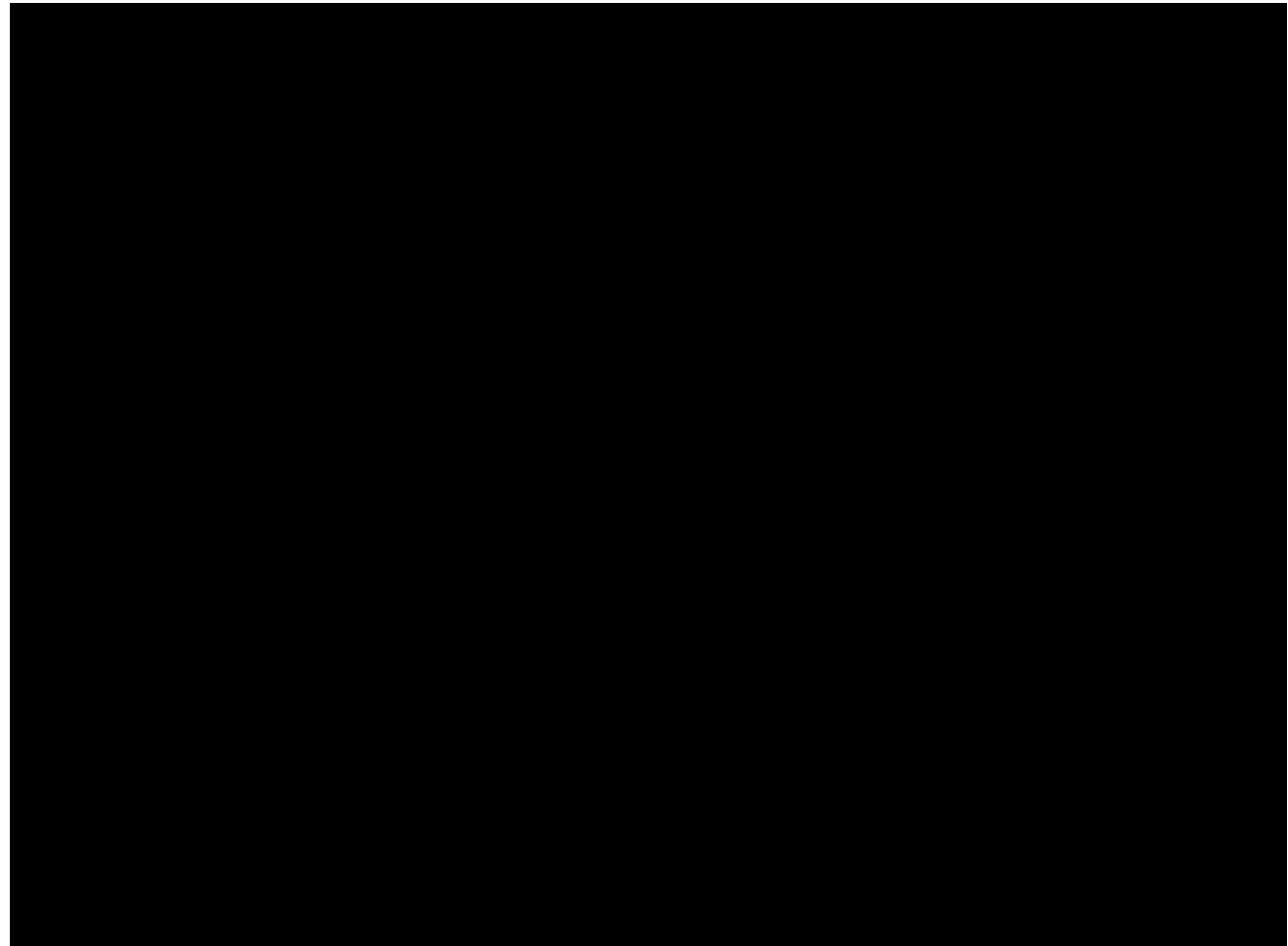
**STAFF**

- Business Manager/Human Resources
- Enrollment Manager / Registrar (Attendance)
- Office Manager
- Administrative Assistance / Reception
- School Nurse

**FACULTY**

- Certified Classroom Teachers
- Art Teachers
- Music Teachers
- PE Teachers
- Special education teachers
- Literacy Coordinator
- Grade Level Instructional Aides
- Substitute Teacher Pool

- Total Employees
- Total Certified Teachers
- Student to Licensed Certified Teacher Ratio
- Instructional Staff (Licensed Teachers + Aides)
- Administrative Staff









**CINCINNATI**  
CLASSICAL ACADEMY

Cincinnati Classical Academy  
FY2023 - February 2022 submission  
Supporting Schedules - Schedule 3

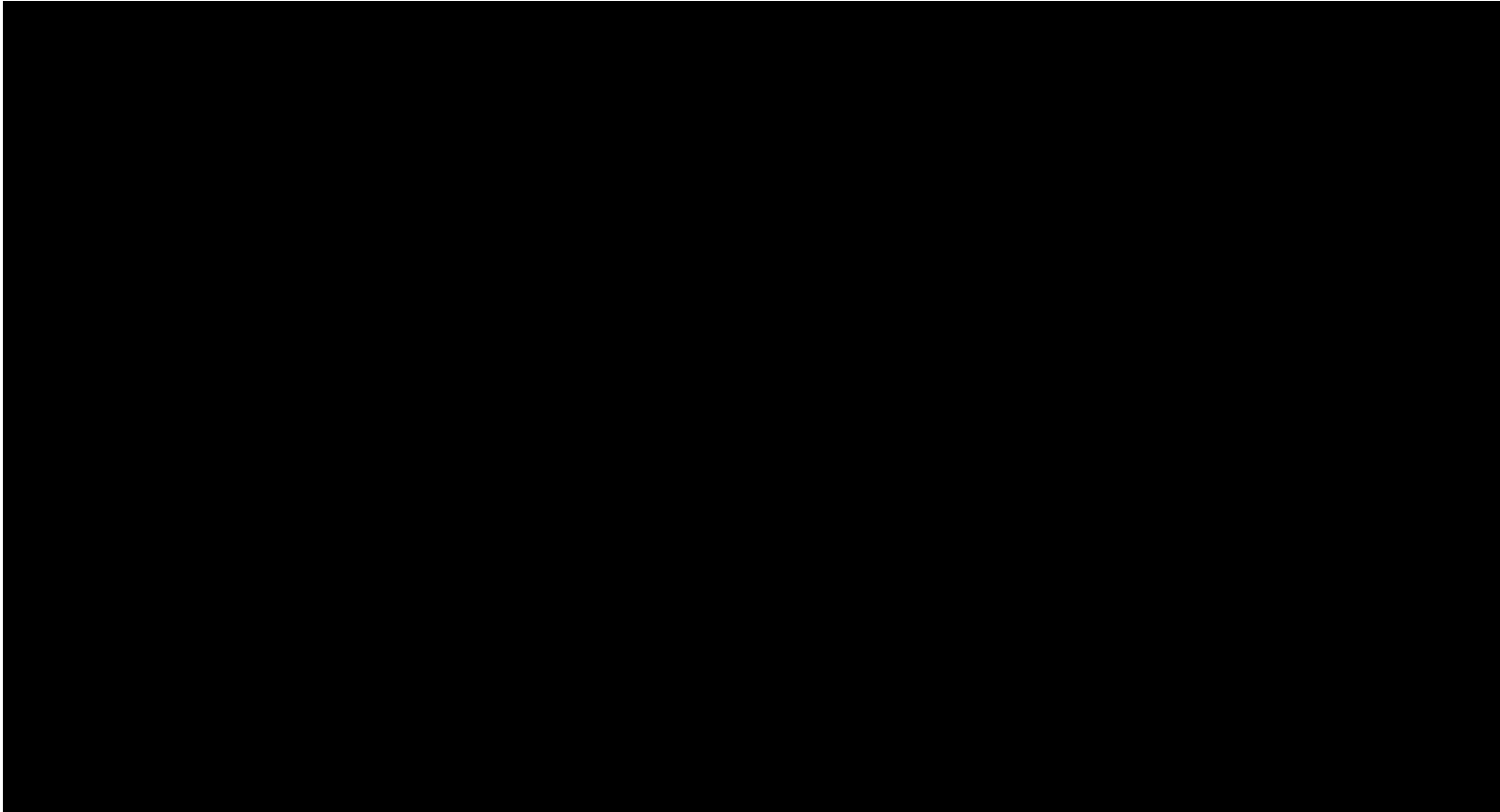
2023

2024

2025

2026

2027





CINCINNATI  
CLASSICAL ACADEMY

Cincinnati Classical Academy  
FY2023 - February 2022 submission  
Supporting Schedules - Schedule 4

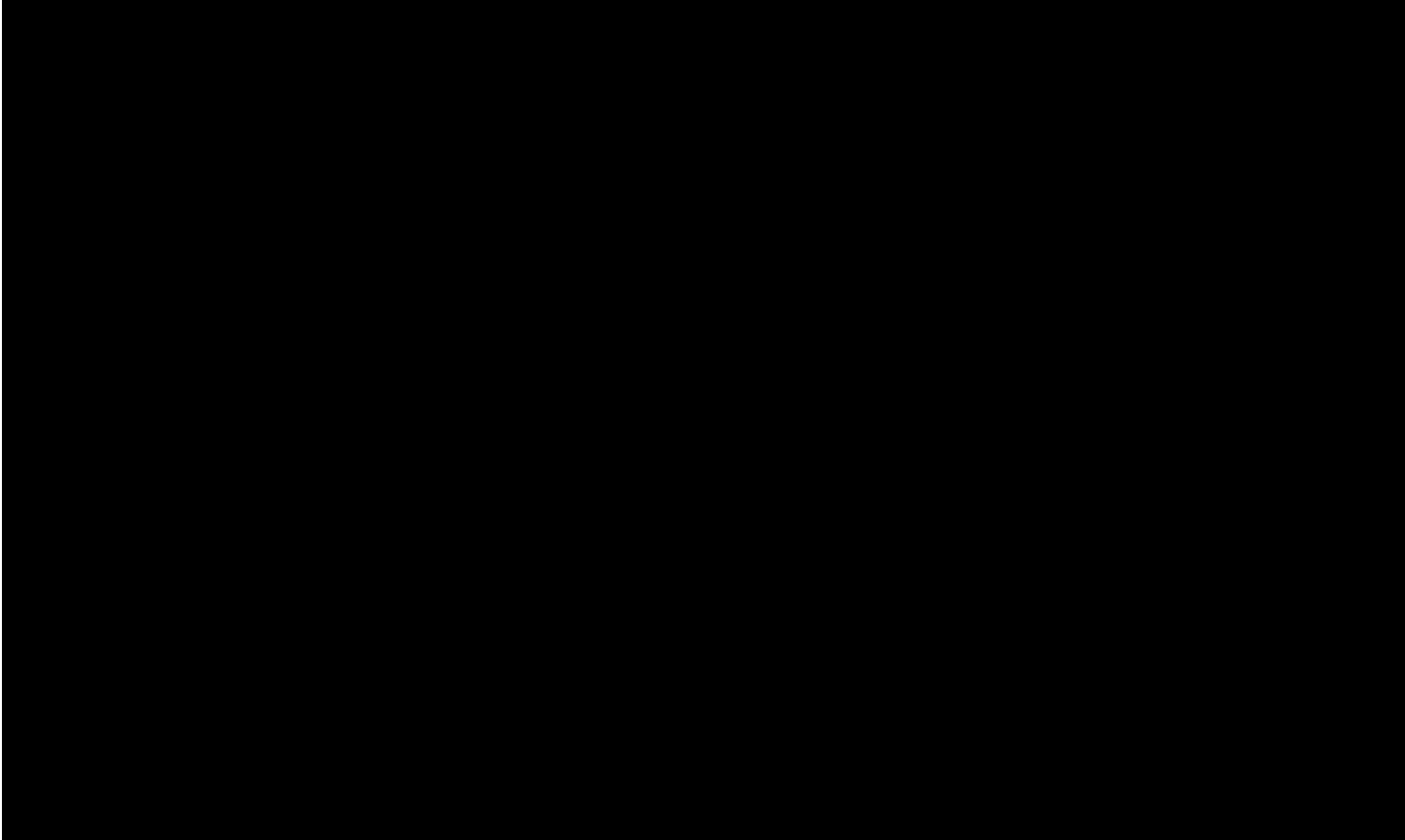
2023

2024

2025

2026

2027

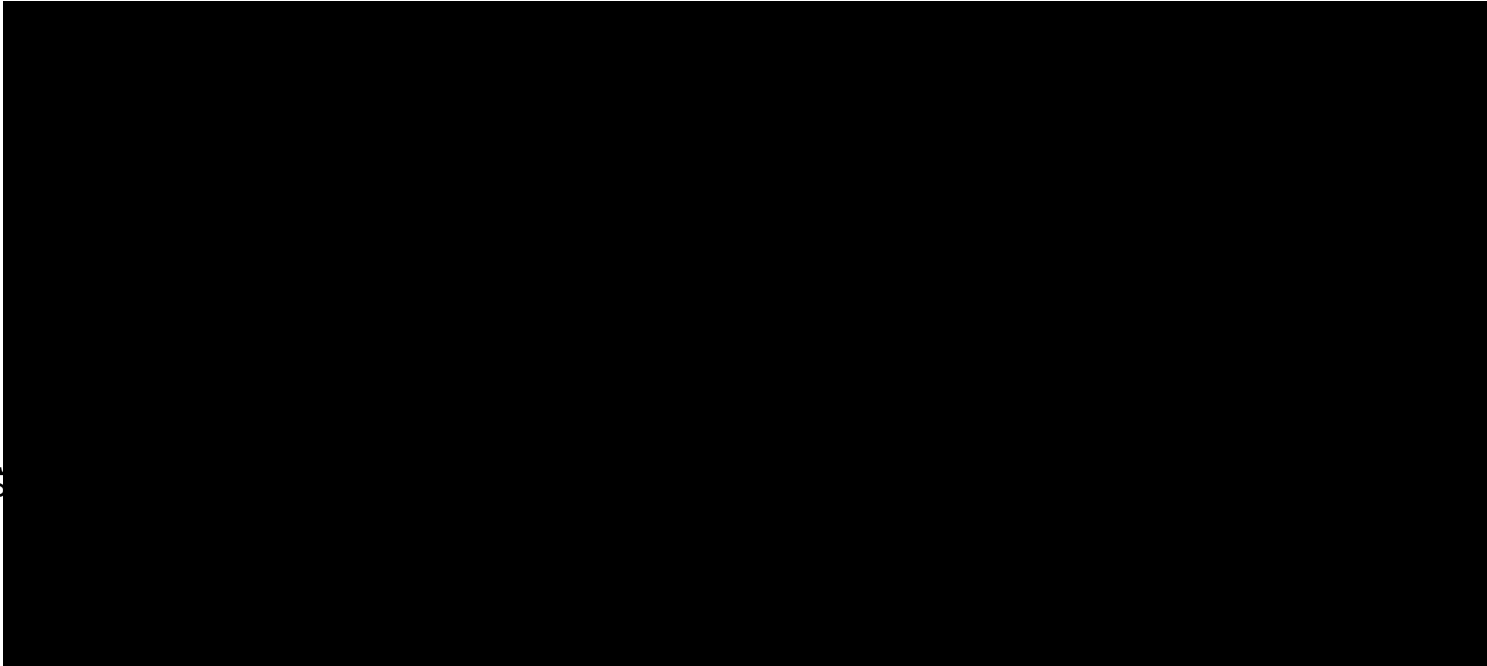




# CINCINNATI CLASSICAL ACADEMY

Cincinnati Classical Academy  
FY2023 - February 2022 submission  
Supporting Schedules - Schedule 5

2023      2024      2025      2026      2027



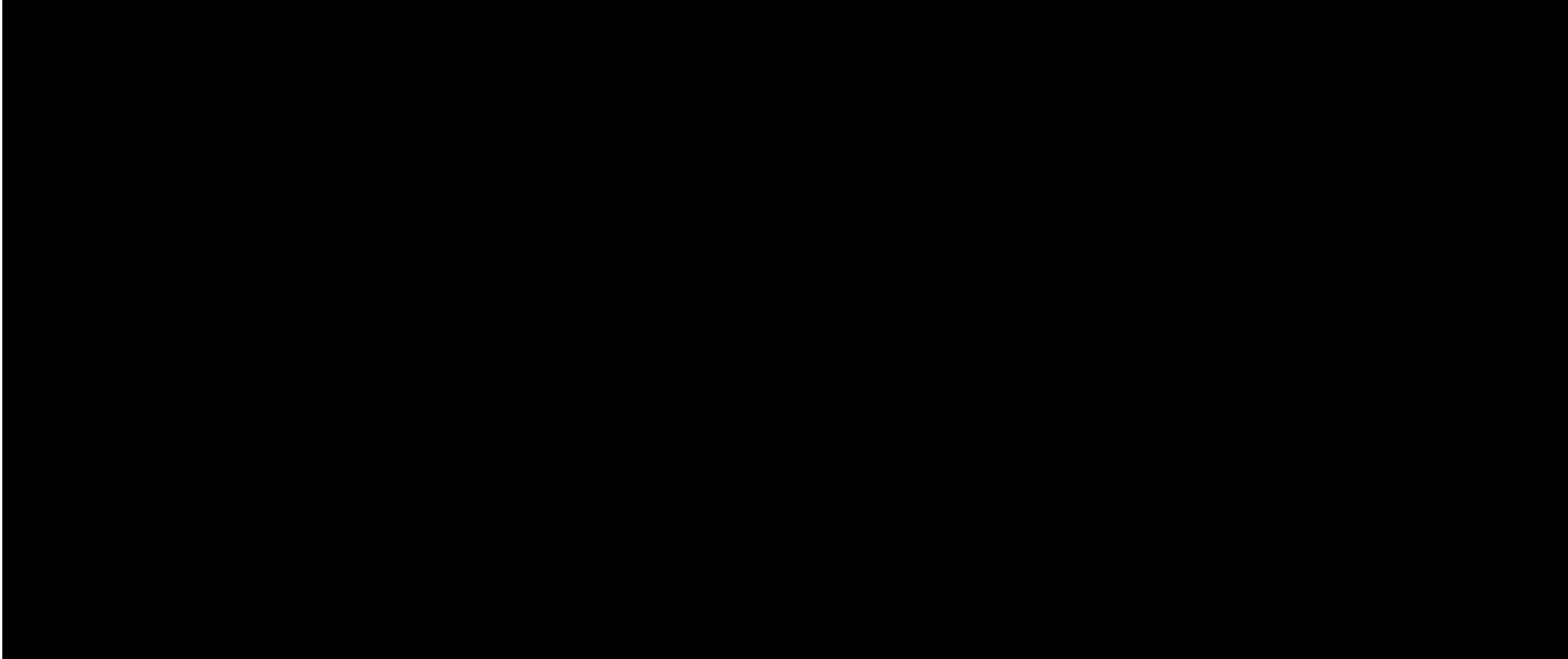
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IRN No.

Community School Budget

County: Hamilton

Cincinnati Classical Academy  
Budget for Fiscal Year 2023

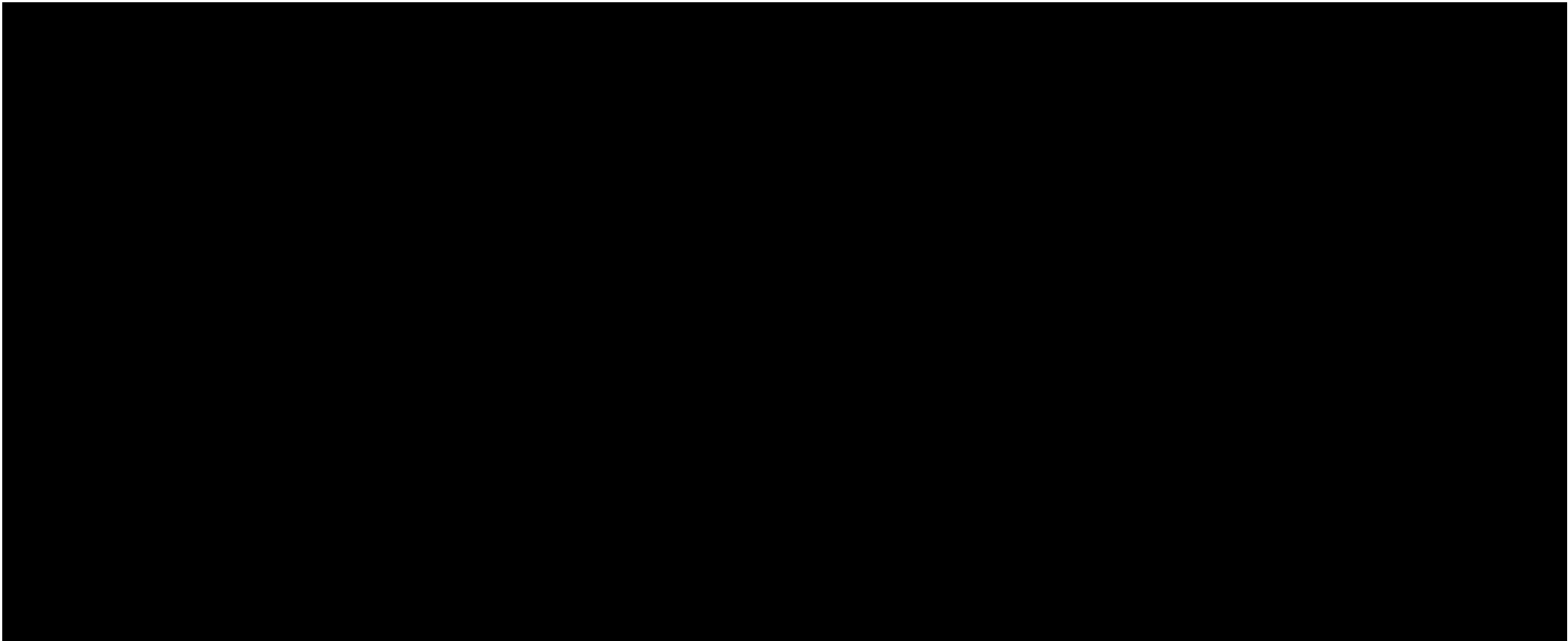


IRN No.

Community School Budget

County: Hamilton

Cincinnati Classical Academy  
Budget for Fiscal Year 2024

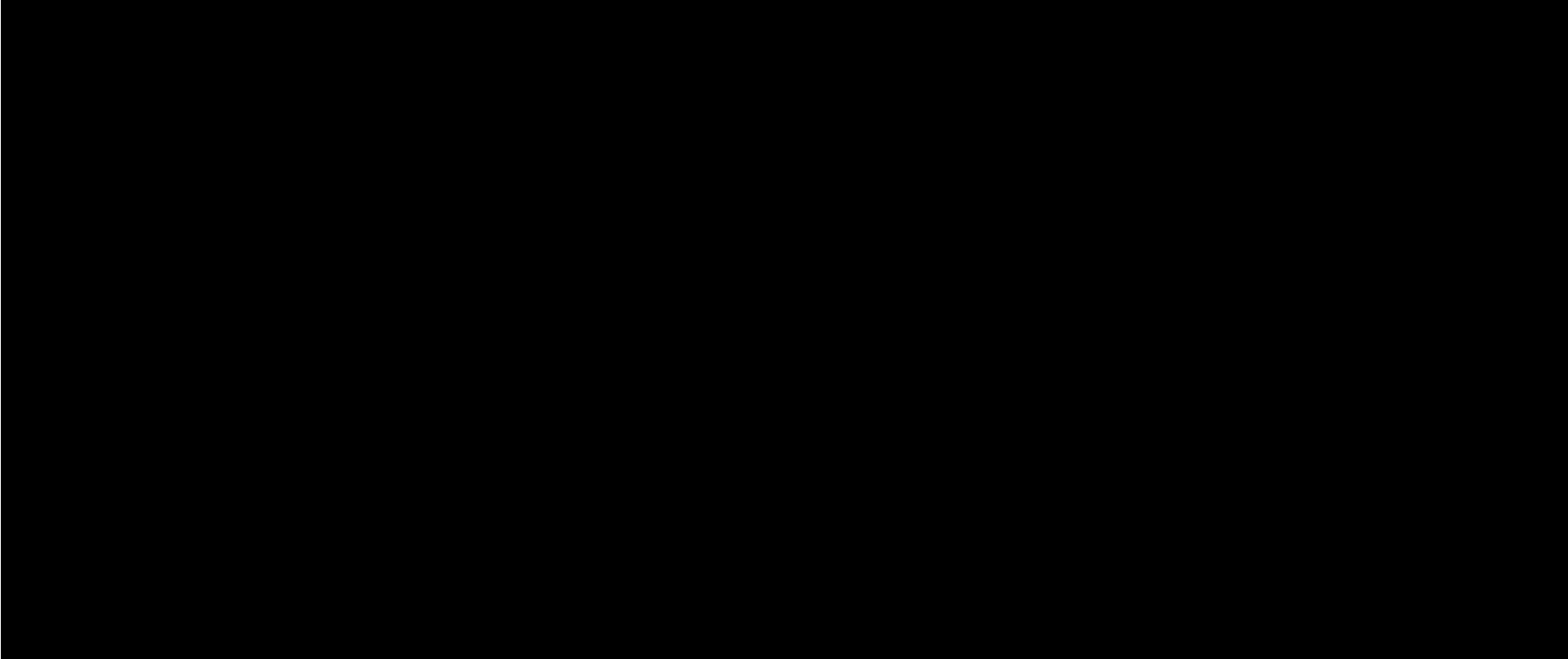


IRN No.

Community School Budget

County: Hamilton

Cincinnati Classical Academy  
Budget for Fiscal Year 2025



IRN No.

Community School Budget

County: Hamilton

Cincinnati Classical Academy  
Budget for Fiscal Year 2026



IRN No.

Community School Budget

County: Hamilton

Cincinnati Classical Academy  
Budget for Fiscal Year 2027







### Appendix G4 – Education Plan

<b>School Name:</b> Cincinnati Classical Academy	<b>Date:</b> May 5, 2022
--------------------------------------------------	--------------------------

#### 6.3a Mission, Vision, Philosophy

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

<b>Mission</b>	<b>6.3a</b>	1) <b>MISSION (Why do we exist?):</b> State the school's clear, <i>concise</i> , and compelling mission statement that describes its specific intent/purpose.
<p>The mission of Cincinnati Classical Academy (CCA) is to develop the minds and nourish the hearts of our students through a content-rich curriculum in the classical liberal arts and sciences, with instruction in moral character and civic virtue.</p> <p>CCA will use a classical education model to develop within its students the intellectual skills and character upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. The classical content of the curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of human existence and remain compelling today because they present these truths in memorable, or beautiful, ways.</p> <p>The curriculum will encompass the language arts (grammar, logic, rhetoric), literature and poetics, Latin and other languages, history, mathematics, the natural sciences, the fine arts, and political and moral philosophy, with emphasis on content and works inherited from the Western and American traditions. Both the classical curriculum and school culture will aim to develop virtuous character and instill appreciation of the good, the true, and the beautiful as foundations for personal self-government, responsible citizenship, and the conduct of meaningful lives.</p>		
<b>Vision</b>	<b>6.3a</b>	2) <b>VISION (What we hope to become?):</b> State the school's clear, <i>concise</i> , and compelling vision statement that describes the anticipated operation, function and success of the school over time.
<p>The vision of Cincinnati Classical Academy (CCA) is to develop a citizenry with strong language and analytic skills, an understanding of the natural world</p>		

and our nation’s roots, and appreciation of the good, the true, and the beautiful, as developed through our Western civilization history.

CCA intends to serve all communities encompassing diverse educational, cultural and socio-economic backgrounds, to prepare youth for success in subsequent education. The school will initially serve grades K-6, with addition of additional grades in subsequent years, to ensure that students have a base in the classical education model and are adequately prepared to engage the challenging content of advanced grade levels. We envision that graduates of the CCA classical curriculum will be prepared for success in further education, and ultimately, for meaningful lives in the occupations and pursuits of their choosing as contributing members of a free and democratic society.

<b>Philosophy</b>	<b>6.3a</b>	<b>3) PHILOSOPHY (What do we value and believe about educating students?)</b> <b>State the school’s clear, <i>concise</i>, and compelling philosophy that describes the values and beliefs by which the school will operate.</b>
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In the primary sources of the Western canon, men and women are aptly described as rational and moral beings. From rationality and morality, a third faculty can be extrapolated: man is social or political. Excellence in these three faculties—knowledge of the world, moral self-government, and civic virtue—provides the three legs of the stool upon which civilization and civilized man rests. The purpose of classical education is to lead students to excellence in these faculties, and a classical school serves as a bulwark to our civilized and free society.

The aim of classical education is high, but not unreasonable. Its primary function is the dissemination of knowledge; self-government and civic virtue are essential complements to this function, but only occasionally as explicit parts of the curriculum. The dissemination of knowledge is purposeful and begins at an early age in the classical model, as students cannot “imagine” or “think critically” unless their minds are furnished with something to think about. The classical educational model upheld by Cincinnati Classical Academy (CCA) is thus based on the following foundations and philosophies:

1. The centrality of the Western tradition, to include a rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
2. The acknowledgment of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
3. The centrality of story-telling to the totality of education, and in particular to early childhood education. This includes fiction, poetry, and mythology, as well as historical narrative;

4. The teaching of dialectic (the art of investigating or discussing the truth of viewpoints) and use of Socratic dialogue;
5. The use of primary source texts in the humanities when possible, as favored over modern commentaries, interpretations, or summaries;
6. The logical ordering of linguistic studies through the trivial arts of grammar, logic, and rhetoric. Following explicit phonics instruction, grammar is taught as the ordinary use of language, and then logic as the proper use of definition, reason, and argumentation. Thenceforth rhetoric, or the extraordinary and persuasive use of language;
7. The study of Latin, to enhance understanding of word roots, language structure, and grammar;
8. The framing of numerical studies in relation to the quadrivial arts: arithmetic, the art of pure number; geometry, the art of number in space; music, the art of number in time; and astronomy, the art of number in space and time. These subjects provide a basis for pursuit of the derivative arts of algebra, trigonometry, and calculus, which further reveal the quantities, harmonies, and logic of the natural world;
9. A careful and comprehensive study of the natural sciences, which build upon and enhance the study of number so as to reveal the intelligible ordering, composition, and wonder of the natural world. These sciences include physics, chemistry, biology, and geology;
10. Study of the moral sciences which explore the nature of human being and human communities. These include economics, civics, and political and moral philosophy;
11. A pronounced attention to pleasurable or “fine” arts (music, acting, dancing, painting, etc.), as well as gymnastic and athletic endeavors, that the body might be rightly ordered and cultivated in parallel with the intellect;
12. A school culture, to include extracurricular activities, that demands moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
13. A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than so-called “student-centered learning” methods. Implicit is the effective use of technology without diminishing the faculty leadership that is crucial to academic achievement;
14. The inculcation of seven cardinal virtues at all levels of character education:  
prudence, justice, courage, humility, gratitude, perseverance, and compassion

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### 6.3b Curriculum

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

<b>Curriculum – Learning Standards</b>	<b>6.3b</b>	<p>1) Provide specific standards with detailed descriptions for all core and non-core content (physical education, music, art, technology, etc.), including social-emotional learning, addressed by school that will enable each student to acquire learning across all four learning domains: foundational knowledge and skills, well-rounded content, leadership &amp; reasoning, and social-emotional learning.</p> <p>If the school will use Ohio’s Learning Standards in all core and non-core content areas, please check the box. <input type="checkbox"/></p>
----------------------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Cincinnati Classical Academy (CCA) has used the Ohio Learning Standards to align all core and non-core content areas of the Hillsdale College K-12 model curriculum. Core content areas consist of Reading and Writing, History/Geography, Science, and Math. Non-core content areas include Physical Education, Visual Arts, Music, and Foreign Language. CCA’s curriculum has been fully aligned with Ohio Learning Standards as found at <http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards>. The following is a list of core content areas and relevant link to the standards. CCA will also provide a curriculum that follows the Ohio Learning Standards for Social Emotional Learning. The link to the standards is listed below.

#### **Foundational Knowledge & Skills**

CCA through the Hillsdale College K-12 classical education program will provide literacy, numeracy, and technology.

#### **Well Rounded Content**

CCA will teach social studies, sciences, languages, arts, music, and physical education. Ohio Learning Standards links are as follows:

Explicit Phonics, Grammar, Reading, Writing, and Literature - <http://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards>

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

Science - <http://education.ohio.gov/Topics/Learning-in-Ohio/Science>

History - <http://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies>

Physical Education - <http://education.ohio.gov/Topics/Learning-in-Ohio/Physical-Education>

Visual Art - <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/Ohio-Visual-Art-Standards-Final-2.pdf.aspx?lang=en-US>

Music - <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/Ohio-Music-Standards-Final-2.pdf.aspx?lang=en-US>

Foreign Language (Spanish and Latin) - [http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL\\_PreK-12\\_Standards\\_with\\_links\\_may9\\_2014.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_PreK-12_Standards_with_links_may9_2014.pdf.aspx)

### **Leadership & Reasoning**

Concepts of problem-solving, design thinking, creativity, and information analytics are embedded in all courses that include languages, math, science, history, physical education, visual art, music, foreign language, and social-emotional learning.

### **Social Emotional Learning**

Social-Emotional Learning (SEL\_ <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards/K-12-SEL-Standards-Full-Final.pdf.aspx?lang=en-US> )

The Hillsdale College K-12 classical education model does not contract out or use an external program to provide for social and emotional learning (SEL), because SEL is embedded in all aspects of the BCSI classical education model. Each BCSI school establishes its own mission, vision and philosophy, and the school focus on virtues provides for SEL for all students in all buildings. This may not be apparent to those that are not familiar with the Hillsdale classical education model, and therefore, we can share a virtue crosswalk with trauma-informed concepts to provide for a detailed correlation of how the classical model addresses SEL in everyday instruction.

The Hillsdale College K-12 program guide aligned to Ohio Learning Standards, and is included as **Attachment A – Curriculum Model, Hillsdale K-12 Program Guide**, together with the full alignment as **Attachment B – Curriculum Alignments**. The initial alignment is complete. The alignment was matched to each and every Ohio Learning Standard for math, ELA, Science, Music, Latin, and Physical Education. Supplemental curriculum tools may be used as beneficial to ensure the standards are fully met in areas as may be needed. CCA has also aligned the curriculum chosen to the Ohio Learning Standards for SEL and addresses those standards through its intense and daily teaching of virtues.

Curriculum - Model	6.3b	<p><b>2) Does the school plan to use the Ohio Model Curriculum?</b></p> <p><input type="checkbox"/> Yes, the school will utilize the Ohio Model Curriculum in all core and non-core content areas.</p> <p><input checked="" type="checkbox"/> No, the school will utilize the curriculum model described below.</p> <p>If “no” is marked, provide evidence of the school’s written curriculum including standards, assessments, differentiation strategies, etc. as an attachment (Attachment A - Curriculum Model). Describe the research supporting the model.</p>
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Forming the foundation for Cincinnati Classical Academy’s (CCA) curriculum is the collaboration between the school and Hillsdale College. Hillsdale’s K-12 Education Office (Hillsdale) works as a curricular advisor to 20 existing charter schools (as of February 2022) and has a complete set of curricular and resource recommendations from kindergarten through 12th grade. CCA will implement the Hillsdale College K-12 Program Guide as used by all Hillsdale member schools. The Hillsdale curriculum, published as The K-12 Program Guide: An American Classical Education, was developed from several strong and proven academic programs, including the Core Knowledge Sequence as the original basis of the curriculum model, supplemented by Singapore Math, and Literacy Essentials, and includes significant modification and continuous improvement from the experience of Hillsdale staff, faculty, and teacher leaders from across its network of schools. This curriculum provides its affiliated schools a grade-by-grade sequence of specific topics to be taught in grades K-12 and is the basic curricular framework for history, geography, literature, visual arts, music, and science at CCA. With cultural literacy as the guiding principle, the K-12 Program Guide will lead students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics that are especially important for cultural literacy will be repeated in a spiraling fashion—so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. The Hillsdale College K-12 Program Guide provides a necessary order across grades and between school levels (elementary, middle, high) such that teachers can base their lessons on what students have and will learn. Additionally, parents can anticipate, and be fully aware of, what their students will learn in each grade. The Program Guide provides additional recommendations for resources so teachers are supported, but also encouraged to reach beyond the immediate resources and take ownership of their own lessons. Hillsdale member schools have found this approach valuable in striking a balance between teacher support and teacher freedom.

**Academic Learning Structure: Elementary Grades (K-5)**

In the earliest grades, CCA’s curriculum focuses the majority of the day on teaching literacy and numeracy. Both subjects are foundational to a student’s education, so the resources and methods employed in each case must be consistent and exemplary. Consequently, CCA will use Literacy Essentials to

teach literacy and related skills, and the Singapore Math program to teach numeracy. Integral to the mastery of foundational content and skills is a school schedule that allows ample time (120 minutes for literacy and 80 minutes for math each day) and the opportunity for flexible ability-based grouping to take place. It is in these critical groups that teachers will be able to address the specific needs of each cluster – moving highly capable students at a quicker pace or augmenting with more sophisticated applications, while taking time with on-track students to present appropriate direct instruction, and likewise, offering the re-teaching and extra practice needed by those students who are below proficiency level. As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The basis of these subjects from kindergarten through eighth grade is the K-12 Program Guide, made available through Hillsdale College.

### **Literacy**

Literacy Essentials (for teaching “explicit” phonics, reading, and language arts). Literacy Essentials is an “Orton-based” program. It contains the elements common to programs from this heritage. Instruction is multi-sensory, explicit, and direct. Teachers will instruct using question and answer analysis and graphic organization of the content. The curriculum covers the areas of phonemic awareness, the alphabetic code which includes 72 common English spelling patterns or phonograms (first Basic Code then advanced code), orthography, vocabulary, writing and grammar, reading from accuracy to automaticity, and reading comprehension. Additionally, the program provides instruction in both manuscript and cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition. (“Literacy Essentials.” 2020. <https://journeytoliteracy.com/>)

The central position of language in the curriculum continues throughout the elementary and middle school grades, using the “Well Ordered Language” series for grammar instruction. In Grades 4 and 5, students will learn Latin and Greek roots of English words. In 6th grade, students begin learning formal Latin and will continue with Latin through ninth grade. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension.

### **Numeracy**

The Singapore Math program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill-building and problem-solving such that students have a better understanding of not just when to use a particular equation—but why. Moving students on to higher levels of skills before they’re ready is not an option, so the program will be employed at each student’s ability level. Ability-level groups will be determined at the beginning of the school’s first year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy. The common math scheduling block in grades K-6 will help to facilitate

an arrangement in which all students are able to be placed into a classroom consistent with their ability, their growth, and the school's expectations for grade-level performance. We want to ensure that students master the content—which is necessary for true growth—while also ensuring that students who are behind are brought up to grade-level performance.

### **Core Content Knowledge**

The Core Knowledge Sequence is based upon E.D. Hirsch's concept of cultural literacy, which makes it the ideal curriculum for a classical school. This sequence was developed to provide comprehensive order to K-8 education, with the intention of training students in the arts, literature, science, history, math, and language that form their cultural and intellectual inheritance. First published in 1988, it has been successfully employed and tested in hundreds of schools throughout the United States.

### **Latin and other Foreign Language**

The central position of language in the curriculum continues throughout the elementary and middle school grades. In grades 4 and 5, students will learn Latin and Greek roots of English words. In 6th grade, students begin learning formal Latin and will continue with Latin through 9th grade. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension.

### **Science**

Although the classical school may appear to emphasize the humanities, the sciences are no less critical than the humanistic disciplines and will be an integral component of the education model. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach high school. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers.

### **Arts**

**Fine Arts** - Students at the School will also receive instruction in the fine arts. Studying music and the visual arts will inculcate a love of the beautiful and equip students with important core knowledge about their culture. In keeping with a classical education, The School will teach music and art through an intensive study of technique and the works of the masters – Bach, Mozart, Beethoven, Raphael, Michelangelo, and Monet among others.



**Visual Arts** - Students will learn about the elements of art, sculpture, portraits, still life, landscapes, photography, architecture, expression, and abstraction. Equally crucial to the acquisition of knowledge about art, will be balancing art history with analysis and practice of art. Every student will receive instruction in drawing, painting, and sculpture.

**Music** - In music education, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges and instruments. All students will learn to sing in harmony and read music.

### **Civic Education**

Civic education—teaching concerning the political order and the individual’s rights and responsibilities in that order—begins in the elementary school, as outlined in the Core Knowledge Sequence. Students will learn through American history the basic facts that led to the creation of the American republic and about subsequent efforts to maintain liberty and justice under the rule of law.

### **Character Development**

Too often, expectations of students with respect to their behavior are considered distinct from a school’s curriculum. The School will inculcate good character in its students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. The school will adopt a set of core virtues that will build students’ moral vocabulary and point them to the character traits necessary to live a good and happy life. This process will be implemented by introducing and promoting the School’s seven core virtues: prudence, justice, courage, gratitude, perseverance, humility, and compassion. The School will explain the virtues to students in detail and will base citizenship marks, its discipline policy, and the decorum of the school on the practice of those virtues. In addition to cultivating a moral culture that will pervade the classrooms and the halls and thereby create an environment of “positive peer pressure,” the school will teach character through the curriculum.

### **Physical Education**

The School will adopt the Ohio learning standards as the curriculum for physical education in the school and will comply with all standards as indicated by the National Standards for K-12 Physical Education by SHAPE America and ODE standards and benchmarks. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications and the benefits of involvement in various types of physical activities;
- Participates regularly in physical activity;

- Is physically fit;
- Values physical activity and its contributions to a healthful lifestyle.

**Health Education**

Cincinnati Classical Academy’s Science curriculum covers these health standards and where a standard is missed, CCA will follow the Ohio requirements and guidelines for Health Education

**Leadership & Reasoning**

Concepts of problem-solving, design thinking, creativity, and information analytics are embedded in the teaching of language, literacy, cultural literacy, character development, civic education, math, science, history, physical education, arts, music, foreign language, and social-emotional learning.

**Social Emotional Learning**

The Ohio Department of Education defines social-emotional learning as “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.” (<https://education.ohio.gov/Topics/Learning-in-Ohio/Social-and-Emotional-Learning> ) The School will use the Ohio Learning Standards for social-emotional learning including the following five domains: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. The curriculum used and specific teaching strategies and methods are aligned to these Ohio Learning Standards. Specifically, by adhering to the school philosophy, inclusion of the school values and through the use of inquiry and socratic methods, these standards will be included on a daily basis. In order to monitor and document the effectiveness of including these standards, the school will track the number and type of behavioral data. Additionally, formal and informal surveys of students, staff, parents and community members will be used to address the domains identified by Ohio as being indicative of social-emotional growth and well-being.

<b>Curriculum - Pacing Guides</b>	<b>6.3b</b>	<b>3) Provide a detailed description of the development process for pacing guides used in your school that includes the deconstruction of standards.</b>
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Cincinnati Classical Academy (CCA) is licensed to use the Hillsdale College K-12 Program Guide as used by all Hillsdale-affiliated schools. The Hillsdale K-12 Education Office (Hillsdale) will work in consultation with CCA, as they do with all Hillsdale-affiliated schools to implement the classical education model well and in accordance with Ohio state learning standards. As part of Hillsdale’s affiliated support provided to CCA, Hillsdale, along with Adkins and Company, a consulting company, has developed all initial K through 8 curriculum maps and alignment of the curriculum with Ohio Learning Standards to ensure the school is prepared year one. This level of ongoing evaluation of curriculum maps and pacing guides will be completed annually by the School Accountability Committee (SAC) to ensure the school’s curriculum is meeting the standards as required in Ohio. The SAC will consist of the Headmaster,

Vice Headmaster, Dean of Students, Resource Teachers, Intervention Specialists, and Teacher-Based Teams. Teachers are continuously involved in the development of curriculum maps and pacing guides.

### **Curriculum Maps**

A curriculum map provides a guide to ensure instruction covers the standards and meets the needs of ALL learners. A curriculum map documents the relationship between every component of the curriculum and allows teachers to check for gaps and redundancies. The major difference between curriculum maps and pacing guides is that curriculum maps are for implemented instruction -- of what will be taught during the current school year. Pacing guides, on the other hand, project what pace (how long on a concept) and when and how instruction will be adjusted.

The curriculum map provided is the scope and sequence. When teachers are hired, they will work with Hillsdale to develop initial pacing guides. **Teachers** are involved in the process and are led by the building leadership to develop the pacing guides. The Curriculum Map is implemented in July during teacher training. The teacher-based teams are based upon grade levels. The building level team monitors the development and implementation of the pacing guides.

### **Curriculum Maps/Pacing Guides Development Process**

The curriculum mapping development process systematically organizes what will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components. For example, what will be taught is affected by who is being taught (e.g., their stage of development in age, maturity, and education). The Core Knowledge framework is flexible and allows educators within the classroom to respond to student needs.

The curriculum mapping ensures students are provided curriculum and instruction that is individualized to their specific needs. Students, whether above or below grade level, will work with material at their individual level. Teachers will use instructional strategies such as The Socratic Method, Ability Groups, and Explicit and Systematic Phonics Instruction to ensure all students are engaged regardless of their instructional level. The school will employ Intervention Specialists and contract Speech Therapists, or other services as needed. These support personnel will make modifications to curriculum or provide support as necessary to ensure the school's curriculum and framework is accessible to all students. These modifications can include re-teaching and re-reading elements or focusing on select aspects of the text for phonics and fluency focus. Through the curriculum mapping process, the school will address specific subsets of needs and align Core Knowledge, Literacy Essentials, Singapore Math and supplemental resources to ensure teacher success. Through the curriculum mapping process, the SAC will create pacing guides for all grade levels.

### **Pacing Guides**

A pacing guide is the itinerary for teaching. With a teacher-based team, a teacher decides what he/she is going to teach and when it is going to be taught. While the lessons and teaching style can be different, the standards, assessments and basic content are taught together. Using this process, the SAC can examine data and make decisions to increase student learning.

The pacing guide details when particular content standards should be taught and/or assessed. While still offering teachers flexibility on how to teach, its integration with common assessments is crucial to judging student progress so that the school knows the content has been covered or not covered and can assess why students did well or performed poorly on a particular assessment. Examining the pacing guides within the data analysis meetings allows SAC to understand if an element was taught; allowing the team to identify intervention plans and strategies for those not meeting the standard versus the areas that have not been taught.

In contrast to curriculum maps, pacing guides are timelines for teachers that show what each teacher, at each grade level, should plan to cover over the course of a year. Each subject area follows a logical sequence within a grade level and between grade levels. **Like the curriculum maps, pacing guides are also reviewed and discussed with every teacher at data analysis meetings twice a year to ensure the pacing is correct and accurate.** The pacing guide used by the school is separated into multi-tiered levels that will allow clear and focused differentiation for all students in the school. Each tier of the pacing guide is accompanied by resources that can be used to enhance the teaching of that particular subject. The pacing guides are tiered due to the varying ranges of academic proficiency within grade levels of students over the course of the year. The reviews also determine if the additional time should be given or if an item should be moved up or warrant additional time and depth for students. Resources are built into the maps to direct teachers to items that reflect best practice for the learning that is to take place. Supplemental resources are constantly added and developed by the SAC. All pacing guides can be found in the comprehensive program guide located on page 55; **Attachment A – Curriculum Model, Hillsdale College K-12 Program Guide.**

### **Supplemental Resources**

The teacher-based teams per grade level will use the Ohio Department of Education (ODE) website and their supplemental resource and reference ideas to assure that the curriculum is aligned to OLS. Instructional strategies and resources are on the ODE website and listed under the standards. The TBTs will use these types of resources for instruction. To assure any gaps are addressed, the school will go to the ODE website and research a standard to use recommended instructional materials. When the standards change or are revised, the subject teacher-based teams will check curriculum alignment every year. Standards are deconstructed to assure the supplemental resources are OLS aligned per the process below.

### **Deconstructing Standards**

Standards are deconstructed during the area collaboration meetings. Content area collaboration teams are organized by the Headmaster. These collaboration meetings were developed in order to improve and focus teaching and learning to a standards based model. All subject area teachers participate in these quarterly meetings. Prior to each meeting, courses are chosen for dissection. Each teacher prepares course dissection information for specific areas within each of the courses. Each teacher is tasked to assess the alignment of the resources with the OLS. Teachers also analyze rigor within the course and are tasked to develop additional standards based activities for areas within the curriculum that lack depth of standard alignment. All teachers are also tasked with researching and providing resource ideas to accommodate students with diverse learning styles.

During content collaboration meetings, all subject area teachers provide dissection worksheets to the Headmaster and SAC. As a subject specific team (building level leaders, teachers), the school reviews all teacher course dissection information, suggestions, and additional resources to come to a collective agreement on curricular areas that have gaps in standards alignment. Each teacher developed resource is discussed and voted on by all content specific teachers and the SAC to determine specific additional resources to be embedded universally within the instructional practices. Resources are approved by the Board.

The specific resource that has been developed to house all changes, additions, and resources is called the "course syllabi". Each subject area has shared course syllabi that provide a framework for instruction for each subject available to teachers. The course syllabi include additional resources proven effective for special education modification suggestions, differentiated learning, and pacing guides for student course completion. As each subject-specific collaborative group dissects courses, all agreed upon amendments are embedded into the course syllabi for all teachers use.

Additionally, to supplement the written curriculum and pacing of instruction that is determined by CCA, as noted above, the school will deconstruct the OLS to assure alignment that determines what students need to be successful on state assessments. To assure that teachers have deconstructed the OLS, developed the appropriate pacing guides, and are assessing performance based upon the rigor of the OLS, these processes will be reviewed during SAC meetings. Based on the initiatives set by the Headmaster and building-level leaders, CCA will develop teacher PD programs, develop instructional best practices, survey teachers to identify areas of needed professional development, and develop a direction for further collaboration team meetings.

### **Data Analysis**

The curriculum maps are reviewed to identify and address academic gaps, address redundancies, and/or misalignments to improve the academic achievement and the effectiveness of the curriculum or the programs used to instruct students. After the first assessment cycle of NWEA/Maps, teachers and SAC begin the process of ensuring pacing guides as developed, will ensure student learning is on track and make adjustments for the teacher or grade band if necessary. This process is reviewed twice per year with teachers as data is reviewed and analyzed for each grade level.

Beginning in the spring of each year, the SAC will begin to review and discuss the pacing guides and maps **with teachers** and make additional adjustments for the following school year and adjust to ensure gaps are found and addressed. The team reconvenes and reviews the draft for the upcoming year and matches the guides to state data received in June of that year to further determine gaps and or changes that are required. Curriculum Maps are created and finalized by August 1 of each school year.

### **Lesson Plan Templates**

CCA will follow all curriculum maps and pacing guides. Actual individual instruction is the responsibility of each teacher with the guidance and oversight of the school's Headmaster. Therefore, all model units and lesson plan templates will be prepared at the classroom level by the teaching faculty. The model allows for individualized instruction and differentiated lessons in implementing the curriculum based upon the needs of the students.

Each lesson plan will include the Ohio Learning Standard, objective, and student learning target. All items will be recorded on the lesson plan.

The Ohio Learning Standard gives the content and skill that each student is expected to learn. These standards will be recorded on the lesson plan. More importantly these standards will be deconstructed, so teachers will know the skills and content that are required to be taught.

The deconstruction of standards will help teachers to develop a learning objective that makes clear the intended learning outcome rather than what form the instruction will take. From the objective, learning targets, short term goals or statements that are easily understood by the students and help the student and the teacher articulate the skill that will be learned and taught.

### **Change Approval and Change Process**

Core Knowledge was the initial basis for the Hillsdale College K-12 Program Guide sequence in K-8 history, science, music and art. While Hillsdale has continued to make changes and improvements to it, the original educational model is based on Core Knowledge. The Core Knowledge Framework, Literacy Essentials and Singapore Math are the Hillsdale College K-12 Program Guide resources for phonics and math, respectively. These resources are all researched based. Supplemental resources are determined by the SAC who meets to decide upon any possible changes to curriculum based upon the data meetings that occur. To adopt any new supplemental curriculum, samples are obtained, and content is compared to the Ohio Learning Standards. If necessary, lessons are taught using the recommended resources, and a presentation of the final resources decided by SAC are presented to the Board of Directors. Any suggested changes to curriculum will be presented and approved at a Board of Directors meeting.

### **Scope and Sequence**

**Attachment A – Curriculum Model** includes the **Hillsdale College K-12 Program Guide** which is the Scope and Sequence for each of the major subjects from Kindergarten through 6th grade. Portions of this work are based on the Core Knowledge® Sequence, an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. The Hillsdale Scope and Sequence differs from the Core Knowledge Sequence in Literacy, Grammar, and Math, though changes are not limited to these subjects. In Literacy, the Hillsdale Scope and Sequence is based on the Literacy Essentials program as supplemented and modified by Access Literacy, LLC. In Grammar and Math, the Hillsdale Scope and sequence are based, respectively, on the Well-Ordered Language series and curriculum from Singapore Math. Hillsdale College K-12 Education has provided a scope and sequence for Latin grade 6 as well.

The Hillsdale K-12 Program Guide includes resource recommendations for teachers to pair with the listed subject matter. In Mathematics, Literature, Literacy, and Grammar, these resources are directly paired to the scope and sequence items, and fidelity to the curriculum requires that these resources be followed quite closely. In Science, History, Visual Arts, and Music, however, these resources should be viewed as aids in teaching the curriculum, but not as the curriculum itself. Teachers need not to employ all of a given science textbook, for example, and fidelity to the curriculum requires that teachers of these subjects use discretion to teach each topic from the Hillsdale K-12 Program Guide using the best available resources appropriate to students' grade level.

In skill-based subject areas (especially literacy and math), this guidance may need to be tailored for a student as it is expected that some students will be performing a year or more behind grade level in the Hillsdale K-12 Program Guide in reading and math.

### **Grade to Grade Promotions**

CCA will use multiple points of data to determine if a student has met the minimum standards for grade promotions. In the event a student does not meet the minimum criteria, he/she will be provided with interventions including tutoring throughout the school year to improve the academic standing and be promoted to the next grade level. Promotion criteria will be communicated to parents during the enrollment process. CCA will hold conferences to communicate the progress made by each student. After the first semester, if a student has demonstrated he/she may not reach minimum proficiency, the student will be placed on an individualized improvement plan that will be reviewed regularly by our RtI Leadership Team and re-evaluated as necessary. Every attempt will be made to ensure the success of all students. Below is a sample of the grade-to-grade promotions criteria.

There are two components used as guidelines for promoting **kindergarten to first grade**:

- 1) Kindergarten students should achieve 90% mastery of the first 26 phonograms. They should be able to say all the sounds with automaticity (1 per second) when shown the letter and write the letter/or letter combinations when the sounds are given.

2) The students should be able to read with fluency the letter sounds in nonsense words (See Nonsense Word Speed Drill), fluently read the words on List A (for evaluating the "Basic Code") and fluently read the List B (words taught in spelling in the first semester). Fluency is approximately one word per second. Give the students 60 words from the list, time them for a minute, and they should have 90% accuracy.

There are four components used as guidelines for promoting **first grade to second grade**:

- 1) First graders should achieve 70% mastery of the 71 phonograms. Again, they should be able to say all the sounds with automaticity (1 per second) when shown the letter and write the letter/or letter combinations when the sounds are given.
- 2) First graders should be spelling at least at grade level to be promoted to second grade.
- 3) They should also be able to read fluently the Spelling/Vocabulary List completed in April. Fluency is approximately one word per second. They can give the students 60 words from the list, time them for a minute and they should have 90% accuracy.
- 4) A reading comprehension component could be included. However, if the first three guidelines are met in classrooms using Core Knowledge, the comprehension piece will be in place.

There are four components used as guidelines for promoting **second grade to third grade**:

- 1) At the end of second grade, students should achieve 90% mastery of all 71 phonograms for promotion to third grade. They should be able to say all the sounds with automaticity (1 per second) when shown the letter and write the letter/or letter combinations when the sounds are given.
- 2) Second graders should be spelling at least at grade level to be promoted to third grade.
- 3) They should also be able to read fluently the Spelling/Vocabulary List completed in April. Fluency is approximately one word per second. They can give the students 60 words from the list, time them for a minute and they should have 90% accuracy.
- 4) A reading comprehension component should be included during the second-grade year. We recommend using McCall/Crabbs Reading Comprehension Books. The books can be used throughout the year to track growth in reading comprehension. The student should be no more than six months below grade level. Schools can use other measures of reading comprehension.

For English Language Learner (ELL) students, the criteria and consequences above apply; however, it is the responsibility of the ELL teacher to justify exemptions. For students requiring Special Education, the criteria and consequences above apply; however, it is the responsibility of the Intervention Specialist to justify any exemption as it might apply to a student's Individual Education Plan.



<b>Curriculum – Lesson Template</b>	<b>6.3b</b>	<b>4) Explain what specific components are to be included in model lesson plan templates and rationale.</b>
<p>Each lesson plan will include a section defining the Course/Class, Grade Level, Lesson Title, and Lesson Duration. The main section of the lesson template contains 1) Lesson Objective, 2) Opening Question, 3) Tasks/Activities, 4) Questions during Instruction, 5) Materials, and 6) Concluding the Lesson. These areas allow teachers the space to 1) reflect on and predict challenges that students have traditionally experienced in the content area, 2) prepare for diverse learning, 3) and plan for differentiation for all students including Students with Disabilities, English Language Learners, and Gifted/Talented. Resident Educators (RE) and Resident Educator Mentors review the lesson plan template and assist RE’s in developing lessons utilizing its concepts.</p> <p>The rationale for writing such in-depth lesson plans is to ensure that instruction is rigorous, yet adaptable to the unique needs of each student, including learning style and level of academic readiness. Lessons that are well-written, detailed, and thorough are easily shared with colleagues, providing for cooperation between content areas. Lesson plans are developed based on individual student needs which are derived from NWEA data, prior state assessment data, and transcripts for each student. Lessons are individualized based on where the student is performing within the curriculum.</p> <ul style="list-style-type: none"> <li>● Before completing the lesson plan, each teacher must consider a series of questions that will aid in instruction. They are as follows: <ul style="list-style-type: none"> <li>○ What is your objective for this lesson, or what do you want children to achieve through this lesson?</li> <li>○ How are you going to introduce this lesson? Engage students with an attention-grabber, the opening question that will eventually lead to the key idea or concept.</li> <li>○ What does research provide related to this lesson, either from the textbook or outside resources?</li> <li>○ What questions will you ask during the lesson?</li> <li>○ How will you engage students using a multisensory method for this lesson? (It is important that students do more than just sit during a lesson.)</li> <li>○ What materials are needed to support your questioning or for an activity to go with this lesson?</li> <li>○ Think ahead. What difficulties might children encounter with this lesson/activity? How can you support the areas of difficulty?</li> <li>○ What are your expected outcomes from this lesson?</li> </ul> </li> </ul>		

- How will you know if you have accomplished what the objective of the lesson was, or how will students demonstrate knowledge of what has been taught?

Lesson plan templates help to promote the acquisition and development of high-level critical thinking skills for our students. Templates include the following sections:

- Instructor Team
- Grade Department
- Standards
- Essential Understandings
- Pre-Assessment
- Post-Assessment
- Materials/Resources

<b>Curriculum - Alignment with Ohio Learning Standards</b>	<b>6.3b</b>	<b>5) Provide evidence of alignment of the school’s curriculum model to the Ohio Learning Standards, the Ohio Strategic Plan for Education: 2019-2024, and the mission, vision, and philosophy of the school.</b>
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All curriculum for Cincinnati Classical Academy (CCA) is aligned with the Ohio Learning Standards. All alignments have been completed for K-8 core classes of ELA, Math, Science, Social Studies as well as non-core areas of Foreign Language, Visual Arts, Music, Health and Physical Education. The alignments are attached as document **Attachment A – Curriculum Model, Hillsdale College K-12 Program Guide**. Each content statement has been matched with sections (units/chapters/pages) in the texts and/or resources used by the teachers and students that align with the particular standard. For those areas that need additional resources to align fully, notes were recorded in the documents and suggested texts and websites to cover the gaps were included.

The school uses the Ohio Learning Standards as the basis for what is to be taught. The Hillsdale College K-12 Program Guide is aligned with the Ohio Model Curriculum in all core and non-core content areas. As an additional resource in helping to assure lessons are aligned to the Ohio Learning Standards, the school will use resources developed through the Ohio Strategic Plan for Education and Achieve the Core and available on the ODE website. The school will use Achieve the Core guides to understand better and implement the standards. The guides will be used to observe teachers as they give instruction and provide them with feedback that supports their planning and reflection per the ODE website. Additional textbook alignments and assessments as well as assessment and lesson alignments are available per the Achieve the Core website at:

<http://achievethecore.org/category/1141/alignment-rubrics-and-textbook-adaptations> and will be used as needed. Additionally, the school will use Ohio Department of Education Gap Analysis tools for core content areas such as the K-8 Gap Analysis as found at <http://education.ohio.gov/Topics/Learning-in->

Ohio/Mathematics/Ohio-s-Learning-Standards-in-Mathematics and a review of the Three-Year View (2017-2019) of Suggested Transition Activities for Mathematics on the same page.

Teachers meet during the summer before each academic year to review and unpack the OLS standards to create learning targets and lessons to assure all gaps are filled using the above resources. The curriculum is reviewed annually to assure full alignment with the standards. These yearly reviews include testing scores for both growth and proficiency to determine successful alignment with the curriculum and OLS.

Ohio Strategic Plan for Education: 2019-2024

By providing a curriculum that offers well-rounded content, foundational knowledge and skills, leadership and reasoning along with social-emotional learning, CCA is supporting the whole child and aligned with Ohio's Strategic Plan for Education (OSPE). In alignment with OSPE's priority of providing the first Core Principle of Equity for each student, CCA is assuring every student is afforded the opportunity to achieve regardless of ethnic identity, race, gender, or academic proficiency. CCA provides a learning environment ensures every student acquires the knowledge and skills across all four equal learning domains of Foundational Knowledge & Skills, Well-Rounded Content, Leadership & Reasoning, and Social-Emotional Learning to be successful.

In providing the second Core Principle of Partnerships, CCA considers parents are partners and offers numerous opportunities for parental engagement throughout the school. Additionally, CCA is partnering with other community stakeholders to assure ALL students have the supplemental academic, emotional, behavioral, and psychological resources needed to excel.

In aligning to the third Core Principle of Quality Schools, CCA will offer the opportunity for students to close any learning gaps. The school will create strategic improvement plans that will continue to improve student achievement. CCA supports the OSPE vision that "In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society" that also aligns with the mission, vision, and philosophy of CCA.

### **Alignment to the Mission, Vision, and Philosophy of the School**

The mission of Cincinnati Classical Academy (CCA) is to train the minds and nourish the hearts of young men and women through a content-rich classical curriculum in the liberal arts and sciences, with instruction in moral character and civic virtue.

CCA will use a classical education model to develop within its students the intellectual skills and character upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. The classical content of the curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of human existence and remain compelling today because they present these truths in memorable, or beautiful, ways.

CCA will aim to rightly cultivate, order, and orient the souls of its learners by instilling within them a desire for truth and wisdom, a love of virtue and beauty, and the moral character that are requisite for personal self-government, for vigilant, responsible citizenship, and for the Good Life. In so doing, CCA will invoke the same eternal questions, truths, and means enshrined in the Greco-Roman, American, and Western Traditions of which it regards itself as the inheritor and guardian; these include the seven, classical, liberal arts, the natural and moral sciences, the practice of dialectic, and the perennial considerations of classical philosophy.

The classical education model and curriculum to be used support the mission, vision, and philosophy narrative. The curriculum uses great books and other resources specially designed to engage the student in the ideas and principles of America's founding. Classical education upholds a standard of excellence. CCA's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel in learning and character. At CCA, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition.

CCA will use The Core Knowledge Sequence, Literacy Essentials, and Singapore Math as the predominant curriculum. The Core Knowledge Sequence includes history, geography, literature, visual arts, music, and science, which are all to develop well rounded and civic minded students. The program engages in cultural literacy, which supports the mission's goal to produce thoughtful, knowledgeable leaders who are capable of communicating and succeeding well within any chosen profession.

To fully develop the academic potential of all students in order to produce thoughtful leaders, literacy will be a strong component of the program, and a remedial literacy program will be available to all students who are performing behind grade level. To better understand the language of the classics or any reading material crucial to developing a broad understanding of truth, justice, virtue, and knowledge, CCA will offer Latin. To complete a classical education where a well-rounded liberal arts education is sought, math, numeracy, and science will be taught. In support of the vision of CCA, the works of the great scientists will be studied who pondered great questions only to uncover many of the discoveries enjoyed today. To push the importance of providing thought providing students, the students will learn the concepts behind numerical relations as well as the algorithm.

To develop a well-rounded citizen, every student will receive art and music education. The civic education will teach American history; a pivotal component of educating students who are studying the founding of the country and the founders. To understand the modern interpretations of justice and the rule of law, the Core Knowledge Sequence includes civics. The mission and vision seek to create virtuous students and character development, and moral education will be an important component of the education model.

Additionally, CCA will implement a discipline policy that helps to develop a moral culture that leads to great citizenship and is intended to strengthen each student's social and emotional health. To support the philosophy that students should be "stewards of the 'Western Tradition' and the pillars of a free society," the importance of debate and defending one's opinion through the art of augmentation will be taught in the upper middle school grades. Finally, as an extension of helping to create a healthy and active mind, CCA will provide physical education at every grade level to produce healthy bodies.

Curriculum - Literacy Skills	6.3b	<b>6) Describe how the school will develop literacy skills across all ages, grades and subjects, as well as building the capacity for effective literacy instruction (i.e. search ODE <a href="#">Ohio's Plan to Raise Literacy Achievement Birth-12, January 2018</a>).</b>
<p>Through Ohio's Plan to Raise Literacy Achievement in all students from birth-12, the Ohio Department of Education (ODE) is aligning to the state's current portfolio of literacy-related policies and practices while promoting evidence-based language and literacy instruction and intervention. To achieve this alignment, the state is cohesively coordinating and linking efforts to drive maximum impact through the following strands of action:</p> <ol style="list-style-type: none"> <li>1) Shared Leadership;</li> <li>2) Multi-tiered System of Supports;</li> <li>3) Teacher Capacity;</li> <li>4) Family Partnerships; and</li> <li>5) Community Collaboration.</li> </ol> <p>The Cincinnati Classical Academy's (CCA) education model incorporates all strands into its academic program in order to raise the literacy achievement of all students. In Shared Leadership, CCA's teachers, TBTs and BLTs will be involved in the "identification of the challenge, the causes of underperformance and the solutions to be implemented and perform leadership tasks in support of the improvement approach." Ohio's Multi-Tiered System of Supports "provides a framework for supporting learners and staff as part of school improvement efforts." CCA will use the Response to Intervention system to identify and support academic and behavior challenges for students and create a 5 Step School Improvement Process to identify processes, address challenges, and monitor efforts that lead to student and school achievement. In Teacher Capacity, "Ohio is committed to improving teacher capacity through focused, sustained and embedded professional learning and coaching in evidence-based language and literacy practices and interventions." In support of this goal, CCA will implement ongoing Professional Development for teachers and leaders aligned to Ohio Standards for Professional Development. In aligning with the Family Partnerships strand focusing on building family partnerships by both early childhood (birth to age 5) and pre-kindergarten through grade 12 educational entities, CCA will offer opportunities for parent participation in the life of the school and connect with local daycare centers and Head Start organizations as well as ODE referred agencies as a form of outreach and recruitment.</p> <p>In Ohio's last strand of Community Collaboration that includes partnerships at the state, regional and local levels that can help drive literacy improvement and keep in focus why proficient literacy skills are critical, CCA will use partnerships with community stakeholders and ODE resources/personnel/training to increase literacy.</p> <p>Ohio's Plan to Raise Literacy Achievement emphasizes the need for professional learning and resources that deepen educators' understanding of how children learn to read, diagnose why some children struggle to read, and sharpen educators' abilities to implement reading instruction and intervention</p>		

that is aligned to the science of reading and culturally responsive. Much of the professional development supports teachers already serving in the classroom. The Department also is partnering with the Ohio Department of Higher Education and colleges and universities to enhance these areas in teacher preparation programs.

The CCA Hillsdale College K-12 education model provides strong focus on reading and will concentrate on deepening its educators' understanding of the science of reading. All content area teachers will understand their role in teaching reading skills along with course content in the upper grades. All primary students' lessons will include the five strands of Reading. The five strands of Reading: 1. Phonemic awareness 2. Phonics 3. Fluency 4. Vocabulary 5. Comprehension- These are the skills needed to make sure students have a strong foundation. An intensive early reading program that includes formative assessments strengthens literacy skills for students' in lower grades.

For grades five and six, the emphasis will be placed on Fluency, Vocabulary, and Comprehension. These skills will be formatively assessed using progress monitoring.

<b>Curriculum – Future Success</b>	<b>6.3b</b>	<b>7) Describe how the school will identify and support student's future success (i.e. focus on career, project-based learning, expanding work-based learning, career-tech/industry credentials, job shadowing and expanding pathways to graduation).</b>
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Cincinnati Classical Academy's (CCA) mission aligns with the Ohio Strategic Plan for Education: 2019-2024 One Goal vision that reflects student success one year after completing a high-quality and supportive K-12 education experience:

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

In alignment with Ohio's Career Connections Framework:

Students in K-5 will focus on career awareness by exposure to:

Workplace visits with career interviews

Career connections learning strategies

Classroom career speakers

Introduction to Ohio career fields and pathways

Students in 6-8 will focus on exploration in careers or college with embedded opportunities to incorporate the following in the individual career plans and lessons by their teachers:

Advanced academic and technical education

Student Success Plan

[Career connections learning strategies](#) (Updated resources coming soon)

Workplace visits with career interviews

Career courses

Career mentorships

Career research

Service learning

Career-tech student organizations

[OhioMeansJobs K-12](#)

[Career pathways](#)

The instructional and operational staff will engage in professional development to better understand the importance of engagement of the college and career pathways for all elementary, middle, and high school students. To further aid in this work, and in aligning with ORC 3313.617 the School will use Student Success Plans to help monitor and document these experiences. It is understood that a SSP is required for any student deemed to be at risk of not graduating, but best practices show the value in creating and monitoring these plans for all students- this is the intention of the school.

The classical education model offers a time-honored liberal arts curriculum and pedagogy that direct student achievement toward mastery of the fundamentals in the basic academic skills, exploration of the arts and sciences, and understanding of the foundational tenets of our Western heritage. The curriculum by purpose and design is a survey of the best intellectual and cultural traditions of the West as developed and refined over many generations. Therefore, students will be fully prepared to engage in a high quality and high performing high school and continue to college, military service, a vocational trade or a career with academic and civic skills as well as the scholarly proficiency that allow productivity and achievement. CCA will grow one grade per year and will comply with Ohio's Career Connections requirements for grades 5 - 12. The school will work with students on individual career plans to address each individual student's needs.

By closing any academic gaps and offering an education model that teaches language, numeracy, math, English, Latin, civic education, music, arts, cultural education, time management, organization, note-taking, prudence, justice, and temperance, while encouraging responsibility, respect, courage, courtesy, honesty, and citizenship, students will be prepared to travel whatever road they choose for a fulfilling life.

### **6.3c Instructional Delivery Methods and Resources/Materials**

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

<b>Instructional Delivery Methods</b>	<b>6.3c</b>	<b>1) Explain in detail the <u>primary</u>, evidence-based instructional delivery methods, strategies, and/or techniques (i.e. high yield instructional practices, project-based learning, computer-based, etc.) that will be used to provide daily instruction in your school to support success for all students.</b>
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Cincinnati Classical Academy (CCA) seeks to provide a content-rich curriculum that uses instructional approaches with proven track records of success. At CCA the instructional delivery methods, strategies, and/or techniques will depend on grade level, but philosophically are consistent throughout. Central to traditional educational philosophy is the authority of the teacher in the classroom as both the vessel of knowledge and the primary agent for forming the student’s character. As such, the teacher plays an active and direct role in the instruction of the academic lessons and the teaching of virtues. In the lower grades, instruction will focus on the explicit teaching of the basic principles and rules of reading, writing, grammar, speaking, and math. Beginning in kindergarten, students will be taught in the Socratic Method to encourage intelligent, logical, and independent thinking. To produce students who communicate effectively, are virtuous, possess cultural literacy, and are active and productive members of American society, well-researched instructional methods that support mastery of State Standards are as follows.

1. **Explicit and Systematic Phonics Instruction** - Through the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Studies show that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read.<sup>[1]</sup>
2. **Explicit English Grammar Instruction** - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to communicate more clearly on all levels. The more they learn about the English language, and its structure, their ability to easily and fluently express more complex thoughts becomes evident. The results of a study indicated the outperformance of the participants in the explicit group over the performance of the participants in the implicit group in both productive and receptive modes.<sup>[2]</sup> Another study indicated that explicit



instruction was more effective for both simple and complex language features. In addition, explicit instruction led to both greater explicit and implicit knowledge. Finally, explicit instruction was also more effective in the long term (as measured by delayed post-tests).<sup>[3]</sup>

3. **Ability Groupings** - Instructional supports and strategies are most effective through the use of flexible ability groupings in the core subjects of Reading, Writing and Math. To best differentiate instruction, providing individualized supports for all learners while maintaining the same expectations of outcome, ability groupings will allow CCA to tailor instructional techniques and class time to meet the needs of all students. Students will be placed into ability groupings upon admission using initial assessments that indicate strengths and weaknesses. Students will be moved across groupings as additional assessments suggest. Students are responsible for mastery of the same skills and concepts and are required to take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to optimize the learning of all students. “According to a 2010 meta-analysis by Kelly Puzio and Glenn Colby, students who were grouped by ability within a class for reading were able to make up to an additional “half of a year’s growth in reading.” Similarly, a 2013 National Bureau of Economic Research study of students who were grouped by ability found that the performance of both high and low performing students significantly improved in math and reading, demonstrating the universal utility of this tool, particularly as our classrooms become more academically diverse.”<sup>[4]</sup>
4. **Use of Primary Source Documents** - Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g., motives, ethics, and “cause and effect”) are not necessarily obvious or easy to define, primary sources can bring them to life. They reflect events and experiences that actually occurred and introduce students to the individuals who lived them. Per the Library of Congress, “Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era.”<sup>[5]</sup> The Library of Congress further stated that primary source documents, “Engage students, develop critical thinking skills, and construct knowledge.”<sup>[6]</sup>
5. **Teaching of Study Skills** - Time management, organizing, memory techniques, notetaking, and outlining will be emphasized throughout CCA and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative for the promotion of a strong work ethic. A recent study confirmed that “while many study skills are important for middle school students to know and apply to their academics, those that involve higher order thinking skills or a deeper level of processing are most beneficial to students.”<sup>[7]</sup> Two studies show that “Academic success is foundationally correlated with the acquisition and application of study skills, across a myriad of academic content areas, and for a variety of learners.”<sup>[8]</sup> Additionally, “research confirms that improved study skills correlate to a higher GPA for learners of both genders, across a diverse spectrum of socioeconomic levels and within a variety of academic fields.”<sup>[9]</sup>
6. **The Socratic Method** - The use of direct, intentional questions to guide students’ understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses. Instructional practices will include:

- lecture/direct instruction/dictation
- modeling/demonstration
- reading aloud
- singing/chanting/rhymes,
- drilling small bits of information
- flashcards

Students will be required to “sound out” words based upon the rules of phonics. With explicit grammar instruction and the use of tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. “The Socratic method primarily addresses aspects of the development of skill in critical thinking that do not come from learning types of logical fallacies or the heuristics for evaluating arguments and solving problems. It comes from a socially communicated inspiration to thirst for understanding and to experience the hard work involved in creating understanding as a joyful and satisfying journey.”<sup>[10]</sup> According to TeachHub.com: K-12 News, Lessons & Shared Resources By Teachers, For Teachers, “One of the biggest reasons for the Socratic Method's popularity is that it encourages and rewards higher-order thinking skills like evaluating, analyzing, and applying. These mindsets help students learn independently and develop them into lifelong learners. But it’s not only about sharing ideas. It’s about honing listening skills -- deep listening. Students begin to love learning because it comes from themselves and peers. Students develop an understanding of the difference between arguing and discussing: The former is emotional; the latter while still impassioned, is respectful.”<sup>[11]</sup>

[1] National Reading Panel. (April, 2000). Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. National Institute of Child Health and Human Development. <http://www.readingrockets.org/article/phonics-instruction> (accessed 5 September 2018)

[2] <https://www.sciencedirect.com/science/article/pii/S1877042813000529#bbib0030> (accessed 5 September 2018)

[3] Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-Analysis. *Language learning*, 60(2), 263-308. <http://www.anthonyteacher.com/blog/researchbites/research-bites-explicit-vs-implicit-grammar-instruction> (accessed 5 September 2018)

[4] Olszewski-Kubiliu, Paula. Setting the Record Straight on Ability Grouping. *Education Week Teacher* (May 20, 2013) [https://www.edweek.org/tm/articles/2013/05/20/fp\\_olszewski.html](https://www.edweek.org/tm/articles/2013/05/20/fp_olszewski.html) (accessed 5 September 2018)

[5] <http://www.loc.gov/teachers/usingprimarysources/whyuse.html> (accessed 5 September 2018)

[6] Ibid

[7] Thorpe, Christin. Promoting Academic Achievement in the Middle School Classroom: Integrating Effective Study Skills Instruction (Summer 2010) <https://files.eric.ed.gov/fulltext/ED510601.pdf> (accessed September 2018)

[8] Awang, M. G., & Sinnadurai, S. K. (2011a). A study on the development of strategic tools in study orientation skills towards achieving academic excellence. *Journal of Language Teaching & Research*, 2(1), 60-67. doi:10.4304/jltr.2.1.60-67 Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018)

[9] Al-Hilawani, Y. (2016a). Metacognition in real life situations and study skills and habits: Two types of processes. International Journal of Progressive Education, 12(1), 73-89. Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed 5 September 2018)

[10] Maxwell, Max. Introduction to the Socratic Method and its Effect on Critical Thinking. <http://www.socraticmethod.net/> (accessed 5 September 2018)

[11] Murray, Jacqui. TeachHub.com: K-12 News, Lessons & Shared Resources By Teachers, For Teachers <http://www.teachhub.com/teaching-strategies-about-socratic-method>

<b>Instructional Delivery Methods - Blended Learning Instructional Model</b>	<b>6.3c</b>	<p>2) Is the school using a blended learning instructional model, as defined in section <a href="#">3301.079</a> of the Revised Code? If yes, check box. <input type="checkbox"/></p> <p><b><u>Blended Learning Requirements - please provide ALL of the following:</u></b></p> <ul style="list-style-type: none"> <li>a. An indication of what blended learning model or models will be used;</li> <li>b. A description of how student instructional needs will be determined and documented;</li> <li>c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level;</li> <li>d. The school’s attendance requirements, including how the school will document participation in learning opportunities;</li> <li>e. A statement describing how student progress will be monitored;</li> <li>f. A statement describing how private student data will be protected;</li> <li>g. A description of the professional development activities that will be offered to teachers.</li> </ul>
<p><b>N/A. Cincinnati Classical Academy will not use a blended learning model.</b></p>		
<b>Instructional Delivery Methods – Research Base</b>	<b>6.3c</b>	<p>3) Provide the evidence-base for the primary delivery methods, strategies, and/or techniques including impact on population served. If applicable, include a detailed description of the school’s credit flexibility policy. Refer to <u>ESSA</u> definition of evidence based strategies. Provide documentation from the: What Works Clearinghouse or Ohio's Evidence-Based Clearinghouse for meeting level I or II criteria.</p>

### Cincinnati Classical Academy - Classical Education Model Research Base

Classical education is time proven with a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was enlivened in the Renaissance. The classical inheritance passed to England and from England to America through colonial settlement. At the time of this nation's founding, classical education was thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. Plutarch's *Lives of the Noble Greeks and Romans* was often recommended by men like Jefferson and Franklin, and Hamilton seems to have given it special attention during his military encampment at Valley Forge. Eighteenth-century Americans venerated and trusted George Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important has classical education been in the history of the West that it would only be a slight exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. Such a long tradition of education continues to be relevant today.

Classical education, from a research base, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through the sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g., Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop an internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose of education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem-solving using Verbal/Linguistic and Logical/Mathematical intelligence. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators' role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities.

