

# Summit Academy Community School for Alternative Learners - Xenia

## Board of Directors Agenda

Wednesday, January 17, 2018 | 1694 Pawnee Drive. | Xenia, Ohio 45385

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### CALL TO ORDER

### ROLL CALL OF BOARD OF DIRECTORS

(David Gibney; Joshua Beitel; Brian Roth; Erin Bentz; Jennifer Frey)

### MOTION TO APPROVE MEETING AGENDA

### MOTION FOR THE APPROVAL AND THE SIGNING OF MINUTES

- a. January 17, 2018

### OLD BUSINESS:

- a. Overview of how the foundation revenue is split between all schools. Amber will send electronic versions for Middletown's financial summaries for 24 months.
- b. An assessment of the Xenia modular, to include expected enrollment vs space and costs.
- c. CAP discussion
- d. Report Cards (last 3 years)
- e. Fiscal Waiver discussion

### APPROVALS/ADOPTIONS

- a. Approve new compensation policy #371
- b. Re-approve Student Assessment and Academic Services #242
- c. Re-approve Career Advising and Student Success Plan #204.14
- d. Resolution to discuss, acknowledge and review Health and Safety Policies (section #400)
- e. Resolution to "not provide a summer extension program for 2017/2018"
- f. Approval of member to vote at the annual meeting June 2, 2018
- g. Approval of School Board Calendar 2018/2019 school year
- h. Approval of Student Calendar for the 2018/2019 school year
- i. Approval of Fiscal Waiver for 2018/2019 school year.

### FINANCIAL APPROVALS

- a. Approve Financial Statements & Reports for December 2017 & January 2018

### COMMITTEE REPORTS

- a. School Director Report
- b. Subcommittee Report
- c. Ambassador Report

# Summit Academy Community School for Alternative Learners - Xenia

## Board of Directors Agenda

Wednesday, January 17, 2018 | 1694 Pawnee Drive. | Xenia, Ohio 45385

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SUMMIT ACADEMY MANAGEMENT REPORT *(Presented by SAM Representative (Karen Combs))*

### OTHER BUSINESS

- a. ESC of Lake Erie West Comments

### ADJOURNMENT

Next Meeting: Monday, May 2, 2018 @ 251 Eridiel Drive Dayton, Ohio

Summit Academy Community School - Xenia  
BOARD of DIRECTORS  
Minutes of January 17, 2018

DIRECTORS PRESENT: David Gibney; Brian Roth; Erin Bentz;  
Jennifer Frey ; Josh Beitel (via phone)

DIRECTORS ABSENT: None

ADMINISTRATIVE SUPPORT:  
Amber Shaeffer, Treasurer  
Karen Combs, Board Secretary  
Eric Marthaler, Regional Consultant  
Barbara Danforth, CEO

GUESTS: Sign in Sheet attached; ESC of Lake Erica Pharis

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The meeting was called to order at 5:00 p.m.

Approval of Meeting Agenda

**ACTION:** Motion was made and seconded to approve the meeting agenda. Motion carried by unanimous vote of directors present.

Approval of Meeting Minutes from November 8, 2017.

**ACTION:** Motion was made and seconded to approve the minutes from November 8, 2017. Motion carried by unanimous vote of directors present.

Approval/Adoptions of the following:

**ACTION:** Motion was made and seconded to table the Treasurer Waiver for 2018/2019 school year. Motion carried by unanimous vote of directors present.

**ACTION:** Motion was made and seconded to approve the New Gifts, Grants, and Donations Policy. Motion carried by unanimous vote of directors present.

**ACTION:** Motion was made and seconded to approve the revised Credit Card Policy. Motion carried by unanimous vote of directors present.

**ACTION:** Motion was made and seconded to approve the Resoultion for the School Board Secretary (Karen Combs). Motion carried by unanimous vote of directors present.

Treasurer's Report – Amber Shaeffer presented the Statement of Financial Position of (reapproval of September) October and November 2017. A copy of the reports, as well as the bank statement reconciliations will be filed with the minutes

**ACTION:** Motion was made and seconded to approve the Treasurer's report for the months of (reapproval of September) October and November 2017 as presented. Motion carried by unanimous vote of directors present.

Reports:

School Director's Report – Attached

Subcommittee Report: None

Ambassador Program Committee Report – None The marketing report at this time, presented by Terri Mazzotti.

Summit Academy Management Report– A report was given by Barbara Danforth. See attached report. Discussion on Dash Boards and strategic planning. Erin also mentioned the board must stop being told the management company has so many things going on that things are putting off.

Other Business:

Discussion on the review and acknowledgement of New Policy #146  
Gifts, Grants, Donations Policy.

Discussion on the review and acknowledgement of New Policy #148.6 Use of credit cards-  
Management Company.

Discussion and presentation of the Food Standards Annual Report.

ESC of Lake Erie West - Erica Update on the most recent on site visit – Today, 1/17/18

Strengths:

December - RACE – one classroom is utilizing Google classroom for a blog. Questions being answered by students with conversations in regards to RACE- Restate, Answer, Cite, Explain. Data collected and being reviewed – pre/post assessment being collected.

January - TBTs are beginning a book study using the book, "Growth Mindset Coach." Students/Teacher will be taking a pretest to see where they fall on the growth mindset scale. Teachers will learn about various growth mindset strategies to implement into classroom instruction. Students/Teacher will then take a post test to determine their progress within the growth mindset scale.

Provide financial update - "You have more than likely received the monthly financial and enrollment review from the ESCLEW Financial Oversight Specialist, Linda Moye. There are no concerns at this time. If you have any questions in regards to the school's financials, please address those with the school treasurer."

Public Comment: Two Public comment cards were received, Mr. Ray Blecher and Mr. Stanley Cobb. Concerned on the way the management company handled the layoffs. They want a update on the trailers and is 10<sup>th</sup> grade happening next year.

Motion was made and seconded to adjourn the meeting.

Respectfully submitted,

Approved,

Karen Combs, Recorder

Erin Bentz, President



**Educational Service Center of Lake Erie West  
Community Schools Center**

**2017-2018 Academic Corrective Action Plan  
Summit Academy School for Alternative Learners - Xenia**

<b>School Name: Summit Academy School for Alternative Learners - Xenia</b>	
<b>Corrective Action Status:</b>	<b>School Contact: Cassy Stidham</b>
<input checked="" type="checkbox"/> Corrective Action Year 1	<b>Position: Principal</b>
<input type="checkbox"/> Corrective Action Year 2	
<input type="checkbox"/> Corrective Action Year 3	<b>Email: <a href="mailto:Cassy.Stidham@summitacademies.org">Cassy.Stidham@summitacademies.org</a></b>
<input type="checkbox"/> Corrective Action Year 4	

**Purpose of the Corrective Action Plan**

The identification of "Academic Target School" was based on an analysis of three years of local report card school data in the areas of: Performance Index Points; Maintenance or upward movement; Performance Index Letter Grade; Progress Component Letter Grade; Gap Closing Component Letter Grade and K-3 Literacy Component Letter Grade. Each item evaluated was analyzed and converted into a numeric value. The numeric values, coupled with anecdotal evidence regarding the performance of each school contributed to the decision regarding placement on an Academic Corrective Action Plan.

**Directions**

A school identified as an "Academic Target School" must develop an Academic Corrective Action Plan (CAP) by Thursday January 18, 2018. The school must consult with any of the relevant individuals in the development of the CAP: parents, school staff, Management Company. The Academic CAP must be submitted to the Academic Services Team Leader of the Center for Community Schools at ESCLEW, Kristi Hayward ([khayward@esclerwest.org](mailto:khayward@esclerwest.org)) for review and approval. The Academic CAP must be implemented as soon as possible after approval.

