AGENDA

1. CALL TO ORDER/ROLL CALL
   Daniel Hornbeek, President
   Kammera Rice
   Laurence Russ
   Jennifer Thai

2. APPROVAL OF AGENDA

3. APPROVAL OF MINUTES
   • April 2, 2020

4. ACTION ITEMS – GENERAL – FOR APPROVAL
   • COVID-19 Distance Learning - Education Plan Authorization and Ratification
   • 2020-2021 Governing Authority Regular Meeting Schedule
   • 2020-2021 EMIS Designee Appointment
   • 2020-2021 Annual Review and Approval of the Ohio Department of Education’s Special Education Model Policies and Procedures
   • Student Handbook
   • 2019-2020 Amendments/Corrections/Ratifications Regarding Minutes and Policies
   • Homeless Children Youth
   • Parent Family Engagement Title 1 Program
   • Monthly Residency Verifications for April and May 2020

5. FINANCIAL REPORTS AND ACTION ITEMS
   Fiscal Officer Report for March and April 2020
   • Action Item: Approval of Financials
   • 2020-2021 School Quality Improvement Grant Budget
   • Action Item: Approval of New Treasurer Appointment, Bond Approval, Waiver

6. REPORTS
   • School Report – School Director
   • Summit Academy Management Report – Management Representative/Regional Director
   • Committee Reports – Subcommittee/Ambassador/Other
   • Sponsor Report – Sponsor Representative
7. **OTHER BUSINESS – ANNUAL MEETING**
   - Election of Governing Authority Officers for 2020-2021
     - President, Vice President, Secretary
   - Election of Daniel Hornbeek to new three-year terms – July 1, 2020 through June 30-2023
   - Resolution to Clarify Governing Authority Members’ Team

8. **PUBLIC PARTICIPATION**

9. **ADJOINTMENT**

   **Next Regular Meeting:** August 12, 2020 | 346 E. Illinois Ave., Lorain, OH 44052 | 5:30 PM
Minutes

1. Call to Order/Roll Call
   • Mr. Hornbeek called the meeting to order at 6:10 PM and called the roll.

2. Approval of Agenda
   • Ms. Thai moved that the Agenda be approved. The motion was seconded and carried unanimously.

3. Approval of Minutes
   • Ms. Rice moved that the Minutes of the Regular Meeting held on February 12, 2020 be approved. The motion was seconded and carried unanimously.

4. General Action Items
   • Ms. Rice moved that the Resolution and 2020-2021 School Calendar be approved. The motion was seconded and carried unanimously.
   • Mr. Russ moved that the Resolution and Appointment of Ms. Thai as Representative and Ms. Rice as Alternate to the Summit Academy Management Annual Meeting on June 6, 2020 be approved. The motion was seconded and carried unanimously.
Ms. Rice moved that the Resolution and Monthly Residency Verification for February and March 2020 be approved. The motion was seconded and carried unanimously.

5. Financial Reports and Action Items

- Mr. Boland presented the Financial Reports.
- Mr. Russ moved that the Financial Reports for January and February 2020 be approved. The motion was seconded and carried unanimously.
- Ms. Thai moved that the Resolution and Five-Year Forecast (May Submission) be approved. The motion was seconded and carried unanimously.

6. Reports

- School Report - Mr. Williston presented the School Report. He stated that they have had two professional development sessions. During the mandated shutdown, they have distributed blizzard bags and food bags to the students, and they will have Google Meets and handouts for the students. The school’s special needs documents are all current. Mr. Williston also stated that his biggest concern right now is not being able to recruit for the next school year. A summer get together for all students and their families will be held, and an invitation will be extended to all Governing Authority members when the date is set.
- Ms. Butts presented the Management Company Report. Ms. Butts indicated that the management company report was not finalized and would be emailed to the Governing Authority Members when completed.
- Committee Reports: Subcommittee/Ambassador/Other - None
- Dr. Longstreth presented the Sponsor Report. She noted that site visits for both schools were cancelled due to the pandemic until further notice. The ESC has been in contact with ODE regarding school closure and the Governing Authority will be updated via email. A full copy of her report is attached.

7. Other Business

- Mr. Russ moved that the Resolution and 2019-2020 Graduation-Graduates be approved. The motion was seconded and carried unanimously.
- Mr. Russ moved that the National School Lunch Program Presentation be approved. The motion was seconded and carried unanimously.
- Mr. Russ moved that Ms. Yolanda Hernandez be elected to the Governing Authority pending completion of the background check. The motion was seconded and carried unanimously.
8. **Public Participation**
   - None

9. **Adjournment**
   - Mr. Hornbeek adjourned the meeting at 6:23PM

Signed:

_________________________  ________________________________
Secretary/Recorder        Governing Authority President/Presiding Member

Date: _____________________________  Date: ________________________________
## Governing Authority Meeting Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Summit Academy Community School for Alternative Learners Lorain and Summit Academy Lorain Secondary</th>
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<tbody>
<tr>
<td>Meeting Date:</td>
<td>4-2-2020</td>
</tr>
<tr>
<td>Prepared by:</td>
<td>Diane Longstreth, PhD  419.260.7708; 740.207.1051</td>
</tr>
<tr>
<td>Meeting Location:</td>
<td>Virtual Meeting</td>
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</table>