Classical education is more than simply a pattern of learning. Classical education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television). This process is important to understand because language-learning and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can relax; faced with the written page, the mind is required to work. A classical education, then, has two important aspects. It is language-focused, and it follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

The Hillsdale College K-12 Education method of instructional delivery is embedded in the Hillsdale educational model curricula provided for all subject areas including the arts and physical fitness. Listed below are the primary evidence-based strategies used consistently by all teachers. To determine the evidence-based strategies necessary for individual students, the School engages in using the ESSA tool: Evidence-Based-Strategies ESSA guide;Evidence-Based-Improvement-Guide-FINAL-122116-TOOL-3.docx

## Instructional Strategies Research Base

1. Explicit and Systematic Phonics Instruction
  - a. K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, "A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant," *Journal Of Educational Psychology*, 100(1), 2008: 123-134).
  - b. National Reading Panel. (April, 2000). Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. National Institute of Child Health and Human Development. <http://www.readingrockets.org/article/phonics-instruction> (accessed 5 September 2018)
2. Explicit English Grammar Instruction
  - a. The Effect of Implicit and Explicit Grammar Instruction on Learners' Achievements in Receptive and Productive Modes <https://www.sciencedirect.com/science/article/pii/S1877042813000529#bib0030> (accessed 5 September 2018)
  - b. Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-Analysis. *Language learning*, 60(2), 263-308. <http://www.anthonyspada.com/blog/researchbites/research-bites-explicit-vs-implicit-grammar-instruction> (accessed 5 September 2018)
3. Ability Groupings - Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-Analysis. *Language learning*, 60(2), 263-308. <http://www.anthonyspada.com/blog/researchbites/research-bites-explicit-vs-implicit-grammar-instruction> (accessed 5 September 2018)
4. Utilization of Primary Source Documents. - Library of Congress. <http://www.loc.gov/teachers/usingprimarysources/whyuse.html> (accessed 5 September 2018)
5. Teaching of Study Skills.
  - a. Thorpe, Christin. Promoting Academic Achievement in the Middle School Classroom: Integrating Effective Study Skills Instruction (Summer 2010) <https://files.eric.ed.gov/fulltext/ED510601.pdf> (accessed September 2018)
  - b. Awang, M. G., & Sinnadurai, S. K. (2011a). A study on the development of strategic tools in study orientation skills towards achieving academic excellence. *Journal of Language Teaching & Research*, 2(1), 60-67. doi:10.4304/jltr.2.1.60-67 Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018)
  - c. Al-Hilawani, Y. (2016a). Metacognition in real life situations and study skills and habits: Two types of processes. *International Journal of Progressive Education*, 12(1), 73-89. Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018) Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018)
6. Socratic Method
  - a. Maxwell, Max. Introduction to the Socratic Method and its Effect on Critical Thinking. <http://www.socraticmethod.net/> (accessed 5 September 2018)
  - b. Murray, Jacqui. TeachHub.com: K-12 News, Lessons & Shared Resources By Teachers, For Teachers <http://www.teachhub.com/teaching-strategies-about-socratic-method>

<b>Instructional Delivery Methods - Resources/Materials</b>	<b>6.3c</b>	<b>4. Identify resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology.</b>
<p><b>Cincinnati Classical Academy Materials and Resources</b></p> <p>The materials used to support instruction will depend on grade level. At the K-6 grade levels, the textbooks used will be those recommended by the specific teaching programs such as Literacy Essentials, Singapore Math, and Core Knowledge. There will be an emphasis on teaching good character development as students progress by reading complete books, stories, and tales that illustrate moral virtues such as, but not limited to, courage, care, truthfulness, beauty, and kindness. At the upper-grade levels, original source documents will be used rather than a synopsis of such documents. Cincinnati Classical Academy (CCA) will provide a computer skills class at the lower grades to ensure students have the proper skills to take required on-line state-mandated tests. CCA will use technology effectively but without diminishing the faculty leadership that is crucial to academic achievement. Faculty will be provided with laptops, have overhead projectors, whiteboards, and other technological devices available to be used at teachers' discretion. Listed below are samples of the main curriculum materials and publishers used. The full scope and sequence and curriculum map with all resources used is enclosed herein.</p> <p><b>ELA (Core curriculum and sample books/novels)</b>  Core Knowledge Foundation curriculum  Literacy Essentials  Access Literacy  Primary Phonics by Barbara Makar  Stevenson’s Supplemental Readers 1-20  - Texts for reading practice at increasing levels of difficulty (ex. <i>Go Dog Go</i>, <i>Mrs. Brice’s Mice</i>, <i>Owls Home</i>, <i>Frog &amp; Toad</i> books, etc.)  - <i>Test Lessons in Primary Reading</i>, McCall-Harby  American Tall Tales  - <i>The House at Pooh Corner</i>, A.A. Milne  - <i>Pinocchio</i>, Carlo Collodi  - <i>Standard Test Lessons in Reading</i>, McCall-Crabbs  - <i>My English Orthography Notebook</i>, Access Literacy  Audio resources for <i>Well-Ordered Language</i>, Level 1A, Coupland, and Peters  - <i>The Adventures of Tom Sawyer</i>, Norton Critical Edition  - <i>Comedy of Errors</i> DVD, Globe Theatre Production</p>		

*English from the Roots Up*, Volume I, Joegil Lundquist and *English from the Roots Up*, Volume II, Joegil Lundquist  
 Macbeth DVD, Royal Shakespeare Company 1979 Production  
 - *Metamorphoses*, Ovid (Mendelbaum Translation) and *Classic Myths to Read Aloud*, William F. Russell  
 Select classic novels  
 Get Smart: Grammar through Sentence Diagramming, Elizabeth O'Brien  
 - Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien  
 - Sentence Diagramming Exercises: An Introduction to Sentence Diagramming, Elizabeth O'Brien  
 - Elements of Style, Strunk & White  
 The Children's Book of Virtues  
 My English Orthography Notebook  
 Test Lesson in Primary Reading  
 Test Lesson in Primary Reading (Teacher's Edition)  
 Stevenson Supplementary Reader Set (20 books for Beginning Level)  
 Pinocchio  
 The House at Pooh Corner  
 Boxed Set Phonogram Cards  
 Level I Teacher's Edition  
 Wall Charts (Lg)  
 5th Grade Core Classics: Narrative of the Life of Frederick Douglass, An American Slave CCFD  
 5th Grade Core Classics: Sherlock Holmes CCSH  
 Core Knowledge History and Geography Readers, Class Set  
 Boxed Set Phonogram Cards  
 Level I Teacher's Edition  
 Well-Ordered Language Level 3A and 3B (student edition)  
 Well-Ordered Language Level 3A and 3B (Teacher's Edition)  
 Sentence Diagramming Reference Manual: How to Diagram Anything  
 Sentence Diagramming Exercises: An Introduction to Sentence Diagramming  
 Alice in Wonderland  
 The Annotated Alice  
 The Wind in the Willows  
 The Secret Garden  
 Comedy of Errors  
 Comedy of Errors (DVD)

**Math**

Singapore Math Materials  
First Grade Starter Kit  
Interlocking Base Ten Starter Set  
6 Sided Dice Pack of 100  
Mini White Board/Markers (set of 30)  
Learning Resources 2-Color Counters (200 / pack, need 20 / student)  
Playing Cards (1 pack per student, 12 packs per package)  
Place Value Chart and Disks  
Hundreds Board  
Primary Mathematics Textbook (A and B)  
Primary Mathematics Workbook (A and B)  
Primary Math Teacher's Guide (A and B)  
Primary Math Home Instructor's Guide  
Primary Math Tests  
The Singapore Model Method for Learning Mathematics  
6 Sided Dice Pack of 100 (5 dice/student)  
12 Sided Dice Pack of 10 (2 dice / student)  
Mini White Board/Markers (set of 30)  
Learning Resources 2-Color Counters (200 / pack, need 20 / student)  
Playing Cards (1 pack per student, 12 packs per package)  
Place Value Chart and Disks  
Hundreds Board  
The Singapore Model Method for Learning Mathematics

**Science**

-Core Knowledge Sequence  
Pearson's Science Explorer series  
Chemical Building Blocks (Science Explorer Series)  
From Bacteria to Plants (Science Explorer Series)  
-Read-aloud Resources (various titles, i.e., *A Man for All Seasons: The Life of George Washington Carver*, Stephen Krensky)  
-*ScienceSaurus*, Houghton Mifflin Harcourt  
- DeltaScience Content Readers series



Manfish: A Story of Jacques Cousteau  
Pasteur's Fight Against Microbes (Science Stories series)  
The Fantastic Undersea Life of Jacques Cousteau  
The Story of Thomas Alva Edison (Landmark Books)  
Dinosaurs!  
Living in the Arctic  
Who Eats What?  
ScienceSaurus (Yellow softcover)  
Edward Jenner: Conqueror of Smallpox (Great Minds of Science series)  
Edward Jenner and the Smallpox Vaccine  
Louis Pasteur: Disease Fighter (Great Minds of Science series)  
Caves and Caverns  
Deserts  
Digging Up Dinosaurs  
Egg to Chick  
Eggs of Things  
Marshes & Swamps  
My Feet  
My Hands  
Planet Earth/Inside Out  
Sea Turtles (Live Oak Readalong)  
Seeds and More Seeds  
Sun Up, Sun Down (1)  
Sunken Treasure  
The Planets  
Whales  
John Dalton and the Atomic Theory (Uncharted, Unexplored, and Unexplained series)  
Carl Linnaeus: Father of Classification (Great Minds of Science series)  
Percy Lavon Julian: Pioneering Chemist (Signature Lives: Modern America series)

**History (core curriculum and sample books/novels)**

-Core Knowledge *Tell It Again!* Read-Aloud Anthologies and Flipbooks including:  
- *Kids' World Atlas: A Young Person's Guide to the Globe* (Picture Window Books World Atlases), Karen Foster  
- *A History of the United States and Its People*, Edward Eggleston

- *North American Indians*, Marie and Douglas Gasline
- *Christopher Columbus*, Ingri and Edgar Parin D'Aulaire
- *Christopher Columbus: Explorer* (Spirit of America, Our People series), Judy Adler
- *The Thanksgiving Story*, Alice Dalgliesh
- *The Fourth of July Story*, Alice Dalgliesh
- *George Washington*, Cheryl Harness
- *A Picture Book of Thomas Jefferson*, David Adler
- *Abraham Lincoln*, Amy L. Cohn, and Suzy Schmidt
- *You're on Your Way, Teddy Roosevelt*, Judith St. George
- *Rushmore: Monument for the Ages*, Lynn Curlee
- *The Story of the Statue of Liberty*, Betsy and Giulio Maestro
- *The Story of the World, Volume 1: Ancient Times*, Susan Wise Bauer
- The Golden Days of Greece*, Olivia Coolidge
- A History of US, Book 1: The First Americans
- DK Eyewitness Books: American Revolution
- DK Eyewitness Books: Ancient Civilizations
- DK Eyewitness Books: Ancient Egypt
- DK Eyewitness Books: Arms and Armor
- DK Eyewitness Books: Aztec, Inca, and Maya
- DK Eyewitness Books: Islam
- DK Eyewitness Books: Judaism
- DK Eyewitness Books: Mesopotamia
- DK Eyewitness Books: Mummy
- DK Eyewitness Books: Pyramid
- DK Eyewitness Books: DaVinci & His Times
- DK Eyewitness Books: Russia
- DK Eyewitness Books: Renaissance
- The Story of the Liberty Bell (Cornerstones of Freedom)
- The Story of the World Volume I: Ancient Times
- The Great Pyramid
- Shh . . . We're Writing the Constitution
- A Picture Book of Benjamin Franklin (Picture Book Biography)
- The Inca Empire
- The Long Way Westward (I Can Read Book 3)

Benjamin Franklin  
In 1776  
Young John Quincy  
Revolutionary War in the North and West, 1776-1780 (map)  
And Then What Happened, Paul Revere? (Paperstar)  
Can't You Make Them Behave, King George?  
DK Eyewitness Books: Christianity  
George Washington  
Sam the Minuteman  
What's the Big Idea, Ben Franklin?  
Why Don't You Get a Horse, Sam Adams?  
Will You Sign Here, John Hancock?  
Muhammad  
Tomie dePaola's Book of Bible Stories  
My First Ramadan  
History Map #106: Mesopotamia and Egypt, 4000-1000 BCE  
History Map #129: Voyages of Exploration 1000-1522CE and Colonial E  
History of Europe, The Major Turning Points Map 1983  
Battles of the Civil War Wall Map

### **Art**

-Art Resources, Core Knowledge Foundation  
-Text Resources, Core Knowledge Foundation  
DK Eyewitness resources  
Getting to Know the World's Greatest Artists, series by Mike Venezia  
Various trade books with large prints of the art listed in the CK Sequence  
Claude Monet (Getting to Know the World's Greatest Artists)  
Edgar Degas (Getting to Know the World's Greatest Artists)  
Georgia O'Keefe (Getting to Know the World's Greatest Artists)  
Grant Wood (Getting to Know the World's Greatest Artists)  
Jacob Lawrence (Getting to Know the World's Greatest Artists)  
Leonardo Da Vinci (Getting to Know the World's Greatest Artists)  
Paul Cezanne (Getting to Know the World's Greatest Artists)  
Vincent Van Gogh (Getting to Know the World's Greatest Artists)

Francisco Goya (Getting to Know the World's Greatest Artists)  
James McNeill Whistler (Getting to Know the World's Greatest Artists)

### **Music**

- The Core Knowledge Music Collection, Preschool, and Kindergarten Music CD Set
- Text Resources for Kindergarten, Core Knowledge Foundation

Wolfgang Amadeus Mozart (Getting to Know the World's Greatest Composers)

Peter Tchaikovsky (Getting to Know the World's Greatest Composers)

DK Eyewitness Books: Great Musicians

DK Eyewitness Books: Music

**Alfred's Essentials of Music Theory, Book I**

**Alfred's Essentials of Music Theory, Ear Training CDs 1&2 Combined**

### **Latin**

Sixth Grade (beginning year 2)

- Wheelock's Latin, 7th ed., Frederic M. Wheelock and Richard A. LaFleur

Supplementary Resources:

- Workbook for Wheelock's Latin, Paul Comeau, and Richard A. LaFleur
- Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, 5th ed., Anne Groton and James May
- Classical Mythology & More: A Reader Workbook, Marianthe Colakis, and Mary Joan Masello
- To Be a Roman: Topics in Roman Culture, Margaret Brucia, and Gregory Daugherty
- Lingua Latina per se Illustrata, Pars I: Familia Romana, Hans H. Ørberg
- Lingua Latina per se Illustrata. Pars I: Latine Disco Student Manual, Hans Ørberg

### **Physical Education**

Available resources for Physical Education includes, but is not limited to:

- Track and field materials
- Jump Ropes
- Basketballs
- Volleyballs
- Baseballs
- Footballs

- Flag Football belts with flags
- Soccer Balls
- Kick Balls
- Dodge Balls
- Cones
- Floor Paint for Stations & Fitness Activities
- Basketball Hoops
- CD Player
- CD (dance lessons & fitness activities)
- Whistle
- Stop Watches
- Gymnasium

### **Technology**

Technology is used to support educational delivery in the classroom and for testing purposes, but technology is not used as the primary source of education delivery in a classical education model. If students need a laptop to complete an assignment, be it in the classroom or through remote learning, one is provided to them by the school. Technology is further used for remote teaching and learning at such times being in the classroom is not possible, such as during a global pandemic. Teachers may authorize students, during such situations or students with unique circumstances, to use computers or materials provided for instruction at home to make remote learning possible.

### **Curriculum**

#### Core Knowledge

The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach high school. The science program is supported by Pearson’s Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers. Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. The Sequence guides teachers in what instructional resources are necessary to be purchased to deliver the curriculum fully.

#### Core Knowledge Research

- McGinty, Anita S. The Research Foundation for Core Knowledge Language Arts (CKLA) <https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf> (2016)

- Efficacy of the Core Knowledge Language Arts Read Aloud Program in Kindergarten through Second Grade Classrooms <https://ies.ed.gov/funding/grantsearch/details.asp?ID=1791> (July 2016)
- White, T. G., Grissmer, D. W., Altenhofen, S., & Larson, J. (2013, September). Lessons Learned in Conducting a Lottery-Based Study of Core Knowledge Charter Schools. Poster presented at the Society for Research on Educational Effectiveness (SREE) conference, Washington, DC, USA. <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- White, T. G., Grissmer, D. W., Altenhofen, S., & Larson, J. (2013, September). Lessons Learned in Conducting a Lottery-Based Study of Core Knowledge Charter Schools. Poster presented at the Society for Research on Educational Effectiveness (SREE) conference, Washington, DC, USA. <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- Altenhofen, S., Berends, M., & White, T. G. (*in preparation*). Parents Who Apply to Charter Schools: Pre-Lottery Influences on School Choice. <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- Murrah, W. M., Grissmer, D. W., Ko, H., Player, D., & Cabell, S. (*in preparation*). Early Achievement Impacts of Core Knowledge Charter Schools on Early Comprehension and General Knowledge through 1st grade.
- O'Brien, R., Player, D., & Grissmer, D. W. (*in preparation*). Seeking Valid Cost Effectiveness Comparisons Between Core Knowledge Charter and Public Schools: Can Substantial Methodological and Data Access Issues be Addressed? <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- Core Knowledge Language Arts Pilot Study <https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf>
- [Evaluation of the Core Knowledge Preschool Program in Arkansas](#) (November 2005)
- [An Analysis of Academic Progress of Children Participating in the Core Knowledge Preschool Program in Baltimore County Head Start Centers](#) (August 2005)
- [How Do We Know This Works? An Overview of Research on Core Knowledge](#) (January 2004)
- [Core Knowledge Curriculum and School Performance: A National Study](#) (September 2004)
- [Walberg study: The Effects of Core Knowledge on State Test Achievement in North Carolina](#) (April 2004)
- [Walberg study: The Effects of Core Knowledge School Factors on State Test Achievement in North Carolina](#) (March 2004)
- [Study Finds Core Knowledge and Creativity Not Mutually Exclusive](#) (January 2004)
- [Core Knowledge Curriculum: Five-Year Analysis of Implementation and Effects in Five Maryland Schools](#) (December 2000)
- [In Oklahoma City, a Rigorous Scientific Study Shows the Positive Equity Effects of Core Knowledge](#) (May 2000)

#### Literacy Essentials Research:

Booker, Kelly. Writing essentials, by Regie Routman [Book Review] [online]. *Literacy Learning: The Middle Years*, Vol. 20, No. 1, Feb 2012: 52-53. Availability: <<https://search.informit.com.au/documentSummary;dn=902110598423978;res=IELHSS>> ISSN: 1320-5692. [cited 09 Jun 20].

#### Singapore Mathematics

CCA's approach to numeracy mirrors its approach to reading, writing, and vocabulary—learning and memorizing the facts of math in all branches of mathematics. For grades K-8, math will be taught using the U.S. edition of Singapore Math, an English equivalent to the national mathematics curriculum used in Singapore. Singapore Math uses a combination of detailed instruction, problem-solving, and visual and hands-on aids that ensure students master material before moving on to new topics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem-solving such that students have a better understanding of not simply when to use a particular equation—but why. Moving students on to higher levels of skills before they're ready is not an option so that the program will be employed at each student's ability level. Ability-level groups will be determined at the beginning of each school year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy.

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to offering simply definitions and formulas. Professional development accompanies Singapore programs; therefore, teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem-solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points, the National Mathematics Advisory Panel. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly. It has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multistep word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school (Source: John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" *Educational Leadership* 65:3, November 2007).

### **Singapore Math Research**

Singapore is the world leader in mathematics achievement, according to at least two major longitudinal studies. Per the Trends in International Mathematics and Science Study (TIMSS), an international comparative study designed to measure achievement at the fourth and eighth grades, Singapore ranked in the top three countries in both 4th and 8th grades in every year the study was conducted (1995, 1999, 2003, 2007, 2011, and 2015). The Programme for International Student Assessment (PISA), a triennial international survey that evaluates OECD (Organisation for Economic Co-operation and Development) countries by testing the skills and knowledge of 15-year-old-students, has also consistently ranked Singapore highest in mathematics. The PISA survey has ranked Singapore in the top two countries for mathematics in 2009, 2012, and 2015. Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore.

- [Study Shows a "Singapore Math" Curriculum Can Improve Student Problem Solving Skills](https://www.empiricaleducation.com/blog/study-shows-a-singapore-math-curriculum-can-improve-student-problem-solving-skills/) <https://www.empiricaleducation.com/blog/study-shows-a-singapore-math-curriculum-can-improve-student-problem-solving-skills/> (2011-2012)
- <https://www.the74million.org/article/6-reasons-why-singapore-math-might-just-be-the-better-way/>
- [https://www.singaporemath.com/TIMSS\\_s/10.htm](https://www.singaporemath.com/TIMSS_s/10.htm) Sticht, Thomas G., C. H. Hofstetter, and C. R. Hofstetter, Knowledge, Literacy and Life in San Diego. San Diego Consortium for Workforce Education and Lifelong Learning, 1995. Sticht, Thomas G., C. Richard Hofstetter, Carolyn H. Hofstetter.

Knowledge, Literacy, and Power. San Diego Consortium for Workforce Education & Lifelong Learning, March, 1997. Stevenson, H, C. Chuansheng, and L. Shin-Ling, "Mathematics Achievement of Chinese, Japanese and American Children: Ten Years Later," Science 259 (January 1, 1993): 51-58. John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" Educational Leadership 65:3, November 2007.

### **Science**

Although the rhetoric surrounding a classical or liberal-arts school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and do not play a secondary role. Pearson's Science Explorer series, Read-aloud Resources, Delta Science Content Readers Series by Delta Education and ScienceSaurus by Houghton Mifflin Harcourt will be used as a supplement to the Core Knowledge curriculum to provide a rigorous, hands-on approach to scientific inquiry. FOSS is a research-based K-6 curriculum dedicated to improving the learning and teaching of science that is guided by advances in the understanding of how children think and learn. Science will be taught with an emphasis on scientific facts and the inquiry-based method and will include the incorporation of technical approaches to observing, describing, recording, ordering, analyzing, testing, and comparing predictions to observations.

### **Science Research**

Pearson's Science Explorer <https://www.pearsonschool.com/index.cfm?locator=PS32J7>

Delta Science Content Readers <https://www.deltaeducation.com/foss/results-testimonials/> <https://www.deltaeducation.com/foss/results-testimonials/case-studies> ScienceSaurus, Houghton Mifflin Harcourt. <https://www.hmhco.com/search?term=Sciencesaurus>.

### **Physical Education**

CCA will adopt the Ohio Learning Standards and all standards as indicated by the National Standards for K-12 Physical Education by SHAPE America and ODE standards and benchmarks.

### **Physical Education Research**

<http://education.ohio.gov/Topics/Learning-in-Ohio/Physical-Education>

[www.shapeamerica.org](http://www.shapeamerica.org)

### **Social and Emotional Learning Embedded in the Curriculum**

The Hillsdale College K-12 education model does not contract out or use an external program to provide for social and emotional learning (SEL), because SEL is embedded in all aspects of the Hillsdale classical education model. Each Hillsdale affiliated school establishes their own mission, vision and philosophy, and the school focus on virtues provides for SEL for all students in all buildings. This may not be apparent to those that are not familiar with



the Hillsdale classical education model, and therefore, they have created and have access to a virtue crosswalk with trauma-informed concepts to provide for a detailed correlation of how the classical model addresses SEL in everyday instruction.

<b>Instructional Delivery Methods - Resources/Materials</b>	<b>6.3c</b>	<b>5. Explain the selection, approval (including board) and change process for instructional resources and materials to be used by teachers and students, including technology.</b>
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The Headmaster works with teachers to identify gaps in delivery or resources to determine as to whether different or additional instructional resources are needed to improve student performance. Twice a year at data meetings, the School Accountability Committee meet to determine if curriculum changes are needed based upon data results. The resources chosen will assure that Cincinnati Classical Academy (CCA) students have the skills necessary to demonstrate student mastery of learning objectives.

The Headmaster in consultation with Hillsdale College K-12 and through Board approval determine instructional resources and materials. The initial selection process is based upon :

- 1) recommendations from Hillsdale,
- 2) results of other Hillsdale supported classical model high performing schools using the same curriculum,
- 3) evaluation of alignment to Ohio Learning Standards, and
- 4) ultimately, Board approval.

The Headmaster presents the curriculum plan for instructional resources and materials to the Board at a Board meeting prior to the start of the school year for review and approval. Board Members will have the opportunity to discuss the options, review research and evidence for curriculum and technology effectiveness, and ask questions of the Headmaster prior to approval of the curriculum and any technology. The Board of Directors will review curricular and instructional changes and the need of any major technology changes at monthly board meetings as needed. The Headmaster will inform the Board as such needs arise. Data is collected daily and weekly at the classroom level, every one to two weeks at the building level. This data collection process allows the analysis and evaluation of academic achievement. The assessment results justify the rationale for changing the curriculum.

Hillsdale’s Barney Charter School Initiative curriculum model features a traditional, well-balanced core of essential subjects. Students in grades receive instruction in phonics, grammar and mechanics, literature, history, geography, science, Latin, art, music and physical education.

The Barney Charter School Initiative classical education program emphasizes homework, daily review, memorization and drill. At the same time, it stresses civility: students are expected to value learning, to respect their teachers, themselves and fellow students.

<https://academy.hillsdale.edu/academics>

Pacing Guides are the when, where, and how the curriculum will be taught based on the Ohio Learning Standards and assessed by the unpacked standards for each learning target. The comprehensive Program Guide is included in **Attachment A – Curriculum Model, Hillsdale College K-12 Program Guide**.

### **6.3d Continuous Improvement and Professional Growth**

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

<b>Continuous Improvement</b>	<b>6.3d</b>	<b>1) How will the school develop, monitor, and evaluate a school improvement plan using the <u>Ohio 5-Step Decision Making Process</u>. Describe the structures and processes to support the improvement planning.</b>
<p>The School Accountability Committee (SAC) consisting of the Headmaster, Vice Headmaster, Dean of Students, the Intervention Specialist and grade level (K-2; 3-6) Teacher-Based Teams, develops the Continuous Improvement Plan. In Year One, the SAC will be charged to develop the plan at the beginning of the school year. The Headmaster oversees the development of the school improvement plan. The TBTs will meet twice a month to discuss and review the progress of the school improvement plan. In June, SAC will review the school improvement plan and adjust it for the upcoming year. The initial benchmark goals are created based upon expectations of student performance based upon the state performance assessments of the local school districts from which Cincinnati Classical Academy (CCA) will recruit. Continuous goals are based upon school formative and summative assessments. From these goals, professional development is determined that will support the teachers in implementing lessons to achieve the goals. The professional development is aligned to state standards. After the initial plan is developed, the SAC will meet annually in January to begin the review process of the curriculum, curriculum resources and the online resources used by the school. The overall plan is developed through the guideline of the Ohio Department of Education Decision Framework found at <a href="http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Ohio-Improvement-Process/Decision-Framework-Information">http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Ohio-Improvement-Process/Decision-Framework-Information</a>. Concepts used to develop the plan include Collaborative Implementation Teams such as BLT (Building Leadership Implementation Team); and TBTs (Teacher-Based Teams). As well, roles and responsibilities are integral to the plan’s development including concepts of Shared Leadership, Communication, and Engagement,</p>		

Purposeful Decision-Making, and Resource Management.

CCA will implement the Ohio 5 Step Improvement Process. Ohio's 5-Step Process includes the following:

- Step 1: Identify Critical Needs
- Step 2: Research and Select Evidence-based Strategies
- Step 3: Plan for Implementation
- Step 4: Implement and Monitor
- Step 5: Examine, Reflect and Adjust

The action plans below correlate with the 5 step process.

Step 1: Teacher Based Teams (TBTs) will meet every week to discuss data and share ideas.

Step 2: The TBTs process is evaluated each month by the SAC. As necessary, members of the Board Education Committee may be included. Feedback is given to all TBTs, and data is analyzed for growth purposes. Additionally, the Headmaster and Dean of Students will meet with teachers to discuss assessment results and growth of Tier 2 and Tier 3 students. This data is the basis of any coaching and professional development provided to teachers throughout the remainder of the schedule.

Step 3: The TBTs process is then reviewed by the Headmaster and Assistant Principal in efforts to ensure where additional training is needed.

Step 4: The instruction plan is implemented during the first year. After the first year, the plan will include any data-based adjustments, if needed. Step 4 and 5: The SAC will meet each week to discuss the OIP and pertinent policies and procedures throughout the building. The SAC will discuss the information collected from the 5 Step Process forms to provide advice and feedback for the TBTs.

Step 5: The SAC meets each summer to review teacher progress to determine what professional development would be beneficial.

Data is consistently reviewed. Adjustments are made by the following staff and during the following timelines:

1. NWEA Assessment data will be reviewed by teachers after each testing session (Fall, October; Spring, April). State assessment data will be reviewed in August prior to the start of school. Additional progress monitoring tools contained in the curriculum will be given to students on a regular basis to progress monitor where students are in a particular subject as well as drive instruction. These assessments will be reviewed by Dean of Student Learning every six weeks.
2. Curriculum maps and pacing guides will be reviewed by the SAC and a representative from Barney Charter School Initiative, when needed. This process will occur in April. The results of the review will be shared with the Board in May.

The SAC will meet annually in January to begin the review process of the curriculum, curriculum resources and the online resources used by the school. Technology will be reviewed as well to determine the needs of the school for updating or adding new technology in specific grades or certain subjects and for what intended purpose the technology is serving.

Data will be reviewed to determine specific areas where additional curriculum and/or resources need to be added to prevent gaps in learning and maintain student growth. Training will also be reviewed to determine the level of implementation of current resources to ensure teachers are capable of implementing the curriculum and matching to specific standards. Professional Development will, therefore, be reviewed to determine current and future needs for each subject, grade or individual teachers. TBTs will evaluate the effectiveness of the previous meeting and the work of the team at the conclusion of each meeting based on the 5 Step Process. The SAC will review TBTs meetings notes on a monthly basis.

The SAC is involved in the continuous improvement cycle to monitor progress and determine any warranted adjustments to the curriculum and programming. The first stage of the continuous improvement plan is the decision framework. In this stage, the BLT reviews data to identify critical needs of the school. This process allows the team to make informed decisions of where to spend time/energy and resources to make improvements in student performance. Stage 2 is the development of a Data Plan. This includes goals for Reading, Math and school culture. The team is required to identify adult and student implementation, timelines, action steps and strategies for achieving the goal. During stage 3 and 4, the plan is implemented and monitored throughout the school year.

The result of the tests, analysis, feedback, and implementation plans occur more often than once a year. The NWEA results are analyzed and discussed after testing occurs which are twice a year, and the adjustment process occurs immediately. The TBTs meet and discuss data monthly with appropriate changes occurring. At each monthly Board meeting, data is discussed, and the Headmaster presents to the Board a review of the OIP process. Any adjustments to the program or course corrections occur after Board input. The decisions made based upon the data and Board input will inform changes made to classroom practices including a written school improvement plan. Because the TBTs meet monthly and the BLT meet to discuss the results of the TBT collected data, the development of the Data Plan occurs throughout the school year and not just annually. After any new plan is implemented, it is monitored regularly throughout the year. Changes can occur in real time due to the continuous nature of the assessment collection and analysis. Information is also made available to parents during parental meetings and conferences. Additional information is disseminated to parents and the broader community through written communication, the school website, and Board meetings.

CCA will evaluate prior school data of students to identify the most pressing needs based upon probable causes as a starting point in the development and implementation of the OIP. The Teacher-Based Team 5-Step Process Meeting Agenda and Minutes Templates are tools that assist teachers in analyzing student data and creating action plans for improved results. The team reviews the building plan to ensure the work of the team is leading toward attainment of the goals, strategies, and indicators described in the plan.

### **Professional Development**

Professional Development is an important component of the continuous improvement cycle. Professional Development will occur for two weeks before the opening of school and during the school year. Five times per year, there is all-day formal Professional Development for an overall review of data, curriculum, differentiation, and subject matter work. Weekly planning sessions occur that include some level of professional development.

During the summer there is an intensive Professional Development seminar provided by Hillsdale where teachers choose grade and content specific trainings for PD. Prior to the opening of the school, Hillsdale conducts training for the school, and does such annually for all Hillsdale-affiliated schools.

Included herein for reference is the agenda for the June 2020 summer training. The school will use professional development at regularly scheduled times to analyze data to assure performance and accountability targets are met. Staff development will focus on meeting these targets. The review and analysis process is detailed above.

Additional professional development, teacher training and data review talks will be provided based on TBT and BLT meetings and SAC recommendations.

Ohio Teacher Evaluation System (OTES)	6.3d	<p><b>2) Confirm implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators.</b></p> <p><input checked="" type="checkbox"/> <b>Yes, the school will implement the Ohio Teacher Evaluation System. Please identify what credentialed individuals (job title) will be conducting the evaluations?</b></p> <p><input type="checkbox"/> <b>The school will implement an alternative evaluation system as described below.</b></p> <p><b>3) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?</b></p>
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Cincinnati Classical Academy will use the Adkins and Company Classical Teacher Evaluation System which is aligned with the Ohio Teacher Evaluation System, but modified to meet the needs of the classical model teacher / leader expectations. The Headmaster and/or his or her designee will evaluate the teachers using the Teacher Evaluation System which is customized for the roles and responsibilities of a classical teacher, while still aligning with the OTES evaluation system process.

Ohio Principal Evaluation System (OPES)	6.3d	<p>4) Confirm implementation of Ohio Principal Evaluation System and Ohio Superintendent Evaluation System (if applicable) or alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents.</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> The school will implement an alternative evaluation system as described below.</p> <p>5) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?</p>
<p>Cincinnati Classical Academy will use the Adkins &amp; Company Classical Principal Evaluation System, which is aligned with the Ohio Principal Evaluation System, and is customized to address the roles, responsibilities, and expectations of a classical school leader.</p>		
Local Professional Development Committee	6.3d	<p>6) Discuss development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.</p>
<p>The Cincinnati Classical Academy (CCA) LPDC will be chaired by the Assistant Principal who attends regularly scheduled meetings within the cohort. It is the responsibility of the chair of the building LPDC to update all staff on pertinent licensure matters and ensure all IPDP's and licenses remain up to date. CCA will have access to assistance and guidance from Adkins &amp; Company, LLC relating to LPDC requirements to ensure school compliance.</p> <p>CCA will follow all bylaws, committee membership, roles and responsibilities, and processes and procedures including maintaining records of meetings including agendas and minutes, as defined by the Ohio Department of Education per the link <a href="http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/LPDC-s/Resource-Guide-for-Establishing-an-LPDC/ResourceLPDCResourceGuide_102416.pdf.aspx">http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/LPDC-s/Resource-Guide-for-Establishing-an-LPDC/ResourceLPDCResourceGuide_102416.pdf.aspx</a>.</p>		
Resident Educator Program	6.3d	<p>7) Discuss implementation of Ohio's Resident Educator Program in the school (i.e., mentoring process, meetings, monitoring of work completed, timelines, ratios of mentor to mentees, etc.).</p>

Cincinnati Classical Academy (CCA) will implement Ohio's Resident Educator Program. Resident Educators work collaboratively with their mentor to complete the program requirements using self-assessment and goal setting, demonstrate the use of authentic teacher work such as lesson planning, data analysis, and assessment for reflection, as well as successfully complete the Resident Educator Summative Assessment (RESA) to advance to Professional Licensure. Teachers involved in RESA Year 1, Year 2, Year 3, and potentially Year 4 are provided training and assistance from trained mentors. Resident educators meet annual requirements and collaboratively work with their mentor through discussions and feedback about the following topics:

- Self-assessment
- Goal-setting
- Instructional planning using authentic teacher work such as lesson plans and assessments
- Observations for learning
- Analysis of student learning using student work and assessments

Teachers participate to the fullest extent in all activities and activities within RESA and join in the CCA Professional Development. The mentor teacher will regularly work with the resident educators and update all required information. The Resident Educator Forms include a Monitoring Student Learning form. Resident Educators complete the Monitoring Student Learning data inventory below, which includes monitoring two students. Once the form is complete, mentors and Resident Educators move into the planning phase of the Teaching-Learning Cycle. The Resident Educators complete a Year 1 Assessment that includes categories of strengths, areas of growth, and the seven standards of Students, Content, Assessments, Learning Environment, Collaboration and Communication, and Professional Responsibility and Growth.

#### Requirements Completion Checklist

Resident Educator mentors and mentees complete an annual checklist for each year. The sheet records the dates of following required activities. The mentor provides initials as the activities are completed.

- Collaborative Log or Focused Mentoring Activity Log (1-2 times/month)
- TBT Content Conference Call (Data Analysis Tool)
- Content Collaboration Meeting
- Other related PD or mentoring activity

For Year 1 and Year Resident Educators, the specific activities are listed below and include the timelines:

- Ohio Resident Educator Program Orientation Presentation (Sept)
- Self-Assessment (Oct/Nov)

- Professional Growth Plan (Oct/Nov)
- Peer teacher observation
- Mentor teacher observation
- Lesson Reflection of a videotaped lesson (recommendation Jan/Feb)

For Year 3 Resident Educators, the activities are as follows:

- Ohio Resident Educator Program Orientation Presentation (Sept)
- Self-Assessment (Oct/Nov)
- Professional Growth Plan (Oct/Nov)
- Focused Mentored I: Communication & Professional Growth
- Focused Mentored I: Communication & Professional Growth
- Focused Mentoring II: Use of student Formative & Summative Assessments
- Focused Mentoring II: Use of student Formative & Summative Assessments
- Lesson Reflection Before Jan 19<sup>th</sup>

For Year 4 Resident Educators, the activities are as follows:

- Ohio Resident Educator Program Orientation Presentation (Sept)
- Self-Assessment (Oct/Nov)
- Professional Growth Plan (Oct/Nov)
- Focused Mentored: Formative and Summative Assessments

The mentor and mentee will sign the form and return it to the Headmaster. The deadline for submission is May 15 with a criteria completion date of June 30.

At CCA, the mentor to mentee ratio will primarily depend on the number of participants at the building. It is expected to have one to two mentors at the building so there is an adequate weekly focus on mentee growth and development. If there are a high number of mentees at the building, CCA will contract through the local County Educational Service Center or another qualified provider to provide mentors. The number of Resident Educator mentors to mentees will be better determined upon the hiring of CCA teaching staff. There will be a ratio of at least one Resident Educator Mentor on staff. The expected ratio goal is two mentors on staff for teachers completing the program.



Professional Development Plan for Teachers	6.3d	8) Using the <a href="#">Ohio Standards for Professional Development (adopted 2015)</a> , describe the process for how the school will <i>develop, implement, and evaluate</i> a differentiated professional development plan for teachers informed by student data, curriculum needs, OTES, IPDPs, Resident Educator Program, etc. and how it will link to the school’s continuous improvement plan.
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Cincinnati Classical Academy (CCA) will provide professional development to assure that teachers are equipped with the skills to teach the curriculum and increase academic achievement. In alignment with the Ohio Standards for Professional Development (OSPD), CCA’s professional development includes the following criteria:

- Occur within a collaborative culture in which all share collective responsibility for continuous improvement.
- Be advanced by leaders who prioritize professional learning and develop the capacity and structures to support it.
- Be supported by resources.
- Be databased, and use data for planning, assessment, and evaluation.
- Represent best practice models and theories of adult learning and active engagement.
- Be research-based, using what is known about change to sustain implementation.
- Focus on specific goals and align outcomes with existing educator and student standards.

OSPD guides the development for CCA teachers and leaders. For individual teachers, the OSPD directs their individual plans and are based on the data at the school that drives the needs of the students. For Principals, the OSPD drives their individual plans, but also ensures their school offers effective systems for professional learning. The research-based professional learning models most appropriate for CCA and its mission will be used and evaluated for effectiveness as evidenced by increased student achievement, increased student growth, staff growth (as documented using targeted walk-throughs and Teacher Evaluation scoring), and overall staff moral (as documented through retention rates and staff survey results). Specifically, the models used will include the following:

**Individually Guided Development:** Allows the teacher to help design a menu of learning activities which align to the school’s mission, the teacher’s IPDP, and input from the school administrators.

**Observation and Assessment:** Includes an administrator providing structured feedback on targeted skills or practices. The areas of observation might be aligned to school-wide initiatives such as the implementation of Socratic Discussions or classroom management issues such as equitable questioning techniques.

**Involvement in a Development or Improvement Process:** Typically, this will involve systemic school-improvement processes. the use of this model is in keeping with the Ohio 5-Step Decision Making Process and will involve the identification of a need for improvement and the subsequent plan for the entire school community to follow.

**Training:** This model of professional development is used by BCSI in the annual sessions made available to staff and administrators on the campus of Hillsdale. This allows an expert on a particular curricular topic, instructional strategy or educational practice to share knowledge with an audience. In this type of professional development model, attendees are allowed to learn, ask questions, participate in demonstrations and extend prior knowledge.

**Inquiry:** Central to CCA's philosophy for students and all staff is the concept of inquiry and reflection. This type of professional development allows teachers to reflect on their curricular content material, the achievement and growth of their students and the alignment of their instructional practices to the school's philosophy, mission and vision. In this reflection, teachers are encouraged to formulate questions regarding the ability for improvement. Tools used in this type of professional development might include surveys, root-cause analysis exercises, data analysis opportunities and digital representations of teaching.

The Professional Development aligns with the following seven standards of Ohio Standards for Professional Development. Per the ODE website, "professional learning that increases educator effectiveness and results for all students" embodies the following Standards.

∅ Standard 1: Learning Communities. Occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

∅ Standard 2: Leadership. Requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.

∅ Standard 3: Resources. Requires prioritizing, monitoring and coordinating resources for educator learning.

∅ Standard 4: Data. Requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.

∅ Standard 5: Learning Designs. Integrates theories, research and models of human learning to achieve its intended outcomes.

∅ Standard 6: Implementation. Applies research on change and sustains support for implementation of professional learning.

∅ Standard 7: Outcomes. Aligns its outcomes with educator performance and student curriculum standards.

### **On-Site Teacher Training for New Hillsdale-Affiliated Schools, June 2020**

### **Barney Charter School Initiative - 2020 Summer Conference in Classical Education | June, 2020**

#### **Session 1 | June 14-17**

#### **Block 1**

#### **Pedagogy 101**

Dr. Daniel Coupland - The first year of teaching is a chaotic whirlwind of late nights, early mornings, stacks of grading, angry parent emails, weeping children, stacks of grading, moments of jubilation, half-finished lesson plans, and more stacks of grading. As a result, teachers often enter the summer both with a myriad of experiences that can be difficult to synthesize and with a desire to make improvements on a first year filled with both successes and failures. This session has been designed specifically for teachers who have just completed their first year in the classical classroom. It promises to serve as a reminder of the principles of classical pedagogy, to offer the opportunity to reflect upon the experience of first year teaching, to think through some helpful strategies of order and organization, and to provide teachers with some elements of instruction to work on as they enter year two.

### **Interpreting Hamlet: Art and the Tradition**

Dr. Benedict Whalen - This presentation will offer an examination of Hamlet in two ways. First, we will study what Hamlet himself thinks about the nature of art and its relation to reality and human beings, and compare his understanding with our own experience of the play. Second, we will review a few of the prominent interpretations of Hamlet that have been developed over the centuries since it was first staged, and conclude with a few comments about how these interpretations might assist us in teaching Hamlet.

### **Panel: Teaching Close Reading**

Michael Berndt, Amanda Gilmore & Tomek Grzesiak - Three panelists will provide suggestions for developing our students' ability to read closely.

### **Why Logic? Its Place & Purpose in Classical Education**

Dr. Benjamin Beier - Hillsdale's Dr. Benjamin Beier will treat the history and purpose of logic, and its essential place in classical education, as well as its particular importance in the 21st century.

### **Building Your School's Theater Program**

Dr. Christopher Matsos - This workshop will introduce fundamental techniques for integrating acting exercises as a means of cultivating creativity and confidence among students. Whether participants are interested in staging productions or integrating drama in the classroom, this session will provide accessible tools for characterization, improvisation, and play analysis. In addition, Dr. Christopher Matsos will offer support to those seeking to begin or improve drama programs in their school.

### **Man's Political Nature and the Question of Justice**

Daniel O'Toole - This talk will help clarify the relationship between liberal education and civic education, and it will provide high school philosophy, government, and history teachers with a useful framework for thinking and teaching about politics. Following Aristotle and the Socratic philosophers, we will consider why man is political by nature and what this means for the character of political life. Themes we will touch on include: man's concern with justice and the complicated meaning of justice; the political regime; partisanship; politics vs. expertise and management; the rule of law; and the limits of political progress and the persistence of imperfection and conflict in political life.

**Classroom Management**

Becky Holland - This workshop will help teachers improve their classroom management systems: procedures, rules, the physical space, and organizational systems.

**Evolution**

Dr. Jeffrey Van Zant - Hillsdale's Dr. Jeffrey Van Zant will discuss how variation within gene families leads to evolutionary change at the population level.

**Block 2****American Politics After 1965 and the New Progressivism**

Dr. John Grant - Progressives from Theodore Roosevelt to LBJ were concerned about uplift—society helping individuals to perfect their capacities so they could then go out and help uplift others. After the mid-60s, American politics rejected uplift in favor of a non-judgmental concern for the least among us. This talk will help government, history, and philosophy teachers understand this new political project and the new conceptions of justice, equality, and freedom that animate it.

**Essential Understandings from Ancient & Medieval History**

Dr. Kenneth Calvert - Hillsdale's Dr. Kenneth Calvert will explore the essential understandings for studying ancient and medieval history.

**Teaching Both Ideas & Events in History**

Dr. Terrill Legueri - Golden View Classical Academy's Dr. Terrill Legueri will share some best practices for balancing the teaching of ideas with that of events in history class.

**Best Practices in Beginning Latin Instruction**

Julie Apel - Founders Classical Academy of Leander's Julie Apel will share best practices in beginning Latin instruction.

**Motor Skill Development in the Grammar Years**

Przemek Grzesiak - This presentation will focus on the theory behind and application of Athena Oden's Ready Bodies, Learning Minds program as applied in the Motor Lab, a system meant to develop the fine motor skills and sensory systems of all students. The Motor Lab will be set up, various exercises and toys will be put to use, and proper technique (where applicable) will be explained.

**Group Theory in Math**

Dr. David Gaebler - Mathematics abounds with transformations that rearrange an object in some way, whether it be rotating a cube, shuffling the order of a sequence, or changing the sign of a real number. When a collection of such transformations is studied together, and when they are related according to certain axioms, one has a "group." Surprisingly, not only are groups the fundamental tool for the study of symmetry, but they also unlock the properties of

polynomials and their roots! These connections are at the heart of Galois theory, one of the crowning achievements of pure mathematics. Though aspects of Galois theory are highly technical, the central concepts require no prerequisites beyond basic algebra.

### **Creating Historic Prints**

Pamela Heckel - Participants will learn about the historic print-making process of cyanotype. Join Pamela Heckel from Hillsdale Academy as she demonstrates how to prepare for and create a photographic print using sunlight, a process that may be adapted to all grade levels.

### **Pedagogy 301**

Dr. Daniel Coupland - Designed specifically for teachers who have significant experience in the classroom (4+ years), this session focuses on the nuances of the pedagogical craft. Avoiding complacency and continuing to look for ways to improve is the hallmark of an excellent teacher, and this session will offer a few advanced pedagogical techniques that can give experienced teachers some fresh ways to reimagine their teaching practices, to rethink their classrooms, and to discover small adjustments that can have a profound impact on the lives of their students.

### **The Odyssey and Homer's Idea of Wisdom**

Dr. Benedict Whalen - This presentation will look at The Odyssey in a philosophical light. We will examine Odysseus' journey in order to understand what Homer suggests is most proper to human nature, what is most noble for that nature to pursue, and what are some of the gravest threats to that nature. This presentation will include a few comments about Homer's The Iliad, and will look forward to some of the various ways the myth of Odysseus has been adapted in Western culture.

### **Why Rhetoric? Its Place and Purpose in Classical Education**

Dr. Benjamin Beier - Hillsdale's Dr. Benjamin Beier will treat the history and purpose of rhetoric, and its essential place in classical education, as well as its particular relevance in the 21st century.

### **Effective Pedagogy in Teaching Spanish to Beginners**

Dr. Nika Setek - Founders Classical Academy of Leander's Dr. Nika Setek will share useful tips and methods for teaching beginning Spanish students.

### **The Physics of Climate Change**

Dr. Kenneth Hayes - Hillsdale's Dr. Kenneth Hayes will discuss the basic physics of the greenhouse effect and why the planet is warming, and the most significant consequences of climate change on human society.

### **Re-envisioning Homework as an Opportunity**

Jonathan Gregg & Becky Holland - This session will delve into the principles and practices of assigning homework in a way that alleviates the burden on the teacher while still providing meaningful and challenging ways for students to cement their in-class learning.

**Creating a Curriculum Map and Lesson Plan**

Gail Mowry - Using the Core Knowledge curriculum and her years of teaching experience, Gail Mowry will provide guidance in creating a basic outline and lesson plan for elementary music.

**American History Forum**

Jordan Adams - BCSI's Jordan Adams will moderate a forum for teachers of American history.

**Ancient History Forum**

Jonathan Rogers - Founders Classical Academy of Lewisville's Jonathan Rogers will moderate a forum for teachers of ancient history.

**Latin Forum**

Dr. Colin Pang - Golden View Classical Academy's Dr. Colin Pang will moderate a forum for Latin teachers.

**Establishing & Growing the Culture of Your Music Program**

Rachel Holland - This session will consider and open to discussion the many pieces involved in building the culture of a music program irrespective of how established the program is.

**Medieval & British Literature Forum**

Ian Atherton - Golden View Classical Academy's Ian Atherton will moderate a forum for teachers of medieval & British literature.

**Ancient Literature Forum**

Catherine Rogers - Founders Classical Academy of Louisville's Catherine Rogers will moderate a forum for teachers of ancient literature.

**Forum on Games in P.E. Class**

Przemek Grzesiak & Cami White - All grammar school physical education teachers are invited to share several games that they employ in their own gym classes. Each participant will have the opportunity to explain and lead other participants through a brief playing of the games on-site, that all teachers may have a clear understanding of how to implement them. Please email [REDACTED] with what games you would like to share and what supplies will be required for your games.

**Forum on the New Philosophy and Government Courses**

Daniel O'Toole - This is a forum for both teachers and administrators to discuss Hillsdale's new recommendations for government and philosophy courses for 10th, 11th, and 12th grades. We will discuss both the purposes of the new recommendations and how to implement them. Teachers and administrators will have an opportunity to provide feedback, and we will attempt to answer their questions and address any ideas or concerns.

**Forum on Teaching Economics as a Logical Science**

Matt Summers - Is it possible to articulate and verify economic principles prior to our experience of the world? For Ludwig von Mises and the Austrian School, the answer is yes. This forum, led by Golden Vie Classical Academy's Matt Summers, explores the role of logic and deductive reasoning in constructing universal economic principles.

**Life Science Forum:** Becky Holland -This forum will provide a moderated discussion on life science topics and teaching ideas for 7th grade science and high school biology teachers.

**Math Forum**

Abby Johnson -Golden View Classical Academy's Abby Johnson will moderate a forum for math teachers.

**Astronomy: The Course and Instructional Design**

Michael Berndt - An astronomy course is a recommended option for the 12th grade science class. This session will discuss ideas about how to design and teach this course.

**Block 3**

The Reformation & the Enlightenment Dr. Korey Maas - Hillsdale's Dr. Korey Maas will share with participants some of the most important ideas, events, and themes from the Reformation and the Enlightenment.

**Texas History for Non-Texans**

Dr. Donald Frazier-Dr. Donald Frazier from Schreiner University will share a history of Texas that may be especially helpful for non-Texans who are expected to teach Texas history to their students.

**Teaching a Love of Latin sine Gimmicks**

Julie Apel-Founders Classical Academy of Leander's Julie Apel will share ideas on how to cultivate students' enjoyment of Latin without resorting to mere gimmicks.

**Foundations of Strength Training**

Tyler Cortright & Mitch Schoenborn-Hillsdale College athletic trainers will lead an interactive seminar about the major principles in strength training and physical wellness. Topics will include movement patterns and planes of motion, physical fitness attributes (i.e., power, strength, speed, plyometrics, agility, endurance, etc.), exercise selection and how to progress/regress exercises, proper exercise technique and movement mechanics, motivational aspects of training, how to structure workouts, and training volume management. Please wear appropriate exercise attire as we will practice certain exercise progressions.

**Technology in Math Class**

Cameron Starc-This presentation will recommend a variety of technologies that may be incorporated into math instruction and assessment, and will address their proper use in a classical math course.

**The History of Architecture**

Alex Harner-This presentation will address continuity in architecture and those principles that have informed good buildings from past to present

**Tips & Tools for the Grammar School Music Classroom**

Aimee Evans - Join Aimee Evans of Founders Classical Academy of Leander as she shares tips and tricks for dealing with everything from classroom management to incorporating the use of instruments and the presentation of composers and songs.

**“Tell All the Truth”: Emily Dickinson’s Poetry**

Dr. Kelly Franklin - This presentation will introduce teachers to the form and major themes of Emily Dickinson’s poetry, followed by a close reading and interpretation of poems from (and beyond) the HILLSDALE junior high and high school curriculum.

**Teaching Shakespeare Through Acting**

Dr. Christopher Matsos - From 2011-2012, Dr. Chris Matsos served as Program Coordinator for the partnership between Ohio State University and the Royal Shakespeare Company (RSC), where he facilitated the training of K-12 educators in the RSC’s “Stand Up for Shakespeare” initiative. “Stand Up for Shakespeare” provides accessible tools for a deeper understanding of Shakespeare’s language, characters, and themes by inviting students to push their desks aside and explore the plays on their feet. In borrowing simple rehearsal room techniques from world-class practitioners, this pedagogy bolsters students’ sense of confidence and gives them a feeling of ownership in their engagement of the Bard. It is effective both in the classroom and for those wishing to stage productions of Shakespeare’s works. This workshop will guide participants through two “Stand Up for Shakespeare” exercises and answer questions about this pedagogy for those who seek to use it in their classrooms or productions.

**Teaching Modern Foreign Languages after Latin**

Dr. Nika Setek - Founders Classical Academy of Leander’s Dr. Nika Setek provides perspective and suggestions for teaching a modern foreign language to students who have taken Latin. This session is applicable to teachers of Spanish, French, and other romance languages.

**Teaching Formal Logic: Goals, Methods, and Tips**

Dr. John Tutuska - This talk, led by Dr. John Tutuska of Founders Classical Academy of Louisville, will focus on the goals of a formal logic course and practical tips for organizing and teaching it.

**America’s Two Constitutions: Separation of Powers vs. the Administrative State**



Dr. Adam Carrington - The structure of government matters greatly in the ends a polity pursues and how well it pursues them. With this in mind, this talk will examine the complicated relationship between our two competing constitutional systems: the original Constitution's system of the separation of powers and the later Progressive system of the administrative state. This talk will help high school government and history teachers make sense of how our political order works—and doesn't work—today.

### **Pedagogy 301**

Dr. Daniel Coupland - Designed specifically for teachers who have significant experience in the classroom (4+ years), this session focuses on the nuances of the pedagogical craft. Avoiding complacency and continuing to look for ways to improve is the hallmark of an excellent teacher, and this session will offer a few advanced pedagogical techniques that can give experienced teachers some fresh ways to reimagine their teaching practices, to rethink their classrooms, and to discover small adjustments that can have a profound impact on the lives of their students.

### **Re-envisioning Homework as an Opportunity**

Jonathan Gregg - This session promises to delve into the principles and practices of assigning homework in a way that alleviates the burden on the teacher while still providing meaningful and challenging ways for students to cement their in-class learning.

### **Science and the Pursuit of Beauty**

Michael Berndt - This session will discuss how the pursuit of beauty has driven scientific beauty, how beauty is found in the natural sciences, why beauty reveals truth, and how these ideas inform the way we teach science in the classical school.

### **Block 4**

#### **C. S. Lewis's The Abolition of Man**

Dr. David Diener - C. S. Lewis's *The Abolition of Man* is a classic work in the history and philosophy of education. In this seminar we will examine its central themes and the key arguments Lewis makes throughout it for absolute values and the training of students' affections as well as their intellects. We will work sequentially through each of the three chapters of the book, discussing both the progression of Lewis's thought and the practical educational implications of his treatment of concepts such as "men without chests," "the Tao," and "the abolition of man."

#### **Executive Power and the Constitution**

Dr. Adam Carrington - The American Presidency is arguably the most powerful political office in the world. This talk discusses the nature of the executive power it exercises, connecting it both to the Constitution and to its fellow branches within the national government.

#### **The 1960s: The Cultural Revolution**

Dr. Paul Moreno - Hillsdale's Dr. Paul Moreno with lead participants in considering the cultural revolution that was the 1960s in the United States.

**Best Practices in History Class**

Jordan Adams - BCSI's Jordan Adams will share and lead a conversation about best practices in teaching upper school history.

**Wordplay in Vergil's Aeneid**

Dr. Eric Hutchinson - Hillsdale's Dr. Eric Hutchinson will lead participants in an examination of Vergil's use of wordplay in The Aeneid.

**Athletic Directorship: A Classical Approach**

Nathan McClallen - Nathan McClallen, Athletic Director at Founders Classical Academy of Leander, will present on the unique role of an athletic director in a classical school.

**Keeping Gym Class Orderly and Active**

Cami White - Cami White offers K-6 physical education teachers a variety of ideas that will help keep gym class moving safely and efficiently. Emphasis will be placed on how discipline, consistency, and preparedness are the keys to a successful gym class.

**Mathematics & Wonder**

Jonathan Gregg - Tracing the footsteps of Euler, the greatest mathematician to walk the earth, this session will illustrate how mathematics begins and ends in wonder, and will help teachers to restructure their lessons to incorporate the pursuit of wonder in their classrooms.

**Tenets of a Music Curriculum in a Classical School**

Casey Gregg -This presentation will recommend an understanding of music that is proper to a classical framework.

**Panel: Senior Thesis**

Michael Berndt, Brandon Muri & Dr. Kathleen O'Toole - Earlier this year, senior thesis teachers from several BCSI schools met to think about guidance for schools in structuring the senior thesis. In this session, three panelists from those meetings will share what was discussed and provide suggestions for developing the senior thesis program.

**One Teacher's Approach to Embracing the Drudgery of Composition Instruction**

Dr. Ellen Condict - In Gjertrud Schnackenberg's "Supernatural Love," the poem's narrator describes a small, careful act of love and attention as "[t]he obligation due to every thing / [t]hat's smaller than the universe." In teaching composition, we often think more towards conquering the "universe," our grand plan for students to achieve rhetorical sophistication, a plan which expects out of our students big ideas, long papers, and large-scale improvements, especially in their final years of upper school. But the nature of writing demands close attention to the small things, building proficiency with the smaller elements of good writing—the idea, the sentence, the paragraph—through imitation and repetition. This workshop will focus on using in-class writing as the training ground for good writing habits.

**Teaching Rhetoric: Goals, Methods, and Tips**

Monika Grzesiak - This talk will focus on the goals of a rhetoric course and practical tips for organizing and teaching it.

### **Chemistry Lesson Planning and Instruction**

Dr. Karin Jackson - This session will give some lesson ideas that incorporate hands-on learning with classical teaching within the chemistry class.

### **Introduction to Transparent Watercolor Techniques**

Julio Suarez - In this studio session, participants will be able to practice the fundamental watercolor skills of painting flat washes and the proper technique for making beautiful calligraphic brush strokes. Applicable to all grades. Supplies provided.

### **Block 5**

#### **English Legal History & America**

Dr. David Stewart - Hillsdale's Dr. David Stewart will consider the significance of England's legal tradition on the American colonists and American system of self-government.

#### **Active Latin Pedagogy**

Dr. Patrick Owens - Dr. Patrick Owens, visiting professor at Hillsdale College, will share some best practices for incorporating elements of spoken Latin into Latin instruction.

#### **Teaching Academic Skills**

Jordan Adams & Nicholis Wagner - BCSI's Jordan Adams and Nicholis Wagner will share skills and habits that every student should have in order to succeed at school, and strategies for how teachers can foster these in their students.

#### **Nutrition & Physical Education**

Tyler Cortright - Tyler Cortright, Hillsdale's Director of Sports Medicine and Performance, will speak on nutrition in upper school physical education classes. The presentation will include a general overview of macro and micronutrients, how food intake may change based on age or activity level, creative ways for growing and raising your own healthy foods for year-round consumption, and methods used in the college setting for helping students improve their eating habits.

#### **Teaching Dance in the Grammar Years**

Cami White - Cami White will present on the importance of including dance in a classical physical education curriculum and how it influences students outside of the gym. Intended for K-6 teachers, the presentation will also introduce the basics of three common dances (Waltz, Foxtrot, and Two-Step) and how to teach these to students. No previous dance experience is required!

#### **Conversations with Progressivism**

Jonathan Gregg - This session promises to explore progressive education research, highlighting ideas in the prevailing literature of the field that overlap with the tenets of classical education, providing opportunities for productive conversation with people who may be skeptical of classical education.

### **Practical Aspects of Teaching Art**

Fran Mason - Fran Mason of Ivywood Classical Academy will share practical tips on lesson planning, where to find additional resources, how to administer art assessments, and how to connect art with other subject areas.

### **Encouraging Socratic Discussion in the Music Classroom**

#### **Rachel Holland**

Rachel Holland - Seven Oaks Classical School will present on how to create and use strong Socratic questions music classroom and in planning. The content will be applicable to all grade levels.

### **Panel: Senior Thesis Case Studies**

Josh Andrew, Amanda Gilmore & James Knabe - In this session, three panelists from various BCSI schools will describe how their schools approach the senior thesis and add their own particular twist on the process.

### **Fahrenheit 451 and Dystopian Literature**

Dr. Ellen Condict - Fahrenheit 451 is a great read, brimming with potential for middle-school students as they practice textual analysis and Socratic discussion. Essential thematic questions—about the nature of happiness, the meaning of equality, the role of technology in dystopias, the use of censorship, the significance of books—make reading this book an enjoyable classroom experience. But a focus on the smaller details of text, in the figurative language and grammar at the sentence level, also yields good fruit. This seminar will delve into some of these themes and possibilities for teaching the book as a literary work.

### **Preparing Our Students for College Composition**

Dr. Patricia Bart - The ability to write accurate, succinct expositions of the irreducible facts lies at the foundation of the ability to write responsible, rational, and effective public arguments—whether at the high school or the college level. This session will consider simple means of teaching expository writing about primary works and secondary works that make arguments about them, as a preparation for students writing their own arguments about literary works. The skills and means discussed will, however, be broadly applicable to most high school courses that have a writing element.

### **Teaching Fascism and Communism: The Interplay of Events and Ideas**

Dr. John Grant - This talk will offer an examination of the historical events, trends, and dominant ideas relating to fascism and communism. It will help history, government, and philosophy teachers better understand what has made these movements so appealing to so many.

### **Liberty and Tyranny in Shakespeare's Julius Caesar**

Dr. Khalil Habib - Shakespeare's Julius Caesar is the second of a series of plays depicting the rise and fall of classical Rome. The play thematically portrays the rise of the plebeian class and their tribunes and their effect on the heroic tradition and Rome's liberty. Shakespeare presents the rise of the people as the inevitable consequence of Rome's expansion, which ultimately destroyed the republic and paved the ground for the rise of empire and Christianity.

#### **Modern Foreign Language Forum**

Tomek Grzesiak - BCSI's Tomek Grzesiak will moderate a forum on modern foreign language instruction. Teachers of any modern foreign language (French, Spanish, etc.) are most welcome.

#### **Medieval & Renaissance History Forum**

Dr. Terrill Legueri - Golden View Classical Academy's Dr. Terrill Legueri will moderate a forum for teachers of medieval and Renaissance history.

#### **Modern European History Forum**

Jordan Adams - BCSI's Jordan Adams will moderate a forum for teachers of modern European history.

#### **Starting Math Clubs**

**Abby Johnson** - Abby Johnson of Golden View Classical Academy will discuss the variety of clubs available to engage students in mathematics in a fun and meaningful way and how to get a math club up and running.

#### **Music Forum**

Aimee Evans - Led by Aimee Evans of Founders Classical Academy of Leander, this presentation will share practical solutions to common issues that arise in upper school music programs.

#### **Composition Forum**

Tomek Grzesiak & Dr. Kathleen O'Toole - Hillsdale's Dr. Kathleen O'Toole and BCSI's Tomek Grzesiak will moderate a forum for teachers of composition.

#### **Modern Literature Forum**

Brandon Muri - Founders Classical Academy of Las Vegas' Brandon Muri will moderate a forum for teachers of modern literature.

#### **American Literature Forum**

Ian Atherton - Golden View Classical Academy's Ian Atherton will moderate a forum for teachers of American literature.

#### **Vengeance, Mercy, and Justice: On Lincoln's Second Inaugural Address**

Dr. Robert Garrow - This talk explores some of the depths of Lincoln's Second Inaugural Address—one of the greatest and most profound speeches ever given. Not only does Lincoln meditate on America, slavery, and the Civil War, but he also helps us to understand timeless truths about vengeance, mercy,

and justice; divine providence; and the tragic nature of politics. Humanities and civics teachers from across the various disciplines will all benefit from this talk.

### **Physics Forum**

Cris Chacon - This forum, led by Golden View Classical Academy's Cris Chacon, will provide a moderated discussion on physics topics for 8th grade science and high school physics teachers.

### **Chemistry Forum**

Dr. Karin Jackson - This forum will provide a moderated discussion on chemistry topics and teaching ideas for 7th grade science and high school chemistry teachers.

Professional development topics to be discussed throughout the school year were developed in alignment with OSPD and may include, but will not be limited to:

- Classical Education Model
- Core Knowledge
- Singapore Math
- Response to Intervention
- Assigned texts that support the mission of the school
- How to formulate questions that will encourage critical thinking, analyzing meaning, expression of ideas with clarity and confidence
- Data Analysis
- How to train students in Socratic method discussions
- Differentiation
- Assessments
- Norms for the group to follow
- Special Education

Building level staff meetings are held on a weekly basis to analyze data and discuss best practices. Teachers involved in RESA Year 1, Year 2, Year 3 and potentially Year 4 will be provided training and assistance from trained mentors. Teachers will participate to the fullest extent in all activities, RESA meetings, if required, and all training facilitated by the school.

Professional Development will occur formally five times per year for an overall review of data, curriculum, differentiation, and subject matter work. Building level training will be based on the Classroom Walk-Through Tool which is to be completed once per month per teacher by the Headmaster. This data is used to develop teacher specific training, and/or whole school training. The Headmaster and Assistant Principal use the tool to evaluate teachers

on a regular basis and provide them feedback with areas for growth identified. Additionally, it is an opportunity for teachers to regularly reflect on teaching and learning.

Teachers use OSPD to develop personal IPDP's. Teachers must state which Standard for professional development correlates to the professional development they attend. All of CCA's provided professional development correlates directly to the OSPD. Professional Development is embedded as an action step, and progress measurements are included to work towards the OIP goals.

Professional development includes the use of self-evaluation as a part of the Adkins Classical Teacher Evaluation System. This evaluation is submitted to the Headmaster who compares the self-assessment against his/her assessment. The results of teacher evaluations will drive training for building teachers annually. Teachers with specific needs will be assigned to training, coaching, and/or conferences.

Professional Development is embedded as an action step within the continuous improvement plan, and progress measurements of the professional development are included to work towards the school improvement plan goals.

Professional Development will be based on the Professional Growth Plan from the Adkins Classical Teacher Evaluation System and the goals for instruction as indicated in the adult indicators that challenge at-risk learners in each section of the Ohio Improvement Plan also known as the School Improvement Plan.

Within the School Improvement Plan, there are baseline, mid-year, and end of year benchmarks. These measurements are chosen by the school to measure formative and summative assessments of each teacher's students. Teachers will be responsible in reporting to regular teacher-based team meetings (TBTs). These meetings are designed for teachers to share where their students are in their progression of the assessed standards. Teachers then decide upon interventions for students who are not understanding the information or for those students who perform on the gifted spectrum, the teachers will decide on high performing interventions to make sure those students are progressing as well.

Each teacher's experience in the classroom is considered and the instructional leadership staff will be prepared to use both MAP and OSTs to determine if each teacher needs more specific professional development to increase the growth and proficiency of their students aligned with the CCIP and the Teacher Evaluation standards for growth.

<b>Professional Development Plan for School Leaders</b>	<b>6.3d</b>	<b>9) Using the Ohio Standards for Principals 2018, describe how the school will <i>develop, implement, and evaluate</i> a differentiated professional development plan for school leaders informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan.</b>
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Cincinnati Classical Academy (CCA) will provide professional development to the school leaders based upon the Ohio Standards for Principals 2018 as follows. The strands serve as categories for the professional development to be provided. CCA will combine internal and external resources as well as ODE provided and recommended development to offer a comprehensive program.

**Standard 1: Mission, Vision and Core Values:**

The effective educational leader develops, advocates and enacts a shared mission, vision and core values.

**Standard 2: Ethics and Professional Norms:** The effective educational leader acts ethically and according to professional norms.

**Standard 3: School Improvement**

The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.

**Standard 4: Curriculum, Instruction, and Assessment**

The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.

**Standard 5: Professional Capacity of School Personnel**

The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.

**Standard 6: Equity and Cultural Responsiveness**

The effective educational leader models supports and cultivates a school culture characterized by equity and inclusiveness.

**Standard 7: Community of Care and Support**

The effective educational leader develops and sustains positive partnerships with and among students, staff, and stakeholders to create a safe and caring school environment.

**Standard 8: Meaningful Engagement of Families and Community**

The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.

**Standard 9: Strategic Staffing**



The effective educational leader is integral to the recruitment, hiring, and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.

#### Standard 10: School Operations

The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

Professional Development for School Leaders will be implemented to

1. Provide teachers with ongoing professional development that reflect plan goals and strategies
2. Use Professional Development to create/support building leadership teams and other networks for school leaders
3. Monitor and evaluate the implementation of professional development for school leaders

At designated times throughout the year, to be scheduled, professional development will be provided that incorporates each strand. Professional development includes the use of self-evaluation as a part of the **Adkins Classical Principal Evaluation System**. This evaluation is submitted to the evaluator who compares the self-assessment against the observations and assessments. The results of the Evaluation System will drive further professional development for the school leaders. Development can include training, coaching, and/or conferences. Professional Development is embedded as an action step within the continuous improvement plan, and progress measurements of the professional development are included to work towards the school improvement plan goals. Overall include

1. Providing school leaders with professional development in areas that will assist them in developing Building Leadership Teams (BLTs) and Teacher-Based Teams (TBTs).
2. Supporting professional development opportunities that allow school leaders to network with and learn from peers.
3. Using professional development time to provide space for teams to work on tasks connected to school and district goals and the continuous improvement plan (CIP) and school improvement plan (SIP).
4. Using performance-based criteria (assessments, performance framework goals) to identify highly qualified school leaders to serve as professional development instructors and principal supervisors, mentors, and coaches.

Based on student data from assessments, Classical Principal and Teacher Evaluation results, IPDPS performance growth, and Resident Educator Program progress, the professional development will be analyzed for any adjustments and changes to the OIP plan.

Professional Development will be based on the Professional Growth Plan from the **Adkins Classical Teacher Evaluation System** and the goals for instruction as indicated in the adult indicators that challenge at-risk learners in each section of the Ohio Improvement Plan also known as the School Improvement Plan.

Within the School Improvement Plan, there are baseline, mid-year, and end of year benchmarks. These measurements are chosen by the school to measure formative and summative assessments of each teacher’s students. Teachers will be responsible in reporting to regular teacher-based team meetings (TBTs). These meetings are designed for teachers to share where their students are in their progression of the assessed standards. Teachers then decide upon interventions for students who are not understanding the information or for those students who perform on the gifted spectrum, the teachers will decide on high performing interventions to make sure those students are progressing as well.

<b>School Calendar</b>	<b>6.3.1</b>	<b>9) Provide the proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and number of hours the school will be in session. The school calendar will need to be submitted annually by a due date established yearly for approval by the Sponsor and ODE. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODE, and may require a corrective action plan.</b>
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Cincinnati Classical Academy (CCA) will attempt to mirror the calendars of the public school district in order to harmonize available public school bus transportation and school schedules if possible. Excluding lunch period, students will have six and 1/2 hours of daily classroom instruction and 165 days of class (annually 1,072 hours of classroom instruction). The proposed school and attendance calendar is attached and includes professional development and assessment days, vacation days, and number of hours the school will be in session. Parents and students will be notified of the school calendar as it is provided to families upon enrollment. The calendar is also sent home with the student at the beginning of the school year. The calendar is available in the school office and on the school website. A sample school calendar is enclosed as **Attachment C - School Calendar**.

**Extracurricular Programming**

The school calendar allots time for extracurricular activities. Extracurricular activities are vital to the emotional and intellectual growth of students. CCA’s will be targeted to build the seven core virtues (prudence, justice, courage, humility, gratitude, perseverance, and compassion). CCA will offer robust programming to allow all students to explore their interests and strengths. CCA’s athletic offerings may include cross country, track and field, basketball, volleyball, and taekwondo. Academic extracurricular offerings may consist of chess, chorus, Geography Bee, Junior Classical League, , Spelling Bee, Student Council, drama, and more.

In planning activities and programs for students, CCA considers the importance of family involvement. Providing great culture leads to outstanding academics, and CCA believes parents are an integral part of our team. Below are a few ways in which the school may engage and celebrate parents:

- Classical Parent Association (CPA)

- Field Trips
- Volunteer Opportunities
- Parent Social Events

Additionally, a CCA Welcome Kit is provided to parents that includes information about parent volunteer opportunities as well as an introduction to the school, its curriculum and the classical education model. A sample of this Welcome Kit is enclosed along with **Attachment C - School Calendar**.

<b>Bell Schedule</b>	<b>6.3.1</b>	<b>10) Provide the school’s proposed bell schedule(s). The bell schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the number of hours per day. If additional services are provided, such as after-school tutoring, include these on the schedule.</b>
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The bell schedule for Cincinnati Classical Academy is included as **Attachment D - Bell Schedule**. **Please note that this is a sample bell schedule. A permanent bell schedule will include all required items including specials and common planning time for teachers and instructional leaders.**

### 6.3e Prevention and Intervention Policy

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

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

Prevention and Intervention Plan	6.3.2	<p>1) Describe a whole-child model for meeting students needs related to health, safety, engagement, personalized learning and prepared for success.</p> <p>2) Describe the school’s <a href="#">multi-tiered educational services</a> policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing academic and/or behavior problems, and address the needs of <u>ALL</u> students (i.e. limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).</p>
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1. Cincinnati Classical Academy will provide an education model that focuses on the whole child.

**Health.** Cincinnati Classical Academy (CCA) will address the mental and physical health of each student. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The physical education program will keep students active, fit, and healthy. It will 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. CCA will also provide the resources necessary to address the student’s mental health. A culture of support from all teachers and staff are fostered. A great learning environment where lessons in cultural and civic education are taught so that the students want to attend school. CCA’s lessons will be supported by a campus that fosters positive relationships between students, parents, and teachers. If any adaptive physical or specialized mental health support is needed, CCA will offer services from third-party specialists. To provide specialized services, CCA will use the services of Total Education Solutions (TES) NexStep, PSI or other reputable provider.

**Safety.** CCA will provide a safe environment for all students. Discipline, ethics, and personal responsibility will be modeled and expected. The school will define a standard of behavior using Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship) as complements to the four classical virtues (temperance, fortitude, justice, and prudence) **which align directly with Ohio’s standards for social-emotional growth and well-being.**

CCA will implement a Discipline Policy and code of conduct as outlined in the student handbook. Students are expected to model and reinforce the school's expectations at every opportunity. The school discipline policies will support the education of the students and the overall vision of CCA. Additional information on the Discipline Policy is listed later in this section.

**Engagement.** CCA will engage students by offering both curricular and extracurricular offerings, to nurture the child's humanity. The curriculum offers the best intellectual and cultural traditions of the West as they have been developed and refined over many generations. To engage the student's extracurricular interest, activities, and talents, school groups, and clubs will be offered along with athletic offerings. Parents will be engaged through PTO, field trips, volunteerism, and fundraisers.

**Personalized Learning.** Teaching methods will be modified and differentiated to meet student needs. The success of every student will depend upon his or her consistent effort and perseverance. Each student will receive the support of every staff member whose focus is on academic achievement and a commitment to educational excellence. CCA will automatically provide differentiated instruction in at least two main areas, math and reading and other areas based upon individual need per assessment results. Additional information on differentiated instruction is provided later in this section. Students are provided with the lesson and an academic program based upon the level of skill including gifted education warranted.

**Prepared for Success.** Classical Education upholds a standard of excellence. CCA's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but also in character development. At CCA, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. CCA will close academic learning gaps enabling students to graduate as highly literate and ethical citizens who are well-prepared to advance into high school and on to other pursuits. The goal is to develop within its students the intellectual and personal habits, virtues, and skills upon which responsible, independent, and flourishing lives are built. CCA prepares its students to be leaders in their homes and communities, entrepreneurs in business, and statesmen in government. Through its content-rich curriculum with a strong emphasis in civics, CCA provides a traditional education with a constant view towards developing exceptional American citizens.

2. Cincinnati Classical Academy (CCA) will provide an academic program to meet the needs of ALL students including those who are experiencing learning, behavior, and other problems as well as English Language Learners, gifted, homeless, and lowest achieving 20%. Additionally, CCA will provide educational interventions to help meet Ohio's Third Grade Reading Guarantee and any student identified as being "at-risk" of not graduating.

Ohio law (ORC 3313.617) requires schools and districts to adopt a policy regarding students who are at risk of not qualifying for a high school diploma. Most often, schools use a Student Success Plan to document experiences leading to anticipated on-time graduation and post-graduation success. Ohio recommends various activities and check-points for schools, students and parents to use. Some of these activities are integrated into coursework, be stand-alone experiences or parts of a school counseling curriculum. The plan is a unique student-focused process that includes academic and career goals.

Along with documenting data points such as grades and test scores, this plan also allows students to identify and reflect upon strengths, interests and aspirations. At CCA, as deficiencies are noted in this plan by the SAC, a student could be considered “at-risk” which would initiate intervention practices such as additional and more targeted counseling practices, the inclusion of credit-recovery courses, etc. to correct any deficiencies and move the student to a path of success. Based upon staff capacity and available resources, the student success plans will be reviewed with students no fewer than two times per year.

Particular care will be taken to ensure that a student with disabilities who has an Individualized Education Program (IEP) Transition Plan and is determined to be at-risk through a district’s career advising policy will have a Student Success Plan that aligns with but does not conflict with the IEP.

The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the Response to Intervention (RTI) model. RTI is a “systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions.” The School will have a solid School Accountability Team (SAC) to apply identification, assessing, development, implementation, and monitoring and re-evaluation procedures. The SAC consists of the Headmaster, Dean of Student Learning, Intervention Specialist, classroom teachers, ELL teacher as needed, and parents (as needed).The system will revolve around the study and optimization of the interactions of curriculum, instruction, students, and learning environments.

The model uses three (3) tiers of interventions that become increasingly more focused, intense, and individualized. The school will set up systems and methodologies to address student needs that may include data-based goals, reflection, and review of instruction and methodology, differentiation of the instruction and other targeted interventions, as well as formative and summative assessments. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. The RTI Model is as follows per Figure 2: Rtl.

Figure 2: Rtl

### **Tier 1**

Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School-wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful. Within the classrooms, students will be assessed at the beginning of each school year based upon Benchmark data for each grade level in each core content area that is developed by the school. In addition to progress that is being observed in the classroom, all students will be monitored by Core Knowledge Assessments. The data will be used to help determine if there is a problem with the core curriculum. As the year progresses, student progress will be monitored, and data will be collected to identify students who are struggling. For struggling students, they will first receive assistance in Tier I through the use of universal interventions within the classroom. These interventions include remedial strategies,

classroom/behavior management strategies, small-group instructions, flexible grouping, more instructional time, etc. Interventions are determined by classroom teachers, grade-level teams, and/or school leadership. If, after a reasonable amount of time with progress being monitored and data being collected, these interventions do not result in progress, the students can be referred to Tier 2 and the RTI for a more intense study of what is causing struggle academically or behaviorally.

## **Tier 2**

Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in the text. Adjustments can be made within Tier 2 to increase time on task or decrease the student/teacher ratio. The SAC will conduct the student study process and consider, implement and document the effectiveness of appropriate research-based interventions utilizing curriculum-based measures. In addition to the core team members of the SAC, specialists, such as speech therapists, special education teachers, bilingual education teachers, reading teachers, nurses, or social workers can bring valuable perspectives and ideas to the team. A varying number of other individuals will serve on the team, depending on the types of concerns and expertise needed. CCA will use the services of Total Educational Solutions for additional support. In addition to reviewing information collected at the Tier 1 level, the SAC will address culture and acculturation, socioeconomic status, teaching and learning styles and instructional delivery mechanisms in order to rule out other possible causes of the student's educational difficulties. The SAC, at this level, may develop a written, individual education plan (IEP). Based upon data that indicates that the student has shown over time a significant deviation from their grade-level peers and/or persistent behavioral problems, a plan can be developed that includes a more intense instruction that is provided individually or in small groups and occurs in addition to the general education curriculum. In the area of behavior, a Functional Behavior Assessment and a Behavior Intervention Plan can be developed. If interventions are warranted, CCA will consider the following interventions:

- a. Provide quality, solid, focused instruction.
- b. Provide instruction in smaller groups.
- c. Teach additional learning strategies.
- d. Change scope and sequence of tasks.
- e. Cover all of the components needed to learn a skill. Avoid the creation of splinter skills, and focusing on the essential components of reading, language and math.
- f. Monitoring student progress more frequently than at Tier 1.
- g. Evaluate student progress more frequently than at Tier 1 to determine whether progress is being made.
- h. Assess the student's response to the new interventions in order to determine whether new or different interventions should be used.
- i. Develop a clear, concise plan of intervention. What is going to be done differently, who is going to do it, when will it be done, where will it be done, and how long will it be done?
- j. Use the written intervention plan to identify measurable outcome and create data-driven adjustments to the intervention process.

- k. Creating a progress-monitoring schedule using a variety of data gathering methods.

Tier 2 interventions will be used in consistent time allotments at least four times per week over a period of nine weeks. At the end of the nine-week period, the SAC will reconvene for additional support and determination on whether the student should remain at Tier 2 or move to either Tier 1 or Tier 3. Because referral to Tier 3 or Special Education is based on RTI data, CCA will implement the interventions exactly as defined in order to ensure consistency in the data that is collected as progress is monitored. A progress-monitoring schedule using a variety of data gathering methods will be developed and implemented by appropriate CCA staff.

Students with disabilities who do not qualify for special education services can be served at Tier 2 or 3 based on the student needs. Academic improvement plans for students facing retention, or for those who have been retained are also the responsibility of the RTI in Tier 2. When it is determined that a student has an obvious disability or a serious and urgent problem, the SAC will address the student's needs promptly on an individualized basis, which may include a referral for a multi-disciplinary evaluation (Tier 3) to determine possible eligibility for Special Education and related services consistent with the requirements of federal regulations at 34 CFR Sec. 300.300.

### **Tier 3**

Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to and aligned with the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports. If the student does not respond adequately to significant Tier 2 interventions, the student will be referred for a Multidisciplinary Evaluation to determine their need for Special Education services. Tier 3 students are not all eligible for Special Education. If the student does not qualify for Special Education services, the student can return to the SAC team and continue to receive Tier 2 or Tier 3 interventions. Prior to the referral, the SAC will determine if the student has received instruction and interventions that are scientific and research-based. Students identified as a "student with disability" are deemed eligible for Special Education and related services, and an IEP will be developed by a properly-constituted team, pursuant to federal regulations at 34 CFR Sec. 300.321. Either a parent of a student or members of the SAC can initiate a request for an initial evaluation to determine if the student has a disability with the consent requirement in 34 CFR Sec. 300.300. If the student qualifies for Special Education services under the IDEA, specially-designed instruction and related services will be provided through an Individualized Education Program (IEP). If the student does not qualify for Special Education services, the student can return to the SAC team and continue to receive Tier II interventions. Students are assessed continually to determine mastery of skills. Singapore Math is effective in addressing individual student needs as well. The program lends itself to differentiation because of the three stages of learning contained in the materials: concrete, pictorial, and abstract. Students are continually assessed, so



teachers know which students are ready to move throughout the stages. Students at the more concrete level are allowed to stay at that stage longer, with tools such as manipulatives, to assist in learning. Singapore Math has been used very successfully with students who are struggling learners in math in addition to students who are English Language Learners. All Special Education services will be in compliance with Ohio code.

**Initial Evaluation.** Students who are referred for testing by an SAC or by a written parental request must first be evaluated to determine whether the student has a disability as identified under the IDEA. This first formal diagnostic evaluation, “the initial evaluation,” requires informed prior written parental consent to conduct. The initial evaluation must be completed within sixty (60) calendar days of the date of parental consent. Any re-evaluation also requires informed written parental consent secured prior to the re-evaluation taking place. The initial evaluation should provide the IEP team with: (a) information it will need to determine whether a student has a disability and requires Special Education and related services; (b) information regarding the student’s present levels of educational and functional performance; (c) information to assist in determining educational needs, including accommodations and services.

If a parent initially refuses to sign the consent, “the sixty (60)” day limit begins to run only when the consent is signed. Before any initial evaluation, the parent must provide informed written consent to the testing. The consent to testing is not consented to initial placement. If there is no consent to testing, CCA may file a complaint about a due process hearing. If the parent refuses to consent or fails to respond to a request for consent, CCA has no further obligation. However, there should be clear documentation of CCA’s efforts to obtain consent, including copies of correspondence or documentation of phone calls made to the parent. A certified letter should be sent to the parent advising that (1) his or her non- response or refusal to consent is considered a refusal of services; and (2) the child will not be considered a student with a disability for any disciplinary or educational purposes.

The evaluation/assessment must provide for:

- a. Assessing in all areas of suspected disability (including health and development such as vision and hearing);
- b. Selection of evaluation tools that are not racially, culturally, or linguistically discriminatory;
- c. Are administered in the language or form most likely to yield accurate information regarding what the student knows and can do academically, developmentally and functionally;
- d. Selection of assessment tools that assess specific areas of educational need;
- e. Ensuring that there are a variety of tools and strategies used to gather relevant functional and development information;
- f. Information provided by the parent;

- g. Including information on how the student is involved in and progressing in the general curriculum.
- h. Identify any accommodations in test administration that may be necessary.

Assessments/evaluations must be administered by qualified personnel as specified in the instructions provided by the producers of the assessment tool. CCA will follow the rule that informed parental consent must precede the initial evaluation, and the parent's consent to the initial evaluation will not be construed as consent for special education services. All evaluations will be conducted according to the requirements established by IDEA 2004. To ensure informed parental consent, the signature of the parent will be obtained by the evaluator/diagnostician, who can explain the types and purposes of the evaluations to be conducted. The referral packet will be provided to the diagnostic staff in a timely fashion. Not more than 15 work days will pass before the diagnostician meets with the parent to review the assessment plan and secure parental consent.

CCA will assure that assessments of the students with Limited English Proficiency measure what is intended and not the student's English skills. For students with sensory, motor, or speaking impairments CCA will ensure that the assessment measures what is intended. "Parent" may include a foster parent of a child with a disability if Children, Youth and Families Department (CYFD) provides appropriate documentation to establish that CYFD has legal custody and has designated the person in question as the child's foster parent, and if the foster parent is willing to make the educational decisions required by IDEA. Qualified Surrogate parents may be appointed in compliance with 34 CFR Sec.300.519 when needed to protect the rights of a student with a disability. A foster parent who meets all the requirements of 34 CFR Sec. 300.30 may be appointed as a surrogate parent if the public agency that is responsible for the appointment deems such action appropriate (34 CFR Sec. 300.519).

**Determination of eligibility and educational need.** Upon completion of the initial evaluation, a SAC will be scheduled. A written notice to parents will be sent to inform them of, and invite them to, the meeting. Parents will be afforded sufficient time for response and opportunity to request another time in order to accommodate their schedules. The SAC team is composed of the child's parents and educational professionals such as general teachers, Intervention Specialist, a diagnostician, and related service providers if they conducted an evaluation. The purpose of the meeting is to review the evaluation with the parents and determine if the student is eligible to receive Special Education services. If so, an Individualized Education Plan (IEP) is developed which will provide specially-designed instruction that is tailored to fit the learning strengths and needs of the student. Determination or the re-evaluation of eligibility through the Multidisciplinary Team occurs every three years unless an early re-evaluation is warranted.

**Individualized Education Plan.** CCA will be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school. At a meeting, the IEP for a student will be developed by a team including the student, parents, general education and intervention specialist, appropriate ancillary representations such as Total Education Solutions. The IEP will focus on academic, behavioral, and/or social competence and will include therapies necessary to both help the student overcome difficulties in these areas and have as much access to the general education curriculum as possible. The services, as required by IDEA, will be delivered in the least restrictive environment. The IEP will be reviewed annually or sooner if requested by school staff or the parents.

The Tiers are not a “set” series of interventions or activities that all students move through. Rather, they are fluid and flexible. Students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progress and the performance gap with grade level and classroom peers closes, the student may no longer need interventions beyond Tier 1. The RtI framework is designed for all students, including general education students and Special Education students with IEPs. “All students” includes those who struggle, those who excel and demonstrate needs beyond the core, and those who are English Language Learners.

### **Screening Process**

The first level of data for RTI will be collected at the start of the school year using both the Ohio Department of Education Diagnostic Assessment Materials for grades K-3 and Measures of Academic Progress. Once results have been collected, the RTL will review the data and identify those students in need of Tier II and Tier III support. An instructional and intervention plan will be created and tailored to each student’s specific needs which will include a timeline of follow up assessments to ensure student growth. The plan will be used to teach a new skill, build fluency in a skill, or encourage the child to apply an already existing skill to a new situation or setting. The interventions will be designed to improve performance relative to a specific, measurable goal. These interventions will include instruction, be focused on targeting a specific identified weakness and be implemented consistently for at least three days a week over the course of at least six weeks. In addition, the SAC will create decision guidelines to determine when interventions are no longer necessary, need to be changed, or when a student might be identified for special education.

### **Assessments**

Student assessment and performance data will be regularly assessed by teachers and administration to guarantee that all students are receiving the support and instruction necessary. CCA will rely heavily upon experienced and well-trained teachers to be constantly aware of individual needs within their classrooms. Teachers and administrators will apply the data gathered to drive the intervention strategies and progress monitoring methods, making sure that each is an efficient use of time and resources. Teachers and administration will hold team meetings to discuss the growth and progress of individual students. The curriculum allows for ease of differentiation, so teachers will be able to readily accelerate or reinforce a student’s learning. At our middle school levels, by offering accelerated and remedial coursework, the school will be able to pace students according to their instructional needs. In middle school, the Dean of Student Learning and Headmaster will work closely with students to ensure proper class placement and promotion.

### **Progress Monitoring**

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student’s parent, will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to modified curriculum, reading instruction, after school instruction, and other extended day services including tutoring, mentoring and intensive skills development programs

It is the intention of CCA to use progress monitoring unless the student has a disability and receives services on an Individual Educational Plan (IEP) that more appropriately can address the identified deficiencies. CCA may request that low performing students attend remediation programs held before or after regular school hours or during summer. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met. Progress monitoring will stay active until a student has made sufficient learning gains to illustrate proficiency.

### **Third Grade Reading Guarantee**

To determine whether each student is on track, CCA will administer an Ohio Department of Education Reading Diagnostic Screening measure by September 30 for students in grades one, two and three and by November 1st for Kindergarten. If a student appears to be falling behind in reading, the school will immediately, in conjunction with the parents/guardian, develop a reading improvement plan (RIP) and provide interventions. CCA will continually monitor student's progress under the RIP. While there are a number of factors which affect a student's reading ability, there is ample empirical data that CCA's phonics-based reading model has a high rate of success with even the most disadvantaged students. In other schools affiliated with the Barney Charter School Initiative, even students in the lowest achieving level do read at grade level by the third grade. CCA expects that for all students who have attended the school for at least two years, 95% will meet Ohio's Third Grade Reading Guarantee. If at the end of a student's third grade, it is deemed that the reading ability is insufficient to enter 4th grade, no promotion will occur. If a student is held back to repeat third grade, CCA will institute an individualized daily 90-minute reading program with a specially trained reading specialist. Should the student improve quickly, CCA may, at its administration's discretion, promote the child to the 4th grade early in the repeat year.

### **Lowest 20% of Students**

Low performing students will be identified through the use of assessment and diagnostic tools. CCA will develop a program to provide the lowest 20% of struggling students with additional literacy instruction, through flexible scheduling blocks, small group setting and differentiated instruction, as well as pull out instruction. An additional 30 minutes per day will be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. This 30-minute block will be implemented daily for remediation and enrichment in reading, but also in math, if necessary. Within 30 minutes, there is additional literacy instruction and progress monitor occurs on a weekly basis. Teachers may need to alter the text or use books at the student's reading level to increase comprehension. Re-teaching and re-reading may be used. The interventions are based upon individual student need.

Homework and classwork help will be offered during specific study hall hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice and further feedback. When learning gains are not progressing at an appropriate rate, CCA will provide for tutoring. These sessions are programmed within the operating budget and will be applied to those students requiring extra intervention to bring them up to grade level expectations.