In the following table the Findings and Corrective Action have been indicated. In the blank columns, please provide the information listed with specificity. Several implementation strategies may be listed in order to increase the academic performance of the corrective action. As part of the monitoring phase you will be asked to provide physical evidence of progress toward improvement in the stated area.

Academic Concerns

Finding	Corrective Action	Implementation Strategies	List the Evidence you will present to show progress in this area	Person Responsible for Implementation	Determination of Progress
<p>Performance Index Points                      P1 points decreased from 61.0 (2014-15) 55.6 (2015-16) 54.3 (2016-17)                      (1 out of 5 points earned)</p>	<p>Performance Index points must show maintenance or increase each academic year.</p>	<p>Summit Academy Xenia will increase reading scores in order to move 20 percent of limited students to basic range.</p>	<p>-AIMSweb Benchmarking will be implemented three times a year.                      -BLTs and TBTs will analyze the scores identifying students who are tier 3.                      -Weekly progress monitoring will be assigned to those students identified in tier 3.                      -TBTs will determine appropriate interventions to target student weaknesses. These will be planned and implemented weekly.                      -TBTs and BLT will evaluate the effectiveness of interventions used in response to progress monitoring and make adjustments as needed to increase scores.                      -AIMSweb Benchmarking will be implemented three times a year.                      -BLTs and TBTs will analyze the scores identifying students who are tier 3.                      -Weekly progress monitoring will be assigned to those students identified in tier 3.                      -TBTs will determine appropriate interventions to target student weaknesses. These will be planned and implemented weekly.                      -TBTs and BLT will evaluate the effectiveness of interventions used in response to progress monitoring and make adjustments as needed to increase scores.</p>	<p>Principal, Assistant Principal, Literacy Coach, TBTs</p>	<p>To be completed by ESCLEW</p>
<p>Performance Index Score                      54.3 = D                      (1 out of 5 points earned)</p>	<p>Increase Performance Index score to result in a higher letter grade.</p>	<p>Summit Academy Xenia will increase reading scores to increase performance index to result from an F to D.</p>	<p>-AIMSweb Benchmarking will be implemented three times a year.                      -BLTs and TBTs will analyze the scores identifying students who are tier 3.                      -Weekly progress monitoring will be assigned to those students identified in tier 3.                      -TBTs will determine appropriate interventions to target student weaknesses. These will be planned and implemented weekly.                      -TBTs and BLT will evaluate the effectiveness of interventions used in response to progress monitoring and make adjustments as needed to increase scores.</p>	<p>Principal, Assistant Principal, Literacy Coach, TBTs</p>	<p>To be completed by ESCLEW</p>

Finding	Corrective Action	Implementation Strategies	List the Evidence you will present to show progress in this area	Person Responsible for Implementation	Determination of Progress
<p><b>Progress Component D</b> (2 out of 5 points earned)</p>	<p>Increase Progress Component Grade to result in a higher letter grade.</p>	<p>Summit Academy Xenia will increase 20% of reading scores for students in the subcategory the "Lowest 20%" one proficiency level in all tested grades.</p>	<ul style="list-style-type: none"> <li>-Teachers will implement a building-wide strategy of Restate, Answer, Cite, and Explain (R.A.C.E.) to help students thoroughly answer extended response questions.</li> <li>-The building wide R.A.C.E strategy will include test prep questions released from ODE.</li> <li>-TBTs will provide interventions in response to pre-assessment data.</li> <li>-TBTs will evaluate effectiveness of interventions and make adjustments needed to increase proficiency.</li> <li>-Almsweb Benchmarking will be implemented three times a year.</li> <li>-BITs and TBTs will analyze the scores identifying students who are tier 3.</li> <li>-Weekly progress monitoring will be assigned to those students identified in tier 3.</li> <li>-TBTs will determine appropriate interventions to target student weaknesses. These will be planned and implemented weekly.</li> <li>-TBTs and BLT will evaluate the effectiveness of interventions used in response to progress monitoring and make adjustments as needed to increase scores.</li> </ul>	<p>Principal, Assistant Principal, Literacy Coach, TBTs</p>	<p>To be completed by ESCLEW</p>



Finding	Corrective Action	Implementation Strategies	List the Evidence you will present to show progress in this area	Person Responsible for Implementation	Determination of Progress
<p>GAP Closing Component F (1 out of 5 points earned)</p>	<p>Increase GAP Closing Component to result in a higher letter grade.</p>	<p>Schools will close the GAP in reading by 10 percentage points for students with disabilities.</p>	<ul style="list-style-type: none"> <li>-Teachers will implement a building-wide strategy of Restate, Answer, Cite, and Explain (R.A.C.E.) to help students thoroughly answer extended response questions.</li> <li>-The building wide R.A.C.E strategy will include test prep questions released from ODE.</li> <li>-TBTs will provide interventions in response to pre-assessment data.</li> <li>-TBTs will evaluate effectiveness of interventions and make adjustments needed to increase proficiency.</li> <li>-Aimsweb Benchmarking will be implemented three times a year.</li> <li>-BLTs and TBTs will analyze the scores identifying students who are tier 3.</li> <li>-Weekly progress monitoring will be assigned to those students identified in tier 3.</li> <li>-TBTs will determine appropriate interventions to target student weaknesses. These will be planned and implemented weekly.</li> <li>-TBTs and BLT will evaluate the effectiveness of interventions used in response to progress monitoring and make adjustments as needed to increase scores.</li> </ul>	<p>Principal, Assistant Principal, Literacy Coach, TBTs</p>	<p>To be completed by ESCLW</p>

Finding	Corrective Action	Implementation Strategies	List the Evidence you will present to show progress in this area	Person Responsible for Implementation	Determination of Progress
K-3 Literacy Component C (3 out of 5 points earned)	Increase K-3 Literacy Component to result in a higher letter grade.	Schools will increase the Percentage of students moving from "off track" to "on track" by 10%.	<ul style="list-style-type: none"> <li>- Evaluate all 3<sup>rd</sup> grade students using ODE approved guidelines.</li> <li>- Use the results of ODE testing to identify third grade students "off track" for passing the third grade reading test.</li> <li>- Follow ODE mandates regarding RIMPS and "Third Grade Reading Guarantee."</li> <li>- Utilize Direct Instruction Reading Program to increase reading skills in students identified as "off track."</li> <li>- TBTs will monitor Direct Instruction progress data and make adjustments as needed.</li> <li>- ODE sample test items will be utilized as part of an intervention program for students who are identified as "off track."</li> </ul>	Principal, Assistant Principal, Literacy Coach, TBTs	To be completed by ESCLW

By signing below you are certifying that you have read and agree with the CAP. . If the school fails to implement the plan or fails to make satisfactory progress on the action items, then the school may be subject to probation or other Intervention.

*Anna Stedman*  
School Leader Signature

11/21/18  
Date

*Kristi Hayward*  
Academic Services Team Leader - ESCLW

1-29-18  
Date

*Estelle K. Coy*  
Governing Authority President Signature

1/17/18  
Date



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**Summit Academy Community School for Alternative Learners -Xenia  
BOARD RESOLUTION  
March 7, 2018**

WHEREAS, Summit Academy Community School for Alternative Learners - Xenia (IRN #132761) approved the following Policies:

- #242- Student Assessment and Academic Intervention Services
- #204.14- Career Advising and Student Success Plans

Approved by the Board of Directors for Summit Academy Community School for Alternative Learners-Xenia.

Signed by: \_\_\_\_\_  
Its: Board President/Representative

Print Name: \_\_\_\_\_

RES:010-17/18

### 371 - Additional Compensation

This policy establishes guidelines for the appropriate utilization of additional compensation in the form of either stipends or supplemental income. In addition, this policy will define the different types of additional compensation and distinguish how each is to be awarded.