## Governing Authority Meeting Report

<table>
<thead>
<tr>
<th>Start Time(s)</th>
<th>Elem 5:31 p.m.</th>
<th>Sec 6:10 p.m.</th>
<th>End Time</th>
<th>Elem 6:10 p.m.</th>
<th>Sec 6:32 p.m.</th>
<th>Quorum</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Number of Board Members Present</td>
<td>4 of 4</td>
<td></td>
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<tr>
<td>Names of Board Members Present</td>
<td>Daniel Hornbeek, Laurence Russ, Jennifer Thai, Kammera Rice</td>
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<tr>
<td>Changes to Board Membership (If yes, please list changes)</td>
<td>YES – Yolanda F. Hernandez approved pending background check and sponsor approval (resume attached to this report)</td>
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## Special/Emergency Meeting

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<th>N/A</th>
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<tr>
<td>Stated Purpose of Meeting</td>
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## No Other Topics Discussed?

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<tr>
<th></th>
<th>Choose an item.</th>
<th>Proper Public Notifications</th>
<th>Choose an item.</th>
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<tbody>
<tr>
<td>Agenda Provided</td>
<td>Yes</td>
<td>Minutes from Previous Meeting Approved</td>
<td>Yes</td>
</tr>
<tr>
<td>Financials Discussed</td>
<td>Yes</td>
<td>Financial Follow-up</td>
<td>No</td>
</tr>
<tr>
<td>Financial Comments</td>
<td>Michael Borland reviewed the financials for January and February 2020 and the Five-Year Forecast. The board had some questions related to Rea and Associates’ audit comments. After discussion, the board approved the financial reports as submitted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsor / Contract Business</td>
<td>Yes</td>
<td>Sponsor / Contract Follow-up</td>
<td>N/A</td>
</tr>
<tr>
<td>Sponsor update presented by</td>
<td>Diane Longstreth, PhD</td>
<td>In-Person</td>
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<tr>
<td>Sponsor Comments</td>
<td>Dr. Longstreth provided the board with the sponsor update via email prior to the meeting. She reviewed the April site visit content and indicated that there would be no site visits until the governor opened schools again. She reminded the board to read all correspondence from the sponsor, and she reviewed the most recent sponsor finance and enrollment spot-checks which revealed no red flags. She urged board members to check for sponsor emails during this unprecedented and uncertain time.</td>
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| Meeting Discussion Comments | Mrs. Thai called the meeting to order at 5:31 p.m. and asked Mr. Hornbeek to chair the meeting. The board performed roll call and approved the minutes of the February 12, 2020 meeting. Under Action Items, the board approved the following items: 1. School Calendar for FY2020-2021 2. Appointment of representative and alternative to SAM annual meeting. Rep = J Thai and Alt = K Rice. The board heard that the meeting will be on June 6 in Lorain. 3. Monthly Residency Verification for February and March 2020 – no discussion Financial Actions – see comments above Reports 1. Lorain Elementary principal representative Shelly Curcic reported on the school’s academic instruction during the shutdown, which had focused on review of materials and after the spring break will focus on new instructional material and content. 2. Lorain Secondary principal Michael Williston reported on the professional development the staff has received before and after the shutdown. HE also explained the process the school was using to make sure that all students stayed connected to the school, teachers, and academic material. He mentioned the school’s Facebook page and the recent press coverage the school has been getting for their efforts. The board congratulated the principal and the school for the excellent job they are doing. 3. Summit Academy Management report was given by Nancy Butts. She reminded the board that the CEO’s letter would be forthcoming in the next weeks. 4. Committee Reports – the board discussed the board candidate, a parent from the high school. The board approved the candidate pending a clean BCI and FBI background check and the approval of the sponsor. 5. Sponsor Report – See comments above for the full report Other Business | |
1. The board heard an update on the reading improvement plan development and implementation and approved the plan as explained by Nancy Butts and Shelly Curcic.
2. The board acknowledged the National School Lunch Program Presentation included in the board packet.
   Public Participation – there was none
   The meeting was adjourned at 6:10 p.m. (elementary) and 6:32 p.m. (secondary)

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<tr>
<th>Follow-up Needed from Board</th>
<th>None requested.</th>
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### Executive Session

<table>
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<tr>
<th>Stated Reason</th>
<th>Choose an item.</th>
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<tr>
<td>Start Time</td>
<td>End Time</td>
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<tr>
<td>ESCL EW Invited In</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments (Do not comment on content of discussions)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Meeting Date</td>
<td>6/10/2020</td>
</tr>
</tbody>
</table>

5:30 p.m.  346 E. Illinois Ave., Lorain OH 44052
Yolanda F. Hernandez  
Lorain, Oh 44055  
(440) 670-0231  
yolandavantilburg@gmail.com

Objective
To obtain a position where I can utilize my excellent communication and teamworking skills.