Additionally, students will receive differentiated instruction and grouped by ability and/or led through a reading practice regimen designed to meet each student at his or her ability level. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade level standards. Highly effective teachers will intentionally use all of these strategies to engage students including those performing below grade level in maximizing their benefit from the curriculum.

### **Homeless Students**

CCA will adopt policies governing student homelessness in an effort to afford equal opportunity education and prevent discriminatory practices. Every student who meets the federal definition of “homeless” will be provided a free and appropriate public education at CCA in the same manner as all other students. When and if necessary, CCA’s SAC will take the necessary measures to assure the equal opportunity treatment and education of homeless students. No homeless student will be denied enrollment based on a lack of proof of residency. Meetings with the school psychologist and mental health consulting services will be arranged, if and when necessary.

CCA will conduct outreach efforts that include placing information sheets on equal opportunity enrollment and recruitment guidelines throughout neighborhood locations, which may include schools, shelters, hotels, churches, emergency shelters, community organizations, medical facilities, food banks, Laundromats, and social service agencies. CCA will post its welcoming policies on the website and throughout its literature including the Parent/Family Handbook. Additionally, students’ and parents’ rights information will be posted in public areas. CCA will make determinations based upon the definition of homeless according to federal guidelines and the Ohio Department of Education policies. The goal is to ensure that homeless students are offered enrollment and equal opportunity for success and a productive future.

### **Differentiated Instruction**

Students presenting academic difficulty need programs that address remediation directly and target specific deficiencies. *Literacy Essentials* is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Literacy Essentials provides a strong foundation for students who exhibit academic progress and will be an effective remedial program for students with academic challenges. English Language Learner students will also benefit because Literacy Essentials provides limited concepts at a given time and is practiced until students achieve mastery. CCA believes one of the best forms of remediation is through a solid phonics program. By using this program with all students, the school expects to address many student literacy problems before they develop. And students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as problems are identified.

CCA will incorporate at least a 90-minute morning period in kindergarten through 5th grades focusing on the various aspects of English language study: phonics, reading, vocabulary, study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact. This morning period will be supplemented with brief periods of punctuated practice throughout the day.

CCA will automatically provide differentiated instruction in at least two main areas, math and reading and other areas based upon individual need. In math, the first of these areas, the school will group students by ability. This process will require a common math period for all K-6 students and possible schedule changes for 7-9 students. Students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student learning and a significant metric for placing students into ability groups. Ability grouping is a significant complement to the Singapore Math program and helps to ensure that students receive the foundation in math that is necessary for understanding upper-level math. At the high school level, a remediation course will be offered in both math and ELA to those students that need more instruction. Teachers at CCA often voluntarily set aside extra time to work with students needing extra instruction during planning periods, study halls and before/after school to help further support those students that are struggling.

### **Gifted**

The Core Knowledge Sequence allows for a significant amount of latitude with regard to particular topics and works of literature. Students who are capable of work above their grade level may be given the option to read additional works of literature, read adapted works in an original or longer form, or study history and science content in a more comprehensive form (e.g., by reading upper-level texts or receiving instruction from upper-level teachers). When necessary, additional methods, such as small group learning, will be used to push these students' already accelerated learning. Furthermore, with the use of study halls as additional time used for enrichment.

### **Specialized Services**

Students with special needs will have access to highly qualified Intervention Specialists, contracted behavior and mental health experts, a contracted school psychologist, assistive technology devices (when needed), and access to the full curriculum with supplemental tutoring. All students, if needed, will have access to speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, early identification and assessment of any disabilities, counseling services, and medical services for diagnostic or evaluation purposes. Related services also include school health services, school nurse services, social work services in schools. To provide specialized services, CCA will use the services of Total Education Solutions (TES), NexStep or other entity to ensure adequate student services are available as needed. The following therapeutic and Special Education services are some that may be made available to CCA students through third party contracting:

- Adapted Physical Education
- Board Certified Behavior Analysis and other Behavior Intervention Services
- Intensive Academic Instruction
- Occupational Therapy
- Para Professional Support

- School Counseling
- Special Education Coordination
- Speech and Language Pathology- Assistants and Specialists
- School Nursing
- School Psychology
- Physical Therapy
- Behavioral Support Program
- School Nurses Services
- Tutoring

TES and NexStep contracting may provide for Adaptive Physical Education Teachers, Resource Specialists, Behavior Intervention Specialists, and Development Supervisors, School Counselors and Psychologists and Marriage and Family Therapists, School Nurses, Board Certified Behavior Analysts, Special Education Coordinators, Speech and Language Pathologists, Occupational Therapists, Para Professionals, and Tutors and Intensive Academic Instructors.

### **English Language Learners**

English Language Learners (ELL) will receive instruction as related to the 10 ELP standards and 5 stages of language acquisition (pre-functional, beginner, high Beginner, Intermediate, Advanced) and the content/classroom teachers work to modify instruction and assessment by identifying the essential learning of each lesson and unit to determine how the ELL student can show understanding. The model of ELL that is provided by our providers is In-class/Inclusion Instruction, as recommended by the ODE. In this approach, ELL students are together with their Native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the ELL students. The program will implement best practices that help students become English Language Learners (ELLs). The school will provide the formal and informal English Language Assessments that assess skills (listening, speaking, reading, and writing) of ELLs throughout the school year. CCA contracted services will provide assessments of the strengths and weaknesses of each student to the school personnel for Individual Education Plan planning and will collaborate with the school teachers and the Intervention Specialist to better serve the needs of the student. The school offers highly qualified teachers and other personnel as needed.

For example, the ESL or bilingual education specialist may provide guidance to the ELL students as they are working on a group project or individual assignment. The instructor will provide Inclusion Instruction that focuses on English language functions and forms that ELLs need to develop in order to access standards and to be successful in school. Instructors will work with ELLs within their EPL to work towards mastery of the PLDs and PTs within their levels while receiving content instruction in the classroom with their peers, often through use of the vignettes to encourage successful participation in

content-based instruction while working towards content-based goals. The preferred model for our outsourced providers to operate under is the “Sheltered Instruction Observation Protocol (SIOP), Model.”

### **Discipline Policy**

CCA will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define a standard of behavior using Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship) as complements to the four classical virtues (temperance, fortitude, justice, and prudence). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and conduct based on high moral standards. Therefore, CCA will implement a Discipline Policy and code of conduct as outlined in the student handbook. Students are expected to model and reinforce the school’s expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents, and the community, CCA will develop students who choose to exercise maturity and respect for each other, for staff, and for the property. Students will learn to take full responsibility for their actions and to make morally sound decisions. To support this goal, students receive explicit instruction in these expectations and feedback on their conduct through citizenship marks on their progress reports. The school discipline policies will support the education of the students and the overall vision of CCA. Through age-appropriate expectations and discipline procedures, an environment where all students can learn without distraction will be created. Staff will act as role models for students, and through open discussions between students, teachers, Headmaster, and family members, students may use the disciplinary time to learn more about themselves and about others, and learn the value of making ethical decisions.

CCA also enforces the dress code policy to reinforce a structured school culture and to prevent potential distractions from the academic endeavors of our students. The goal of CCA is to provide students with a classical education, leading them to have exceptional academic skills and personal character. CCA believes in the importance of a virtuous staff, who display behaviors students can imitate. Staff will be trained and have a solid understanding of the expectations of CCA and will be able to provide appropriate guidance for students. In line with the goals above, CCA believes that its policies for student behavior are practical and will be effective in building good character. Teachers will be the first to recognize poor behavior and may note the need for disciplinary action. If the child’s poor behavior continues or disrupts the learning environment in the classroom, the student may be referred to the Dean of Students or Headmaster.

Parent involvement and community collaboration are critical to student growth and will provide the educational investment necessary to develop students into a skilled workforce and responsible citizenry. As such, CCA expects parents to support the mission and vision of the school. CCA hopes parents will set good examples for their children, encourage them in critical thinking skills, provide them quiet study space at home and teach them effective study skills. To make sure parents have the opportunity to be fully involved in their children’s lives, teachers will communicate with parents on a regular basis. CCA believes that family is an integral part of each student’s life; thus, parents will be informed of behavior, social, and/or academic problems of their child. The following is a sample of the discipline procedures.

### **Level 1: In the Classroom**



Grade K-3: Character Cards: Students either have cards or a chart in the back of the classroom. Students guilty of a particular infraction will be told to put a hole punch in their character cards. More sophisticated systems involve putting a hole next to the virtue that the student has trespassed (e.g. “respect” or “integrity”) or even rewarding students for practicing virtue by identifying these acts with stickers. Teachers should review the hole punches at the end of the day and make necessary notes for the parent. Each character card will go home at the end of the week and return with a parent signature.

Grades 4-6: A potential variation on the character card will be used.

Grade 7-9: General classroom management procedures with escalating consequences.

### **Level 2: In the Classroom**

Grade K-3: Character card punches followed with various classroom management procedures, up to and including recess and lunch detentions.

Grades 4-9: Classroom management procedures, up to and including after-school detention and parent communication.

An examination of character form is used for all students to help them further address and understand the failure to practice the virtues of CCA.

### **Level 3: Office Referral, Basic Offense**

All grades: Office referrals follow the general plan in the handbook with escalating consequences for repeated infractions.

### **Level 4: Office Referral, the more grievous offense**

All grades: Some offenses as determined by policy and administrative discretion will require escalated consequences without repeated action (e.g., physical harm, destruction of property). The Dean of Students will implement several levels of offense/consequences as a matter of policy that gives him/her the flexibility to assign reasonable consequences.

Parallel to the behavior policy will be a policy that addresses school uniform violations.

### **Special Education**

Upon admission or identification of any disabled student, the school will comply with all federal and state laws regarding the education of students with disabilities. The school will work with Total Education Solutions (TES) and will provide all necessary related services by staffed Resource Teachers, Intervention Specialists or contracted service providers. The school has adopted the Ohio Department of Education’s Special Education Model Policies and Procedures governing the education of students with disabilities. The final level of support includes Special Education, where students are provided Individual Education Plans that identify yearly goals, services, accommodations and modifications for students who qualify. For students with emotional or behavioral disabilities, services can include (but are not limited to) social skill groups, small group interventions, 1-1 interventions, separate classrooms for a partial or full day, and support of the Intervention Specialist. Students who need SPED will have access to highly qualified Intervention Specialists, contracted behavior and mental health experts, a contracted school psychologist, assistive technology devices (when needed), and access to the full

curriculum with supplemental tutoring. Students who require Special Education will have access to Intervention Specialists, contracted behavior and mental health experts, a contracted school psychologist, assistive technology devices (when needed), and access to the full curriculum with supplemental tutoring through the services of a contracted provider like NexStep or Total Education Solutions. Teachers with students requiring specialized services will complete an intake form for referrals.

### **Behavioral Policy for Special Education**

IDEA 2004 states that school personnel may consider any unique circumstances on a case- by- case basis when determining whether to order a change in placement for a student with a disability who violated a code of student conduct. Therefore, the Headmaster will consider each set of unique circumstances in deciding whether to seek a long-term disciplinary removal of a student with a disability.

### **Manifestation Determination**

Should the school recommend a change in the student's placement due to a disciplinary offense, the school, parents, and relevant members of the IEP will review all information in the student's file, including the child's IEP, any teacher observation and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, or if the conduct in question was the direct result of the school's failure to implement the IEP. Should the manifestation determination conclude that the conduct in question was not caused by the child's disability; the IEP team is charged with determining an interim alternative education setting for the student. If it was determined that the child's behavior was related to the disability, the IEP team is to return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the Behavioral Intervention Plan.

### **Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP)**

A functional behavioral assessment is completed when a student's behavior interferes with his or her learning or the learning of others. If a manifestation determination finding shows that a student's behavior was related to his/her disability, then the IEP team will conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless a FBA was already conducted prior to the behavior in question. If the school already has developed and implemented a BIP for the student, the IEP team will review the plan and modify it to address the behavior in question.

### **Alternative Assessment**

CCA understands that Alternate Assessment must be developed for students with severe cognitive disabilities and that accommodations must be made as determined by an IEP team. If a student enrolled has disabilities that preclude him/her from valid and reliable participation in general assessments, an

alternate assessment will be used to gather information on the standards-based performance and progress of the student. Teachers can use the results from each year to identify goals, program needs, and student growth. Compliance with Section 504 / American Disabilities Act

CCA agrees to provide the full range of accommodations and services necessary for students with disabilities, as described in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, to participate in and benefit from public education programs and activities.

### **Student Information System**

CCA may use the Data Analysis for Student Learning (DASL) as its Student Information System (SIS). DASL is a state-of-the-art, comprehensive web-based student information management and decision support system solution for schools. DASL will assist teachers in tracking behavior, attendance, discipline and interventions.

**Information Data.** Student data from the enrollment application will be entered into the SIS prior to the first day that students are educated. The hard copy of the application will be filed along with the birth certificate, proof of residency, and supporting documents. Regular data verification checks will be conducted to ensure data is correct. The Office Manager inputs the data into SIS and processes the verification checks.

**Test Data.** For reading, math and writing diagnostic data, the classroom teacher administers the assessment and collects the final results. The Office Manager enters the data into SIS. The Educational Empowerment Group (EEG)Data Coordinator extracts the data from the DASL and will upload it into EMIS for grades K-3. For the state assessment results, the Data Coordinator will upload the information into the DASL and EMIS. The test results for the NWEA assessments will be uploaded and maintained and analyzed by the school.

**School specific data.** Formative Assessment data is tracked at the school using a template that analyzes student mastery, divided by standard. The Unit assessments are administered at the beginning and end of every instructional unit. Upon completion of course content units and scoring of the post assessments, teachers will complete a Unit Analysis Worksheet for review with the Teacher Based Teams. At the end of every testing cycle, the student performance data is collected, compiled, and reviewed with Teacher Based Teams and presented to the SAC.

**Attendance Data.** CCA understands that in order to accomplish the school's mission, students must attend school every day. CCA works closely with parents, teachers, and students to combat truancy. The Office Manager will record attendance schedule in DASL, which will also capture tardiness. The Office Manager, the Dean of Students, the Headmaster and the Board of Directors will all review testing, enrollment and attendance data at regular board meetings.

**Process.** To report accurate and timely data to the Ohio Department of Education (ODE) the EEG Data Coordinator sends required state data records from DASL directly to the ODE Data Collector. The Data Coordinator accesses ODE's Data Collector and uploads the data from the school sent from the DASL into

the Data Collector. The data is reviewed for accuracy, certified, and submitted to ODE. DASL holds and sorts all data. It also converts data to be read by EMIS once uploaded into the Data Collector.

#### **6.4a Goals and Performance Indicators**

**The school will be required to show progress toward meeting the goals established in its school improvement plan. The school improvement plan will be reviewed at monthly board meetings and updated as needed. Revised plans will be submitted to the Sponsor.**

**Schools newly chartered with Charter School Specialists will establish an school improvement plan by September 30<sup>th</sup>.**

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

### 6.5 Assessment Plan

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

<b>Nationally Normed Assessment</b>	<b>6.5</b>	<b>1) St. Aloysius requires its sponsored schools to identify and utilize at least one nationally normed, <a href="#">ODE approved standardized testing tool</a>. It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? Discuss rationale for assessment selection and the relationship to Student Growth Measures (OTES and OPES). Nationally normed assessment data and a comprehensive written analysis will be due to the sponsor by June 30<sup>th</sup> of each year.</b>
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Cincinnati Classical Academy (CCA) will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) twice per year. NWEA is a trusted resource for measuring individual student achievement, calculating student growth, projecting proficiency on high-stakes assessments, and comparing a student’s growth to that of students across the country. The MAPs are state-aligned computer adaptive tests that accurately reflect the instructional level of each student and measure growth over time. MAP Growth reveals how much growth has occurred between testing events and when compared to norms, shows projected proficiency. CCA can track growth through the school year and over multiple years; and will be able to compare students’ performance against norms to evaluate programs and improve instruction. MAP assessments provide a sensitive metric for measuring and comparing growth among students from differing schools, districts, and states. MAP also offers outcome measures that are important for the development of new educational programs for improving student learning. Ohio also has identified the NWEA/Map Assessment on the list of approved vendors for the Third Grade Reading Guarantee. In addition, teachers can easily identify where instruction needs to take place and for whom and to what degree. The MAP will be given to students three times per year. Each test session will be followed by score reading and reporting for each subject area and identified by the teacher. See the school calendar for dates.

Tests developed by NWEA use a scale called RIT to measure student achievement and growth. RIT stands for Rasch UNIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages.

**Student Growth Measures:** The school will use the following types of Student Growth Measures Value-Added, an approved vendor assessment (NWEA-MAP), and Locally Determined Measures (SLO’s). These growth measures will be considered as a part of the overall teacher evaluation process in the [Adkins Classical Teacher Evaluations](#).

<b>Ohio’s State Assessments</b>	<b>6.5</b>	<b>2) All required state assessments must be included in the school's assessment blueprint and calendar.</b>
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	<p><b>Confirm use of specific state tests, how the data will be collected and distributed to Board of Directors, staff, students, parents, and how the results will impact professional development and Ohio Improvement Process (OIP) goals and strategies. These may include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA, and Kindergarten Readiness Assessment.</b></p>
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Cincinnati Classical Academy (CCA) will measure academic proficiency longitudinally in terms of annual progress on the K-3 Reading Diagnostic Assessment, Ohio English Language Arts Test (ELAT), and the Ohio State Assessments, and interim progress during the school year on the Northwest Evaluation Association (NWEA) assessment.

Third-grade students will participate in the fall state reading assessment exam for Third Grade Guarantee. State diagnostic assessments will be administered to students in K-3 and Kindergarteners will be assessed with Kindergarten Readiness Assessment (KRA). CCA will administer the KRA to all Kindergarten students within the administration window. The assessment covers six areas: language and literacy, mathematics, science, social studies, physical well-being, and motor development, and social foundations, which include social and emotional development and approaches toward learning. Students are assessed in the following ways:

- Observation - Teachers will use a rubric with three description levels for the skill(s) being measured.
- Selected response questions – Teachers have a scripted prompt that could include a story or pictures and a question with answer choices.
- Performance tasks - These require an action or verbal response from the child in response to a scripted prompt, such as producing a rhyming word. The school will use the information gathered from this assessment to inform instruction and provide academic, functional, and behavioral interventions for any student not meeting expectations.

Students who are identified as off-track will receive individually selected interventions per the identified area of need, and a plan will be created and executed.

Ohio Test of English Language Acquisition (OTELA). State and federal law require an annual assessment of K-12 Limited English Proficient (LEP) students to measure their English language proficiency. The OELPA and AASWD will be administered as needed.

**Additional Non-Required Assessments**

CCA will administer the ELAT annually in order to measure students’ academic proficiency on state-mandated academic standards for grades 3-9. The ELAT and End Of Course Exams will allow the school to compare results with schools in Lucas County as well as schools across Ohio. In 2020, CCA will administer the newly adopted tests for the Common Core. The AASCD will be used, when appropriate, with Special Education students who qualify to take this assessment. The AASCD assesses the following grades and the following areas: math, science, social studies, and reading.

**Sharing Data and OIP**

CCA will annually, analyze and report assessment data and academic success to the Board of Directors, staff, and parents. CCA will share the school’s annual state assessment with results with parents and guardians through email, links on the school website, and in a letter sent home with students. Results of all state testing will be compiled and used to evaluate the OIP. Assessment windows are included on the school calendar and placed on the website. Successes in improvement will be saved to be replicated, and critical needs will be further evaluated in order to assess the curriculum, instructional strategies, teacher performance, and other resources.

The School Accountability Committee (SAC) consisting of the Headmaster, Assistant Principal, Dean of Students, the Intervention Specialist, and Teacher-Based Teams, will provide a detailed report of student achievement data and OIP progress to additional key stakeholders in scheduled meetings throughout the year as data is received. The Headmaster and Assistant Principal will facilitate discussions of state results as it relates to the improvement planning and will discuss changes that need to occur individually with teachers during their planning meetings. Teacher professional development will be adjusted and updated to reflect the needs of the school as dictated by state testing results.

<b>Formative Assessments</b>	<b>6.5</b>	<b>3) Describe the process for developing formative assessments that includes gauges of all learning domains (social-emotional), sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.</b>
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Formative Assessments will be used to monitor and analyze student progress through such practices as

- ∅ Teacher-developed pre- and post-assessments
- ∅ Teacher-developed rubrics
- ∅ Singapore Math assessments that will be used as placement tests and as a means to demonstrate mastery of the material taught at each level. If a student masters 80% or more of the content, they can move up a level. If not, they can begin instruction at that level, or repeat it. The placement tests can also be used as an exit test for each respective level.

These measures will enable the analysis and improvement process to occur through evaluating data and making instructional decisions with regard to students, teachers, instructional content, curriculum, resources, instructional strategies, and pacing. The School Accountability Committee will review teacher-created assessments to determine which students need increased amounts of academic intervention. In response to the data, leaders and teachers will adjust student schedules for tutoring and/or one-one or small group instruction.

Formative assessments will be the basis for adjusting the education program by the Response to Intervention (RTI) and teacher-based teams (TBTs) for each student in order to improve academic performance. Assessments will be used by the RTI Leadership Team (RTL). An instructional and intervention plan will be created and tailored to each student’s specific needs which will include a timeline of follow up formative assessments to ensure student

growth. The plan will be used to teach a new skill, build fluency in a skill, or encourage the child to apply an already existing skill to a new situation or setting. The interventions will be designed to improve performance relative to a specific, measurable goal.

Through teacher-based teams (TBTs), data is shared across grade levels. As a part of the Ohio 5-Step Process, formative assessment is analyzed by TBTs, which meet every week to discuss data and share ideas. The TBTs process is evaluated each month by administrators during leadership team meetings. Feedback is given to all TBTs, and data is analyzed for growth purposes.

That data is the basis of professional development. The TBTs process is then reviewed by the Headmaster and Assistant Principal in efforts to ensure where additional training is needed. The process for developing formative assessments is a part of the professional development plan offered to teachers. Formative Assessments is one of the topics scheduled for professional development for CCA staff.

CCA will share data across the school and with parents/guardians via email, the website, and information sent home to parents. CCA may use an online grading platform such as Infinite Campus. Data will be shared with teachers at planning meetings and during professional development that will include intra and inter-grade meetings to allow teachers to vertically plan (further ensuring that skills are taught and reinforced from grade to grade) and collaborate to meet the needs of specific students. If data is unacceptable across classes, grade levels, or within the entire school, the instruction method, curriculum alignment, rigor, and use of resources are monitored and discussed by the members of the teams accordingly. Weekly and bi-weekly check-ins for improvement occurs and is reviewed within meetings. The data will inform the need for any spiraling within the unit or pacing guides, re-teaching within the unit or pacing guides, or the elimination or addition of content by classroom/content/grade level or school in the curriculum.

Data will be shared with Hillsdale College and the Barney Charter School Initiative (BCSI). CCA will benefit from a strong, ongoing working relationship with Hillsdale College. The College will instruct and guide administrators and teachers, design the curriculum, and provide coaching and support. Along with the Hillsdale College K-12 Education Office, and select Hillsdale College professors, the College also enlists the services of additional experienced teachers in classical education to conduct teacher training. These sessions and workshops are conducted during the summer months, and Hillsdale personnel also offer assistance during the school year.

<b>Non-Academic Measures</b>	<b>6.5</b>	<b>4) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness.</b>
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Cincinnati Classical Academy (CCA) will administer a parent, teacher, and student survey annually, to evaluate satisfaction and support. Any indicating metric approval rates of less than 80% will be brought to the Board's attention. Monitoring student opinions about academic progress, environment, teachers, support structure, and education program provide the data needed to provide an optimal model. Information from surveys assists leadership



and teachers in making decisions about how to adjust the services and programs offered to assure that each student is performing to his or her maximum potential. The school goal is to provide an environment that supports teaching continuously. To assist in gauging this measure, statistics will be gathered and evaluated from an annual teacher survey. At or near the end of the school year, parents will be asked to complete a comprehensive satisfaction survey designed to assist the school in assessing areas where improvement may be necessary. Parents can also provide feedback during parent-teacher conferences, parent-teacher organization meetings, and during their attendance at Board meetings.

Additionally, the school will measure and evaluate other non-academic statistics including year-to-year student enrollment figures and student daily attendance averages.

<b>Diverse Measures of Student Performance</b>	<b>6.5</b>	<b>5) Identify diverse ways to measure student performance beyond standardized assessments that include tools such as student portfolios, capstone projects, presentations or performance-based assessments.</b>
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Student performance at Cincinnati Classical Academy (CCA) will be measured through diverse methods beyond standardized assessments. Students will be measured by teacher-created projects based on the history and citizenship standards using a school-wide adopted rubric. Students will conduct activities and presentations which will guide teachers in evaluating performance. Upper grade students will research, write and orally defend a thesis paper, which will be evaluated by a panel of at least three expert evaluators. Select students will design, conduct, and report on an independent science experiment, and present their findings to a panel of at least three expert evaluators. By the end of the first year, students will be asked to adequately draw and label a picture (Kindergarten) and/or define in writing (grades 1 – 9) the character pillars of Responsibility, Respect, Courage, Courtesy, Honesty, and Citizenship, and will be asked to describe in writing and/or orally, instances when those pillars have been demonstrated by their classmates. Students will maintain portfolios of their writing assignments throughout their CCA education and be measured from beginning to the end of each year on performance including improvement and achievement.

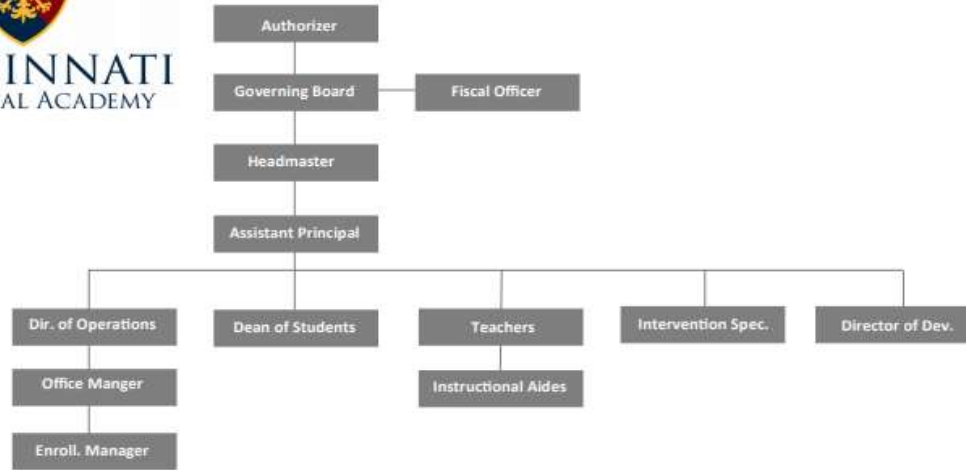
### **8.1 Organization and Staffing**

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

<b>Organizational Chart</b>	<b>8.1</b>	<b>1) Provide the school’s organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).</b>
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**2022-23 Organizational Chart**



Roles and Responsibilities	8.1	2) Describe the roles and responsibilities of school staff aligned to the organizational chart and mission, vision, and philosophy of the school: a) administrative, b) teaching, c) specialized, d) contracted services (i.e. speech and language pathologist, school psychologists, etc.), e) other. <i>Please only include job titles.</i>
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**Job Description – Headmaster**

The CCA Headmaster serves as the educational leader and chief administrator, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. The Headmaster will articulate and implement a culture of pride and high behavioral and academic expectations at the school. Achieving academic excellence requires that the school Headmaster work collaboratively to direct and nurture all members of the school staff to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. In collaboration with the Dean and Operations/Business Manager, the Headmaster is expected to build and maintain a healthy student and adult learning community. The Headmaster will be accountable directly to the Board of Directors. The role is responsible for implementing the mission, vision, and philosophy of the school. The job description and performance expectations are listed below.

Responsibilities:

1. Provide oversight to the Assistant Principal, Dean of Students, and all staff.
2. Ensure the established policies and procedures are in place and enforced equitably for all participants of the school including students, staff and leadership.
3. Provides effective guidance, support, coaching, assistance, and supervision to all members of the leadership team.
4. Supervises all school personnel directly or indirectly.
5. Serve as the chief administrator of the school in developing, implementing and communicating policies, projects, programs, curricular and non-curricular activities in a manner that promotes the educational development of each student and the professional development and growth of each staff member. Conceptualizes goals and plans accordingly to ensure that procedure and schedules are implemented to carry out the total school program
6. Ensures the school program in its entirety is compatible with the legal, financial and organizational structure of the school system.
7. Define the responsibilities and accountability of all staff and support staff and develop plans for interpreting the school program to all constituents.
8. Identifies objectives for the instructional, extracurricular and athletic programs of the school.
9. Supervise and evaluate student and staff performance and progress in the instructional program.
10. Encourage the use of community resources, cooperate with the community, interpret the school program for the community and maintain communication with community members.
11. Manages, directs and maintains records of supplies and equipment necessary to carry out the daily school routines.
12. Organizes, oversees and provides support to various services, supplies, materials, and equipment necessary to carry out the school program.
13. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
14. Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
15. Design, implement and revise systems to maintain a safe and orderly building in every aspect of the school program before, during and after sessions.

16. Produce a school designation of effective or higher.
17. Monitor all discipline files and documentation necessary for parent meetings.
18. Educate Dean on the Board and State policies to ensure transparency.
19. Provide the management company with all relevant data and reports to effectively manage school.
20. Serve as the leader and chief administrator of the school's administrative team
21. Organize and oversee weekly leadership meetings.
22. Applies the laws and regulations of state and federal authorities governing the education of persons with disabilities, including proper testing and program implementation.
23. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

### **Job Description – Assistant Principal**

The Assistant Principal is a full-time, salaried position with a 12-month work schedule, beginning July 1, 2022. The Assistant Principal is one of the educational leaders of the school as a member of the Headmaster's administrative team. The Assistant Principal will report to the Headmaster.

### **Position Overview**

The Assistant Principal is a lead member of the Headmaster's administrative team, assisting with the planning, coordination, and supervision of the day-to-day operations of the school. He or she will also assist with evaluating and developing faculty, maintaining student academic records, and coordinating class schedules and testing.

The Assistant Principal's essential duties and responsibilities are as follows:

### **Leadership**

- Serves as administrative assistant to the Headmaster, relieving him/her of administrative details as needed in the planning, coordination, and supervision of the day-to-day academic operations of the school office
- Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful, and friendly
- Participates as a member of the Headmaster's administrative team to advance programs and address problems in light of the school mission
- Assists Headmaster in the recruitment and selection of applicants for school-based academic positions

- Assists the Headmaster in developing and executing orientation programs for students and parents

### **Faculty Development**

- Assists Headmaster with the design and implementation of **faculty** professional growth events held during the school year and in the summer
- Assists the Headmaster with planning for faculty meetings and in-service days
- Assists the Headmaster with designing and directing orientation of new faculty and ongoing programs of faculty formation
- Assists the Headmaster with the process of faculty evaluation/class observation and provides teachers with constructive, actionable feedback
- Tracks the certification and accreditation process for faculty and administration
- In consultation with the Headmaster, recruits Resident Educator mentors, matches mentors and Resident Educators, and for each pair monitors the progress of the mentoring program required by the Ohio Department of Education
- Attends state training programs for Resident Educator mentors and ensures that mentors complete required training
- Chairs the Professional Development Committee (LPDC), including overseeing the election of elected members and carries out these functions in accord with Ohio Department of Education guidelines
- Maintains and develops IPDP forms and processes in consultation with the LPDC
- Reviews and approves applications for new and renewals Ohio teaching licenses
- Informs the faculty about licensure requirements and updates faculty of new developments, such as Ohio's four-tier licensure

### **Administration**

- Prepares the master class schedule and room assignments for the beginning of the school year, and updates schedules and room assignments throughout the school year as needed
- Supervises the grading and reporting process, maintains complete academic records on all students, and provides appropriate statistical analysis of grades and major grading patterns for the Headmaster
- Plans school events of an academic nature, including student award assemblies and parent-teacher conferences
- Coordinates, schedules, and implements all state-tests according to the Ohio Department of Education
- Assists the Dean of Students with immediate student disciplinary issues in the event of the Dean of Student's absence

### **Other Duties**

- Appears routinely around the school and at many parent events
- Acts as head of school in the absence of the Headmaster
- Assists the Dean of Students with before-school and after-school car-line routines and procedures
- Teaches one class in certified subject area

**Qualifications**

The Assistant Principal shall be a person who is well-organized, well-rounded, engaging, and who has the ability to facilitate growth and collaboration inside and outside of the classroom. Additionally, strong candidates will:

- Provide evidence of an ability and commitment to furthering the classical mission and vision of the school.
- Have a minimum of five (5) years of relevant professional experience with an advanced degree in educational administration or a related field
- Show demonstrated track record of success in teaching and leadership experience in a school setting
- Hold an Ohio teaching license
- Hold an Ohio Principal certification or equivalent, or show a willingness to pursue principal certification

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

**Job Description – Dean of Student Life**

The Dean of Student Life is a full-time, salaried position with a 12-month work schedule, beginning August 1, 2022. The Dean of Student Life is one of the educational leaders of the school as a member of the Headmaster's administrative team. The Dean of Student Life will report to the Headmaster.

**Position Overview**

The Dean of Students manages the behavior programs for the school and models how to establish strong, mutually respectful relationships with students and families. This position requires a visible presence in all areas of the school and is responsible for all issues relating to the well-being of the students during their time at the school.

The Dean of Student Life's essential duties and responsibilities are as follows:

**Leadership**

- Assists the Headmaster in the recruitment and selection of applicants for faculty positions

- Establishes and maintains professional and cooperative working relationships with all members of the school community: parents, students, staff, neighbors, and supporters
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities
- Prepares recess monitor supervision schedule
- Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly

### **Discipline**

- Develops and maintains student discipline procedures following established guidelines
- Assists Headmaster in developing attendance and discipline referral and reporting procedures for campus-wide use
- Develops parental notification procedures
- Communicates and meets with parents regarding student conduct
- Maintains student discipline and follows through with documentation
- Meets with students who have received disciplinary referrals in order to determine disciplinary and/or remediating actions
- Supports teachers to resolve differences in communication with parents and students
- Supports teachers in building positive relationships with parents
- Develops and maintains the Academic Honor Code and meets with students who have received academic violations (plagiarism, cheating, etc.) in order to determine disciplinary and/or remediating actions
- Supervises the preparation of student enrollment and attendance report

### **Student Affairs Management**

- Prepares and processes field trip requests
- Supervises the Aftercare program and the Aftercare Program Coordinator
- Schedules after-school club meetings and coordinates athletic events (but does not need to be present at them)
- Designs, organizes, and supervises before-school and after-school car-line routines and procedures

### **Other Duties**

- Plans and implements all safety drills including fire, severe weather, and internal security drills
- Appears routinely around the school and at many parent events
- Teaches one class in certified subject area as directed by the Headmaster

**Qualifications**

The Dean of Students shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and faculty. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise excellent judgment and decision making
- Excellent problem-solving and negotiating skills
- Bachelor's degree at minimum; Master's degree preferred
- Ohio teacher license or the willingness to pursue licensure
- A minimum of five (5) years of experience as a classroom teacher or school administrator
- Demonstrated track record of success in teaching and leadership experience in a school setting

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

**Job Description – Director of School Operations**

The Director of School Operations is a full-time, salaried position with a 12-month work schedule, beginning June 1, 2022. The Director of School Operations will report to the Headmaster.

**Position Overview**

The Director of School Operations performs administrative and supervisory work in the non-academic operations of the school. This includes financial management, purchasing, event planning and management, student transportation, and the food service program. He or she works to ensure the operational success of the organization, ensure contractual and regulatory requirements are met, and that resources are managed effectively.

The essential duties and responsibilities of the Director of School Operations are as follows:

**Leadership**

- Assists the Headmaster in developing and overseeing the evaluation of the organizational philosophy, goals, and objectives reflecting school, sponsor, and state goals



- Assists the Headmaster in developing and maintaining a positive school/community climate and a safe and healthy environment conducive for academic success
- Maintains liaison with outside agencies, including, but not limited to, the Ohio Department of Education and the sponsor

### **Financial Management**

- Maintains knowledge of all laws and changes in laws, regulations and rules applicable to school finances
- Works with charter school consultant to monitor school compliance with applicable laws, regulations, and rules
- Monitors and reports on school's financial stability
- Works with the Licensed Fiscal Officer in performing the following:
  - Coordinating the development of, and prepares, school site general fund and special projects budgets
  - Preparing budget transfers as appropriate
  - Preparing and maintaining purchase orders and other expense records
  - Approving, logging, and monitoring expenditures
  - Reconciling site records with monthly reports
  - Resolving discrepancies
  - Ensuring expenditures are within budget allowances for the month and year
- Procures supplies, materials, equipment, and inventory management
- Supervises requisitions, receives, and distributes/stores classroom, school office and work room materials and supplies; maintains ongoing inventory; processes packing slips.
- Reviews monthly financial reports and updates monthly financial estimate templates
- Works with payroll firm to provide oversight on payroll processes
- Works with charter school consultant to assure all required government documents are timely filed to maintain the status of the school as a tax-exempt organization, to maintain up-to-date tax returns, and to maintain any other documents required by board of directors, the state of Ohio, and the federal government
- Assures that all terms of the contracts held by the organization are being met

### **Human Resources**

- Prepares necessary forms to hire, terminate or authorize special payments to staff
- Cooperates with all staff to implement policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.).
- Oversees the processing of all new hire paperwork
- Maintains personnel files for all employees
- Serves client and employees, including teachers and school administrators, by handling day-to-day questions and helping resolve work-related problems
- Recruits for open positions and performs the full life cycle of recruiting activities

including sourcing and screening applicants, maintaining recruiting systems, drafting offer letters, providing follow-through with candidates, supporting hiring managers, and reporting recruiting statistics

- Leads employee on-boarding activities; answers employee questions and provide support to managers when integrating new hires into the school
- Implements fingerprint-supported background checks and teaching certification checks of all applicable employees
- Administers employee benefit programs, answers employee questions, supports claims resolution, and maintains related systems
- Supports the performance review process; provides employees and managers with information about the process, policies, job duties, and process for promotion
- Coordinates and ensures completion of employee exit interviews
- Ensures compliance with applicable employment laws and regulations.
- Serves as school's Title IX Coordinator and Disability Rights Coordinator

### **Other School Operations**

- Arranges IT support for faculty and staff; support of campus networks, computers, video, security and other safety systems; and other campus technology
- Works with IT contractors to ensure campus technology is reliable and secure through management of enterprise backups, upgrades, maintenance, and monitoring
- Oversees the student transportation program, assisting with bussing from school districts
- Oversees all food service and cafeteria activities
- Plans and manages for efficient use and maintenance of the organization's facilities, including custodial services and building security
- Other appropriate duties as assigned by the Headmaster

### **Computer Skills**

To perform this job successfully an individual must have knowledge of Google Workspace, accounting software, order processing software, spreadsheet software, and word processing software.

### **Qualifications**

- Master's degree in Public Administration or Business Administration or related
- Minimum of five (5) years related professional experience
- Enthusiasm to assist Cincinnati Classical Academy in becoming a nationally regarded K-12 classical school and serving as a local leader in K-12 education.
- Effective interpersonal, oral, and written communication skills

- High level of attention to detail

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – School Office Manager/Receptionist**

The School Office Manager/Receptionist is a full-time, salaried position with a 11-month work schedule, beginning August 1, 2022. The School Receptionist will report to the Director of School Operations.

### **Position Overview**

The School Office Manager/Receptionist is the gate-keeper of the school office, providing a warm and welcoming atmosphere for students, staff, parents and visitors. He or she also completes administrative tasks and supports the school administration.

The School Office Manager/Receptionist's essential duties and responsibilities are as follows:

- Answer incoming phone calls in a pleasant, informed manner for the purpose of providing and creating a positive image and first impression of the school
- Greet all incoming students, families, and guests respectfully and professionally, determining their needs, checking scheduled appointments, and directing them to the proper person
- Check voice mail messages left in school's general mailbox on routine basis and distribute accordingly those messages needing immediate attention
- Receive and distribute miscellaneous materials such as school supplies, student lunches, forms, homework, assignments, athletic equipment, etc. left with the front office for students by their parents, and/or others
- Be knowledgeable and current on school activities, programs, and events related to the school calendar
- Require all visitors to sign-in and identify themselves; provide appropriate passes and badges following school protocol
- Check students in and out—and issue passes and monitor requests for early dismissals
- Work closely with the School Nurse and administration regarding care for students, especially in emergencies
- Copy and organize materials for teachers and administration
- Manage lost and found

- Sort and distribute incoming mail, documents, books, materials and supplies following established procedures and deliver mail and other material to staff mailboxes when needed
- Receive deliveries from outside supply and delivery services; arrange for the distribution to proper recipients
- Make daily public address announcements as needed (general, security, weather, sports and dismissals)
- Assist incoming substitutes, making sure they have lesson plans and necessary resources
- Assist Executive Assistant with administrative duties as assigned

### **Computer Skills**

To perform this job successfully an individual must have knowledge of Microsoft Office Suite, (Word, Excel, OneNote, Power Point) and a familiarity with Google Workspace

### **Qualifications**

- Knowledge of good telephone etiquette with the ability to deal tactfully and confidently with callers and visitors
- A courteous and pleasant personality
- Strong organizational skills for multi-tasking and prioritizing responsibilities
- Must possess sensitivity to confidential information and hold a high standard of integrity
- Work with courtesy, tact, and diplomacy in dealing with others, and the ability to work as part of a team

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Enrollment Manager**

The Enrollment Manager is a full-time, salaried, exempt position with a 12-month work schedule, beginning June 1, 2022. The Enrollment Manager will report to the Headmaster.

### **Position Overview**

The Enrollment Manager oversees the strategic and operational management for activities and services related to the successful recruitment, enrollment, and transition of students through the school. He or she also oversees daily attendance, student records, and the substitute teachers program.

The Enrollment Manager's essential duties and responsibilities are as follows:

### **Attendance**

- Records daily attendance for all students and teachers
- Manages substitute teachers' program and conducts substitute onboarding and orientation
- Secures substitutes during teacher and instructional aide absences

### **Registrar**

- Maintains student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents
- Maintains all student cumulative folders and fulfills requests for all new students and forwards cumulative folders when students withdraw
- Maintains registrations for all new and returning students
- Responds to student records requests from other schools
- Updates students retained/promotion information in the school's student information systems
- Works with school personnel to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention

### **Enrollment**

- Manages the admissions and lottery process; manages annual enrollment process
- Performs all clerical functions related to enrolling and withdrawing students
- Requests records and grades from other schools for current students' files.
- Supervises the preparation of student enrollment report
- Inputs student information into the school's student information systems
- Creates the accounts and password for families.
- Follows up with parents that do not complete the "Intent to Return" paperwork for existing students.

### **Student Recruitment**

- Schedules and provides tours for prospective parents during registration decision process
- Plans and implements semi-annual Open House and periodic Parent Info Nights
- Responds to and implements requests for Shadow Days and Parent Previews

**Computer Skills**

To perform this job successfully an individual must have knowledge of spreadsheet software and word processing software.

**Qualifications**

- Three (3) years of experience with computer information systems and organizational procedures, preferably in a school environment
- Bachelor's degree in Business Administration, Organizational Management, or related discipline

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

**Job Description –Teacher Grades K-2 (Multiple Positions)**

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). Each teacher will teach one grade in a self-contained classroom. He or she will also be responsible for one extracurricular duty during the school year. Teachers will report to the Headmaster.

**Position Overview**

Instructional position responsible for the educational leadership of students in a general education classroom setting. The elementary teacher will understand, demonstrate the use of, and implement the school's Hillsdale K-12 classical curriculum, student instruction, and assessment to maximize educational achievement for all students, and work collaboratively to ensure a learning climate for all students that is safe, secure, and respectful.

Teachers' essential duties and responsibilities are as follows:

- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school, and consistently developing, fostering, and advancing these concepts in students
- Demonstrating understanding and mastery of central concepts, tools of inquiry, and structure of the discipline(s) taught, and effectively transmitting this knowledge to students, and making the subject matter meaningful to students
- Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry
- Engaging every student in grade level-appropriate learning experiences that promote performance and intellectual and moral development

- Listening and interacting effectively with students, parents, colleagues, leadership, and community members, respecting differing perspectives
- Modeling and reinforcing good judgment, prudence, virtue, self-discipline, and responsibility
- Developing and implementing a strategic planning system including course, unit, and lesson plans according to the appropriate grade-level scope and sequence of the Hillsdale K-12 curriculum
- Using formal and informal assessment strategies to determine whether students have achieved high standards and modifying instructional strategies as needed to maximize achievement
- Establishing and maintaining a safe and secure classroom environment
- Managing the classroom primarily through the use of established routines and procedures to maintain a positive learning environment
- Managing student misconduct promptly and resolving conflict and crises effectively
- Maintaining a professional development plan and engaging in professional development activities
- Collaborating and assisting intervention specialists in providing differentiated instruction per student IEP
- Using appropriate technology in teaching and learning processes, record keeping, assessment, evaluation, and performance analysis
- Demonstrating positive classroom results and trends.
- Performing other related duties as required either before or after school or during planning bells such as car line duty, recess duty
- Coaching one season of a sport or moderating one semester of a club according to interest and ability

### **Qualifications**

The K-2 teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise wise judgment and prudent decision making
- Understanding of explicit, intensive phonics methodology (such as Orton-Gillingham)
- Bachelor's or Master's degree in elementary education or a primary academic discipline
- Ohio teacher license or the willingness to pursue licensure through the RESA mentor program
- A minimum of two (2) years of experience working with school-age children, preferably as a classroom teacher

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description –Teacher Grades 3-5 (Multiple Positions)**

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). Each teacher will teach one grade in a self-contained classroom. He or she will also be responsible for one extracurricular duty during the school year. Teachers will report to the Headmaster.

#### **Position Overview**

Instructional position responsible for the educational leadership of students in a general education classroom setting. The elementary teacher will understand, demonstrate the use of, and implement the school's Hillsdale K-12 classical curriculum, student instruction, and assessment to maximize educational achievement for all students, and work collaboratively to ensure a learning climate for all students that is safe, secure, and respectful.

Teachers' essential duties and responsibilities are as follows:

- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school, and consistently developing, fostering, and advancing these concepts in students
- Demonstrating understanding and mastery of central concepts, tools of inquiry, and structure of the discipline(s) taught, and effectively transmitting this knowledge to students, and making the subject matter meaningful to students
- Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry
- Engaging every student in grade level-appropriate learning experiences that promote performance and intellectual and moral development
- Listening and interacting effectively with students, parents, colleagues, leadership, and community members, respecting differing perspectives
- Modeling and reinforcing good judgment, prudence, virtue, self-discipline, and responsibility
- Developing and implementing a strategic planning system including course, unit, and lesson plans according to the appropriate grade-level scope and sequence of the Hillsdale K-12 curriculum
- Using formal and informal assessment strategies to determine whether students have achieved high standards and modifying instructional strategies as needed to maximize achievement
- Establishing and maintaining a safe and secure classroom environment
- Managing the classroom primarily through the use of established routines and procedures to maintain a positive learning environment
- Managing student misconduct promptly and resolving conflict and crises effectively
- Maintaining a professional development plan and engaging in professional development activities



- Collaborating and assisting intervention specialists in providing differentiated instruction per student IEP
- Using appropriate technology in teaching and learning processes, record keeping, assessment, evaluation, and performance analysis
- Demonstrating positive classroom results and trends.
- Performing other related duties as required either before or after school or during planning bells such as car line duty, recess duty
- Coaching one season of a sport or moderating one semester of a club according to interest and ability

**Qualifications**

The elementary teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise excellent judgment and decision making
- A life-long love of learning
- Bachelor’s or Master’s degree in elementary education or a primary academic discipline
- Ohio teacher license or the willingness to pursue licensure through the RESA mentor program
- A minimum of two (2) years of experience working with school-age children, preferably as a classroom teacher

Strong candidates will also embrace the school’s organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

**Job Description –Teacher Grade 6 (Multiple Positions)**

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). Each teacher will teach one grade in a self-contained classroom. He or she will also be responsible for one extracurricular duty during the school year. Teachers will report to the Headmaster.

**Position Overview**

Instructional position responsible for the educational leadership of students in a general education classroom setting. The elementary teacher will understand, demonstrate the use of, and implement the school’s Hillsdale K-12 classical curriculum, student instruction, and assessment to

maximize educational achievement for all students, and work collaboratively to ensure a learning climate for all students that is safe, secure, and respectful.

Teachers' essential duties and responsibilities are as follows:

- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school, and consistently developing, fostering, and advancing these concepts in students
  - Demonstrating understanding and mastery of central concepts, tools of inquiry, and structure of the discipline(s) taught, and effectively transmitting this knowledge to students, and making the subject matter meaningful to students
  - Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry
  - Engaging every student in grade level-appropriate learning experiences that promote performance and intellectual and moral development
  - Listening and interacting effectively with students, parents, colleagues, leadership, and community members, respecting differing perspectives
  - Modeling and reinforcing good judgment, prudence, virtue, self-discipline, and responsibility
  - Developing and implementing a strategic planning system including course, unit, and lesson plans according to the appropriate grade-level scope and sequence of the Hillsdale K-12 curriculum
  - Using formal and informal assessment strategies to determine whether students have achieved high standards and modifying instructional strategies as needed to maximize achievement
  - Establishing and maintaining a safe and secure classroom environment
  - Managing the classroom primarily through the use of established routines and procedures to maintain a positive learning environment
  - Managing student misconduct promptly and resolving conflict and crises effectively
  - Maintaining a professional development plan and engaging in professional development activities
- 
- Collaborating and assisting intervention specialists in providing differentiated instruction per student IEP
  - Using appropriate technology in teaching and learning processes, record keeping, assessment, evaluation, and performance analysis
  - Demonstrating positive classroom results and trends.
  - Performing other related duties as required either before or after school or during planning bells such as car line duty, recess duty
  - Coaching one season of a sport or moderating one semester of a club according to interest and ability

### **Qualifications**

The elementary teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise excellent judgment and prudent decision making
- The ability to teach Latin I (preferred)
- Bachelor's or Master's degree in elementary education or a primary academic discipline
- Ohio teacher license or the willingness to pursue licensure through the RESA mentor program
- A minimum of two (2) years of experience working with school-age children, preferably as a classroom teacher

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – K-6 Intervention Specialist**

The Intervention Specialist is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). The Intervention Specialist will report to the Director of Special Education.

#### **Position Overview**

The K-6 Intervention Specialist will teach K-6 students in a variety of resource/small group classes and will assist the K-6 teachers in supporting students with IEP's in a general education classroom setting. He or she will understand and implement the school's Hillsdale K-12 classical curriculum, student instruction, and work collaboratively to ensure a learning climate for all students that is safe, secure, and respectful.

Essential duties and responsibilities for the Intervention Specialist are as follows:

- Adheres to established standards regarding curriculum delivery and requirements as established by the school
  - Provides professional instruction and teaching to students with disabilities as appropriate to the specified course or discipline and academic level, using various techniques, including individualized and small group instruction, to promote learning
    - Prepares for IEP meetings, describing the student's present level of functioning and proposes measurable IEP goals and objectives for team consideration

- Understands the continuum of programming options that can be used to meet the individual needs of the student to provide an appropriate education.
- Assists the Director of Special Education with individualized educational plans for the provision of specially designed instruction
- Participates in the review of the IEP with the student's parents, school administrators, and often, the student's general education teacher
- Collects, documents, and analyzes the student's current progress on his/her individualized educational plan, working closely with parents to inform them of their child's progress and suggest techniques to promote learning at home
- Organizes and effectively communicates class/course objectives, standards and requirements for successful achievement, e.g., syllabi, tests, specific tasks
- Provides guidance and assistance to students as needed in order to ensure appropriate assimilation of the class/course content in an effort to support student success and achievement
- Ensures all appropriate measures, including special accommodations, are in effect for students with disabilities
- Assists general education teachers to adapt curriculum materials and teaching techniques to meet the needs of students with learning disabilities
- Works with students with disabilities in a variety of settings, to include working as a special education resource teacher and offering individualized help to students in general education classrooms
- Teaches together with general education teachers in classes composed of both general and special education students; or working with special education students for several hours a day in a resource room, separate from their general education classroom
- Uses specialized equipment such as computers with synthesized speech, interactive educational software programs, and audio systems to assist children

### **Qualifications**

The Intervention Specialist shall be a person who is well-organized, well-rounded, engaging, and who has the ability to facilitate growth and collaboration inside and outside of the classroom. Additionally, strong candidates will:

- Provide evidence of an ability and commitment to furthering the classical mission and vision of the school
- Have a minimum of five (2) years of relevant professional experience with a minimum of a bachelor's degree
- Show a demonstrated track record of success in teaching and leadership experience in a school setting
- Hold (or be eligible to hold) an Ohio Teaching License with certification in Special Education

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning

- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Instructional Aides (Multiple)**

This is a full-time hourly position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:15 p.m. on school days and in-service days (185 days total). Instructional Aides will report to the Headmaster and/or grade level teacher.

#### **Position Overview**

Elementary School Instructional Aides support homeroom teachers and share responsibility for the education of their students. They are expected to demonstrate high moral character and work collaboratively to create a working and learning environment for all students that is safe, secure, and respectful.

The Instructional Aide’s essential duties and responsibilities are as follows:

- Assist the lead teachers with lesson preparation, instruction, and classroom management
- Instruct students individually or in small groups
- Develop the intellect and character of every student
- Oversee student behavior and discipline in a manner consistent with the school’s mission to develop students of character and virtue

#### **Qualifications**

An Instructional Aide shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise wise judgment and prudent decision making
- Understanding of explicit, intensive phonics methodology (such as Orton-Gillingham)
- A high school diploma at minimum; a bachelor’s degree preferred
- A minimum of two (2) years of experience working with school-age children, preferably in a classroom setting

Strong candidates will also embrace the school’s organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning

- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Visual Arts Teacher (K-6)**

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). Art teachers will also be responsible for one extracurricular duty during the school year. Teachers will report to the Headmaster.

#### **Position Overview**

The K-6 Visual Arts Teacher has responsibility for designing significant learning experience in studio art, art history, and art appreciation for select elementary grades. He or she is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students, and to work collaboratively to ensure a working and learning climate for all students that is safe, secure, and respectful.

The Visual Arts Teacher’s essential duties and responsibilities are as follows:

- Demonstrating an understanding and mastery of central concepts, tools of inquiry, and structure of the visual arts, effectively transmitting this knowledge to students, and making the subject matter meaningful to students
- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school; and consistently developing, fostering, and advancing our core virtues in students
- Developing and implementing a strategic planning system including course, unit, and lesson plans based on the Hillsdale K-12 classical curriculum’s scope and sequence
- Developing a climate and culture of openness, fairness, mutual respect, kindness, support and inquiry
- Engaging every student in grade level appropriate learning experiences that promote artistic, intellectual, and moral development
- Listening and interacting effectively with students, parents, colleagues, leadership, and community members to support student learning and well-being
- Demonstrating respect for students, colleagues, administrators, and parents
- Modeling and reinforcing good judgment, prudence, virtue, self-discipline and responsibility
- Working effectively with school colleagues, parents, and the community to support students’ learning and well-being
- Using formal and informal assessment strategies to determine whether students have achieved high standards and modifying instructional strategies as needed to maximize achievement

- Establishing and maintaining a safe and secure classroom environment.
- Managing student misconduct promptly and resolving conflict and crises effectively
- Maintaining a professional development plan and engaging in professional development activities
- Managing resources necessary to achieve classroom and school goals
- Using classroom processes that support effective teaching and learning to promote high student achievement, designing lessons to promote all students' being engaged in learning all the time through such strategies as active learning, hands-on application, and teacher-student discussions
- Using appropriate technology in teaching and learning processes
- Performing other related duties as required
- Moderating an arts-related extracurricular club or activity

### **Qualifications**

The Elementary Art Teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise excellent judgment and prudent decision making
- Bachelor's or Master's degree in art education, or a related fine arts or design discipline
- Ohio teacher license in art education or the willingness to pursue licensure through the RESA mentor program
- A minimum of two (2) years of experience working with school-age children, preferably as a classroom teacher; preference is for five or more years of experience as a classroom art educator

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Musical Arts Teacher (K-6)**

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). The Musical Arts Teacher will also be responsible for one extracurricular duty related to the musical arts during the school year. Musical Arts Teachers will report to the Headmaster.

### **Position Overview**

The K-6 Musical Arts Teacher has the responsibility for establishing music as a vital living experience in the life of each student. He or she is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students, and to work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful.

The Musical Arts Teacher's essential duties and responsibilities are as follows:

- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school; and consistently developing, fostering, and advancing our core virtues in students
- Developing and implementing a strategic planning system including course, unit, and lesson plans based on the Hillsdale K-12 classical curriculum's scope and sequence
- Guiding students to enjoy, appreciate, and interpret music in his or her daily life
- Encouraging and assisting students to acquire skills in music through a series of sequential experiences
- Helping students to develop their own self-discipline and creativity by providing opportunities for such in each musical experience area
- Coordinating music with other subject areas in the curriculum
- Determining the materials to be used in instruction and planning effective methods for presenting them
- Assisting in planning, preparing, and presenting programs, field trips, and festivals for the school
- Evaluating student performance in music
- Planning in-depth experiences for special groups or individuals based on student needs
- Assisting the Headmaster and staff in inventorying, organizing, ordering, and caring for music materials and equipment
- Maintaining students' grades
- Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry
- Listening and interacting effectively with students, parents, colleagues, leadership, and community members to support student learning and well being
- Modeling and reinforcing good judgment, prudence, virtue, self-discipline, and responsibility
- Establishing and maintaining a safe and secure classroom environment
- Managing student misconduct promptly and resolving conflict and crises effectively
- Moderating or leading an extracurricular activity that advances the mission of the school in the area of musical arts (e.g., choir director, piano instructor, strings instructor, etc.)



- Performing other related duties as required

### **Qualifications**

The Musical Arts Teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Bachelor's or Master's degree in a music-related discipline or equivalent
- Ohio teacher license in music education or the willingness to pursue licensure through the RESA mentor program
- Professional mastery in a music discipline (choral, strings, percussion, etc.)
- A minimum of two (2) years of experience working with school-age children, preferably as a classroom teacher

Strong candidates will also embrace the school's organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

### **Job Description – Physical Education Teacher (K-6)**

This is a full-time, salaried position with a 9.5-month work schedule and base standard hours of 7:45 a.m. to 3:45 p.m. on school days and teacher in-service days (185 days total). Physical Education teachers will also be responsible for one extracurricular duty during the school year. Teachers will report to the Headmaster.

### **Position Overview**

The K-6 Physical Education Teacher provides a well-organized, smoothly functioning physical education program for students and performs additional support duties as delegated by the Headmaster.

The Physical Education Teacher's essential duties and responsibilities are as follows:

- Creates physical education curriculum based on the Hillsdale K-12 scope and sequence
- Coordinates students in physical education activities
- Plans physical education program to promote development of student's physical fitness and social skills

- Coordinates individual and team sports for students, using knowledge of sports techniques and of physical capabilities of students
- Organizes, leads, instructs, and referees indoor and outdoor games, such as volleyball, kickball, soccer, and basketball
- Coordinates individuals or groups in beginning or advanced calisthenics, gymnastics, or corrective exercises, determining type and level of difficulty of exercises, corrections needed, and prescribed movements, applying knowledge of sports, physiology, and corrective techniques.
- May select, store, order, issue, and inventory equipment, materials, and supplies used in physical education program
- May specialize in coordinating specific sports, such as tennis, flag rugby, or basketball.
- Assists with supervision of students in playground
- Uses positive, effective interpersonal communication skills
- Maintains confidentiality concerning education, health and personal information about students.
- Follows school policies and procedures for protecting health, safety and well-being of all students
- Demonstrates dependability, integrity, and respect for individual differences
- Coordinates Sentinel athletic program, athletics boosters
- Collaborates with coaches regarding scheduling games and practices

**Qualifications**

The K-6 Physical Education Teacher shall be a person who is well-organized, well-rounded, engaging, and who has the ability to interact joyfully with students, parents, and colleagues. Additionally, strong candidates will possess:

- Ability and commitment to furthering the classical mission and vision of the school
- Ability to exercise excellent judgment and prudent decision making
- Bachelor’s degree from an accredited college or university
- Ohio teacher license or the willingness to pursue licensure through the RESA mentor program
- A minimum of two (2) years of experience working with school-age children, preferably as a Physical Education Teacher

Strong candidates will also embrace the school’s organizational values:

- The tenets of classical, liberal arts education
- Community and partnership in the common pursuit of forming intelligent, virtuous citizens
- Excellence in teaching and learning
- The virtues we aim to teach our students: prudence, justice, fortitude, humility, gratitude, perseverance, and compassion

<b>Recruitment and Retention Plan</b>	<b>8.1</b>	<b>3) Describe the plan to recruit, retain and train highly qualified personnel including how the school will meet the goals identified in Ohio’s 2015 Plan for Equity at ODE’s website at:</b>
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<https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx>.

CCA will adhere to Ohio's November 2018 transition to “properly certified or licensed” requirements as required in the Every Student Succeeds Act (ESSA) and Ohio Revised Code 3319.074. A “properly certified or licensed teacher” has successfully completed all requirements for certification or licensure in the core academic subject of the teaching assignment and currently holds that corresponding license. For teachers to be properly certified or licensed, according to ORC 3319.074(2), their teaching assignments must align with their license parameters in all the following ways:

- Subject areas in which they provide instruction, including core academic subjects; and
- Grade levels in which they provide instruction; and
- With the student population to whom the teacher provides instruction, such as gifted, regular education or special education.

CCA will use the following ODE resources to ensure proper certification and licensure of each teacher:

- Certification and Licensure Dictionary
- EMIS Manual: Subject Codes
- EMIS Manual: Student Population

Cincinnati Classical Academy (CCA) will recruit teachers from across the country to implement the classical education model. To meet the goals identified in Ohio’s 2015 Plan to Ensure Equitable Access to Excellent Educators, the school will employ teachers at ratios that meet or exceed the requirements set by the Ohio Department of Education. CCA will ensure that its low income and minority students have equitable access to excellent educators, by implementing measures that align with Ohio’s identified four main strategies:

1. Strengthen educator preparation;
2. Target hiring and deployment barriers;
3. Improve teaching and learning conditions; and
4. Provide data to encourage strategic staffing and educator development.

To prevent “ineffective teachers,” The Headmaster will design and deliver high-quality professional development activities to instructional staff focused around instructional methods, data-driven decisions based upon formative and summative assessments, and the SAC team. Teachers will engage in leadership opportunities throughout the building in order to promote commitment to the school and the students.

The school will provide early hiring timelines to help assure effective and qualified teachers are hired.

**Recruitment**

The school is committed to making hiring decisions that are based on finding the best possible, highly qualified teachers that believe in classical education and the school mission, vision and goals. The school will engage in the search for experienced and Highly Qualified Teachers through avenues such as Job and Career Fairs focused specifically on highly qualified educators, online searches and recruiting methods, partnerships with local colleges and universities, and through word of mouth from teachers at other classical education schools. CCA teachers must be certified as required by law. Combinations of new classically-trained teachers with very experienced teachers will create a diverse and exciting team. For those teachers hired directly from college, the ideal candidate would possess a strong academic record, experience in leadership, and who matriculated from a classical school or a school with a strong liberal arts education. The ideal candidate would be an instructor who can think outside of the box. As a classical school, a teaching staff that includes some classical background training or experience will be necessary to succeed. All teachers are expected to hold an expert command of their subjects, classrooms, and teaching methods. This process is no small task. CCA's partnership with Hillsdale College will also assist CCA in recruitment efforts. Summer teacher training, through Hillsdale, will provide support to the teachers while offering a comfortable and friendly environment for staff to compare notes and cultivate a sense of community and purpose. All faculty and staff must also be models of the virtuous citizen that CCA is expecting the children to emulate.

The Board, in consultation with its Headmaster and the Hillsdale College K-12 Education Office will consider whether to implement a bonus/merit pay system. All available job postings are listed through the ODE website and other select online educational job posting forums, publications, and through community and organizational job boards, if applicable. The school seeks to recruit qualified candidates that help reflect the demographic profile of the students and places job postings in target community areas with diverse populations.

In the process of hiring, qualified candidates are screened by a building level team that typically includes the Headmaster, Vice Headmaster, and a similar content area instructor, if possible/applicable. Candidates are interviewed and evaluated using a common interview questionnaire and the individual results of the interview team are compared. Candidates are asked to provide references upon interviewing, which may be contacted for further input either before or after the first formal interview. Before offering a position to a candidate, likely hires are asked to tour the building and shadow for at least one academic session. This real-time interaction better ensures that the candidate is a good fit for the position as the candidate can examine how the school operates while the leadership team can observe how the candidate interacts with students and other staff.

All candidates and hires are evaluated to determine if they can adequately meet the requirements of the position outlined in the above sections. Additionally, all teaching hires must have a valid Ohio teaching license and all employees must possess a clean FBI, BCII background checks completed before taking the job.

**Retention**

To retain high-quality personnel, the school is committed to utilizing professional development programs that are appropriate for CCA's model of teaching. As most professional development programs are designed for the traditional setting, the school will often adapt ideas from existing models to emphasize

the core needs. Typically, professional development focuses on improving leadership skills for teachers, modeling best practices for students, and mentoring.

Further, The Headmaster, Vice Headmaster, and the LPDC building chairperson meet regularly with all teachers whose licenses fall under the Residency Program for new educators. Additional support and information for any teachers under these residency license requirements is available through the compliance consultant employed by the charter management organization. All teachers whose licenses fall under the residency license requirements will be provided with a trained mentor that follows the protocols for the Resident Educator Program.

All staff members are hired at competitive salaries with the opportunity to participate in a sound health insurance program and make contributions to STRS/SERS. All staff is given the opportunity to earn additional paid time off (PTO) by volunteering time for covering events and activities that fall outside the bounds of the normal workday. PTO is issued at the discretion of the Headmaster. Staff members are also encouraged to maintain open lines of communication with the building administration. The school practices an open-door policy where the building leadership avails themselves to staff to discuss any suggestions or concerns that could help improve the School and its students.

<b>Student/Teacher Ratios</b>	<b>8.1</b>	<b>4) State the student/teacher ratios for the school. <i>Ratios can be no more than 29 students to 1 teacher (29:1).</i></b>
<p>The Cincinnati Classical Academy student/teacher ratio will be no higher than 29 to 1.</p>		
<b>Staffing Plan for Projected Enrollment</b>	<b>8.1</b>	<b>5) Describe the staffing plan (for the next 5 years) based on the projected enrollment and differentiate between certified teaching, para-teaching, and non-licensed staff.</b>

STAFFING ASSUMPTIONS		START-UP	FISCAL				
		PERIOD	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Position	Assumption						
Principal (certified teaching)	1 Per School	1 for 12 Months Before Opening					
Assistant Principal (certified teaching)	1 per School	N/A					
Director of School Operations (non-licensed staff)	1 Per School	N/A					
Office Manager (non-licensed staff)	1 Per School	N/A					
Enrollment Manager (non-licensed staff)	1 Per School	N/A					
Director of Development	1 Per School	N/A					
Dean of Students (certified teaching)	1 Per School	N/A					
Teachers (certified teaching)	Avg. Class Size 25	N/A					
Intervention Specialist (certified teaching)	Based on 15% SPED @ 25:1	N/A					
Director of Special Education (certified teaching)	1 Per School	N/A					
Specials Teachers (certified teaching)	.33 Per Grade Level	N/A					
Instructional Aides (para-Teaching)	.33/Classroom	N/A					
Upper School Dean (certified teaching)	1 Per School	N/A					
Total Employees		1					
Students							

- In Year 2: Adding three new kindergarten classes
- In Year 3: Adding four new kindergarten classes (92 new students)
- In Year 4: Adding four new kindergarten classes (92 students) and expanding the 9<sup>th</sup> grade by classes (52 students)
- In Year 5: Adding four new kindergarten classes (92 students) and expanding the 9<sup>th</sup> grade by classes (52 students)



# CINCINNATI CLASSICAL ACADEMY

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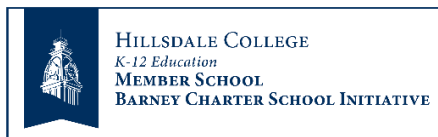
FORMING HABITS OF MIND, HEART, AND SOUL

## FAMILY HANDBOOK 2022-23 FOR STUDENTS & PARENTS





**Cincinnati Classical Academy**  
170 Siebenthaler Ave.  
Cincinnati OH 45215



Family Handbook 2022-2023  
Version 1.2  
Published September 5, 2022



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## WELCOME FROM THE HEADMASTER

Dear CLASSICAL Families,

Welcome to Cincinnati Classical Academy, also known around here as CLASSICAL or Cincy Classical. We thank you for choosing us among the many schooling options available today. The mission of CLASSICAL is to develop the minds and nourish the hearts of our students through a content-rich curriculum in the classical liberal arts and sciences, with instruction in moral character and civic virtue. It is a high calling and a difficult one. But it is a calling that can be realized if we are clear in our aims and joined together by common purpose.

Parents, in choosing classical education for your child, you have chosen not only a rigorous and challenging path but one that brings great rewards for those who travel it well. CLASSICAL hopes not merely to care for our students but to help them fill their minds with knowledge. Our methods are the old-fashioned ones: we diagram sentences, we read the great and difficult books, we memorize and recite poetry, we do mathematical proofs. We do things the hard way because we know that there are no shortcuts when it comes to understanding and because we believe that the things we study are worth the effort.

At CLASSICAL, we believe that a liberal education in the sciences and humanities is inherently good—something worth having apart from the many good things that can come from it. Schools like ours produce impressive students, graduating seniors with high ACT and SAT scores, excellent college applications, and the opportunity to be doctors or lawyers, entrepreneurs or architects, once they finish college. We hope that our first graduates will be impressive as well, but we do not think that making them merely impressive is the primary mission of our school.

Of course, we want our students to receive the highest academic accolades, but we also believe that our work is to help our students learn to be good, to teach them to be men and women with sound minds and well-formed characters. We hope to help them become thoughtful judges of their own happiness and forces for what is right in the world. Classical liberal education, education that is good for its own sake, is the education that makes human beings free—free to consider the world as it is and endeavor to understand it over time. Our school motto, *scientia est libertas* (knowledge is freedom) reflects this.

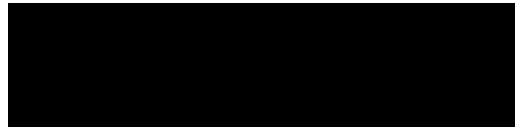
In choosing Cincinnati Classical Academy, you have chosen a very particular kind of place. To honor the choice that you have made, we promise to treat your children's education as an end in itself. We promise to help them learn to be virtuous, not just credentialed. We promise to educate them to be thinkers, not merely to train them for a particular profession. We promise to challenge them to help them see what they are capable of. We promise to help your students know themselves, and to help them cultivate their minds and their characters in accordance with virtue.

We ask that you support our school in the community and to your children. This important and difficult education relies upon a close partnership between parent and teacher. Because a classical school aims for more than just supervising students, or training them for careers, we cannot go about our work without you. We ask that you get to know us, and get to know classical education. We encourage you to learn about our curriculum and the mission of our school by visiting our website and participating in the school's academic activities.

When you have questions about something your student is learning or a method used by a teacher, we hope you will ask us. Because, generally speaking, we do things for a logical reason. We hope you will display to your students the core virtues we teach—courage, gratitude, justice, humility, perseverance, prudence, and compassion. Help us teach them to develop the good habits that lead to moral virtue. Above all, help us demonstrate to them that learning is not just for young people. Show them through example that curiosity about the world along with the good judgment to understand it well is the truest and best source of human happiness.

I thank you for your support of our school, and I look forward to an excellent school year.

Sincerely,



Michael Rose  
Headmaster  
Cincinnati Classical Academy



## SPIRIT OF THIS HANDBOOK

Cincinnati Classical Academy provides a unique classical experience that aims at human happiness. Instruction in moral character and civic virtue are crucial in this enterprise, and demand quite a bit from students and their families alike. By attending CLASSICAL, students and their families positively choose to embark on a traditional, tried and true educational path. This choice means that students should strive for the excellence of which they are capable and take delight and confidence in the successes of their friends and peers. All policies in this Handbook should be understood in light of a parent's and student's choice to pursue the vision, mission, and core virtues in common with the school.

## ABOUT OUR SCHOOL

Cincinnati Classical Academy is a public community school operated by an independent Board of Directors and authorized by a sponsor approved by the Ohio Department of Education. Public community schools (sometimes known as "charter schools") are given flexibility to articulate a distinct mission, design a curriculum around the mission, and hire faculty who can best deliver mission-guided instruction. The result is a unique and innovative educational model that responds to the needs of students and families who have chosen CLASSICAL.

A principal value of all public community schools is that parents have the primary right, authority, and responsibility to direct the education of their children. CLASSICAL considers its work to rest upon a partnership between the family and the school.

### **A Hillsdale College K-12 Member School**

CLASSICAL is one of many schools in the country that are part of the Hillsdale College K-12 network. The Hillsdale College K-12 mission is to assist with the founding of Classical charter schools and to promote excellence in their teaching and operations, to the end that public-school students may be educated in the liberal arts and sciences and receive instruction in the principles of moral character and civic virtue. As a Hillsdale College K-12 member school, CLASSICAL teachers are provided ongoing professional development that supports the effective planning and implementation of classical education.

### **Characteristics of a CLASSICAL Education**

Cincinnati Classical Academy, assisted by Hillsdale College, presents a classical education that includes the following key characteristics:

- the centrality of the Western tradition in the study of history, literature, philosophy, and fine arts

- a rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions
- the use of explicit phonics instruction leading to reading fluency and the use of explicit grammar instruction to master the English language
- the teaching of Latin
- the acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts
- a school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty
- a curriculum that is content-rich and balanced across the four core disciplines of math, science, literature, and history
- a faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods
- a school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement

### **Our Mission Statement**

To develop the minds and nourish the hearts of our students through a content-rich curriculum in the classical liberal arts and sciences, with instruction in moral character and civic virtue

### **Our School Vision**

To form our students with strong language and reasoning skills; an understanding of the natural world and our nation; and an appreciation of the good, the true, and the beautiful as revealed through our cultural inheritance of Western civilization

### **Our Core Virtues**

At CLASSICAL we believe that academic and personal integrity are essential to the success of our educational mission. We are responsible not only for developing the student's intellect but also for developing character grounded in strong morals and responsible citizenship. We agree with Aristotle that one becomes good only by observing and practicing right behavior.

Discipline, ethics, and personal responsibility will be modeled by teachers and expected by students, both inside and outside of the classroom. Students will also be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, Cincinnati Classical Academy defines a standard of behavior using the following seven core virtues to help students learn and develop virtuous behavior based on high moral standards:

Prudence | Justice | Courage | Humility | Gratitude | Perseverance | Compassion

## SCHOOL HOURS

School Hours: Monday-Friday 8:15 AM - 3:15 PM

After-Care Hours: 3:30 PM – 6:00 PM

Front Office: Monday-Friday 7:30 AM – 4:00 PM

Closed weekends and during school holidays

Summer Office Hours: Monday-Friday 8:00 AM – 1:00 PM



## STUDENT DROP-OFF AND PICK-UP

We encourage parents to drop off their students between 7:50 AM and 8:10 AM. The school building will be unlocked each day at 7:30 AM. Faculty, staff, and volunteers will be at the front of the campus in the morning to escort our younger students from their vehicles to the building. All students will enter through the doors at the main school entrance. Other staff will be inside to supervise students on their way to class. At 8:10 AM our doors will be locked to ensure the security of students and staff. Students who arrive after 8:10 AM will have to wait in the main lobby until the end of morning announcements. Tardy students must first report to the front office before going to their homeroom.

### **Car Line Procedures**

Procedures for drop-off and pick-up give priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. The school will release students only to parents, legal guardians, or adult designees (in the case of carpooling).

The adults driving through the car line are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your student as everyone in the car line is expected to know and follow the procedures.

The week before the start of school, each family should pick up its family placard from the front office. This placard should be displayed in the lefthand-side of the dashboard so that your family can easily be identified by carline volunteers. This will assure carline efficiency. Car line drivers should heed the directions of those on traffic duty. When in front of the main entrance, cars may not be in motion until car line volunteers indicate the safe signal, which means that students are in their cars and the next wave of students is still in the building.

Please note that the car line traffic is one-way. Please do not pull into parking spaces at the front entrance to the school. Parents needing to come into the school building between 2:30 and 3:30 must park in the designated areas in front of the Old Church Entrance.

Full details of all specifics regarding car line traffic and procedures will be available on our website and sent directly to all our school families at least a week before the beginning of school. Any changes in carline procedures will be communicated to the entire CLASSICAL community and posted on the website.

### **Early Drop-off and Late Pick-up**

Students may not be dropped off before 7:30 AM and must be picked up by 3:40 PM unless they are enrolled in the After-Care Program. Students with siblings in clubs or athletics must still be picked up or wait outside with a parent/guardian at 3:40 PM.

Students who are still on campus and not participating in a club or athletics at 3:40 PM must wait for a parent/guardian in the front office. The late fee for pick-up after 3:40 PM is [REDACTED]

Students who are enrolled in the After-Care Program (ACP) may be picked up anytime between 3:45 PM and 6:00 PM at the designated ACP pick-up spot. The late fee for pick-up after 6:00 PM is [REDACTED]

### **Parking**

The school will communicate designated parking spaces. Employees and parents are asked to adhere to the parking plan. Parents and visitors should park in the designated visitor spots in front of the Old Church Entrance.

## **ATTENDANCE**

Classical education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among students and teachers, most work done in class cannot be made up if a student is absent. For this reason, parents should exercise prudence and make every reasonable effort to ensure that students do not miss class, including restricting family trips to the allotted school holidays and vacation weeks.

Parents must contact the front office for every day a child is to be away from school. To notify the front office please either email [REDACTED]. Please include your child's name and the reason for his or her absence in your email. Parents must make us aware of the child's absence before 8:15 AM on the day of the absence. If a parent fails to notify the office of a student's absence, the absence will be coded as unexcused.

### **Absences**

Planned absence during the school term is highly discouraged. Any such absence must be requested at least one week in advance and in writing. We discourage medical and dental appointments during the school day when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. Missing two clock hours equals one half-day absence and missing four clock hours equals one full day absence.

The school recognizes that students may have extenuating circumstances (e.g., medical, emotional, etc.) that necessitate them being absent from school for extended periods. The Dean of Student Life will address these circumstances on a case-by-case basis. However, in all cases, coursework must be completed in order to receive a passing grade.

### **Excused Absences**

The following will be considered excused absences:

- Absences for medical reasons
- Absences for documented mental or emotional disabilities, with a note from a doctor or specialist
- Pre-arranged absences of an educational nature
- Important family events
- Attendance at any school-sponsored activity for which a student is eligible
- Bereavement (notify school if absence will extend beyond three days)
- Court appearances
- Religious holidays and observances that are not on the school calendar

Please note that the school may require suitable proof of excused absences, including written statements from medical sources.

### **Make-up Work**

Students may complete homework and other assignments that they miss during excused absences. Excepting major assignments (see below), students returning from an excused absence will have two additional days for each absent day to make up work that was due during or immediately after the absence. For example, if a student has an excused absence on Monday, then he has until Wednesday to turn in any work due on Monday or Tuesday; if a student has an excused absence on Thursday and Friday, then work due on Thursday, Friday, or Monday is not due until Thursday of the following week.

An absence on the date of a major assignment, such as a test or major paper, will not extend the deadline of that assignment if the student is absent only on that day. In cases of a single-day excused absence, the student must complete the assignment the day of his or her return. In cases of a multi-day absence, teachers will work with students to determine an appropriate deadline for major projects and a makeup time for tests.

### **Extended Excused Absences**

CLASSICAL recognizes the individual nature of extended excused absences including, but not limited to, such situations as acute or chronic illnesses/injuries, a terminally ill family member, or a death in the family. Families can expect to be informed by the Dean of Student Life of the general expectation of the faculty related to the completion of assignments and, as applicable, to the student's status for promotion to the next grade.

### **Unexcused Absences**

Absences are unexcused when parents do not follow the procedure to excuse absences noted above, when a student is unaccounted for, or if a student does not make a reasonable effort to come to school on time. Such absences are liable to disciplinary action, up to and including suspension. Students will not receive credit for homework and assignments that they miss during unexcused absences.

If a student has more than seven unexcused absences in one month or 20 days in any year, the student may be classified as habitually truant according to Ohio law. When the parent does not explain sufficiently the reason for unexcused absences, a parent conference will be required, and credit will be withheld. An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents or guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence.

### **Late Arrival/Early Release**

Each late arrival or early release prevents students from engaging their classes appropriately. In order to get the most from class, students must begin and end on time. Tardiness refers to any occasion in which a student arrives after 8:15 AM or at the established school start time. Early release refers to any occasion in which a student leaves before 3:15 PM or the established school finishing time. Three late arrivals or early releases make one absence. These may be excused, but the total number does count against the 90% attendance record necessary for receiving credit in a class.

In order for a late arrival or early release to be excused, it must follow the guidelines for an excused absence. For an excused tardy, the front office must be notified prior to 8:15 AM on the day of the tardy, except in cases of extreme extenuating circumstances.

An unexcused tardy or early release is subject to the same provisions as an unexcused absence, and students will not be offered make-up opportunities for schoolwork missed during this time. Students who are habitually tardy will be referred to the Dean of Student Life for potential disciplinary action.

### **Releasing a Student from School**

Students will only be released to their parents or legal guardians, unless we have received written permission to release the student to another adult, e.g. in the case of car-pooling situations. Students may *not* be taken from the school or playground unless parents have signed them out in the front office.

In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.

School-sponsored activities require a teacher or sponsor to be responsible for the students. Students may only leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor.

## **UNIFORM AND PERSONAL APPEARANCE**

A school uniform is crucial to a successful classical school, accomplishing three key goals. First, it diminishes the burden of thinking about clothing and fashion that can become all-encompassing for many students. This removes distractions in the classroom and redoubles focus on the task at hand. Second, it helps students take school more seriously by acknowledging that, through dress, we respect fellow classmates, teachers, and the common enterprise of education. Third, it develops school identity and pride. All students are therefore expected to adhere to the school uniform policy.

When questions about particular aspects of the uniform arise, the student is expected to follow the general and leading spirit of the policy, which is to diminish distractions, show respect, and elevate the tenor of the school.

Students must be in uniform in order to attend class. Students not in uniform will be sent to the Dean of Student Life's office. His office will keep limited inventory of basic uniform items that a student may be permitted to wear in order to meet uniform requirements and return to class. Loaned items will be carefully tracked and must be returned in clean, like-new condition.

All items that include either the school logo or the school plaid must be purchased through DENNIS Uniforms. Items such as khaki pants and shorts or the white non-logo shirts can be purchased either through DENNIS or elsewhere.

The dress code is that students will dress according to the required and optional items listed on the Board-approved uniform policy for boys and girls, respectively, plus the following series of “additional uniform provisions” detailed below. Basic details for the school uniform, including ordering information, can be found on the Cincinnati Classical Academy website and are available in the front office.

Uniforms will be designated as “summer uniform” and “winter uniform.” The “summer uniform” shall be worn in the first and fourth school quarters; the “winter uniform” shall be worn in the second and third school quarters – unless otherwise directed by the Dean of Student Life or the Headmaster. Please consult DENNIS Uniforms’ website for full details on ordering. The following provides a summary of the uniform policy:

<b>BOYS K-4</b>		
	SUMMER UNIFORM	WINTER UNIFORM
Pants	Khaki shorts	Khaki pants
Shirt	navy polo with logo	white oxford or long sleeve polo
Shoes	conservative athletic	conservative athletic or dress
Sweater	not required	navy v-neck cardigan optional
Tie	not required	optional
Socks	navy or white	navy or white

<b>BOYS 5-6</b>		
	SUMMER UNIFORM	WINTER UNIFORM
Pants	Khaki shorts	Khaki pants
Shirt	navy polo with logo	white oxford
Shoes	conservative athletic	conservative athletic or dress
Sweater	not required	navy v-neck vest or pullover optional
Tie	not required	required
Socks	navy or white	navy or white

<b>GIRLS K-4</b>		
	SUMMER UNIFORM	WINTER UNIFORM
Jumper	Hamilton plaid	Hamilton plaid
Pants	khaki shorts (alternative)	khaki pants (alternative)
Shirt	white polo or Peter Pan blouse	white Peter Pan blouse



Shoes	conservative athletic	conservative athletic or dress
Sweater	not required	navy v-neck cardigan optional
Tie	not required	plaid crossover tie required
Socks	navy or white crew	navy or white crew

GIRLS 5-6		
	SUMMER UNIFORM	WINTER UNIFORM
Skort	Hamilton plaid	Hamilton plaid
Pants	khaki shorts (alternative)	khaki pants (alternative)
Shirt	white polo with logo	white oxford
Shoes	conservative athletic	conservative athletic or dress
Sweater	not required	navy v-neck vest or pullover optional
Tie	not required	not required
Socks	navy or white crew	navy or white crew

**Additional Uniform Provisions**

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If a student is cold in the classroom, he or she should wear one of the long sleeve uniform items or the uniform sweater.
- All students must be in uniform at all times. No other clothing other than uniform tops and bottoms are permitted. No outside tops, jeans, or bottoms are permitted in the building except on Fridays and any other days designated as Spirit Wear Days.
- All shirts must be tucked in.
- Skirts and shorts shall fall no higher than two inches above the knee as measured when the student is standing.
- Leggings or tights may be worn underneath clothing but must be ankle length or footed in a solid color—gray, navy, white, or black. Leggings are not to be worn without other bottoms on top.
- Girls may wear gym shorts or compression shorts underneath their skirt, so long as these are not visible when the student is standing.
- Students may use any backpack as long as it is clean and tasteful.
- Hair must be clean, neat, and styled traditionally. Only natural colors are allowed. No unusual or radical hairstyles. Hair accessories must be uniform colors (options available from DENNIS Uniforms). Boys’ hair should not come lower than the eyebrows in the front or lower than the top of shoulders in the back.
- All girls’ and boys’ polo shirts may have the top button un-buttoned. All other buttons must be buttoned.

- Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (e.g., chains or collars). Students may wear no more than two necklaces at one time.
- Girls are permitted a maximum of two earrings per ear on the earlobe, and earrings must not be larger than a quarter. No stretched piercings (gauge) or holes may be visible.
- Boys are not permitted to wear earrings.
- Tattoos must be covered at all times.
- Makeup and nail polish must look natural. Colors such as black, yellow, rainbow, etc., are not acceptable.
- Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas. Religious headgear is permitted when worn for religious purposes.
- Non-marking tennis shoes are required for P.E. class and/or sports in the gym. Kindergarten, first, and second grade students will not change for P.E.
- Shoes, socks, and shoelaces should be mostly white, black, blue, brown, or gray. Shoes must be closed-toed, closed-heeled tennis or dress shoes; boots, sandals, moccasins, and slippers are not permitted. We recommend wearing a comfortable shoe that can be worn in the classroom, in gym class, and outdoors at recess.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing. Clothes may not be ripped or torn.
- The use of perfumes, oils, and body sprays by students should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine. Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. Should this occur, students will be excused to the front office to call home.
- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact the Dean of Student Life. Please know that we will provide accommodations for these students.
- All school-sponsored events that occur during the school day, including field trips, are subject to school uniform policy.
- All Fridays throughout the year are designated as “Spirit Wear Days.” On these days, students are permitted to wear Spirit Wear as tops. This includes CLASSICAL T-shirts, sweatshirts, hoodies, fleece pullovers, and quarter zips. Outerwear, including full-zip jackets are not permitted to be worn during the course of the day. (Outerwear may be worn to and from school and on the playground.) Students must wear uniform bottoms on Spirit Wear Days.

### **Uniforms and Financial Assistance**

CLASSICAL will not allow financial need to limit access to the school, and this includes access to uniforms. At minimum, the school will fund one complete uniform set for children whose families qualify for financial assistance. Please contact the school office if you require financial assistance.

### **Lost and Found**

The student Lost and Found is in the front office. Students are responsible for retrieving their misplaced items. Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the school uniform store on the last day of each month.

## DISCIPLINE AND STUDENT FORMATION

### **Virtues and General Expectations for Behavior**

At Cincinnati Classical Academy we seek virtue in all its forms, and we focus specifically on the classical virtues of courage, justice, gratitude, perseverance, prudence, humility, and compassion. We hope that regular recurrence to these virtues in our learning, social interactions, and discipline will help students learn self-governance and strive toward excellence in all areas of life.

The emphasis on virtue at Cincinnati Classical Academy is not primarily intended as a discipline policy: we aspire to excellence for its own sake because it is good and because we are made better as we aspire to it. We have bound our commitment to virtue into an Honor Code that we ask our families and students to sign as a common pledge.

### **Honor Code**

A CLASSICAL student is honest in word and deed, dutiful in study and service, and respectful and kind to others. A CLASSICAL student aspires to excellence in courage, justice, gratitude, perseverance, prudence, humility, and compassion.

At the end of the *Student/Family Handbook* you will find a separate page with the honor code and a place for parents and students to sign as a pledge of acceptance and agreement. At least one parent or legal guardian from each family is required to sign the pledge. All students in grades 5 and above are also required to sign it.

### **Virtue Cards**

Forming students in our seven core virtues requires not only for us to correct poor behavior but also to highlight the times when students demonstrate virtuous behavior. Virtue cards are given to students when they demonstrate one of our seven core virtues or otherwise demonstrate positive behavior that deserves to be recognized. The card is meant to be awarded and given publicly and/or sent home to parents.

### **The Purpose of Discipline**

The main purpose of all discipline is to teach moral and intellectual virtue. Self-discipline arises from a desire for virtue, and without that desire, a student will falter when laws and rules are silent. A secondary purpose is to foster an orderly and disciplined environment in which all students can learn and develop friendships. Order and discipline are the foundation for a thriving school culture.

Any departure from proper decorum is liable to disciplinary action. Because not all students respond to the same arguments, incentives, or punishments, any discipline policy must be at once equal to all students and consistently applied, and also fitted to both the nature of each individual student and the circumstances in which any misbehavior occurs.

### **Disciplinary Action**

Disciplinary action ranges from verbal warnings to suspension and expulsion, and will be used to promote both a student's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate.

When a student acts in violation of school rules, directions given by a teacher or administrator, or the CLASSICAL Honor Code, the school has implemented three levels of consequences:

1. In-class behavior protocols: These include the various mechanisms that teachers use for correcting and habituating student behavior, and they vary considerably based upon the class and the age of the students.
2. Poor Behavior Slip (PBS): When student misbehavior rises to the level where parents should be notified, a student will receive a PBS from a teacher or administrator. The consequences of a PBS can include, but are not limited to, lunch duty, campus cleanup, or afterschool detention. PBS's are accumulative, and five are treated as equal to a Blue Slip.
3. Blue Slip: Blue Slips are reserved for serious offenses for which parents should be notified and which, if repeated or allowed to continue, will result in the suspension or expulsion of the student. Blue Slips are usually given out by the Dean of Student Life. Very severe offenses may be met with immediate suspension or expulsion, subject to proper disciplinary hearing in accordance with current Ohio law.

Consequences for misbehavior are correlated to the above levels of tracking/notification, but they will be tailored to the student and behavior in question. The point is to educate and improve students with an eye towards justice, not to tie every offense to a formulaic consequence.

Teachers have the authority to remove disruptive students from the classroom. Upon the third such removal from a teacher's class, the teacher may remove the disruptive student from that class for the remainder of the term of the class. However, a disruptive student shall not be removed from a teacher's class for the remainder of the term unless the Dean of Student Life has first developed and implemented a behavior plan for the student. A behavior plan shall be developed after the second removal from class.

### **Notifying Parents**

The school will notify parents of discipline problems that escalate to the level of a PBS or a Blue Slip. The school may also notify parents of lesser infractions, especially in cases involving a recurring problem. When a student is removed from the class for being disruptive, the school shall

contact the parent(s) or legal guardian(s) as soon as possible to request his, her, or their attendance at a conference, which conference will include the student.

### **Blue Slips**

For consistent and/or more serious disruptions, the student will be sent to the Dean of Student Life and will receive a Blue Slip. Blue Slips accumulate over the course of the school year, and a student's total will not reset until the end of the spring semester. Receiving a Blue Slip indicates that a student's behavior is a serious problem, and receiving repeated Blue Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Blue Slip will encourage students to display good character and act in accordance with the school's mission.

#### *1st Blue Slip*

Student is sent to the Office and parents are notified. The Dean of Student Life will determine the consequence on a case-by-case basis. Consequences may include after-school detention, campus cleanup, or cafeteria duty. If the infraction is serious, a student may be suspended.

#### *2nd Blue Slip*

Student is sent to the Office and parents are notified. The Dean of Student Life will determine the consequence on a case-by-case basis. Consequences may include after-school detention, campus cleanup, or cafeteria duty. The student's parent(s) will meet with the Dean of Student Life to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.

#### *3rd Blue Slip*

Student is sent to the Office and parents are notified. Student will be sent home at least for the rest of the day. If the infraction is serious, a student may be suspended for more than the rest of the day. Upon the student's return, a parent should accompany the student to class for one full day to observe the school day.

#### *4th Blue Slip*

Student is sent to the Office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.

A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she will be considered a habitually disruptive student. If a student is issued four or more disciplinary referrals, CLASSICAL administration may request that the student be expelled. Long term suspension and expulsion are legal matters governed by state law;

CLASSICAL will abide by the laws and practices required in the state of Ohio regarding due process and appeals.

### **Corporal Punishment and Restraint**

All teachers, administrators, and non-licensed school employees are prohibited from inflicting or causing to be inflicted corporal punishment as a means of discipline upon a pupil attending the school. However, they may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense or for the protection of persons or property. The school shall contact the parent(s) or legal guardian(s) as soon as possible after physical restraint or seclusion is used. Complaints regarding the use of restraint or seclusion should follow the grievance process as outlined in this Handbook.

### **Suspension and Expulsion**

The school may suspend a student for up to ten (10) days or may expel a student. In the event that the school decides to suspend or expel a student, the student will be given a notice which states the intent to suspend or expel and the reason(s) for the suspension or expulsion. Immediate attempts will be made to contact a parent or guardian by phone. The student may meet informally with the Headmaster to challenge the suspension or expulsion. After the meeting, or if the student declines the meeting, suspension or expulsion may be invoked immediately. A copy of the notice of intent to suspend or expel will be mailed to the parent or guardian within one (1) school day after the time of a student's expulsion or suspension. A formal hearing will be scheduled not earlier than three nor later than five school days after the notice to expel is given.

In the event that, in the opinion of the Headmaster or his designee, a student's presence at the school creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the school, the student may be removed from the premises without formal suspension or expulsion procedures with notice and procedures to follow the removal in accordance with R.C. §3313.66.

A student shall be expelled for one (1) year for bringing a firearm to the school or onto school property (any property owned, used or leased by the school for school, school extracurricular or school-related events). A student will be expelled for a period of one (1) year for:

1. Bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is located at a school or on school property;
2. Bringing a knife to the school, onto school property or to an interscholastic competition, an extracurricular event or any other program or activity sponsored by the school or which the school is a participant;
3. Possessing a firearm or knife at school, on school property, or at an interscholastic competition, an extracurricular event, or any other school program or activity which firearm or knife was initially brought onto school property by another person;

4. Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property;
5. Making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade.

The specific circumstances under which the Headmaster may modify a one (1) year expulsion could include:

1. A recommendation from the group of persons knowledgeable of the student's educational needs;
2. The student was unaware that he or she was possessing a firearm or knife;
3. The student did not understand that the item s/he possessed was considered a firearm or knife;
4. The student brought the item to school as part of an educational activity and did not realize it would be considered a firearm or knife; and
5. The student may be eligible for participation in an alternative program.

A student may be expelled for up to eighty (80) days for serious misconduct or rules violations, or for other just cause. During the period of suspension, removal, or expulsion the student may not attend or participate in any school functions without permission from the Headmaster. The student may enter school facilities only when given permission by the Headmaster or if accompanied by a parent or guardian who accepts responsibility for the student's actions and/or behavior at the facility.

The Board also authorizes the Headmaster to suspend a student from any or all co-curricular or extracurricular activities for misconduct or rules violations. The length of suspension shall be determined by the Headmaster commensurate with the seriousness of the student's misconduct or rules violations in accordance with the discipline code.

If the Headmaster determines that a student's behavior on a school vehicle violates school rules, s/he may suspend the student from school bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

The Board authorizes the Headmaster to provide for options to suspension of a student from the school which shall include a program whereby a student performs community service either in lieu of or as a part of a suspension or an expulsion.

Students who have been assigned suspensions are permitted to make up work as follow:

1. Receive at least partial credit for a completed assignment (as determined by the Headmaster);
2. Grade reductions may result based on the pupil's suspension/assignments;
3. Students are prohibited from receiving a failing grade on a completed assignment solely on account of the pupil's suspension.

The Board designates the Headmaster or his/her designee as its representative at all hearings regarding the appeal of a suspension. The Board or the Executive Committee will hear the appeal of an expulsion. The Headmaster shall be responsible for implementing this policy and ensuring compliance with applicable laws.

A copy of this Policy is to be posted in common areas of the school and made available to students and parents upon request.

### **Anti-Harassment, Intimidation and Bullying Policy**

CLASSICAL has zero-tolerance for bullying, harassment, intimidation, and/or bodily harm that adheres to the definitions established by state laws.

CLASSICAL prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any student on school property or at school-sponsored events. A safe and civil environment is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, constitute conduct that disrupts both a student's ability to learn and CLASSICAL's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

CLASSICAL values the free exchange of ideas. Classroom discussion of ideas and opinions, including controversial subject matter, shall not be construed as harassment.

Harassment, intimidation, or bullying means any deliberate or intentional gesture, or any deliberate or intentional written, verbal, or physical act or threat that a student has exhibited toward another student or staff member and the behavior both: (1) has one or more of the following effects: (a) harming a student or staff member; (b) damaging a student's or staff member's property; (c) placing a student or staff member in reasonable fear of harm to the student's or staff member's person; (d) placing a student or staff member in reasonable fear of damage to the student's or staff



member's property; and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student or staff member.

CLASSICAL prohibits acts of cyber-bullying, which is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, social media sites, instant messaging, defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate or repeated hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on school time or the school premises, at school events, programs or activities or off school time or school premises if such acts affect other students or staff of the school.

CLASSICAL reserves the right to discipline a student's off-campus behavior if it substantially disrupts the school's educational process or mission or threatens the safety or well-being of a student or staff member. Some factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) the behavior created material and substantial disruption to the educational process or CLASSICAL's mission due to the stress on the individual(s) victimized or the time invested by staff in dealing with the behavior or its consequences; (2) a nexus to on-campus activities exists; (3) the behavior creates a substantial interference with a student's or staff member's security or right to educate and receive education; (4) the behavior invades the privacy of others; or (5) any threat that is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyber-bullying that they require a response by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion.

All CLASSICAL employees, volunteers, and students are required to report prohibited incidents of which they are aware to the Headmaster or his designee. The Headmaster or his designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Headmaster or his designee shall conduct a prompt, thorough, and complete investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed, and the reported incident has been substantiated, the parent or guardian of any student involved in the prohibited incident shall be notified and to the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) have access to any written reports pertaining to the prohibited incident. CLASSICAL will maintain, via the education management information system, information regarding the number of incidents of harassment of Students against other Students, in each building and school-wide, that violates this policy. All school employees, volunteers and

Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

CLASSICAL prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Headmaster or his designee after consideration of the nature and circumstances of the act, in accordance with school policies and procedures. Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio law that may apply.

CLASSICAL may form a prevention task force and/or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for parents and students, to raise the level of awareness and help prevent the prohibited conduct. CLASSICAL may also provide training, workshops, or courses on this policy to school employees and volunteers who have direct contact with students.

Parents, please call CLASSICAL administration if your child reports being a victim of repeated behaviors that might be bullying. Conflict is normal in a child's life. To help distinguish between normal conflict and bullying remember bullying behavior is: repeated, intentional, and involves an imbalance of power. If you think your child has been the victim of bullying or harassment, please contact the Dean of Student Life. Incidents of bullying or harassment can also be reported to administration via the front office at (513) 554-0285.

### **Public Displays of Affection**

Public displays of affection are not allowed on campus or during school-related activities, and are liable to disciplinary consequences.

## **ELECTRONIC DEVICES**

### **Definitions and Rules**

Communication devices and electronic equipment (cell phones, laser pointers, iPods, laptops, tablets, cameras, smart watches, etc.) are not allowed on school property without prior written permission from the Dean of Student Life.

If parents believe their student requires a cell phone to use to and from school, they must submit a cell phone permission form to the school office. The cell phone must be turned off while on school grounds and must be turned in to the homeroom teacher at the beginning of the day and picked up at the end of the day.

Students needing to use a phone between 7:30 AM and 3:30 PM may ask to use the office phone. If, in the case of an emergency, parents need to reach their child during the school day, they should contact the school office.

### **Procedures for Violations**

Students who break this rule will be subject to disciplinary action. Once a device has been confiscated, the following procedure will be used to return the device:

- 1st Confiscation: Parent will be contacted. The device will be held until the end of the school day and can be picked up by the student when school is dismissed.
- 2nd Confiscation: Parent will be contacted. The device will be held until the end of the school day and can be picked up by the parent when school is dismissed.
- 3rd Confiscation: Parent will be contacted. The device will be held for three days and can be picked up by the parent after that time.

Confiscations beyond three may result in additional disciplinary action, including possible suspension. CLASSICAL is not responsible for the damage, loss, or theft of electronic devices left on campus.

## **LOCKERS**

CLASSICAL provides lockers in many of the classrooms, typically for grades three and up. The lockers are school property, and CLASSICAL has the authority to search lockers when deemed necessary.

CLASSICAL is not responsible for lost or stolen items. Valuables such as tablets, iPods, compact discs, and video games are not to be brought to school. Problems with lockers should be reported to the Dean of Student Life.

Students must observe the following rules:

- Students are not allowed to decorate the inside or outside of their lockers.
- Lockers must be kept neat and orderly at all times; teachers may conduct locker checks at any time.
- Lockers must be kept closed when not in use to avoid careless accidents.
- A student may be assessed a fine or asked to clean a locker that becomes dirty or damaged because of his or her misuse of it.

## LUNCH AND SNACKS

### **Lunchtime**

Lunchtime provides an opportunity to relax, play, and restore the body and mind. Students must talk quietly and behave calmly during lunch. Each homeroom will be given the opportunity for an outdoor recess (weather permitting) either directly before or after their assigned lunch period in the lunchroom.

Applications for free or reduced meals are available in the front office. The application should be submitted no later than two weeks prior to the first day of school.

### **Snacks**

We understand that young students require snacks to keep them going during the day, and teachers in Grades K-2 will set aside a time in the morning during which students can enjoy a quick bite to eat. Parents are responsible for sending students to school with a small, healthy snack that can be eaten in a couple of minutes. We ask that students bring things that can be eaten without utensils and without creating a mess.

With the exception of water bottles and K-2 snacks, food and drink are not permitted in the classrooms, gymnasium, library, or hallways.

### **Birthday Celebrations**

If you would like to bring birthday treats in for your student's class, please coordinate with the classroom teacher several days in advance. Our students' academic days are carefully scheduled, and it is often difficult to accommodate last-minute celebrations.

## MEDICATION AND MEDICAL CARE

### **Administration of Medication**

Cincinnati Classical Academy is committed to the health and safety of its students. Medication and/or medical procedures required by students should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by faculty or staff authorized by the Headmaster or self-administered by the student per written physician's orders and written parent or guardian authorization. The parent or guardian must complete and sign the "Administration of Medication & Medical Procedure" form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. Office staff will make this form available to parents and guardians.

## **Student Records**

In order to provide appropriate educational services and programming, the school must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Student "personally identifiable information" (PII) includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school reasonably believes knows the identity of the student to whom the education record relates.

The Board is responsible for the records of all students who attend or have attended CLASSICAL. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the school or specifically permitted by this Board will be compiled by school employees. In all cases, permitted, narrative information in student records shall be objectively based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

The term "parents" includes legal guardians or other persons standing *in loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). Both parents shall have equal access to student records unless stipulated otherwise by court order or law.

## **Sickness or Injury at School**

Parents will be informed when a student reports to the office with a fever or injury. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

## **Parent Obligations**

Parents and guardians shall, at all times, ensure that the school has updated medical information on file. It is the parent's (or guardian's) responsibility to keep this information updated. It is also

the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school. Additionally, it is the responsibility of parents to inform the school of any known allergies that their child may have.

### **Use of Inhaler/Epinephrine Autoinjector**

A student may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise, to prevent the onset of asthmatic symptoms, and/or an epinephrine autoinjector to treat anaphylaxis at school, any school-related activity, event, or program sponsored by the school or in which the school participates, if both of the following conditions are satisfied:

1. The student has the written approval of the student's physician and, if the student is a minor, the written approval of the parent, guardian, or other person having care or charge of the student. The physician's written approval must include all of the following information:
  - a. The student's name and address
  - b. The names and dose of the medication contained in the inhaler
  - c. The date the administration of the medication is to begin
  - d. The date, if known, that the administration of the medication is to cease
  - e. Circumstances in which the inhaler and/or autoinjector should be used
  - f. Acknowledgement that the prescriber has determined the student is capable of possession and using the inhaler and/or autoinjector appropriately and has provided the student with training in the proper use
  - g. Written instructions that outline procedures school personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack; and/or in the case of an epinephrine autoinjector, the student is unable to administer the medication or the medication does not produce the expected relief from the student's anaphylaxis
  - h. Any severe adverse reactions that may occur to the student using the inhaler and that should be reported to the physician
  - i. Any severe adverse reactions that may occur to another student, for whom the inhaler is not prescribed, should such a student receive a dose of the medication
  - j. At least one (1) emergency telephone number for contacting the physician in an emergency
  - k. At least one (1) emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency
  - l. Any other special instructions from the physician
  - m. The Headmaster or his/her designee has received copies of the written approvals required by Subparagraph 1 of this section.
  
2. The parent/guardian must complete and sign the Administration of Medication/Medical Procedure form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. The school will make this form available to parents/guardians.

If these conditions are satisfied, the student may possess and use the inhaler at school or at any activity, event, or program sponsored by or in which the student's school is a participant.

The school, a member of the Board or the Board's representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a staff member's prohibiting a student from using an inhaler because of a staff member's good faith belief that the conditions of subparagraphs 1 and 2 of this section had not been satisfied. The school, a member of the Board, the Board's representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a staff member's permitting a student to use an inhaler because of a staff member's good faith belief that the conditions of subparagraphs 1 and 2 of this section had been satisfied. Furthermore, when the school is required by this section to permit a student to possess and use an inhaler because the conditions of subparagraphs 1 and 2 of this section have been satisfied, the school, any member of the Board, or the Board's representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from the use of the inhaler by a student for whom it was not prescribed.

This section does not eliminate, limit, or reduce any other immunity or defense that a school, member of a Governing Board, or staff or employee may be entitled to under Chapter 2744. or any other provision of the Revised Code or under the common law of this state.

### **Food Allergies**

Cincinnati Classical Academy recognizes that the prevalence of food allergies among children is increasing. The number of young people who had a food or digestive allergy increased 18% between 1997 and 2007, and food allergies now affect an estimated 4–6% of children in the United States. In some instances, allergic reactions to foods may be severe and even life threatening and allergic reactions to foods have become the most common cause of anaphylaxis in community health settings. Thus, in accordance with Ohio Revised Code Section 3313.719, this policy is intended to create a framework for protecting students with known food allergies and to reduce the likelihood of severe allergic reactions while at school.

### **Parent Responsibilities**

Parents and guardians of students with allergies shall:

- Promptly notify the school office when they become aware that their student has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider documented allergy and a diet modification order, if necessary
- Provide the school with prescribed emergency medications
- Execute a medication authorization form, and/or permission to carry and self-administer epinephrine auto-injector (epi-pen) form

- Educate their students about allergy management at school. Allergy management education includes, without limitation, identification of “safe foods” and the vigilance required to self-monitor food products available at school functions

### **School Responsibilities**

The school, upon receiving proper notification that a student has a food allergy, shall:

- When serving students, make all reasonable efforts to ensure the school’s dining hall is nut-free
- Cooperate with the student and his or her parents or guardians to reduce the likelihood of an allergic reaction at school
- Maintain any student-provided medication for emergency use
- Make efforts to inform appropriate school staff and administrators of the student’s food allergy and related needs
- As needed, provide students (in the first grade and above) with flexible seating to accommodate food allergies
- Encourage any private food vendors who may come to school to screen and label foods served at various school functions; and
- Train selected faculty and staff on the emergency use of epinephrine auto-injectors annually

All parent/guardians, students, faculty, and staff are encouraged, but are not required to:

- Carefully read all labels and explain those labels to their child(ren) prior to sending any food product to the school or a school event, e.g., class parties, bake sales, etc.; and,
- When providing food for the class on a special occasion, be sure to make only nut-free options

### **Diabetic Care**

CLASSICAL is committed to ensuring that each student enrolled in the school who has diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student’s treating physician. The diabetes care to be provided includes any of the following:

- A. Checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels
- B. Responding to blood glucose levels that are outside of the student's target range
- C. In the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed
- D. Administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses
- E. Providing oral diabetes medications
- F. Understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the student's physician's order
- G. Following the physician's instructions regarding meals, snacks, and physical activity



H. Administering diabetes medication, as long as the conditions described below are satisfied

Within fourteen (14) days after the school receives an order signed by the student's treating physician, the Headmaster or his/her designee will inform the student's parent or guardian that the student may be entitled to a Section 504 Plan regarding the student's diabetes. With regard to the administration of diabetes medication:

- A. The diabetes medication may be administered by a licensed provider, or in the absence of such person, such medication can be administered by a school employee who has received training provided by the Board that complies with the Ohio Department of Education's training guidelines, and complies with the following additional requirements:
  - a. The training must be coordinated by a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes.
  - b. The training will take place prior to the beginning of each school year or, as needed, not later than fourteen (14) days after the Board receives a physician's order related to a student with diabetes.
  - c. Upon completion of the training, the Board will determine whether each trained employee is competent to provide diabetes care.
  - d. The medical or osteopathic doctor, registered nurse, or licensed practical nurse who provided the training will promptly provide all necessary follow-up training and supervision to an employee who receives training.
  
- B. The Headmaster of a school attended by a student with diabetes will distribute a written notice to each employee containing the following information:
  - a. A statement that the school is required to provide diabetes care to a student with diabetes and is seeking employees who are willing to be trained to provide that care.
  - b. A description of the tasks to be performed.
  - c. A statement that participation is voluntary and that the school center will not take action against an employee who does not agree to provide diabetes care, including that the employee will not be penalized or disciplined for refusing to volunteer to be trained in diabetes care.
  - d. A statement that training will be provided by a school nurse, a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes to an employee who agrees to provide care.
  - e. A statement that a trained employee will not be subject to disciplinary action by the Board for providing care or performing duties to students with diabetes.
  - f. A statement that a trained employee is immune from liability for damages in a civil action for injury, death, or loss to person or property allegedly arising from providing care or performing duties (unless the act or omission constitutes willful or wanton misconduct).
  - g. The name of the individual to contact if an employee is interested in providing diabetes care.

The school employee can only administer diabetes medication as described above if the requirements of this policy are met.

A student's diabetes medication will be kept in an easily accessible location. A student with diabetes will be permitted to attend to his or her diabetes care and management, in accordance with the student's physician's order, during regular school hours and school sponsored activities only if:

- A. The student's parent or guardian provides a written request that the student be permitted to attend to his or her diabetes care and management while at school; and
- B. The student's physician has authorized such self-care and determined that the student is capable of performing diabetes care tasks.

A student with diabetes is permitted to perform diabetes care tasks in a classroom, in any area of the school or school grounds, and at any school-related activity. The student must have access to a private area for performing diabetes care tasks if the student or the student's parent or guardian makes such a request.

A student with diabetes is permitted to possess on the student's self at all times all necessary supplies and equipment to perform diabetes care tasks. If the student performs any diabetes care tasks or uses medical equipment for purposes other than the student's own care, the Board will revoke the student's permission to attend to the care and management of the student's diabetes.

By December 31 of each year, the Board will report to the Ohio Department of Education the following information regarding students with diabetes:

- The number of students with diabetes enrolled in the school during the previous school year
- The number of errors associated with the administration of diabetes medication to students with diabetes during the previous school year

### **Sick Students**

Sick children should not be in school. Any child who has a fever, displays any sign of illness, or is contagious (e.g., with pink eye, strep, the flu) should be kept home.

## **STUDENT FEES AND SUPPLIES**

### **Textbooks**

Cincinnati Classical Academy provides students in 3rd grade and up with paperback copies of literature books. Students are encouraged to annotate these books as they read them with the class and add them to their home libraries when the class is finished. If you have questions about whether a book is yours to keep after the school year, please ask your child's teacher.

CLASSICAL takes on the extra expense of providing students with literature books because we hope to cultivate a love of reading and because annotation is an important skill. In addition to literature books, students are also supplied with workbooks and other expendables that become the property of the student. The yearly student book fee has been waived for the 2022-23 school year due to our receipt of a federal grant that assists us with the purchase of books.

Other textbooks belong to the school and must be used year after year. Students are issued textbooks at the beginning of the year and are expected to keep them in good condition. Textbooks that travel home with the student should be carefully covered in paper (not cloth) at the beginning of the year and returned to the teacher when the class has concluded.

Students who do not return their textbooks or who return them damaged will be charged for the cost of replacing the textbooks. In the case that reimbursement has not been made for lost or damaged materials, no further materials will be issued to that student until the past due fees are paid.

### **Other Fees**

From time to time the school may charge fees to its families for the purpose of funding expenses related to athletics, classroom supplies, extracurricular clubs, art, activities, field trips, etc. All charges and fees must be authorized by the Headmaster. All financial obligations must be rectified prior to registration for the upcoming school year. Students with outstanding balances will not be issued report cards or be permitted to register for the next school year. CLASSICAL does not want or intend financial hardship to prevent any child from receiving an education. In cases of financial hardship, parents should inquire with the school office about receiving a fee waiver.

## **EXTRACURRICULAR ACTIVITIES**

We encourage students to participate in as many extra-curricular activities as they can reasonably manage, knowing that academics come first. Every member of a club or team has a responsibility to his or her teammates to show up on time ready to participate and to remain in good academic standing, and to display CLASSICAL's core virtues as ambassadors for the school.

Extracurricular activities may charge a participation fee and athletic events may charge an attendance fee for spectators. These funds will be used to pay for uniforms, equipment, instruments, fees for invitationals, and other miscellaneous items. Families who have purchased an Athletics Boosters membership will receive free admission to all home games.

Each coach or club leader, in coordination with the Dean of Student Life, will set rules by which each student must abide in order to participate.

### **Eligibility**

Extracurriculars enrich a student's life at the school. CLASSICAL's goal is to encourage students to prioritize academics but also to provide meaningful opportunities to compete and flourish. Participation in extracurricular activities, however, is a privilege that is contingent on school attendance, academic performance, and good behavior.

Only enrolled students may participate in CLASSICAL extra-curricular activities.

Students participating in any school-sponsored event or extracurricular activity falling on a regular weekday must have been in attendance at school the day of the event, otherwise they will be disallowed from participating in the event. Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Any student who receives three Blue Slips in a semester will be ineligible to participate in extracurricular activities for the remainder of the semester. Any student who receives five Blue Slips in a year will be ineligible for participation in extracurricular activities for the remainder of the year. Ultimate discretion on eligibility is the responsibility of the Headmaster.

### **Extracurriculars**

CLASSICAL will sponsor a number of student clubs that enhance the curriculum of the school and are in keeping with the school's mission. All clubs must be approved by the Dean of Student Life and have an active faculty sponsor.

Participation fees are sometimes associated with extracurricular club membership. Fees are typically used to buy necessary supplies, transportation, and stipends for faculty moderators. CLASSICAL does not want any student to be deterred from participating in an extracurricular club on account of a club fee. Families who are in need of financial assistance are encouraged to contact the front office.

### **Special Events**

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Any special event or party must be approved by the Dean of Student Life a minimum of three weeks prior to its scheduled date. Approval for one year does not carry over to the next.

The school will host various social events in the course of a regular school year. Students are expected to follow school rules and the Honor Code at these events, and attending students are subject to school disciplinary procedures. Eligibility to attend these events is based upon the same guidance given for all extracurricular activities, though the Headmaster reserves the right to make specific exceptions.

## **Athletics Policy**

The CLASSICAL athletics programs will be run by the Sentinel Boosters organization, under the auspices of the CLASSICAL Parent Service Organization. The school will make every effort to develop a modest athletics program that focuses on sportsmanship and the school's core virtues. The school will consider adding new sports by weighing student interest, the number of potential participants, the school's general capacity to support new sports and teams, and the likelihood of a sport's longevity in the culture of the school.

Participation in extra-curricular athletics is a privilege and one that comes with great responsibility. Student-athletes will be held to a high standard. It is also understood that the athletic field is a different dynamic than that of the classroom, and some behaviors conducive to one are not necessarily acceptable in the other. Nevertheless, student-athletes are expected to comply with the following expectations:

1. To be considered for participation, a student must have completed a physical exam clearing the student for physical activity prior to the season intended to participate. A copy of the physical must be turned into the school prior to any involvement in the athletic program. There will be no exceptions.
2. Students and their parents must review all materials provided by the school relating to sudden cardiac arrest and concussions, and shall certify to the school that student and his or her parent understands the cardiac risks associated with participation in athletic activities.
3. A student-athlete may be considered ineligible to participate if he or she has a failing grade in any of the core subjects of math, English, science, or history for the previous grading period. Student-athletes also must maintain a minimum average of 70%.
4. Student-athletes are expected to behave appropriately on and off the field/court. Disruptive behavior, rudeness to an adult, or disrespect to peers will not be tolerated at a game, practice, or in the classroom.
5. Being a part of a team is a time consuming and important commitment. It should be taken seriously even while having fun. Attendance to practice and games is not optional. It is expected that student-athletes will be at as close to 100% of scheduled practice and games as possible. Teammates and coaches rely on everyone being present to conduct appropriate drills and practice. Repeat offenders of missed practices without a valid excuse are subject to dismissal from the team.
6. Some uniform items will be given to the student-athlete to keep, some will be available to buy, and some will remain property of the school. It is the responsibility of the student-athlete to maintain his or her uniform, including wearing a clean uniform to all competitions. The student-athlete will be responsible for the replacement of any uniform that is the property of the school if the uniform is lost, stolen, or damaged. Grades and credits may be withheld and a student-athlete may not participate in future sports upon refusal to cooperate with replacement of lost, stolen, or damaged uniforms.

### **Equal Access for Non-School-Sponsored Student Clubs and Activities**

The Board will not permit the use of school facilities by non-school-sponsored student clubs and activities or school-sponsored, non-curriculum-related clubs and activities during instructional hours. The Board will not permit the organization of a fraternity, sorority, or secret society. The Board reserves the right to deny all non-school sponsored clubs or activities during non-instructional times.

### **VOLUNTEERS**

Cincinnati Classical Academy rests on a partnership between the school and families who choose to enroll their students. Volunteering is a crucial element in that partnership. CLASSICAL relies on volunteers during carline, at lunch and recess, in the classroom, and in other events sponsored by the school.

The classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation. For these reasons, the school's volunteering needs are primarily in assisting teachers in their administrative and supervisory tasks.

The school also seeks qualified and interested parents to help with clubs, chaperone activities, and assist the school in developing a culture of respect and responsibility.

### **Volunteer Background Checks**

If an adult plans to volunteer with students (such as coaching, field trip chaperones, student tutoring, etc.) the individual must complete a volunteer registration form. If the adult will be responsible for student supervision, the parent must go through an additional background check, the cost of which the parent is responsible for paying. The school conducts the complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children.

### **Volunteer Confidentiality**

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty members involved or the Headmaster. The matter may also be brought to the attention of the Board of Directors by following the grievance policy explained in this manual. Under no circumstance is it acceptable for a volunteer to confront a teacher about an issue when students are present. If a volunteer disregards the confidentiality policy, the privilege of volunteering may be revoked.

## VISITORS

### **Sign-In**

CLASSICAL has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between the hours of 7:30 AM and 4:00 PM must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.

Visitors must check in with the front office and provide identification each time they visit the school, not just the first time. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

### **Parent Visits**

During the school day, it may be necessary for a parent to drop off lunch or a forgotten item. Parents making deliveries should stop by the front office. One of the office staff members will be happy to deliver the item. Parents may not drop off items directly to the student's classroom or any other part of the school.

All of our teachers welcome parent/teacher conferences as long as they are scheduled in advance and on their calendar. To schedule a meeting with a teacher, please contact him or her via email.

## INCLEMENT WEATHER

When weather threatens a school closing, you should check the website for closure information. Parents and guardians will be notified by an automated phone call and email of any school closure or 90-minute delay. CLASSICAL will typically follow the decisions of the local school districts (Reading, Sycamore, and Princeton) in determining whether to close school or delay the opening of the school day due to inclement weather. Please stay informed and do not bring your child to school unnecessarily. If the school is closed there will not be a school employee on campus.

## WITHDRAWALS

We are always sorry to have a student move from CLASSICAL. To facilitate withdrawal of students from school, we ask that parents advise the school office of an intended withdrawal three days prior to leaving. A parent is required to meet with the Registrar/Director of Enrollment to sign the withdrawal paperwork prior to the student's departure. This will provide adequate time for contacting teachers, closing the student's records, and preparing transfer documents. All charges, fines, and fees must be paid prior to withdrawal, and textbooks must be returned.





## CURRICULUM INTRODUCTION

The curriculum of Cincinnati Classical Academy is based on the scope and sequence offered by the BARNEY CHARTER SCHOOL INITIATIVE of Hillsdale College. This curriculum is used throughout the network of Hillsdale-affiliated schools, of which Cincinnati Classical Academy is a member. While CLASSICAL has and will continue to make curricular adjustments in order to reflect local circumstances and requirements, our school has committed to embrace and uphold the following key characteristics:

- The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts
- A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions
- The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery
- The teaching of Latin
- The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts
- A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty
- A curriculum that is content-rich, balanced, and rigorous across the four core disciplines of math, science, literature, and history
- A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods rather than “student-centered learning” methods
- The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement
- A plan to serve grades K through 12

## HOMEWORK

Homework is a fundamental part of our general academic program. It prepares students for high school, yes, but more importantly homework helps develop a strong work ethic and habits of organization. Homework’s immediate educational purpose is:

- To reinforce skills and concepts and knowledge learned in class
- To develop good skills and habits of study
- To practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom
- To work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention

- To prepare for the following day's work so that the most can be made of class time
- To inform parents of what is being taught in the classroom

In addition to regular classroom assignments, we would like each of our students to read or be read to every day. It is our hope that each CLASSICAL student grows and matures to be a thoughtful reader enabling the student to gain in wisdom, knowledge and insight as he or she grows into adulthood.

We believe that becoming a competent reader is critical to being a good student and an important step in being able to explore the physical world and the world of ideas. Reading to a child encourages the child's growth and it elevates and informs conversation within the family. By reading in front of your children, parents model good habits and reinforce expectations.

Homework is an important part of a classical education. Students who do not actively and consistently contribute to their own education, both in class and at home, will fall behind and sell themselves short. Homework takes place in the home, with all of the distractions that come with it. We encourage parents to provide a calm, quiet place for their children to complete their work. Television, music, movies, and video games, at best, tend to extend homework time beyond what one would typically need and, at worst, will hinder real learning; we therefore suggest that these be restricted while students are studying.

Every student can expect to have some homework every day. Students in grades K-6 should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned. We encourage you to choose a book to read as a family, and make a little progress on it every night.

As a general rule, a student can expect 10 minutes of homework per grade level. So, a 1st grader will have approximately 10 minutes of homework per night (plus reading time) and a 6th grader will have approximately 60 minutes.

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor.

Teachers will make every effort to give assignments well in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all their homework.

**Late Homework**

One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this and to ensure students do not fall behind on their school work, it is essential that students complete their work on time. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days. Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence. In grades 3-6, homework submitted one day late will receive 75% credit and two days late will receive 50% credit.

GRADING

Grading is not the ultimate goal of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. CLASSICAL will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject.

**Grade Inflation and Extra Credit**

Grade inflation will be discouraged. “Extra credit,” whether to make up for work not turned in on time or to increase a student’s grade, is also discouraged.

Beginning in 3rd Grade, the following grading scale is used:

<u>Grade</u>	<u>Grading scale</u>
A+	97-100%
A	93-96.9%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	64-66.9%
D-	60-63.9%
F	0-59.9%

In Kindergarten, 1<sup>st</sup> grade, and 2<sup>nd</sup> grade we use the following marks:

- E = Excellent performance
- S = Satisfactory performance
- N = Performance needs improvement
- U = Unsatisfactory performance

### **Reporting Student Progress**

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the school will inform parents of their student's academic progress in the following ways:

- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Midterm progress reports will be available at the midpoint of the quarter and sent home if a student has earned a D in two or more classes, or earned an F in one or more classes. In such cases, a student will be ineligible for extracurricular activities.
- Report cards will be mailed or sent home quarterly.
- Parents have the ability to review student progress via online access to Cincinnati Classical Academy's teachers' grade books (Progress Book)

In general, grades will be posted within seven business days after the due date unless otherwise notified by the teacher. Parents are able to monitor missing assignments online through Progress Book. Parents are encouraged to notify the teacher if there is no assignment/grade information for a particular academic subject or course.

### **Parent-Teacher Conferences**

Parent-teacher conferences are held at the end of the first and third quarters. At the end of the second and fourth quarters teachers provide extensive comments on students' report cards. During the school year, a parent-teacher conference may be scheduled at any time a parent or the teacher thinks one is necessary. To schedule a conference with a teacher, please contact him or her via email.

## **STUDENT GRADE PLACEMENT**

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. Cincinnati Classical Academy will respect the promotion and retention decisions from the school from which a student transfers. If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be

asked to enroll in the grade level deemed appropriate by the teacher and Headmaster. If the parent chooses that the student be placed at the grade level in which the student originally enrolled against the advice of the teacher and Headmaster, a signed document of this choice will become part of the student's permanent file.

## PROMOTION & RETENTION

In accordance with Section 3313.608 of the Ohio Revised Code, the Board of Directors of the School adopts this Student Promotion and Retention Policy in order to address third grade reading and grade level promotions within the School.

CLASSICAL recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student is moved forward in a continuous pattern of achievement and growth that is in harmony with his or her own development. A student will be promoted to the succeeding grade level when he or she has:

- Completed the State-mandated requirements at the presently assigned grade;
- In the opinion of his/her teachers, achieved the instructional objectives set for the present grade; and,
- Demonstrated sufficient proficiency to permit him or her to move ahead to the educational program of the next grade.

The Headmaster shall:

- Require a student be retained if he or she is truant (unexcused absence) for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the Headmaster and the teachers of the failed subjects determine that the student is academically prepared to be promoted;
- Require that parents are informed in advance of the possibility of retention of a student at grade level; and,
- Have the final responsibility for determining the promotion or retention of each student, except for third grade students, as per the Third Grade Guarantee.

### **Promotion/Retention of Third Grade Students – Interventions**

For any student who does not attain by the end of the third grade at least a score in the range designated by statute in the reading test prescribed under R.C. 3301.0710(A)(2)(c), the School shall offer intensive remediation services during the summer following third grade. No student shall be promoted to the fourth grade who attains a score in the range designated by R.C.

3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless one of the following applies:

1. The student is limited English proficient student who has been enrolled in United States schools for less than two (2) full school years and has had less than two (2) years of instruction in English as a second language program; or
2. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323 and the student's individualized education program (IEP) exempts the student from retention under this division; or
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (ODE); or
4. All of the following apply:
  - a. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323;
  - b. The student has taken the third grade English language arts achievement assessment, as prescribed;
  - c. The student's IEP under Section 504 of the Rehabilitation Act of 1973, as amended, shows that the student has received intensive remediation in reading for two school years, but still demonstrates a deficiency in reading; and,
  - d. The student previously was retained in any of grades kindergarten to three.

or

- e. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Any such student shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low-performing readers.

### **Retention Exemptions under 3rd Grade Reading Guarantee**

Each school year, a student must reach the state determined cut-score on the state assessment to move on to the fourth grade. If a student does not reach the state-mandated required passing score, the student may still move on to fourth grade if she or he meets the qualifying exemption:

These exemptions apply to:

1. Limited English proficient students who have been enrolled in U.S. schools for less than three full school years and have had less than three (3) years of instruction in an English as a Second Language program;
2. Special education students whose IEP's specifically exempt them from retention under the Third Grade Reading Guarantee;

3. Any student who has received intensive remediation for two years and was previously retained in kindergarten through the third grade; and
4. Students who demonstrate reading competency on a Reading Alternative approved by the Ohio Department of Education.

### **Third Grade Guarantee Alternate Assessment Procedure**

CLASSICAL shall promote to fourth grade any student who does not attain at least the equivalent level of achievement designated under division (A)(3) of section 3301.0710 of the Revised Code on the assessment prescribed under that section to measure skill in English language arts expected at the end of third grade as demonstrated by an acceptable level of performance on an alternative standardized reading assessment determined by the department of education.

### **Summer Promotion Under the Third Grade Guarantee**

The School may elect to administer a new standardized reading assessment provided by ODE (to act as a summer version of the Grade 3 state reading assessment). If the student participates in the remediation services and demonstrates reading proficiency in accordance with standards adopted by the department prior to the start of fourth grade through the alternative assessment, the School shall promote the student to the fourth grade in the fall.

If a student does not demonstrate proficiency on the alternative assessment after completing the summer reading intervention program, the student should continue to receive intensive reading remediation services appropriate for the student's reading deficiency.

The administration of the summer exam will be the same as the spring assessment with regard to administration procedures and the cost of the assessment. Students will be required to reach the ODE retention cut score in order to qualify for summer promotion. Students who receive a summer promotion should continue to receive appropriate reading intervention in the fourth grade.

### **Student Reenters the Third Grade – Retention into Third Grade**

If the student does not demonstrate proficiency in reading during the summer, then the student will be considered a retained student. The student will enter the third grade for the second time. Any promotion after the start of the school year, even as early as September, would be a midyear promotion.

### **Midyear Promotion in the Third Grade Guarantee**

Any student retained by the Third Grade Reading Guarantee is eligible to be promoted during that school year in accordance with the School's established midyear promotion policy based on ORC. Such action shall be considered in consultation with the parent/guardian, classroom teacher, and/or reading teacher with the concurrence of the building administrator and approval of the Headmaster. A student must show that he or she has attained on-level reading for mid-fourth grade to be promoted at mid-year to fourth grade.

If the school believes a student may be eligible to be promoted midyear, the Headmaster may offer that student appropriate fourth grade instruction in all other subject areas. This will help ensure the student is academically prepared in the other subject areas when promoted midyear.

The School will determine the appropriate fourth grade instruction for the student by:

1. Determining the measures that will be used to assess proficiency in each subject; and
2. Assessing whether the student can demonstrate proficiency in "end of third grade standards" for mathematics, science and/or social studies.

Although a student may receive appropriate fourth grade instruction in the other subject areas, the student will still be considered a third-grade student unless promoted midyear or formally accelerated.

If a student received fourth-grade appropriate instruction during their retained third-grade year, but did not meet the requirements for midyear promotion, the student will enter fourth grade the following year, and potentially have a stronger foundation in the other subject areas.

Once a student is promoted midyear, he or she is considered a fourth grade student in all subjects and will take the fourth grade state assessments.

## ACADEMIC HONESTY

### **Plagiarism**

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is his or her own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will inform the Dean of Student Life of the plagiarism.
- A disciplinary referral will be issued.



- Either the teacher or the Dean of Student Life will inform the student's parent of the plagiarism.
- The student will receive an F (an automatic zero) on the assignment
- Instances of plagiarism may be placed in the student's permanent record.

### **Cheating**

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating, including that students caught cheating will fail the assignment. A student who allows others to copy his work will also be held accountable in the same fashion.

## **INTERVENTION SERVICES**

In furtherance of our mission and in order to meet federal guidelines, Cincinnati Classical Academy admits all students, based on available seats, without knowing the special needs of any student before a seat is offered.

CLASSICAL will offer a continuum of special education services and placements for the special needs of students.

CLASSICAL provides in-class accommodations, pull-out tutoring, and resource time for students with special needs. We also contract with providers for therapeutic services (occupational therapy, speech and language therapy, counseling) that the school cannot offer on its own.

When a child with special needs is accepted into CLASSICAL, the family will be informed of the services and staffing levels provided by the school. If a child has special needs that the CLASSICAL staff cannot adequately address with the current staffing and services, the school will convene an IEP meeting to discuss the provision of comparable services and/or other appropriate school placement and services.

CLASSICAL's Intervention Services program rests on three pillars of instruction: explicit phonics instruction, arithmetic skills, and organization. Since classroom time is crucial for all students to develop these skills, Intervention Services will create and lead resource class time for students who need extra help. The goal is to reinforce what is learned in the classroom and to help the student develop independence.

### **Intervention Policy**

CLASSICAL will provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, social studies or science achievement test and/or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment. Intervention services will be commensurate with the student's test performance in each such test area including prevention, intervention, or remediation. Such prevention, intervention, or remediation programs may include, but are not limited to, remedial program content, one-on-one teacher/student interaction, computer-assisted remedial course material, student-specific tutoring intervention and/or small group interaction.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, CLASSICAL shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608 or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

For each student required to be offered intervention services, the school may involve the student's parent or guardian and classroom teacher in developing the intervention strategy and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

### **STATE TESTING**

Our curriculum is not designed around the state assessments and our teachers do not “teach to the test.” We do dedicate some time to test preparation, but to do so excessively would detract from the classical course of study that CLASSICAL provides. Test preparation has less to do with content than it does with the form and manner in which test questions are written, as well as the order in which certain subjects are placed in the general state curriculum. Our curriculum in lower school math, for instance, follows a rational order that deepens and broadens student knowledge, but not in an order that aligns perfectly with the math subjects in the state exams. In order to do well on these assessments, we will supplement our curriculum where necessary.

CLASSICAL shall administer all State-mandated tests to students at the times designated by the State Board of Education. “Achievement tests” are defined as those aligned with the Ohio academic content standards and model curriculum, designed to measure a student's level of skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement.

“Diagnostic assessments” are defined as those aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level. CLASSICAL will administer diagnostic assessments pursuant to Section 3301.0715 of the Revised Code.

All statewide tests shall be administered in accordance with Rules 3301-13-01 and according to procedures outlined in 3301-13-02 of the Ohio Administrative Code.

In addition to achievement tests and diagnostic assessments, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but are not limited to, teacher observation techniques, cumulative student records, and/or student performance data collected through standard testing programs.

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

The School shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher-grade level, except as provided by law.

Please consult the school calendar for the testing schedule. On state testing dates, campus is closed and students may not be picked up early from school. Please plan accordingly.

## CONTROVERSIAL SUBJECTS

Controversial subjects are defined as contemporary problems, issues, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Contemporary controversial issues will not be discussed in the elementary school, even if part of the Core Knowledge sequence, without Headmaster approval. Parents will have the choice of having their children opt out of this portion of the class. No part of the curriculum will be used to undermine the nobility of America's experiment in liberty and self-government under the rule of law.

Guest speakers who cover controversial topics must be screened by the Headmaster. The screening may include an interview of the guest by the Headmaster or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the academic sequence. Parents may have students excused from such presentations and understand that the student will be supervised in a silent study hall. Teachers will provide permission slips to

parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for student to be excused.

### **Religion**

Western civilization has had and continues to have an ongoing, vigorous, and thoughtful conversation concerning the place of religion in human life. We will encourage such discussions as they arise from the material that students engage and will respect the diverse viewpoints that such a topic elicits, so long as those views are offered respectfully and with the solemnity they merit.

In the course of history and literature classes, CLASSICAL's curriculum will include texts, stories, histories, and beliefs connected to Judaism, Christianity, Islam, Buddhism, and Hinduism. Knowledge of these topics is crucial to understanding the modern world and much of our own history. Teachers will address these topics without either advocating or undermining religion in general or any specific faith.

### **Human Sexuality**

At CLASSICAL, we believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it.

In the course of our usual science curriculum, 5<sup>th</sup> grade students will learn about human reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Human sexuality will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject. (Teachers, under no circumstances, will discuss their personal lives on such matters with students.)

### **Videos in the Classroom**

From time to time, videos or other media may be used to support a classroom lesson—although this will *not* be the norm. To be used in class, videos must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Headmaster to show a video more than 15 minutes in length. Students will not be shown a full-length movie in class without prior parent permission.

## **ENROLLMENT, ADMISSIONS & RESIDENCY**

For current enrollment information, including grades offered, class sizes, admissions deadlines, and enrollment lotteries, please visit the school’s website at [cincyclassical.org](http://cincyclassical.org).

### **Open Enrollment**

The CLASSICAL Board and Administration shall permit the enrollment of students from any district within the state of Ohio, provided that each enrollment is in accordance with the laws of this state, the provisions of this policy, and the administrative guidelines established to implement this policy.

### **Admissions Procedures**

Admission to CLASSICAL is open to any student in kindergarten through 6<sup>th</sup> grade for the 2022-23 academic year, and through 7<sup>th</sup> grade for the 2023-24 academic year. The school will not charge tuition. As an “open enrollment” public community school, CLASSICAL will not discriminate in its admission policies or practices on any basis except for residency requirements.

Upon admission of a student with a disability, the school will comply with all federal and state laws regarding the education of students with disabilities.

CLASSICAL will admit the number of students that do not exceed the capacity of the school’s programs, classes, grade levels, or facilities. Priority for enrollment shall be given to returning students. Preference is also be given to siblings of students attending the school the previous year, residents of the Reading Community School District (per Ohio law), and students who are children of founding board members and full-time staff members employed by the school. The preference provided to children of full-time staff members shall be less than five percent of the school’s total enrollment.

Any and all enrollment period(s) will be as stated on the school's website. If enrollment exceeds capacity a lottery will be conducted by grade level. The lottery drawing places children in order for possible enrollment into the school. As the school operates and accepts students year-round, if other places become available (after the lottery), students are accepted from a prioritized wait list based on the results of the lottery. Once the wait list is exhausted in a particular grade, students will be admitted on a “first come first served” basis. If a lottery is necessary, it shall take place at

a public location. All parents of children selected in the lottery will be notified of the selection by email. Parents will have up to seven (7) days from receipt of the email to contact the school regarding their decision to accept or decline an offered seat. If a parent does not respond within seven (7) days of receipt of the email, the school will select the next student from the lottery wait list. Notwithstanding the above, in the event the racial composition of the enrollment of the school is in violation of a federal desegregation order, the school shall take any and all corrective measures to comply with the desegregation order.

### **Process and Criteria**

In order for a student to be admitted, the following must be completed/submitted: the registration form and such other enrollment materials that the school deems necessary; copies of the child's original birth certificate or such alternative set forth below in the Records Upon Enrollment section of this policy and proof of residence and parent/ guardian ID. In addition, all custody or court orders pertaining to or allocating parental rights and responsibilities for the care of the student and designating a residential parent and legal custodian of the child shall be provided. Students may also need to complete an academic assessment before being placed in a classroom.

### **Records Release/Transfer**

CLASSICAL will verify eligibility according to residency and will report names and addresses to the local school district of those students who are enrolled in the school. In addition, once a student is enrolled, records are requested via mail on form letters, signed by a parent or guardian, from the appropriate school of last attendance. Follow-up calls are made to buildings that have not forwarded records as requested. This also serves as notice to the student's district of residence as required by law. The Records Release / Transfer includes a request for receipt of any student IEP/ETR/504 Plan that pertains to the student.

### **Kindergarten Admission**

Beginning in 2023, CLASSICAL can admit to kindergarten any student whose fifth birthday falls on or before September 30 of the school year applied for.

### **Residency and Enrollment Requirements**

Although CLASSICAL has a statewide open enrollment policy permitting enrollment from any school or district in the State of Ohio, it is still necessary to establish a student's school district of residence before he or she can be enrolled in the School. The school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place.

Residence is a place where important family activity takes place during the significant part of each day; a place where the family eats, sleeps, works, relaxes and plays. It must be a place, in short, which can be called "home." One cannot establish a residence merely by purchasing/leasing a house or an apartment or even by furnishing such a house or apartment so that it is suitable for the owner's use. No single factor is determinative; residency will be established by the totality of the circumstances.

The CLASSICAL Board and Administration or its designee shall review the residency records of students enrolled in the school on a monthly basis. Upon the enrollment of each student and on an annual basis, the Board or its designee shall verify to the state department of education each student's home school district, where they are entitled to attend school pursuant to §§ 3313.64 or 3313.65 of the Revised Code. Parents or guardians must promptly notify the school using the documentation listed below when a change in the location of the parent's or student's primary residence occurs.

Upon enrollment and on an annual basis the following documents can be used to establish proof of residency for verification of a child's ability to enroll in the school and determination of the school district the student is entitled to attend under §§ 3313.64 and 3313.65. These items must be current, be in the parent's/guardian's name, and include a street address. The school shall require two forms of proof of residency for enrollment. A post office box address cannot be used to validate residency records.

- Deed or current real property tax bill
- Lease agreement
- Mortgage statement
- Utility statement or receipt of utility installation issued within thirty (30) days of the date of enrollment
- Most current bank statement available issued to the parent or student that includes the address of the parent's or student's primary residence
- Current homeowner's or renter's insurance declaration
- Paycheck or paystub issued to the parent or student within thirty (30) days of the date of enrollment that includes the address of the parent's or student's primary residence
- Affidavit of Residency accompanied by a utility bill, lease or mortgage statement.
- Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence that does not conflict with the guidelines issued by the Superintendent of Public Instruction.

If CLASSICAL and the student's home district (district of residency) disagree about residency, this policy shall prevail. In such a case, parents may be asked to provide additional information in order to resolve the dispute; however, the school is not obligated to ask for additional information based on other public schools' policies.

Moreover, the school will provide that school district with documentation of the student's residency and will make a good faith effort to accurately identify the correct residence of the student.

If a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. § 11434a, or if a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in

accordance with division (F)(13) of § 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. § 11431 et seq.

### **Records Upon Enrollment**

Upon receipt of completed enrollment forms, a request for records will be made within twenty-four hours from the public or non-public elementary or secondary school the pupil most recently attended. Request for records includes any IEP/ETR/504 Plan that pertains to the student.

If the records are not received within 14 days of the date of request, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) I-94 CARD, Permanent Resident Visa, or Green Card; or (4) a birth affidavit, the Headmaster or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.

No student, at the time of initial entry or at the beginning of each school year shall be permitted to remain in school for more than fourteen days if the student has not met the minimum immunization requirements established by the Ohio Department of Health or the student presents written evidence satisfactory to the person in charge of admission and acceptable as an exception to such requirement in law.

### **Enrollment of Expelled Students**

Students expelled from another school will be admitted to CLASSICAL at the discretion of the Headmaster. The Headmaster will consider students who are being processed for expulsion and/or suspension on a case-by-case basis. In general, students facing suspension and/or expulsion for discipline problems related to drugs, alcohol, or violent behavior will not be admitted.

### **Grade Level Placement of Newly Enrolled Students**

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be required to enroll in the grade level deemed appropriate by the Headmaster. If the parent insists that the student be placed at a grade level higher than the one recommended, a signed document of this choice will become part of the student's permanent file.

## **FIELD TRIPS**

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved



by the Dean of Student Life at least two weeks prior to their proposed date. The field trip planner will work with administration to ensure that all procedures are followed.

A permission slip must be signed and returned to the teacher by the parent/guardian of each student prior to the field trip. Students may be required to pay a fee to attend field trips. School uniforms are required on all field trips unless specifically noted otherwise and approved by the Headmaster. Students who have received four or more Blue Slips may not attend field trips without an accompanying parent. All adults chaperoning a field trip are required to be currently registered volunteers. (To become a registered volunteer, please consult the Front Office.)

Extended field trips that require an overnight stay will not be permitted.

## SCHOOL COMMUNICATION PROCEDURES

### **Parent Communications to Administration, Faculty, and Staff**

Cincinnati Classical Academy values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with the administration, faculty, and staff:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (given to the front office)
- Voice Mail to the proper extension at the school
- Email to the official [cincyclassical.org](mailto:cincyclassical.org) email address

CLASSICAL employees will **not** use social media to communicate with parents or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or imminent meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than try to communicate through an impromptu conversation. Parents who are in the building for another reason should not use their access to faculty to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

CLASSICAL teachers and administrators will respond to parents as quickly as possible. In general, parents should expect to hear from a teacher or staff member within twenty-four hours of

contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way.

### **General Communication with the School Community**

The Headmaster must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire school community.

We ask parents to be responsible in sharing information about the school and to consult the school website and school staff when asking questions or raising concerns. We also ask that parents be responsible when seeking out information about the school, especially online.

The official outlets for school information are limited to the following:

- The school website, [Cyncyclassical.org](http://Cyncyclassical.org)
- *The Classical Sentinel*, the official school newsletter
- The official Facebook page, <https://www.facebook.com/CincyClassical>
- Correspondence from school administration, including emails and postal correspondence
- Notices sent home with students and/or distributed by the school office
- One-call phone messages sent out by the Headmaster or his designee

The school disclaims any responsibility for information from third-party websites, social media pages, or entities outside the school, including social media pages run by CLASSICAL parents that cater to the CLASSICAL community.

### **Social Media**

CLASSICAL recognizes the utility and necessity of maintaining a social media presence and therefore regularly updates its official Facebook page. Please note: It is not necessary for parents to follow the page or have a Facebook account. Any important notifications from CLASSICAL will be provided through official emails and one-call phone messages. The Facebook page is intended to provide regular communication with the school community and beyond as we share information, celebrate our successes, and tell our stories. We invite parents to "like" or "follow" our page to receive updates. Any important notifications from CLASSICAL that are posted on our Facebook page will also be provided to parents by some other timely means of communication.

In the interest of privacy, CLASSICAL will limit the sharing of personal information about students on our Facebook page, and CLASSICAL staff and faculty will not discuss a student's personal record in any format on social media, including direct messages.

In the interest of clarity and prudence, CLASSICAL will avoid replies to comments on our Facebook page with the possible exception of brief, clarifying remarks. It will be the usual practice of

CLASSICAL to invite questions and grievances posted on our official Facebook page to be brought to the school through our direct channels. CLASSICAL reserves the right to delete comments that are inappropriate, quarrelsome, or out of place. In other words, parents who have questions or concerns should not use social media to solicit answers; rather, parents should call or email the school office at [REDACTED].

While CLASSICAL is aware that other social media pages connected to the school community exist or may exist, we disclaim any authority or responsibility for these pages or the content posted therein. Furthermore, we encourage parents and other members of the school community to use social media for the positive support of the school and avoid using it for fomenting a culture of complaint. CLASSICAL administration does not review independent pages and will not recognize complaints until they are registered through formal channels.

CLASSICAL retains the right to enforce school policies and commitments insofar as these are implicated on social media and in the social media use of parents, students, teachers, and staff.

### **Communicating with Parents with Joint Custody**

The school will recognize and communicate with parents with joint custody upon written request, signed by both parents or a court order. In the case of school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

### **Chain of Command**

The Board of Directors has established a chain of command whereby all authority for the management of the school rests with the Headmaster, and he has the sole responsibility of reporting to the Board and managing the operations of the school. It is the expectation of the Board that the Headmaster will establish a chain of command within the school to assist him with its operations.

In all communication to the school, the Board expects the CLASSICAL community to observe the chain of command and direct communication accordingly. The Board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the administration.

The practice of following the chain of command in communications with the school on matters concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. CLASSICAL understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Such communication should be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the Dean of Student Life. If further communication is warranted after speaking with the Dean of Student Life, the Headmaster may be consulted. Only then should a parent refer the matter to the Board of Directors, as needed.

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can an administrator or board member. We understand that some parents are “conflict averse” and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

### **Grievance Related to the Classroom**

CLASSICAL firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

1. The Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
2. The Headmaster: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the Headmaster.
3. The Board: If the grievance cannot be resolved with the Headmaster, the parent should refer the matter to the Board, in writing.

### **Grievance Related to Administration**

For grievances regarding an administrator who reports to the Headmaster, the grievance should be directed to the individual first, then to the Headmaster. If necessary, grievances left unresolved by the Headmaster should be submitted in writing to the Board. Grievances regarding the Headmaster should be directed to the individual first, then in writing to the Board.

## **OTHER MISCELLANEOUS POLICIES**

### **Student Internet & Wi-Fi Use**

Students at Cincinnati Classical Academy shall not have access to the internet without staff supervision and will not have the network or wireless passwords.

We also recognize the need of supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. Network access is a privilege, and all students are expected to practice proper and ethical use of these systems.

The use of these systems is monitored, without an expectation of privacy, and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education.

It is the policy of CLASSICAL to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c)

prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.

Internet filters shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

### **Security Checks**

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

### **Emergency Policy**

The Administration maintains a stand-alone Emergency Operations Plan, which is available for reference in the school office. The Emergency Operations Plan details protocols and procedures in the event of fire, tornado, chemical spill, and active shooter.

CLASSICAL takes very seriously the safety and security of its students and employees and will be vigilant in its adherence to the protocols and procedures stipulated in our Emergency Operations Plan in order to keep our community safe.

#### Tornado Drills

Tornado drills are regularly scheduled to educate students in safe practices in case of an emergency. Homeroom teachers will review rules of safety and evacuation routes with students. Tornado watch locations are posted in each classroom and common use areas of the school. The teacher or person responsible for a group of students will take class roll to determine the presence of all students who are in attendance on that day. Students and staff will return to class when the teacher is given approval by the Headmaster. Students will not be dismissed from school when there is a tornado watch or warning. During a tornado watch, students will remain inside the building, instruction will continue, and local weather will be closely monitored by the administration. During a tornado warning, all students and staff members will remain in the building. Everyone will take shelter in designated areas and will follow outlined safety protocols. Students may be detained beyond the usual dismissal time. Parents who have come to the school to pick up students are encouraged to stay at school until the tornado warning has passed and safe conditions prevail.

#### Fire Drills

Fire drills are regularly scheduled to educate students in safe practices in case of an emergency. The homeroom teacher will review rules of safety and evacuation routes with

students. Evacuation routes are posted in each classroom and common use areas of the school. The teacher will take class roll to determine the presence of all students who are in attendance that day. Students and staff will return to class when the teacher is given approval by the Headmaster.

### Lockdown Drills

The State of Ohio has mandated that schools practice two lockdown drills per year. We will follow this mandate just as we do for Fire Drills and Tornado Drills. These drills will be conducted in coordination with the local emergency management coordinator and police department.

### Emergency Closing During the School Day

In the event of severe weather or other unexpected emergency, CLASSICAL may be forced to dismiss students early. The school will make use of the One-Call automated robocall system to reach parents/guardians.

### **Facility Use**

The Headmaster will be the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the Administration who is capable of executing the school's emergency and security procedures.<sup>98</sup>

### **Parent Service Organization**

Cincinnati Classical Academy's Board has established the CLASSICAL Parent Service Organization (CPSO) to support the school's mission. CSPO teams and activities will be designed to help the school flourish in and beyond the classroom. Largely, the CSPO consists in a series of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the school.

All parents, adult family members, teachers, staff, and community members are encouraged to volunteer on a team and attend regular meetings. CSPO meetings are an excellent opportunity to obtain information and engage in discussions about the school. The CSPO may serve as a fundraising arm of the school, but it will not be a stand-alone, tax exempt, non-profit organization. CLASSICAL is itself a non-profit organization with 501(c)3 status.

The Headmaster reserves the right to create, remove, or dissolve CSPO teams and leadership in accordance with immediate priorities and the long-term flourishing of the school.

### **Bus Policy**

Although CLASSICAL cannot provide its own busing service for our students, busing is sometimes available from the school district in which the student resides. By Ohio state law, the local school

district is legally obligated to provide transportation for students attending a public community school if the school is within a 30-minute drive. If you are seeking busing for your children, you must file a formal request, most often a Transportation Request form, located on the school district's transportation webpage. Links to most of those webpages and forms are located on our website on the "Bus Transportation" page for your convenience. Please note that if your local school district is unable to provide transportation, it may provide an "in lieu" stipend.

Our website also provides a link to the Ohio Department of Education's transportation webpage. It will direct you to the State's Rules and Regulations regarding transportation. Our advice is read the document to help understand everything regarding your child's transportation. Then, fill out the necessary forms for your district and email/mail them to your school district's Transportation Department, whichever they prefer.

In order to complete transportation forms, you will need to know the following information:

School hours: 8:15 a.m.- 3:15 p.m.

School IRN Number: 019530

## GOVERNANCE & MANAGEMENT

### **Board of Directors**

Cincinnati Classical Academy is a non-profit corporation, recognized as a 501(c)3 organization by the Internal Revenue Service. The corporation is governed by its Board of Directors. The Board operates in accordance with its bylaws and using the principles of policy governance.

### **Board Responsibilities and Obligations**

The Board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the CLASSICAL mission. The Founding Board created Cincinnati Classical Academy with the specific intention to be a Hillsdale College K-12 Member School and to implement a traditional, classical, liberal-arts education guided by the following mission:

To develop the minds and nourish the hearts of our students through a content-rich curriculum in the classical liberal arts and sciences, with instruction in moral character and civic virtue

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program.

More specific responsibilities of the Board include, but are not limited to:

#### Advocacy

- Serving as ambassadors for CLASSICAL by clearly protecting and articulating the school's mission and goals and by garnering support of the community

#### School Leader Support

- Providing input and feedback to the Headmaster on campus-specific issues and concerns (e.g., school culture, discipline policy, student recruitment, etc.)
- Supporting the Headmaster by ensuring that he has the moral and professional support necessary to further the goals of the school

#### Fiscal Accountability

- Participating in the budgeting process each year, providing advice and feedback to the Headmaster
- Monitoring the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place
- Financial reporting of the Treasurer to the Board as required in the by-laws to ensure the Board is “hands-on” as it relates to fiscal controls and responsibility

#### Development/ Fundraising

- Assuring there are adequate resources for the school to fulfill its mission by raising funds

#### Compliance

- Monitoring and ensuring compliance with the Ohio Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices
- Reviewing school data against charter and charter goals to ensure compliance with the vision, strategies, and objectives identified herein

#### Other

- Serving as a source for appeals for parent and staff grievances that are unable to be resolved by the Headmaster
- Actively recruiting new Board members

In summary, the Board is accountable for the academic, financial, legal, and operational performance of the school. The Board places significant practical responsibility for implementing its policies with the Headmaster, but the Board remains accountable.

#### **Open Meetings Act**

The Board will adhere to the Ohio Open Meetings Act. The Board will:

- Establish a set schedule of meetings
- Post meeting dates on the school website



- For special meetings, provide 24-hour notice in a conspicuous location and to all media organizations who have requested it
- For emergency meetings, provide notice to all media organizations who have requested it immediately after calling the meeting to order, including the time, place, and a description of the purpose of the meeting; and
- Keep minutes of all Board Meetings, including members present, description of motions or proposals, and record of votes.

### **Community Comments at Public Meetings**

The Board welcomes public comments at each Board meeting. Community comments are limited to two minutes each. To ensure the accurate representation of the comments in the Board's meeting minutes and to ensure that the Board can accurately address the issues presented, it is requested that these comments also be submitted in writing.

If a non-Board member wishes to make a comment, he or she should sign the circulated public comment sheet to indicate a desire to speak. Comments must be relevant and may not reflect information about a specific student, faculty member, or a personally-identifying situation. Such interjections will be recognized at the discretion of the Board Chair (or designee).

### **Executive Session**

The Board Chair shall permit Executive Sessions for meetings when discussing or deliberating upon the appointment, employment, compensation, hiring, disciplinary action or dismissal, or periodic evaluation or rating of an employee or interviewing applicants for a position of employment, or for other purposes as allowed by Ohio law.

### **Freedom of Information**

The Board shall be subject to Freedom of Information Act (FOIA)/Open Records Act of Ohio requirements.

### **Policy Making**

The Board shall operate according to the policy governance model. The Board shall be responsible for adopting, repealing, or amending governance policies for Cincinnati Classical Academy. The Headmaster shall be responsible for reasonably interpreting those policies and executing them, subject to the Board's evaluation. The Headmaster shall be responsible for maintaining all school-level operating procedures, policies, and manuals.

### **Communication to the Board**

The role of the Board is to oversee the school but *not* to manage its daily affairs, so the Board will generally defer to the Headmaster to address questions, complaints, and grievances brought to the attention of school leadership. Furthermore, while the Board possesses overall control of the school, the Board's collective authority is not held by individual Board Directors acting alone. The Board does, however, recognize that accountability and good governance sometimes require that communication be brought to the Board directly. In such cases, the Board directs that the

communication be submitted in writing to both the Board President and the Board Secretary. Such communication can be addressed accordingly and delivered to the school. Communication can also be provided verbally during the public comment period at a regular meeting of the Board (see above).

The Board kindly requests that members of the CLASSICAL community refrain from approaching individual Board Directors with concerns or grievances that should be brought to a specific teacher, the Headmaster, or the whole Board. The Board welcomes comments, input, and interaction from the community, but will support CLASSICAL's chain of command (see above). Individual Board members will not act in a governing capacity when communicating with faculty, staff, or parents outside of Board meetings, but rather will act only collectively as a governing body according to Board by-laws and policies, communicating with a single voice to the Headmaster.

Any communication to the Board should follow the Grievance Policy detailed below.

### **Role of the Headmaster**

The Headmaster will implement a traditional, classical, liberal-arts curriculum. The Headmaster makes final decisions on curriculum, subject to the approval of the Board of Directors. The Headmaster, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.

## **PRIVACY**

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to a student's education records. These rights include the following:

- The right to inspect and review the student's education records within 45 days of the day the school receiving the request for access. Parents or legal guardians should submit to the Headmaster a written request that identifies the record(s) they wish to inspect. The Headmaster will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or legal guardian believes are inaccurate or misleading. They should write the Headmaster or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605

### **Student Information**

Students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school.

Classroom activities and events sponsored by the school occasionally are photographed or video-taped for use by the school, by the media, or by other organizations operating with approval from the Headmaster. Photos and videos help the school to share information within the school community and our mission beyond our immediate community. We request that all parents sign the CLASSICAL photo/video release waiver included with CLASSICAL enrollment paperwork, but respect the rights of parents who do not wish for photos and videos of their students to be shared.

Student names will not be listed alongside their pictures on the school website or in CLASSICAL advertising publications. However, student names may be used in newsletters, yearbooks, and on social media when recognizing the student for honors and awards.

## PARENT ACKNOWLEDGMENT

I, \_\_\_\_\_ (printed name of parent), do hereby recognize receipt and review of the *Cincinnati Classical Academy Family Handbook, 2022-23*. As a parent of a child enrolled in CLASSICAL, I agree to abide by these terms and support the mission and operations of the school.

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

### **Honor Code / Student Pledge**

As a member of the CLASSICAL community, I am respectful, responsible, and honest. I seek to know the truth, to do the good, and to love the beautiful.

### **Parent Pledge**

I have carefully discussed the CLASSICAL Honor Code with my child and he or she understands what it means. I pledge to encourage my child to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will help my child aspire to excellence in prudence, justice, perseverance, humility, courage, and compassion.

Name(s):

\_\_\_\_\_

Signature(s):

\_\_\_\_\_

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

### **Student Pledge—To be signed by all students in grades 5 and up**

I understand the CLASSICAL Honor Code and have discussed it with my parent(s). I pledge to be respectful, responsible, and honest. I pledge to seek to know the truth, to do the good, and to love the beautiful.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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



Appendix G7 - Internal Fiscal Controls

# **Cincinnati Classical Academy**

## **Marcum Charter School**

### **Financial Procedures**

Updated As of 3/24/2022

## CREDIT CARD PURCHASES

1. The credit card is held in the name of the school
2. Only the Superintendent/Headmaster is authorized to use the card.
  - a. If School needs to issue a new card, copy of a sample policy and authorization can be obtained from the school's Treasurer office.
3. The Superintendent/Headmaster may designate certain personnel to use card, for proper public purchases, on his/her behalf.
  - a. See Ohio Attorney General Opinion 82-006 or Ohio Auditor of State Bulletin 2003-005 for list of proper public purpose purchases.
4. The school is a sales tax exempt entity. Please use **Sales Tax Exemption Form** for purchasing items.
5. All credit card receipts are to be emailed to the Treasurer/Fiscal Officer.
  - a. RECEIPTS ARE DUE WITHIN 24 HOURS OF PURCHASE.
6. Once a month, the credit card reconciliation form, found in appendix, is due to the Treasurer/Fiscal Officer for recording and bill payment.





### Sales and Use Tax Unit Exemption Certificate

The purchaser hereby claims exception or exemption on all purchases of tangible personal property and selected services made under this certificate from:

\_\_\_\_\_  
(Vendor's name)

and certifies that the claim is based upon the purchaser's proposed use of the items or services, the activity of the purchase, or both, as shown hereon:

Sales to churches, organizations exempt under IRC 501c(3), and to any other nonprofit exclusively charitable organizations in Ohio, if no net income benefits any private shareholder and no substantial part of an organization's activities consists in propagandizing or attempting to influence legislation [Ohio Rev. Code Ann. 5739.02(B)(12)]

**Purchaser must state a valid reason for claiming exception or exemption.**

Cincinnati Classical Academy

Purchaser's name

501(C)3

Purchaser's type of business

Street address

City, state, ZIP code

Signature

Title

Date signed

Vendor's license number, if any

Vendors of motor vehicles, titled watercraft and titled outboard motors may use this certificate to purchase these items under the "resale" exception. Otherwise, purchaser must comply with either Administrative Code Rule 5703-9-10 or 5703-9-25.  
  
This certificate cannot be used by construction contractors to purchase material for incorporation into real property under an exempt construction contract. Construction contractors must comply with Administrative Code Rule 5703-9-14.



## EXPENSE REIMBURSEMENTS

1. Employee expenses should be discussed with the Superintendent/Headmaster and/or Appointed Administrator before purchases are made.
2. All expenses must comply with the Auditor of State's opinions of proper public use of funds.
3. For an expense reimbursement to be approved, a copy of the receipt(s) and Expense Reimbursement Form should be completed and submitted to the Superintendent/Headmaster, appointed administrator, or Director of School Operations for approval.
  - a. The school is tax-exempt. Sales tax will not be permitted for reimbursement.
  - b. Mileage is calculated at the current year's IRS mileage rate. As of 2022, this rate is [REDACTED] per mile.
4. After the school administrator approves, he/she shall forward onto the Treasurer/Fiscal Officer for payment.
5. Expense reimbursements should be processed for payment, by the Treasurer's office, within 10 business days of receipt.
6. The Treasurer will present a statement to the Board for approval of expenses on a monthly basis. This will be included in monthly financials package.



## CASH COLLECTION

1. The school can accept Cash, Check or Money Orders
  2. When a payment is received, the following items are written on a receipt.
    - a. Who
    - b. What
    - c. Amount
    - d. Signature of Receiver
  3. Should be recorded in a **2Part receipt book**.
    - a. [https://www.amazon.com/Adams-Receipt-2-Parts-Carbon-Copy-Book-DC1182/dp/B000061CSP/ref=sr\\_1\\_16?ie=UTF8&qid=1529942846&sr=8-16&keywords=carbon+copy+receipt+book](https://www.amazon.com/Adams-Receipt-2-Parts-Carbon-Copy-Book-DC1182/dp/B000061CSP/ref=sr_1_16?ie=UTF8&qid=1529942846&sr=8-16&keywords=carbon+copy+receipt+book)
    - b. Top copy is given to the student/parent and school retains bottom Yellow copy.
  4. Cash, Checks, and Money Orders should be held in a locked cash box in a secure location.
  5. All cash must be deposited into the school's account within 3 business days. If over \$1,000 it must be within 24 Hours.
  6. Copy of School's **deposit slip** is attached and to be used.
    - a. School's bank account is located at **TBD**
    - b. A copy of the checks and money orders, as well as deposit slip and reason for deposit, must be retained before deposit for documentation.
  7. After deposit is made, attach the receipt to above documentation then scanned to the Treasurer's office.
    - a. Due within 24 hours of deposit
    - b. Send to XXXXXXXXXX
- NOTE: Retain school deposit documents and receipts for 3 years.**
8. At the end of a school year, copies of the receipt books should be sent to the Treasurer's office for audit documentation.



## FUND RAISING

1. Approval must be given by Headmaster/Appointed Administrator
  - a. Purpose of Fund Raiser
  - b. Expected collection amount
2. The Superintendent/Headmaster will appoint a Chairperson that is:
  - a. In charge of cash collection and receipt generation
  - b. In charge of bank deposits and sending documentation to Treasurer's office
3. Appointed Chairperson must fill out the appropriate paperwork the Auditor of State has recommended per Student Activities Guidelines.
  - a. This procedural manual contains copies of such forms.
    - If no ticket sales are being conducted, that form is not necessary.
4. Copies of all deposit slips and receipts of deposits must be kept, in addition to the appropriate paperwork. Follow deposit guidelines for documentation that is appropriate.
5. Headmaster/Administrator should sign off on fundraising forms and then forward to the Treasurer's office for document retention.







## PAYROLL

1. New hires, terminations, and any payroll changes must be made via the Superintendent/ Administration office.
2. Forms needed for employment are found in the New Hire Paperwork files.
  - a. Direct Deposit Forms and W-4's are the most often used for changes to payroll information.
3. Employees are paid on a MONTHLY/SEMI-MONTHLY (circle one) basis. Or 12/24 pays (circle one) per year.
  - a. Dates are the 15<sup>th</sup> and the Last day of the month. See Pay Schedule.
  - b. Administrative employee's pay calendar is 7/1 to 6/30.
  - c. Teacher pay calendar is 9/1 to 8/31.
  - d. Hourly pay calendar is 7/1 to 6/30.
4. Due dates for payroll documents to be received by the Treasurer's office are shown on the pay schedule.
  - a. Pay Schedule is given to school, from Payroll Administrator, on the 1<sup>st</sup> of each fiscal year.
5. Timesheets must be signed by Headmaster/Director of School Operations.
  - a. A recommended timesheet template can be found herein.
6. Questions about how pay is calculated or how benefits and taxes are deducted, can be referred to the Treasurer's office.
7. The School uses Paycor as its payroll provider. Steps for accessing timesheets or information within these systems can be referred to the Treasurer's office.
8. Payroll Processing Procedures:
  - a. All timesheets and pay changes are collected each Friday by school appointed personnel.
  - b. All information for any payroll related changes are due to the Treasurer's office every pay by the date specified on the Pay Day Schedule.
  - c. The Treasurer compiles all information into a format that will be a reference for the school as well as auditors.
  - d. Once all information is gathered, a 'Preview' will be sent to the School Appointed Payroll Supervisor for Approval.
  - e. After the Treasurer's Office receives approval, the Treasurer will initiate and submit payroll via the appropriate software.



# WEEKLY EMPLOYEE TIMESHEET

*Employee Name:*

*Week Of:*

<u>Day of Week</u>	<u>Date</u>	<u>Regular Hours</u>	<u>Overtime</u>	<u>PTO Hours</u>	<u>Notes:</u>	<u>Total Hours</u>
Monday						0
Tuesday						0
Wednesday						0
Thursday						0
Friday						0
Saturday						0
Sunday						0
<b>Total Hours</b>						<b>0</b>

*Employee Signature*

*Supervisor Signature*

	<i>Date</i>
	<i>Date</i>

## ACCOUNTS PAYABLE

**NOTE: If school utilizes Purchase Orders/Requisitions to begin purchasing Items:**

- a. A template can be found herein*
  - b. Please speak to Appropriate School Administrator on internal procedures regarding submission and sign offs for purchase orders*
  - c. Once a purchase order is issued, a purchase can be made.*
  - d. Treasurer's office will not maintain a policy or procedures for purchase orders as it is not a requirement of the State of Ohio.*
1. Once authorized personnel receive an invoice, it must be forwarded to the Administration office for review and approval.
  2. After invoices are reviewed and approved, the appointed personnel will upload those documents to Bill.com and/or email to Treasurer's office.
  3. The Treasurer's office will review invoices and key them into bill.com system for payment.
    - a. For information about viewing bill.com system and acquiring a user name, please contact the Treasurer's office. Requires Superintendent approval.
  4. Each Thursday there will be a check run that the Treasurer will review and approve before sending out.
  5. Any ad-hoc check requests that require immediate payment will be on a one-on-one basis with the Appointed Administrator approving that payment.
  6. Any online payments being made on behalf of the school, at the Treasurer's office, will require prior authorization from the school.
    - a. Once authorization is given to the Treasurer's office, the Treasurer will continue in the same fashion unless specifically told to stop.

# PURCHASE ORDER

## Cincinnati Classical Academy

**ORDER NO:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**VENDOR:** \_\_\_\_\_

**SHIP TO:** \_\_\_\_\_

**CONTACT NAME:** \_\_\_\_\_

**NAME/DEPT:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

G/L CODE	PRODUCT NAME / DESCRIPTION	QTY	UNIT PRICE	DELIVERY DATE	Total Price
		0.00	\$ -		\$ -
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-
		0.00	-		-

SUBTOTAL \$ -

**REMARKS/NOTES:**  
*ATTACH ANY DOCUMENTATION*

DISCOUNT (%) \_\_\_\_\_ 0%

SUBTOTAL  
 LESS DISCOUNT \$ -

SHIPPING/HANDLING \$ -

**TOTAL** **\$0.00**

**APPROVER SIGNATURE** \_\_\_\_\_

## GRANTS

1. All grants are budgeted and maintained by your Grants Coordinator with assistance from school administration.
2. Purchases made with grant funds should be documented on all invoices, receipts, reimbursements and contracts.
3. Grant fund expenses are reviewed by the Treasurer's office every time a new request is made.
  - a. Documentation is required to perform this action.
  - b. Financial system will be updated with this documentation.
4. Schools are required to collect Time and Effort Log Sheet once a year for staff being paid from multiple grant funds. The school's CCIP Coordinator should be contacted for a copy of this document.
5. Schools are required to collect a Semi - Annual Certification twice a year (DECEMBER and MAY) for federal grant paid staff. This form should be used only for staff that is paid from one fund. The school's CCIP Coordinator should be contacted for a copy of this document.
6. The Treasurer may periodically request documentation on grants due to answer legislation and ODE guidelines that arise. Grant documentation should be maintained for 5 years.

**Semi-Annual Certification  
Activity Report for Employees Working on a Single Cost Objective  
School Year \_\_\_\_\_**

School/District:\_\_\_\_\_

Federal Program:\_\_\_\_\_

**For the Six-Month Period of:** *(Circle the completed six month time period and fill in the year)*

January-June 20\_\_\_\_\_  
July-December 20\_\_\_\_\_

I certify that the employee(s) listed below worked 100% of their time in the above six month time period on activities authorized by the federal program stated above.  
*\*Include only staff fully funded through Title I.*

Employee Name	Employee Title

\_\_\_\_\_  
Employee or Supervisory Official's Signature

\_\_\_\_\_  
Date

This form is to be completed every six months for any employee who is paid solely with federal funds from a single cost objective.

A school that has any staff that are split funded between Title I and another funding source must instead complete a Time and Effort Program Activity Report (PAR).

**Grant Project Time and Effort Certification Form**

Employee Name and Title: \_\_\_\_\_

Employee ID: \_\_\_\_\_ Department: \_\_\_\_\_

Report for Month/Year: \_\_\_\_\_ Total Hours Worked: \_\_\_\_\_

During the month shown above, my responsibilities were divided between the following activities in the percentage shown.

Fund	Description	Hours of Day	Percent of Time and Effort	Check if Cost Share or Match
N/A	Non grant-funded activities			
<b>TOTAL PERCENTAGE OF TIME AND EFFORT</b>		<b>(Must equal 100 %)</b>		

I certify that the information provided above is correct.

\_\_\_\_\_  
Employee Signature Date

\_\_\_\_\_  
Administrator Signature and Title Date

Please send the completed form to the CCIP Coordinator every December and every May.

If you have any questions, you may contact the CCIP Coordinator.

Appendix G8 - Transportation Policy  
CINCINNATI CLASSICAL ACADEMY  
TRANSPORTATION POLICY FOR 2022-23

Local districts are responsible for the transportation of native students to and from a community school in accordance with ORC 3314.09; 3327.01. The governing authority may choose to offer transportation for a portion of students who are not otherwise eligible in their native school district. The governing authority may also choose to enter into an agreement with the resident district board(s) of education to be responsible for transportation of all native students to and from the community school in accordance with ORC 3314.091.

If the governing authority enters into a contract with a vendor for transportation they shall designate a transportation director/supervisor to administer the transportation program and shall be responsible for the management and supervision of the program and ensures the school's and transportation vendor's compliance of:

- (1) Personnel;
- (2) Safety;
- (3) Training;
- (4) Operations;
- (5) Maintenance

The transportation supervisor for the school will be the Director of School Operations, and he will participate in the mandated Ohio Department of Education's Pre-certification program for supervisors and attend annual in-service training.

The governing authority will contract with transportation vendors approved by the Ohio Department of Education. The vendor will be compliant with all law and rule governing pupil transportation. The vendor will only employ Ohio Department of Education certified drivers and use approved vehicles for transportation. The vendor will comply with ORC 4511.76; OAC 330183. The vendor will maintain all required policies, reports and records for inspection. It is understood that contracting with a third party for provision of pupil transportation services does not relieve the community school from the responsibility of ensuring compliance with all rules and codes.