#### Definitions

##### Stipend

A stipend is an additional sum of money that is awarded to an employee in relation to a grant. The stipend is for duties performed outside of the normal working hours of the school. The amount, duration, and disbursement of a stipend is governed by the grant itself and administered out of the Curriculum Office. Stipends awarded to non-exempt employees must follow all provisions of the Fair Labor Standards Act (FLSA) in regards to overtime payment. Time and effort logs are required as a tracking mechanism to justify said payments. Some examples of stipend eligible activities include:

- Extended Learning Opportunities
- Building Leadership Team meetings
- Teacher Based Team meetings

##### Supplemental Income

Income that is provided to an exempt employee for performing duties reasonably outside of what would normally be considered within the scope of his/her normal responsibilities. This income is not grant funded and typically encompasses picking up extra duties outside of normal working hours, not necessarily related to his/her job. Tasks falling under the “other duties as assigned” expectations of one’s job description are not subject to supplemental income. Opportunities for supplemental income must be time limited; the duration of which is stated at its outset.

Generally, supplemental income opportunities are limited to a maximum of 90 calendar days though they may be extended with approval of the Chief Human Resources Officer (CHRO). Supplemental income for non-exempt personnel is managed by paying overtime for hours worked in excess of 40 in any week.

See Appendix 317-A

Adopted: February and March 2018



**371-A Additional Compensation Procedure:**

Stipends will be administered by the Curriculum Department and will be subject to the laws and regulations governing the grant(s) that fund them. Time and effort logs will be maintained as documentation that the stipends are being utilized appropriately. The Chief Academic Officer in tandem with the Chief Financial Officer will be accountable for the proper administration of these stipends.

Requests for supplemental income will be administered through the Human Resources Office with the only exception being home based instruction which will run through the Curriculum Office. School Directors, Regional Directors, or any SAM Administration Manager may send a proposal for a supplemental income opportunity to the CHRO. The proposal must include all of the following:

- A brief summary of the tasks involved
- A financial breakdown of the costs associated with the opportunity
- The effective date of the opportunity
- The expected end date of the opportunity
- The particular employee(s) who will partake in the opportunity
- The amount of time expected to be utilized during the opportunity

The CHRO will work in concert with the applicable Chiefs and return a decision on proposals within three (3) business days.



## Student Assessment and Academic Intervention Services

State-Mandated Assessments. The School shall administer State-mandated assessments (e.g., diagnostic assessments and achievement tests) to Students at the times designated by the State Board of Education. The School may, for medical reasons or other good cause, excuse a Student from taking a State-mandated assessment on the date scheduled, but any such assessment shall be administered to such excused Student not later than nine (9) calendar days after the last regularly scheduled test administration date. The School shall annually report to the State Board of Education, not later than June 30, the number of Students who have not taken one or more of the State-mandated assessments.

The Superintendent or his/her designee shall administer State-mandated assessments and submit the assessments to the entity with which the Ohio Department of Education contracts for the scoring of the tests, in accordance with Ohio law.

Diagnostic Assessments are assessments aligned with the Ohio academic content standards and model curriculum designed to measure student comprehension of academic content and mastery of related skills for relevant subject areas. Diagnostic assessments shall be administered by the School at least once annually for grades levels kindergarten through second grade in reading, writing, and mathematics, and for grade three in reading and writing to the following students:

- Any Student who transfers to the School if his/her former school did not administer each applicable diagnostic assessment to the Student in the current school year (must be administered within thirty (30) days from the date of transfer).
- Previously home-schooled Students enrolling at the School will be given a diagnostic assessment in order to determine their appropriate grade level placement.
- Each kindergarten student will complete the readiness assessment. The School shall administer the readiness assessment not earlier than the first day of the school year and not later than November 1 of that year, except that the language and reading skills portion of the assessment must be administered by September 30 of that year.
- As required pursuant to the Third Grade Reading Guarantee. See Policy No. 245, Promotion and Retention Policy.

Recordkeeping. The School shall keep records for each student that include the following:

- A unique state student identification code or student data verification code in accordance with R.C. 3301.0714(D)(2);
- A list or designation of which assessments are required and which assessments are not required;
- A list or designation of which assessments, required or not required, are taken and which assessments are not taken during each assessment administration period;
- A score for each assessment taken, whether required or not required;



- Whether or not each student attained the requisite performance standard designated for each required assessment;
- What, if any, assessments must still be taken;
- Whether or not intervention must be provided; and
- For each test required for graduation, the date passed shall be recorded on the student's transcript. No information regarding a test not passed shall be on the student's transcript.

After the administration of any diagnostic assessment and upon a Parent's request, the School shall provide a Student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment to the Student's Parent.

Retention. No results from required statewide assessments shall be used as the sole basis for determining whether or not to promote a student from grade to grade, except as specified in the Third Grade Reading Guarantee.

Summer Remediation Services. Instruction will be developed and offered by the School during the summer to any student who failed to score at the proficient level on a third grade reading achievement test or a diagnostic assessment.

Superintendent Duties. The Superintendent, or his/her designee, shall develop an assessment system that includes:

- The administration of state-mandated assessments;
- Regular assessments of student performance;
- Multiple and appropriate assessments that will be used to measure student progress;
- Assessment practices that conform to current professional standards for validity and reliability; and
- Sharing information with parents, students, and the community regarding assessment purposes and results.

The Superintendent, or his/her designee, shall also develop:

- Procedures for using diagnostic assessments to measure student progress in accordance with academic standards;
- A plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of the diagnostic assessments;
- Procedures for the regular collection of student performance data; and
- Procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify those services.

Students with Disabilities. All identified students with disabilities in the School shall be considered for participation in State-mandated testing. The extent of the student's participation shall be determined by the IEP/504 team. The IEP/504 plan developed for the student must specify the manner in which the student will participate in the state achievement assessments. All students



shall participate in diagnostic assessments except those with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis.

This policy shall be reviewed and updated annually.

*R.C. 3301.0710, 3301.0711, 3301.0715, 3313.608, 3313.6012; OAC 3301-13 et seq. and 3301-35 et seq.*

See Policy No. 242.2 Alternate Assessments for Students with Disabilities; Policy No. 245 Promotion and Retention Policy. See Appendix 242.3-A for Individual Student Recordkeeping Chart.

**Approved: January and February 2017**

**Reviewed: March and April 2018**





## 204.14 Career Advising and Student Success Plans

This policy governs the School's plan for advising students on career readiness and shall be reviewed at least once every two years. This policy must be made available-upon request and placed prominently on the School's website.

### I. Definitions

Academic Pathways: A designated and specific plan for secondary and post-secondary coursework, academic programs and/or learning experiences that a student will complete in order to earn a diploma or other related credentials.

Career Advising: An integrated process that helps students understand how personal interests, values and strengths may predict educational and career satisfaction and success and may relate to academic and career goals.

Career Connection Learning Strategies: Grade-level examples linking schoolwork to one or more career fields as defined by the Ohio Department of Education.

Career Fields: Groups of occupations and broad industries based on common characteristics as defined by the Ohio Department of Education.

Career Pathways: An overview of the various career options and the amount of education or training necessary for each option.

Early Warning System: Data indicators that help identify students who are at risk of dropping out of school.

Online Tools: OhioMeansJobs K-12, or another similar tool that provides resources, tools and information for students to determine individual career interests, explore career and education options and develop an individual plan for their future.

Student Success Plan: A formalized process that helps students develop goals and plans for success in their futures. The process is based on strategic activities and reflections in which students discover their interests, explore and evaluate options and make informed decisions.

Successful Transition and Postsecondary Destinations: Acceptance to and enrollment in a postsecondary education or training program at an institution of higher education, without remediation. This includes apprenticeship, cooperative education, certificate, associate, or bachelor's degree; employment in a high-skill, high-wage career field; or, acceptance into the military.