Experience
Patient Care Assistant- PCA  
January 2001 – October 2006     Lake Hospital Systems Willoughby, Oh

- Providing excellent hands on care to patients. Other duties included:
  Assisting with ADLs, providing companionship, vital signs, glucose testing, blood draws, patient transport, ensuring patient safety, basic dressing changes and worked well as a team to each floor floated to, secured training

Education
Stevens-Henager College        Ogden, Utah                        2009-2011
- BS in Health Science
- Graduated with honors
- Public and community health, epidemiology, research methods, nutrition, infectious disease control, ethics and biostatistics

Sanford-Brown Insitute         Middleburg Hts., Oh  
1999-2000
- Dipolma in Medical Assisting
- Graduated with honors
ADLs, hands on patient care, proper patient transfer, glucose testing, secured training, CPR, first aide, vital signs, administrative clerical duties basic wet to dry
Euclid Senior High School  Euclid, Oh
1992-1996

- General high school studies

References  Available upon request
GOVERNING AUTHORITY RESOLUTION  
June 10, 2020

Whereas, Governor Mike DeWine has declared a state of emergency in Ohio, and the Governor and the Director of the Ohio Department of Health have closed all Ohio schools to students from March 16, 2020, until at least the end of the 2019-2020 school year; and

Whereas, Governor DeWine and the Ohio Department of Education have stated that schools should work to provide education through alternative means during the period of extended school closure; and

Whereas, Section 15 of Ohio House Bill 197, signed into law by Governor DeWine on March 27, 2020, permits a governing authority to adopt a plan for distance learning for students during the school shutdown, even if it had not adopted one previously pursuant to Section 3313.482 of the Revised Code; and

Whereas, Ohio Department of Education guidance indicates that schools may use “Blizzard Bags” during this extended school closure, beyond the normal three days, as well as online learning; Therefore, Be It

Resolved, that pursuant to Section 15 of Ohio House Bill 197, the Governing Authority hereby approves the provision of distance learning, including “Blizzard Bags” and other online learning retroactive to March 16, 2020, and continuing through the period of extended school closure due to the COVID-19 pandemic; and Be It

Further Resolved, that the Governing Authority authorizes the management company’s development and implementation of a plan of distance learning including, but not limited to “Blizzard Bags” and other online learning opportunities, to enable and require students to access and complete classroom lessons in order to make up hours because of the closing of schools in compliance with orders of the Governor, Director of the Ohio Department of Health, a local board of health, and/or an extension of such an order due to the COVID-19 pandemic.

Signed:

______________________________________________  
Governing Authority President/Representative
Resolved, the Governing Authority hereby approved the regular meeting schedule for the 2020-2021 School Year.

<table>
<thead>
<tr>
<th>MEETING DATE</th>
<th>MEETING LOCATION</th>
<th>TIME</th>
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<tbody>
<tr>
<td>August 12, 2020</td>
<td>346 E. Illinois Ave., Lorain, OH 44052</td>
<td>5:30 p.m.</td>
</tr>
<tr>
<td>October 14, 2020</td>
<td>2140 E. 36th St., Lorain, OH 44055</td>
<td>5:30 p.m.</td>
</tr>
<tr>
<td>December 9, 2020</td>
<td>2140 E. 36th St., Lorain, OH 44055</td>
<td>5:30 p.m.</td>
</tr>
<tr>
<td>February 10, 2021</td>
<td>346 E. Illinois Ave., Lorain, OH 44052</td>
<td>5:30 p.m.</td>
</tr>
<tr>
<td>April 14, 2021</td>
<td>2140 E. 36th St., Lorain, OH 44055</td>
<td>5:30 p.m.</td>
</tr>
<tr>
<td>June 9, 2021</td>
<td>346 E. Illinois Ave., Lorain, OH 44052</td>
<td>5:30 p.m.</td>
</tr>
</tbody>
</table>

Second Wednesday of every other month.

Signed:

______________________________
Governing Authority President/Representative
GOVERNING AUTHORITY RESOLUTION
June 10, 2020

Resolved, the Governing Authority hereby appoints Beth Harrison as the School’s EMIS Designee for the 2020-2021 School Year.

Signed:

______________________________
Governing Authority President/Representative
GOVERNING AUTHORITY RESOLUTION
June 10, 2020

Resolved, the Governing Authority has reviewed its special education policies and procedures and hereby re-approves the Ohio Department of Education’s Special Education Model Policies and Procedures for the 2020-2021 School Year, as attached.

Signed:

______________________________________________
Governing Authority President/Representative
SPECIAL EDUCATION MODEL POLICIES AND PROCEDURES

Adopted on:

Date: June 10, 2020 for the 2020-2021 School Year

By:

Summit Academy School - Lorain

July 1, 2009
INTRODUCTION

By adopting these Model Policies and Procedures, the Summit Academy School - Lorain (the “District”) is adopting written policies and procedures regarding the manner in which the District fulfills its obligations under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (hereafter referred to as the “Operating Standards”). The Operating Standards require that the District adopt written policies and procedures in a number of different areas, and the District has chosen to adopt the model policies and procedures promulgated by the Ohio Department of Education’s Office for Exceptional Children (ODE-OEC) in order to satisfy these requirements of the Operating Standards.