### **Pupil Transportation Management**

The bus driver has the authority and responsibility to maintain control of all pupils while they are on the bus, at the bus stop, or in traffic areas on the school's grounds. Bus drivers are also responsible ensuring that students board and disembark at his or her designated bus stop. Bus drivers should report any overcrowding or otherwise unsafe conditions to the Board or its designee.

Drivers and bus aides must have access to appropriate information about the child to the degree that such information might affect safe transportation and medical well-being. This information must be readily accessible in the transportation office. All such information is strictly confidential.

All eligible students for transportation shall receive training and follow the school's transportation policy and safety rules:

1. Arrive at the bus stop before the bus is scheduled to arrive.
2. Wait in a location clear of traffic and away from the bus stops.
3. Behavior at the school bus stop must not threaten life, limb or property of any individual.
4. Must go directly to an available or assigned seat so the bus may safely resume motion.
5. Must remain seated keeping aisles and exits clear.
6. Must observe classroom conduct and obey the driver promptly and respectfully.
7. Must not use profane language.
8. Must refrain from eating and drinking on the bus except as required for medical reasons.
9. Must not use tobacco on the bus.
10. Must not have alcohol or drugs in their possession on the bus except for prescription medication required for a student.
11. Must not throw or pass objects on, from or into the bus.
12. Must leave or board the bus at locations to which they have been assigned unless they have parental and administrative authorization to do otherwise.
13. Must not put head or arms out of the bus windows.

### **Suspension, Expulsion or Immediate Removal from the Bus**

The principal or the principal's designees are authorized to suspend or remove pupils from school bus riding privileges.

A pupil immediately removed from transportation will be given notice as soon as practicable of a hearing which must be held within seventy-two hours of the removal. The notice shall also include the reason for removal. Immediate removal is authorized when the pupil's presence poses a danger to persons or property or a threat to the safe operation of the school bus. Length of time removed from ridership shall be in accordance with policies of the transportation vendor and/or the school governing authority.

School bus drivers shall report in writing to the appropriate administrator all rule violations or conduct that justify immediate removal, suspension or expulsion.

### **Safety Instruction**

The school principal or designee is responsible for ensuring and documenting that students are provided with bus safety instruction required in OAC 3301-83-09. If the transportation vendor provides the training they must document it accordingly and give the school a copy of the documentation.

Safety instruction shall be given to all regularly transported pupils in grades kindergarten through three within two weeks after the commencement of classes each school year (see ORC 3327.16). The program shall include but not be limited to:



1. Safe walking practices to and from the bus stop.
2. Wearing of light-colored or reflective clothing when going to and from the bus stop in darkness.
3. How and where to wait safely for the bus including how to avoid personal risks involving strangers.
4. What to do if the bus is late or does not arrive.
5. How to enter and leave the bus safely. This instruction shall include the potential hazards regarding the snagging of clothing, backpacks, or other items, as well as items which may be dropped around or under the bus.
6. Safe riding practices (including instruction on OAC 3301-83-08 pupil transportation management policies).
7. Safely crossing the highway before boarding and after leaving the bus.
8. Respect for the rights and privileges of others.
9. The dangers of trespassing in a railroad right-of-way and other dangerous areas.

Students enrolled in grades four through eight and regularly transported shall be properly instructed in safety procedures on and around the school bus.

Students participating in non-routine use of school buses shall receive safety instructions at the beginning of the field trip. (The return portion of a round trip event is excluded from this requirement.) Instruction shall include identification of safety exits, the requirement to keep aisles clear, the requirement to remain seated while the bus is in motion, and other rules as adopted by local policy.

### **School Bus Routes and Stops**

It is the responsibility of the Director of School Operations to determine the location of all school bus stops which shall be approved annually by the governing authority. Authority to designate or relocate subsequent school bus stops may be delegated by the board of education to the Director of School Operations. The Director of School Operations will consult with the transportation vendor in the setting of the bus route and stops.

Bus stops and a time schedule shall be adopted and put in force by the board not earlier than **thirty days prior** to and **not later than ten days after** the beginning of the school term.

Bus Stop Locations:

1. Pupils in grades kindergarten through eight may be required to walk up to one-half mile to a designated bus stop.
2. School bus stop locations shall provide for the maximum safety of pupils giving consideration to distance from residence, traffic volume, physical characteristics, visibility and weather conditions.
3. School bus stops shall be established on the residence side of all 33 Pupil Transportation Operation and Safety Rules – July 2013 four-lane highways and on the residence side of other roadways posing potential hazards to students as determined by school bus owners.

4. School bus stops shall be located at a distance from the crest of a hill or curve to allow motorists traveling at the posted speed to stop within the sight distance. If the line of sight is less than five hundred feet in either direction, an approved “school bus stop ahead” sign shall be installed at least five hundred feet in advance of the school bus stop.
5. Each pupil shall be assigned and required to use a specific school bus stop except in unusual circumstances as approved by the school bus owner or designee.
6. Each pupil shall be assigned a designated place of safety on the residence side of the roadway on which the vehicle is scheduled to stop. Driver must account for each pupil at designated place of safety before leaving. Pupils are not to proceed to their residence until the school bus has departed.

### **Emergency and Evacuation Procedures.**

The transportation vendor maintains the applicable policy and shall provide training to all school bus drivers transporting pupils to ensure that the drivers understand the policy and their responsibilities. No school bus driver shall transport pupils unless the driver has received such training. This policy shall include procedures for when and how to notify parents if their students were on a transportation vehicle involved in an accident. This policy shall be developed in cooperation with all those whose services would be required in the event of emergencies. The transportation director/supervisor, school administrators, teachers, drivers, maintenance and service personnel and students shall be provided instruction in the procedures to be followed in the event of:

1. Accident - The policy shall describe how to protect the accident scene; evacuate and control students; evaluate the need for medical assistance; notify the responsible law enforcement agency, school officials and emergency services; collect and record data essential to the preparation of required reports; and communicate with parents and/or guardians.
2. Disability of driver - Procedures for handling situations in the event of illness, injury, or disability of the bus driver shall be included in the policy.
3. School bus failure - The policy shall describe procedures for securing the bus, disposing of and controlling passengers, notifying school officials, securing alternate equipment, and repairing and recovering the disabled school bus.
4. Inclement weather conditions - The pre-emergency policy shall provide instruction as to school closings, delayed take-ups and/or early dismissals.
5. Tornado - The policy shall provide procedures for drivers and students in the event of tornado sightings and/or warnings.
6. Policies shall should also be developed to address other dangerous and/or threatening situations (weapons, assaults, unauthorized attempted boardings, and impeding the movement of the bus).

### **Evacuation Drills**

The **Director of School Operations** shall organize and conduct three emergency exit drills for all students who ride school buses to and from school.

1. Each of the following three emergency procedures shall be conducted at least once annually:
  - a. Everyone exits through the front entrance door;

- b. Everyone exits through the rear emergency door;
- c. Front half exits through the front door and rear half exits through the rear door.

All drills shall be arranged and scheduled by the Director of School Operations in cooperation with principal (headmaster). The drills shall be supervised by at least one staff person other than the driver assigned to the route.

Drills shall be held on school property when possible and not on the bus route.

The driver shall stay in the bus during evacuation drills. The parking brake must be set, ignition turned off, and transmission in gear or park.

Children shall not take lunch boxes, books, etc., when they leave the bus.

Pupils shall assemble at a distance of at least one hundred feet from the bus in an "emergency drill" and remain there until given further directions.

Emergency evacuation drills of preschool and special needs children may require modification of the procedures of this rule.

### **Non-routine Use of School Buses**

School buses may be used for non-routine trips (field trips etc.) only when such trips will not interfere with routine transportation services.

Any use of school buses other than transporting students to or from a school session or a school function may require the school bus owner to obtain approval of the vehicle and operator as a commercial motor carrier pursuant to federal motor carrier safety administration (fmcsa.dot.gov), Ohio department of transportation rules and regulations, and, in accordance with ORC 4511.01 and rule OAC 3301-83-19.

**A) Trip Permit** - School bus owners and the Director of School Operations shall issue a trip permit which shall accompany the driver on any non-routine student transportation trip. The principal or designee shall maintain a copy of the permit. The permit shall provide the following information:

1. Date of trip;
2. Destination;
3. Purpose of trip;
4. Name of school district;
5. Drivers name;
6. Bus registration number or vehicle license number;
7. Total miles of trip;
8. Designated stops;
9. Route map and/or written directions for destination;
10. School bus owners, principal or designee signature.

**B) Chaperones** - One or more adult chaperones, as approved by the school bus owner, principal or designee, may accompany each school bus or van required for any non-routine trip involving school-age passengers. The chaperon's responsibility shall be to assist the school

transportation vehicle driver in maintaining passenger control and in enforcing procedures for the safety of all passengers. A certificated person licensed as a school bus driver may serve as a chaperone and driver concurrently.

### **Authorized and Unauthorized Passengers.**

The school shall not transport any unauthorized passengers defined as:

1. Family members of school bus drivers who are not enrolled in any of the approved school programs, unless adults appointed as chaperons on non-routine trips.
2. School employees, on routine bus routes, unless assigned by proper school officials as part of their duties.
3. Adults not enrolled in any of the approved programs, unless assigned by proper school officials as bus monitors.

School officials may authorize transportation of a school-age visitor to the home of a regular school bus passenger upon proper parental authorization on a space-available basis which does not displace regular riders.

School districts may enter into contractual agreements to provide transportation service for latchkey programs under the provisions of ORC 3313.207, 3313.208, and 3313.209; and to provide transportation service for pre-school and day care programs under provisions of ORC 3313.646(C).

The school may establish a volunteer bus rider assistance program pursuant to ORC 3327.16. Qualified adults, including parents, or responsible older pupils may be authorized.

### **Passenger Capacity.**

The transportation supervisor and the transportation vendor ensure that the number of passengers in a school bus shall not exceed the school bus manufacturers rated capacity. Seating shall be adjusted according to the passengers' individual physical size.

### **Authorized Vehicles for Student Transportation to and from School and School-related Events.**

The governing authority shall be responsible for verifying students are only transported by authorized vehicles as defined in OAC 3301-83-19.

### **General Rules.**

The governing authority and/or the transportation vendor will follow all general rules outlined in 3301-83-20.

### **Engine Idling**

Buses with diesel engines shall not be permitted to idle in excess of five minutes in school loading zones unless the operation of a wheelchair lift is required.

### **Transportation Fees**

The school does not charge for transporting students to and from regular day classes or to and from educational field trips during school days in accordance with OAC 3301-83-24 and ORC.

### **Transportation of Students with Disabilities**

The governing authority shall provide or arrange appropriate transportation free of any charge for any disabled student enrolled in the school for whom the student's individualized education program specifies transportation.

The governing authority shall provide transportation for all children who are so disabled that they are unable to walk to and from the school for which the state board of education prescribes minimum standards pursuant to ORC 3301.07 (D).

### **Transportation of Homeless Students under McKinney-Vento Act**

The school shall provide transportation to and from the school of origin upon the request of the student's parent or guardian until the end of the school year even if the student obtains permanent housing during the year. If crossing district lines, the school will consult with the other district to determine how to divide the responsibility and share the cost. The school shall also provide students in a homeless situation with transportation services for extracurricular activities comparable to those provided to other students.



## Appendix G9 - Market Research

CCA will recruit from the Cincinnati Public Schools (CPS) area, as well as from Hamilton and Butler, Claremont, and Warren Counties. The School's target population will consist of students who desire a content-rich, rigorous and proven learning curriculum in an atmosphere that promotes and builds strength of character. This classical educational model should be available for all students, regardless of financial or family circumstance or if they were previously attending public, private or home-school programming. Based on this inclusive approach, CCA will welcome students from all neighborhoods in Cincinnati starting year one with grades K-6. The target population includes:

- Students with families who want high-quality education based on a classical education model;
- Students and families with high expectations for education that cannot afford high, tuition-based costs of private schools;
- Students and families on waiting lists for charter or private schools;
- Students and families who are not satisfied with existing public-school options; and/or,
- Students and families who are home-schooling but seek a high-quality alternative.

Due to the multi-disciplinary model that CCA implements for struggling or below grade students, significant enrollment is expected from Princeton City School District and Cincinnati Public Schools. Therefore, CCA expects that a high segment of the students will primarily reflect the demographics of the those currently attending Princeton and Cincinnati school districts, as well as from the surrounding counties of Hamilton and Butler. Many of these students will be considered at-risk and need the multitude of academic and wrap-around services that CCA will provide. The National Center for Education Statistics lists the following factors that lead to an "at-risk" label for students:

- Low socioeconomic status;
- Living in a single-parent home;
- Changing schools at non-traditional times;
- Below-average grades in middle school;
- Being held back in school through grade retention;
- Having older siblings who left high school before completion; and/or,
- Negative peer pressure.

A recent analysis of the target location for the school indicates the following demographic data:

### **Demographics by Race (0-5 mi radius)**

- 69% White
- 20% Black

- 5% Hispanic
- 4% Asian
- 3% Other

**Demographics by Income (0-5 mi radius)**

- \$100,000 - \$249,999 18,227 households
- \$50,000 - \$99,999 11,826 households
- \$25,000 - \$49,999 4,445 households
- \$10,000 – \$24,999 4,139 households
- Under \$10,000 19,775 households

This analysis shows that nearly 30% of the population of likely students is from minority groups. CCA will work to attract students from these minority groups who may be interested in participating in the School’s high-quality education option. The income pattern is distinctive and is likely to impact student enrollment. Instead of a typical bell curve, the pattern shows the greatest number of families are either at the bottom of the income chart or at the top. Far fewer families are found in the middle-income range. CCA will work with families to identify and support students who may qualify for Free and Reduced-Price Lunch and other income-based services. CCA will provide differentiated instruction and support to meet the needs of all students, whether they are struggling with math, reading, or behavioral issues, or they are gifted and require advanced courses to challenge them with above-grade level work.

**Data on Educational Options Available**

Due to nationwide school closures in 2020, limited data exists compared with prior years. Princeton scores are referenced below, ranging from B to F.

Building Name	District Name	Overall Grade	Achievement Component Grade	Performance Index Score Grade	Indicators Met Grade	Progress Component Grade	Overall Value-Added Grade	Gifted Value-Added Grade
Evendale Elementary School	Princeton City	C	C	C	F	D	F	C
Glendale Elementary School	Princeton City	C	D	D	F	C	C	F
Heritage Hill Elementary School	Princeton City	C	D	D	F	B	B	NR
Princeton Innovation Center	Princeton City	F	F	NR	F	NR	NR	NR
Lincoln Heights Elementary School	Princeton City	C	D	D	F	B	C	NR
Princeton Community Middle School	Princeton City	F	D	D	F	F	F	F
Princeton High School	Princeton City	D	D	D	F	D	F	D
Sharonville Elementary School	Princeton City	C	D	C	F	B	B	C
Springdale Elementary School	Princeton City	B	B	B	B	A	B	C
Stewart Elementary School	Princeton City	B	D	C	F	A	A	B
Woodlawn Elementary School	Princeton City	B	C	B	F	A	A	NR

*Figure 3 Princeton City Schools*

While the Princeton City School District has a wide-ranging performance, there are no schools scoring an overall “A” and only three schools scoring “B” evidencing a lack of needed student seats at high-performing public school options. Cincinnati Public Schools (CPS) reported an overall D on the 2018-2019 state report card, with a D rating in Achievement, an F in Progress, Graduation and Prepared for Success. The CPS District received a B rating in Gap Closing and a C in Improving At-risk K-3 Readers. Hamilton and Butler County, from which CCA will also attract enrollment, both have a high number of underperforming schools and have no tuition-free classical education schools available.

In addition to poor school academic performance experienced within the Princeton City School District, high crime also plagues the community. The target school location of 10660 Reading Road is located in Hamilton County and per Areavibes, the crime rating is graded “F” with a total crime rate of 109% above the national average, a 54% violent crime lower rate higher than the national average, and a property crime rate of 139% higher than the national average. There is an average of 5,213 crimes committed out of every 100,000 people in the region. The State of Ohio has a crime average of 2,349 per 100,000 people and a national average of 2,489 per 100,000 all prove to be lower than the target location for the school.<sup>1</sup>

There is an evidence-based correlation between low education and crime. Poverty affects the educational attainment of students. Compared to high school graduates, dropouts are more likely to be poor.<sup>2</sup> Subsequently, poor students are five times more likely to drop out of high school than high-income students. They are also more likely to engage in crime. Numerous studies have shown the correlation between a low level of education and crime. Only 32 percent of inmates in U.S. correctional facilities have earned a high school diploma, compared to 82 percent of the general population. Criminal activity is concentrated among minority males, and it begins in early adolescence. A 2003<sup>3</sup> study showed significant reductions in the probability of incarceration associated with more schooling, and the greatest impact is upon African Americans.

Hamilton County has an “F” rating in crime, an “F” in employment, and a “D” in housing, as designated by Areavibes. Areavibes rates Hamilton County a “B” rating in Cost of Living. The area within a five-mile radius of the proposed location shows a population of 2,769 and 50,572 households with a median household income of \$62,424. The desired location is on a bus line and access to the facility will be widespread from various additional and surrounding neighborhoods.

Families do have higher performing options outside of the Princeton City and Cincinnati Public Schools Districts, through other local district schools, private or some community schools. However, none of the schools offer a tuition-free proven classical education model in liberal arts such as CCA. Families residing in the Princeton City School District and surrounding areas that desire a high performing education model where ethics, justice, and civics instruction are combined with a robust education model built around the humanities, arts, and science will be attracted to the School. CCA will offer access to a classical education model that is typically unattainable for not only at-risk students but most students attending public schools. CCA will implement its educational model while presenting proven methods to address student

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<sup>1</sup> <https://www.areavibes.com/oh/>

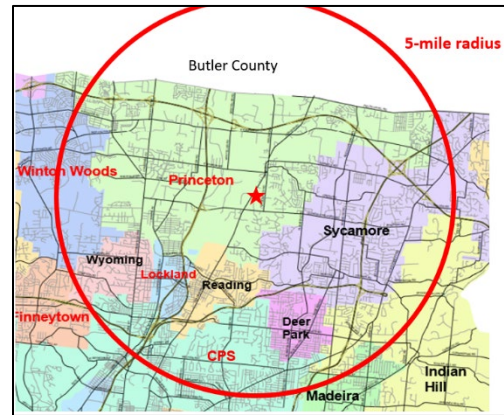
<sup>2</sup> Rum Berger, R. W. (2011). *Dropping out: Why students drop out of high school and what can be done about it*. Cambridge, Mass.: Harvard University Press.

<sup>3</sup> Lance Lochner and Enrico Moretti (2003). *The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports*. <https://eml.berkeley.edu/~moretti/lm46.pdf>



deficiencies, specifically English language arts, by utilizing curricula that addresses multiple student learning styles combined with tailored interventions as described in the education plan.

The majority of challenged school districts are in the northwest area of Greater Cincinnati (e.g. Princeton, Winton Woods, Lockland, and CPS, shown in red on the map above), whereas districts in the eastern/southeastern part (Sycamore, Indian Hill, Madeira, Mariemont, Forest Hills) are performing better. The School's proposed location in the Princeton School District is along the I-75 corridor, which roughly divides these two regions, and is therefore strategically placed to be accessible for many families from these different neighborhoods.



While private schools don't provide accessible wait list information, consideration of private schools demonstrates that the I-75/I-71 corridor is ideal for attracting students who are looking for alternatives to the traditional public school system. According to Private School Review<sup>4</sup>, 138 private schools are serving 34,591 students in the Cincinnati area in 2020-21. The average tuition is \$6,315 for elementary schools and \$14,478 for high school. Minority enrollment in these private schools is 18% while minority enrollment in Cincinnati Public Schools is 54%. These statistics point to a demand for student access to a high performing educational model with no tuition fees.

<sup>4</sup> <https://www.privateschoolreview.com/ohio/cincinnati>



## Appendix G10 - Current Facility

### **Location of Cincinnati Classical Academy Campus**

The facility to be used for Cincinnati Classical Academy will be maintained at 170, 175, and 177 Siebenthaler Avenue, Cincinnati, Ohio 45215-3715.

170 Siebenthaler is the main school building housing classrooms, administrative offices, etc.

175 Siebenthaler is the art center with an upper and lower level

177 Siebenthaler is the gym.

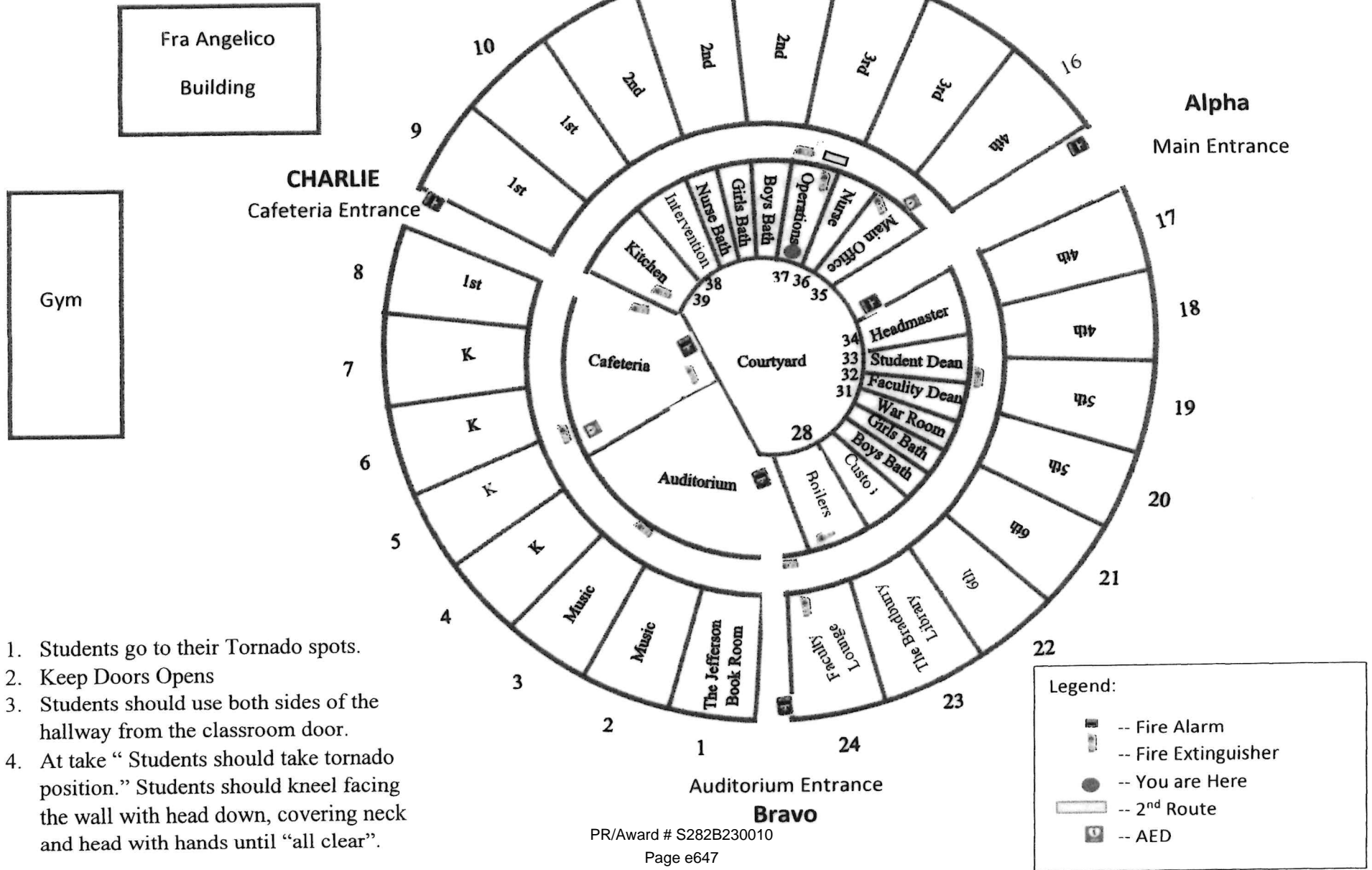
It must be noted that these street addresses make up the school's campus. The facility, addressing each of the addresses on the campus, has been secured through a lease and one amendment to the lease. A copy of the fully executed lease and amendment identifying terms, fees, use requirements, and square footage per facility on campus is included as part of this Attachment 5.1.

Additionally, attached are floor plans for each building.

170 SIEBENTHALEW AVE

# TORNADO DRILL

Cincinnati Classical Academy Main Campus



1. Students go to their Tornado spots.
2. Keep Doors Opens
3. Students should use both sides of the hallway from the classroom door.
4. At take "Students should take tornado position." Students should kneel facing the wall with head down, covering neck and head with hands until "all clear".

177 SIEBENTHALEK AVE

## TORNADO DRILL

Cincinnati Classical Academy

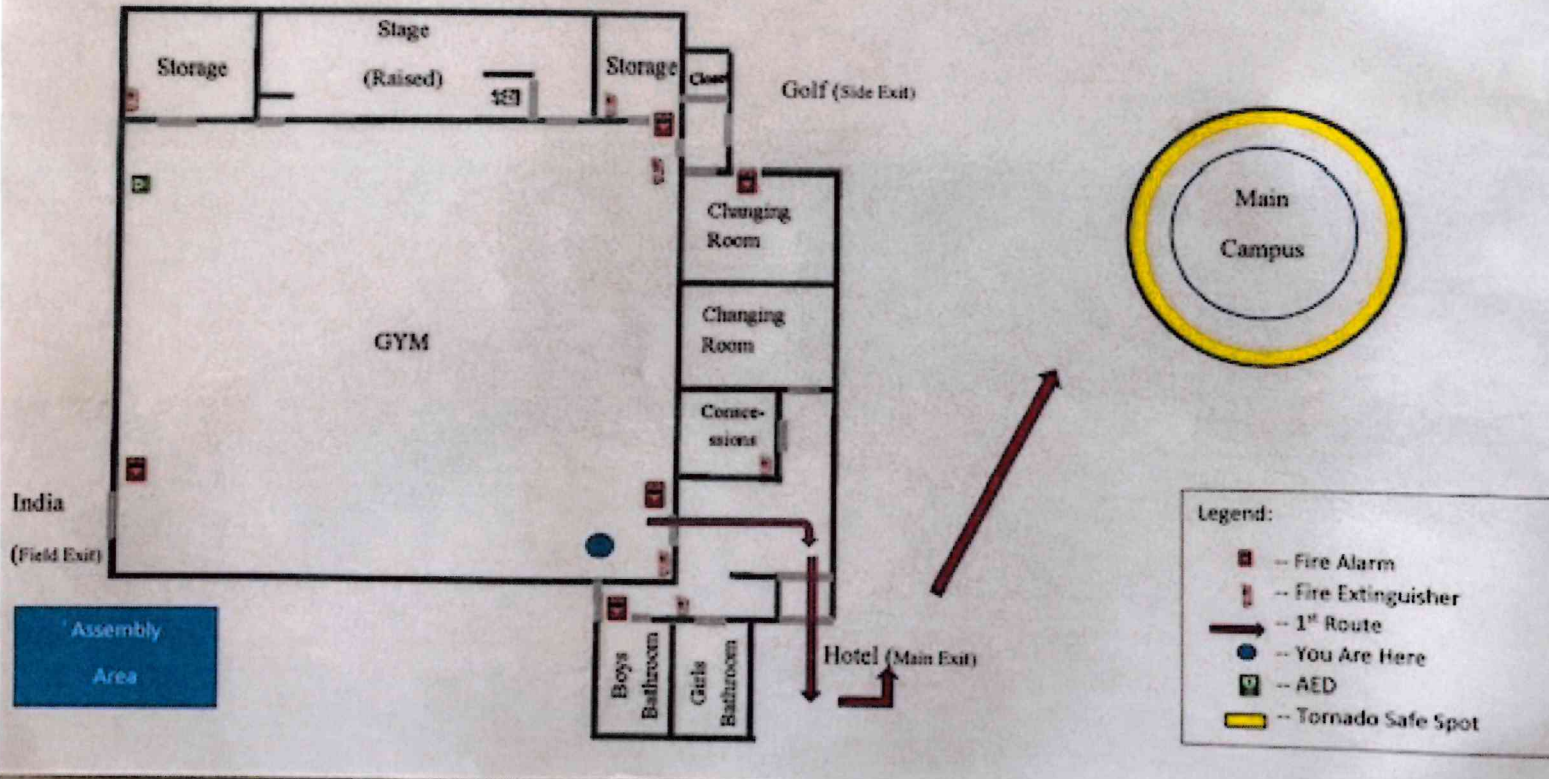
### Gym Floor Plan

1. Students go to their Tornado spots.
2. Keep Doors Opens
3. Students should use both sides of the hallway from the classroom door.
4. At take " Students should take tornado position."  
Students should kneel facing the wall with head down, covering neck and head with hands until "all clear."



Fra Angelico Center

Assembly Area

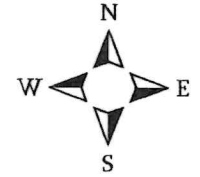


# TORNADO DRILL

Cincinnati Classical Academy

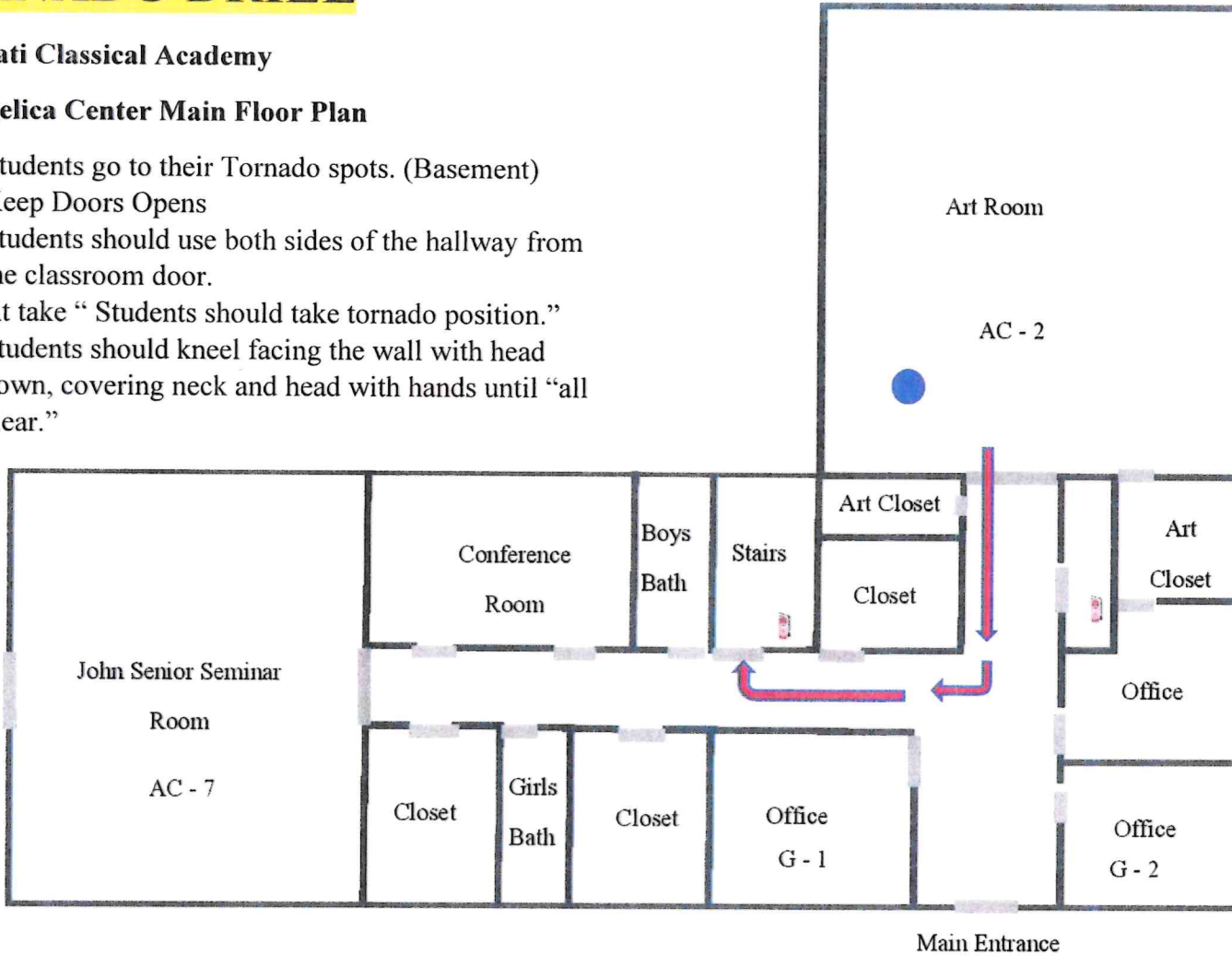
Fra Angelica Center Main Floor Plan

1. Students go to their Tornado spots. (Basement)
2. Keep Doors Opens
3. Students should use both sides of the hallway from the classroom door.
4. At take "Students should take tornado position." Students should kneel facing the wall with head down, covering neck and head with hands until "all clear."



Foxtrot

Side Exit

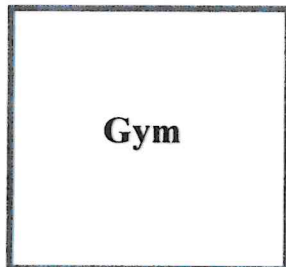


Main Entrance

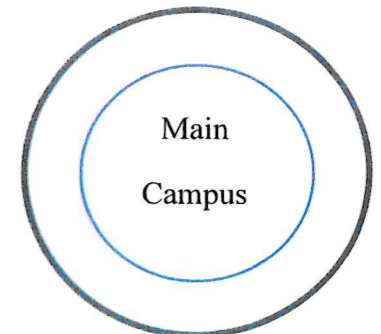
**Legend:**

- Fire Alarm
- Fire Extinguisher
- Route to safe area
- You Are Here
- AED

Delta



Gym



Main Campus

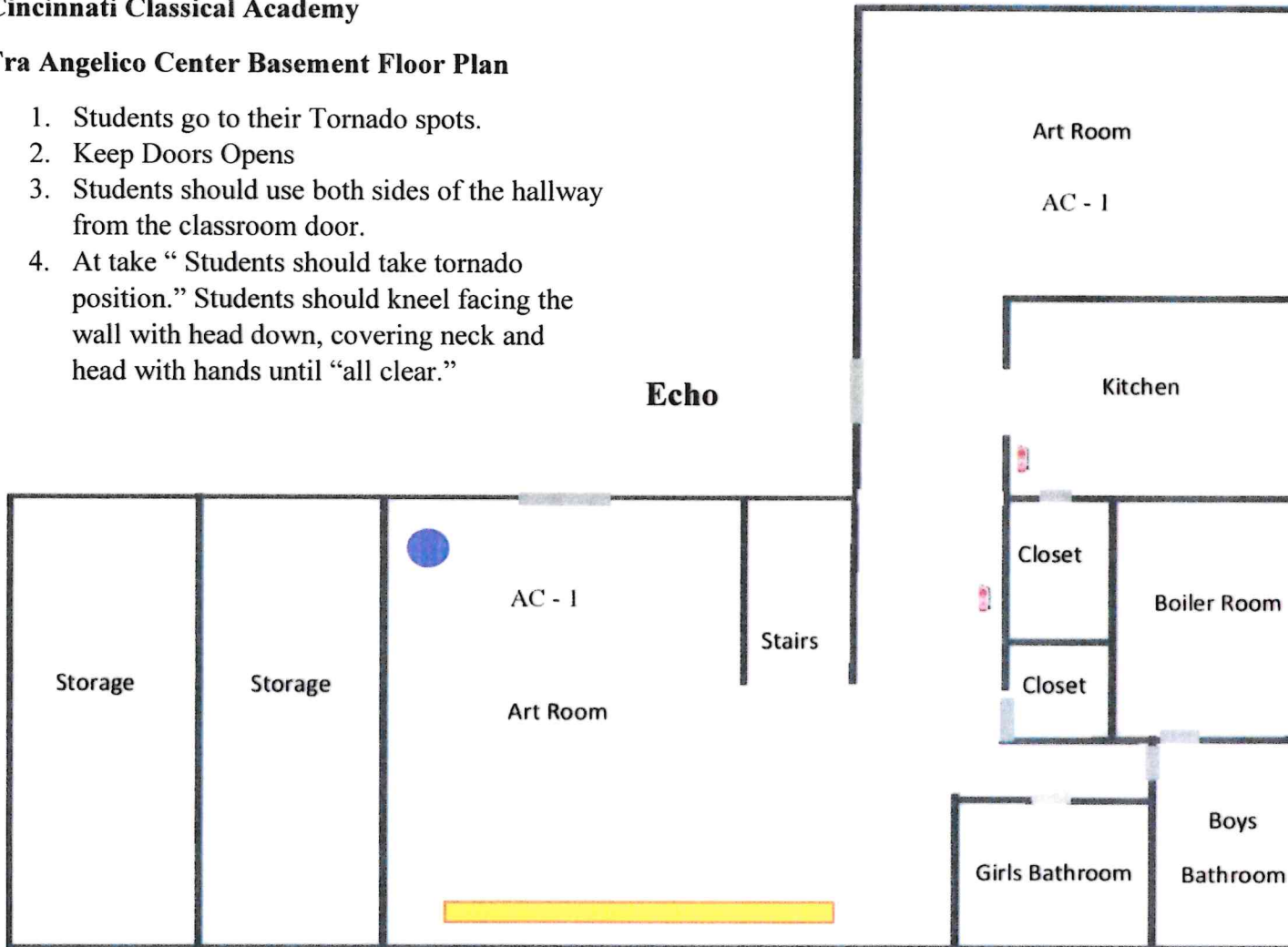
# TORNADO DRILL

175 SIEBENTHAUER AVE LOWER LEVEL

Cincinnati Classical Academy

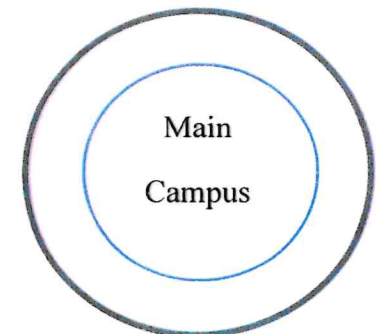
## Fra Angelico Center Basement Floor Plan

1. Students go to their Tornado spots.
2. Keep Doors Opens
3. Students should use both sides of the hallway from the classroom door.
4. At take "Students should take tornado position." Students should kneel facing the wall with head down, covering neck and head with hands until "all clear."



**Legend:**

- Fire Alarm
- Fire Extinguisher
- Safe Area
- You are Here
- AED



**FIRST AMENDMENT TO LEASE**

This First Amendment to Lease (this "Amendment") is made and entered into as of May 31, 2022, by and between Dennis M. Schnurr, Archbishop of Cincinnati, Trustee for the Members of the Congregation of Our Lady of the Valley Parish, Hamilton County, Ohio ("Lessor"), and Cincinnati Classical Academy, an Ohio nonprofit corporation ("Lessee"), and amends that certain Lease dated as of December 29, 2021 (the "Lease") regarding the School, Church, Gym and Parish Center in the former Our Lady of the Valley Parish building located at 170 Siebenthaler Avenue, Cincinnati, Ohio 45215 (the "Additional Premises").

In consideration of the premises and covenants, terms and conditions to be kept and performed, and other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the parties hereby agree as follows:

1) After Lessor has deconsecrated and removed all of its personal property from the Additional Premises, the Lessor shall turn over the Additional Premises to the Lessee for its occupancy as further described in the Lease, and upon delivery, the Additional Premises shall become part of the Leased Premises (the "Turnover Date"). The rent due as described in the Lease shall be prorated from Lessor's delivery of the Additional Premises to Lessee.

2) **LEASED PREMISES.** The chart in the Leased Premises Section of the Lease is hereby deleted in its entirety and replaced with the following:

	<b>First Year of the Initial Term ("Year 1")</b>	<b>Commencement of the Second Year of the Initial Term until the Turnover Date</b>	<b>Turnover Date until the Second Year of the Initial Term (collectively "Year 2")</b>	<b>Third Year of the Initial Term ("Year 3")</b>
<b>Space rented</b>	School only	A) School, gym  B) 3 Church Rooms & Community Room	School, Church, Gym, Parish Center	School, Church, Gym, Parish Center
<b>Sq Ft Total</b>	25,002	41,152	67,510	67,510

Additionally, paragraph 4 and 5 of the Leased Premises Section are deleted in their entirety and replaced with the following:

Commencing on July 1, 2022 and ending on June 30, 2023): (a) Lessor retains use of one (1) classroom (#3) and the church; and (b) Lessor shall have access to the community room as needed. Commencing on the Turnover Date Lessee leases all rooms in the Leased Premises.

- 3) **TERM AND RENEWAL TERMS.** The last sentence of the first paragraph in the Term and Renewal Term Section shall be amended in its entirety to read as follows:

In the event Lessor seeks to terminate the Lease, Lessor shall provide one hundred eighty (180) days advance written notice setting forth the reasons for its decision to terminate and the effective date of such termination; provided, however, such termination shall not be effective until June 30<sup>th</sup> following said 180-day period.

- 4) **RENTAL.** Part (ii) of the Rental Section shall be amended to read as follows:

(ii) rent for Year 2 of the Initial Term shall be [REDACTED] plus the balance of the pro-rated Year 1 rent, to be paid in twelve (12) equal monthly installments; provided, however, rent for Year 2 prior to the Turnover Date shall be prorated based on the actual square footage occupied,

- 5) **REPAIRS AND MAINTENANCE.** The following paragraph shall be inserted following part (b) of the Repair and Maintenance Section:

(c) Notwithstanding the foregoing, or anything contained herein to the contrary, Lessee shall, during the term of this Lease, pay for all overtime compensation associated with the Maintenance Staff's services. For the avoidance of doubt, overtime compensation shall be paid for any time the Maintenance Staff works over forty (40) hours in a week period.

Except as provided herein, all other terms and conditions of the Lease are hereby ratified and confirmed. In the event of any conflict between the provisions of the Lease and this Amendment, the provisions of the Amendment shall control. Any capitalized term used in this Amendment but not defined in this Amendment has the meaning set forth for such term in the Lease. This Amendment may be executed in one or more counterparts, including faxed counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

The parties have executed this First Amendment to Lease on the dates set forth below, but effective as of the day and year first above written.

[SIGNATURES ARE ON THE FOLLOWING PAGE]





**LEASE**

This Lease is made and entered into as of latter date of execution by the Parties by and between **Dennis M. Schnurr, Archbishop of Cincinnati, Trustee for the Members of the Congregation of Our Lady of the Valley Parish, Hamilton County, Ohio** (“Lessor”), and **Cincinnati Classical Academy**, an Ohio non-profit corporation (“Lessee”) (collectively, “Parties”).

WITNESSETH:

1. LEASED PREMISES:

In consideration of the rents to be paid by Lessee, and of the covenants, terms and conditions to be kept and performed as herein provided, Lessor does hereby lease unto Lessee and Lessee does hereby accept a lease on the following described premises (the “Leased Premises”):

That certain real estate located at 170 Siebenthaler Avenue, Cincinnati, Ohio 45215-3715, being Hamilton County Auditor’s Parcel Number 671-0025-0129-00, as more particularly described on Exhibit A attached hereto, and as follows:

	<b>First Year of the Initial Term (“Year 1”)</b>	<b>Second Year of the Initial Term (“Year 2”)</b>	<b>Third Year of the Initial Term (“Year 3”)</b>
<b>Space rented</b>	School only	A) School, gym B) 3 Church Rooms & Community Room	School, Church, Gym, Parish Center
<b>Sq Ft Total</b>	25,002	A) 37,252 B) 3,900 Total: 41,152	67,510

During Year 1 (commencing on November 1, 2021 and ending on June 30, 2022): (a) Lessee may use the Principal and Secretary offices for Headmaster office and parent meetings; (b) Lessee may use community room, classroom, or similar space as needed for occasional public informational meetings and board meetings; (c) Lessee shall have access to the school for student/family tours; (d) Lessee shall have access to the gym during the day and specified evenings; and (e) the gym shall be available to Lessor for game/practice rentals.

During Year 2 (commencing on July 1, 2022 and ending on June 30, 2023): (a) Lessor retains use of one (1) classroom (#3) and the church; and (b) Lessor shall have access to the community room as needed.

During Year 3 (commencing on July 1, 2023 and ending on June 30, 2024): Lessee leases all rooms in the Leased Premises, including the church.

During the term of this Lease, Lessee may use equipment which is owned by Lessor and located in the Leased Premises, to the extent such equipment is related to school activities and administration (e.g. desks, chairs, tables, etc.) (the "Equipment"). Lessee acknowledges that Lessor makes no representation or warranty whatsoever with regard to the existence or condition of such Equipment, and Lessee shall accept the same in its AS IS condition. Although the Equipment shall remain the property of Lessor, Lessee shall be responsible for the maintenance and repair of all Equipment items at Lessee's sole cost and expense, and will replace any Equipment items that become damaged beyond repair. Lessee shall not remove any items of Equipment from the Leased Premises, without Lessor's prior written permission. All items of Equipment will be marked by identifying labels. Lessor agrees to remove any unwanted items identified by Lessee prior to April 1, 2022.

The Leased Premises shall be subject to easements, reservations, limitations and restrictions of record.

## 2. TERM AND RENEWAL TERMS:


The "Initial Term" of this Lease shall commence on the latter date of execution by the Parties (the "commencement date"), and shall end on June 30, 2024 (the "termination date"), unless sooner terminated as herein provided. Notwithstanding the foregoing or anything herein to the contrary, Lessor shall have the right to terminate the Lease prior to the termination date, as follows: In the event that Lessee's students exhibit severe and/or chronic behavior issues such as fighting, use of vulgar language, threatening language or behavior, damage to property, overt sexual activity, consumption of alcoholic beverages or the purchase, sale or use of illegal drugs on or about the Leased Premises or the balance of Lessor's adjacent property, Lessor shall have the right to terminate the Lease subject to the terms of this Section. The Parties acknowledge that Lessee is legally required to enroll student-applicants with disabilities that may impact their behavior and must work with all students to correct inappropriate behaviors. To the extent disputes arise regarding the above-described behaviors, the Parties agree to work in good faith to address Lessor's concerns to the extent permissible under state and federal law. In the event Lessor seeks to terminate the Lease, Lessor shall provide written notice setting forth the reasons for its decision to terminate and the effective date of such termination, which shall be the latter of one hundred eighty (180) days from Lessee's receipt of the notice or the June 30 following Lessee's receipt of the notice.

Except as set forth below, and provided that Lessee is not then in default under the Lease beyond any grace or cure period (and provided that Lessee cures any such default within said grace or cure period), Lessee shall have an option to renew this Lease for three (3) separate renewal terms (each a "Renewal Term") of one (1) year each, upon the same terms, covenants and conditions set forth in this Lease. The failure of Lessee to exercise its options to renew as set forth herein by written notice delivered to Lessor, at least ninety (90) days prior to the termination of the Initial Term or then-current Renewal Term (as the case may be), shall result in the renewal rights as set forth herein becoming null and void. During each Renewal Term, rent shall be as set forth below in Section 3.

“Lease Term” or “term of this Lease,” as used herein, shall include the Initial Term and all valid renewals or extensions thereof (whether or not expressly stated) unless the context clearly indicates to the contrary.

Notwithstanding anything herein to the contrary, if Lessor shall determine in his sole judgment that it is in the best interests of Our Lady of the Valley Parish, Hamilton County, Ohio (the “Parish”) or the Archdiocese of Cincinnati: (i) to sell the Leased Premises or all or any part of the Parish property, (ii) to close, cluster, merge or make other changes in the operation of the Parish, (iii) to expand the existing Parish facilities, (iv) to raze the Leased Premises or (v) to construct new facilities, then Lessor may terminate this Lease upon one hundred eighty (180) days advance written notice to Lessee; provided, however, such termination shall not be effective until June 30<sup>th</sup> following said 180-day period. Further, Lessee shall have the option to terminate this lease without cause effective June 30, 2023 by providing one hundred eighty (180) days advance written notice to Lessor.

3. RENTAL:

Commencing on the commencement date, Lessee shall pay to Lessor as and for rent for the Leased Premises the following amounts, in advance, without demand, deduction, or set-off: (a) during the Initial Term, 



All monthly payments shall be due in advance on the first business day of each calendar month during the term of this Lease. Rent for any partial month shall be prorated on a per diem basis. A late charge of ten percent (10%) of the monthly installment will be due if any monthly installment is not paid on or before the fifth (5<sup>th</sup>) day of the month when due.

4. USE:

Lessee shall use the Leased Premises only for operation of a public school for students identified in the Lessee’s community school sponsorship agreement entered into pursuant to R.C. 3314.03. Lessee represents and covenants to Lessor that it is a non-profit corporation existing under the laws of the State of Ohio, and is properly organized, recognized, licensed, and permitted to

operate by all governmental and quasi-governmental entities having jurisdiction over it and its operation, and that Lessee shall maintain that status throughout the entire term of this Lease. A breach of this covenant shall give Lessor the right, at its option, to terminate this Lease, as provided in Section 19.

Lessee shall not do anything on or make or allow any use of the Leased Premises which conflicts with the official doctrine of the Roman Catholic Church, as defined by Lessor and as set forth in the Code of Canon Law and the Catechism of the Catholic Church. Lessee shall not, without Lessor's permission, use or allow upon the Leased Premises anything which will invalidate any policy of insurance now or hereafter carried thereon or on any of the contents thereof, or which may be dangerous, or which will cause an increase in the rate of fire insurance on the Leased Premises. If Lessor grants said permission it shall be solely on the condition that Lessee shall pay on demand any increase in insurance premiums on the Leased Premises or on the contents thereof resulting from said use. Lessee shall take reasonable steps to prevent objectionable noise, and shall not do or permit anything tending to create a nuisance or to disturb the occupants of neighboring property.

#### 5. UTILITIES:

During Year 1, Lessor shall purchase all utilities, including, but not limited to, water, sewer, electricity, heating fuel, gas, and cable, directly from the utility or municipality providing such service, and shall pay for such services at its sole cost and expense; provided, however, that Lessee shall be solely responsible for arranging and paying for internet and telephone service.

During Year 2, Year 3 and any Renewal Term, Lessee shall purchase all utilities, including, but not limited to, trash removal, water, sewer, electricity, heating fuel, gas, internet, cable, and telephone service, directly from the utility or municipality providing such service, and shall pay for such services promptly when such payments are due.

Lessee shall be solely responsible for arranging and paying for any security services during the term of this Lease.

Lessee agrees that Lessor or Lessor's agents and representatives shall not be liable in damages for failure of the utility or municipality providing any such service or utility, or for a delay in furnishing, any such service or utility.

#### 6. REAL PROPERTY TAXES:

The parties acknowledge that the Leased Premises is situated on a parcel or parcels of land which are currently exempt from real property taxation. If during the term of this Lease, real estate taxes are levied on all or any portion of the Leased Premises, due in whole or in part to the existence of this Lease or Lessee's operations upon the Leased Premises, then Lessee shall pay to Lessor as additional rent the entire amount of such real estate tax bill, within ten (10) days after demand for the same. Such real estate taxes shall include ad valorem taxes and assessments, general and special assessments or other similar taxes which shall be levied or assessed or which constitute or become liens upon the Leased Premises, or otherwise any similar taxes which are imposed in lieu of any such real property taxes, including, but not limited to, the building, furniture, fixtures, equipment and improvements situated thereon. If all or any portion of the Leased Premises loses its real property tax exemption due in whole or in part to the existence of this Lease or Lessee's operations upon the

Leased Premises, Lessee shall further be solely responsible for any and all costs and expenses incurred by Lessor (including but not limited to attorneys' fees) in filing an application for real property tax exemption and remission and in reinstating the Leased Premises upon the real estate tax exempt duplicate. Notwithstanding anything to the contrary in this Section, in the event that the tax exempt status of the Leased Premises is terminated solely because Lessor has transferred or assigned ownership of the Leased Premises, Lessor shall be solely responsible for any and all real property taxes applicable for the tax year in which the Leased Premises is not exempt due to the transfer of ownership.

As used herein, the term "real property tax" shall include any form of assessment (general or special), license fee, commercial rental tax, levy, penalty, or tax (other than income, inheritance or estate taxes), imposed by any authority having the direct or indirect power to tax, including any city, county, state or federal government, or any school, agricultural, lighting, drainage or other improvement district thereof, as against any legal or equitable interest of Lessor in the Leased Premises.

#### 7. ALTERATIONS TO LEASED PREMISES:

Lessee agrees that it has made its own personal inspection of the Leased Premises and the improvements therein, agrees to take the Leased Premises "as is" in its present condition, and is entering into this Lease based on its own findings and not on any representation of Lessor or its agents or employees. Notwithstanding the foregoing, Lessor shall consider requests of Lessee for minor repairs and work prior to Lessee's occupancy noted in a property inspection obtained at Lessee's cost; any agreed upon repairs and work shall be listed in Exhibit B of this Lease. Lessee shall not without Lessor's prior written consent make or allow any structural or non-structural construction, alterations, additions, improvements, or utility installation (all of which are hereinafter referred to in this Lease as "alterations"), in, on, or about the Leased Premises. As used in this Lease the term "utility installation" shall mean bus ducting, power panels, wiring, fluorescent fixtures, space heaters, conduits, air conditioning equipment, and plumbing. Should Lessee make any alterations without the prior approval of Lessor, Lessor may require that Lessee remove any or all of the same at Lessee's sole cost.

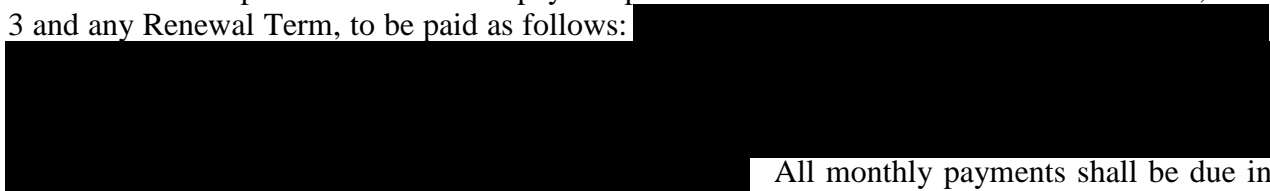
Any alterations in or about the Leased Premises that Lessee wishes to make shall be presented to Lessor in written form, with proposed detailed working drawings. After giving its consent, no modification shall be made in the working drawings without Lessor's consent to such modification, such consent shall not be unreasonably withheld. If Lessor shall give its consent to the alterations, the consent shall be deemed conditioned upon Lessee acquiring a permit to do the alterations from appropriate governmental agencies, the furnishing of a copy thereto to Lessor prior to the commencement of the work, the compliance by Lessee with all conditions of said permit in a prompt and expeditious manner, and completion of the alterations by contractors approved by Lessor (such approval to include but not be limited to requiring such contractors to carry insurance acceptable to Lessor), in a lien-free, good and workmanlike manner, in accordance with the working drawings as approved by Lessor and in accordance with all applicable laws, codes and ordinances.

Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use in the Leased Premises, which claims are or may be secured by any mechanic's or materialman's lien against the Leased Premises or any interest therein.

Lessee shall give Lessor not less than ten (10) days' notice prior to the commencement of any work in the Leased Premises, and Lessor shall have the right to post notices of non-responsibility in or on the Leased Premises as provided by law. If Lessee shall, in good faith, contest the validity of any such lien, claim or demand, then Lessee shall, at its sole cost and expense, defend itself and Lessor against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof against Lessor or the Leased Premises, upon the condition that if Lessor shall require, Lessee shall furnish to Lessor a surety bond satisfactory to Lessor in an amount equal to the amount then required by Ohio law to bond off a mechanic's or materialman's lien, indemnifying Lessor against liability for the same and holding the Leased Premises free from the effect of such lien or claim. Lessee's obligations under this paragraph shall survive termination or expiration of the Lease.

8. REPAIRS AND MAINTENANCE:

(a) Lessee at its sole cost and expense shall keep and maintain the entire Leased Premises neat and orderly and in good and sanitary order and condition during the entire term of this Lease, and Lessee shall make, at its sole cost and expense, all necessary maintenance, repairs, and replacements to the entire Leased Premises during Year 2, Year 3 and any Renewal Term, except for those matters that are expressly set forth in Section 8(b) below. For the avoidance of doubt, such responsibilities shall include (but not be limited to), at Lessee's sole cost and expense, maintenance and repair of all interior walls, floor, fixtures and Equipment, landscaping, and snow and ice removal. Lessee acknowledges and agrees that Lessor shall have no obligation whatsoever to make or pay for any repairs, maintenance, or replacements to the Leased Premises, except as otherwise expressly set forth herein. All maintenance, repair and replacement performed by Lessee must be completed in a good and workmanlike manner by sufficiently insured, qualified contractors (holding licenses, in the case of trades that are licensed in the state of Ohio), and any material repairs shall be subject to prior approval of Lessor. Notwithstanding the foregoing or anything contained herein to the contrary, Lessee shall be responsible for and shall pay compensation for the maintenance staff for Year 2, Year 3 and any Renewal Term, to be paid as follows:



All monthly payments shall be due in advance on the first business day of each calendar month during the term of this Lease. A late charge of ten percent (10%) of the monthly installment will be due if any monthly installment is not paid on or before the fifth (5<sup>th</sup>) day of the month when due. Notwithstanding the foregoing or anything contained herein to the contrary, Lessee acknowledges and agrees that the Maintenance Staff Rate may change as a result of staffing changes and Lessor and Lessee agree to work in good faith to adjust the Maintenance Staff Rate in the event of said changes. Maintenance Staff shall be employed or contracted for by Lessor, and shall provide all services consistent with this Lease. All Maintenance Staff shall be subject to a criminal records check in accordance with R.C. Chapter 3314, and no individual shall be permitted to work in the presence of or engage in routine interactions with a child or have regular responsibility for the care, custody, or control of a child, if the individual has been convicted or plead guilty to a disqualifying offense.

(b) Notwithstanding the foregoing or anything contained herein to the contrary, Lessor shall, during the term of this Lease, perform all necessary major maintenance, repairs, and

replacements to the exterior of the Leased Premises, including the structure, the roof, and replacement of the HVAC.

9. REMOVAL OF ALTERATIONS AND FIXTURES:

All alterations and fixtures, whether temporary or permanent, fixed or movable, placed on or made to the Leased Premises by either Lessor or Lessee, excluding furniture, personal property, inventory, trade fixtures or other movable property not attached to the Leased Premises, shall become the sole property of Lessor upon termination of this Lease, and shall not be injured or removed by Lessee except as provided in this Section, nor shall Lessee claim at any time compensation therefore except as provided in Section 14 and upon termination of this Lease such alterations and fixtures shall be surrendered to Lessor. All furniture, personal property, inventory and trade fixtures installed by Lessee shall be removed by Lessee prior to the termination of this Lease, and all damage to the Leased Premises caused by the installation or removal of such items shall be repaired at Lessee's expense as provided in Subsection 15(e). Lessee's obligations set forth in this Section 9 shall survive expiration or termination of the Lease.

10. LESSOR'S RIGHT OF ENTRY:

Lessor shall have the right, without charge or diminution of rent, to enter the Leased Premises at all reasonable times, upon reasonable notice and in a reasonable manner for the purpose of examining the Leased Premises and making repairs or alterations, either to the Leased Premises or to utility lines or other facilities of the Leased Premises or to install such lines or facilities. There shall be no allowance to Lessee or diminution of rent and no liability on the part of Lessor by reason of inconvenience, annoyance or injury to or loss of business arising from the reasonable making of any repairs or alterations in or to any portion of the Leased Premises, or in and to the fixtures, appurtenances and equipment thereof; provided however, Lessor shall make a good faith effort to avoid entrance onto Leased Premises in a manner that could reasonably be anticipated to cause a disruption to Lessee's functioning as a school.

11. SIGNS:

Lessee shall have the right to install and operate on the Leased Premises, at its own expense, beginning on the effective date hereof, exterior signs identifying Lessee, in accordance with local codes. No signs may be installed on the roof of any building. Lessor's consent shall be required as to the size, design, location and design of any sign, but such consent shall not be unreasonably withheld. Lessee shall remove any such sign prior to the termination of this Lease, and restore its location to a condition at least equal to its condition at the time of the installation of such sign, all at Lessee's sole cost. Notwithstanding the foregoing, Lessee shall have the right to place temporary signage on the Leased Premises with Lessor's consent, not to be unreasonably withheld, conditioned or delayed. Lessee's obligations set forth in this Section 11 shall survive expiration or termination of the Lease.

12. ASSIGNMENT AND SUBLETTING:

Lessee may assign this Lease or sublet all or a part of the Leased Premises only upon the prior written consent of Lessor, which may be withheld for any reason. Any attempted assignment or subletting in violation of this provision shall be null and void *ab initio*. If Lessee is a corporation



or limited liability company, then any transfer of this Lease by merger, consolidation or liquidation or any change (in any single transaction or series of related transactions) in the ownership of, or power to vote the majority of, its outstanding voting stock or membership interests, shall constitute an assignment for the purposes of this paragraph. Such assignment or sublease shall not be effective unless and until the assignee or sublessee shall assume the performance of all the terms, conditions, duties and obligations of this Lease without, however, releasing the liability of Lessee, and shall deliver to Lessor an executed copy of such instrument of assumption. If written consent is once given by Lessor to any such assignment or subletting, such consent shall not operate as a waiver of the necessity for obtaining Lessor's written consent to any subsequent assignment or subletting. If this Lease be assigned or if the Leased Premises or any part thereof be sublet or occupied by anybody other than Lessee, Lessor may collect rent directly from the assignee, subtenant or occupant, and apply the net amount collected to the rent herein reserved, but no such assignment, subletting, occupancy or collection shall be deemed a waiver of any of Lessee's covenants contained in this Lease or the acceptance of such assignee, subtenant or occupant as Lessee, or a release of Lessee from further performance by Lessee of covenants on the part of Lessee herein contained.

13. EMINENT DOMAIN:

(a) If the whole of the Leased Premises is taken for any public or quasi-public use, under any statute or by right of eminent domain or private purchase in lieu thereof by a public body vested with the power of eminent domain, then, when possession is taken thereunder of the Leased Premises, the term of this Lease and all rights of the Lessee hereunder shall immediately terminate, and the rent shall be adjusted as of the time of such termination and any rent paid for a period thereafter shall be refunded.

(b) If a part of the Leased Premises equal to or greater than 20%, but less than 100%, of the gross square footage of the Leased Premises, or if any means of access to the Leased Premises, shall be taken for any public or quasi-public use, under any statute or by right of eminent domain or private purchase in lieu thereof by a public body vested with the power of eminent domain, then, either party, by written notice delivered to the other on or before the date of surrendering possession to the public authority, may terminate this Lease effective as of such surrender of possession. If neither party terminates this Lease as provided herein, or if less than 20% of the gross square footage of the Leased Premises is so taken, this Lease shall remain in effect as to the remainder of the Leased Premises not taken by such public authority, and the rent shall be reduced in the proportion the area of the school building taken bears to the total area of the school building hereunder, and Lessor at its own cost and expense, shall make all repairs and alterations to the Leased Premises required by such taking.

(c) In any event, Lessee shall not receive any portion of the award of damages granted for said taking, except for any award granted for the taking of Lessee's leasehold improvements, trade fixtures or alterations, if any.

14. FIRE OR OTHER CASUALTY:

(a) Total Destruction.

If the Leased Premises is totally destroyed by fire or other casualty, whether of accidental or negligent origin, or so much thereof that Lessor shall desire to raze the Leased Premises, or if the Leased Premises are destroyed or damaged by fire or other casualty, whether of accidental or negligent origin, so that they could not be repaired or reconstructed with reasonable diligence being exercised and within 180 days after the date of such fire or other casualty, then in those events Lessor shall have the option either (i) to terminate this Lease, as of the date of such fire or other casualty, by written notice to Lessee given within 10 days after such fire or other casualty, or (ii) continue under this Lease, in which latter event, except as provided in Subsection 14(d), Lessor shall immediately reconstruct and repair the Leased Premises; provided, however, that Lessor shall not be required to spend for the reconstruction and repair of the Leased Premises an amount greater than the insurance proceeds received by Lessor by reason of such destruction or damage from (a) Lessor's protected self-insurance program plus the amount of Lessor's deductible under its protected self-insurance program or (b) Lessee's insurance policies provided for in this Lease plus Lessee's deductible thereunder, as the case may be. Rent shall abate until the reconstruction and repairs are substantially completed, unless such destruction or damage was caused by or contributed to by the negligence of Lessee, its agents, servants, employees, licensees, invitees or guests, in which case the rent shall not abate.

(b) Partial Destruction.

If the Leased Premises are damaged or partially destroyed by fire or other casualty, whether of accidental or negligent origin, such that they could be reconstructed or repaired in the exercise of reasonable diligence within 180 days after the date of said fire or other casualty, then, except as provided in Subsection 14(d), Lessor shall immediately reconstruct and repair the Leased Premises; provided, however, that Lessor shall not be required to spend for the reconstruction and repair of the Leased Premises an amount greater than the insurance proceeds received by Lessor by reason of such destruction or damage from (a) Lessor's protected self-insurance program plus the amount of Lessor's deductible under its protected self-insurance program or (b) Lessee's insurance policies provided for in this Lease plus Lessee's deductible thereunder, as the case may be. If Lessee is able to use a portion of the Leased Premises pending such repair or reconstruction, then Lessee shall pay a rental based upon the proportionate area of the Leased Premises remaining usable and such rental shall continue in effect until the reconstruction and repairs are substantially completed, or until termination of the Lease pursuant to Subsection 14(d), unless such destruction or damage was caused by or contributed to by the negligence of Lessee, its agents, servants, employees, licensees, invitees or guests, in which case the rent shall not abate.

(c) Lessee's Alterations and Fixtures.

Lessor shall have no obligation to reconstruct, repair or replace alterations or fixtures installed in the Leased Premises by Lessee, or any of Lessee's trade fixtures, inventory or other personal property of any nature whatsoever.

(d) Insurance Proceeds.

Insurance proceeds paid pursuant to Lessor's protected self-insurance program, or Lessee's insurance policies provided for in this Lease, as a result of destruction or damage to the Leased Premises shall be paid to Lessor, and Lessor shall hold and disburse the same

for reconstruction or repairs in accordance with the terms of this Section 14. If the cost to reconstruct or repair the Leased Premises, excluding alterations or fixtures installed by Lessee, to a condition equal to or better than the condition prior to such fire or other casualty is greater than the insurance proceeds received by Lessor (a) from Lessor's protected self-insurance program plus the amount of Lessor's deductible under its protected self-insurance program or (b) Lessee's insurance policies provided for in this Lease plus Lessee's deductible thereunder, as the case may be, then Lessor shall have the right to terminate this Lease as of the date of such fire or other casualty by delivering written notice of termination to Lessee within fifteen (15) days after receipt of such insurance proceeds or the determination of the cost to reconstruct or repair, whichever is later.

15. RISK OF LOSS AND PROPERTY INSURANCE:

(a) Lessor's Property.

Lessor shall bear the risk of loss or damage to the Leased Premises that is caused by fire or other casualty, or by any other cause whatsoever, except that Lessor shall not bear the risk of or be responsible for loss or damage (i) to any of Lessee's trade fixtures, inventory or other personal property of any nature whatsoever, all of which Lessee shall be responsible for pursuant to Subsection 15(c); and/or (ii) to the Leased Premises or property therein resulting from an occurrence for which Lessee is responsible pursuant to Subsection 15(e).

(b) Lessor's Property Insurance.

In order to properly insure against the risks described in Subsection 15(a), during Year 1, Lessor, at its sole cost and expense, shall carry fire and extended coverage insurance through its protected self-insurance program, covering the Leased Premises against loss or damage by fire or other casualty or by other risks now or hereafter embraced by the uniform standard extended coverage endorsement in use for similar structures (including vandalism and malicious mischief) in amounts equal to the full replacement cost of the Leased Premises.

During Year 2, Year 3, and any Renewal Term, Lessee, at its sole cost and expense, shall carry fire and extended coverage covering the Leased Premises against loss or damage by fire or other casualty or by other risks now or hereafter embraced by the uniform standard extended coverage endorsement in use for similar structures (including vandalism and malicious mischief) in amounts equal to the full replacement cost of the Leased Premises.

(c) Lessee's Property.

All alterations or fixtures installed in the Leased Premises by Lessee and all trade fixtures, inventory or other personal property belonging to Lessee or to Lessee's agents, servants, employees, licensees, invitees or guests that shall be located in or about the Leased Premises shall be there at the sole risk of Lessee or such other person. Lessor shall have no obligation to provide security protection for the Leased Premises. Except for the willful or negligent acts or omissions of Lessor, its agents, servants, employees or representatives, neither Lessor nor its agents, servants, employees or representatives shall be liable for any injury or damage to the person of Lessee, Lessee's agents, servants, employees, licensees, invitees or guests, or for any loss or damage to any property of any of them, or for loss of or interruption to Lessee's business, whether

caused by theft or from any other cause whatsoever, including but not limited to injury, loss or damage caused in whole or in part by the Leased Premises becoming out of repair, or caused by fire or other casualty. Neither Lessor nor its agents, servants, employees or representatives shall be liable for any injury, loss or damage to person or property caused by other tenants, if any, or other persons in the Leased Premises, or caused by operations in the construction of any private, public or quasi-public work.

(d) Lessee's Property Insurance.

It shall be the sole obligation of Lessee to insure, to the extent desired by Lessee and at Lessee's sole cost and expense, any and all alterations or fixtures installed on the Leased Premises by Lessee, or any of Lessee's trade fixtures, inventory or other personal property of any nature whatsoever.

(e) Damage to Leased Premises.

Lessee shall be liable for any damage, injury or loss to the Leased Premises or property therein that shall be caused in whole or in part by Lessee's acts or omissions or the acts or omissions of Lessee's agents, servants, employees, representatives, contractors, licensees, invitees or guests. Lessee shall have the right to repair such damage, injury or loss if such repair efforts are commenced within a reasonable time after the damage, injury or loss and if such are prosecuted with reasonable dispatch, and should Lessee fail to do so promptly, Lessor shall provide written request to Lessee, and if Lessee does not initiate repairs within 5 business days, Lessor may, at its option, make such repairs and Lessee shall pay the cost thereof to Lessor on demand. Except as provided in Section 14, such damage, injury or loss shall in no way mitigate or reduce Lessee's obligation to pay rent hereunder.

16. LIABILITY AND PUBLIC LIABILITY INSURANCE:

(a) Indemnity.

To the maximum extent permitted by law, Lessee hereby agrees to indemnify, defend, release, protect, save and hold harmless Lessor, the Archdiocese of Cincinnati, the Archbishop of Cincinnati, and their respective agents, servants, employees and representatives from and against any and all claims, demands, causes of action, suits, losses, penalties, damages, liabilities, costs and expenses (including but not limited to attorneys' fees, court costs and expert witness fees) arising out of or connected with the use or occupancy of the Leased Premises by Lessee, its sublessees or by their respective agents, servants, employees, representatives, contractors, licensees, invitees, or guests. In the event that any such claim or demand is alleged against Lessor, the Archdiocese of Cincinnati, the Archbishop of Cincinnati, or their respective agents, servants, employees and representatives, by anyone arising out of the use or occupancy of the Leased Premises by Lessee, its sublessees, or by their respective agents, servants, employees, representatives, contractors, licensees, invitees or guests, it is expressly understood and agreed that Lessee shall pay all attorneys' fees, verdicts, judgments, settlement payments and all other costs and expenses whatsoever incurred in connection with the defense of the same, without exception, it being expressly understood that Lessee shall hold the aforementioned indemnitees completely harmless from and against any cost or expense whatsoever in connection therewith.

If Lessor, the Archdiocese of Cincinnati, the Archbishop of Cincinnati, or their respective agents, servants, employees and representatives should be made a party to any litigation instituted by or against Lessee or by or against any person holding by or through or under Lessee or using the Leased Premises by license of Lessee, or for the foreclosure of any lien of any kind, or otherwise arising out of or resulting from any act or transaction or omission of Lessee, or of any such person, Lessee shall immediately pay, or shall immediately reimburse to Lessor if Lessor, the Archdiocese of Cincinnati, the Archbishop of Cincinnati, or their respective agents, servants, employees and representatives have paid, the amount of any judgment rendered against Lessor, the Archdiocese of Cincinnati, the Archbishop of Cincinnati, or their respective agents, servants, employees and representatives or the Leased Premises or any part thereof, and all costs and expenses, including but not limited to reasonable attorneys' fees and court costs and expert witness fees, paid or incurred by the aforementioned indemnitees in or in connection with such litigation.

(b) Lessee's Liability Insurance.

During the term of this Lease, and any extension thereof, Lessee shall, at its own cost and expense, maintain, provide and keep in force by advance payment of premiums: (i) workers' compensation insurance for Lessee's employees and agents as required by Ohio law, including employers' liability insurance in the amount of [REDACTED] per occurrence; and (ii) commercial general liability insurance coverage for the benefit and protection of Lessee and Lessor, as their interests may appear, in a combined single limit amount of not less than [REDACTED] per occurrence, with additional [REDACTED] umbrella coverage, for personal injury, bodily injury and property damage, or in such greater amounts of insurance coverage as Lessor may from time to time reasonably require, and fire legal liability coverage in an amount not less than [REDACTED], insuring against any liability of Lessee, its agents, servants, employees and representatives arising out of or in connection with the use or occupancy of the Leased Premises by Lessee, its agents, servants, employees, representatives, contractors, licensees, invitees or guests. Such commercial general liability insurance policy shall be written on the "caused by any occurrence" rather than on the "caused by accident" basis for bodily injury and property damage liability coverage. Such insurance policy shall be written with a blanket contractual liability endorsement providing automatic coverage for bodily injury or property damage assumed under any type of written contract, including this Lease, in addition to the types of contracts defined in the policy form. Such insurance policy shall be written using a "personal injury" endorsement providing coverage for claims arising out of false arrest, false imprisonment, defamation of character, libel and slander, wrongful eviction and invasion of privacy, and such endorsement shall not contain an exclusion of coverage for claims for "personal injury" brought by employees of an insured. Such insurance policy shall be with a company or companies reasonably acceptable to Lessor and authorized to do business in the State of Ohio, and shall be maintained by Lessee in full force and effect during the entire term of this Lease. The Archbishop of Cincinnati, Trustee for the Members of the Congregation of Our Lady of the Valley Parish, Hamilton County, Ohio, and his successors in office, the Archdiocese of Cincinnati, and the Parish shall be specified as additional insured parties in any such insurance policy, as their interest may appear, and Lessee shall provide Lessor with an ACORD certificate of insurance indicating such policy is in full force and effect and providing for 30 days written notice to Lessor prior to cancellation or material change in the policy. Such insurance coverage shall apply to Lessor and other insureds on a primary basis. Should Lessee fail to carry such insurance or to provide Lessor with the required certificate of insurance after notification from Lessor to do so, Lessor, as Lessee's

agent, shall have the right (but not the obligation) to obtain such insurance and Lessee shall pay the cost thereof to Lessor upon demand. Lessor shall not be limited in the proof of any damages that Lessor may claim against Lessee arising out of or by reason of Lessee's failure to provide and keep in force insurance policies as aforesaid, to the amount of the insurance premium or premiums not paid or incurred by Lessee that would have been payable upon such insurance, but shall also be entitled to recover as damages for such breach the uninsured amount of any liability, loss, damages, expenses, costs of action, suits, interest, fines, penalties, claims and judgments suffered or incurred by Lessor by reason of injury, claim of injury, or occurrence as aforesaid.

Lessee's obligations set forth in this Section 16 shall survive expiration or termination of the Lease.

**17. SURRENDER OF LEASED PREMISES:**

Subject to Lessee's obligations pursuant to Subsection 15(e) of this Lease, at the expiration of the term of this Lease, or at any earlier termination of this Lease pursuant to any provisions hereof, Lessee shall surrender the Leased Premises broom clean, free of all debris, and in as good condition as they were at the beginning of this Lease or as improved during Lessee's occupancy, destruction by fire or other casualty for which Lessee is not liable, reasonable use, ordinary wear and tear and the effects of time excepted, failing which Lessor may restore the Leased Premises, equipment and fixtures to such condition and Lessee shall pay the cost thereof upon demand. All of Lessee's furniture, personal property, inventory and trade fixtures not removed from the Leased Premises on termination of this Lease shall thereupon be conclusively presumed to have been abandoned by Lessee and forthwith become Lessor's property; provided, however, that Lessor may require Lessee to remove such furniture, personal property, inventory or trade fixtures or, as Lessee's agent, may have such items removed at Lessee's expense. Lessee's obligations set forth in this Section 17 shall survive expiration or termination of the Lease.

**18. HOLDING OVER:**

Lessee acknowledges that possession of the Leased Premises must be surrendered to Lessor at the expiration or earlier termination of the term of this Lease. Nothing contained herein shall be deemed to permit Lessee to retain possession of the Leased Premises after the expiration or termination of the term of this Lease. If Lessee holds over in possession after the expiration or termination of the term of this Lease, such holding over shall not operate, except by express mutual written agreement between the parties, to extend or renew this Lease but, in the absence of such agreement, the tenancy thereafter shall continue as a tenancy at will, upon the terms and conditions of this Lease, except that the monthly installment of rent shall be increased to an amount equal to two times the monthly installment due and payable in the month immediately preceding the expiration or termination of the term of this Lease, and either party may thereafter terminate such possession at any time by giving the other party written notice of termination. In the event Lessee so holds over, Lessee shall also indemnify and hold Lessor harmless from loss or liability resulting from such failure to surrender possession of the Leased Premises at the expiration or earlier termination of the term, including any claims made by any succeeding tenant founded on such failure.

**19. DEFAULT AND REMEDIES:**

(a) The following events shall constitute events of default: (1) if any installment of rent or any other sums required to be paid by Lessee hereunder, or any part thereof, shall at any time be in arrears and unpaid for 10 days after it is due; or (2) if there is any default on the part of Lessee in the observance or performance of any of the other covenants, agreements, or conditions of this Lease on the part of Lessee to be kept and performed, and said default shall continue for a period of 30 days after written notice thereof from Lessor to Lessee (unless such default cannot reasonably be cured within 30 days and Lessee shall have commenced to cure said default within said 30 days and shall continue diligently to pursue the curing of the same); or (3) if Lessee shall file a petition in bankruptcy or be adjudicated a bankrupt, or file any petition or answer seeking any reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief for itself under any present or future federal, state or other statute, law or regulation, or make an assignment for the benefit of creditors, or if any trustee, receiver or liquidator of Lessee or of all or any substantial part of its properties or of the Leased Premises shall be appointed in any action, suit or proceeding by or against Lessee and such proceeding or action shall not have been dismissed within 30 days after such appointment; or (4) if the leasehold estate hereby created shall be taken on execution or by other process of law, except eminent domain; or (5) if Lessee shall vacate, abandon or fail to use the Leased Premises for a period in excess of 30 days for the use for which it was leased as stated in Section 4, then and in any of such cases regardless of any waiver or consent to any earlier event of default, Lessor, at its option, may exercise any and all remedies available to Lessor under law or equity, all of such rights and remedies to be cumulative and not exclusive, including without limitation the following:

(1) Lessor may terminate this Lease on written notice to Lessee and this Lease shall terminate on the date specified therein and Lessee shall quit and surrender the Leased Premises by said date and remain liable as set forth below.

(2) Lessor may enter upon the Leased Premises forthwith or at any subsequent time without notice or demand (which notice or demand is hereby expressly waived by Lessee) and thereby terminate the estate hereby created and expel Lessee and those claiming under it and remove their effects without being guilty of any manner of trespass and Lessee shall remain liable as set forth below, and Lessee further agrees that if Lessor shall cause Lessee's goods or effects to be removed from the Leased Premises pursuant to the terms hereof or of any court order, Lessor's act of so removing such goods or effects shall be deemed to be the act of and for the account of Lessee.

(3) In the event of termination under (1) or (2) above, Lessor, at its option, may (i) accelerate and declare the entire remaining unpaid rent and any and all other moneys payable under this Lease for the balance of the term hereof to be immediately due and payable, or (ii) Lessor shall be entitled, at its option, to obtain from Lessee, and Lessee shall pay to Lessor as current liquidated damages (y) the base rent and other amounts payable hereunder up to the time of termination and (z) thereafter until the expiration of the then current term hereof, whether or not the Leased Premises shall be relet and as and when due in accordance with the provisions hereof, the base rent and other sums payable hereunder as if this Lease had remained in effect less the net proceeds to Lessor of any reletting of the Leased Premises, after deducting all expenses in connection with such reletting, including without limitation, all costs, fees and expenses of repossession, brokers, advertising, attorneys, courts, repairing, cleaning, repainting, and remodeling the Leased Premises for reletting.

(4) Without waiving its rights to terminate at any time under (1) and (2) above, Lessor may continue this Lease in effect for the remainder of the then current term or any extension and Lessee shall remain liable and obligated under all of the covenants and conditions hereof during said period and shall pay as and when due the base rent and other amounts payable hereunder as if Lessee had not defaulted hereunder. In such event Lessor may relet the Leased Premises for the account of Lessee crediting the rent received on such reletting to amounts owing by Lessee hereunder. Lessee hereby constitutes Lessor its attorney-in-fact to take any and all actions necessary or incidental to such reletting. Such continuance of this Lease shall not constitute any waiver or consent by Lessor of or to said default or any subsequent default.

(b) In addition to the foregoing remedies and regardless of which remedies Lessor pursues, Lessee covenants that it will indemnify Lessor from and against any loss and damage directly or indirectly sustained by reason of any termination resulting from any event of default as provided above or the enforcement or declaration of any of the rights or remedies of Lessor or obligations of Lessee, whether arising under this Lease or granted, permitted or imposed by law or otherwise. Lessor's damages hereunder shall include, but shall not be limited to, any loss of rent prior to or after reletting the Leased Premises, broker's commissions, advertising costs, reasonable costs of repairing, cleaning, repainting and remodeling the Leased Premises for reletting, moving, and storage charges incurred by Lessor in moving Lessee's property and effects and legal costs and reasonable attorneys' fees incurred by Lessor in any proceedings resulting from the Lessee's default, collecting any damages hereunder, obtaining possession of the Leased Premises by summary process or otherwise or reletting the Leased Premises, or the enforcement or declaration of any of the rights or remedies of Lessor or obligations of Lessee, whether arising under this Lease or granted, permitted or imposed by law or otherwise.

(c) In the event that any court or governmental authority shall limit any amount which Lessor may be entitled to recover under this Lease, Lessor shall be entitled to recover the maximum amount permitted under law. Nothing in this Section or this Lease shall be deemed to limit Lessor's recovery from Lessee of the maximum amount permitted under law or of any other sums or damages which Lessor may be entitled to so recover in addition to the damages set forth herein.

## 20. REMEDIES:

No remedy herein or otherwise conferred upon or reserved to Lessor shall be considered exclusive of any other remedy but the same shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity or by statute, and every power and remedy given by this Lease to Lessor may be exercised from time to time and as often as the occasion may rise or as may be deemed expedient. No delay or omission of Lessor to exercise any right or power arising from any default shall impair any such right or power or shall be construed to be a waiver of any such default or any acquiescence therein.

No waiver of any breach of any of the covenants of this Lease shall be construed, taken or held to be a waiver of any other breach or waiver, acquiescence in or consent to any further or succeeding breach of the same covenant.

The rights herein given to receive, collect, sue for or distrain for any rent or rents, monies or payments, or to enforce the terms, provisions and conditions of this Lease, or to prevent the breach



of non-observance thereof, or the exercise of any such right or of any other right or remedy hereunder or otherwise granted or arising, shall not in any way affect or impair or toll the right or power of Lessor to declare the term hereby granted ended and to terminate this Lease as herein provided because of any default in or breach of any of the covenants, provisions or conditions of this Lease.

21. LAWS, ORDERS:

Lessee shall comply at its cost and expense with all laws, orders and regulations of federal, state, county and municipal authorities, and with any direction or recommendation of any public officer and officers, pursuant to law, or any reasonable request of any insurance company carrying any insurance on the Leased Premises, and any insurance inspection or rating bureau, which shall impose any duty upon Lessor or Lessee with respect to the Leased Premises, or the use or occupation thereof, and shall bear all costs of any kind or nature whatsoever occasioned by or necessary for compliance with the same, including but not limited to maintaining certifications for or related to the boiler, elevator, fire department and health department and promptly correcting any deficiencies noted during certification-related inspections. If, during the term of this Lease, any law, regulation or rule requires that an alteration, repair, addition or other change of a permanent nature, whether structural or otherwise, be made to the Leased Premises, such work is to be done at Lessee's expense. Lessor is a religious organization or entity controlled by a religious organization and is therefore exempt from the provisions of the Americans with Disabilities Act of 1990, as provided in Section 307 thereof. Therefore Lessee, at its sole cost and expense, shall at all times during the term of this Lease comply with the Americans With Disabilities Act of 1990, as it may be amended from time to time; provided however, Lessor shall not interfere with such compliance.

22. QUIET POSSESSION:

Lessor agrees with Lessee that Lessee, paying the rents and observing and keeping the covenants of this Lease on Lessee's part to be kept, shall lawfully, peaceably, and quietly hold, occupy and enjoy the Leased Premises during said term without any let, hindrance, ejection, or molestation by Lessor or by any person or persons lawfully claiming under it.

23. ENTIRE AGREEMENT:

This Lease constitutes the entire agreement between the parties and supersedes any and all other agreements between them relating to the Leased Premises. Any provision or provisions of this Lease which shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provision hereof, and the remaining provisions hereof shall nevertheless remain in full force and effect.

24. WAIVER:

No provision of this Lease shall be altered, waived, amended or extended, except in writing signed by both parties. Lessor shall not be considered to have waived any of the rights, covenants or conditions unless evidenced by its written waiver; and the waiver of one default or right shall not constitute the waiver of any other. The acceptance of rent, or a part thereof, shall not be construed to be a waiver of any breach or condition of this Lease.

25. SUCCESSORS AND ASSIGNS:

Subject to Section 12 hereof, this Lease and all of its terms, covenants, and provisions shall inure to the benefit of and be binding upon the parties and their respective successors and assigns.

26. NOTICE:

Any notice, demand or request required or permitted to be given under the provisions of this Lease shall be in writing, including by facsimile, and shall be deemed to have been duly delivered and received on the date of personal delivery, on the third day after deposit in the U.S. mail if mailed by registered or certified mail, postage prepaid and return receipt requested, on the day after delivery to a nationally recognized overnight courier service if sent by an overnight delivery service for next morning delivery or when dispatched by facsimile transmission (with the facsimile transmission confirmation being deemed conclusive evidence of such dispatch) and shall be addressed to the following addresses, or to such other address as any party may request, in the case of Lessor, by notifying Lessee, and in the case of Lessee, by notifying Lessor:

To Lessor: Our Lady of the Valley Parish  
c/o Archdiocese of Cincinnati  
Attention: Director of Property Management  
100 East Eighth Street  
Cincinnati, OH 45202  
[REDACTED]

And to: c/o Graydon Head & Ritchey LLP  
Attention: Daniel E. Reitz, Esq.  
312 Walnut Street, Suite 1800  
Cincinnati, OH 45202  
[REDACTED]

And to: Our Lady of the Valley Parish  
Attention: Angie Touvelle  
330 W. Vine Street  
Cincinnati, Ohio 45215

To Lessee: Cincinnati Classical Academy  
c/o Board of Directors  
Attention: Jed A. Hartings  
3836 Monet's Ln  
Cincinnati, OH 45241

And to: Dickinson Wright PLLC  
Attn: Adam Schira, Esq.  
150 E Gay St, 24<sup>th</sup> Fl  
Columbus, OH 43215  
[REDACTED]

27. BROKERS:

Lessee represents and warrants to Lessor that Lessee has not employed the services of a real estate broker in connection with this transaction. Lessee agrees to indemnify and save and hold Lessor harmless from and against any claims by any other broker, finder, agent or other person claiming a commission or other form of compensation by virtue of having dealt with Lessee with regard to this transaction. The provisions of this Section 27 shall survive termination of this Lease.