### II. Career Advising Plan

The School shall establish a school wide system of career advising. The School shall train staff to advise students on career pathways, including training and advising students to use online tools.

The School's career advising program:



1. will provide career advising to students in grades 6-12 through a combination of formal scheduled meetings with each student, classroom instruction regarding possible career options and career advice provided by teachers;
2. shall provide grade-level examples linking a student's schoolwork to one or more career fields by consulting the Career Connections Learning Strategies and/or any other career advising source the Principal of the School and/or the Board deems appropriate;
3. shall develop multiple academic pathways through high school that will allow a student to earn a high school diploma, including career technical programs and advanced standing programs;
4. will provide the supports necessary for students to transition successfully from high school to their post-secondary destination, including interventions and services necessary for students who need remediation in mathematics and English language arts; and
5. identify and publicize courses that can award students both traditional academic and career technical credit.

### **III. Documentation of the School's Career Advising Program**

The School shall document the career advising provided to each student for review by the student, the student's parent, and future schools that the student may attend. The School shall not otherwise release any documentation of career advising provided to each student absent the written consent of the student's parent or the written consent of the student if the student is at least eighteen years old.

### **IV. Students At Risk of Dropping Out of High School**

The School shall identify students who are at risk of dropping out using one or more local, research-based methods, such as the Ohio Department of Education Early Warning System or any other method deemed appropriate by the School's Principal or his/her designee or by the Board. The School shall consider the input of teachers and guidance counselors in identifying students at risk of dropping out of school.

Any student identified as at risk shall be provided a Student Success Plan. A Student Success Plan shall address the role of career-technical education, competency-based education, and/or experiential learning, and create a pathway to high school graduation. The School shall offer the student's parent an opportunity to assist in developing the plan. If the student's parent does not participate in the development of the plan, the School shall provide the parent (1) a copy of the Student's Success Plan, (2) a statement of the importance of a high school diploma, and (3) a summary of the academic success pathways available to the student to succeed in graduation.

The School shall provide additional interventions and career advising for students who are identified as at risk of dropping out. Career advising shall be aligned with the student's success plan.

*R.C. 3313.6020.*

See Appendices 204.14-A Model Student Success Plan Invitation Letter to Parent and 204.14-B Model Letter to Parent After Development of Student Success Plan.

Approved: January and February 2017 Reviewed: March and April 2018



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Summit Academy Community School for Alternative Learners - Xenia  
BOARD RESOLUTION  
March 7, 2018

WHEREAS, Summit Academy Community School for Alternative Learners-Xenia (IRN #132761) recommends that a resolution relating to the discussion, acknowledgement and review of the Health and Safety Policies, section #400 of the Policy Book. (See attached Table of Contents)

**NOW THEREFORE, be it resolved,** that the Governing Board of Summit Academy Community School for Alternative Learners -Xenia hereby recognizes the Health and Safety Polices and are updated according the Ohio Revised Codes.

Signed by: \_\_\_\_\_  
Its: Board President/Representative

Print Name: \_\_\_\_\_

Recorder: \_\_\_\_\_

RES:001-17/18



**SECTION 4: HEALTH AND SAFETY POLICIES**

- 400 GENERAL HEALTH AND WELFARE**
- 401 Health Services
  - 402 Use of Medications Policy
    - 402.1 Care of Students with Diabetes
  - 403 Use of Inhaler/Epinephrine Autoinjector
    - 403.1 Procurement of Inhaler/Epinephrine Autoinjector for Emergency Use
  - 404 Health Examinations and Immunizations
  - 405 Emergency Medical Procedures
  - 406 Emergency Medical Authorization
  - 407 Control of Communicable Diseases
  - 408 Prevention and Control of Non-Casual-Contact Communicable Diseases
  - 409 Control of Blood-Borne Pathogens
  - 410 Head Lice
  - 411 Infectious Disease Policy
  - 412 AIDS Policy
  - 413 Peanut or Other Food Allergies
  - 414 Bed Bug Infestation
  - 415 Use of Animals in the Classroom or on School Premises
- 420 PERSONAL SAFETY**
- 421 Dangerous Weapons
  - 422 Public Conduct on School Property
  - 423 Facility Security
  - 424 Emergency Preparedness and Evacuation
    - 424.1 Student Suicide
  - 425 Use of Equipment
  - 426 Accidents to Students
  - 427 Visitors, Volunteers and Guests
  - 428 Bomb Threat Policy
  - 429 Crisis Media Situations
- 440 ENVIRONMENTAL HEALTH AND SAFETY**
- 441 OSHA/PERPP Compliance/Risk Reduction Program
  - 442 Property, Equipment and Supplies
  - 443 Hazard Communication Program
  - 444 Toxic Hazards and Asbestos Hazards
  - 445 OSHA/Bloodborne Pathogens Exposure Control Plan
  - 446 Prevention of Lead Poisoning
  - 447 School Emergency Management Plan
  - 448 School Health and Safety Network Inspections
  - 449 Prior Notification of Pesticide Application
- 450 FOOD SAFETY**
- 451 Food Services
    - 451.1 Unpaid Meal Charges
  - 452 Free and Reduced-Price Meals



Summit Academy  
SCHOOLS

## Policy Book Table of Contents

453	Wellness Policy
454	Hand Washing Policy
455	Food Sale Standards Policy



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**Summit Academy Community School for Alternative Learners -Xenia  
BOARD RESOLUTION  
March 7, 2018**

WHEREAS, Summit Academy Community School for Alternative Learners - Xenia (IRN #132761) will not provide a summer extension program for the 2017/2018 fiscal year.

Approved by the Board of Directors for Summit Academy Community School for Alternative Learners-Xenia.

Signed by: \_\_\_\_\_  
Its: Board President/Representative

Print Name: \_\_\_\_\_

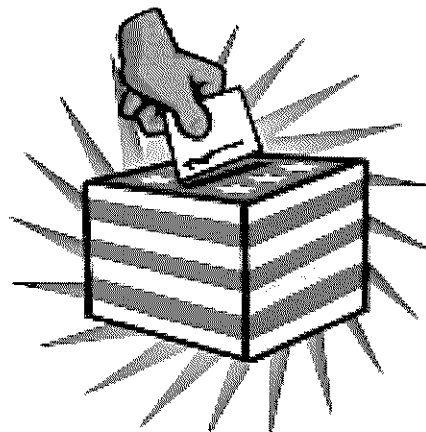
RES:011-17/18

**REPRESENTATIVE TO VOTE AT THE  
ANNUAL MEETING OF THE  
MEMBERSHIP 2018/2019**

**NAME** \_\_\_\_\_

**ALTERNATE**

**NAME** \_\_\_\_\_



**SUMMIT ACADEMY SCHOOLS  
BOARD MEETING SCHEDULE: 2018/2019**

**Meetings begin @ 5:00 P.M.**

Summit Academy Community Schools: Dayton, Dayton  
Transition, Middletown Elementary and Secondary and Xenia  
*First Wednesday of Every Other Month*

**MEETING DATE**

July 11, 2018	251 Erdiel Drive Dayton, Oh 45415
September 5, 2018	4700 Central Avenue Middletown, Ohio 45044
November 7, 2018	4128 Cedar Ridge Rd. Dayton, Ohio 45414
January 9, 2019	1694 Pawnee Drive Xenia, Ohio 45385
March 6, 2019	7 Marshall Avenue Middletown, Ohio 45044
May 3, 2019	251 Erdiel Drive Dayton, Ohio 45415

**Second Wednesday due to SAM shut down**





Summit Academy Community School for  
Alternative Learners - Xenia #132761

**2018-2019 School Calendar**

**August**

21 Students' First Day of School

**September**

3 NO School - Labor Day

28 NO School

**October**

1 NO School

19 NO School

**November**

8 Parent Conferences (PM)

9 NO School - Parent Conferences (AM)

21-23 NO School - Thanksgiving Break

**December**

24-31 NO School - Winter Break

**January**

1-4 NO School - Winter Break cont.