This document, while comprehensive, does not include every requirement set forth in the IDEA, the regulations implementing IDEA, the Operating Standards, the Ohio Revised Code (ORC) and/or the Ohio Administrative Code (OAC). The District recognizes its obligation to follow these laws, regardless of whether their provisions are restated in the Model Policies and Procedures.
I. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The District ensures that a free appropriate public education (FAPE) is made available to all children with disabilities between the ages of 3 and 21, inclusive, in accordance with IDEA and the Operating Standards.

A. RESIDENTIAL PLACEMENT

If the District places a child with a disability in a public or private residential program deemed necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is at no cost to the parents of the child.

B. ASSISTIVE TECHNOLOGY

The District makes assistive technology available if required as part of the child’s special education, related services or supplementary aids and services.

C. EXTENDED SCHOOL YEAR (ESY) SERVICES

The District ensures that extended school year services are provided if a child’s individualized education program (IEP) team determines that the services are necessary for the provision of FAPE to the child. If a child is transitioning from Part C services, the District considers extended school year (ESY) services as part of the IEP process.

D. NONACADEMIC SERVICES

The District takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child’s IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities.

Nonacademic and extracurricular services and activities include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by the school district and assistance in making outside employment available.

E. PROGRAM OPTIONS AND PHYSICAL EDUCATION

The District takes steps to ensure that children with disabilities served by the District have available to them the variety of educational programs and services available to nondisabled
children served by the school district, including art, music, industrial arts, consumer and homemaking education and vocational education.

The District ensures that a child with a disability receives appropriate physical education services. The District affords each child with a disability the opportunity to participate in a regular physical education program available to non-disabled children, unless the child is enrolled full time in a separate facility or needs specially designed physical education, as prescribed in the child’s IEP. The District provides a specially designed physical education program if prescribed by the IEP.

For preschool children, the District considers adapted physical education or related services, as appropriate, in conjunction with center-based or itinerant teacher services, and considers the factors set forth in 3301-51-11(F) of the Operating Standards.

F. TRANSPORTATION

The District provides, as a related service, transportation service in accordance with IDEA and the Operating Standards.
II. CONFIDENTIALITY

The District safeguards the confidentiality of personally identifiable information at use, collection, storage, retention, disclosure and destruction stages. In the District, ____________________________ (name of responsible official) is responsible for maintaining the confidentiality of personally identifiable information. The District ensures that all persons collecting or using personally identifiable information receive training and instruction regarding the District’s policies regarding that information. The District maintains for public inspection a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information. The District gives notice to all parents of students receiving special education and related services that is adequate to fully inform parents about confidentiality requirements, in accordance with 3301-51-04(C) of the Operating Standards. The District also ensures that its contractors adhere to applicable confidentiality requirements.

A. ACCESS RIGHTS

The District permits parents (or a representative of a parent) to inspect and review any education records relating to their children that are collected, maintained, or used by the District. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. The District does not charge a fee to search for or retrieve information. The District may charge a fee for copies of records but does not charge a fee for copies of records that will effectively prevent the parents from exercising their right to inspect and review records.

The District complies with a request to access records without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to 3301-51-05 of the Operating Standards, and any resolution session pursuant to 3301-51-05 of the Operating Standards, and in no case more than 45 days after the request has been made.

The District responds to reasonable requests for explanations and interpretations of the records, provides copies if failure to provide copies would effectively prevent the parent from exercising the right to inspect and review the records and permits a representative of a parent to inspect and review records.

The District presumes that a parent has the authority to inspect and review records relative to that parent’s child unless the District has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

Upon request, the District provides parents a list of the types and locations of education records collected, maintained or used by the District.

The District keeps a record of parties obtaining access to education records collected, maintained or used under Part B of the IDEA (except access by parents and authorized employees of the
participating agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

## B. Amendment of Records/Hearing Process

If a parent requests the District to amend the information in the education records collected, maintained or used in the provision of special education or related services, the District decides whether to amend the information in accordance with the request within a reasonable period of time. If the District decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to a hearing as set forth below and in 3301-51-04 of the Operating Standards.

### (1) Hearing Procedure

If the parent requests a hearing to challenge information in education records, the hearing is conducted in accordance with the procedures in 34 Code of Federal Regulations (C.F.R.) 99.22 (July 1, 2005) and within a reasonable period of time after the District receives the request. The hearing is conducted in accordance with the following procedures:

| a | The parents shall be given notice of the date, time and place reasonably in advance of the hearing; |
| b | The records hearing shall be conducted by any individual, including an official of the District, who does not have a direct interest in the outcome of the hearing; |
| c | The parents shall be afforded a full and fair opportunity to present evidence relevant to the child’s education records and the information the parent believes is inaccurate or misleading or violates the privacy or other rights of the child; |
| d | The parents may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney; |
| e | The District makes its decision in writing within a reasonable period of time after the hearing; and |
| f | The decision is based solely upon the evidence presented at the hearing and includes a summary of the evidence and the reasons for the decision. |

### (2) Results of Hearing

If the District, as a result of the hearing, decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and informs the parent in writing.

If the District, as a result of the hearing, decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent’s right to place in the child’s records a statement commenting on the information or setting forth any reasons the parents disagree with the decision of the District.