28. GOVERNING LAWS:

This Lease shall be interpreted under the laws of the State of Ohio, and the parties hereby consent to service of process, personal jurisdiction and venue in the courts of general jurisdiction of Hamilton County, Ohio, and any federal court with concurrent jurisdiction, with respect to any action or proceeding brought to enforce any liability under this Lease. Lessee hereby knowingly and voluntarily waives the right to a jury trial in any action, proceeding, or permissive counterclaim involving any matters whatsoever arising out of or in any way connected with the Lease, the relationship of Lessor and Lessee, Lessee's use or occupancy of the Leased Premises, or any claim for injury or damage.

29. RELATIONSHIP OF PARTIES:

At all times during this Lease, the school operated by Lessee shall be a public school. Neither Lessee nor the school operated by Lessee are, or shall be construed to be affiliated with, supported by or under the control of Lessor, the Parish, or the Archdiocese of Cincinnati. Employees of Lessee and the school are not, and shall not be construed by any third party to be, employed by, or under the direction and control of Lessor, the Parish, or the Archdiocese of Cincinnati. Lessor and Lessee agree that the relationship between them is that of landlord and tenant. Nothing herein contained shall be considered as in any way constituting a partnership or joint venture between Lessor and Lessee, and the Lessee shall not in any way hold itself out to be an agent of or affiliated with Lessor in any way other than as its tenant, and Lessee shall have no power or authority to bind Lessor or to act on its behalf. Lessee shall not purchase any goods or property or incur any debt of any nature whatsoever on the credit of Lessor, the Parish, or the Archdiocese of Cincinnati. In soliciting contributions, whether monetary or otherwise, for its support, Lessee shall not in any manner use the name of Lessor, the Parish, or the Archdiocese of Cincinnati or imply any affiliation with Lessor, the Parish, or the Archdiocese of Cincinnati.

30. EXCULPATION:

Lessee acknowledges and agrees that the liability of Lessor under this Lease shall be limited to Lessor's interest in the Leased Premises, and any judgments rendered against Lessor shall be satisfied solely out of the proceeds of sale of its interest in the Leased Premises which have been received by Lessor. No personal judgment shall lie against Lessor upon extinguishment of its rights in the Leased Premises and any judgments so rendered shall not give rise to any right of execution or levy against Lessor's other assets or the assets of the Archdiocese of Cincinnati, or any parish, school, or organization of the Archdiocese of Cincinnati. The provisions hereof shall inure to Lessor's successors and assigns.

31. LESSEE'S ENVIRONMENTAL COVENANTS:

(a) Lessee covenants and agrees that during the term of this Lease, neither Lessee nor any of Lessee's agents, employees, contractors, invitees, assignees, or sublessees shall cause any Hazardous Material to be brought upon, kept, or used in, on, or about the Leased Premises, or transported to or from the Leased Premises without the prior written consent of Lessor, at Lessor's sole discretion. Any request by Lessee for Lessor's consent shall also document and evidence to Lessor's satisfaction that the Hazardous Material: (1) is necessary or useful to Lessee's use of the Leased Premises; (2) would be used, kept, stored, and disposed of in a manner that fully complies with all laws, rules, statutes, ordinances, orders, requirements, or policies of any governmental agency or authority or any fire insurance underwriters applicable to any such Hazardous Material (collectively "Hazardous Material Laws"); and (3) would not substantially increase the risk of fire or other casualty to the Leased Premises. Lessee covenants and agrees that to the extent Lessee or any of Lessee's agents, employees, contractors, invitees, assignees, or sublessees shall cause any Hazardous Material to be kept, used, or present in, on, or about the Leased Premises, Lessee shall ensure that such Hazardous Material is in full compliance with Hazardous Material Laws. If Lessee breaches any of its obligations contained in this Section, or if any act or omission of Lessee or any of its agents, employees, contractors, invitees, assignees, or sublessees causes any Hazardous Material to be discharged or released from, on, or in the Leased Premises or any adjoining property, then Lessee shall indemnify Lessor against and hold Lessor harmless from, any and all claims, judgments, damages, penalties, fines, costs, liabilities, losses, and expenses (including, without limitation, attorneys' fees, consultant fees, and expert fees) arising during or after the term of this Lease as a result of that breach or that discharge or release. This indemnification includes, without limitation, costs incurred in connection with the investigation of site conditions or any cleanup, repair, removal, or detoxification work required by any federal, state, or local governmental agency or political subdivision. Without limiting the foregoing, if the presence of any Hazardous Material from, on or in the Leased Premises caused by Lessee or any of Lessee's agents, employees, contractors, invitees, assignees, or sublessees results in any discharge or release of Hazardous Material from, in, or on the Leased Premises or any portion of Leased Premises, Lessee shall promptly take all actions, at its sole expense, as necessary or appropriate to return the Leased Premises to the condition existing before that discharge or release; provided, however, Lessee shall first obtain Lessor's prior approval, including, without limitation, approval of any contractors Lessee proposes to hire to perform the remedial work.

(b) As used herein, the term "Hazardous Material" means any hazardous or toxic substance, material, or waste which is or becomes regulated by any local governmental authority, the State of Ohio, or the United States government. The term "Hazardous Material" includes, without limitation, any material or substance which is (i) designated as a "hazardous substance" pursuant to section 311 of the Federal Water Pollution Control Act, 33 U.S.C. §1321; (ii) defined as a "hazardous waste" pursuant to section 1004 of the Federal Resource Conservation and Recovery Act, 42 U.S.C. §6901 et seq. (42 U.S.C. §6903) and any other applicable state or local law or regulation; (iii) defined as a "hazardous substance" pursuant to section 101 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. §9601 et seq; (iv) crude oil, petroleum and fractions or distillates thereof; or (v) any infectious waste or medical waste as defined by any applicable federal or state laws or regulations.

(c) Throughout the duration of the term of this Lease, Lessee shall supply (promptly upon receipt thereof) to Lessor a copy of any notice, order, directive, claim or other documentation delivered to, served upon or received by Lessee or its agents from any governmental authority, entity or third party regarding any violation or potential violation of local, state or federal environmental laws or regulations affecting the Leased Premises or Lessee's operations thereon.

32. SUBORDINATION AND ESTOPPEL:

(a) Subordination. This Lease is and shall automatically be subject and subordinate to any and all mortgages and other security instruments now existing, or which may hereafter be made by Lessor, its successors or assigns covering the Leased Premises, and for the full amount of all advances made or to be made thereunder (without regard to the time or character of such advances), together with interest thereon, and subject to all the terms and provisions thereof and to any renewals, extensions, modifications and consolidations thereof; and Lessee covenants to promptly make, execute, acknowledge and deliver within ten (10) days after written request by Lessor or its lender(s) any and all documents requested by Lessor or its lender(s) which are or may be necessary or desirable for more fully and certainly assuring the subordination of this Lease to any such mortgages or other security instruments; provided, however, that any person or persons purchasing or otherwise acquiring any interest at any sale and/or other proceedings under such mortgages or other security instruments may elect to continue this Lease in full force and effect in the same manner, and with like effect as if such person or persons had been named as Lessor herein, and in the event of such election, this Lease shall continue in full force and effect as aforesaid, and Lessee hereby attorns and agrees to attorn to such person or persons.

(b) Estoppel. Within ten (10) days after being requested to do so by Lessor, Lessee shall execute, acknowledge and deliver to Lessor (or, at Lessor's request, to any existing or prospective purchaser, transferee, assignee or mortgagee of any or all of the Leased Premises or any interest therein or any of Lessor's rights under this Lease), a written certification with regard to the Lease in such form as Lessor and/or any other party to whom such certificate is being delivered, may request, including, without limitation (i) indicating that this Lease is unmodified and in full force and effect (or, if there has been any modification thereof, that it is in full force and effect as so modified, stating therein the nature of such modification, identifying such modification and attaching copies thereof); (ii) identifying the dates to which the rent and other charges arising hereunder have been paid; (iii) indicating the amount of any prepaid rent or any credit due to Lessee hereunder; (iv) stating that Lessee has accepted possession of the Leased Premises and the date on which the term commenced; and (v) stating as to whether Lessor or Lessee is then in default in performing any of its obligations hereunder (and, if so, specifying the nature of each such default).

33. MISCELLANEOUS:

(a) Delays and Inability to Perform. In the event that Lessor shall be delayed or hindered in or prevented from the performance of any act required hereunder by reason of strikes, lockouts, inability to procure labor or materials, failure of power, restrictive governmental laws or regulations, riots, insurrection, acts of terrorism, war, fire or other casualty or other reason of a similar or dissimilar nature beyond the reasonable control of Lessor, then performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be

extended for a period equivalent to the period of such delay. If such delay prevents the Lessee from taking possession of the Leases Premises, rent shall be abated for the affected time period.

(b) Recording. This Lease shall not be recorded in the Hamilton County Land Records. Provided however, Lessee may record a memorandum of lease in a form acceptable to Lessor.

(c) Corporate Execution. The person executing this Lease on behalf of Lessee hereby covenants and warrants relative to Lessee that: Lessee is a duly constituted non-profit corporation in good standing under the laws of the State of Ohio; all franchise taxes have been paid to date; all future forms, reports, fees and other documents necessary to comply with applicable laws will be filed when due; and such person is duly authorized by the governing body of such non-profit corporation to execute and deliver this Lease on behalf of the non-profit corporation.

(d) Counterparts. This Lease may be executed in several counterparts, including faxed counterparts, each of which shall be deemed an original.

(e) Legal Expenses. If Lessee defaults in its obligation under this Lease, Lessee agrees to pay on demand Lessor's expenses, including but not limited to attorneys' fees, expenses and administrative hearing and costs, incurred either directly or indirectly in enforcing such obligations.

(f) Headings. The headings as to the contents of particular paragraphs herein are intended only for convenience and are in no way to be construed as a part of this Lease or as a limitation of the scope of the particular paragraphs to which they refer.

(g) Survival of Obligations. All obligations of Lessee hereunder not fully performed as of the expiration or earlier termination of the term of this Lease shall survive the expiration or earlier termination of the term hereof.

(h) Independent Covenants. Except as provided elsewhere herein, Lessee's covenants to pay rent and other sums due hereunder are independent of Lessor's covenants hereunder and Lessee shall have no right to withhold or set off any such payments on account of any alleged failure by Lessor to perform or comply with any of Lessor's covenants.

(i) "Lessor" means Owner. Anything in this Lease to the contrary notwithstanding, the term "Lessor" shall be limited to mean and include only the then owner of the Leased Premises, or tenant under any underlying or ground lease of the Leased Premises, and not any predecessor owner or tenant.

(j) Lien. Lessee hereby assigns, pledges, transfers and grants to Lessor a security interest in all of Lessee's goods, wares, merchandise, inventory, furniture, fixtures, machinery, equipment and other personal property of Lessee now or in the future situated on or in the Leased Premises, and this Lease shall constitute a security agreement under the Uniform Commercial Code as adopted by the State of Ohio. None of the goods, wares, merchandise, inventory, furniture, fixtures, machinery, equipment or other personal property of Lessee situated on or in the Leased Premises (now or in the future) shall be removed from the Leased Premises without the prior written consent of Lessor unless all rent, and all other charges and sums then due to Lessor shall have been paid and discharged in full, and no default by Lessee has occurred. Upon the occurrence of an event of default

by Lessee under this Lease, Lessor shall have the option, in addition to any other remedies provided at law, in equity or under this Lease to enter into the Leased Premises with or without the permission of Lessee and take possession of any and all goods, wares, merchandise, inventory, furniture, fixtures, machinery, equipment and other personal property of Lessee situated on or in the Leased Premises without liability for trespass or conversion and to enforce the first lien and security interest hereby granted in any manner provided by law. Lessee hereby acknowledges and agrees that Lessor shall have the right to, from time to time, file with the Ohio Secretary of State and other applicable governmental entities UCC Financing Statements evidencing the foregoing lien in favor of Lessor.

(k) Lease Effective on Execution. Submission of this instrument for examination or signature by Lessee does not constitute a reservation of or option for lease, and it is not effective as a lease or otherwise until execution and delivery by both Lessor and Lessee.

(l) Time of the Essence. Time is of the essence in this Lease.

34. SECURITY DEPOSIT:

Lessor acknowledges that Lessee has paid a security deposit in the amount of [REDACTED] as security for the performance of Lessee's obligations hereunder, including the payment of all rent. In the event of a default by Lessee, Lessor at its option may apply such part of the Security Deposit as may be necessary to cure the default, and if Lessor does so, Lessee shall, within five (5) days after receipt of demand therefore, redeposit with Lessor an amount equal to that so applied so that Lessor will have the full Security Deposit on hand at all times during the term of this Lease. The security deposit shall be non-refundable, but provided Lessee is not in default hereunder, the balance of the security deposit shall be applied to the final rent payment due hereunder. In the event of a sale or leasing of the land and building of which the Leased Premises form a part, Lessor shall have the right to transfer the Security Deposit to the vendee or lessee and Lessor shall thereupon be released by Lessee from all liability for the return of the Security Deposit; and Lessee agrees to look solely to the new landlord for the return of the Security Deposit; and it is agreed that the provisions hereof shall apply to every transfer or assignment made of the Security Deposit to a new landlord.

[SIGNATURES ARE ON THE FOLLOWING PAGE]

EXECUTED on the day and year provided below.

LESSEE:

LESSOR:

Cincinnati Classical Academy,  
an Ohio non-profit corporation

By:   
Name: Jed Hartings, PhD  
Title: Board of Directors, President

Dennis M. Schnurr, Archbishop of Cincinnati,  
Trustee for the Members of the Congregation  
of Our Lady of the Valley Parish, Hamilton  
County, Ohio

Date: December 23, 2021

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

STATE OF OHIO            )  
                                          )  
COUNTY OF HAMILTON    )

This is an acknowledgement clause. No oath or affirmation was administered to the signer. The foregoing instrument was acknowledged before me this \_\_\_\_\_ day of \_\_\_\_\_, 2021, by Dennis M. Schnurr, unmarried, Archbishop of Cincinnati, Trustee for the Members of the Congregation of Our Lady of the Valley Parish, Hamilton County, Ohio.

\_\_\_\_\_  
Notary Public  
My commission expires: \_\_\_\_\_

STATE OF OHIO            )  
                                          )  
COUNTY OF HAMILTON    )

This is an acknowledgement clause. No oath or affirmation was administered to the signer. The foregoing instrument was acknowledged before me this 23rd day of DEC, 2021, by JED A HARTINGS, the Board President of Cincinnati Classical Academy, an Ohio non-profit corporation, on behalf of the corporation.



My commission expires: FEB 11th 2026



Hambarsoon Gharibian  
Notary Public, State of Ohio  
My Commission Expires:  
February-11-2026



ed below.

LESSOR:



Dennis M. Schnurr, Archbishop of Cincinnati, Trustee for the Members of the Congregation of Our Lady of the Valley Parish, Hamilton County, Ohio

Date: 12/29/2021

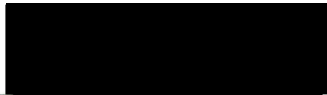
Date: December 23, 2021

STATE OF OHIO )  
COUNTY OF HAMILTON )

This is an acknowledgement clause. No oath or affirmation was administered to the signer. The foregoing instrument was acknowledged before me this 29<sup>th</sup> day of December, 2021, by Dennis M. Schnurr, unmarried, Archbishop of Cincinnati, Trustee for the Members of the Congregation of Our Lady of the Valley Parish, Hamilton County, Ohio.



LINDA J. HEIDI  
Notary Public, State of Ohio  
My Commission Expires 03-18-2024



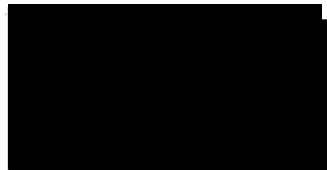
Notary Public  
My commission expires: March 18, 2024

STATE OF OHIO )  
COUNTY OF HAMILTON )

This is an acknowledgement clause. No oath or affirmation was administered to the signer. The foregoing instrument was acknowledged before me this 23<sup>rd</sup> day of DEC, 2021, by JED A HARTINGS, the Board President of Cincinnati Classical Academy, an Ohio non-profit corporation, on behalf of the corporation.

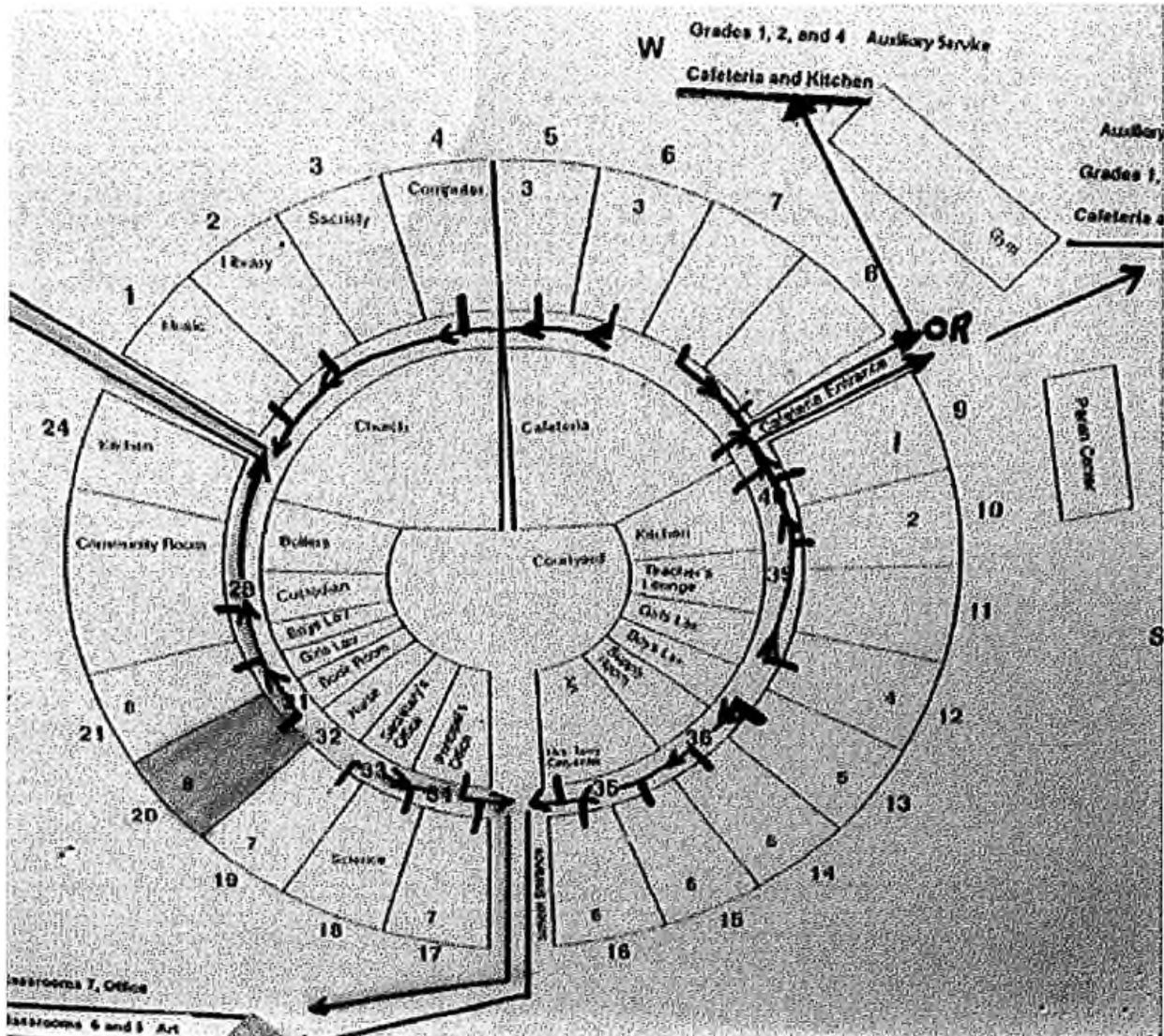


Hambarsoon Gharibian  
Notary Public, State of Ohio  
My Commission Expires:  
February-11-2026



My commission expires: FEB 11th 2026

EXHIBIT A



11357301.4

## EXHIBIT B

Agreed upon repairs and work to be completed by Lessor prior to April 1, 2022 include:

### SCHOOL

Put lock on area with high voltage sign.

Install weatherproof cover for exterior outlets.

Install GCFI for all exterior, garage, and bathroom and kitchen receptacles, including near water fountain.

Repair or replace GCFI on side of gym.

Outlets in room 9 are inoperative/no power.

Repair or replace light switch in secretary office (not working properly).

Replace faucet in art room 35.

Install missing window screens in bathrooms.

Repair window in room 18 (shot by BB gun).

Install protection for gas valve on exterior.

Lock and secure transformer area.

Repair or replace two sinks loose in boys' bathroom near front of school.

### GYM

Take necessary steps to ensure fire system in kitchen is compliant (inspection sticker says noncompliant).

Repair or replace GCFI in bathroom and on exterior by electric meter.

Inspect water heater and replace if recommended.

Fix leaking faucet at stem in girls' bathroom.

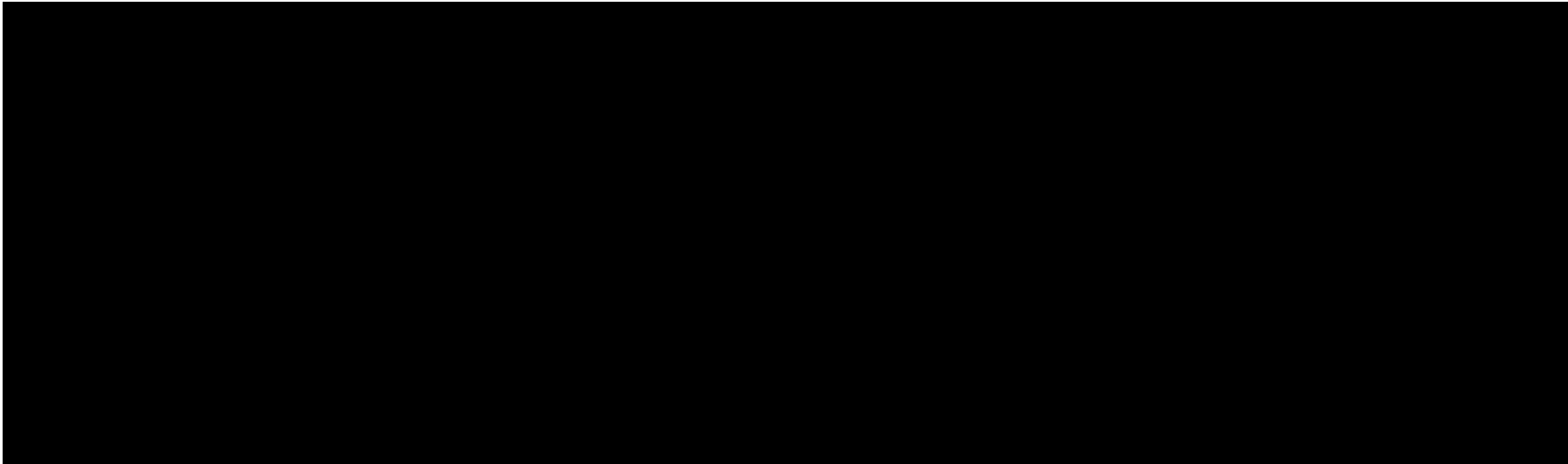
### PARISH OFFICE

Install GCFI on exterior outlets.

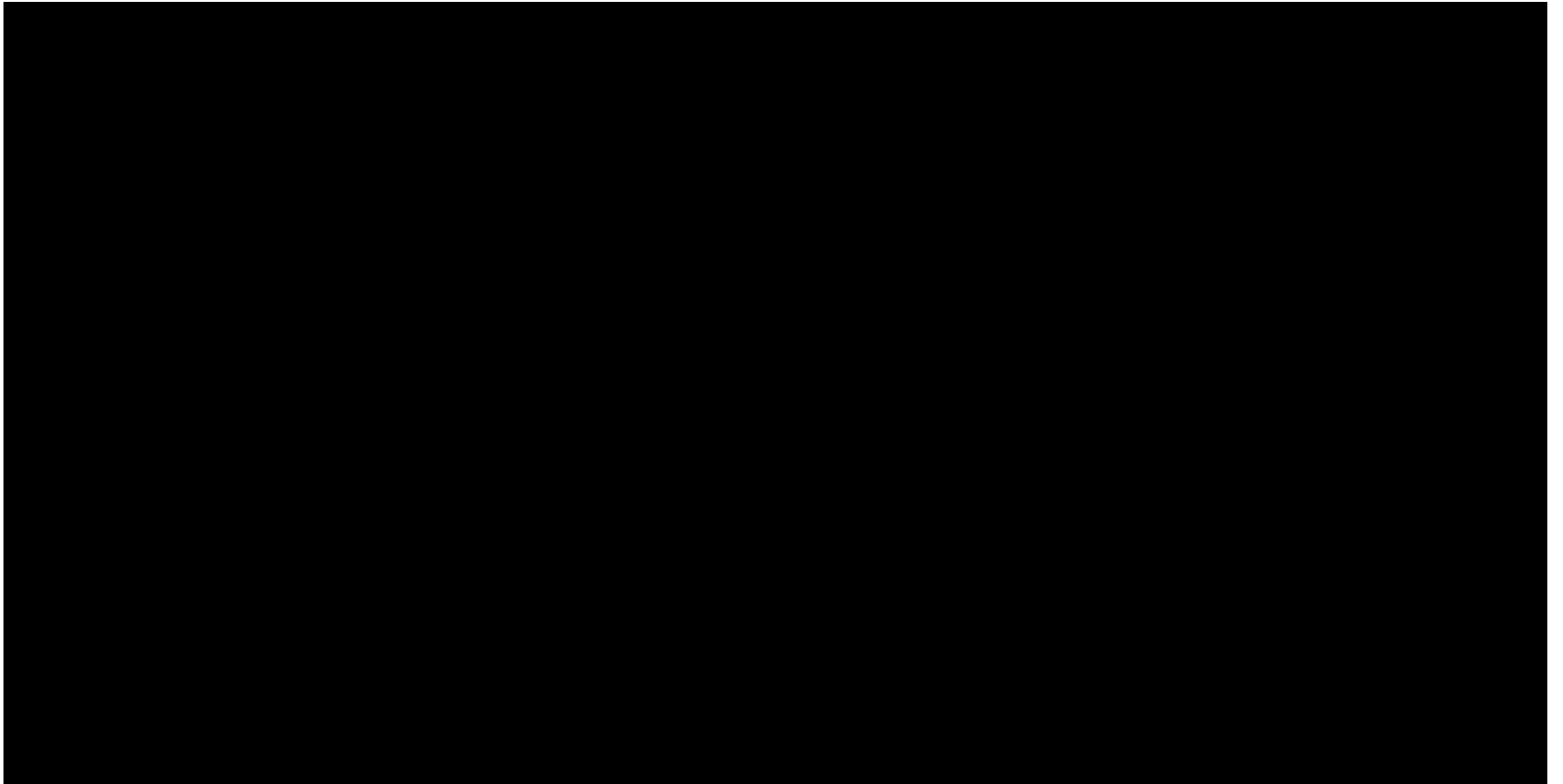
Complete HVAC and water heater service.

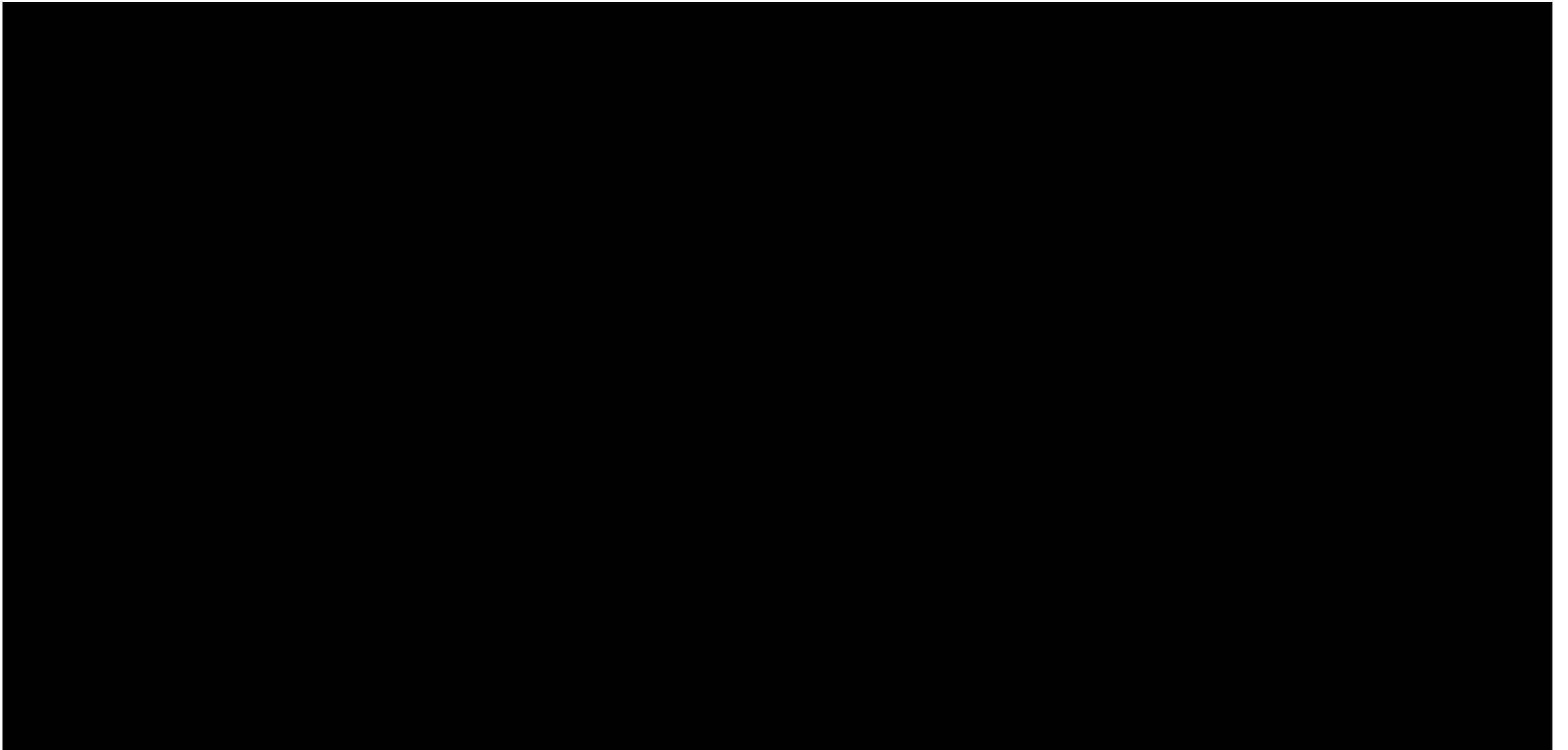
**Allocations Summary by Category**

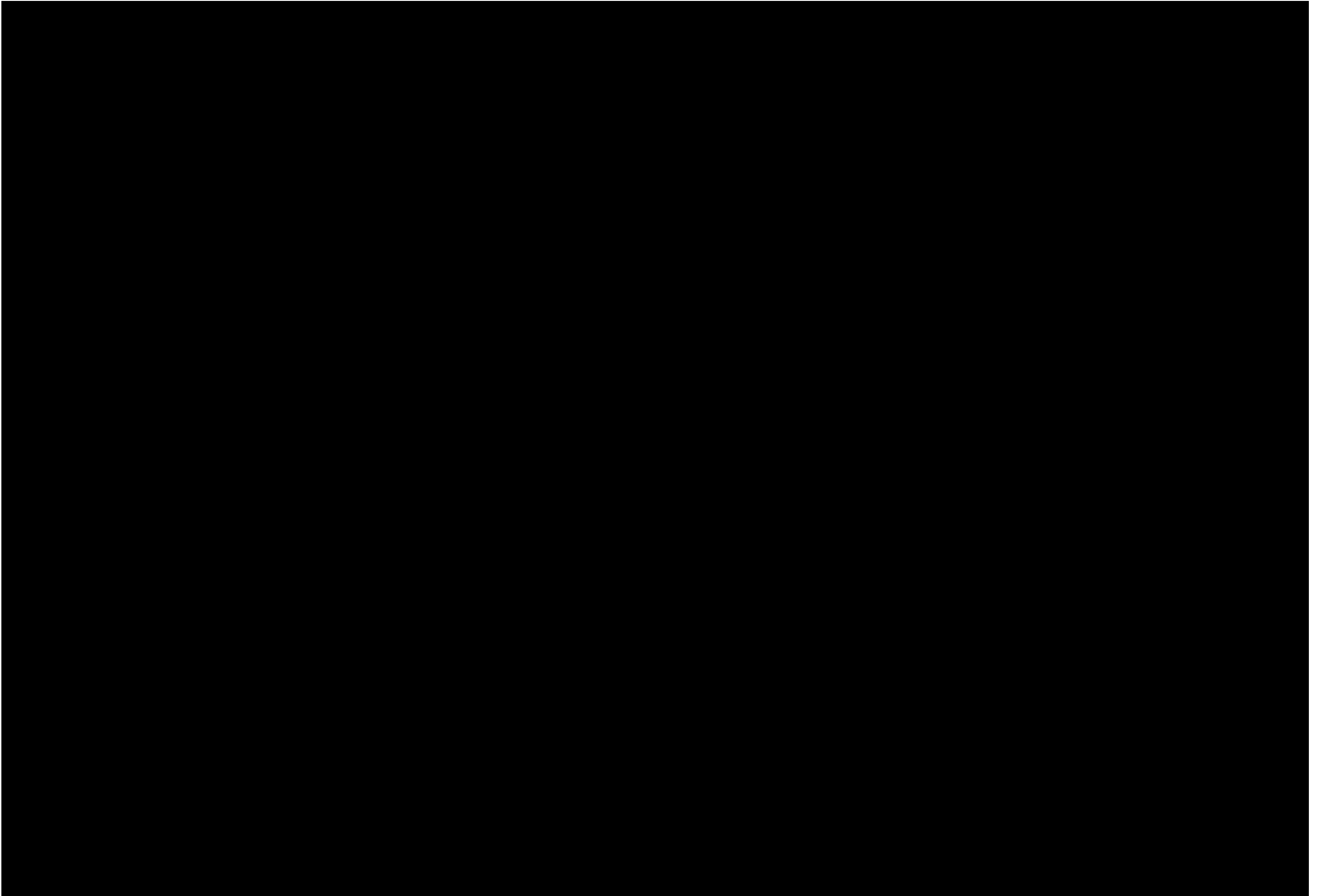
**Total Allocations by Grant**

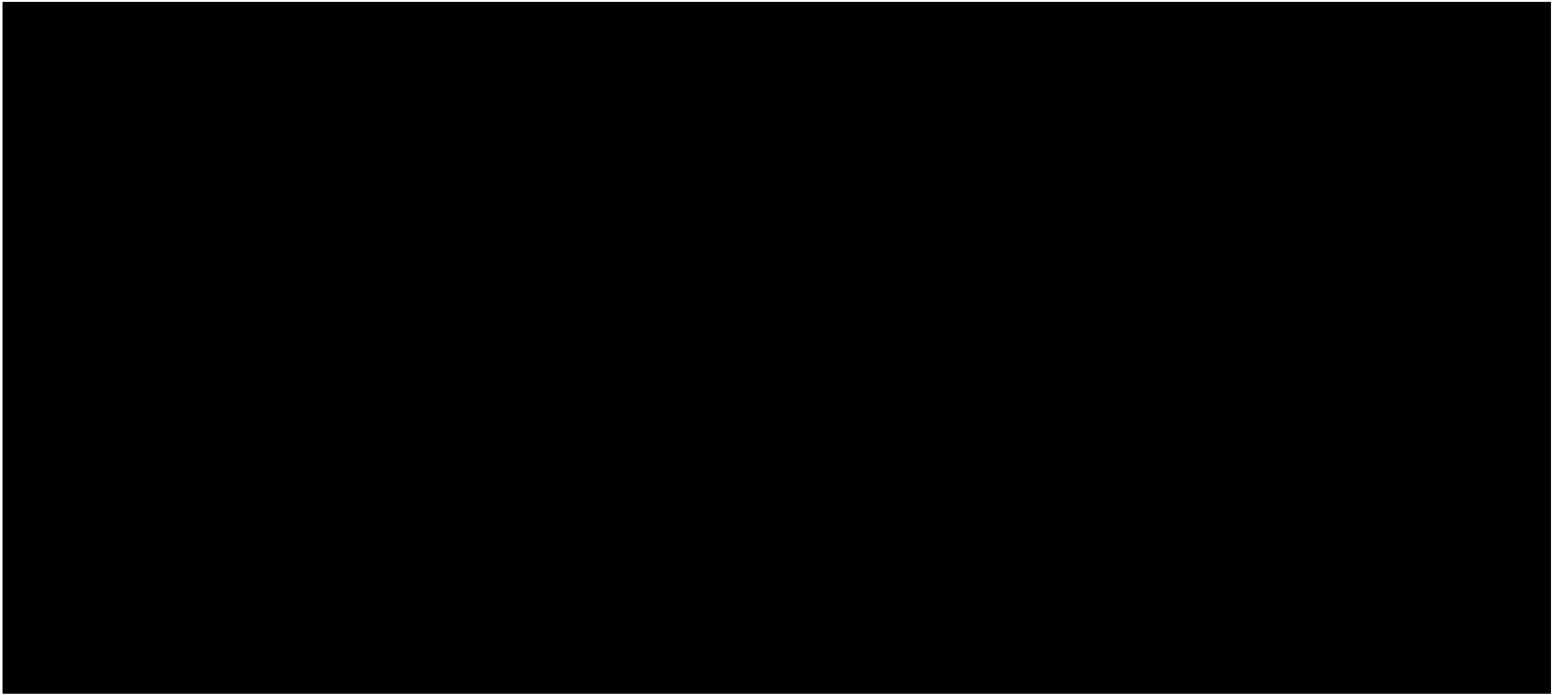


-\$9.00

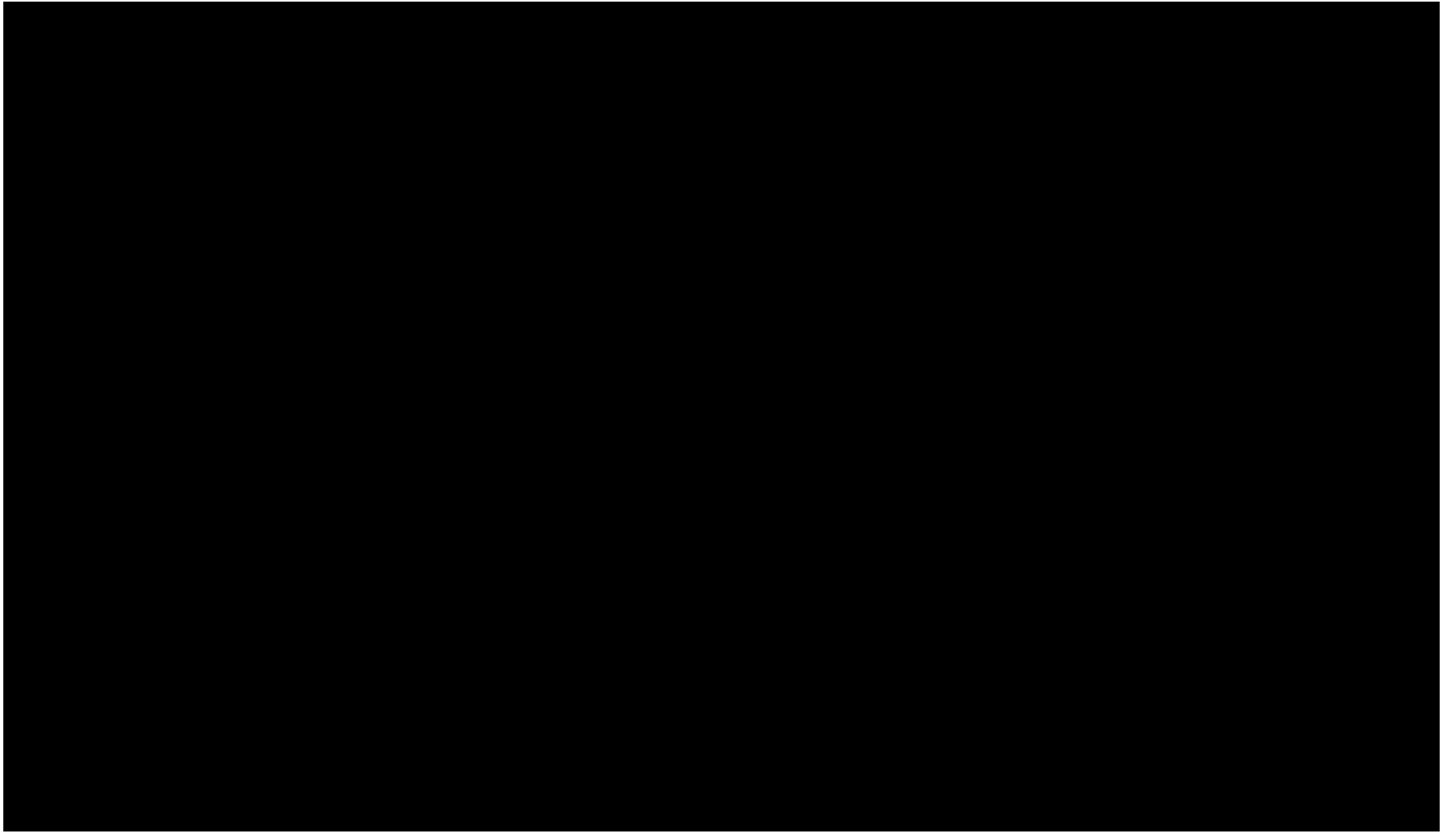


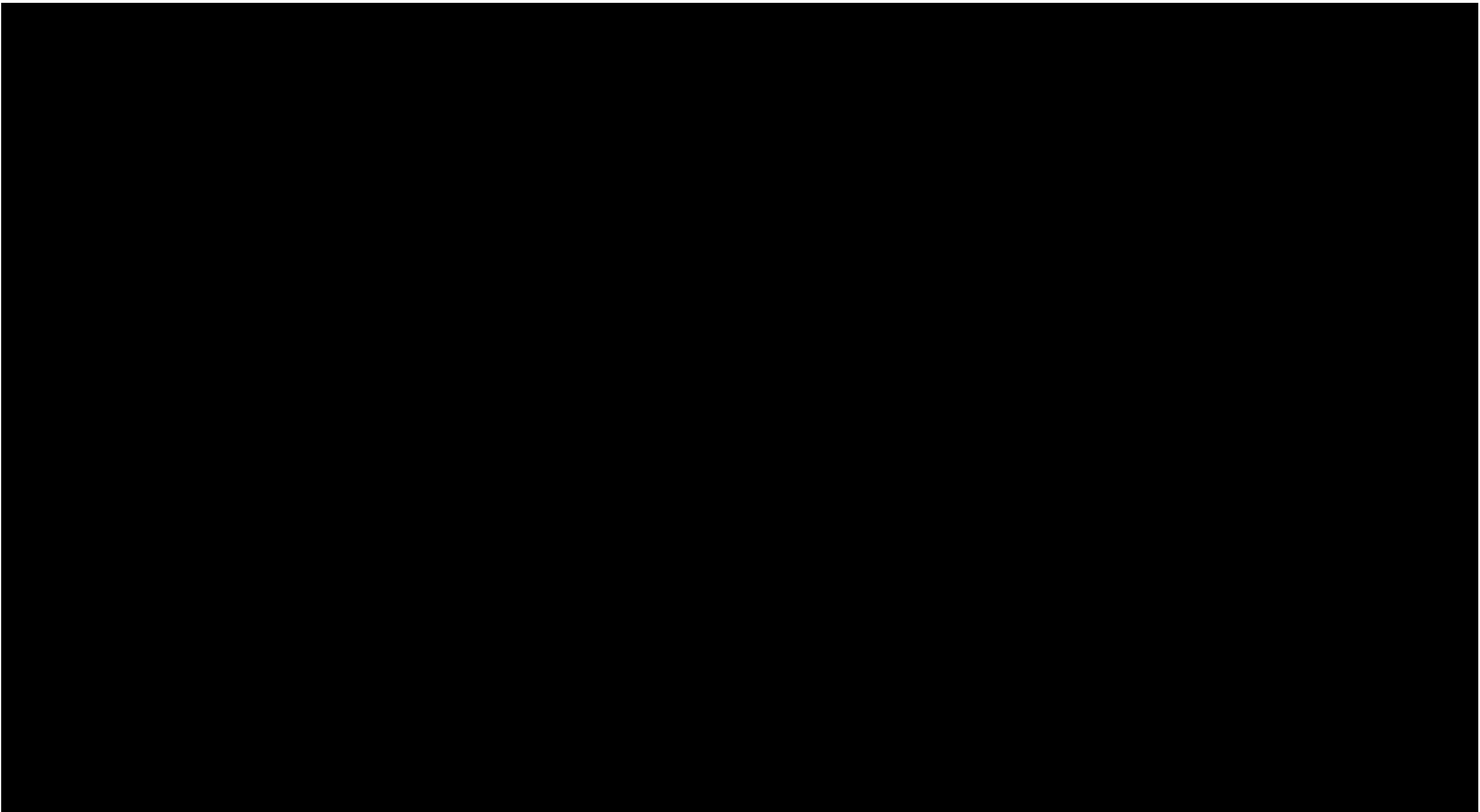












Total

\$

-



## G13 - Marketing Plan

### School Information and Demographics

The mission of Cincinnati Classical Academy (“CCA” or the “School”) is to train the minds and nourish the hearts of young men and women through a content-rich classical curriculum in the liberal arts and sciences, with instruction in moral character and civic virtue. The vision of CCA is to develop a citizenry with strong language and analytic skills, an understanding of the natural world and our nation, and an appreciation of the Good, the True, and the Beautiful as revealed through our Western civilization history.

The Cincinnati Classical Academy (CCA) opened and brought a classical education model to the Reading School District target area of Cincinnati, Ohio as detailed within this application. The School opened with Kindergarten through 6<sup>th</sup> grade and expands enrollment by adding one grade level and additional classes each year. CCA opened in August 2022 with grades K-6, enrolling 455 students. The School has added additional classes to lower grades as well as grade 7 for the upcoming year for a total enrollment of 600 in 2023-24. Grade 8 and the high school will be developed as students advance to those grade levels in future years.

To fulfill the mission, CCA will offer 1) **effective teachers and leaders** trained in curriculum and systems to facilitate academic and behavioral practices leading students to be independent and responsible human beings, and best practices and compliance to guide a consistently compliant and financially sound community school, 2) opportunities that encourage **parent and community engagement**, 3) **21<sup>st</sup> century technology** to support student learning, 4) a **high-quality education environment** to develop within its students the intellectual skills and character upon which responsible, independent, and flourishing lives are built, and 5) an exceptional academic model based upon **proven curriculum** used at high performing schools.

CCA will continue to target an eclectic and diverse group of students. The school will continue to recruit from the Reading school district and surrounding Cincinnati Public Schools (CPS) area, as well as from the surrounding counties of Hamilton, Butler, Warren, and Clermont. The school’s target population will consist of students who desire a content-rich, rigorous, and proven learning curriculum in an atmosphere that promotes and builds strength of character. This classical educational model should be available for all students, regardless of financial or family circumstance – including public, private, and home-schooled students, as well as children just beginning school. Based on this inclusive approach, CCA will welcome students from all neighborhoods in Cincinnati and beyond.

### Vision

CCA will continue to develop brand awareness of its school and the classical education model by creating community awareness among stakeholders. CCA will continue to develop community support and engagement by communicating the school’s mission and educational philosophy based on the classical education model through print and digital materials and in-person events. CCA will partner with students, parents, and community stakeholders to meet annual enrollment goals and build a network of resources for ongoing support for the school in their second year of operation and into the future.

### **Activities and Measures**

CCA is committed to providing a high-quality education model that narrows the achievement gap. The school understands that this can only be achieved when the student population is diverse, attracting educationally disadvantaged students from a variety of backgrounds.

Marketing and outreach activities have included, and will include, intentional efforts to reach neighborhoods with high numbers of at-risk students. CCA will schedule events, utilize print and digital marketing, and work with local agencies, such as churches, day care providers, and nonprofit organizations, as needed, to inform community members in these neighborhoods about the school's mission and educational program.

CCA measures the success of its marketing plan the number of families who apply for enrollment, the number of students who enroll, and the number of students who are retained from year to year, as measured through the student information system. Success will also be measured through an annual parent survey. After the first year of operations, these measures are showing the remarkable success of marketing through the founding period and first year of operation, as the school is at full capacity (600 students) entering year 2, with 98.2% student retention from year 1, and the wait list is over 400 students.

### **BCSI Marketing/PR Assistance**

The Barney Charter School Initiative assists new classical education model charter schools with various marketing and community engagement efforts as follows:

**Planning.** Help develop a website, brochure, crisis communications plan

**Social Media.** Create Facebook and Instagram pages, calendar, and content. Identify community influencers to share information. Capture and post key videos from events.

**Press/Media.** Conduct media training with Board, review press releases, and identify key media representatives

**Community Relations.** Develop high-level talking points; Identify and attend community events

### **CCA Founding Board activities**

To achieve full enrollment in years 1 and 2, the Founding Board and School Leader engaged in numerous marketing and outreach activities, including:

- 1) Six public speaking engagements
- 2) A content-rich website
- 3) Strong social media presence on Facebook and Instagram
- 4) 16 public informational sessions held at public libraries throughout greater Cincinnati
- 5) Developed several promotional videos, as posted on the website and YouTube
- 6) Developed a monthly newsletter for both parents and community supporters
- 7) Established a speaker series, Veritatis Splendor, that is open to the public
- 8) Participated in community events such as the Memorial Day Parade in Reading, OH
- 9) Hosted several events, open to the public, such as Grand Opening Ceremony, Veterans Day Celebration, and Trivia Night
- 10) Participated in several public radio interview
- 11) Were featured 3 times on Hillsdale's K-12 Education podcast
- 12) Issued 3 press releases, resulting in news articles in the Cincinnati Enquirer and Cincinnati Business Courier
- 13) Conducted Open Houses annually
- 14) Conducted weekly school tours for interested families
- 15) Hosted community leaders such as Congressman Brad Wenstrup and Civilian Aide to the Secretary of the Army, Steven Lee

**CCA Marketing and Community Engagement Activity Plan**

<b>Task</b>	<b>Purpose</b>	<b>Date</b>	<b>Team</b>
Meet with key leaders	Introduce CCA and create partnerships	July – December 2023	Founding Team
Attend community events	Introduce CCA at community meetings and engage with surrounding community	July – December 2023	Founding Team
Visit resource/community centers	Create a partnership with local centers that can provide resources for NOCA families and can generate prospective students	July – December 2023	Founding Team
Conduct round table meetings	Meet with key leaders to discuss how CCA can serve the community	July – December 2023	Founding Team
Meet with local businesses	Introduce CCA and create partnerships for future opportunities	July – December 2023	Founding Team
Visit local churches	Introduce CCA to religious communities and create partnerships to impact the community	July – December 2023	Founding Team
Open House	Invite key leaders	January – April 2024	Founding Team
Parent Orientation	Host monthly orientations for prospective families	February – August 2024	School Leadership Team
Leaders Celebration	Celebrate community key leaders and provide service awards	April – May 2024	School Leadership Team
Canvassing	School Leadership Team travels door-to-door in key neighborhoods to share school information and enroll students	April-July 2024 2 days per week, every Week	School Leadership Team
Invitation Day	Local community centers and programs are invited to the school to meet teachers and staff, and learn more about the school and education model	May 2024	Founding & School Leadership Team / Teachers / Staff

Community Fun Day	Community celebration to announce opening of CCA	June 2024	School Leadership Team
School Walk-Through	CCA is open for walk-throughs	July 2024	Founding & School Leadership Team



## Public Relations Roadmap

Hillsdale College's Marketing and Public Relations team provides strategic public relations support to all Barney Charter Schools. Because a number of education choices are available to families, building and maintaining your school's visibility is essential to the school's short- and long-term success. Accordingly, this public relations (PR) roadmap is intended to assist your school in maintaining optimal visibility with its target audiences and covers the school's primary stages of formation, opening, and first year/ongoing. Consistency and frequency are important. The recommendations below will help your school to maintain visibility with your target audiences.

### FORMATION: When a founding board is beginning the process of starting a school

#### Planning

- Develop collateral material to strengthen the school's credibility, including:
  - Website with background information on: founder(s), mission and vision, Hillsdale College's Barney Charter School Initiative (BCSI) and its role in the school curriculum, and board member biographies.
  - Brochure describing school and enrollment guidance.
  - Infographic with data points detailing BCSI school success (e.g., graduation rates, college attendance rates, academic growth).
- Create a crisis communications plan; a BCSI crisis communications plan is available.
- Identify a person who will execute this PR Roadmap (e.g., board member, enthusiastic parents).

#### Social Media

- Create social media channels for the school (we suggest Facebook and Instagram).
- Identify several community influencers who will share news about the formation of the school via grassroots efforts, including through their social media channels.
- Develop social media content focusing on: benefits of classical education, BCSI school data points, founding and board members, and curriculum/lesson demonstrations (video content available from Hillsdale).

#### Press/Media

- Conduct basic media training with the board and identify key spokespeople (board president and/or headmaster).
- Develop a press release announcing the school's formation and introducing the BCSI model.
- Review and implement the standard operating procedure for handling incoming media inquiries (Hillsdale has an example).
- Identify key media members and begin outreach to them; schedule meetings with education/community reporters to educate them on K-12 classical education and the BCSI model.

#### Community Relations

- Develop high-level talking points on the need for the new school; distribute to board members, community influencers, and media outlets.



- Identify and attend community events to attract potential families (e.g., local fairs, parades, minor league games).

**OPENING: When a school is approved, recruiting students/staff, and identifying space**

**Social Media**

- Create a social media content calendar that aligns with the opening schedule and includes:
  - Opening date;
  - Enrollment information;
  - Location details;
  - Background on the BCSI model;
  - Key personnel hires;
  - Open house details;
  - Curriculum/lesson demonstrations (video content);
  - School motto.
- Feature videos on the school's social channels to build excitement for the opening.
- Identify parent volunteers who will capture photos at opening and future events.
- Capture videos from groundbreaking and ribbon-cutting ceremonies to commemorate the process.

**Press/Media**

- Develop and distribute a press release announcing the school's opening date, the BCSI model, enrollment, etc.
- Announce key personnel hires (e.g., principal, teachers, counselors) on your website and social media channels.
- Coordinate media interviews for the headmaster and/or board president on the opening of the new school, focusing on the classical education model and (as appropriate) the success of the BCSI across the country.
- Schedule additional meetings with education and community reporters to provide updates on opening, enrollment, etc.

**Community Relations**

- Where applicable, coordinate meetings with key influencers and local organizations (e.g., Chamber of Commerce, Young Presidents' Organization, Downtown Development) to educate the public on the classical education model.
- Partner with a local influencer to submit an opinion piece on the need for classical education in the community.
- Coordinate ribbon-cutting ceremonies. Invite local influencers, media, potential community partners, and policy makers to celebrate the new school opening (and/or a groundbreaking celebration).





**FIRST YEAR AND ONGOING: For use in the first year and thereafter**

**Social Media**

- Create a social media content calendar each month to engage and inform your audience.
- Facebook: Develop and feature at least one profile each month on an outstanding member of the school community, including students, teachers, parents, volunteers, partners, etc. Additional content might include:
  - School news;
  - Links to media coverage featuring the school;
  - Information on classical education;
  - Information on affiliation with Hillsdale College;
  - Highlights of academic programs;
  - Highlights of business and community partners.
- Instagram: Create a “21<sup>st</sup> Century School Newspaper” by identifying tech-savvy students who will serve as school reporters throughout the year and share stories through photos and videos on the school’s social media channels. Stories could include:
  - A video series capturing the first year of school, from opening day to unique day-to-day classroom activities to school-wide events;
  - Brief interviews with interesting personalities or unsung heroes (e.g., students, teachers, volunteers).
- Promote a school-wide community service initiative through social media channels.

**Press/Media**

- Share stories: To garner media coverage, ask teachers to share positive human-interest stories featuring students (e.g., success stories, notable achievements) and unique/visual activities taking place in their classrooms. Potential stories could include:
  - Student failing in previous school improves performance at BCSI school and receives college scholarship from local organization;
  - Student develops community service initiative surrounding local issue and produces substantial results;
  - In celebration of Word Philosophy Day (third Thursday of November), a teacher hosts an interactive Philosophy Museum for the rest of the school, with each student from the class acting as the living embodiment of his/her favorite philosopher.
- Media advisories: Develop and distribute 20 media advisories each school year. These short, one-page overviews share the “Who/What/When/Why/Where” of an event with media outlets. Use these to promote visual, unique, and/or newsworthy activities taking place at your school.
- Press releases: Create at least eight press releases each school year. These are fully written articles with quotes and details. More important media advisories will also warrant a full press release. Areas to highlight may include:
  - Notable achievements and awards received;
  - Business/community partnerships;
  - Interesting programs or academic study;
  - Guest speakers/lectures.



- Develop and distribute to the local media a minimum of 20 media advisories (featuring Who/What/When/Why/Where) promoting visual, unique, and/or newsworthy activities taking place at your school.
- Meet quarterly with key reporters to continue to strengthen relationships and develop consistent opportunities for your school with the local media.
- Promote a school-wide community service initiative through media relations.

**Community Relations**

- Develop and strengthen partnerships with local businesses to reinforce that your school is at the “heart of the community.” For example, host a “business appreciation day” at your school, offering lunch and perhaps some entertainment (e.g., a performance by the student choir or orchestra) to demonstrate the value the school provides to the business community—the stronger the school, the stronger the community. Include conversation about how local businesses can partner with your school.
- Create a school-wide community service initiative to support local nonprofit organizations. Some examples include food drives, coat drives, and toy drives, but do not hesitate to find something more unique for your school.
- Meet quarterly with local community influencers, including state/city representatives, mayor, Chamber of Commerce president, civic clubs and organizations, etc. to strengthen relationships and develop advocates for your school and its mission.
- Host an open house for the community, inviting community members to get to know the school community.

**Reputation Building**

- To further strengthen the school’s reputation, seek out “thought leadership” opportunities for the principal, key staff members, or the board president (where applicable) throughout the school year. Subjects may include:
  - STEM/STEAM versus classical education;
  - Classical education’s role in college and career readiness;
  - Teaching to the test versus creativity in the classroom;
  - Civic pride and duty;
  - Importance of virtue and character in school culture.
- Research local, regional, and national awards and competitions worth pursuing (e.g., teacher of the year, cool schools, spelling bees, quiz bowls) and nominate school, staff, and students.

Appendix G14 - State of the Schools Success 2023

# State of the School 2023

Michael Rose, Headmaster



CINCINNATI  
CLASSICAL ACADEMY



“Excellence is never an accident. It is always the result of high **intention**, sincere **effort**, and intelligent **execution**: it represents the wise choice of many alternatives.”

– **ARISTOTLE**



## The Classical Mission

To develop the minds and nourish the hearts of our students through a content-rich curriculum in the classical liberal arts and sciences, with instruction in moral character and civic virtue



## The Classical Difference

- Teacher-led classrooms
- Paper and pencil instead of technology
- Handwriting, bodily coordination, and proper posture
- **Orderliness** through routines and procedures



## The Classical Difference

### Curricular focus on:

- Reading of Classic Children's Literature
- Phonics and Orthography
- Grammar & Composition
- Singapore Math



## The Classical Difference

- PE every day for every student
- Art and music every day
- Science from Kindergarten on up
- Importance of History
  - moral character and civic virtue





## Classical School Culture

- Greeting students in the morning
- Daily Announcements
  - Quote of the Day
  - Painting of the Week
  - On this Day in History Fact



"The Fortune Teller" (1639)  
by Georges de la Tour



## **Weekly Assembly & Talent Time**

- Recognition of virtue cards
- Recognition of accomplishments
- Recognition of awards
- Talent Time!



## The Excelsior Society

- Student ambassadors
- Sentinel Torchbearers
- 6<sup>th</sup> grade leadership



## Special Events Days

- History Dress-Up Day (October 31)
- Bengals Day (Civic Pride)
- Veterans Day
- Olympiad Day (last week of school)



## Grade-Level Field Trips

- Kinder: Cincinnati Nature Center
- First: Newport Aquarium
- Second: Heritage Village Museum
- Third: Cincinnati Museum Center



## Grade-Level Field Trips

- Fourth: Art Museum & Eden Park
- Fifth: Cincinnati Planetarium
- Sixth: Downtown Architectural Tour
- Seventh: WP Air Force Museum



## Special Guest Speakers

- Stephen Lee
  - Civilian Aide to the Secretary of the Army
- Rep. Brad Wenstrup (Civic Virtue)
  - U.S. Congressman
- Tom Tsuchiya
  - Local sculptor – GABP
- Martha Washington





## Special Community Events

- Grand Opening Celebration
- Trivia Night
- Veterans Day Ceremony
- Classical Art Show
- Broadway Revue
- Student Talent Show



## Speakers Series

### Veritatis Splendor

- Dr. Daniel Coupland – March 14
- Antonin Scalia– May 9
- six speakers invited for 2023–24



## Faculty Culture

### Professional Development

- Hillsdale College Summer Conference
- Hillsdale College new school training
- CLASSICAL faculty orientations
- Weekly faculty teams meetings



## Faculty Culture

### Professional Development days

- Understanding the Quadrivium and Trivium
- Understanding Grammar, Logic, and Rhetoric
- Developing the Profile of a Classical Graduate

### Faculty Seminar discussions

- *The Screwtape Letters* – C.S. Lewis
- *Fahrenheit 451* – Ray Bradbury
- *The Nicomachean Ethics* – Aristotle



## Classical by the Numbers: 2022-23

451 students – 52 zip codes and 35 school districts

Families drive from:

- As far east as New Richmond
- As far west as Oxford

Retention numbers

- We have 98.6% of students returning next year.
- Of the six who have not re-enrolled, we know that four are moving out-of-town



## Classical by the Numbers: 2023-24

**540 applications for 152 spots**

**388 students on grade-level wait lists**

**K: 85 on wait list**

**1: 56 on wait list**

**2: 44 on wait list**

**3: 44 on wait list**



## **Classical by the Numbers: 2023-24**

**540 applications for 152 spots**

**388 students on grade-level wait lists**

**4: 27 on wait list (added a class)**

**5: 39 on wait list**

**6: 44 on wait list**

**7: 49 on wait list**



## Extracurriculars 2023-24

- Tae Kwon Do: 100
- Chess: 54
- Art Guild 44
- Choral ensemble: 12
- Gardening: 28
- Musical Theatre: 37
- Sentinel Service Corps: 26
- **Orchestral Music: 24**





## Classical by the Numbers

### Athletics by the Numbers

- Girls volleyball: 38
- Cross country: 6



## Classical by the Numbers

### Athletics by the Numbers

- Girls volleyball: 38
- Cross country: 6



## Classical by the Numbers

### Athletics by the Numbers

- Girls volleyball: 38
- Cross country: 6
- Boys basketball: 35
- Girls basketball: 23



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### Athletics by the Numbers

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- Cross country: 6
- Boys basketball: 35
- Girls basketball: 23



## Classical by the Numbers

### Athletics by the Numbers

- Girls volleyball: 38
- Cross country: 6
- Boys basketball: 35
- Girls basketball: 23
- Rugby: 14
- Girls Spring Volleyball: 10
- Baseball: 38



## Faculty & Staff Numbers 2022-23

- K-6 Gen. Ed. Teachers: 19
- Art Teachers: 2
- Music Teachers: 2
- PE Teachers: 2
- Intervention Specialists: 2

**TOTAL FACULTY: 27**



## Faculty & Staff Numbers 2022-23

- Grades K-2 Instructional Aides: 6
- Special Education Aides: 3
- Administration: 4
- Staff: 6

**TOTAL FACULTY & STAFF: 46**



## Contracted Part-time Services

- Speech & Language Pathologist
- School Psychologist
- Occupational/Physical Therapist
- Director of Special Education





## Student Achievements

- Twenty sixth-graders advanced to the UC Science Fair exhibition on March 11.
- Four of those students qualified to advance to the Ohio state science fair competition
- Five students were awarded the GE Special Award for Engineering.
- Two students were nominated for the 2023 Thermo-Fischer Scientific Junior Innovators award – a national competition



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## Student Achievements

- Our **third grade chess team** won first place at the 22<sup>nd</sup> Annual Queen City Classic.
- Fifth-grader **Casey Moy** won the Ohio Geography Bee and will be participating in the National Geography Bee.
- Sixth-grader **Kingston Loehrer** advanced to round three of the Regional Spelling Bee on and after tying for first place, took second place.



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## Student Achievements

- Our **fourth grade** and **sixth grade girls volleyball** teams won our first championship banners as a school.
- One of our **fourth grade boys basketball** teams finished first in their division.
- Fifth grader **Thomas Duh** finished second and fifth grader **Gretchen Fortin** finished first in their divisions in the Parkinsons' Support and Wellness Steady Strides 5K.





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# State of the Arts 2023

Kim Boardman, Arts Boosters Chair



CINCINNATI  
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## Classical by the Numbers

### New Orchestral Music Program

- Stacey Woolley (violin) – Cincinnati Symphony
- Rachel Lee (violin) – Richmond Symphony
- Rebekah Edwards (viola) – Boston Symphony
- Jacqueline Pegis (cello) – CCM
- Kimberly Russ (piano) – Seattle Symphony

*In Future: Brass & Woodwinds Program*

# State of Athletics 2023

Dan Bissmeyer, Athletics Boosters Chair



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CLASSICAL ACADEMY

# Parent Service Organization

Alex Loehrer, President of the PSO



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## Classical Community Culture

### Parent Service Organization

- President, Secretary, Treasurer

*Umbrella organization for:*

- Athletics Boosters – Chair
- Music and Arts Boosters – Chair
- Culture & Community Boosters – Chair

# State of the School

Michael Rose, Headmaster.



CINCINNATI  
CLASSICAL ACADEMY





## Classical by the Numbers

### Faculty & Staff Numbers 2023-24

- K-4 Lower School Teachers: 17 +2.0
- 5-7 Middle School Teachers: 7.5 +3.5
- Art Teachers: 2
- Music Teachers: 2
- PE Teachers: 2.5 +0.5
- Intervention Specialists: 3 +1.0

PR/Award # S282B230010  
TOTAL FACULTY: 34 +7.0



## Classical by the Numbers

### Faculty & Staff Numbers 2023-24

- Grades K-2 Instructional Aides: 8 +2.0
- Special Education Aides: 3
- Math & Literacy Specialists +2.0
- Administration: 4.5 +0.5
- Staff: 7 +1.0

**TOTAL FACULTY & STAFF: 58.5 +12.5**



## Looking Ahead

### A unified K-12 campus

- Lower school: Grades K-4
- Middle school: Grades 5-8
- Upper school: Grades 9-12

1300 students max – 100 per grade



## Facilities Update from Board

### A unified K-12 campus

- Update on search for permanent home
- Same place, same time
- April 27, 2023 at 7:00 PM
- Presentation from the Board of Directors





CINCINNATI  
CLASSICAL ACADEMY



## Appendix G15 - Hillsdale Student Achievement Data

The foundation for Cincinnati Classical Academy's plan to provide a high-quality Classical Education option for students and families throughout the area is built on its partnership with Hillsdale College K-12 Education Office and the Barney Charter School Initiative (BCSI). Established in 2010, BCSI offers a well-rounded liberal arts curriculum developed in partnership with scholars at Hillsdale College and is in a constant state of revision based on feedback from a growing network of 23 BCSI-affiliated schools in 13 states. The BCSI curriculum, published as The Hillsdale K-12 Program Guide, was developed from the foundational tenets of several strong and proven academic programs, including The Core Knowledge Sequence, Singapore Math, and Literacy Essentials, and has included significant modification and continuous improvement from the experience of staff, faculty, and teachers from across the BCSI network of schools. This curriculum provides its affiliated schools with a road map to strong academic outcomes not only because of *what* it teaches, but *how* and *when*. It provides the basic curricular framework for teaching history, geography, literature, mathematics, science, visual arts, and music, with an emphasis on cultural literacy. Character development – and a deep appreciation for truth, goodness and beauty – is also an important priority. Students will be encouraged to identify and pursue virtue in a cultural environment in which integrity, decorum, respect, and discipline are expected and required.

It is acknowledged that the American Classical Education - K-12 Program Guide has evolved over time using anecdotal and empirical evidence from stakeholders. Verbiage on page (viii) lays this out in the following manner:

The K-12 Program Guide is informed by several subject-specific curricula that are in print:

- The K-8 History and Science portions are based on the Core Knowledge Sequence, an original work of the Core Knowledge Foundation made available through licensing under a Creative Commons Attribution- NonCommercialShareAlike 4.0 International License.
- The K-3 Literacy portion is based on Literacy Essentials, by Access Literacy, LLC.
- The 3-6 Grammar portion is based on the Well-Ordered Language series.
- The K-6 Mathematics portion is based on Singapore Math.
- All other parts of the curriculum and related resources are the recommendation of BCSI personnel, and veteran BCSI school leaders and teachers.

By taking full advantage of training offered by BCSI and using Hillsdale K-12 Program Guide with fidelity, BCSI-affiliated schools across the US have realized success in working toward a shared mission and vision. Additionally, these schools have shown great success in educating students in such a manner that allows them to show full evidence of their learning on state-mandated and nationally administered standardized tests. It is clear that the intent of the curricula and teaching strategies is not to “teach to the test”: The high achievement scores on the tests are simply evidence of the effective core knowledge and academic, scholarly skills honed by each student.

At Cincinnati Classical Academy, the benefits of this curriculum are already showing in Ohio state testing results from the school's opening year. Below are the results achieved for each grade level in each subject matter tested. The Ohio state average is shown for comparison. In every subject matter at every grade level, Cincinnati Classical Academy performance exceeds the state average.

**English Language Arts -- Proficiency**

Grade 3	94% (78% state avg.)
Grade 4	90% (76% state avg.)
Grade 5	100% (85% state avg.)
Grade 6	92% (78% state avg.)
<b>Overall</b>	<b>94% (79% state avg.)</b>

**Math -- Proficiency**

Grade 3	87% (72% state avg.)
Grade 4	83% (76% state avg.)
Grade 5	88% (70% state avg.)
Grade 6	70% (68% state avg.)
<b>Overall</b>	<b>82% (79% state avg.)</b>

**Science -- Proficiency**

Grade 5	94% (86% state avg.)
*only grade 5 takes the science test	

It is also informative to look at historical data on achievement at other schools using the Hillsdale model. Since there are currently no BCSI Member Schools in Ohio apart from Cincinnati Classical Academy, for comparison's sake, this attachment contains data from schools in the state of Florida. Florida data from 2015-2021 has been used for the following reasons:

- With six, Florida currently has the greatest number of BCSI schools operating in one state.
- Because of the opening dates of the majority of these schools seven years of data have been included to show longitudinal effects.
- At the time of this writing, the Florida Department of Education offered the most complete data of all states with BCSI schools.
- Florida BCSI-affiliated schools are located in five distinct counties.
- 2022 NAEP data shows Florida and Ohio to be similar in the populations of students with disabilities and English Learners
- 2022 NAEP data shows Florida and Ohio to be similar in achievement scores

To this end, the following achievement data is presented as evidence of the success of schools and teachers who implement the American Classical Education K-12 Program Guide curricula and teach strategies with fidelity.

The following tables and analyses show that the identified BCSI-affiliated schools in Florida have outperformed the state average and same-county local schools lending credence to the efficacy of the curriculum, teacher training, use of instructional strategies and overall Classical Education philosophy of teaching.

Pineapple Cove Classical Academy of Palm Bay (Founded: 2015; Enrollment: 1027; Grades K-12)

Brevard County, Florida

**Summary of Data:**

Since opening in 2015, ELA proficiency scores have far exceeded both the state of Florida and Brevard County levels. This is true for both grade band and cohort level analysis. For example the average third grade proficiency score from 2015 through 2021 for Palm Bay is 79.34% in comparison to Brevard County's 62.38% and the state's average of 56.22%. In looking at cohort longitudinal data, the third grade cohort of 2015 can be traced through their 2021 (eighth grade) state assessment performance. Please note that data for the 2019-20 school year is excluded because of canceled state testing. Therefore, students who began third grade in 2015 will include eighth grade data in 2020-21. Using cohort tracing, Palm Bay also outperformed Brevard County and Florida averages for "same cohort" data (3rd grade/2015 cohort through 8th grade/2021): Palm Bay 66.8%; Brevard County-57.28%; Florida-54.34%.

Looking at math proficiency scores, Palm Bay again, consistently outscored both Brevard County and Florida in every grade band and every cohort. For example, in 5th grade math proficiency, Palm Bay students averaged a proficiency rate of 71.4 whereas Brevard County's average was 57.58 and Florida's was 56.72. Cohort data also shows Palm Bay students scoring higher than both the county and state: 6th grade cohort (2015-2021)- Palm Bay students, beginning 5th grade in 2015 and completing 10th grade in 2021 averaged 69.34% proficiency throughout their state testing. The same year's cohort of Brevard County students scored proficient 55.78 % and Florida's cohort were proficient 46.16%.

Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year's students. The "same cohort" high proficiency data indicates the strong year-to-year vertical alignment of curricula and the success of the overall philosophy of Hillsdale's teacher training: content is taught to be mastered, repetition of previously taught content is minimized, and each student's ability to apply basic concepts to more sophisticated scenarios is realized. Looking at the data tables, Palm Bay exceeded both grade band (3, 4, 5, 6, 7, 8, 9, 10) and cohort level data in each year it was collected compared to Brevard County and the state of Florida.

ELA PROFICIENCY DATA (2015/16 - 2020/21)			MATH PROFICIENCY DATA (2015/16 - 2020/21)				
	Palm Bay	Brevard Co.	Florida		Palm Bay	Brevard Co.	Florida



Gr. 3 avg	79.34	62.38	56.22		Gr. 3 avg	65.44	60.12	59.58
Gr 4 avg	72.40	58.30	54.74		Gr 4 avg	69.50	60.54	60.22
Gr 5 avg	70.84	57.46	53.86		Gr 5 avg	71.40	57.58	56.72
Gr 6 avg	71.86	62.32	52.40		Gr 6 avg	67.30	66.86	50.34
Gr 7 avg	67.95	55.90	50.40		Gr 7 avg	80.25	64.22	55.74
Gr 8 avg	68.20	61.24	55.46		Gr 8 avg	71.00	63.60	60.90
Gr 9 avg	68.55	59.16	52.18		Gr 9 avg	79.05	61.92	56.42
Gr 10 avg	66.70	58.28	51.16		Gr 10 avg	65.60	39.60	38.62

**SAME COHORT DATA: ELA AND MATH PROFICIENCY SCORES- PALM BAY, BREVARD COUNTY, STATE OF FLORIDA**

	Gr 3 (2015-21)	Gr 4 (2015-21)	Gr 5 (2015-21)	Gr 6 (2015-19)	Gr 7 (2016-19)	Gr 8 (2017-19)	Gr 9 (2018-19)	Gr 10 (2020-21)
PALM BAY- ELA	66.80	69.76	64.66	74.72	71.07	71.25		
BREVARD CO.- ELA	57.28	58.2	58.34	62.1	60.60	61.05		
FLORIDA- ELA	54.34	51.58	52.42	54.05	53.47	52.10		
PALM BAY- MATH	66.5	73.92	65.92	69.34	69.67	68.2	68.35	65.60
BREVARD CO- MATH	60.34	60.94	57.34	55.78	51.38	49.075	43.2	31.1
FLORIDA- MATH	58.86	55.06	51.04	48.66	46.16	46.02	35.47	31.55

**STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS**

Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04-Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05-Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06-Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07-Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08-Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09-Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10-Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

**BREVARD COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS**

Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	5,600	59.70%	5,623	65.00%	5,273	63.50%	5,291	64.10%	5,102	59.60%
04-Fourth	5,064	56.70%	5,476	58.20%	5,571	56.90%	5,376	61.20%	4,997	58.50%
05-Fifth	5,160	55.80%	5,177	59.30%	5,511	54.10%	5,613	59.50%	4,988	58.60%
06-Sixth	5,196	62.60%	5,250	63.90%	5,252	62.70%	5,621	60.40%	5,196	62.00%
07-Seventh	5,016	55.50%	5,214	59.10%	5,301	55.60%	5,284	57.60%	5,283	51.70%
08-Eighth	5,209	63.00%	5,046	62.20%	5,210	64.50%	5,262	62.50%	5,243	54.00%
09-Ninth	5,422	58.00%	5,462	60.70%	5,347	60.20%	5,447	62.20%	5,115	54.70%
10-Tenth	5,276	58.30%	5,234	58.40%	5,250	61.40%	5,166	59.40%	4,994	53.90%

PALM BAY- BREVARD COUNTY										
ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	54	77.80%	69	84.10%	87	77.00%	88	80.70%	70	77.10%
4	38	65.80%	58	74.10%	63	77.80%	69	68.10%	84	76.20%
5	40	57.50%	40	70.00%	64	65.60%	65	78.50%	86	82.60%
6	42	85.70%	42	71.40%	44	72.70%	55	52.70%	99	76.80%
7	.	.	58	70.70%	55	67.30%	49	65.30%	89	68.50%
8	.	.	.	.	56	80.40%	53	60.40%	94	63.80%
9	.	.	.	.	.	.	29	62.10%	68	75.00%
10	.	.	.	.	.	.	.	.	33	66.70%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

BREVARD COUNTY - MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	5,597	60.50%	5,639	62.90%	5,305	61.80%	5,296	61.00%	5,075	54.40%
4	5,119	60.00%	5,501	61.20%	5,604	59.50%	5,380	63.60%	5,012	58.40%
5	5,190	57.10%	5,207	58.10%	5,540	58.40%	5,605	60.10%	4,991	54.20%
6	5,218	67.60%	5,281	68.20%	5,282	68.40%	5,617	67.40%	5,194	62.70%
7	4,947	65.90%	5,183	64.50%	5,187	65.70%	5,199	67.10%	5,303	57.90%
8	5,305	67.40%	5,233	65.50%	5,396	63.50%	5,363	67.40%	5,567	54.20%
9	4,613	62.80%	4,468	65.30%	3,753	66.20%	3,936	64.20%	5,936	51.10%
10	4,617	48.50%	4,239	45.90%	2,432	37.40%	2,503	37.90%	3,751	28.30%
11	2,224	24.10%	2,196	26.00%	769	20.90%	912	26.20%	1,386	19.10%
12	342	15.80%	411	18.20%	234	18.80%	269	14.10%	248	21.40%

PALM BAY- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	54	57.40%	70	75.70%	86	48.80%	88	68.20%	70	77.10%
4	37	56.80%	58	70.70%	63	84.10%	69	66.70%	85	69.40%
5	40	40.00%	39	64.10%	64	75.00%	65	96.90%	84	81.00%
6	42	57.10%	43	62.80%	44	77.30%	55	67.30%	100	72.00%
7	.	.	58	74.10%	55	78.20%	50	90.00%	89	78.70%
8	.	.	.	.	56	67.90%	53	83.00%	95	62.10%
9	.	.	.	.	.	.	30	76.70%	70	81.40%
10	.	.	.	.	.	.	.	.	32	65.60%
11	.	.	.	.	.	.	.	.	10	60.00%

Pineapple Cove Classical Academy at West Melbourne (Founded: 2018; Enrollment: 824; Grades K-8)

Brevard County, Florida

Summary of Data:

Since opening in 2018, Pineapple Cove Classical Academy at West Melbourne's ELA proficiency scores have far exceeded both the state of Florida and Brevard County levels. For example, the

average third grade proficiency score from 2018 through 2021 for Pineapple Cove Classical Academy at West Melbourne is 79.5% in comparison to Brevard County's 62.38% and the state's average of 56.22%. Of all grade band proficiency scores recorded in ELA and math, only one did not exceed the district or state level: 3rd grade math. West Melbourne's proficiency rate was 54.9% with Brevard County (60.12) and Florida (59.58) scoring higher. It should be noted, however, that the 2018 cohort of students who scored a 50% proficiency rate as third graders earned 75.6% proficiency as fifth graders in 2020. (Data was not collected in 2019 due to testing cancellation.)

Looking at math proficiency scores, Pineapple Cove Classical Academy at West Melbourne again, consistently outscores both Brevard County and Florida in every grade band. For example, in 5th grade math, Pineapple Cove Classical Academy at West Melbourne students averaged a proficiency rate of 72.3 whereas Brevard County's average was 57.58 and Florida's was 56.72. Cohort data also shows West Melbourne's students scoring higher than both the county and state.

Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year's students. The "same cohort" proficiency data indicates the strong year-to-year vertical alignment of curriculum and the success of the overall philosophy of Hillsdale's teacher training: content is taught to be mastered, repetition of previously taught content is minimized, and each student's ability to apply basic concepts to more sophisticated scenarios is realized.

Looking at the data tables, Pineapple Cove Classical Academy at West Melbourne exceeded grade band (3,4,5,6,7,8) data for ELA and MATH in each year it was collected compared to Brevard County and the state of Florida.

ELA PROFICIENCY DATA (2018/19 - 2020/21)				MATH PROFICIENCY DATA (2015/16 - 2020/21)			
	West Melbourne	Brevard County	Florida		West Melbourne	Brevard County	Florida
Gr. 3 avg	79.50	62.38	56.22	Gr. 3 avg	54.90	60.12	59.58
Gr 4 avg	69.75	58.30	54.74	Gr 4 avg	67.95	60.54	60.22
Gr 5 avg	78.45	57.46	53.86	Gr 5 avg	72.30	57.58	56.72
Gr 6 avg	73.90	62.32	52.40	Gr 6 avg	77.90	66.86	50.34

Gr 7 avg	66.00	55.90	50.40	Gr 7 avg	69.60	64.22	55.74
Gr 8 avg	74.00	61.24	55.46	Gr 8 avg	68.80	63.60	60.90

**STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS**

Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04-Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05-Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06-Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07-Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08-Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09-Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10-Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

**BREVARD COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS**

Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	5,600	59.70%	5,623	65.00%	5,273	63.50%	5,291	64.10%	5,102	59.60%
04-Fourth	5,064	56.70%	5,476	58.20%	5,571	56.90%	5,376	61.20%	4,997	58.50%
05-Fifth	5,160	55.80%	5,177	59.30%	5,511	54.10%	5,613	59.50%	4,988	58.60%
06-Sixth	5,196	62.60%	5,250	63.90%	5,252	62.70%	5,621	60.40%	5,196	62.00%
07-Seventh	5,016	55.50%	5,214	59.10%	5,301	55.60%	5,284	57.60%	5,283	51.70%
08-Eighth	5,209	63.00%	5,046	62.20%	5,210	64.50%	5,262	62.50%	5,243	54.00%
09-Ninth	5,422	58.00%	5,462	60.70%	5,347	60.20%	5,447	62.20%	5,115	54.70%
10-Tenth	5,276	58.30%	5,234	58.40%	5,250	61.40%	5,166	59.40%	4,994	53.90%

WEST MELBOURNE- BREVARD COUNTY				
ELA PROFICIENCY SCORES				
FLORIDA STANDARDS ASSESSMENTS				
Year	2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	71	76.10%	87	82.80%
4	63	63.50%	75	76.00%
5	42	81.00%	83	75.90%
6	42	71.40%	55	76.40%
7			50	66.00%
8			50	74.00%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

BREVARD COUNTY - MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	5,597	60.50%	5,639	62.90%	5,305	61.80%	5,296	61.00%	5,075	54.40%
4	5,119	60.00%	5,501	61.20%	5,604	59.50%	5,380	63.60%	5,012	58.40%
5	5,190	57.10%	5,207	58.10%	5,540	58.40%	5,605	60.10%	4,991	54.20%
6	5,218	67.60%	5,281	68.20%	5,282	68.40%	5,617	67.40%	5,194	62.70%
7	4,947	65.90%	5,183	64.50%	5,187	65.70%	5,199	67.10%	5,303	57.90%
8	5,305	67.40%	5,233	65.50%	5,396	63.50%	5,363	67.40%	5,567	54.20%
9	4,613	62.80%	4,468	65.30%	3,753	66.20%	3,936	64.20%	5,936	51.10%
10	4,617	48.50%	4,239	45.90%	2,432	37.40%	2,503	37.90%	3,751	28.30%
11	2,224	24.10%	2,196	26.00%	769	20.90%	912	26.20%	1,386	19.10%
12	342	15.80%	411	18.20%	234	18.80%	269	14.10%	248	21.40%

WEST MELBOURNE- BREVARD COUNTY				
MATH PROFICIENCY SCORES				
FLORIDA STANDARDS ASSESSMENTS				
Year	2018-19		2020-21	
Grade Level	# of Students	% of Students (Level 3 & Above)	# of Students	% of Students (Level 3 and Above)
3	70	50.00%	87	59.80%
4	63	55.60%	76	80.30%
5	42	69.00%	82	75.60%
6	42	66.70%	55	89.10%
7			46	69.60%
8			48	68.80%

St. John's Classical Academy (Founded: 2017, Enrollment: 795, Grades: K-12)

Clay County Fleming Island, Florida

Summary of Data:

Since opening in 2017, St. John's Classical Academy's ELA proficiency scores have far exceeded both the state of Florida and Clay County levels in every grade band. For example, the average third grade proficiency score from 2017 through 2021 for St. John's Classical Academy is 76% in comparison to Clay County's



66.28% and the state’s average of 56.22%.

Looking at math proficiency scores, St. John’s outscored both Clay County and Florida in two grade bands but fell below the county or state in the others. For example, in 5th grade math proficiency, St. John’s Classical Academy students averaged a proficiency rate of 50.83% whereas Clay County’s average was 60.22 and Florida’s was 56.72. Cohort data, however, shows St. Johns closing the gap significantly. For example, although the average proficiency rate for St. John’s 4th graders from 2017 through 2021 is 45.53 (compared to the county’s 65.26% and the state’s 60.22%), by looking at the cohort data, significant growth is seen. The 2017 4th grade cohort improved their longitudinal proficiency rate to 62.87 by 2021. The district’s fourth grade cohort, however, averaged a lower (58.70) average proficiency rate by 2021 for the same group of students. In a parallel manner, the state’s cohort average for those students who were 4th graders in 2017 decreased to 57.10%. The cohort data shows that while the students in this sub-group at St. Johns may have begun elementary with very low math skills (4th grade proficiency was 20%, by the time they reached 7th grade their proficiency rate was 62% proficiency.

Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year’s students. The “same cohort” proficiency data indicates the strong year-to-year vertical alignment of curriculum and the success of the overall philosophy of Hillsdale’s teacher training: content is taught to be mastered, repetition of previously taught content is minimized, and each student’s ability to apply basic concepts to more sophisticated scenarios is realized. Even when students enter the school with low or deficient skills, with the guidance and direction of the teachers, these students are exhibiting growth- sometimes in significant numbers.

Looking at the data tables, St. John’s Classical Academy exceeded both grade band (3,4,5,6,7,8) and cohort level data for ELA in every category. In math, growth is clearly seen by the increase in cohort proficiency.

ELA PROFICIENCY DATA (2017/18 - 2020/21)				MATH PROFICIENCY DATA (2017/18 - 2020/21)			
	St. Johns	Clay Co.	Florida		St. Johns	Clay Co.	Florida
Gr. 3 avg	76.00	66.28	56.22	Gr. 3 avg	63.70	67.46	59.58
Gr 4 avg	64.23	60.68	54.74	Gr 4 avg	45.53	65.26	60.22
Gr 5 avg	62.63	58.72	53.86	Gr 5 avg	50.83	60.22	56.72
Gr 6 avg	65.33	63.12	52.40	Gr 6 avg	46.00	67.02	50.34

Gr 7 avg	58.23	54.80	50.40		Gr 7 avg	67.20	61.64	55.74
Gr 8 avg	68.43	61.08	55.46		Gr 8 avg	61.10	67.80	60.90
Gr 9 avg	70.55	55.94	52.18		Gr 9 avg	81.75	61.42	56.42
Gr 10 avg	55.60	54.60	51.16		Gr 10 avg	48.30	55.62	38.62

SAME COHORT DATA: ELA AND MATH PROFICIENCY SCORES- ST. JOHNS- CLAY COUNTY, STATE OF FLORIDA						
	Gr 3 (2017-21)	Gr 4 (2017-21)	Gr 5 (2017-21)	Gr 6 (2017-21)	Gr 7 (2017-21)	Gr 8 (2017-21)
ST JOHNS- ELA	67.37	62.87	64.93	62.13	62.27	66.30
CLAY COUNTY- ELA	65.70	58.70	60.53	59.00	56.53	63.90
FLORIDA- ELA	55.83	53.20	53.83	51.13	52.70	53.60
ST JOHNS- MATH	67.37	62.87	64.93	62.13	62.27	66.30
CLAY CO-MATH	69.63	59.47	66.47	63.60	54.80	49.17
FLORIDA- MATH	56.70	57.10	56.6	53.13	49.57	45.6

**STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS**

Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04-Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05-Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06-Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07-Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08-Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09-Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10-Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

**CLAY COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS**

Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	2,656	62.80%	2,683	69.70%	2,623	67.80%	2,687	67.90%	2,611	63.20%
04-Fourth	2,694	56.00%	2,684	61.00%	2,737	61.50%	2,725	64.00%	2,560	60.90%
05-Fifth	2,603	53.20%	2,816	58.60%	2,765	58.60%	2,842	62.10%	2,709	61.10%
06-Sixth	2,666	62.60%	2,698	60.40%	2,968	63.10%	2,936	64.20%	2,754	65.30%
07-Seventh	2,725	50.50%	2,743	57.70%	2,770	54.50%	3,028	58.80%	2,925	52.50%
08-Eighth	2,668	59.00%	2,815	59.00%	2,813	66.50%	2,822	62.10%	2,896	58.80%
09-Ninth	2,885	52.30%	2,773	55.10%	2,955	55.90%	2,906	61.30%	3,068	55.10%
10-Tenth	2,828	54.10%	2,974	51.10%	2,792	57.90%	2,921	56.90%	2,858	53.00%

**ST. JOHNS- CLAY COUNTY**

**ELA PROFICIENCY SCORES- FL. STANDARDS ASSESSMENT**

Year	2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	40	77.50%	55	72.70%	72	77.80%
4	40	65.00%	64	59.40%	63	68.30%
5	40	50.00%	60	66.70%	66	71.20%
6	41	61.00%	63	69.80%	66	65.20%
7	40	60.00%	64	57.80%	65	56.90%
8	22	59.10%	52	71.20%	56	75.00%
9	.	.	34	73.50%	37	67.60%
10	.	.	.	.	27	55.60%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

CLAY COUNTY - MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	2,656	66.10%	2,709	67.20%	2,637	70.30%	2,674	71.40%	2,603	62.30%
4	2,710	62.80%	2,718	65.10%	2,752	66.40%	2,728	69.40%	2,569	62.60%
5	2,616	54.80%	2,847	57.40%	2,780	65.40%	2,842	64.10%	2,703	59.40%
6	2,670	61.70%	2,727	65.50%	2,993	68.30%	2,941	70.40%	2,807	69.20%
7	2,725	64.30%	2,751	65.00%	2,775	62.30%	2,788	68.70%	2,267	47.90%
8	2,681	71.50%	2,873	67.70%	2,816	69.80%	3,067	66.40%	3,679	63.60%
9	2,901	62.80%	2,792	68.20%	2,852	61.80%	2,614	60.50%	3,629	53.80%
10	2,389	62.70%	2,221	65.20%	1,562	56.50%	1,411	58.00%	2,519	35.70%
11	1,602	32.00%	1,333	34.00%	749	19.40%	625	18.60%	919	17.20%
12	132	25.80%	245	25.70%	98	37.80%	104	21.20%	85	17.60%

ST JOHNS- MATH PROFICIENCY SCORES						
FLORIDA STANDARDS ASSESSMENTS						
Year	2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	40	50.00%	53	67.90%	71	73.20%
4	40	20.00%	64	54.70%	63	61.90%
5	39	48.70%	60	41.70%	66	62.10%
6	41	26.80%	63	46.00%	66	65.20%
7	39	61.50%	64	78.10%	50	62.00%
8	23	43.50%	52	63.50%	76	76.30%
9	.	.	33	93.90%	46	69.60%
10	.	.	.	.	29	48.30%

Treasure Coast Classical Academy (Founded: 2019, Enrollment: 1183, Grades: K-8)	
Martin County	Stuart, Florida
<p>Summary of Data:</p> <p>Since opening in 2019, Treasure Coast Classical Academy’s ELA proficiency scores have far exceeded both the state of Florida and Martin County levels. For example, the average third grade proficiency score from 2019 through 2021 for Treasure Coast Classical Academy is 68.20% in comparison to Martin County’s 55% and the state’s average of 56.22%.</p> <p>Looking at math proficiency scores, Treasure Coast Classical Academy again, consistently outscored both Martin County and Florida in every grade band. For example, in 6th grade math proficiency, Treasure Coast Classical Academy students averaged a proficiency rate of 68% whereas Martin County’s average was 54% and Florida’s was 50.34. Cohort data also shows Treasure Coast students scoring higher than both the county and state.</p> <p>Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year’s students. Since this school has recently opened, there is no same cohort</p> <p>Looking at the data tables, Treasure Coast Classical Academy exceeded all grade band (3, 4, 5, 6, 7) proficiency rates for ELA in each year it was collected compared to Martin County and the state of Florida.</p>	

In MATH, Treasure Coast Classical Academy exceeded the proficiency rates of the county and state in grades 3, 6, and 7, but fell short of the state average in grades 4 and 5.

ELA PROFICIENCY DATA (2015/16 - 2020/21)				MATH PROFICIENCY DATA (2015/16 - 2020/21)			
	Treasure Coast	Martin Co.	Florida		Treasure Coast	Martin Co.	Florida
Gr. 3 avg	68.20	55.04	56.22	Gr. 3 avg	64.80	49.60	59.58
Gr 4 avg	71.70	53.78	54.74	Gr 4 avg	57.70	50.10	60.22
Gr 5 avg	62.30	55.16	53.86	Gr 5 avg	49.60	50.90	56.72
Gr 6 avg	76.00	56.84	52.40	Gr 6 avg	68.00	54.00	50.34
Gr 7 avg	73.40	54.52	50.40	Gr 7 avg	73.10	59.10	55.74

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04-Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05-Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06-Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07-Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08-Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09-Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10-Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

MARTIN COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	1,385	52.80%	1,395	59.60%	1,378	56.90%	1,398	53.60%	1,273	52.30%
04-Fourth	1,358	51.60%	1,310	56.60%	1,323	55.20%	1,290	57.00%	1,505	48.50%
05-Fifth	1,337	54.00%	1,394	53.90%	1,327	58.30%	1,317	55.40%	1,312	54.20%
06-Sixth	1,308	56.40%	1,330	59.50%	1,416	56.10%	1,323	57.00%	1,318	55.20%
07-Seventh	1,295	56.10%	1,322	55.50%	1,344	56.50%	1,446	52.90%	1,305	51.60%
08-Eighth	1,417	65.00%	1,345	62.60%	1,358	62.80%	1,377	61.70%	1,278	51.30%
09-Ninth	1,458	60.40%	1,530	62.00%	1,451	61.40%	1,488	60.80%	1,400	53.30%
10-Tenth	1,523	63.50%	1,449	60.00%	1,514	59.20%	1,436	58.80%	1,338	60.20%

TREASURE COAST- MARTIN COUNTY		
ELA PROFICIENCY- FL STANDARDS ASSESSMENT		
2020-21		
Grade Level	# of Students	% of Students Level 3 & Above
3	129	68.20%
4	138	71.70%
5	114	62.30%
6	146	76.00%
7	94	73.40%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

TREASURE COAST- MARTIN COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020-21	
Grade Level	# of Students	% of Students
3	128	64.80%
4	137	57.70%
5	113	49.60%
6	147	68.00%
7	93	73.10%

Jacksonville Classical Academy (Founded: 2020, Enrollment: 758, Grades: K-7)

Duval County      Jacksonville, Florida

Summary of Data:

Since opening in 2020, Jacksonville Classical Academy’s ELA proficiency rates have not exceeded the state of Florida or Duval County levels. For example, the average third grade proficiency score from 2020 through 2021 for Jacksonville Classical Academy is 42.4% in comparison to Duval County’s 50.12% and the state’s average of 56.22%.

Looking at math proficiency scores, Jacksonville Classical Academy again, fell short of Duval County and Florida in most every grade band with grade six performing better in math. For example, in 5th grade math proficiency, Jacksonville Classical Academy students averaged a proficiency rate of 31.7% whereas Duval County’s average was significantly higher at 51.90% and the state’s at 56.72. It will be of great importance to track the cohort proficiency rates of this population of students. Hillsdale affiliated schools often see lower student proficiency rates in the first two years of opening while also experiencing significant growth. By tracking the cohort data, the school will be able to identify gaps in teaching strategies, or content.

ELA PROFICIENCY DATA (2020/21)			MATH PROFICIENCY DATA (2020/21)				
	Jacksonville	Duval Co.	Florida		Jacksonville	Duval Co.	Florida



Gr. 3 avg	42.40	50.12	56.22	Gr. 3 avg	30.00	50.50	59.58
Gr 4 avg	44.70	48.58	54.74	Gr 4 avg	34.20	53.10	60.22
Gr 5 avg	35.70	48.64	53.86	Gr 5 avg	31.70	51.90	56.72
Gr 6 avg	50.60	44.18	52.40	Gr 6 avg	51.20	39.10	50.34

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04-Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05-Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06-Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07-Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08-Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09-Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10-Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

DUVAL COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	10,996	49.80%	11,119	51.30%	11,175	50.30%	10,585	50.80%	9,835	48.40%
04-Fourth	10,106	45.90%	9,981	51.90%	10,296	48.90%	10,370	52.00%	9,756	44.20%
05-Fifth	9,323	45.70%	9,946	48.00%	9,890	50.70%	10,168	50.40%	9,194	48.40%
06-Sixth	8,860	43.70%	8,924	43.40%	9,475	43.50%	9,397	46.80%	8,837	43.50%
07-Seventh	8,462	42.60%	8,722	43.80%	8,771	41.40%	9,371	43.70%	8,584	39.20%
08-Eighth	8,216	54.00%	8,524	49.90%	8,645	50.60%	8,699	48.80%	8,339	46.70%
09-Ninth	8,394	45.20%	8,017	49.50%	8,137	48.10%	8,588	47.80%	8,197	42.40%
10-Tenth	7,954	43.60%	8,051	45.20%	7,865	49.20%	7,897	48.40%	7,537	45.50%

JACKSONVILLE CLASSICAL- DUVAL COUNTY		
ELA PROF - FL STANDARDS ASSESSMENT		
2020-21		
Grade Level	# of Students	% of Students Level 3 & Above
3	59	42.40%
4	38	44.70%
5	42	35.70%
6	85	50.60%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

DUVAL COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
YEAR	2020-21	
Grade Level	# of Students	% of Students Level 3 & Above
3	9,803	50.50%
4	9,888	53.10%
5	9,258	51.90%
6	8,636	39.10%
7	8,591	45.00%
8	9,007	48.70%
9	6,538	48.50%
10	5,520	23.60%
11	3,412	11.70%
12	826	9.90%

JACKSONVILLE- DUVAL COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020-21	
Grade Level	# of Students	% of Students (Level 3 and Above)
3	60	30.00%
4	38	34.20%
5	41	31.70%
6	84	51.20%

Tallahassee Classical School (Founded: 2020, Enrollment: 530, Grades: K-9)
Leon County Tallahassee, Florida
<p>Summary of Data:</p> <p>Since opening in 2020, Tallahassee Classical Academy's ELA proficiency rates have not met or exceeded the state of Florida or Leon County levels with slight increases in 4th and 7th. For example, the average third grade proficiency score from 2020 through 2021 for Tallahassee Classical Academy is 54.3% in comparison to Leon County's 59.94% and the state's average of</p>

56.22%..

Looking at math proficiency scores, Tallahassee Classical Academy again, is currently short of Duval County and Florida in most grade bands except 3rd and 7th being slightly higher. It will be of great importance to track the cohort proficiency rates of this population of students. Hillsdale affiliated schools often see lower student proficiency rates in the first two years of opening while also experiencing significant growth. By tracking the cohort data, the school will be able to identify gaps in teaching strategies, or content.

ELA PROFICIENCY DATA (2020/21)				MATH PROFICIENCY DATA (2020/21)			
	Tallahassee	Leon Co.	Florida		Tallahassee	Leon Co.	Florida
Gr. 3 avg	54.30	59.94	56.22	Gr. 3 avg	66.70	50.30	59.58
Gr 4 avg	61.80	57.52	54.74	Gr 4 avg	54.30	49.30	60.22
Gr 5 avg	44.40	56.92	53.86	Gr 5 avg	41.30	48.70	56.72
Gr 6 avg	51.50	54.12	52.40	Gr 6 avg	50.00	46.10	50.34
Gr 7 avg	55.60	53.38	50.40	Gr 7 avg	63.00	51.20	55.74

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04-Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05-Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06-Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07-Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08-Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09-Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10-Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

LEON COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03-Third	2,716	61.30%	2,732	61.80%	2,684	61.30%	2,585	61.00%	2,398	54.30%
04-Fourth	2,498	60.40%	2,619	58.80%	2,652	57.50%	2,600	57.30%	2,380	53.60%
05-Fifth	2,496	57.10%	2,455	60.90%	2,619	56.80%	2,668	55.70%	2,228	54.10%
06-Sixth	2,430	54.00%	2,421	54.20%	2,332	56.50%	2,514	54.40%	2,224	51.50%
07-Seventh	2,268	54.20%	2,436	53.30%	2,346	54.50%	2,333	56.00%	2,268	48.90%
08-Eighth	2,175	59.90%	2,278	59.40%	2,380	61.60%	2,358	59.40%	2,211	53.10%
09-Ninth	2,378	57.90%	2,266	56.40%	2,355	59.70%	2,489	58.40%	2,028	53.00%
10-Tenth	2,285	53.90%	2,359	57.10%	2,251	57.80%	2,298	57.40%	2,120	51.70%

TALLAHASSEE - LEON COUNTY		
ELA PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020-21	
Grade Level	# of Students	% of Students (Level 3 and Above)
3	35	54.30%
4	34	61.80%
5	45	44.40%
6	33	51.50%
7	27	55.60%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015-16		2016-17		2017-18		2018-19		2020-21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

LEON COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
YEAR	2020-21	
Grade Level	# of Students	% of Students Level 3 & Above
3	2,389	50.30%
4	2,415	49.30%
5	2,169	48.70%
6	2,253	46.10%
7	2,182	51.20%
8	2,352	50.70%
9	1,524	59.80%
10	1,231	28.50%
11	666	11.00%
12	114	7.00%

TALLAHASSEE- LEON COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020-21	
Grade Level	# of Students	% of Students (Level 3 and Above)
3	36	66.70%
4	35	54.30%
5	46	41.30%
6	34	50.00%
7	27	63.00%

## Tool 2: Sample Building Leadership Team Meeting Agenda Template

School:	Date:
Facilitator:	Note Taker:
Timekeeper:	Data Coordinator:
Active Team Members:	

Team Purpose:
Meeting Purpose:

1.	Celebrate Success (5 minutes)	
2.	Review Tier 1 Implementation Data (10 minutes)	
	a. Fidelity Data	
	b. Barriers to Implementation	
	c. Action Steps	

3.	Review Tier 1 Student Outcomes Data (15 minutes)	
	Grade	% at Benchmark
		Next Steps

4.	Ongoing Business (15 minutes)

5.	New Business (10 minutes)

Ongoing Action Planning Items

Activity	Who is Responsible?	Target Start Date	Target Completion Date	How Will We Know if it Worked?



## Tool 4: Building Leadership Team Schoolwide Problem-Solving Template

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Time of Year: \_\_\_\_\_

Team Members:

### Step 1: Problem Identification

#### Student Data

Percentage of Students by Number of Risk Factors	
Number of Factors	Percentage of Students
0	
1	
2	
3	
4	
5	

Problem Statement: \_\_\_\_\_

### Step 2: Problem Analysis

#### Student Data

Percentage At Risk By Category	
Risk Category	% of Students
Attendance	
Behavior	
Failing 2+ Core Classes	
Not Passing State Test	
Fall Screening	

Percentage Failing Core Classes	
Class	% of Students
ELA (Reading)	
Math	
History	
Science	

#### Adult Implementation Data

**Implementation Data** (Possible sources include walk-throughs, professional development evaluations, staff perception surveys)

Area of Instructional Focus

<b>Instructional Focus:</b> What instructional adjustments are needed to strengthen the priority skill in order to improve the effectiveness of literacy instruction across all content areas? (See descriptions on Page 3)	
	Vocabulary
	Comprehension
	Oral Language/Extended Discussion
	Content Knowledge
	Active Engagement

**Priority Skill Focus:** \_\_\_\_\_

**Which area of instruction requires enhancement to increase the percentage of students with 0 or 1 risk factors?**

<b>Curriculum:</b> What core materials are available to increase time spent teaching the priority skill? Whole group, small group, independent?	
<b>Instruction:</b> What routines will be used to address the priority skill? What active engagement strategies will be used?	
<b>Environment:</b> What behavior management strategies are needed?	
<b>Professional Development:</b> What support does the staff need to implement these common agreements?	

Step 3: Plan Development and Implementation

Priority	Action	Who	When	Communication

<b>Parking Lot:</b>

## Step 4: Plan Evaluation

Define adult and student data for review at next meeting	
Communication with DLT	

## Descriptions of Instructional Adjustments by Literacy Focus Skill Area

**Explicit Vocabulary Instruction**

- Dedicate regular class time to explicit vocabulary instruction
- Provide repeated exposure to new words in multiple contexts
- Increase practice sessions in vocabulary instruction
- Provide opportunities to use new vocabulary in a variety of contexts through discussion, writing and extended reading
- Teach word learning strategies

**Explicit Comprehension Instruction**

- Carefully select text to use when teaching comprehension
- Provide opportunities to apply comprehension strategies
- Implement comprehension instruction in instructional level text, differentiated by student level of accuracy and fluency
- Teach high-value targets such as inferencing and morphological awareness

**Extended Discussion of Text Meaning**

- Select engaging materials and develop thoughtful questions
- Use follow-up questions to extend the discussion
- Teach a discussion format or protocol to scaffold students' ability to engage in discussion

**Active Engagement**

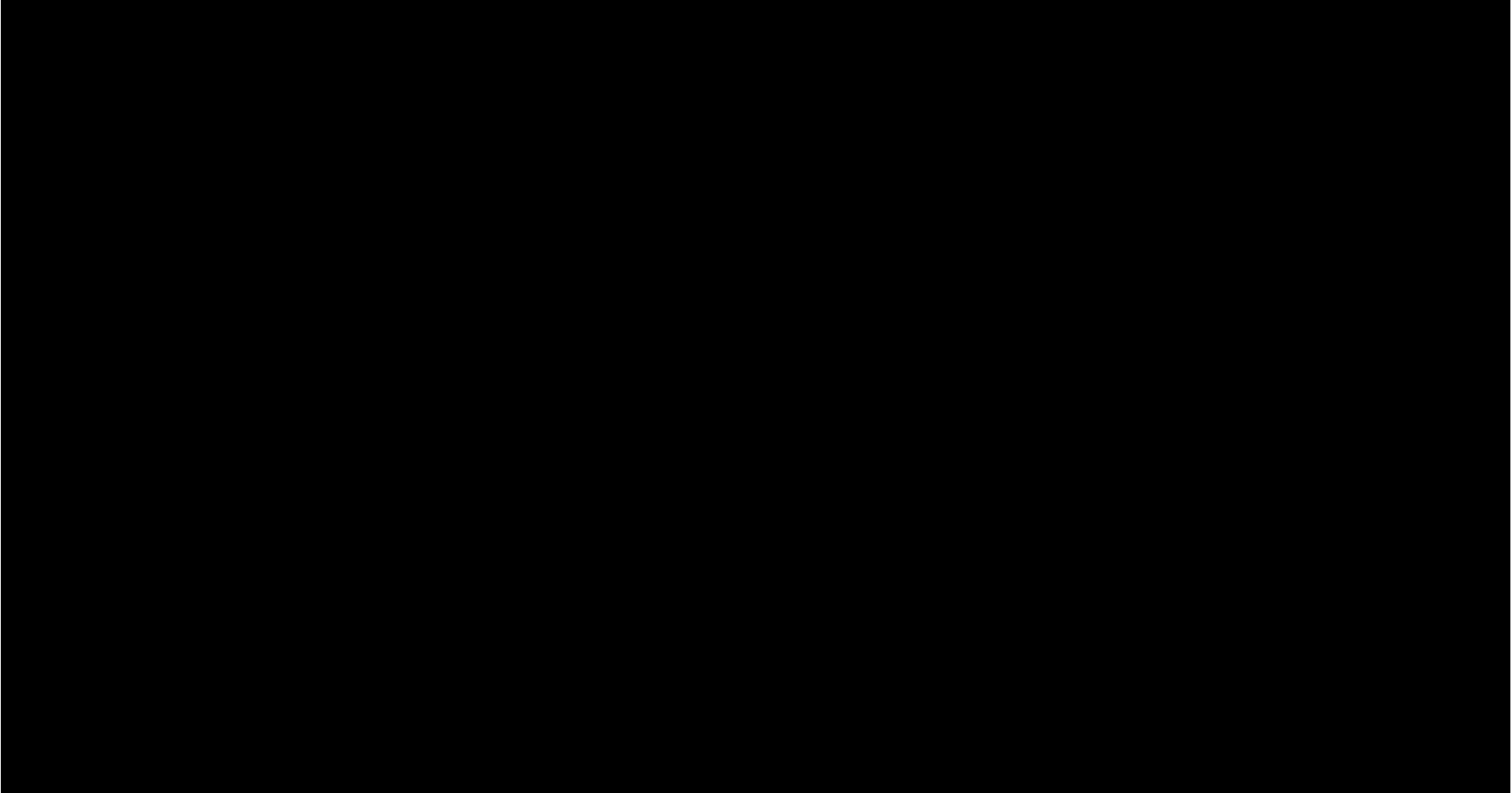
- Establish meaningful goals around the essential ideas of a discipline
- Provide opportunities for student choice, self-directed learning and cooperative learning
- Make literacy learning relevant to student interests, everyday life and current events
- Promote high levels of engagement and active responding

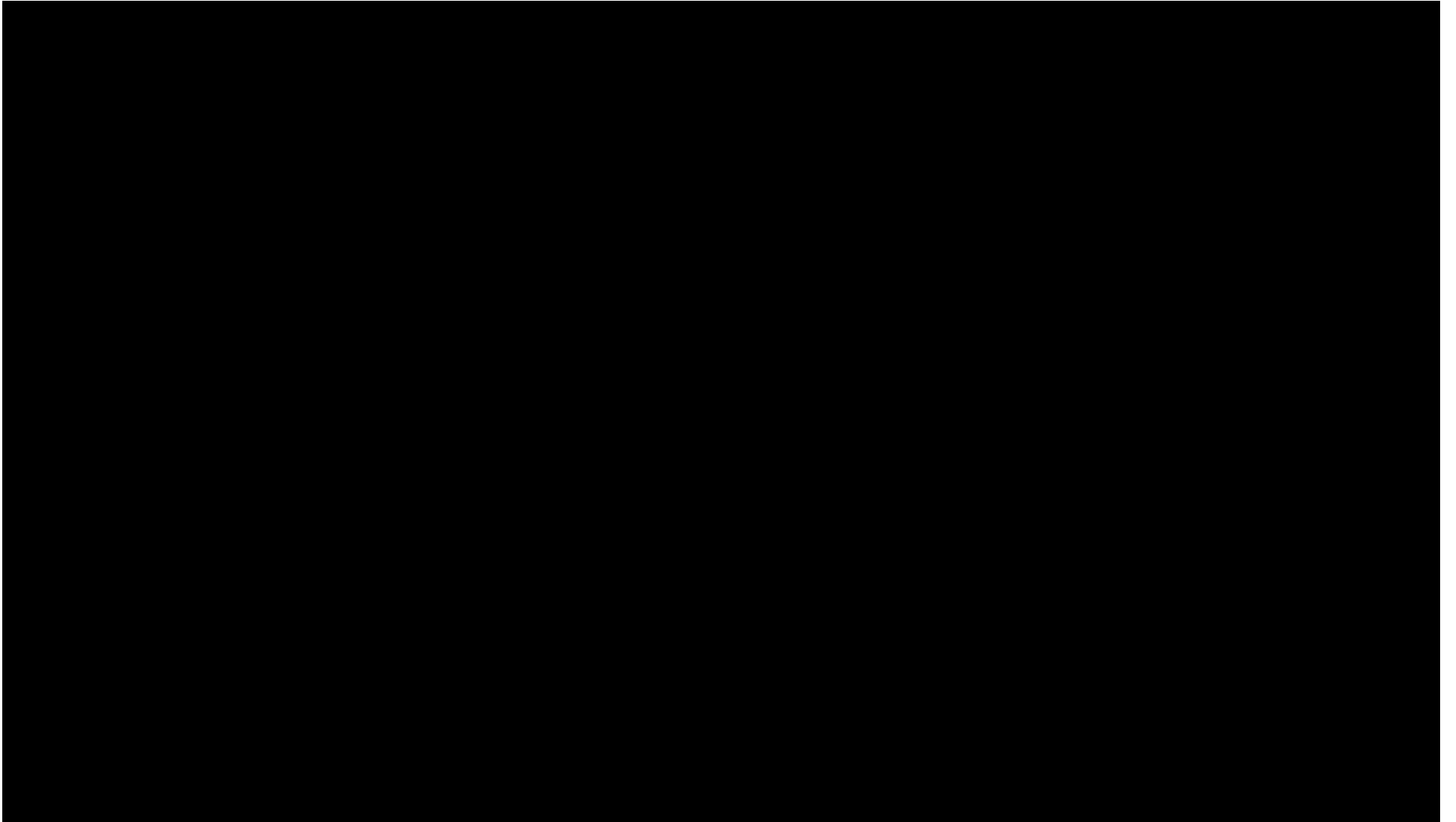
**School Name: CINCINNATI CLASSICAL ACADEMY**  
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances  
For the Fiscal Years Ended 2020 through 2022 Actual and  
the Fiscal Years Ending 2023 through 2027, Forecasted



Cincinnati Classical Academy  
1013 Fiscal Budget (April 2023 Update)

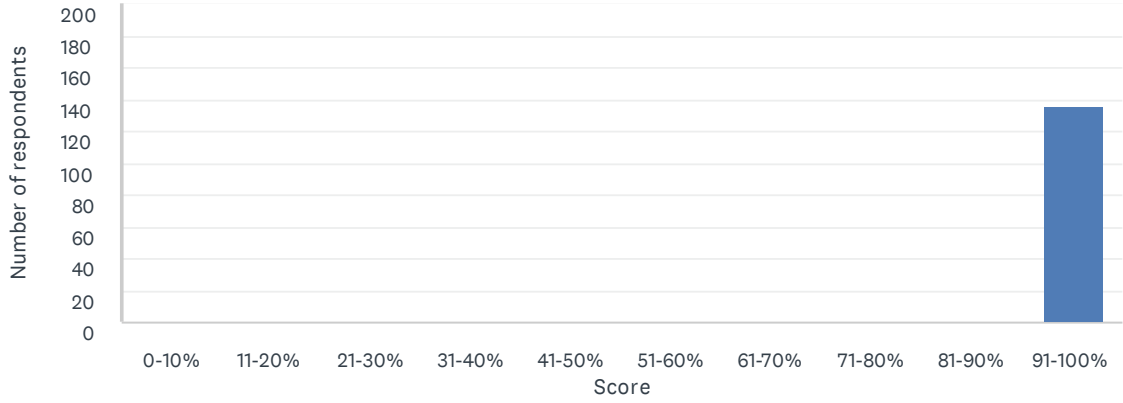
TITLE	Actual <u>Jul 22</u>	Actual <u>Aug 22</u>	Actual <u>Sep 22</u>	Actual <u>Oct 22</u>	Actual <u>Nov 22</u>	Actual <u>Dec 22</u>	Actual <u>Jan 23</u>	Actual <u>Feb 23</u>	Forecast <u>Mar 23</u>	Forecast <u>Apr 23</u>	Forecast <u>May 23</u>	Forecast <u>Jun 23</u>	Forecast <u>2023</u>
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### Quiz Summary

AVERAGE SCORE  
99% • 26/26 PTS



#### STATISTICS

Lowest Score	Median	Highest Score
65%	100%	100%
Mean: 99%		
Standard Deviation: 4%		

### Question Ranking



## CLASSICAL Parent Satisfaction Survey

QUESTIONS (26)	DIFFICULTY	AVERAGE SCORE
<b>Q4</b> Do you feel your initial expectations were met by attending CLASSICAL this inaugural year?	1	100%
<b>Q18</b> I feel my child(ren) are welcomed and included by staff, teachers and other students.	1	100%
<b>Q30</b> There is an overall spirit of warmth and hospitality displayed at CLASSICAL.	1	100%
<b>Q8</b> My child(ren) participated in activities outside of the classroom (clubs, sports, arts, etc.)	1	100%
<b>Q15</b> I feel a part of the CLASSICAL community.	1	100%
<b>Q10</b> When my child(ren) are involved in activities, I feel they are welcomed and included by others.	1	100%
<b>Q11</b> I feel CLASSICAL has prepared my child(ren) for their next academic year.	1	100%
<b>Q29</b> I feel the school administration is available and displays wise, knowledgeable, and humble leadership.	1	100%
<b>Q32</b> Please rate your overall satisfaction with your family's experience at CLASSICAL.	1	100%
<b>Q6</b> Overall, how well informed are you about what your child(ren) is/are being taught?	1	100%
<b>Q14</b> I have been invited to get involved at CLASSICAL.	1	100%
<b>Q23</b> My child(ren) are being educated in moral and civic virtue.	1	100%
<b>Q16</b> I feel I was given all the important information or help I needed to become a part of the CLASSICAL community.	1	100%
<b>Q22</b> I believe my child(ren) is/are receiving an excellent, content-rich, classical education.	1	100%
<b>Q3</b> The most important reason I chose to enroll my child/children at CLASSICAL is (select one):	1	100%
<b>Q26</b> I feel the school entrance and parking lots are easily accessible and make it easy to navigate where I am going.	1	100%
<b>Q12</b> I feel comfortable using the parent portals such as Final Forms, etc.	1	100%
<b>Q9</b> I feel like my child(ren) are interested and actively involved at CLASSICAL.	1	100%
<b>Q21</b> CLASSICAL teachers compassionately give me honest and useful information about how to help my child(ren) reach their fullest potential.	1	100%
<b>Q24</b> The faculty and staff at CLASSICAL act as exemplary role models for my child(ren).	1	100%
<b>Q5</b> When your child(ren) was/were first enrolled, how would you rate our efforts in providing information and assistance to help your family become part of the CLASSICAL family?	1	100%
<b>Q27</b> I feel that my child(ren) is/are welcomed each morning by the faculty and staff.	1	100%
<b>Q19</b> It is important to me that CLASSICAL holds my child(ren) responsible for their character and behavior.	1	100%
<b>Q13</b> I am informed about CLASSICAL activities like athletic events, concerts, parent workshops, and other events (e.g., through weekly parent announcements, the online events calendar, and The Classical Sentinel).	1	100%
<b>Q33</b> I would recommend CLASSICAL to others searching for a high-quality classical education.	1	100%
<b>Q28</b> I feel my child(ren) is/are safe and secure while at school.	1	100%

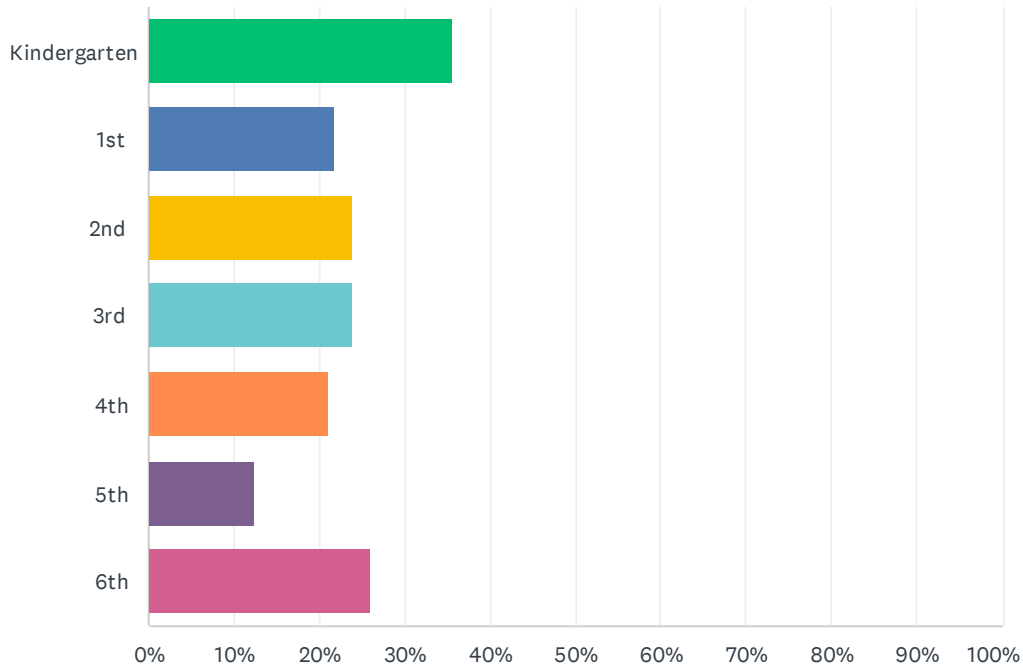
## Q1 Family Information (Optional)

Answered: 94 Skipped: 44

ANSWER CHOICES	RESPONSES	
First Name	95.74%	90
Last Name	100.00%	94
Address	0.00%	0
Address 2	0.00%	0
City/Town	0.00%	0
State/Province	0.00%	0
ZIP/Postal Code	0.00%	0
Country	0.00%	0
Email Address	0.00%	0
Phone Number	0.00%	0

## Q2 Grades my child(ren) attend:

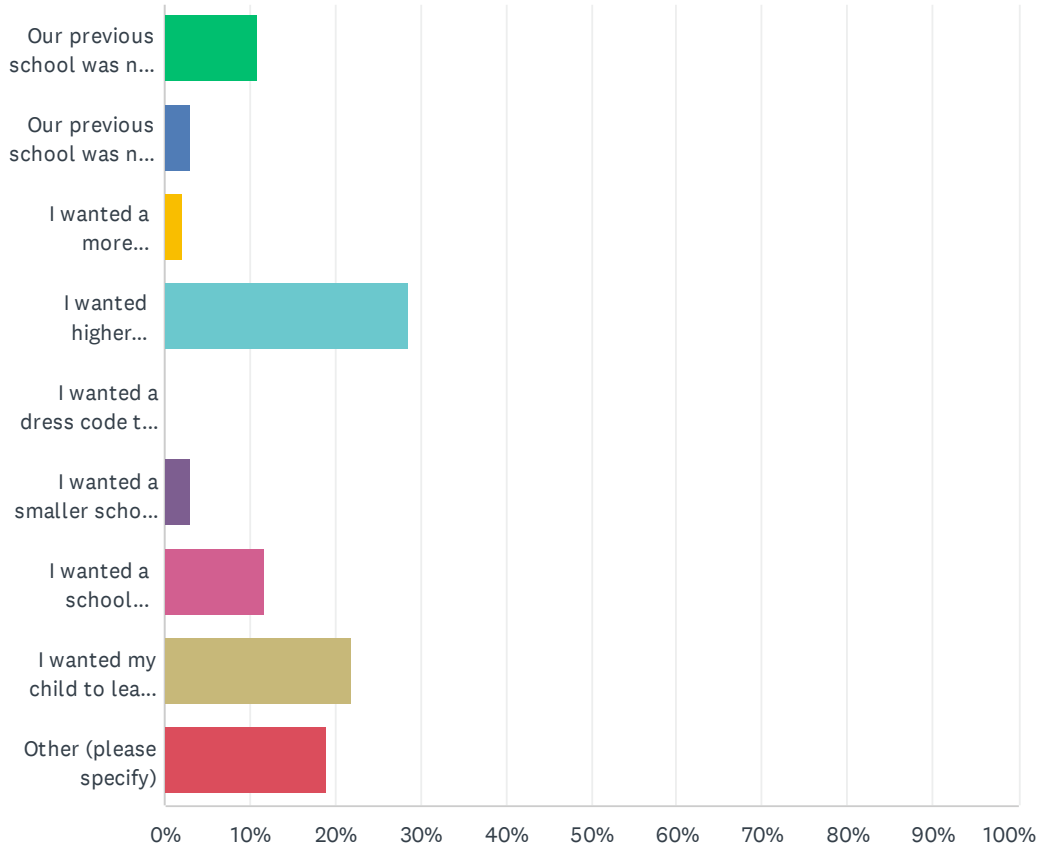
Answered: 138 Skipped: 0



ANSWER CHOICES	RESPONSES	
Kindergarten	35.51%	49
1st	21.74%	30
2nd	23.91%	33
3rd	23.91%	33
4th	21.01%	29
5th	12.32%	17
6th	26.09%	36
<b>Total Respondents: 138</b>		

### Q3 The most important reason I chose to enroll my child/children at CLASSICAL is (select one):

Answered: 137 Skipped: 1



#### QUIZ STATISTICS

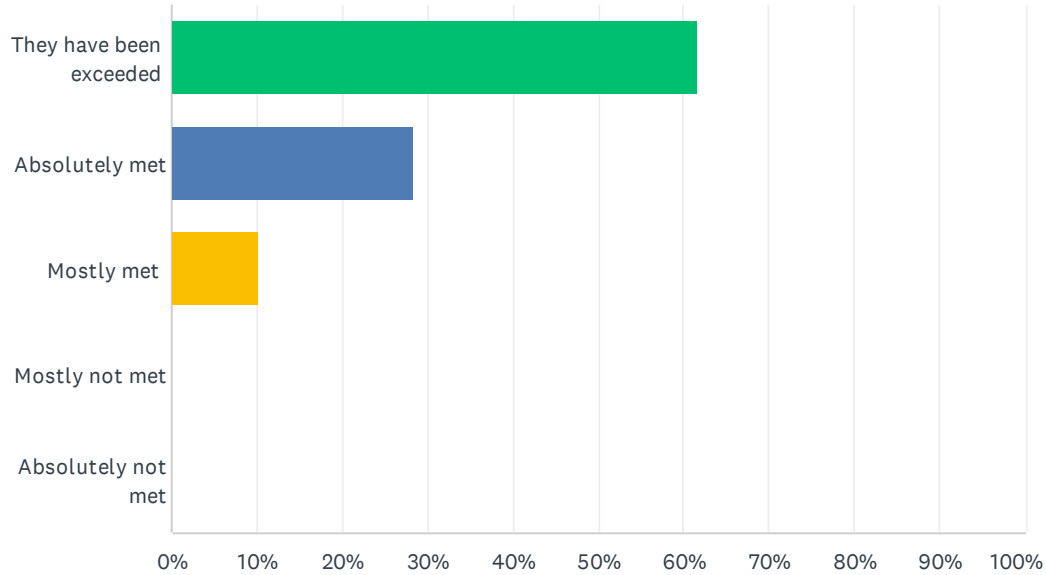
Percent Correct	Average Score	Standard Deviation	Difficulty
80%	1.0/1.0 (100%)	0.00	1/26

## CLASSICAL Parent Satisfaction Survey

ANSWER CHOICES	SCORE	RESPONSES	
✓ Our previous school was not meeting my child/children's needs.	1/1	10.95%	15
✓ Our previous school was not responsive to my concerns as a parent.	1/1	2.92%	4
✓ I wanted a more disciplined and orderly classroom and school environment.	1/1	2.19%	3
✓ I wanted higher standards and expectations held for all students.	1/1	28.47%	39
✓ I wanted a dress code that would positively affect the learning environment and reduce peer pressure.	1/1	0.00%	0
✓ I wanted a smaller school community.	1/1	2.92%	4
✓ I wanted a school environment that does not rely on digital devices for education.	1/1	11.68%	16
✓ I wanted my child to learn using the Hillsdale College K-12 curriculum.	1/1	21.90%	30
Other (please specify)	--	18.98%	26
<b>TOTAL</b>			<b>137</b>

## Q4 Do you feel your initial expectations were met by attending CLASSICAL this inaugural year?

Answered: 138 Skipped: 0



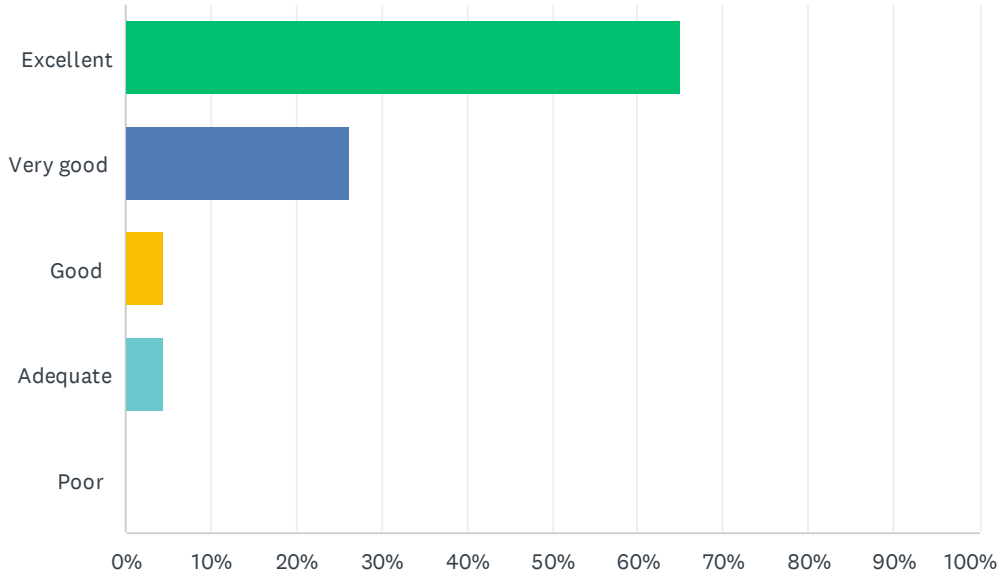
### QUIZ STATISTICS

Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
-------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ They have been exceeded	1/1	61.59%	85
✓ Absolutely met	1/1	28.26%	39
✓ Mostly met	1/1	10.14%	14
✓ Mostly not met	1/1	0.00%	0
✓ Absolutely not met	1/1	0.00%	0
<b>TOTAL</b>			<b>138</b>

## Q5 When your child(ren) was/were first enrolled, how would you rate our efforts in providing information and assistance to help your family become part of the CLASSICAL family?

Answered: 137 Skipped: 1



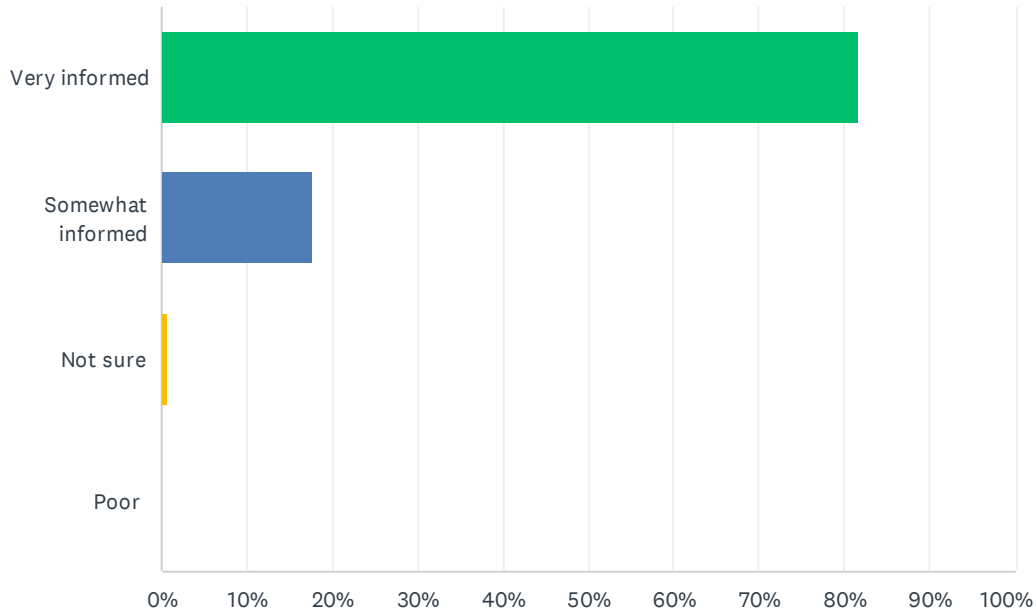
### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Excellent	1/1	64.96%	89
✓ Very good	1/1	26.28%	36
✓ Good	1/1	4.38%	6
✓ Adequate	1/1	4.38%	6
✓ Poor	1/1	0.00%	0
<b>TOTAL</b>			<b>137</b>

## Q6 Overall, how well informed are you about what your child(ren) is/are being taught?

Answered: 136 Skipped: 2



### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Very informed	1/1	81.62%	111
✓ Somewhat informed	1/1	17.65%	24
✓ Not sure	1/1	0.74%	1
✓ Poor	1/1	0.00%	0
<b>TOTAL</b>			<b>136</b>

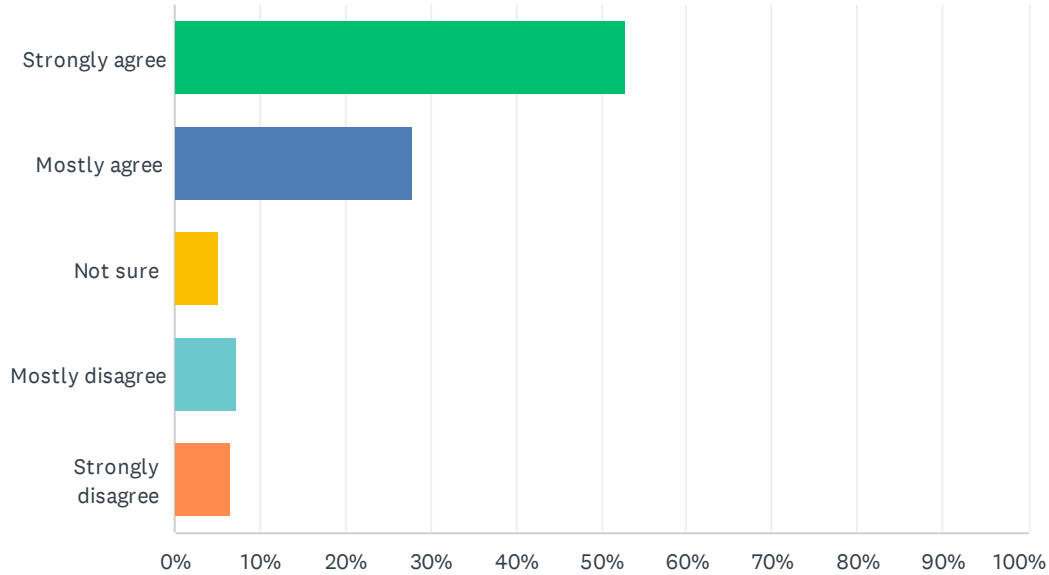


Q7 What improvements can we make to help new families feel a part of the CLASSICAL community?

Answered: 74 Skipped: 64

## Q8 My child(ren) participated in activities outside of the classroom (clubs, sports, arts, etc.)

Answered: 136 Skipped: 2



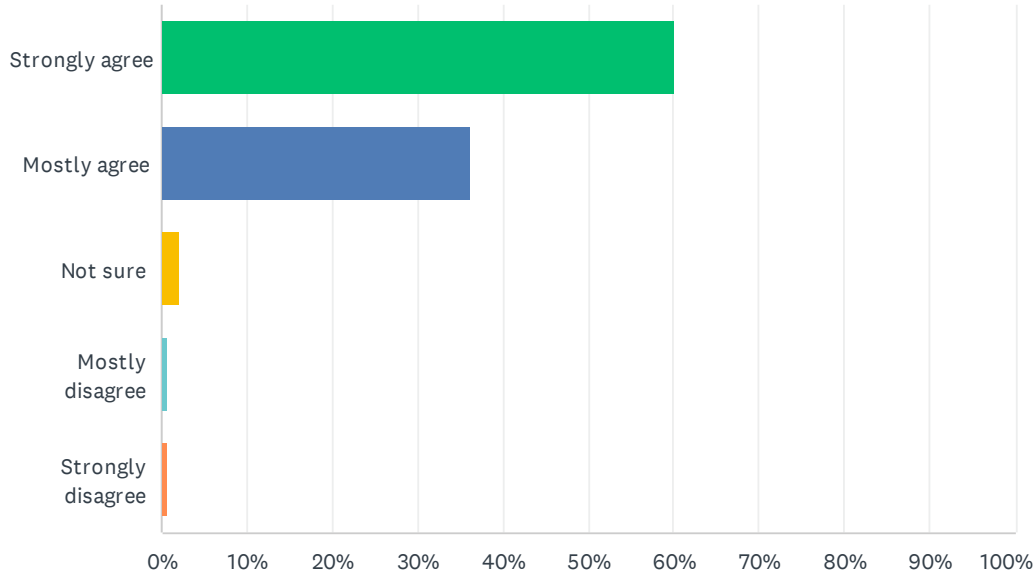
### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	52.94%	72
✓ Mostly agree	1/1	27.94%	38
✓ Not sure	1/1	5.15%	7
✓ Mostly disagree	1/1	7.35%	10
✓ Strongly disagree	1/1	6.62%	9
<b>TOTAL</b>			<b>136</b>

## Q9 I feel like my child(ren) are interested and actively involved at CLASSICAL.

Answered: 138 Skipped: 0



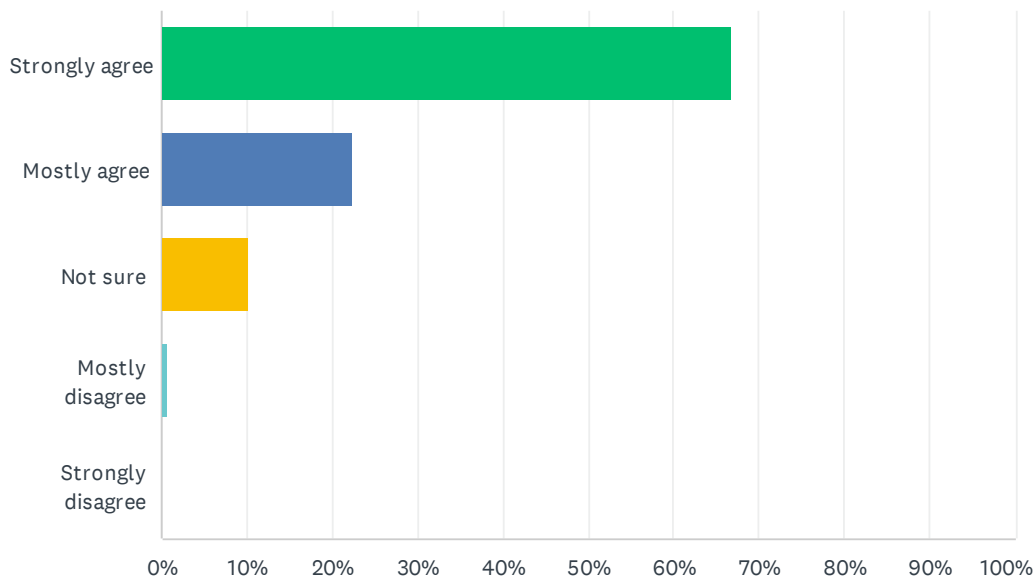
### QUIZ STATISTICS

Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
-------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	60.14%	83
✓ Mostly agree	1/1	36.23%	50
✓ Not sure	1/1	2.17%	3
✓ Mostly disagree	1/1	0.72%	1
✓ Strongly disagree	1/1	0.72%	1
<b>TOTAL</b>			<b>138</b>

## Q10 When my child(ren) are involved in activities, I feel they are welcomed and included by others.

Answered: 138 Skipped: 0



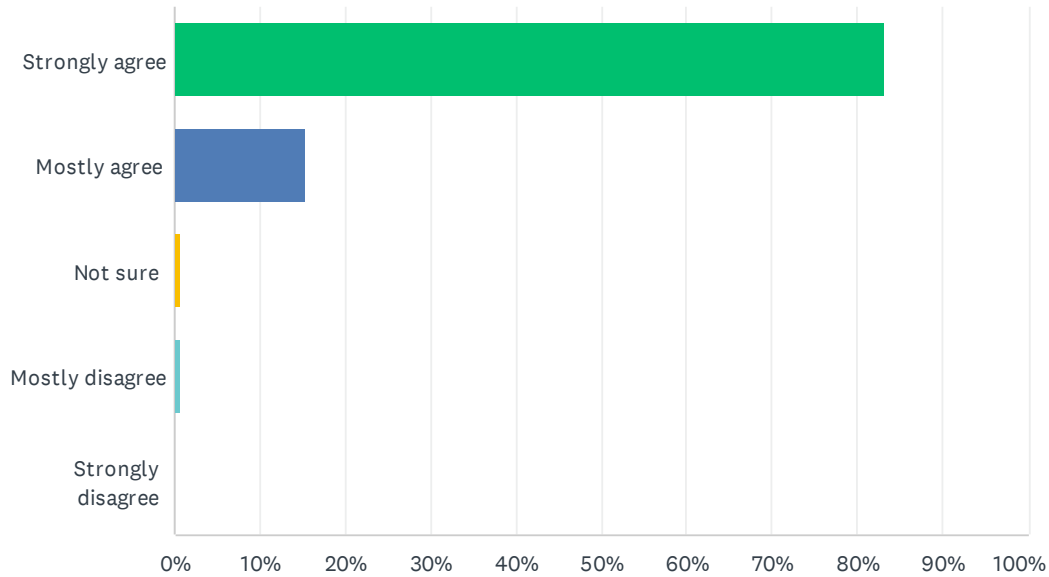
### QUIZ STATISTICS

Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
-------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	66.67%	92
✓ Mostly agree	1/1	22.46%	31
✓ Not sure	1/1	10.14%	14
✓ Mostly disagree	1/1	0.72%	1
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>138</b>

## Q11 I feel CLASSICAL has prepared my child(ren) for their next academic year.

Answered: 137 Skipped: 1



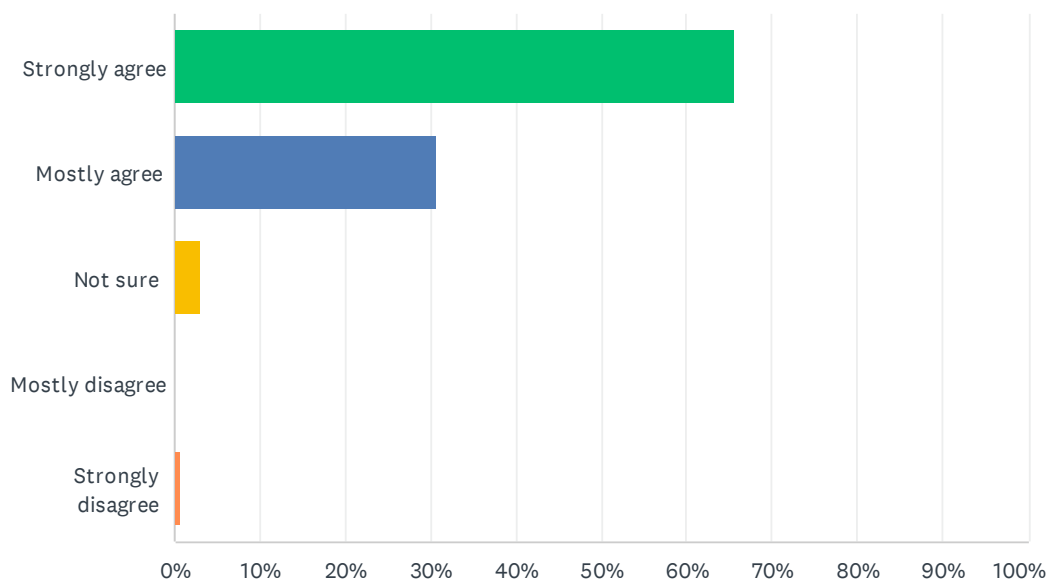
### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	83.21%	114
✓ Mostly agree	1/1	15.33%	21
✓ Not sure	1/1	0.73%	1
✓ Mostly disagree	1/1	0.73%	1
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>137</b>

## Q12 I feel comfortable using the parent portals such as Final Forms, etc.

Answered: 137 Skipped: 1



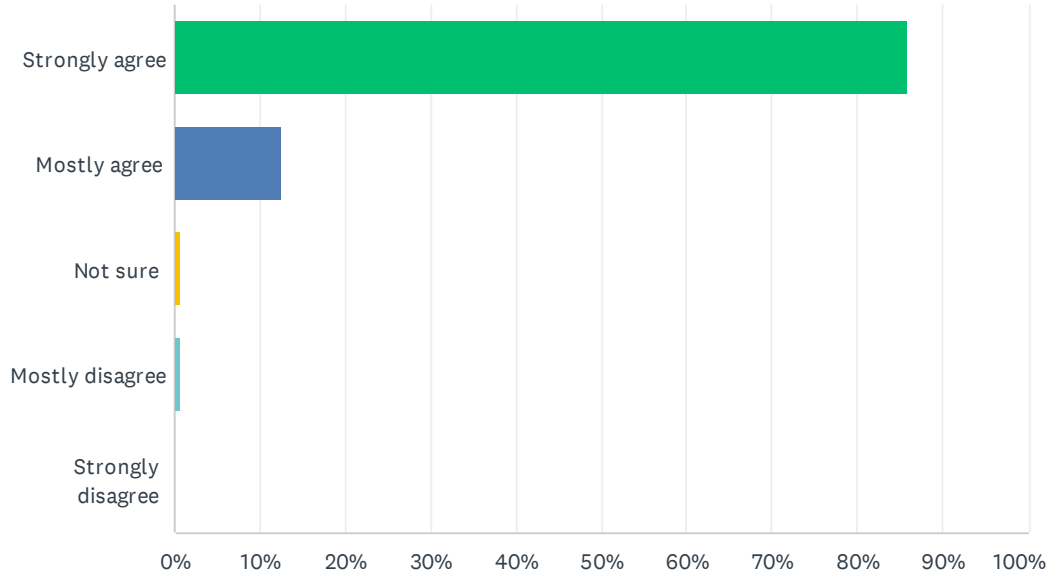
### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	65.69%	90
✓ Mostly agree	1/1	30.66%	42
✓ Not sure	1/1	2.92%	4
✓ Mostly disagree	1/1	0.00%	0
✓ Strongly disagree	1/1	0.73%	1
<b>TOTAL</b>			<b>137</b>

Q13 I am informed about CLASSICAL activities like athletic events, concerts, parent workshops, and other events (e.g., through weekly parent announcements, the online events calendar, and The Classical Sentinel).

Answered: 136 Skipped: 2



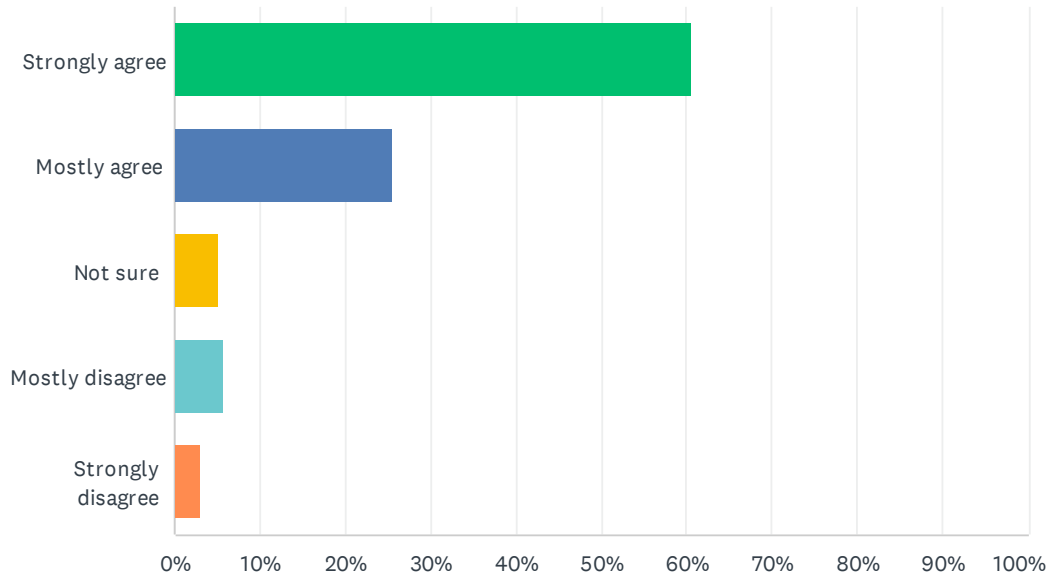
**QUIZ STATISTICS**

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES
✓ Strongly agree	1/1	86.03% 117
✓ Mostly agree	1/1	12.50% 17
✓ Not sure	1/1	0.74% 1
✓ Mostly disagree	1/1	0.74% 1
✓ Strongly disagree	1/1	0.00% 0
<b>TOTAL</b>		<b>136</b>

## Q14 I have been invited to get involved at CLASSICAL.

Answered: 137 Skipped: 1



### QUIZ STATISTICS

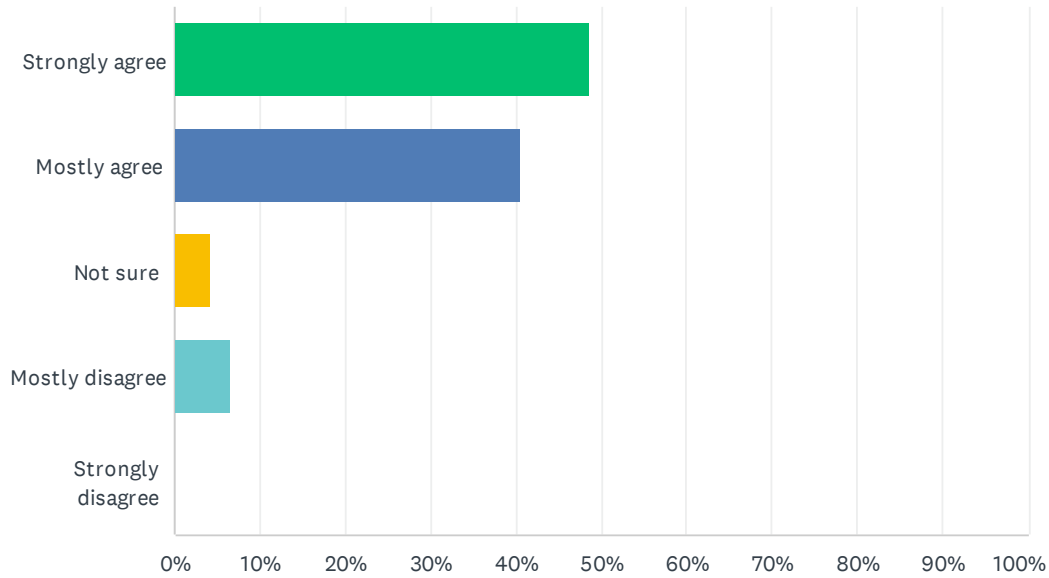
Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	60.58%	83
✓ Mostly agree	1/1	25.55%	35
✓ Not sure	1/1	5.11%	7
✓ Mostly disagree	1/1	5.84%	8
✓ Strongly disagree	1/1	2.92%	4
<b>TOTAL</b>			<b>137</b>



## Q15 I feel a part of the CLASSICAL community.

Answered: 138 Skipped: 0



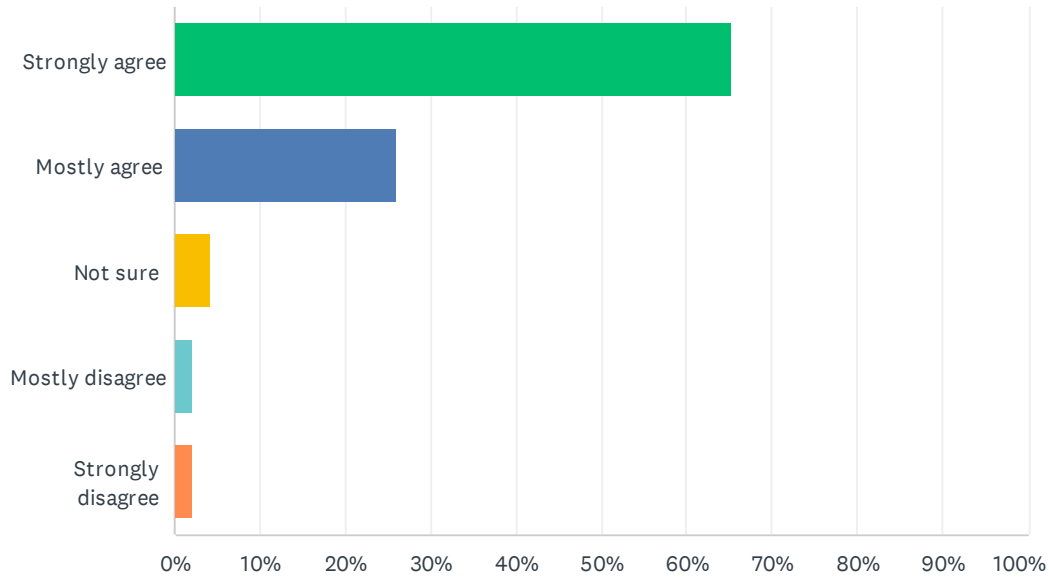
### QUIZ STATISTICS

Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
-------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	48.55%	67
✓ Mostly agree	1/1	40.58%	56
✓ Not sure	1/1	4.35%	6
✓ Mostly disagree	1/1	6.52%	9
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>138</b>

## Q16 I feel I was given all the important information or help I needed to become a part of the CLASSICAL community.

Answered: 138 Skipped: 0



### QUIZ STATISTICS

Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
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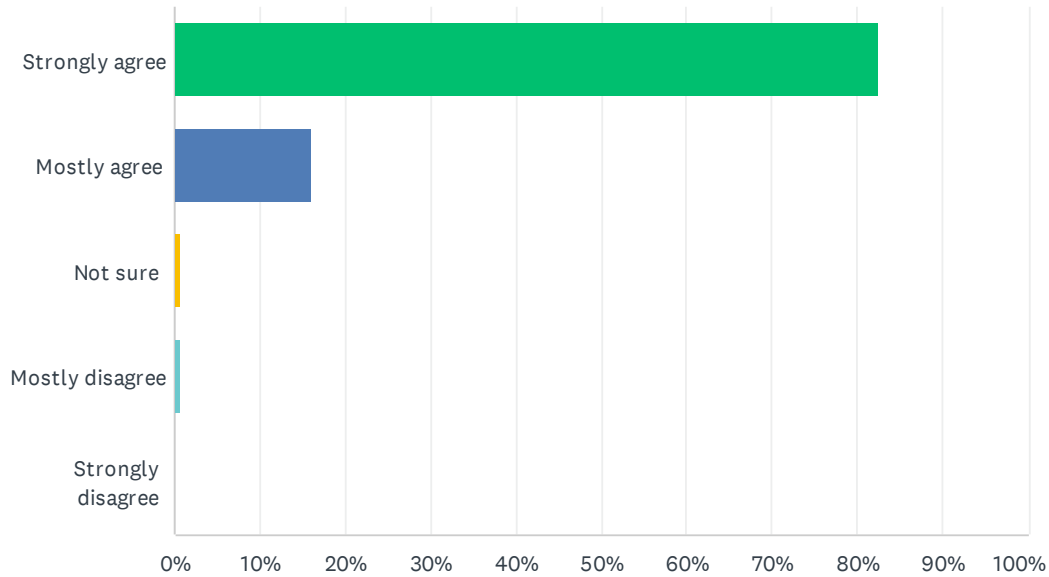
ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	65.22%	90
✓ Mostly agree	1/1	26.09%	36
✓ Not sure	1/1	4.35%	6
✓ Mostly disagree	1/1	2.17%	3
✓ Strongly disagree	1/1	2.17%	3
<b>TOTAL</b>			<b>138</b>

Q17 Please let us know how we could help you be better informed or involved or if you were frustrated by anything in your adjustment to Classical.

Answered: 66 Skipped: 72

## Q18 I feel my child(ren) are welcomed and included by staff, teachers and other students.

Answered: 138 Skipped: 0



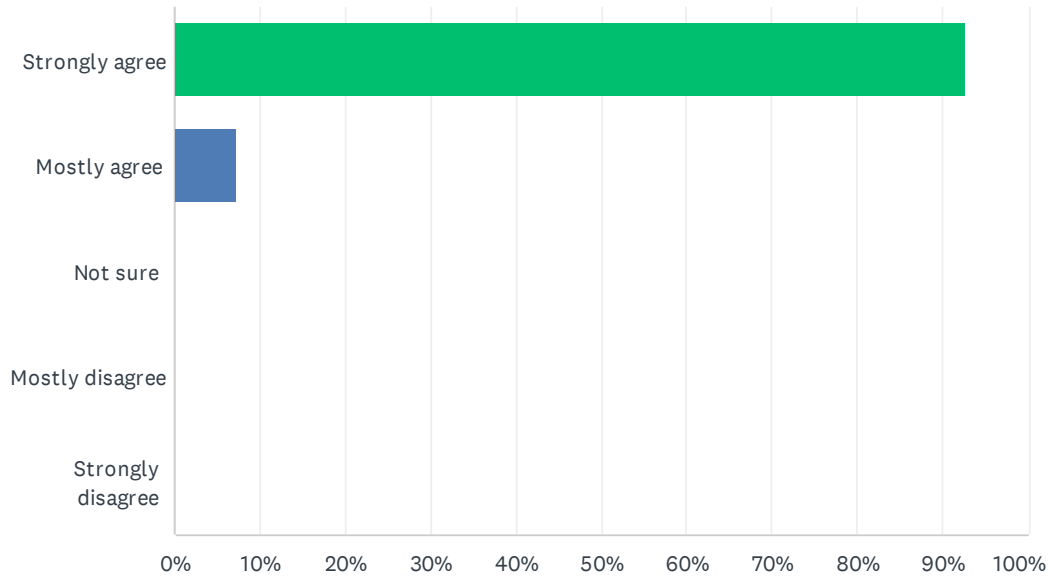
### QUIZ STATISTICS

Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
-------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	82.61%	114
✓ Mostly agree	1/1	15.94%	22
✓ Not sure	1/1	0.72%	1
✓ Mostly disagree	1/1	0.72%	1
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>138</b>

## Q19 It is important to me that CLASSICAL holds my child(ren) responsible for their character and behavior.

Answered: 138 Skipped: 0



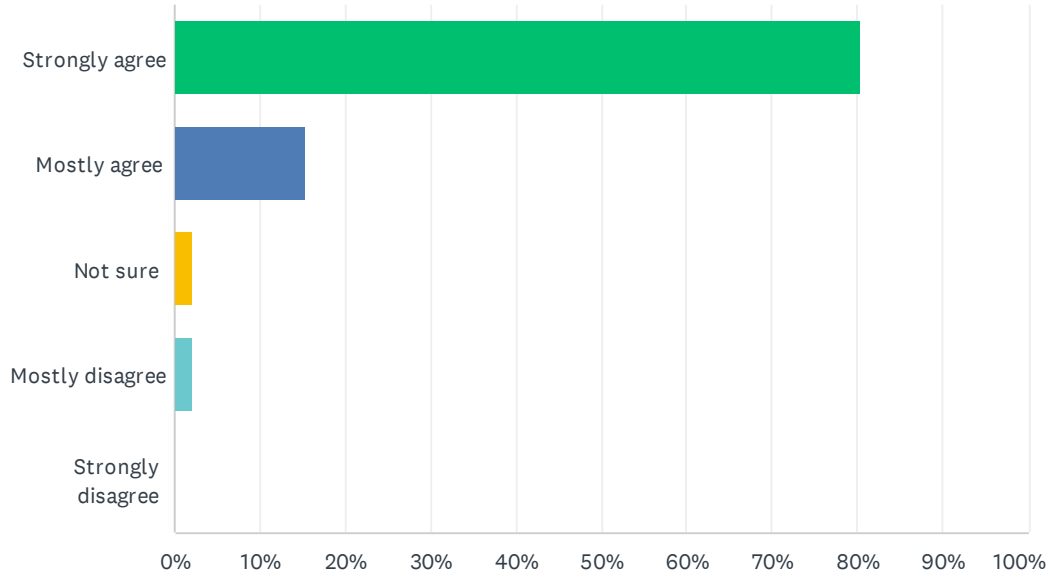
### QUIZ STATISTICS

Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
-------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	92.75%	128
✓ Mostly agree	1/1	7.25%	10
✓ Not sure	1/1	0.00%	0
✓ Mostly disagree	1/1	0.00%	0
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>138</b>

**Q20 The feedback provided to my child by teachers at CLASSICAL is generally positive, balanced with grace and accountability, and encourages his/her success.**

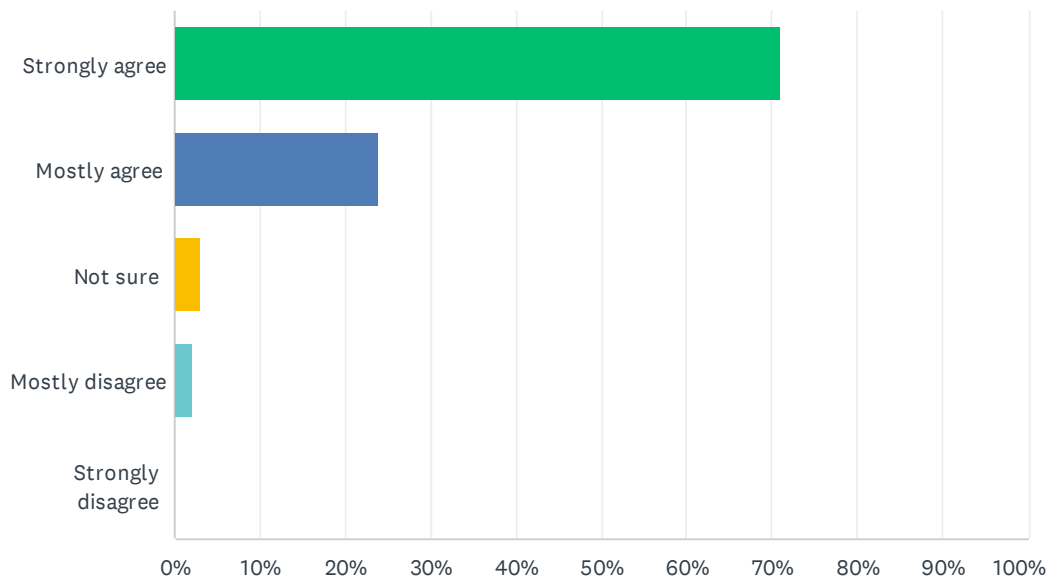
Answered: 137 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	80.29%	110
Mostly agree	15.33%	21
Not sure	2.19%	3
Mostly disagree	2.19%	3
Strongly disagree	0.00%	0
<b>TOTAL</b>		<b>137</b>

## Q21 CLASSICAL teachers passionately give me honest and useful information about how to help my child(ren) reach their fullest potential.

Answered: 138 Skipped: 0



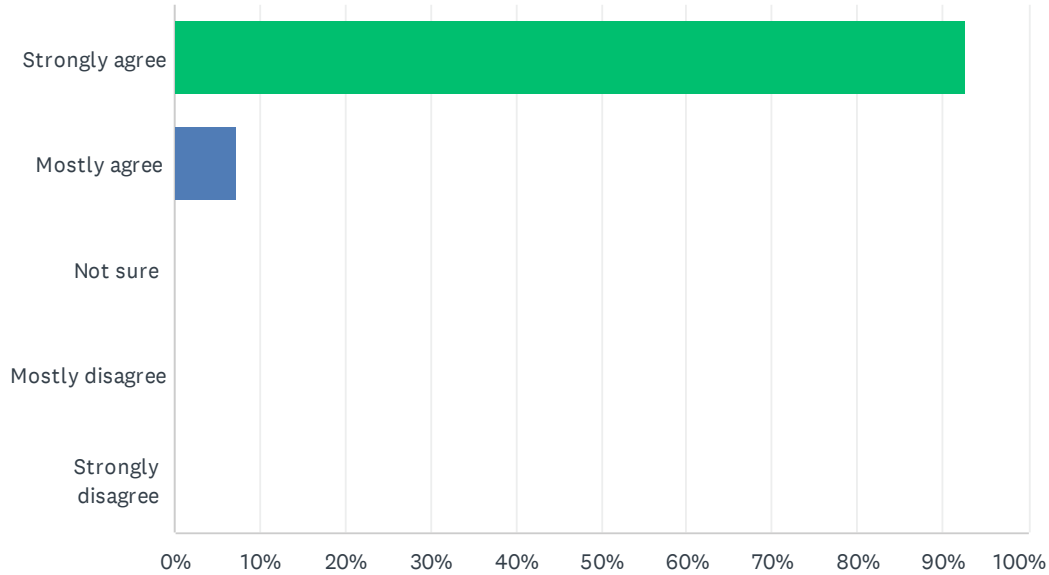
### QUIZ STATISTICS

Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
-------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	71.01%	98
✓ Mostly agree	1/1	23.91%	33
✓ Not sure	1/1	2.90%	4
✓ Mostly disagree	1/1	2.17%	3
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>138</b>

## Q22 I believe my child(ren) is/are receiving an excellent, content-rich, classical education.

Answered: 138 Skipped: 0



### QUIZ STATISTICS

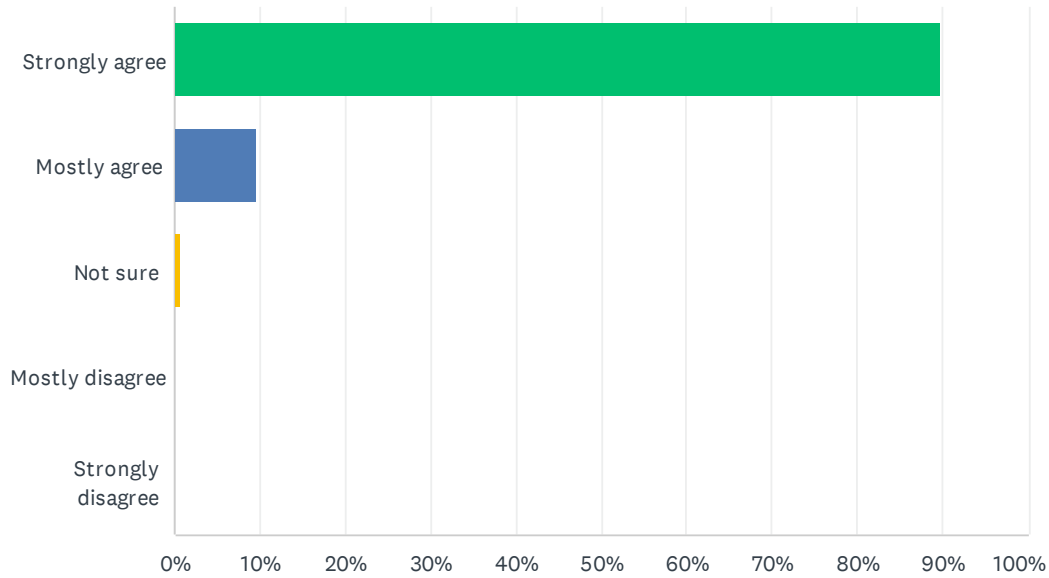
Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
-------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	92.75%	128
✓ Mostly agree	1/1	7.25%	10
✓ Not sure	1/1	0.00%	0
✓ Mostly disagree	1/1	0.00%	0
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>138</b>



## Q23 My child(ren) are being educated in moral and civic virtue.

Answered: 136 Skipped: 2



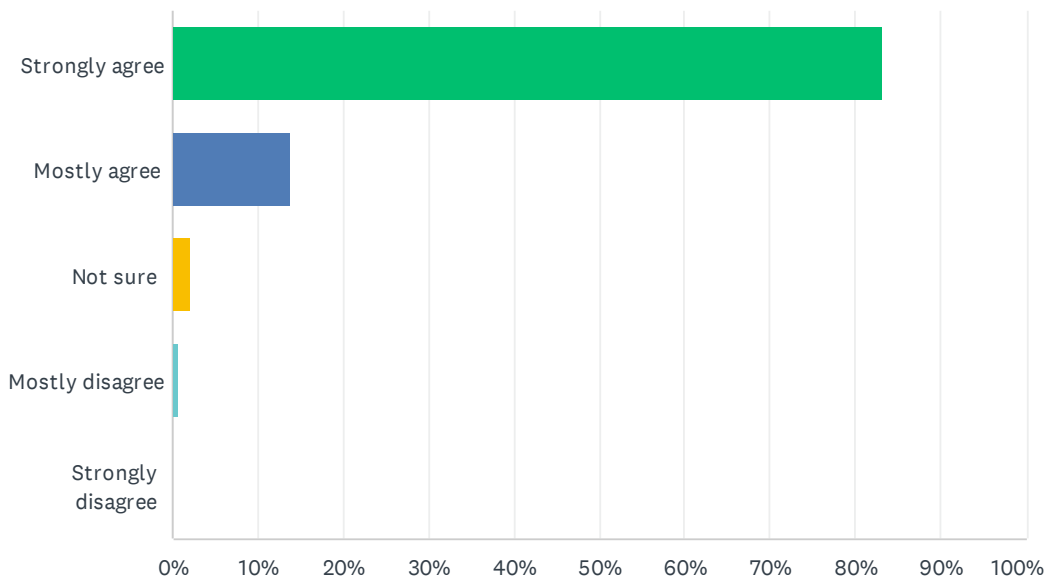
### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	89.71%	122
✓ Mostly agree	1/1	9.56%	13
✓ Not sure	1/1	0.74%	1
✓ Mostly disagree	1/1	0.00%	0
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>136</b>

## Q24 The faculty and staff at CLASSICAL act as exemplary role models for my child(ren).

Answered: 137 Skipped: 1



### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

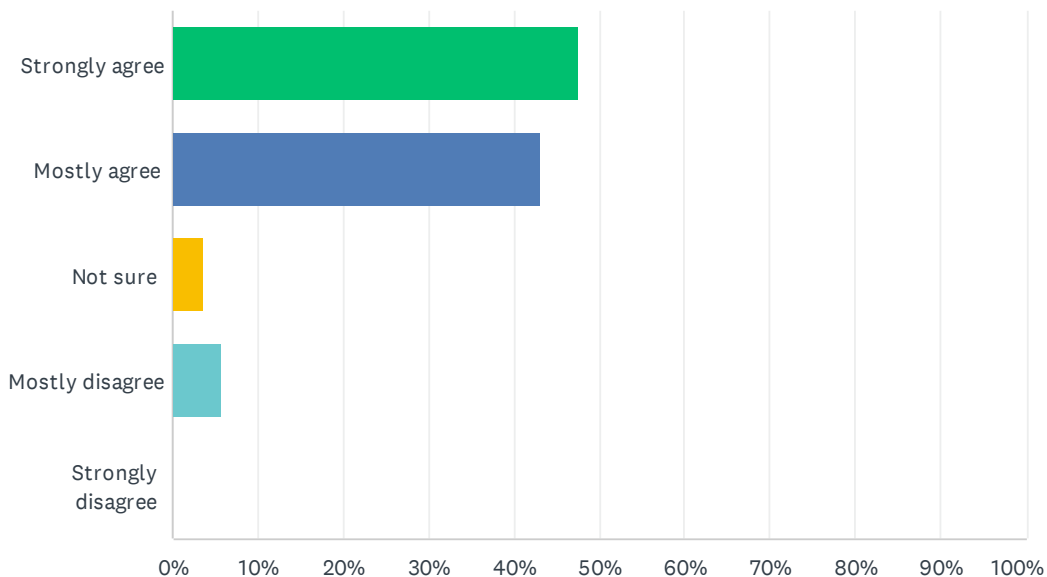
ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	83.21%	114
✓ Mostly agree	1/1	13.87%	19
✓ Not sure	1/1	2.19%	3
✓ Mostly disagree	1/1	0.73%	1
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>137</b>

Q25 How can we better support your child(ren)'s growth and potential?