18 NO School

21 NO School - Martin Luther King Day

**February**

14 Parent Conferences (PM)

15 NO School - Parent Conferences (AM)

18 NO School - Presidents' Day

**March**

15 NO School

25-29 NO School - Spring Break

**April**

19 NO School

**May**

27 NO School - Memorial Day

30 Students' Last Day of School

**KEY**

○ First / Last Day of School for Students

□ NO School

\* End Grading Period

Total Student Hours / Days = 1039.73 / 173

**July 2018**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**August 2018** 12 17

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**September 2018**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**October 2018**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	*18	19
22	23	24	25	26
29	30	31		

**November 2018**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**December 2018**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	*21
24	25	26	27	28
31				

**January 2019**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**February 2019**

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

**March 2019**

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	*14	15
18	19	20	21	22
25	26	27	28	29

**April 2019**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

**May 2019**

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	*30	31

**June 2019**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

SUMMIT ACADEMY COMMUNITY SCHOOL for ALTERNATIVE LEARNERS-Xenia  
BOARD RESOLUTION  
Date: March 7, 2018

**WHEREAS**, pursuant to Sections 3314.01 and 3314.2(A)(8) , the governing authority entered into a management agreement with Summit Academy Management (“SAM”) to provide day to day management of the School; and

**WHEREAS**, the management agreement specifies that SAM will furnish fiscal services required for the School, including but not limited to providing the School with a licensed fiscal officer required under Section 343.011 of the Revised Code who is responsible for meeting the School’s financial obligations under Chapter 3314; and

**WHEREAS**, Amber Shaeffer is and has been the School’s designated fiscal officer furnished by SAM pursuant to the management agreement; and

**WHEREAS**, Amber Shaeffer has provided outstanding service to the School as its designated fiscal officer; and

**WHEREAS**, the School’s governing authority believes it would be costly and disruptive to the School’s operation to terminate its use of Amber Shaeffer as the School’s designated fiscal officer in the middle of the current school year.

**NOW, THEREFORE, BE IT RESOLVED** by the Governing Authority of the Summit Academy Community School for Alternative Learners-Xenia, as follows:

1. Pursuant to Section 3314.011(D), the Governing Authority approves continuing to use Amber Shaeffer as its designated fiscal officer, pursuant to the School’s management agreement with SAM, and hereby waives for the remainder of the current school year, the requirement that the governing authority employ or contract with its designated fiscal officer; and
2. The Governing Authority requests ESC of Lake Erie West to approve this resolution for the 2018-2019 school year; and
3. A copy of this resolution shall be provided to the Ohio Department of Education.

Signature: \_\_\_\_\_  
Board President/Representative

Signature: \_\_\_\_\_  
Recorder

**Summit Academy**  
**Xenia Community School for Alternative Learners**  
**Unaudited Statement of Activities**  
**January 2018**

	FY18			Budget/Actual Variance	Monthly % Variance	FY18			YTD Budget Variance	YTD % Variance	FY18 Budget
	Current Month Actual	Budget				Year to Date Actual	Budget				
<b>Revenue</b>											
1 Foundation Revenue	\$ 271,178	\$ 253,103	\$ 18,075	-7%	\$ 1,870,963	\$ 1,753,581	\$ 117,382	-6%	\$ 3,000,476		
2 Total Medicaid Revenue	\$ 306	\$ 1,964	\$ (1,658)	342%	\$ 2,463	\$ 7,854	\$ (5,392)	219%	\$ 35,432		
3 Total Grants Revenue	\$ 27,546	\$ 13,077	\$ 14,469	-53%	\$ 106,340	\$ 95,217	\$ 11,124	-10%	\$ 161,501		
4 Total Food Program Revenue	\$ -	\$ 5,769	\$ (5,769)	0%	\$ 26,876	\$ 35,256	\$ (8,380)	31%	\$ 64,103		
5 Total Student Fees	\$ 176	\$ 64	\$ 112	-64%	\$ 9,489	\$ 6,147	\$ 3,342	-35%	\$ 6,403		
6 Total Contributions	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -		
7 Total Investment Income	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -		
8 Total Other Revenue	\$ 50	\$ 336	\$ (286)	572%	\$ 1,390	\$ 1,680	\$ (290)	21%	\$ 3,024		
9 Total Revenue	\$ 299,255	\$ 274,312	\$ 24,943	9%	\$ 2,017,522	\$ 1,899,735	\$ 117,786	6%	\$ 3,270,939		
10 Management Fees	\$ 299,255	\$ 274,312	\$ 24,943	9%	\$ 2,017,522	\$ 1,899,735	\$ 117,786	6%	\$ 3,270,939		
11 Net Gain (Loss) for the Year	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		\$ -		
<b>Expenditures by SAM for each School</b>											
12 Total Salaries and Wages	\$ 119,923	\$ 141,463	\$ 21,540	-18%	\$ 912,442	\$ 1,002,237	\$ 89,795	-10%	\$ 1,708,927		
13 Total Payroll Taxes	\$ 1,843	\$ 3,216	\$ 1,373	-74%	\$ 20,300	\$ 22,511	\$ 2,211	-11%	\$ 38,591		
14 Total Retirement Benefits	\$ 19,231	\$ 20,682	\$ 1,451	-8%	\$ 94,833	\$ 144,776	\$ 49,943	-53%	\$ 248,187		
15 Total Insurance Benefits	\$ 17,724	\$ 22,803	\$ 5,079	-29%	\$ 138,099	\$ 159,624	\$ 21,525	-16%	\$ 273,641		
16 Total Payroll Processing	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -		
17 Total Staff Recruiting	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -		
18 Total Sponsorship Fees	\$ 2,892	\$ 3,736	\$ 844	-29%	\$ 20,350	\$ 26,151	\$ 5,801	-29%	\$ 44,831		
19 Total Staff Training costs	\$ 367	\$ 526	\$ 159	-43%	\$ 9,331	\$ 7,345	\$ (1,986)	21%	\$ 11,904		
20 Total General Travel	\$ 114	\$ 265	\$ 151	-132%	\$ 2,016	\$ 2,905	\$ 889	-44%	\$ 4,770		
21 Total Building Lease costs	\$ 6,417	\$ 6,200	\$ (217)	3%	\$ 25,383	\$ 43,400	\$ 18,017	-71%	\$ 74,400		
22 Total Bidg Utilities	\$ 4,147	\$ 4,350	\$ 203	-5%	\$ 14,494	\$ 18,525	\$ 4,031	-28%	\$ 34,370		
23 Total Bidg Service costs	\$ 2,270	\$ 2,167	\$ (103)	5%	\$ 23,193	\$ 42,709	\$ 19,516	-84%	\$ 54,074		
24 Total Copier Costs	\$ 1,421	\$ 610	\$ (811)	57%	\$ 7,061	\$ 4,270	\$ (2,791)	40%	\$ 7,320		
25 Total Repairs & Maintenance	\$ 2,030	\$ 8,600	\$ (6,570)	-324%	\$ 265,531	\$ 318,675	\$ 53,144	-20%	\$ 424,175		
26 Total Curriculum costs	\$ 155	\$ 1,091	\$ 936	-603%	\$ 23,127	\$ 32,680	\$ 9,553	-41%	\$ 40,380		
27 Total Education Therapy	\$ 41,083	\$ 24,204	\$ (16,879)	41%	\$ 86,344	\$ 133,271	\$ 46,927	-54%	\$ 228,138		
28 Total Marital Arts costs	\$ -	\$ 1,364	\$ 1,364	0%	\$ 139	\$ 3,473	\$ 3,334	-2404%	\$ 3,630		
29 Total Meeting Costs	\$ -	\$ 625	\$ 625	0%	\$ 314	\$ 3,525	\$ 3,211	-1024%	\$ 4,775		
30 Total Student Activity cost	\$ 394	\$ 423	\$ 29	-7%	\$ 1,978	\$ 8,240	\$ 6,262	-317%	\$ 17,148		
31 Total Food Service costs	\$ 7,271	\$ 10,000	\$ 2,729	-38%	\$ 40,971	\$ 58,100	\$ 17,129	-42%	\$ 105,100		
32 Total Shirts_Uniform costs	\$ -	\$ -	\$ -	0%	\$ 2,249	\$ 1,230	\$ (1,019)	45%	\$ 2,180		
33 Total Contract Bus Services	\$ 2,346	\$ 360	\$ (1,986)	85%	\$ 5,098	\$ 2,114	\$ (2,984)	59%	\$ 3,574		
34 Total Insurance General	\$ -	\$ -	\$ -	0%	\$ 12,773	\$ 5,870	\$ (6,903)	54%	\$ 9,724		