Any explanation placed in the records of a child are:

| a | Maintained by the District as part of the records of the child as long as the record or contested portion is maintained by the District; and |
(b) Disclosed any time the records of the child or the contested portion is disclosed by the District to any party.

C. **Parental Consent Prior to Disclosure of Records**

The District obtains parental consent before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance as defined by 3301-51-04(B)(3) of the Operating Standards, unless the information is contained in education records and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA).

The parent's consent must be in writing, signed and dated and must:

1. Specify the records to be disclosed;
2. State the purpose of the disclosure; and
3. Identify the party or class of parties to whom the disclosure may be made.

The District obtains parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, before personally identifiable information is released:

1. To officials of participating agencies providing or paying for transition services in accordance with 3301-51-07 of the Operating Standards;
2. To officials in another district or school in connection with the child’s enrollment in a nonpublic school; and/or
3. For purposes of billing insurance and/or Medicaid.

D. **Transfer of Rights At Age of Majority**

The District affords rights of privacy to children similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.

The rights of parents regarding education records under FERPA transfer to the child at age 18.

If the rights accorded to parents under Part B of the IDEA are transferred to a child who reaches the age of majority (which is 18 in Ohio), the rights regarding education records also transfer to the child. See Chapter IV, Procedural Safeguards, Section G, regarding the transfer of rights under IDEA at the age of majority.

Once a child reaches the age of 17, the IEP must include a statement that the child has been informed regarding this transfer of rights.

E. **Disciplinary Information and Reports to Law Enforcement**

The District includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to
the same extent that disciplinary information is included in, and transmitted with, the records of nondisabled children.

When a child transfers from the District, the transmission of any of the child’s records includes both the child’s current IEP and any statement of current or previous disciplinary action that has been taken against the child.

A statement of disciplinary action shall:

1. Specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because the child:
   a. Carried a weapon to or possessed a weapon at school, on school premises or to or at a school function;
   b. Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises or at a school function; or
   c. Inflicted serious bodily injury upon another person while at school, on school premises or at a school function; and

2. Include any information that is relevant to the safety of the child and other individuals involved with the child.

A statement of disciplinary action may include a description of any other behavior engaged in by the child that required disciplinary action, and a description of the disciplinary action taken.

If the District reports a crime to the appropriate law enforcement officials, the District transmits copies of the special education and disciplinary records of the child to those officials only to the extent that the transmission is permitted by FERPA and any other applicable laws.

F. DESTRUCTION OF RECORDS

The District informs parents when personally identifiable information is no longer needed to provide educational services to the child. If the parents request, the information is then destroyed. However, a permanent record of a student’s name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed is maintained without time limitation.
III. CHILD FIND

In accordance with federal law, the District assumes responsibility for the location, identification and evaluation of all children birth through age 21 who reside within the district and who require special education and related services.

This includes students who are:
(1) Advancing from grade to grade;
(2) Enrolled by their parents in private elementary or private secondary schools, including religious schools, located in our District (regardless of the severity of their disability);
(3) Wards of the state and children who are highly mobile, such as migrant and homeless children; and
(4) Home-schooled.

A. RESPONSIBILITY FOR DETERMINING ELIGIBILITY

In the District, the Evaluation Team ensures that the student meets the eligibility requirements of IDEA and state regulations.

In all cases, the Evaluation Team will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, the District will not identify the student as disabled if the limited English proficiency (LEP) is the cause of the suspected disability.

B. CHILD IDENTIFICATION PROCESS

(1) GENERAL

The District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability. ____________________________ (title of individual or department) coordinates the child identification process. The department and its staff use a variety of community resources and systematic activities in order to identify children requiring special services. District staff members consult with appropriate representatives of private school students attending private schools located in the District in carrying out this process. The District ensures that this process for students attending private or religious schools located in the District is comparable to activities undertaken for students with disabilities in the public schools.

(2) IDENTIFICATION OF CHILDREN BETWEEN THE AGES OF BIRTH TO AGE 3.

When the District becomes aware of a child between the ages of birth to 3 who has or may have a disability, it either:
(a) Makes a child referral directly to the county family and children first council responsible for implementing the “Help Me Grow” (HMG) early intervention services under Part C of the IDEA; and/or
(b) Provides the parents with the information so that they can make the referral themselves.

Parents may opt out of and/or opt not to be referred for Part C services. They may request an evaluation from the District to determine if their child has a disability that may require special education. These parents are entitled to an evaluation from the District, even if the child is between the ages of birth to 3. The District is responsible for providing an evaluation but is not responsible for the provision of FAPE for an eligible child until the child is age 3.

(3) TRANSITION TO SPECIAL EDUCATION FROM HELP ME GROW (HMG).

The District and the county family and children first council responsible for HMG have a current interagency agreement that includes processes for the referral of children from HMG to the District. The District has an assigned transition contact, ________________________________, who is the primary person responsible for contact with HMG regarding children transitioning from that program.

(a) If invited by a representative of HMG (and with parent permission), a District representative attends a transition conference to discuss transition from early intervention services to preschool for a child suspected of having a disability.

(b) If the parents request, the District invites the Part C service coordinator to the initial IEP meeting.