Answered: 65 Skipped: 73

## Q26 I feel the school entrance and parking lots are easily accessible and make it easy to navigate where I am going.

Answered: 137 Skipped: 1



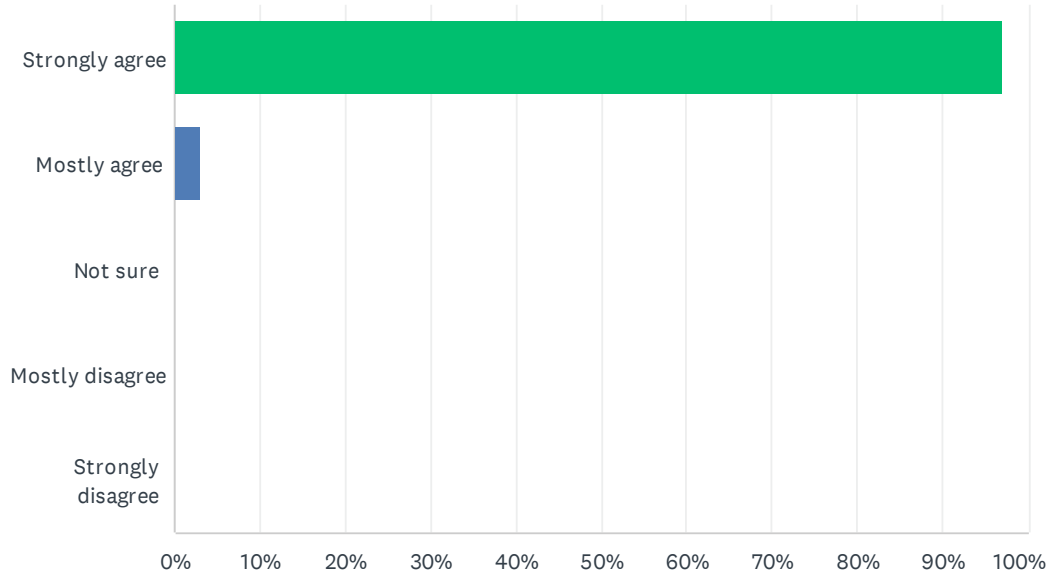
### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	47.45%	65
✓ Mostly agree	1/1	43.07%	59
✓ Not sure	1/1	3.65%	5
✓ Mostly disagree	1/1	5.84%	8
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>137</b>

## Q27 I feel that my child(ren) is/are welcomed each morning by the faculty and staff.

Answered: 137 Skipped: 1



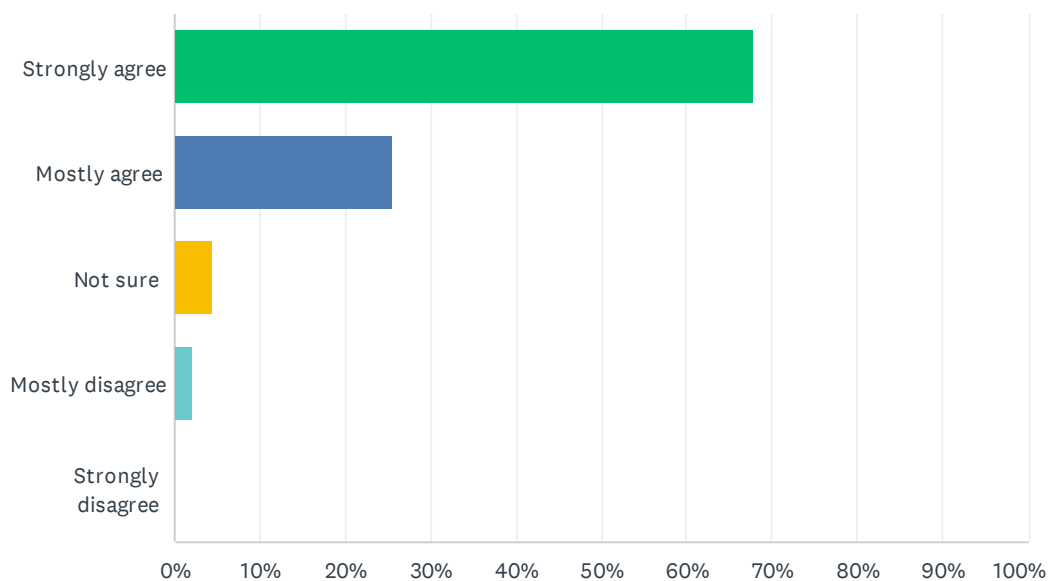
### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	97.08%	133
✓ Mostly agree	1/1	2.92%	4
✓ Not sure	1/1	0.00%	0
✓ Mostly disagree	1/1	0.00%	0
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>137</b>

## Q28 I feel my child(ren) is/are safe and secure while at school.

Answered: 137 Skipped: 1



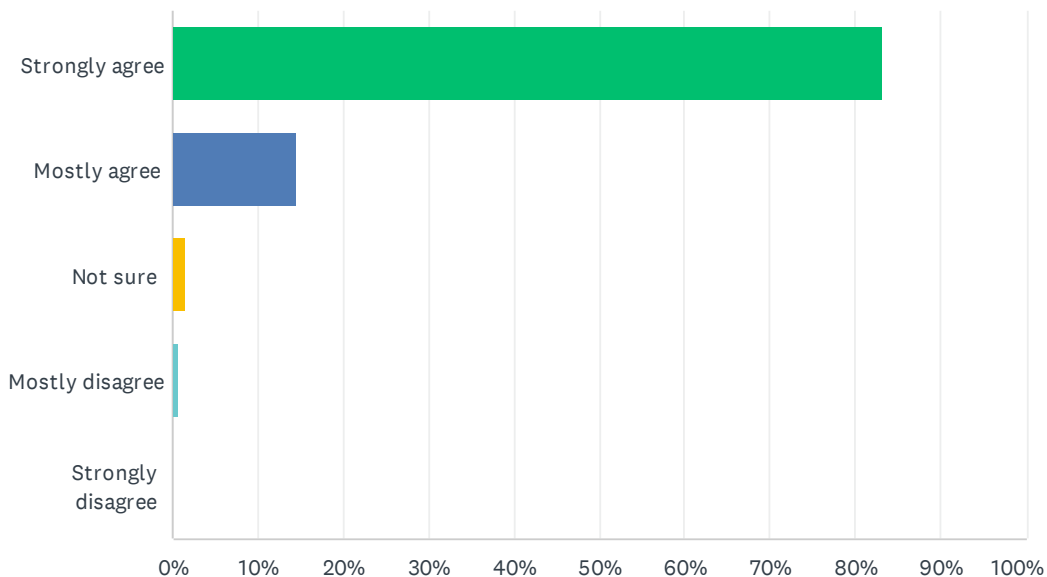
### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	67.88%	93
✓ Mostly agree	1/1	25.55%	35
✓ Not sure	1/1	4.38%	6
✓ Mostly disagree	1/1	2.19%	3
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>137</b>

## Q29 I feel the school administration is available and displays wise, knowledgeable, and humble leadership.

Answered: 137 Skipped: 1



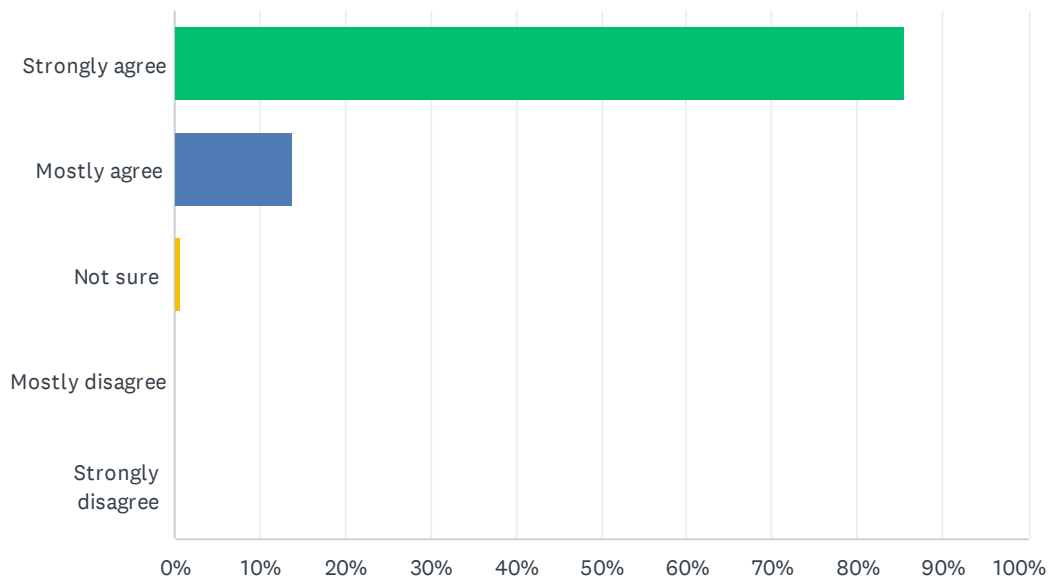
### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	83.21%	114
✓ Mostly agree	1/1	14.60%	20
✓ Not sure	1/1	1.46%	2
✓ Mostly disagree	1/1	0.73%	1
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>137</b>

## Q30 There is an overall spirit of warmth and hospitality displayed at CLASSICAL.

Answered: 137 Skipped: 1



### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	85.40%	117
✓ Mostly agree	1/1	13.87%	19
✓ Not sure	1/1	0.73%	1
✓ Mostly disagree	1/1	0.00%	0
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>137</b>

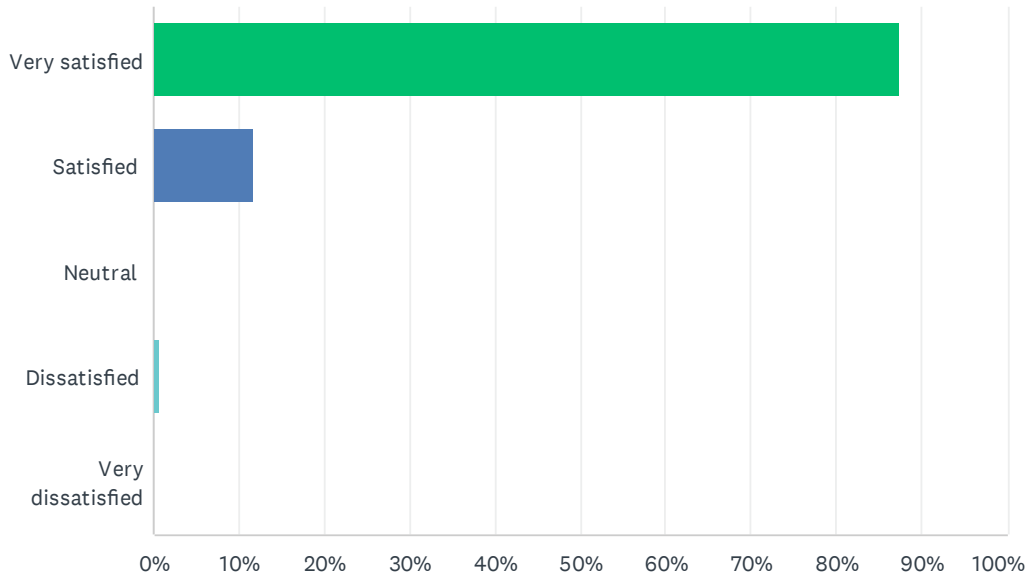


Q31 What could be done to enhance Classical's hospitality and build community for your family within your school?

Answered: 50 Skipped: 88

## Q32 Please rate your overall satisfaction with your family's experience at CLASSICAL.

Answered: 136 Skipped: 2



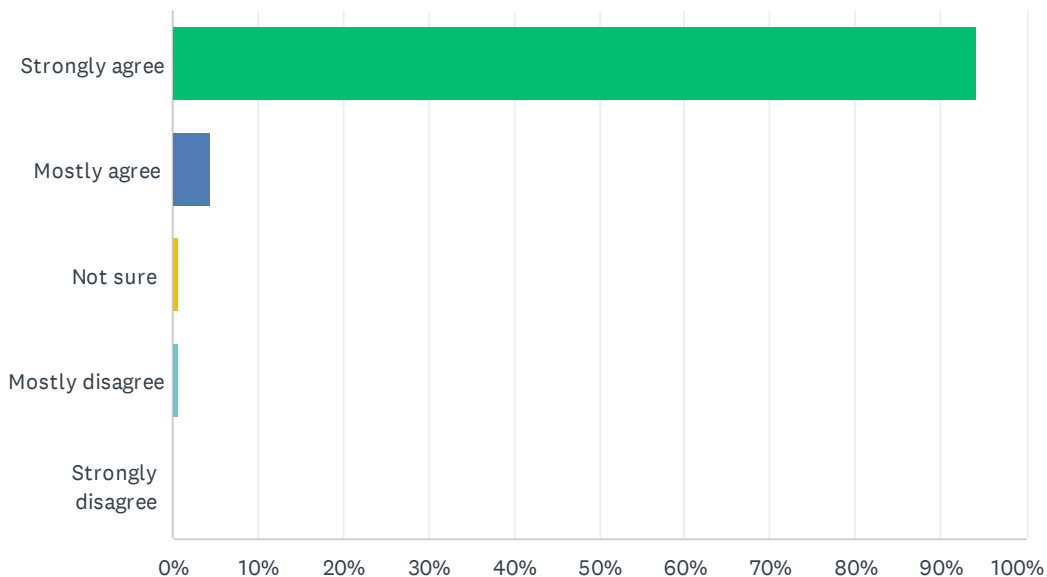
### QUIZ STATISTICS

Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
------------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Very satisfied	1/1	87.50%	119
✓ Satisfied	1/1	11.76%	16
✓ Neutral	1/1	0.00%	0
✓ Dissatisfied	1/1	0.74%	1
✓ Very dissatisfied	1/1	0.00%	0
<b>TOTAL</b>			<b>136</b>

### Q33 I would recommend CLASSICAL to others searching for a high-quality classical education.

Answered: 137 Skipped: 1



QUIZ STATISTICS			
Percent Correct 99%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/26
ANSWER CHOICES	SCORE	RESPONSES	
✓ Strongly agree	1/1	94.16%	129
✓ Mostly agree	1/1	4.38%	6
✓ Not sure	1/1	0.73%	1
✓ Mostly disagree	1/1	0.73%	1
✓ Strongly disagree	1/1	0.00%	0
<b>TOTAL</b>			<b>137</b>

Q34 We are grateful for so many parents who support us with their time and resources. Do you have any suggestions concerning major fundraising efforts such as an annual fund, a capital campaign, or other fundraising events?

Answered: 45 Skipped: 93

**Q35 Do you have any additional comments, suggestions, concerns or appreciation that you would like to express to CLASSICAL teachers or staff?**

Answered: 79 Skipped: 59

## CSP Developer Grant

Yvonne Adkins [REDACTED]

Thu 7/6/2023 11:36 AM

To:Tammie Osler [REDACTED];Angie Mann [REDACTED]

Cc:Dr. Jed A. Hartings [REDACTED];Kim Vandlen [REDACTED];Yvonne Adkins [REDACTED]

Please be advised, as the schools' sponsor/authorizer, we want to provide you with notice that the following two schools are applying for the US DOE charter school program developer grant:

Cincinnati classical academy  
Southeast Ohio Classical Academy

The applications will be submitted prior to the deadline at 11:59 PM on July 7, 2023.

If you have any questions or would like to discuss the schools' intent to apply for the developer grant please let me know.

Thank you.

Yvonne Adkins  
Www.adkinsandcompany.com  
[REDACTED]



Appendix G - Table of Contents

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Appendix G3	Charter Contract
Appendix G4	Education Plan
Appendix G5	Lottery Process and Family Handbook
Appendix G6	Parent Engagement Policy
Appendix G7	Internal Fiscal Controls Policies
Appendix G8	Transportation Policy
Appendix G9	Market Research
Appendix G10	Current Facility
Appendix G11	Grant Program Allocation Spending Report
Appendix G12	Sponsor Notification of Grant Application
Appendix G13	Marketing Plan
Appendix G14	State of the Schools Success 2023
Appendix G15	Hillsdale Student Achievement Data
Appendix G16	BLT Meeting Template
Appendix G17	School Survey



## **Appendix G6 – Parent Engagement Policy**

### **Building Parent and Community Demand**

Community support has been paramount to the successful opening of Cincinnati Classical Academy (CCA). Through the planning year and first year of operations, CCA has worked hard to create relationships, share the mission and vision of the school, solicit parental support, and recruit high-quality leadership. As a result, the school has achieved remarkable successes, including full enrollment and a robust wait list.

School representatives have actively worked across the community to raise awareness of the proposed school and have met with key business leaders in the community, elected officials at the state and local levels, local academics, and most importantly, they have listened to the needs and concerns of area parents to ensure the classical education model is a strong fit for the area. CCA has organized and will continue to offer public community awareness events and parent information nights, providing an opportunity for community members to hear more about the school and ask questions from CCA representatives and leaders. Strong attendance at each of these events, letters of support received in the planning years, and robust enrollment have all demonstrated robust community support for the school.

Since inception of the founding effort, CCA board and team members have been aware of parent concerns regarding public education options as well as economic concerns that make private alternatives less accessible. The job market has been unstable due to the COVID pandemic, the economy has been stagnant, inflation has been rampant, and housing has become even more unaffordable; families are anxious. In addition, parents have been vocal about wanting to have more control, and more options, in what is being taught to their children. Perceived or not, more and more parents are demanding classrooms that focus on the basics, instructional time that uses less technology, and teachers who lead with a more neutral voice.

### **Engaging Parents and Community Members:**

CCA benefits from having engaged community leaders who are experts in the field of education, who believe in the classical education model, and who are committed to improving student achievement. CCA will continue efforts to engage community stakeholders and identify organizations that can offer beneficial wrap-around services and extracurricular programming. CCA believes the school location and direct community connection is critical to the school's success in closing the achievement gap and for increasing performance for all students -- especially those not being fully engaged at traditional public schools. Informational sessions, open houses, parent orientations, and other events have been and will continue to be scheduled to give the community the opportunity to learn about the school and the track record of the Barney Charter School Initiative (BCSI) Classical Education model.

Beginning in early 2023, CCA has and will continue to offer information sessions throughout the 2023-2024 planning year allowing parents and students to learn and ask questions about the



school's mission, vision, and philosophy, the benefits of the classical education model offered, and of successes experienced at other BCSI affiliated schools across the country. Families will have the opportunity to learn about expectations of students and parents, details about the school's classical academic program, planned extra-curricular activities and clubs, and visit the facility once it is secured.

### **Engaging Parents and Community Members in the Life of the School**

CCA will continue to seek to partner with motivated individuals and organizations that have the drive to empower community members, families, and children through access to quality educational programs and services. CCA will emphasize the importance of volunteering and will partner with organizations allowing students to offer support at non-profit fundraising walks, community clean-ups, and food pantry/shelters. CCA Board members, its executive director, director of school development, the school principal and the school's committee members will work to establish partnerships with community organizations that can provide in-kind, wrap-around services, behavior and mental health programs, enrichment programs, food service, and mentoring opportunities. Included in **Appendix C** are letters from parents and the leaders of community organizations showing support for CCA.

Parent involvement is critical to student recruitment and retention. CCA will adopt a parent engagement policy and implement a number of parent engagement strategies as are in place at many other BCSI affiliated schools across the country. BCSI affiliated schools have extensive involvement and support from parents, which, beyond recruitment, is proven to be beneficial for the students and their continued success. Some offerings at CCA to encourage continued parent involvement will be coffee with the principal, an open-door policy for parents to engage with school leadership and teachers, parent teacher conferences, a Parent Service Organization (a classical adaptation of the traditional PTO), parent tutoring, and parent volunteer programs.

### **Parent Information Regarding Involvement Opportunities**

In addition to the enrollment process, parent involvement is critical to student engagement and maintaining student retention. CCA will address parent expectations in the family handbook, adopt a parent engagement policy, and implement a number of BCSI recommended parent engagement strategies as are in place at other BCSI affiliated schools. Many of the BCSI schools have extensive involvement and support from parents, which is an expectation of CCA. Depending on the student body, concerted efforts will be made to address the needs of parents/families including, but in no way limited to: securing translation services; providing alternate times and/or settings for parent meetings; using technology when appropriate and welcomed; etc. Parent expectations are stated in the policy and in enrollment documentation so clear lines of expectations for student performance and parent/guardian participation are communicated from the time of enrollment. Teachers will communicate regularly with parents on student performance, upcoming events, and invitations to presentations and activities.

The school established a Parent Service Organization (PSO) in its first year of operations. Across the country, BCSI affiliated schools experience active organizations that encourage parent involvement in the enriching of student life and the building of school community and culture

outside of the classroom. The time and talents of the parents and families are valued and respected.

The CCA Parent Service Organization (PSO), is a nonprofit 501(c)3 corporation, organized exclusively to support the mission and activities of Cincinnati Classical Academy through volunteer, fundraising and other supportive activities.

The PSO is led by its Officers and Committee Chairs who focus on creating and enhancing learning and enrichment opportunities for CCA students in the areas of Athletics, Arts and Community & Culture. Select members of the school's administration serve as non-voting members.

Any parent, guardian, or other adult legally recognized *in loco parentis* for a student enrolled at CCA in good standing is automatically a member of the PSO. Full members meet at the PSO Annual Meeting each May but work together regularly with Committee Chairs throughout the course of the year through volunteer and fundraising initiatives.

Details on PSO activities and opportunities are shared regularly through the school's weekly electronic newsletter. Parents and guardians of CCA students are also encouraged to follow our [REDACTED]. Specific questions for the PSO can also be emailed to [REDACTED].

In its first year of operation, the PSO's board and volunteers accomplished the following:

- Establishment of multiple athletic teams and clubs across various grades comprising cross-country, volleyball, basketball, baseball, rugby and taekwondo. (Track and Field, Tennis, Soccer and Football are being planned as the school approaches offering a 9<sup>th</sup> grade.)
- The offering of music lessons onsite before and after school for interested students, as well as the regular invitation of professional musicians to perform and demonstrate instruments for the student body. (Band and Orchestra will be offered as extra-curricular offerings in 2023-24 through PSO direction.)
- The offering of a Broadway Review, School Talent Show and School Art Exhibition.
- New family grade-level meet-ups, Cincinnati Reds baseball game, and car-pool connections program.
- Thanksgiving Thank-you letter initiative on behalf of the school to members of the neighborhoods immediately surrounding the school which were affected by new traffic patterns.

- Teacher appreciation goodie bags and meals for parent-teacher conferences, Holiday luncheon and staff/faculty Holiday gifts, year-end thank-you letter campaign from parents to teachers.
- CCA Trivia night for parents, pitting them against two tables of CCA 6<sup>th</sup> graders, proceeds benefiting the Annual Fund.



## Appendix G5 – Lottery Process

### Admissions and Lottery Standards

The School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65, except that admission may be limited to the geographic area and grade or age levels specified in the Community School Contract.

The School will not discriminate in the admission of students to the School on the basis of race, creed, color, disability, sex, intellectual ability, measures of achievement or aptitude, or athletic ability, provided, however, that the School may limit admission to students identified as “at risk” in the Community School Contract. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

If there are more applicants than there are spaces, a lottery will be conducted in the following manner:

- Each applicant will be assigned a number;
- The numbers will then be drawn at random by a disinterested third party;
- The first number drawn will be the first new applicant placed on a permanent waiting list and so on until all numbers are drawn;
- Applicants on a permanent waiting list prior to any lottery will retain their position on the waiting list;
- The school may separate the lottery and the waiting lists for each grade or age grouping;
- Students attending the previous year and students who reside in the district in which the school is located will have first preference for a position;
- Secondary preference may be given to siblings of existing students and students who are the children of full-time School Staff or founding Governing Authority members, provided the total number of students receiving this preference is less than five percent (5%) of the School’s total enrollment.

*R.C. 3314.06.*

See Policy 206 General Notice of Non-Discrimination, Policy 221 Access to Equal Educational Opportunity, Policy 241.3 Compulsory and Early Kindergarten Admission, Policy 241.5 Enrollment and Residency Policy, and Policy 241.6 Tuition for Out-of-State Students.

**R.C. 3314.041 Notice**

**N O T I C E**

Pursuant to the Ohio Revised Code Section 3314.041, the governing authority of each community school and any operator of such school shall distribute to parents of students of the school upon their enrollment in the school the following statement in writing:

**Cincinnati Classical Academy is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administrator or the Ohio Department of Education.**

## 241.2 Records upon Enrollment

Newly enrolled student records:

1. Upon entry, a request for records will be made within twenty-four (24) hours from the public or nonpublic elementary or secondary school the pupil most recently attended.
  - a. "Entry" is defined as the beginning of learning opportunities by a student at the School.
2. If the records are not received, a second request and contact with the parent and former school should be made within the first fourteen (14) days by the Principal or his/her designee.
3. If the records are not received within fourteen (14) days of the date of request, or the pupil's previous school indicates that it has no record of the pupil's attendance, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) an attested transcript of the certificate of birth; (4) an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child; (5) an attested transcript of a hospital record showing the date and place of birth of the child; or (6) a birth affidavit, the Principal will contact the former school directly, then the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.
4. The School shall not admit any student requesting admission to the School after discharge or release from the custody of the department of youth services until the School is in receipt of (1) an updated copy of the student's academic transcript; (2) a report outlining the student's behavior in school while in custody of the department; (3) the student's current IEP if applicable; and (4) a summary of the institutional record of the student's behavior.
5. The School shall not deny admission to a child who has been placed in a foster home or in a residential facility (*e.g.*, a group home, child's crisis care facility, children's residential center, residential parenting facility with 24-hour care, county children's home or district's children's home) if the child does not present a birth certificate, or a comparable certificate from another state or country, or another document specifically listed above in (3) to attest to the child's date and place of birth upon registration for admission. Required documentation must be presented within ninety (90) days of the child's initial entry into the School. If the required records are not produced within ninety (90) days of enrollment the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child. A student under the care of a domestic violence shelter at the time of initial enrollment shall notify the School of that fact, and the School shall inform the school from which it requests the pupil's records of that fact.
6. In the event that an order or decree is issued allocating or modifying an allocation of parental rights and designating a residential parent, or that a grandparent power of attorney or caretaker authorization affidavit is executed, that residential parent or grandparent shall provide the School with a complete and accurate copy of the order and any other relevant documentation.

Requests for student records:

7. Upon receipt of a request for student records, the School will comply within two (2) business days.
8. Copies of the student's records will be made and kept on file.

*R.C. 3313.672; O.A.C. 3301-10-01.*

See also Policy 252 Missing and Absent Children.

**241.3 Compulsory Kindergarten Admissions**

- A. The School shall admit a child to kindergarten if the child is five years of age prior to \_\_\_\_\_ August 1 or X September 30 [check one] of the year of admittance.
- B. The School chooses not to admit any child who will not be five prior to the date selected above, and therefore the School has no Early Admissions or Academic Acceleration Policy.
- C. First and other grade eligibility shall be based on the admissions, promotion, and retention policies of the School.

**241.4 Enrollees Suspended or Expelled Elsewhere**

The school has the authority to recognize and honor the disciplinary suspensions and expulsions imposed by other public schools. A student who has been suspended or expelled from another school district in Ohio may be denied admittance at the School for a period equal to the period of the original suspension or expulsion. The student will be provided an opportunity for a hearing before admittance is denied.

If the student has been expelled or otherwise removed for disciplinary purposes from a public school in another state, the School may deny admittance for the shorter of (1) the period of such expulsion or removal or (2) the period of expulsion or removal which would have been applied had the student committed the same offense in Ohio. Prior to denial of admission, the student will be given an opportunity for a hearing.

*R.C. 3313.66(J)(1)-(2)*



## 241.5 Enrollment and Residency Policy

The School admits students residing in the home district of Cincinnati City School District, and [ ] contiguous districts, **OR**, [X] statewide [check one] (“admissions areas”). The School serves grades identified per its Community School Contract with its Sponsor.

A child shall be admitted to the School as a student, if the child’s parent resides in the School’s admission areas. Residency is not determined solely by where the parents own or rent a home or an apartment, but rather by where the primary residence is and where substantial family activities take place. Any one (1) of the following documents can be used to establish proof of residency for verification of a child’s ability to be enrolled. These items must be current, be in the parent’s name, and include a street address. A post office box address cannot be used to validate residency records:

- a. A deed, mortgage, lease, current home owner’s or renter’s insurance declaration page, or current real property tax bill; or
- b. A utility bill or receipt of utility installation issued within ninety days of enrollment; or
- c. A paycheck or paystub issued to the parent or student within ninety days of enrollment that includes the address of the parent’s or student’s primary residence; or
- d. The most current available bank statement issued to the parent or student that includes the address of the parent’s or student’s primary residence; or
- e. Documented affirmation of the parent’s address from the district of residence where the parent currently resides; or
- f. Notarized affirmation of current address from parent or student if over age 18; or
- g. A USPS return receipt from a certified letter sent to the parents by the district of residence; or
- h. Written confirmation of the parent’s current address from the Ohio Department of Job and Family Services; or
- i. Written confirmation of the parent’s current address from a local law enforcement agency; or
- j. Any other official document issued to the parent or student that includes the address of the parent’s or student’s primary residence and as approved by the Ohio Superintendent of Public Instruction.

If there is a change in the location of the parent or student’s primary residence, the student’s parent must notify the School immediately.

The School shall monthly review the residency records of students enrolled in the School and shall provide an annual verification to the Ohio Department of Education that students are entitled to attend the School. Notwithstanding anything contrary in this policy, after a student’s initial submission of one of the approved proof of residency records for enrollment purposes, the School may utilize either: one (1) newly submitted proof of residency documents listed in (a) through (j), or one (1) signed parent statement identifying the student’s primary home address in order to

conduct the monthly and annual verification. The Principal or his or her designee will compare each submitted proof of residence with the School's EMIS records to ensure that EMIS reporting is accurate that students are permitted to enroll.

All custody or court orders pertaining to the family or student must be turned in when asked, or at admission. If the School and Parent disagree as to residency status, the Superintendent of Public Instruction shall determine the public school in which the student may enroll. If the School and the Student's home district (district of residency) disagree about residency, this policy shall supersede any policy concerning the number of documents for initial residency verification adopted by the student's home district. If the district of residence challenges the student's residency, the Principal may request additional documentation from the Parent, which may be provided to the student's home district.

*R.C. 3314.03(A); R.C. 3314.11; R.C. 3313.64(B)(1); R.C. 3313.64(K)*

See also Appendix 241.5-A Residency Verification Procedures; Appendix 241.5-B Monthly Residency Verification Report; Policy 204.8 Migrant Students; Policy 241 Admissions and Lottery Standards; Policy 241.3 Compulsory and Early Kindergarten Admissions; Policy 252 Missing and Absent Children; Policy 294 Student Records and Release of Information; Policy 297 Homeless Children and Youth Policy; and Policy 298 Grandparent Caretaker Policy.

**241.6 Tuition for Out-of-State Students**

The Board may open admission to the School on a tuition basis to any individual age five (5) to twenty-two (22) who is not a resident of Ohio, to the fullest extent allowed under state and federal law, and it may set or revise such tuition amount by Board resolution.

*R.C. 3314.06.*



## **Appendix G0 – Additional Support Addressing ESEA Requirements**

### **APPLICATION REQUIREMENTS (ASN 84.282B)**

#### **Grants for the Opening of New Charter School (Assistance Listing Number 84.282B) Cincinnati Classical Academy (CCA)**

**(a) Describe the eligible applicant’s objectives in running a quality charter school program and how the objectives of the program will be carried out, including—**

-Applicant outlines goals, objectives, project outcomes and measures of effectiveness in Section (ii) Goals, Objectives, and Outcomes to be achieved by the proposed project (34 CFR 75.210(c)(2)(i).

-Applicant describes the action steps to be carried out to support the goals and objectives in the **Project Plan** in Section (vi) Adequacy of the applicant’s plan to make all programmatic decisions (2022 NFP)

-Applicant provides a Logic Model (**See Appendix G1 - Logic Model**) that outlines the program Inputs, Outputs, Outcomes (Impact), Assumptions, and External Factors)

**(1a) How the eligible applicant will ensure that charter schools receiving funds under this program meet the educational needs of their students, including children with disabilities and English learners (Section 4303(f)(1)(A)(x) of the ESEA);**

-Applicant outlines the Educational Philosophy and Hillsdale K-12 classical education model components in Sec. (3) Quality of Project Design (i) Rationale, specifying that **all** students have access to quality and proven first line instruction, with intervention/prevention strategies

scaffolded and tiered using Response to Intervention, Universal Design for Learning, evidence-based practices, and just-in-time supports for at-risk, SWDs, EDs, and ELs as needed.

-Applicant includes the school's Educational Plan, (**Appendix G4 - Educational Plan**) detailing the education model's goals, strategies, assessments, instructional pedagogy, interventions for at-risk and evaluation services for SWDs as required under IDEA (2004), ELs, 504 Plan, and at-risk with attention to Ohio's new legislation related to dyslexia, HB 436. As required by Ohio Department of Education, the RtI framework must be implemented and incorporated into all school's educational plans with integrated assessment, early intervention, and accountability for at-risk students.

-Applicant includes **Appendix G2 Philosophy and Education Model Summary** document that describes specific components of the program including pedagogy, philosophy, and practices with identified support systems for ELs, SWDs, EDs, and at-risk. Those students with IEPs, 504 plans or Education Plans for ELs will receive accommodations or modification as required on an individual basis.

-Applicant includes **Appendix G4 - Education Plan**

**(2a) A description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners (Section 4303(f)(1)(C)(i)(I) of the ESEA);**

-Roles and responsibilities of applicant, partner organization in light of contractual roles and responsibilities including the school authorizer, the Board of Directors, the CSP Grant Project Manager, Fiscal Officer/Treasurer, School Leader, Operations and Business Manager, the Building Leadership Team, School Accountability Committee, Sustainability Committee, and the

Board Finance Committee are detailed in **Section (iv) Clearly Defined Roles and Responsibilities and Qualifications of Key Project Personnel**

-**Appendix B-Key Personnel Resumes** contains resumes of all Board Members, School Leader, CSP Project Manager and the Schools Fiscal Officer, key project leadership.

The BOD makes all policy and directional decisions regarding the grant, will approve all funding and financial oversight and is **a self-managed school**. The Barney Charter School Initiative (BCSI) provides support to all Hillsdale K-12 member schools at no cost. **The BOD maintains full control over all decision-making: there is no other individual or entity that will have any decision-making over the school's programs.**

**(3a) A description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school (Section 4303(f)(1)(C)I(i)(II) of the ESEA);**

-The applicant provides **Appendix G3 Charter Contract (2021-2026)** as evidence of quality controls agreed to by applicant and the authorized public chartering agency detailing renewal or revocation criteria for the school's contract, including the priority of student achievement and growth, as well as fiscal, management, structural and operational factors.

**(4a) A description of how the autonomy and flexibility granted to a charter school is consistent with the definition of a charter school in section 4310 of the ESEA (Section 4303(f)(1)(C)(i)(III) of the ESEA);**

-Ohio public charter schools have structural autonomy in that they are independent nonprofit entities governed by their own board of directors, not governed by the board of the local school district. They operate in accordance with a performance-based contract with an authorizer rather than the local school board. They employ their own staff and, therefore, staff are not members of local education associations or otherwise subject to collective bargaining agreements unless educators at a particular charter school organize themselves, which they have the right to do. In addition to autonomy and flexibility related to who works in Ohio public charter schools, there is also autonomy and flexibility in who attends. As a tuition-free public school of choice, student enrolment in a public school is based on parent choice rather than on the neighborhood in which they live.

Additionally, Ohio public charters have flexibility and autonomy in the educational model. While Ohio's Learning Standards, instructional hours, and state assessment requirements all pertain to Ohio public charter schools, there is flexibility over the means to reach the ends, opportunity for innovative teaching, learning, professional development, and measurement of student and school success, limited only by the state and federal accountability requirements of ESSA (2015)

**(5) A description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under the grant (Section 4303(f)(1)(C)(i)(IV) of the ESEA);**

-The applicant addresses structures and processes for soliciting and considering parent and community input *throughout the application* in addition to specifically highlighting in describing

decision-making structures such as the Building Leadership Team (BLT) under Sec.(iv) Clearly Defined Roles and Responsibilities and Qualifications of Key Project Personnel, Sec. (a)(2) Community-centered approach.

-The applicant outlines parent and community engagement processes in **Appendix G3 – Charter Application**

-The applicant provides parental and community engagement policies in **Appendix G6 – Parent Engagement Policy.**

**(6a) A description of the eligible applicant’s planned activities and expenditures of grant funds to support the activities described in section 4303(b)(1) of the ESEA, and how the eligible applicant will maintain financial sustainability after the end of the grant period (Section 4303(f)(1)(C)(i)(V) of the ESEA);**

-Applicant defines the sustainability plan and committee in Sec. (vii) (2) Quality of the Continuation Plan.

\_Applicant provides a **Project Plan (pg. 20)** of the narrative that details the planning activities and timelines for the grant funds in Section (vi) Adequacy of the applicant’s plan to make all programmatic decisions (2022 NFP)

-Applicant provides a Logic Model (**see Appendix G1 - Logic Model**) that outlines the program Inputs, Outputs, Outcomes (Impact), Assumptions, and External Factors)

**(7a) A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under the grant (Section 4303(f)(1)(C)(i)(VI) of the ESEA);**

-The applicant addresses structures and processes for soliciting and considering parent and community input throughout the application in addition to specifically highlighting in describing



decision-making structures such as the Building Leadership Team (BLT) under Sec.(iv) Clearly Defined Roles and Responsibilities and Qualifications of Key Project Personnel, Sec. (a)(2) Community-centered approach.

-The applicant outlines parent and community engagement processes in **Appendix G6 – Parent Engagement policy** and -See **Appendix G14 – State of the Schools Success 2023**.

**(8) A description of how the eligible applicant will ensure that each charter school receiving funds under this program has considered and planned for the transportation needs of the school’s students (Section 4303(f)(1)(E) of the ESEA).**

-Applicant includes **Appendix G8 Transportation Policy**.

-Ohio HB 110 includes a requirement that districts, charters, and private schools work more closely in planning bus routes along with provisions that better ensure the Ohio Department of Education is monitoring and enforcing compliance with transportation laws. Furthermore, the budget substantially increased spending for public transportation [REDACTED]. Another step forward is the increased PILOT amounts that parents receive when their district deems transportation impractical (or the district responsible for transporting a student to a public charter). Under HB 110, the amount to parents increased in FY 2021 from [REDACTED] beginning in 2022/2023 school year. In conclusion, traditional public schools and public charters are continuing to negotiate issues related to transportation, which will continue into a possible grant funding cycle. Parent and community dialogs with the School will continue, as well as conversations with public school transportation services to find acceptable resolutions to the problem. One strategy is to ensure the school is located in an area that has viable transportation systems or near the highest preponderance of potential students, which is a route the school has pursued.

**(b) Describe the educational program that the applicant will implement in the charter school receiving funding under this program, including—**

**(1b) Information on how the program will enable all students to meet the challenging State academic standards;**

-The applicant discussed the highly successful Hillsdale K-12 classical education model components in Sec. (3) Quality of Project Design (i) Rationale

-Applicant includes the school's Educational Plan, (**Appendix G4 - Educational Plan**) detailing the education model's goals, strategies, assessments, instructional pedagogy, interventions

-Applicant includes **AppendixG2 – Philosophy and Education Model Summary** document that describes specific components of the program including pedagogy, philosophy, and practices with identified support systems

-See **Appendix G15 – Hillsdale Student Achievement Data** for proven models and impact to student performance.

**(2b) The grade levels or ages of students who will be served;**

-As outlined in the **Project Abstract**, the school will serve students in grades K-6, expanding one grade level and classroom per year, culminating with a K-12 option.

**(3b) The instructional practices that will be used. (2019 NFP)**

-The applicant discussed the highly successful Hillsdale K-12 classical education model components in Sec. (3) Quality of Project Design (i) Rationale -Applicant includes the school's Educational Plan, (**Appendix G4 - Educational Plan**) detailing the education model's goals, strategies, assessments, instructional pedagogy, interventions

-Applicant includes **Appendix G2 – Philosophy and Education Model Summary** document that describes specific components of the program including pedagogy, philosophy, and practices with identified support systems

**(c2) Describe how the applicant will ensure that the charter school that will receive funds will recruit, enroll, and retain students, including educationally disadvantaged students, which include children with disabilities and English learners. (2019 NFP)**

-Admission to CCA is open to any student in grades kindergarten through 12. The school will not charge tuition. The school will not discriminate in its pupil admission policies or practices on the basis of race, creed, color, religion, national origin, ancestry, sexual orientation, gender identity or appearance, disability, intellectual or athletic ability, measures of achievement or aptitude, or any other basis.

-The applicant includes **Appendix G5 Lottery Process and Student Parent Handbook**.

-The applicant includes **Appendix G13 – Marketing Plan**.

**(d2) Describe the lottery and enrollment procedures that the applicant will use for the charter school if more students apply for admission than can be accommodated and, if the applicant proposes to use a weighted lottery, how the weighted lottery complies with section 4303(c)(3)(A) of the ESEA. (2019 NFP)**

-The applicant provides **Appendix G5 - Lottery Process** to address this component of ESEA.

**(e2) Provide a complete logic model (as defined in 34 CFR 77.1) for the grant project. The logic model must include the applicant’s objectives for implementing a new charter school or replicating or expanding a high-quality charter school with funding under this competition. (2019 NFP)**

-Applicant provides a Logic Model (see **Appendix G1 - Logic Model**) that outlines the program Inputs, Outputs, Outcomes (Impact), Assumptions, and External Factors)

**(f2) Provide a budget narrative, aligned with the activities, target grant project outputs, and outcomes described in the logic model, that outlines how grant funds will be expended to carry out planned activities. (2019 NFP)**

-Applicant provides **Part 5 - Budget Narrative**.

**(g2) If the applicant proposes to open a new charter school (Assistance Listing Number 84.282B) or proposes to replicate or expand a high-quality charter school (Assistance Listing Number 84.282E) that provides a single-sex educational program, demonstrate that the proposed single-sex educational programs are in compliance with the title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.) (“Title IX”) and its implementing regulations, including 34 CFR 106.34. (2019 NFP)**

-Applicant will not provide a single-sex educational program.

**(h2) Provide the applicant’s most recently available independently audited financial statements prepared in accordance with generally accepted accounting principles. (2019 NFP)**

-The applicant has not opened the Southeast Ohio Classical Academy at the time of the grant application and does not have independently audited financial statements

-The start up for CCA was in August, 2022, and the school has not been required to or had an independent financial audit at this time **(see F – Supplemental Organization Budgets and Financial Information.**

**(1) A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible entity believes are necessary for the successful operation of the charter school to be opened or to be replicated or expanded;**

-The applicant is not requesting a waiver from any Federal statutory or regulatory provisions.

**(2) A description of any State or local rules, generally applicable to public schools, that will be waived or otherwise not apply to the school that will receive funds. (2019 NFP)**

-The applicant is not requesting a waiver from State or local rules.

**(k) For any existing or proposed contract with a for-profit management organization (including a nonprofit management organization operated by or on behalf of a for-profit entity), without regard to whether the management organization or its related entities exercise full or substantial administrative control over the charter school or the CSP project, provide the following information or equivalent information that the applicant has submitted to the authorized public chartering agency— (1) A copy of the existing contract with the for-profit management organization or a description of the terms of the contract, including the name and contact information of the management organization; the cost (i.e., fixed costs and estimates of any ongoing costs), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the school’s total funding; the duration; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701; (2) A description of any business or financial relationship between the charter school developer**

**and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school;**

There is no CMO involved with the school and, therefore, this is not applicable.

**(3) The name and contact information for each member of the governing board of the charter school and list of the management organization’s officers, chief administrator, and other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved or will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c);**

Applicant has provided the resumes and bios for all Board of Directors and Key Personnel in **Appendix B – Key Personnel Resumes**. There are no conflicts or perceived conflicts of interest between the Board of Directors and any other entity affiliated with the school. Because there is no CMO involved with the school, this is not applicable.

**(4) A description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school’s legal, accounting, and auditing services will be procured independently from the management organization);**

The school does not have a CMO and, therefore, this section is not applicable. The Board secures legal, accounting and auditing services independently of any other entity.

**(5) An explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date**

**of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school;**

The Board and school do not have a CMO and, therefore, this section is not applicable.

**(6) A description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA (2022 NFP).**

Steps to ensure compliance with section 4308 of the ESEA in maintaining control over all student records, including providing those records to another public school or school District, are included in **Appendix G5 – Lottery Process and Parent Student Handbook**.

**(1) The name and address of the authorized public chartering agency that issued the applicant's approved charter or, in the case of an applicant that has not yet received an approved charter, the authorized public chartering agency to which the applicant has applied;**

-The applicant's authorizer is St. Aloysius Orphanage who has contracted with Charter School Specialists since 2005 to provide sponsorship services. St. Aloysius Orphanage is located at 4721 Reading Rd. Cincinnati, OH 45327 and Charter School Specialist, the designated agent, is located at 40 Hill Road South, Pickerington, Ohio 43147.

**(2) A copy of the approved charter or, in the case of an applicant that has not yet received an approved charter, a copy of the charter application that was submitted to the authorized public chartering agency, including the date the application was submitted, and an**

**estimated date by which the authorized public chartering agency will issue its final decision on the charter application;**

**- Appendix G3 – Charter Contract.**

**(3) Documentation that the applicant has provided notice to the authorized public chartering agency that it has applied for a CSP Grant;**

**-Notification to authorizing agent, St. Aloysius, that the applicant has applied for a CSP grant is documented in Appendix G12 Sponsor Notification of Grant Application.**

**(4) A proposed budget, including a detailed description of any post-award planning costs and, for an applicant that does not yet have an approved charter, any planning costs expected to be incurred prior to the date the authorized public chartering agency issues a decision on the charter application. (2022 NFP)**

**-Applicant's Appendix G11 Grant Spending and Allocation Report**



## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[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](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



• **Budget Narrative:**

█ of total time will be directed toward classroom teacher support, Teacher-Based Team leadership, walkthroughs to ensure fidelity to instructional model and practices, and workshop based professional development aligned to evidence-based practices. Salary is commensurate with experience and credentials and aligns to academic coach positions advertised for public charter schools in the Athens County and the surrounding districts based on similar positions opening on the educational recruiting websites in Ohio. This position addresses Program Goal #3 – Effective Teachers and Leaders

	Year 2	Year 3	Year 4	Year 5
█				

**COST CATEGORY: #2 FRINGE BENEFITS**

• **Budget Narrative:**

Because the Academic Coach will be part-time (under 30 hrs.), the position will not include fringe benefits. All personnel items in this category address Program Goal #2: Effective Teachers and Leaders

	Year 2	Year 3	Year 4	Year 5
█				

**Cost Category #3: Travel**

- **Administrative Travel** by School Leader and CSP Project Manager to mandatory CSP Project Director’s Meeting.

- **Budget Narrative:** Travel to required CSP Project Director’s Meeting for 2 administrators:

[REDACTED]

[REDACTED] for the School Leader and the CSP Grant Manager. The expenditure addresses Goal #4: High Quality Educational and Organizational Environment

	Year 2	Year 3	Year 4	Year 5
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[REDACTED]

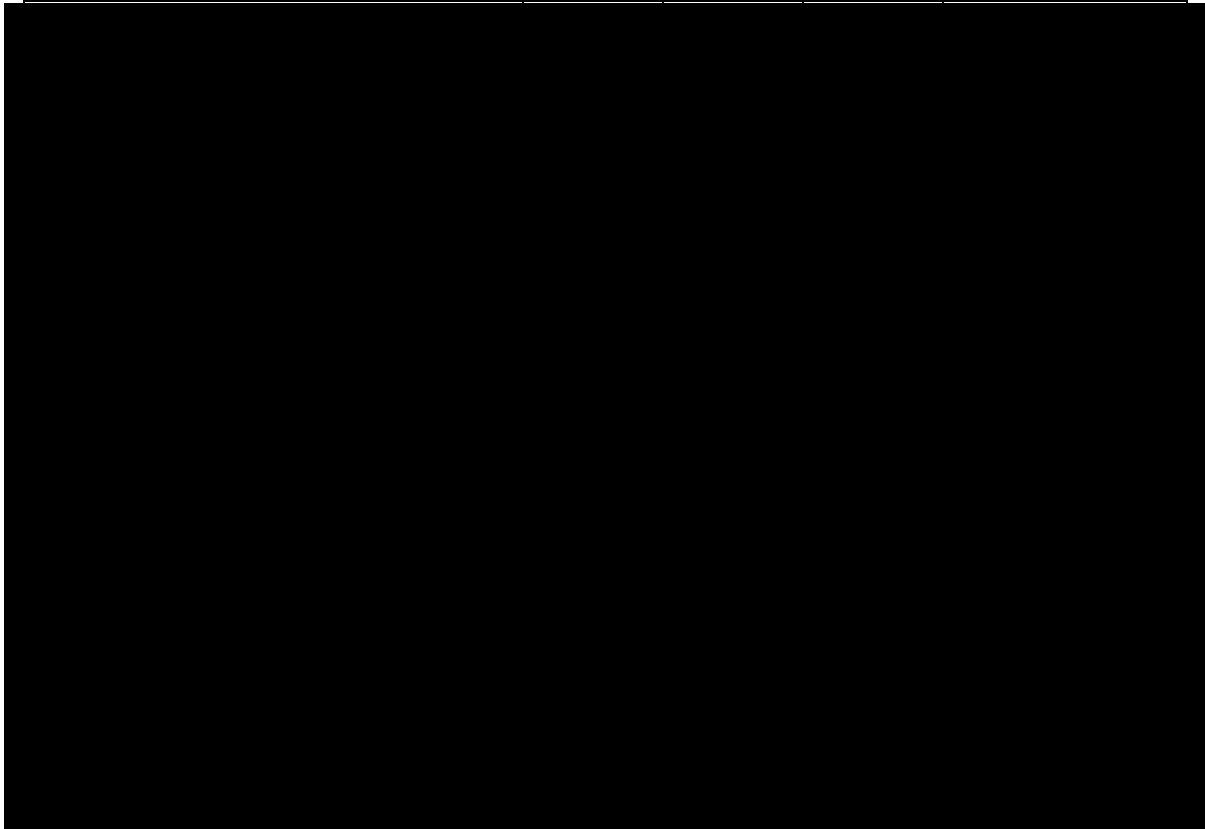
- **All School Staff Travel** to required yearly, week-long training meeting at Hillsdale College in Hillsdale, Michigan.

- **Budget Narrative:**

All staff, including teachers of art, music, PE, Latin, EL, special education, classroom teachers, and all building administrative team attend a required initial and continued

refresher learning opportunity related to implementation of the Hillsdale classical education model. The training occurs yearly, with all Hillsdale member schools in attendance. The budget item in this section reflects the total cost for approximately 26 educators from the school to drive to the event, stay four days, and be allocated per diem to cover food. No fees are charged by the college for the training. Note that the price increases yearly by [REDACTED] as more staff are added. Additionally, the school currently employs 44 teachers. To reduce the impact to the grant expenditures, CCA will use general funds dollars to pay for the remainder of the staff to attend. The budget item supports Goal #2: Effective Teachers and Leaders.

	Year 2	Year 3	Year 4	Year 5
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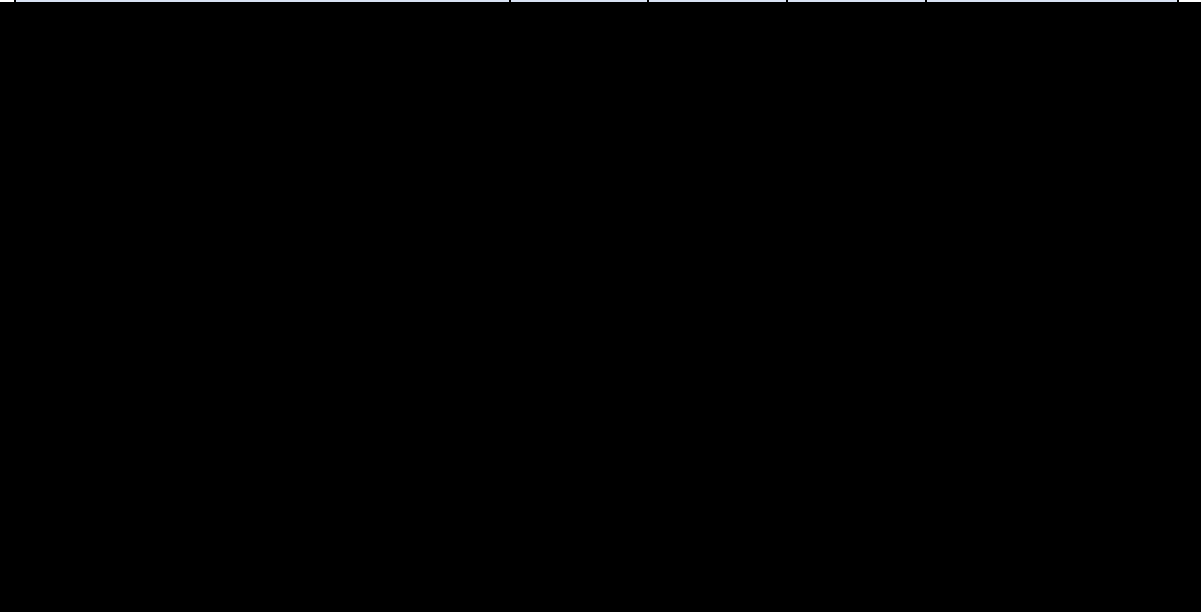
<b>Cost Category #4: Equipment –</b> [REDACTED]
-------------------------------------------------

- **Student Computers for Computer Lab**

- **Budget Narrative:**

The grantee will equip student computer lab, including hardware, basic software programs, and wiring to ensure students have access to a technology infrastructure to support student learning. This purchase supports Goal #4: High Quality Educational and Organizational Environments.

	Year 2	Year 3	Year 4	Year 5
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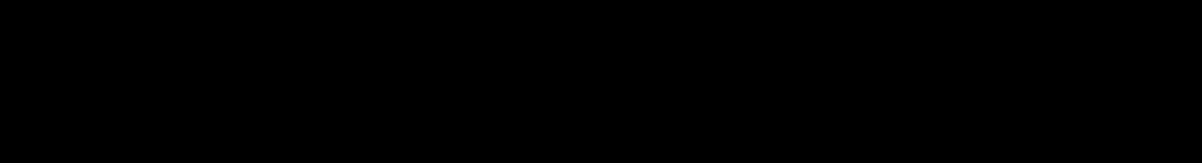


- **School Library Furniture/Fixtures**

- **Budget Narrative:**

Equip library with furniture/fixtures to ensure students have access to supporting resources for literacy. Goal #4: High Quality Educational and Organizational Environments.

	Year 2	Year 3	Year 4	Year 5
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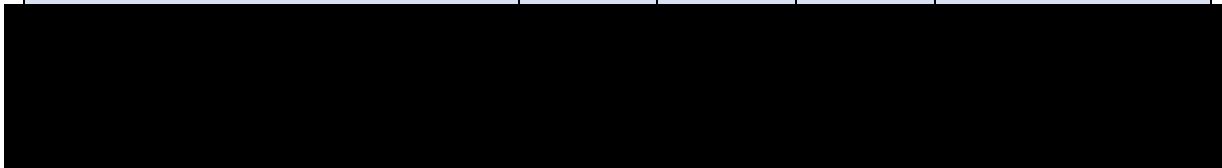


- **Furniture - Classrooms**

- **Budget Narrative:**

Equip all classrooms with furniture for students including desks, tables, chairs and add/replace as grade levels are introduced each year and enrollment increases. This purchase supports Goal #4: High Quality Educational and Organizational Environments.

	Year 2	Year 3	Year 4	Year 5
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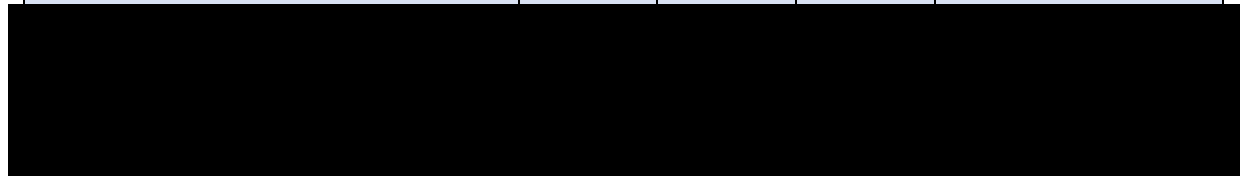


- **Furniture – Administrators and Operations Furniture**

- **Budget Narrative:**

The grantee will provide desks, chairs, computer tables, bookshelves, filing cabinets, front office furniture, for administrators and operations. This purchase supports Goal #4: High Quality Educational and Organizational Environments.

	Year 2	Year 3	Year 4	Year 5
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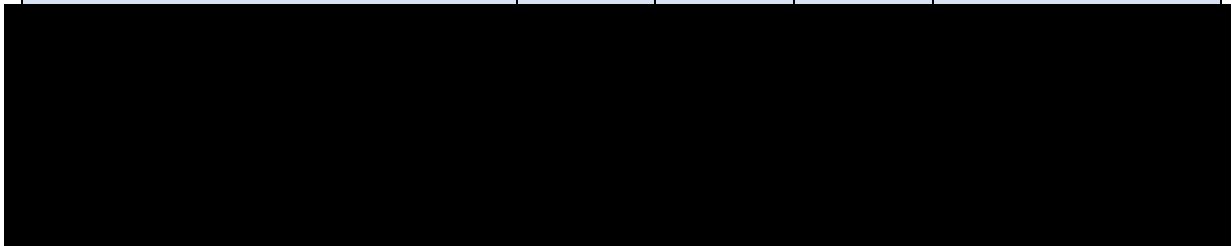


- **Identify and Complete Necessary Building Repairs**

- **Budget Narrative:**

The grantee will identify basic facility concerns that relate to student and staff safety as well as allowing the building environment to be conducive to learning and make repairs as allowable under the grant guidelines. This purchase supports Goal #4: High Quality Educational and Organizational Environments.

	Year 2	Year 3	Year 4	Year 5
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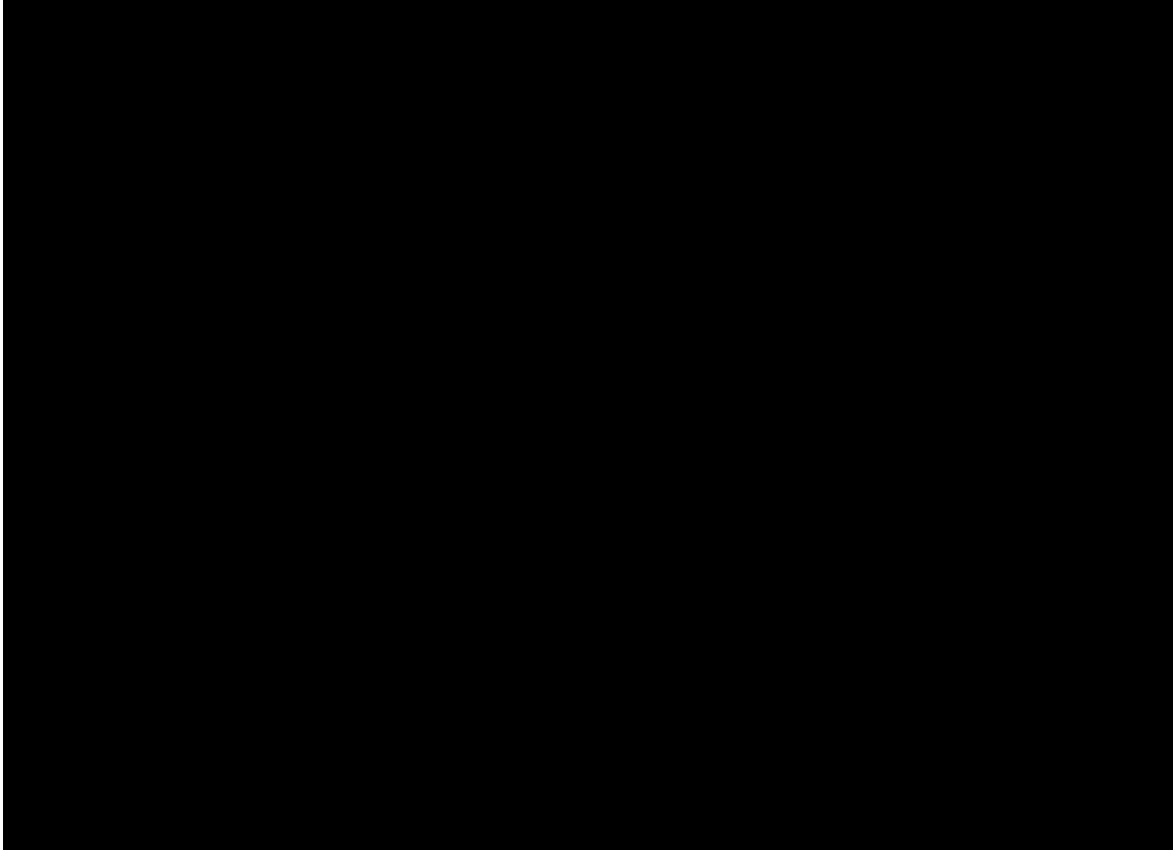
- **Purchase instructional technology for teachers and classrooms including SMART Projectors, Dry Eraser White Boards and Teacher Laptops**

- **Budget Narrative:**

The grantee will equip all classroom with technology tools that allow for interactive instruction and support of the model classical curriculum, as required in the Hillsdale K-12 Classical Education Guide. As additional classrooms are added the costs are continued, but in a limited way. This purchase supports Goal #4: High Quality Educational and Organizational Environments.



	Year 2	Year 3	Year 4	Year 5
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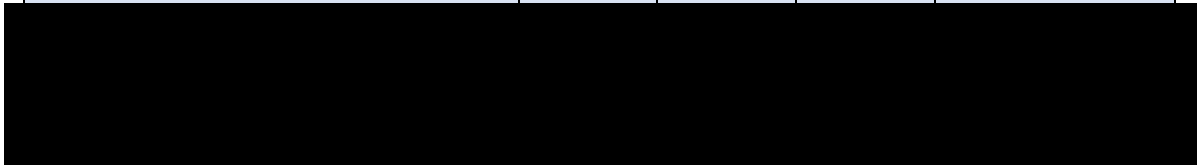


- **Administrator Laptops**

- **Budget Narrative:**

The grantee will purchase laptops for the administrative team that allows the team to prepare and carry out grant strategies and action steps. This purchase supports Goal #4: High Quality Educational and Organizational Environments.

	Year 2	Year 3	Year 4	Year 5
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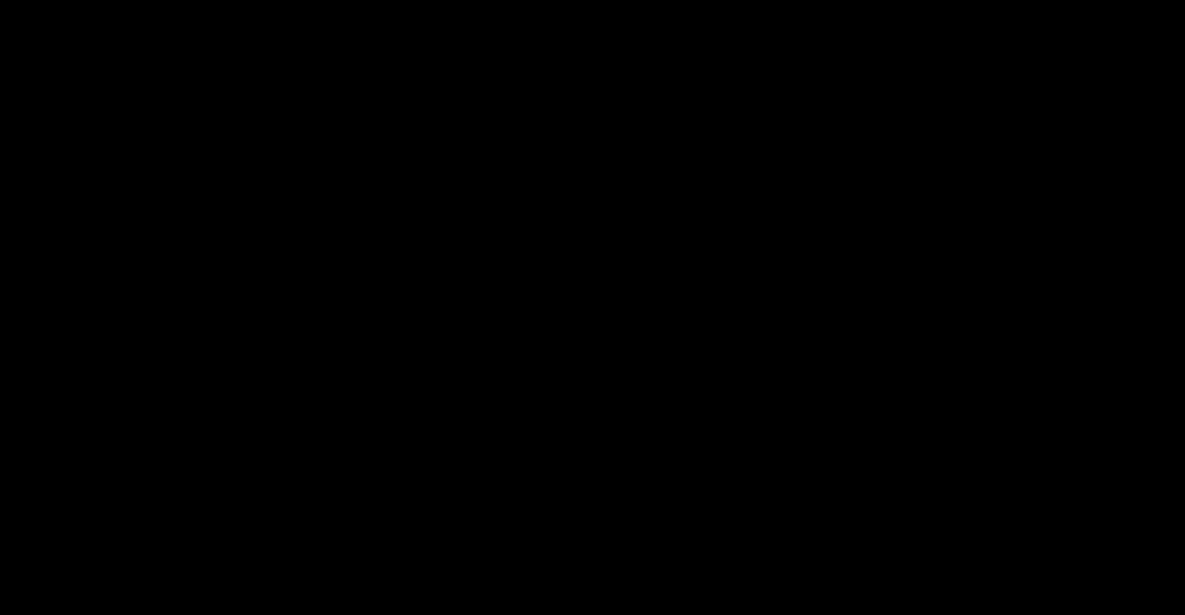


- **Equip Music, Art, Gym,**

- **Budget Narrative:**

The grantee will purchase equipment such as musical instruments, art tools such as kilns, and gym equipment (not permanent structures) to support the school's strong focus on enrichment opportunities and exploration of the arts and sciences. This purchase supports Goal #4 High Quality Educational and Organizational Environments.

	Year 2	Year 3	Year 4	Year 5
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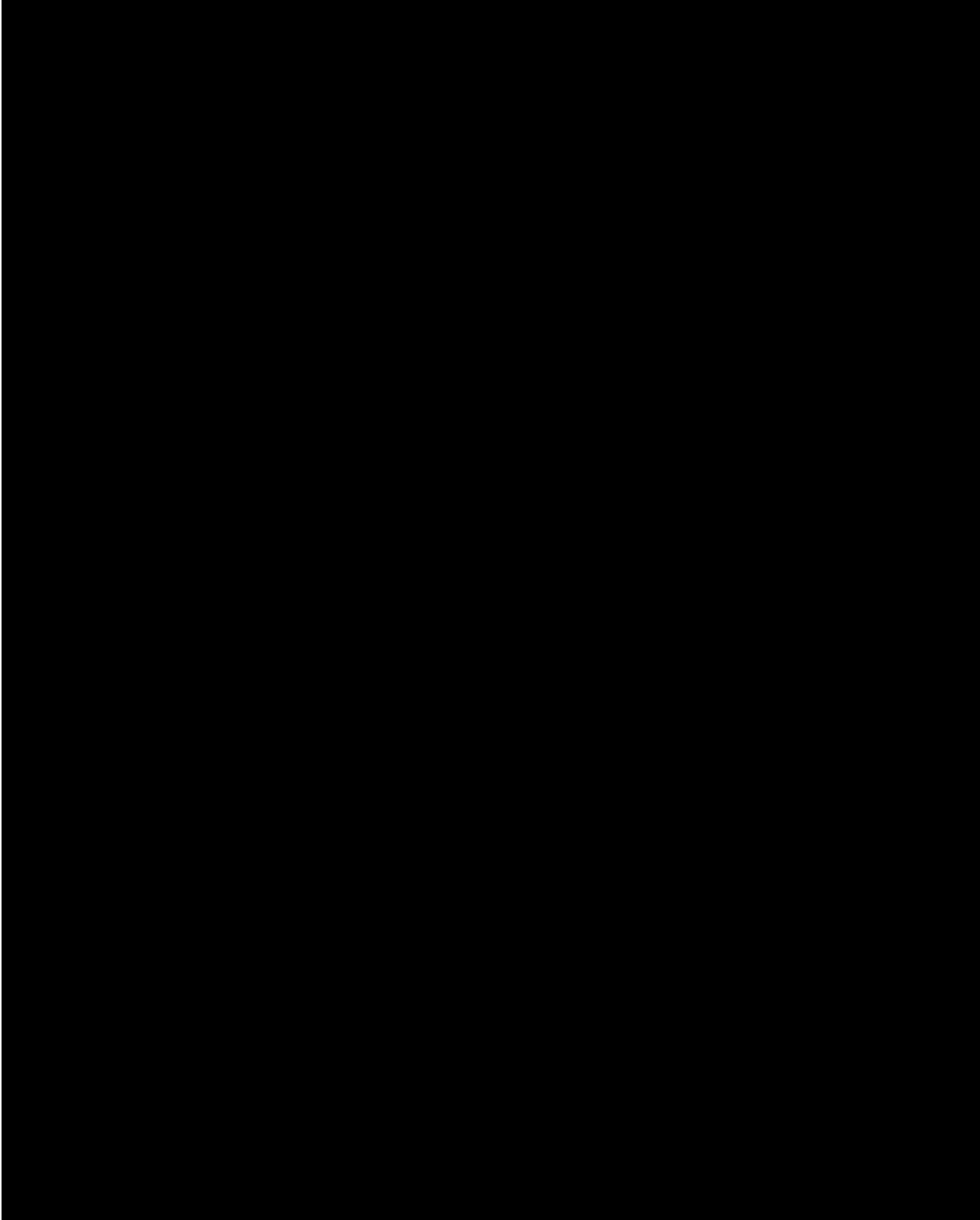
- **Curriculum and Instructional Materials Required to Implement the Hillsdale K-12 Classical Education Model**

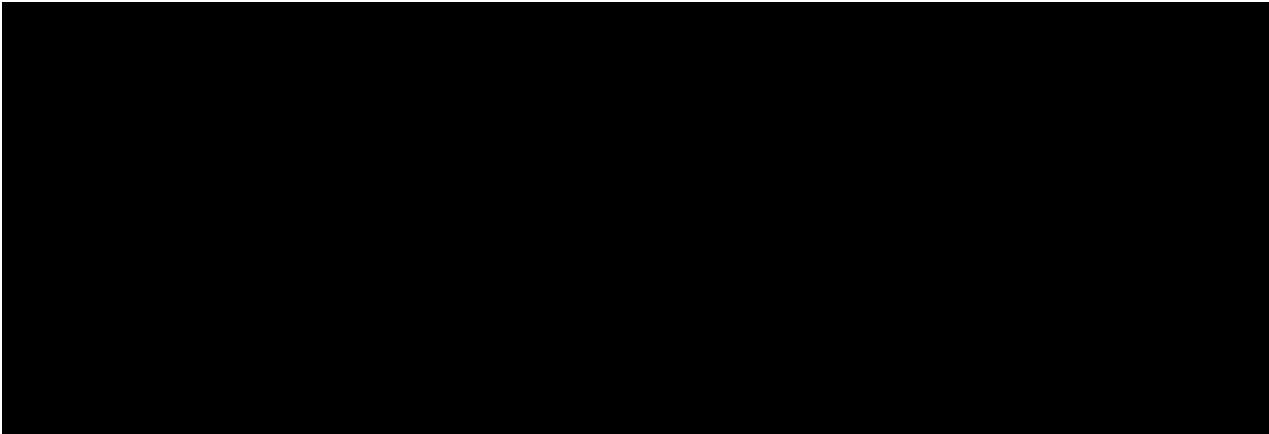
- **Budget Narrative:**

The grantee will purchase instructional materials and tools to support school curriculum in ELA, math, science, history, Latin, fine arts, music, and PE with additions and replacements as new grade levels and classrooms are added and enrollment numbers increase. Because the 9-11 grades will be added by the final years of the grant, the emphasis will shift to further developing the science lab at the high school level. These materials are essential to support the integrity of the Hillsdale K-12 classical education model that has shown

positive results for all children, including EL, SWD, ED and those at academic or behavioral risk. The expenditures reflect an average of [REDACTED] per students in curriculum and supports. These purchases support Goal #1 Proven Curriculum.

	Year 2	Year 3	Year 4	Year 5
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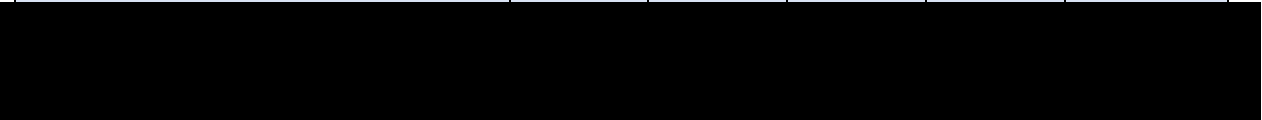
- **Recruitment of Students, Teachers, Parent Participation and Community Efforts**

- **Budget Narrative:**

The grantee will engage in a variety of recruitments, teacher, parent and community events to increase the visibility of the school, build enrollment, attach and retain qualified staff.

These purchases support Goal #3 Parent and Community Engagement.

	Year 1	Year 2	Year 3	Year 4	Year 5
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**Cost Category #5: Supplies –** 

- **Parent and Community Engagement Materials**

- **Budget Narrative:**

The grantee will engage in a variety of marketing strategies and activities to increase visibility of the program, as well as to build parenting skills in supporting their child’s educational progress. These strategies will include the development of marketing tools such as hosting family and community events, advertising using various media, and capitalizing

on opportunities to network resources to enrich the student and family experience. These purchases support Goal #3 Parent and Community Engagement.



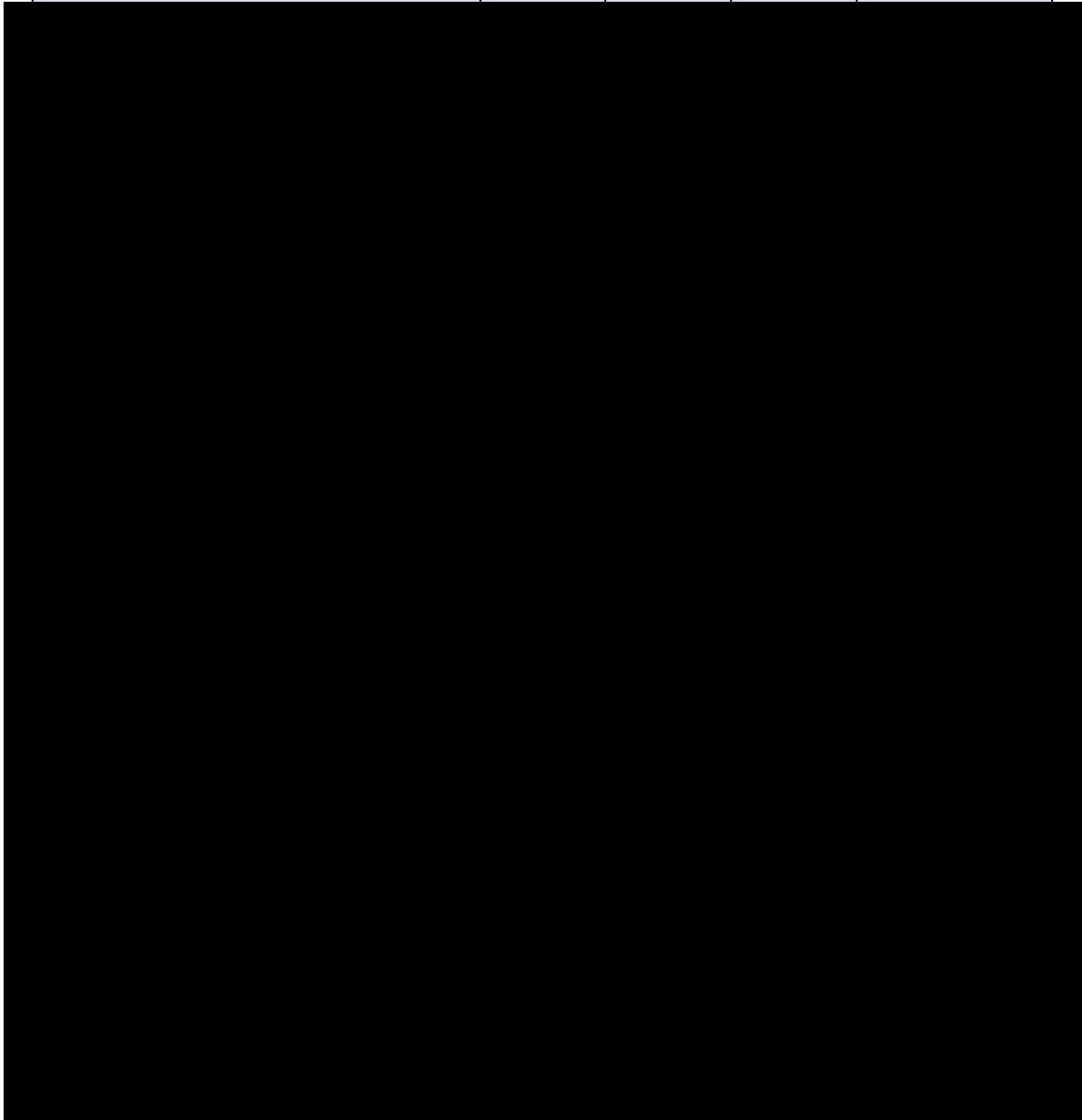
**Cost Category #6: Contractual**

- **Contractual Services**

- **Budget Narrative:**

The grantee will seek outside expertise and experience to address the goals, objectives, and action steps in the grant to ensure deliverables are met. While the school staff bring extensive skills sets to the table, and will be called upon to add to the collaborative efforts, consultants will help the SOCA educators to grow and expand their knowledge to better implement the classical education model with integrity and fidelity. Professional development and supports in the form of workshop and virtual learning modules will enhance skill-sets of staff and, ultimately, the scale of the educational services to students and families. These purchases support Project Goals #1-4 of the grant.

	Year 2	Year 3	Year 4	Year 5
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**Project Grant Manager**

**• Budget Narrative:**

The grantee will hire a consultant as the Grant Project Manager to lead the planning, implementation, and evaluation efforts required, to ensure metrics are measured and met.



**Cost Category #7: OTHER**

NA





**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
 See Instructions.

OMB Number: 1894-0017  
 Expiration Date: 07/31/2023

**Applicant Information**

**Legal Name:**

Cincinnati Classical Academy

**1. Project Objective:**

Close the Achievement Gap - CCA will show gains in closing the achievement gap for economically disadvantaged students living in southern Ohio enrolled in the school for two or more years, regardless of level of performance at the time of entry and representative of the diversity of the community served.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Students proficient on State Tests and EOCs in ELA, math, science, SS (grades 3-12)	PROGRAM	80	/	100	80.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Students (K-8) demonstrate annual growth on state standards in ELA and math as measured by grade level cohorts	PROGRAM	80	/	100	80.00

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Student engagement in extracurriculars and after school enrichment programs	PROGRAM	50	/	100	50.00

1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Educators and leaders implement curriculum and instructional practices with fidelity, based on annual performance evaluations	PROGRAM	80	/	100	80.00

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

1.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Educators and leaders are trained in the Hillsdale K-12 classical education model annually	PROGRAM		95 /	100	95.00

**2. Project Objective:**

Choice for Underserved Students - CCA continue to operate a tuition-free charter school in the southwestern Ohio to underserved children and families, regardless of race, disability or zip code, adding one grade per year (with 2 classes per grade) until reaching a K-12.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Recruit and hire the appropriate number of qualified teachers, specials, EL, special education teachers, and personnel prior to the first day of school	PROGRAM		90 /	100	90.00

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Student enrollment projections are met annually	PROGRAM		100 /	100	100.00

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Students who enroll at the beginning of the year will remain throughout the academic year	PROGRAM		90 /	100	90.00

2.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Students who complete the academic year, will enroll the following year	PROGRAM		80 /	100	80.00

2.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Student average daily attendance rate will be at or above state average	PROGRAM		93 /	100	93.00

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

2.f. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Teacher retention rate goals are met annually	PROGRAM		90 / 100	90.00

2.g. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Parent and community surveys indicate satisfaction with school programming	PROGRAM		80 / 100	80.00

2.h. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Develop / update marketing material and multi-media communication plan annually	PROGRAM		80 / 100	80.00

**3. Project Objective:**

Proven Classical Model - CCA will provide to its students a tuition-free access to the Hillsdale classical education model, offering a proven curriculum, trained teachers and leaders, parent and community collaboratives, and high-quality environments.

3.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
An experienced grant manager and school leader is engaged.	PROJECT	2	/	

3.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
The Board of Directors identifies deliverables to ensure annual compliance with grant management	PROGRAM		95 / 100	95.00

3.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
School leader engages with community state support team and/or ESC for academic services	PROJECT	1	/	

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

3.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Implement effective teacher and leader recruitment efforts and attend and advertise at classical job fairs	PROJECT	2	/		

3.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Annually update organizational documents and handbooks to ensure compliance and effective communication	PROGRAM		100 /	100	100.00

3.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Curriculum materials and tools required in the Hillsdale classical education model are available to students and staff annually as needed based upon student enrollment	PROGRAM		95 /	100	95.00

3.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Necessary technology is available to students and staff annually as needed based upon student enrollment	PROGRAM		90 /	100	90.00

3.h. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Necessary furniture and equipment is secured annually as needed based upon student enrollment	PROGRAM		90 /	100	90.00

# INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

## PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

## GENERAL INSTRUCTIONS

### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 09/30/2023

Name of Institution/Organization

Cincinnati Classical Academy

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

**\*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) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) 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  %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:  
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or,  Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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Name of Institution/Organization Cincinnati Classical Academy	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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

**SECTION C - BUDGET NARRATIVE (see instructions)**

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Name of Institution/Organization Cincinnati Classical Academy	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.
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**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to?  (a) indirect and direct costs or,  (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

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## **NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Equity was the primary motivation for the founding of Cincinnati Classical Academy. The school's founders considered it unjust that a traditional, rigorous education in the classical liberal arts was only available to families who could afford private schools, whereas such an education benefits all students, regardless of family history or socioeconomic status, and opens opportunities for more equitable outcomes in career and in life. Equal access to quality education is a matter of justice to enable social mobility and provide a level playing field in life.

Our school's Latin motto is *Scientia est libertas*, which translates to "Knowledge is freedom" and has meaning on two levels. For individuals, it means that strong academic skills and character are the most important attributes to achieve personal liberation, such as from vices, despair, and destitution, and to live a meaningful life. For society, it reflects the views of our nation's founders that a flourishing republic requires that all citizens, and not just a select few, are well-educated and capable of self-governance.

Thus, the mission of Cincinnati Classical Academy is "to develop the minds and nourish the hearts of our students through a content-rich curriculum in the classical liberal arts and sciences, with instruction in moral character and civic virtue." In accordance with the founding objectives, and with Ohio law, admission to Cincinnati Classical Academy is open to any Ohio resident, regardless of race, creed, disability, sex, intellectual aptitude, or athletic ability. To ensure equitable access, the school was very intentionally placed in a central location in greater Cincinnati, adjacent to neighborhoods of diverse economic and cultural backgrounds.

We believe that the most certain and enduring path to overcome inequities in society is through rigorous education that shapes good habits of mind, heart, and soul. The time-tested classical model achieves these aims through a curriculum that emphasizes the histories, literary works, and achievements that shaped our society and inform our understanding of what it is to live a meaningful life. It challenges students to master the works and subject matters of the greatest thinkers, and thus empowers students who engage this challenge. In the true and original sense of the liberal arts, it provides an education that is fitting for free men and women, and that fits them to be free as flourishing individuals capable of personal self-governance.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

The greatest barrier that impedes equitable enrollment in Cincinnati

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Classical Academy is the inequitable appreciation of the classical liberal arts among parents from different cultures and backgrounds. Not all families will have equal understanding of what classical education entails, nor appreciate its many merits. Thus, there will be an inherent bias for some families to gravitate toward the school as they actively seek classical education options, while other families will be unfamiliar with the model and less inclined to enroll. A second major barrier is transportation. Cincinnati Classical Academy does not provide transportation for students, as local districts are required to bus students to our school, or to provide vouchers to families instead. In cases where busing is not provided and families may not have resources to provide their own transportation, families may opt for more practical local school options, despite their preferences to attend Cincinnati Classical Academy. Finally, a third barrier to equitable enrollment is that not all students receive excellent family support and may struggle to keep up with the school's curriculum. As detailed below, the school leadership has developed robust strategies to mitigate these challenges and build and maintain a student population that is an equitable representation of the demographics of southwest Ohio.

**3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?**

Our plans to address the identified barriers to equitable access are detailed as follows.

Unequal appreciation of classical education - Cincinnati Classical Academy addresses this barrier using several complementary strategies. First, on the website and in promotional materials, the School articulates what classical education entails and will actively dispel common misperceptions that bias some families. It is clear that classical education is aimed toward benefitting all students, regardless of socioeconomic background, academic aptitude, or career or life ambitions. Classical education is equally befitting for those destined for the trades, for white-collar professions, or for child-rearing, as the aim of the model is to cultivate personal excellence (virtue) that serves individuals throughout life. Second, public lectures and outreach are conducted to educate the public about the advantages and perspectives of a classical liberal arts education. This was initiated in the first year of operations Veritatis Splendor (Splendor of Truth) speaker series and through extensive media outreach to the general public through Facebook, Instagram, and a monthly school newsletter with links to educational material, lectures, and other perspectives to cultivate appreciation of classical culture, including history, literature, art, and athletics. Third, the school targets its advertising to the broadest audience possible, such as on interstate highway billboards, and uses images that feature students of different cultural and faith backgrounds.

Transportation - Since few school districts are willing to provide busing to the school, parents groups have organized to arrange for carpooling. This parent-led solution has proven highly effective, as evidenced by a large decline through the first year in on-site vehicular traffic at pick-up and drop-off. Furthermore, the school's enrollment from a wide geographic area of 52 zip codes and 6 counties has been maintained, with no families withdrawing despite one-way commutes of 45 minutes or more. In fact, the geographic distribution will even expand in 2023-24 to 60 ZIP codes. This wide catchment area is testament in large part to the effective cooperation among families in carpooling. The school will continue to encourage parents to carpool and provide resources for parents to advocate for busing from their local school districts. As student numbers increase, we expect that

more districts will provide this service.

Family Support - To ensure that students have the support needed to remain enrolled, we have developed a culture of inclusiveness and programs for mentoring. For example, students join together each week for a school assembly to experience participation in a cohesive mission. In the classroom, students in older grades read to younger students to model achievement and good habits of character. Further, Hillsdale K-12 Education intentionally requires a single campus for K-12 so that mentorship and behavioral modeling is an active component in the formation of both older and younger students. This feeling of community is further reinforced by the use of uniforms, which "levels the playing field" between students from diverse economic circumstances, and also through emphasis on the core virtues of justice, courage, humility, perseverance, and compassion. These, and the teaching of moral character, are woven into the school culture and curriculum in both classroom and extracurricular instruction. Cincinnati Classical Academy believes that all students are highly capable learners, and allocates time and resources to maximize opportunities for students to realize their highest potential in academic and personal growth. In planning activities and programs for students, the importance of family and parent involvement is considered and encouraged. Students and families have helped to build a strong foundation on which we will build for future years.

**4. What is your timeline, including targeted milestones, for addressing these identified barriers?**

As indicated in the above responses, CCA has been aware of these challenges from the planning period of the school's opening. The Board of Directors and the School Leader has worked together throughout year one of the School's operations to educate, inform and work with students and parents to ensure needs are met. Communication to parents and families of enrolled students is provided through newsletters, handbooks, enrollment materials, etc.

Community members, local supporters, and businesses also receive communications to keep them abreast of activities at the School. Additional actions and collaborations will continue throughout year two of operations and beyond.

The School strives to meet the needs of its students and families, and has been successful in retaining over 98% of students with re-enrollment from year one to year two. The School has implemented a survey for teachers and parents to provide a vehicle for expressing challenges and recommendations for improvement. With an active building leadership team working to update parent student handbooks and additional informational materials over the summer, additional calendars and timelines will be scheduled to ensure communication regarding transportation issues, family support and specifics about the educational model, and academic and extra-curricular programming will continue to be established to eliminate barriers for student success.

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

**Paperwork Burden Statement**

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. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 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 a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.