Summit Academy  
Xenia Community School for Alternative Learners  
Unaudited Statement of Activities  
January 2018

	FY18				FY18				
	Current Month Actual	Current Month Budget	Budget/Actual Variance	Monthly % Variance	Year to Date Actual	YTD Budget	Budget/Actual Variance	YTD % Variance	FY18 Budget
35 Total Legal Fees	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ 3,000
36 Total Professional Services	\$ 327	\$ 970	\$ 643	-197%	\$ 3,549	\$ 6,530	\$ 2,981	-84%	\$ 8,449
37 Total Computers_IT costs	\$ 791	\$ 280	\$ (511)	65%	\$ 8,828	\$ 26,612	\$ 17,784	-201%	\$ 27,632
38 Total Office Expense	\$ 742	\$ 286	\$ (456)	61%	\$ 6,624	\$ 5,791	\$ (833)	13%	\$ 6,575
39 Total Advertising Expense	\$ 4	\$ 42	\$ 38	-893%	\$ 93	\$ 452	\$ 359	-384%	\$ 662
40 Total Development costs	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -
41 Total Other expenses	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -
42 Total Depreciation Expense	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -
43 Total Interest and Loan Pmts	\$ 764	\$ 840	\$ 76	-10%	\$ 5,579	\$ 5,880	\$ 301	-5%	\$ 10,080
44 Total Admin Cost	\$ 44,256	\$ (10,441)	\$ (54,698)	524%	\$ 329,778	\$ (73,090)	\$ (402,868)	551%	\$ (125,297)
45 Total Expenses	\$ 276,512	\$ 244,662	\$ (31,851)	-13%	\$ 2,060,477	\$ 2,013,806	\$ (46,671)	-2%	\$ 3,270,939
46 Surplus/(Deficit) (before debt)	\$ 22,743	\$ 29,651	\$ (89)		\$ (42,955)	\$ (114,071)	\$ (389)		\$ -
47 Debt Payments	\$ 4,127	\$ 4,038	\$ (89)		\$ 28,653	\$ 28,264	\$ (389)		\$ 48,453
48 Surplus/(Deficit)	\$ 18,617	\$ 25,613	\$ (71,608)		\$ (71,608)	\$ (142,335)	\$ (48,453)		\$ (48,453)

Summit Academy  
Xenia Community School for Alternative Learners  
Unaudited Statement of Activities  
December 2017

Revenue	FY18			Budget/Actual Variance	Monthly % Variance	FY18			YTD Budget	Budget/Actual Variance	YTD % Variance	FY18 Budget
	Current Month Actual	Budget				Year to Date Actual						
1 Foundation Revenue	\$ 314,207	\$ 249,379	\$ 64,828	-21%	\$ 1,599,786	\$ 1,500,478	\$ 99,307	-6%	\$ 3,000,476			
2 Total Medicaid Revenue	\$ -	\$ 1,964	\$ (1,964)	0%	\$ 2,157	\$ 5,891	\$ (3,734)	173%	\$ 35,432			
3 Total Grants Revenue	\$ 12,369	\$ 13,077	\$ (707)	6%	\$ 78,794	\$ 82,140	\$ (3,345)	4%	\$ 161,501			
4 Total Food Program Revenue	\$ 6,834	\$ 5,769	\$ 1,065	-16%	\$ 26,876	\$ 29,487	\$ (2,611)	10%	\$ 64,103			
5 Total Student Fees	\$ 44	\$ 64	\$ (20)	46%	\$ 9,313	\$ 6,083	\$ 3,230	-35%	\$ 6,403			
6 Total Contributions	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -			
7 Total Investment Income	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -			
8 Total Other Revenue	\$ 110	\$ 336	\$ (226)	205%	\$ 1,340	\$ 1,344	\$ (4)	0%	\$ 3,024			
9 Total Revenue	\$ 333,564	\$ 270,589	\$ 62,975	23%	\$ 1,718,266	\$ 1,625,423	\$ 92,843	6%	\$ 3,270,939			
10 Management Fees	\$ 333,564	\$ 270,589	\$ 62,975	23%	\$ 1,718,266	\$ 1,625,423	\$ 92,843	6%	\$ 3,270,939			
11 Net Gain (Loss) for the Year	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		\$ -			
Expenditures by SAM for each School												
12 Total Salaries and Wages	\$ 132,255	\$ 141,338	\$ 9,083	-7%	\$ 792,519	\$ 860,774	\$ 68,255	-9%	\$ 1,708,927			
13 Total Payroll Taxes	\$ 1,936	\$ 3,216	\$ 1,280	-66%	\$ 18,457	\$ 19,296	\$ 838	-5%	\$ 38,591			
14 Total Retirement Benefits	\$ 12,946	\$ 20,682	\$ 7,736	-60%	\$ 75,602	\$ 124,093	\$ 48,491	-64%	\$ 248,187			
15 Total Insurance Benefits	\$ 20,252	\$ 22,803	\$ 2,552	-13%	\$ 120,375	\$ 136,821	\$ 16,446	-14%	\$ 273,641			
16 Total Payroll Processing	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -			
17 Total Staff Recruiting	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	0%	\$ -			
18 Total Sponsorship Fees	\$ 3,022	\$ 3,736	\$ 714	-24%	\$ 17,458	\$ 22,416	\$ 4,957	-28%	\$ 44,831			
19 Total Staff Training costs	\$ 162	\$ 290	\$ 128	-79%	\$ 8,965	\$ 6,820	\$ (2,145)	24%	\$ 11,904			
20 Total General Travel	\$ 29	\$ 230	\$ 201	-702%	\$ 1,901	\$ 2,640	\$ 739	-39%	\$ 4,770			
21 Total Building Lease costs	\$ -	\$ 6,200	\$ 6,200	0%	\$ 18,966	\$ 37,200	\$ 18,234	-96%	\$ 74,400			
22 Total Bldg Utilities	\$ 4,273	\$ 2,875	\$ (1,398)	33%	\$ 10,348	\$ 14,175	\$ 3,827	-37%	\$ 34,370			
23 Total Bldg Service costs	\$ 1,956	\$ 2,257	\$ 301	-15%	\$ 20,922	\$ 40,542	\$ 19,620	-94%	\$ 54,074			
24 Total Copier Costs	\$ 757	\$ 610	\$ (147)	19%	\$ 5,640	\$ 3,660	\$ (1,980)	35%	\$ 7,320			
25 Total Repairs & Maintenance	\$ 208	\$ 9,600	\$ 9,392	-4526%	\$ 263,500	\$ 310,075	\$ 46,575	-18%	\$ 424,175			
26 Total Curriculum costs	\$ 2,856	\$ 591	\$ (2,265)	79%	\$ 22,972	\$ 31,588	\$ 8,617	-38%	\$ 40,580			
27 Total Education Therapy	\$ -	\$ 22,300	\$ 22,300	0%	\$ 45,261	\$ 109,067	\$ 63,806	-141%	\$ 228,138			
28 Total Martial Arts costs	\$ 52	\$ 97	\$ 45	-85%	\$ 139	\$ 2,109	\$ 1,970	-1421%	\$ 3,630			
29 Total Meeting Costs	\$ -	\$ 625	\$ 625	0%	\$ 314	\$ 2,900	\$ 2,586	-825%	\$ 4,775			
30 Total Student Activity cost	\$ 28	\$ 3,948	\$ 3,920	-13880%	\$ 1,584	\$ 7,818	\$ 6,234	-394%	\$ 17,148			
31 Total Food Service costs	\$ 9,695	\$ 10,500	\$ 805	-8%	\$ 33,700	\$ 48,100	\$ 14,400	-43%	\$ 105,100			
32 Total Shirts Uniform costs	\$ -	\$ -	\$ -	0%	\$ 2,249	\$ 1,230	\$ (1,019)	45%	\$ 2,180			
33 Total Contract Bus Services	\$ 990	\$ 280	\$ (710)	0%	\$ 2,752	\$ 1,754	\$ (998)	36%	\$ 3,574			
34 Total Insurance General	\$ 1,919	\$ 1,927	\$ 8	0%	\$ 12,773	\$ 5,870	\$ (6,903)	54%	\$ 9,724			