If there is a suspected disability and the child is eligible for special education and related services as a preschool child, the District works to ensure that an IEP is in place and implemented by the child’s third birthday. In the case of children who are 45 days or less from their 3rd birthdays and who are suspected of having disabilities, an evaluation is completed within 60 days of parental consent, but an IEP is not required by their third birthdays.

As part of the IEP process, the IEP team determines if extended school year services are required for the preschool child.

(4) COORDINATION WITH OTHER AGENCIES.

The District has interagency agreements with Head Start programs within the school district’s service delivery that provide for:

(a) Service coordination for preschool children with disabilities, 3 through 5 years of age, in a manner consistent with the state interagency agreement for service coordination with Head Start; and

(b) Transition of children eligible for special education and related services as a preschool child at age 3.

The District also has interagency agreements with the relevant county board(s) of MR/DD for identification, service delivery and financial responsibilities to adequately serve preschool children with disabilities 3 through 5 years of age.
C. DATA COLLECTION

The District maintains an education management information system and submits data to ODE pursuant to rule 3301-14-01 of the Administrative Code. The District’s collection of data includes information needed to determine if significant disproportionality based on race and ethnicity is occurring in the District with respect to the identification of children as children with disabilities, the placement of children in educational settings and the incidence, duration and type of disciplinary actions.
IV. Procedural Safeguards

A. PRIOR WRITTEN NOTICE

The District provides prior written notice as required by IDEA and Operating Standards. See Appendix A which summarizes the situations in which prior written notice is required. The District uses the form required by ODE-OEC Prior Written Notice PR-01.

(1) CONTENT OF PRIOR WRITTEN NOTICE

The prior written notice, in accordance with the IDEA regulations and the Operating Standards, includes the following information to ensure that parents are fully informed of the action being proposed or refused:

(a) A description of the action proposed or refused by the District;
(b) An explanation of why the District proposes or refuses to take this action;
(c) A description of other options that the IEP team considered and the reasons why those options were rejected;
(d) A description of each evaluation procedure, assessment, record or report that the District used as a basis for the proposed or refused action;
(e) A description of other factors that are relevant to the District’s proposal or refusal;
(f) A statement that the parents of a child with a disability have procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and
(g) Sources for parents to contact to obtain assistance in understanding the provisions of Ohio’s rule regarding procedural safeguards.

(2) COMMUNICATION OF THE PRIOR WRITTEN NOTICE

The District provides the notice in the native language of the parents or other mode of communication used by the parents unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the District takes steps to have the notice translated orally or by other means to the parent in the parent’s native language or other mode of communication. The District takes steps to ensure that such parents understand the content of the notice and maintains written evidence that both requirements set forth in this paragraph, if applicable, have been met.

The District may provide the prior written notice, procedural safeguards notice and the notification of a due process complaint by e-mail if the parents choose to receive the notices electronically.

B. PROCEDURAL SAFEGUARDS NOTICE

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and the Operating Standards.
Whose IDEA Is This? A Parent’s Guide to the Individuals with Disabilities Education Improvement Act of 2004, developed by ODE-OEC, includes a full explanation of these procedural safeguards as required by IDEA and 3301-51-02, 3301-51-04 and 3301-51-05 of the Operating Standards.

The District provides parents with a copy of Whose IDEA Is This? at least once a year. This includes:

1. Providing a copy to the parents of a child who transfers into the District from out-of-state; and
2. Providing a copy to the parents of a child who transfers into the District from an in-state school if the sending District has not provided a copy to the parents during the current school year.

In addition, the District provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

1. The initial referral or parental request for evaluation;
2. The receipt of the first due process complaint in a school year;
3. A change in placement for disciplinary action; and
4. When requested by the parents or the child who has reached the age of majority.

In providing Whose IDEA is This?, the District follows the procedures for communication that are described above under Prior Written Notice.

C. PARENTAL CONSENT

Consent means that the parents:

(a) Have been fully informed, in the parents’ native language or other mode of communication, of all information relevant to the activity for which consent is sought;
(b) Understand and agree in writing to the carrying out of the activity for which the consent was asked. The consent describes that activity and lists the records (if any) that will be released and to whom they will be released; and
(c) Understand that the granting of consent is voluntary and may be revoked at any time.

(1) ACTIONS REQUIRING INFORMED WRITTEN PARENTAL CONSENT

The District obtains written consent from the parents before:

(a) Conducting an initial evaluation to determine if a child is eligible for special education;
(b) Initially providing special education and related services;
(c) Conducting a reevaluation when assessments are needed;
(d) Making a change in placement on the continuum of alternative placement options (i.e., regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions); and
(e) Releasing personally identifiable information about the child to any person other than a person authorized to obtain those records without parental consent pursuant to FERPA. For example, parental consent is obtained prior to releasing records to a representative of
an agency that is likely to be responsible for providing or paying for transition services or for the purposes of billing Medicaid.

The District uses the ODE-OEC required Consent for Evaluation PR-05 form to obtain written parental consent for evaluation and reevaluation and the required IEP PR-07 form to obtain written parental consent for the initial provision of special education and related services and for making a change in placement.

The District does not obtain written parental consent when reviewing existing data as part of an evaluation or reevaluation or when administering a test or evaluation that is given to all children, unless consent is required of all parents.

(2) CHANGE IN PLACEMENT

Once the District receives the initial parental consent for special education and related services, the District must obtain consent only for a change in placement. A “change of placement” means a change from one option on the continuum of alternative placements to another (instruction in regular classes, special schools, home instruction and instruction in hospitals and institutions).

If the District cannot obtain parental consent, it may file a due process complaint requesting a due process hearing or engage in conflict resolution to obtain agreement or a ruling that the placement may be changed.

(3) PARENTS’ FAILURE TO RESPOND OR REFUSAL TO PROVIDE CONSENT

The District makes “reasonable efforts” to contact parents and obtain written parental consent that may include:
   (a) Written correspondence;
   (b) Phone calls;
   (c) Electronic mail communications, to include but not limited to e-mail and password-protected parent pages; and/or
   (d) Visits to the home or parents’ places of employment.

The District documents its attempts. If the parents fail to respond or refuse to provide consent, the District proceeds as follows:

(4) INITIAL EVALUATION

If the parents fail to respond to the District’s efforts to obtain consent or refuse consent for the initial evaluation, the District may:
   (a) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
   (b) Decide not to pursue the initial evaluation and provide the parents with prior written notice.
If the child is being home schooled or has been placed in a private school at the parents’ expense, the District cannot file a due process complaint or request the parents to participate in a resolution meeting and/or mediation.

(5) **REEVALUATION**

If the parents fail to respond to the District’s efforts to obtain consent for a reevaluation when assessments are needed, the District proceeds with the reevaluation.

If the parents expressly refuse consent for a reevaluation when assessments are needed, the District may:

(a) Agree with the parents that a reevaluation is unnecessary;
(b) Conduct a reevaluation by utilizing data and/or documentation that the District already possesses;
(c) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
(d) Decide not to pursue having the child reevaluated.

The District continues to provide FAPE to the child if the District agrees with the parents that a reevaluation is unnecessary.

(6) **INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES**

If the parents do not attend the IEP meeting to develop the IEP for the initial provision of services, the District attempts to obtain written parental consent through other methods such as calling the parents, corresponding with the parents and or visiting the parents.

If the parents expressly refuse consent, as evidenced by their signatures on the IEP indicating that consent is not given, the District maintains a copy of the signed IEP showing that the District offered FAPE.

If the parents fail to respond or refuse consent, the District provides the parents with prior written notice and continues to provide the child with appropriate interventions in the regular education classroom. The District may not request a due process hearing or engage in conflict resolution to obtain agreement or a ruling that services may be provided to the child.

The District does not use the parents’ refusal to consent to one service or activity to deny the parents or the child any other service, benefit or activity in the District, except in those instances in which IDEA authorizes that denial.

(7) **REVOCATION OF CONSENT**

The parents may revoke consent for and remove the child from special education and related services. Once the District receives written revocation of consent, it provides the parents with prior written notice and continues to provide the child with appropriate interventions through the regular education environment.
The District is not required to amend the child’s education records to remove any references to the child’s receipt of special education and related services because of the revocation of consent.

If a parent has provided written revocation of consent, the District does not file a due process complaint or engage in conflict resolution to attempt to obtain agreement or a ruling that special education and related services may be provided to the child.

D. INDEPENDENT EDUCATIONAL EVALUATION

Parents who disagree with an evaluation that was completed or obtained by the District may request an independent educational evaluation at public expense. Parents are entitled to request only one independent educational evaluation at public expense each time the District conducts an evaluation with which the parents disagree.

(1) INDEPENDENT EDUCATIONAL EVALUATION AT PUBLIC EXPENSE

If the parents request an independent educational evaluation at public expense, the District either:
   (a) Ensures that an independent evaluation is provided at public expense; or
   (b) Files a due process complaint requesting a hearing to show that the District’s evaluation is appropriate.

If the District files a due process complaint and the final decision is that the District’s evaluation is appropriate, the parent still has the right for an independent educational evaluation, but not at the public expense.

(2) PARENT INITIATED EVALUATIONS

If a parent obtains an independent educational evaluation at public expense or shares with the District an evaluation obtained at private expense, the District considers that evaluation, if it meets District criteria, in any decision made with respect to the provision of FAPE to the child.

(3) DISTRICT CRITERIA

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent’s right to an independent educational evaluation. Except for the above-mentioned criteria, the District does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.
E. CONFLICT RESOLUTION

(1) ADMINISTRATIVE REVIEWS

Within 20 days of receipt of a complaint from a child’s parents or another educational agency, the District’s superintendent, or the superintendent’s designee, conducts a review, may hold an administrative hearing and notifies all parties of the decision in writing.

(a) All parties have the right to invite others, including legal counsel, to participate in the review.

(b) The review is conducted at a time and place convenient to all parties.

(c) Every effort is made to resolve any disagreements at the administrative review.

(2) MEDIATION

At its discretion, the District participates in the resolution of disputes with other parties through the voluntary mediation processes available through ODE-OEC.

(3) IMPARTIAL DUE PROCESS HEARING/RESOLUTION MEETINGS

Due process complaints filed against the District proceed in the manner set forth in 3301-51-05(K) of the Operating Standards.