Summit Academy  
Xenia Community School for Alternative Learners  
Unaudited Statement of Activities  
December 2017

	FY18			Monthly % Variance	FY18			YTD Budget	Budget/Actual Variance	YTD % Variance	FY18 Budget
	Current Month Actual	Budget	Budget/Actual Variance		Year to Date Actual	Budget	Budget/Actual Variance				
35 Total Legal Fees	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	\$ -	\$ -	0%	\$ 3,000
36 Total Professional Services	\$ 200	\$ 1,470	\$ 1,270	-63.5%	\$ 3,222	\$ 5,560	\$ 2,338	\$ 2,338	-73%	\$ 8,449	
37 Total Computers, IT costs	\$ 416	\$ -	\$ (416)	100%	\$ 8,037	\$ 26,332	\$ 18,295	\$ 18,295	-22.8%	\$ 27,632	
38 Total Office Expense	\$ 612	\$ 71	\$ (542)	88%	\$ 5,882	\$ 5,505	\$ (377)	\$ (377)	6%	\$ 6,575	
39 Total Advertising Expense	\$ 4	\$ 42	\$ 38	-893%	\$ 89	\$ 410	\$ 321	\$ 321	-360%	\$ 662	
40 Total Development costs	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	\$ -	0%	\$ -	
41 Total Other expenses	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	\$ -	0%	\$ -	
42 Total Depreciation Expense	\$ -	\$ -	\$ -	0%	\$ -	\$ -	\$ -	\$ -	0%	\$ -	
43 Total Interest and Loan Pmtis	\$ 754	\$ 840	\$ 86	-11%	\$ 4,815	\$ 5,040	\$ 225	\$ 225	-5%	\$ 10,080	
44 Total Admin. Cost	\$ 38,630	\$ (10,441)	\$ (49,071)	470%	\$ 285,522	\$ (62,648)	\$ (348,170)	\$ (348,170)	556%	\$ (125,297)	
45 Total Expenses	\$ 233,949	\$ 246,086	\$ 12,137	5%	\$ 1,783,965	\$ 1,769,145	\$ (14,820)	\$ (14,820)	-1%	\$ 3,270,939	
46 Surplus/(Deficit) (before debt)	\$ 99,615	\$ 24,502	\$ (75,113)		\$ (65,698)	\$ (143,722)	\$ (78,024)	\$ (78,024)		\$ -	
47 Debt Payments	\$ 4,137	\$ 4,038	\$ (99)		\$ 24,527	\$ 24,227	\$ (300)	\$ (300)		\$ 48,453	
48 Surplus/(Deficit)	\$ 95,478	\$ 20,465	\$ (75,013)		\$ (90,225)	\$ (167,948)	\$ (77,324)	\$ (77,324)		\$ (48,453)	



**Educational Service Center of Lake  
Erie West  
Community Schools Center  
Director's Report  
2017-2018 School Year**

Month: January

Director Name: Cassy Stidham

School Name: Summit Academy Community Schools for Alternative Learners- Xenia

Management Company: Summit Academy Management

**Teaching Staff Information**

Number of Teachers: 15 Number HQT: 15

Number of Intervention Specialists: 12 Number HQT: 12

Number of Instructional Aides: 3 Number HQT: 0

Names, positions, qualifications, and hire dates of new staff members, if any:

Heather Barker, Teacher, January 25 2018

Names, positions, and effective dates of resignations, if any:

Cindy Mocaabee, Teacher, January 10 2018

*Note: Please remember to the staff affidavit to reflect any new or resigning staff members.*

**Student Information**

Grades Served: K-10 Attendance Rate: 92.2%

Enrollment: 198 Number & Percent on IEPs: 80%

Number on Home Instruction: 3 Number in CRCs (Children's Residential Centers): 0

Students Withdrawn: 3 Due to 105-Hour Rule: 0

Total Students Suspended: 6 Total Students Expelled: 0

Students with IEP's Suspended: 6 Students with IEP's Expelled: 0

Additional Comments:

## Standards and Instruction

### List any changes to the curriculum or methods used to achieve goals:

Teachers used the winter benchmark data to adjust instruction in the classroom for specific students as they analyzed student growth on Aimsweb Benchmarks. As a building 41% of our students scored proficient in Math and 59% of our students were proficient in Reading. The data shows we have a small growth in proficiency from Fall to Winter in both Reading and Math.

## Testing and Assessment

List any testing, diagnostics, or assessments administered this month:

Aimsweb Plus Progress Monitoring  
Interest inventories and Multiple intelligence assessments  
Words their Way assessment  
Running records  
Brigance  
EOC Testing

Number of students tested using alternative assessments: 11

List interventions offered and the number of students involved in each:

*(Example: After-school tutoring – 11 students; Title I services – 26 students; Tier II & III students)*

The Literacy Coordinator works with all students on reading intervention skills in grades K-5. Her current caseload is 69 students.

## Corrective Action Plan Update (if applicable)

Provide updates on the progress of the schools Corrective Action Plan: The Corrective action plan was put in place and approved during the month of January.

## Academic and Non-Academic Goal Update (Attachment 11.6)

Provide updates on the progress of the school's Academic and Non-Academic Goals listed in Attachment 11.6 of the Sponsor Contract

We are currently reviewing the data with our building/district leadership team and regional representative from Lake Erie West.

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## Events

List any school-sponsored activities or field trips that occurred this month:



List any parent activities that occurred this month:

- On January 11th we held our monthly PTST informational meeting and shared parenting tips with parents on how to survive snow days with your children by having a planned and organized day. We also discussed a chapter from the book “The Growth Mindset Coach” and how parents can teach their students to have a growth mindset instead of fixed mindset. The PTST members agreed to sponsor a parent breakfast during school choice week.
- On Friday, January 26th the PTST sponsored a “Thank You for Choosing Summit” breakfast for our parents and families. This was a culminating event to our National School Choice Week celebrations and we wanted to thank the families for choosing to send their children to our school. We had a great turnout for the event and the students were able to eat with their parents.

List any staff trainings that occurred this month:

- On January 12th, Shihan Bove visited our school and provided a refresher training on nonviolent crisis intervention to our staff. The training discussed the crisis development model as well as staff approaches to each of the behavior levels.
- On January 3rd, the Reading and Math Coaches provided a shore PD on Using data to inform instruction. This PD focused on allowing teachers to collaborate and share how they use data to inform instruction.
- On January 24th, the LPDC representatives from each school participated in an after school webinar to discuss individual staff members’ IPDPs, the process for license renewals, the forms to fill out when leaving an LPDC, and upcoming professional development opportunities.

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## Time to Brag

List any exciting news you wish to share about your school, staff, and/or students:

- On January 12th we held a staff breakfast carry in and baby shower for Mrs. Stidham.
- The week of January 22-26 our school celebrated National School Choice with various activities scheduled each day. We held spirit week with a different theme each day that students and staff could participate in.
  - Schedule of events:
    - “Kickoff with Your Team of Choice” Students and staff wore sports-related shirt/jersey.
    - “Choose a Bright Future” Students and staff wore brightly colored or tie dye shirts.
    - “Freedom to Choose” Students and staff can patriotic colors/apparel.
    - “Hats Off to Choices” Students and staff wore hats or crazy hair.
    - “We Choose Summit Spirit” Students and staff wore jeans with a summit shirt or school color of green.
  - The staff at Xenia Summit participated in several practices of the National School Choice Week 2018 official dance. The staff then performed the dance in the gym that was recorded and displayed for the students and families to watch.

- The Xenia DARE officer began the DARE program for the 5th and 7th grade students on January 10th. Officer Masur from the Xenia Police Department will visit every Wednesday through May to teach the students about various strategies included in the substance abuse prevention education program.
- A free dental program visited our school on January 29th. The “Dental Sealant Program” is sponsored by Five Rivers Greene County Health Center and helps prevent tooth decay. This program was for 2nd and 6th graders. A dental hygienist screens the students’ teeth and decides which teeth need to be sealed. The hygienist then puts the sealant on the child’s teeth to seal out food and bacteria that cause decay.
- During the entire month of January students and staff participated in self-esteem month activities. Students participated in daily social skills lessons focused on self-esteem boosting this month. Students created a butterfly mural of feathers that they decorated which included their goals, dreams, and personal strengths.
- On January 29th our school held the first basketball club practice of the year. Students in grades 6-8 are able to participate in weekly practices in preparation for a tournament at the end of the year. Students learn the rules of the game as well as practice the skills of the game. This year we have 3 high school students that are assisting as coaches for the team.
- On January 19th the Greene County Bookmobile visited the school.



## Governing Authority Board Report Summit Academy Management February/March 2018

### I School Board Survey

Thank you for your responses to the School Board survey that was sent to you in December. We especially appreciate your suggestions for improving the relationship between the School Boards and the SAM Board and staff. From the survey responses, three themes emerged, we need to (1) Build Trust, (2) Improve Communication, and (3) Redesign School Board Training.

One of the suggestions in the survey was about providing more financial information about individual schools and SAM operations to the School Boards. In response to that suggestion, we have developed a dashboard that will give you a snapshot of key indicators that reflect the success or challenges in each school's operations. The dashboard includes actual enrollment numbers as compared to the goal, the percentage of students on IEPs, average revenue and the per student cost of providing special educational services in the Summit Academy model. The dashboard will have the expense to revenue percentage.

We will continue to consider additional information that we can provide that will enable you to maximize your role as a Board member. If you have any suggestions, for data that you would like, please let us know.

### II Strategic Plan

We have picked up the pace on the Strategic Plan as we move toward the end of year-1 on the 5 Strategic initiatives, which are as follows:

1. Ensure high-quality Summit Academy educational experience for students, educators, administrators and parents
2. Build a healthy, high performing organization that is reflected by the culture, teams and leadership
3. Establish and implement a sustainable financial model
4. Promote the SAM brand and mission
5. Strengthen the operational infrastructure

A progress report on these initiatives will be sent to you shortly.

### III Operations/Compliance

Compliance is processing the task list, with 258 items for each school, was issued by ODE for tracking for the 2018/19 school year. Each of our sponsors approaches this in a different way, but by the end of February we are required to review and respond to each item.



## Policy updates

An updated Credit Card policy and a Gifts Grants and Donations policy require School Board approval. Additionally, an "Additional Compensation" policy that defines stipends and other forms of compensation, will need approval.

## Educational Services Center of Lake Erie West (sponsor) News

Seven schools received letters for renewal. Youngstown Elementary and Secondary, Warren Middle/Secondary, Lorain Elementary, Parma, Cincinnati Elementary and Xenia were renewed for periods of 5, 3 and 2 years. Details of the sponsor's analysis of the school performance is expected shortly.

Compliance will work with the School Boards to get the renewal final contracts ready for approval before the end of June. School Boards have the right to have an independent attorney review and make recommendations to this contract, if they choose. Please contact John Guyer Email [jw.guyer@summitacademes.org](mailto:jw.guyer@summitacademes.org) or 330 - 734-8128 if your Board wants to use an attorney, so we may create the purchase order for payment; the Auditor of State requires pre-approval of our operational expenditures.

## IV Curriculum and Federal Programs

The state has released a new round of competitive grants aimed at improving literacy in the state. The Curriculum, Federal Programs, and Regional teams are all involved in learning about the grants and preparing to submit applications. The state is encouraging individual schools to form consortiums to apply for and to implement the grant activities, which Summit Academy will do.

The Federal Program Administrators have been revising our Comprehensive Continuous Improvement Plans (CCIP) over the last six weeks to reflect the changes created by the recent staff layoffs. They will now begin a review of spending in all federal funds to ensure that schools are on pace to expend all allocated money in a timely fashion.

School Principals and CRC Program Managers will spend two days in Akron at a District Leadership Team meeting on February 7 and 8. We will review leading indicator data for all schools as well as begin planning for enrollment and staffing in school year 2018 – 2019.

## V HR

We released the findings of our employee survey conducted by Kent State University. To improve the survey's utility, we engaged with Dr. Julie Cremeans-Smith, PhD to scour the vast amounts of narrative data collected by the survey to identify themes on which to focus development efforts. The survey serves as a needs assessment to help us strive towards continuous quality improvement. The results have been shared with the school boards and all SAM employees. We are studying the results and finding key areas where we can devote time and energy to make strategic improvements to the organization.



## VI Finance

There have been questions about why and how the SAM finances became so fragile over the past year. First, the percentage of students on IEPs fell from an average of 80% to 73%. Twenty-seven percent of our students are need general education; they provide reimbursement of \$6,010. Through the Strategic Plan implementation, committees are analyzing our business model and evaluating options.

Second, we rent some of our school buildings and we have purchased or are purchasing others. During FY18, we have had to pay off loans that had been approved several years ago, totaling \$1,239,432 schools that had balloon payments. Two more balloon payments, totaling \$1,613,792, are due April 2018. We have worked with one of our financing banks, Huntington, to extend for 3 years the term of those two pay offs. In exchange for this loan extension, we have committed to keeping our expenses at 95% or less than total revenue and to maintain specified cash reserves. We appreciate Huntington's cooperation and the opportunity to continue building our sustainability.

We received news on January 11, 2018, from ODE, that our overall State Foundation funding remained consistent, slightly up from an average of \$14,820.20 to \$14,858.55, from December to January. The remainder of the year will still require cautionary spending to meet our obligations and new bank commitments.

Recently, we were advised that our Medicaid reimbursements were being delayed due to new Affordable Care Act regulations regarding documentation of services by therapists.

Moving forward, we must continue to be prudent in making financial decisions. We must also look at our business model and business systems that are currently being utilized. Part of our strategic plan for FY18 is to improve and implement solutions in these areas.