The District convenes a resolution meeting before the initiation of a due process hearing. The resolution meeting:

(a) Occurs within 15 days of the receipt of notice of the parents’ due process complaint;

(b) Includes a representative of the District who has decision-making authority on behalf of the District;

(c) Does not include the District’s attorney unless the parents are accompanied by an attorney;

(d) Provides an opportunity for the parents to discuss their due process complaint and the facts the complaint is based on; and

(e) Provides the District an opportunity to resolve the dispute.

The District does not hold a resolution meeting if the parents and the District agree in writing to waive the meeting or agree to use the mediation process. Also, if the District files the due process complaint, it is not required to hold a resolution meeting.

The District, if it is the child’s school district of residence, is responsible for conducting the impartial due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures required by 3301-51-05(K)(10)–(15) of the Operating Standards when conducting a hearing at a time and place that is reasonably convenient to the parents and the child involved.

If the parents request to inspect and review any education records relating to their child, the District replies without unnecessary delay and makes the records available before the hearing.
The District provides the parents with one copy of the written, or at the option of the parents, an electronic verbatim record of the hearing and findings of fact and decision at no cost. The decision is final except that any party to the hearing may appeal the decision to ODE-OEC.

The District pays for the costs incurred for the hearing except for expert testimony, outside medical evaluations, witness fees, subpoena fees and cost of counsel requested by the other party to the hearing and compensates the hearing officer as provided in 3301-51-05(K)(16)(d) of the Operating Standards. If the hearing was requested by another agency, the District shares the costs of the hearing except for the costs identified in the preceding sentence.

Any further appeals or actions proceed in accordance with 3301-51-05 of the Operating Standards.

F. CHILD’S STATUS DURING DUE PROCESS PROCEEDINGS/CODE OF CONDUCT VIOLATIONS

(1) CHILD’S STATUS DURING DUE PROCESS PROCEEDINGS

The District ensures that a child remains in the current educational placement during the pendency of any administrative or judicial proceeding regarding a due process complaint, unless the state or the District and the parents of the child agree otherwise. If the state level review officer agrees with the child’s parents that a change in placement is appropriate, that placement is treated as an agreement between the state and the parents.

If the complaint involves an application for initial admission to the District, the child, with the consent of the parents, is placed in the District until the completion of all proceedings.

If the complaint involves an application for services from a child who is transitioning from Part C to Part B, the District provides those special education and related services that are not in dispute, if the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services.

(2) DISCIPLINARY PROCEEDINGS

The District may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of 3301-51-05 of the Operating Standards, is appropriate for a child with a disability who violates a code of student conduct.

(a) Changes in placement less than 10 consecutive school days

The District may remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more
than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

The District considers on a case-by-case basis whether a pattern of removals constitutes a change of placement. A change in placement occurs if:

1. The removal is for more than 10 consecutive school days, or
2. The child has been subjected to a series of removals that constitute a pattern:
   a. Because the series of removals totals more than 10 school days in a school year;
   b. Because the child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in the series of removals; and
   c. Because of such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

(b) Services during removal from current placement

The District provides services to a child removed from the child’s current placement as follows:

1. If the child has been removed from the child’s current placement for 10 school days or less in the school year, services are provided only to the extent that services are provided to a child without disabilities who is similarly removed;
2. After a child with a disability has been removed from the child’s current placement for 10 school days in the same year (under circumstances in which the current removal is for not more than 10 consecutive days and is not a change in placement), the District provides services, as determined by school personnel in consultation with at least one of the child’s teachers, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP;
3. If the removal is a change in placement, the child’s IEP team determines appropriate services; and
4. If a child with a disability is removed from the child’s current placement for either more than 10 consecutive days for behavior that is determined not to be a manifestation of the child’s disability or under circumstances that constitute special circumstances, as defined below, the District ensures that the child:
   a. Continues to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP; and
   b. Receives, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

(c) Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent and relevant members of the child's IEP team (as determined by the parent and the school district) must review all relevant information in the child's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine if the conduct
was a manifestation of the child’s disability. The District determines that the conduct is a manifestation of the child’s disability:

(1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
(2) If the conduct in question was the direct result of the school district's failure to implement the IEP.

If the District, parents and relevant members of the IEP team determine that the conduct in question was the direct result of the school district’s failure to implement the IEP, the District takes immediate steps to remedy those deficiencies.

(1) If the conduct was a manifestation of the child’s disability, the IEP team either:
   (a) Starts to conduct a functional behavioral assessment within 10 days of the manifestation determination and complete the assessment as soon as practicable, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan for the child; or
   (b) If a behavioral intervention plan already has been developed, within 10 days of the manifestation determination, reviews the behavioral intervention plan and the implementation of the plan, and modifies it, as necessary, to address the behavior subject to disciplinary action; and
(2) Returns the child to the placement from which the child was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

(d) Special circumstances.

The District may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

(1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of ODE or a school district;
(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district; or
(3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district.

The District defines the terms controlled substance, weapon, illegal drug and serious bodily injury in accord with 3301-51-05(K)(20)(h)(i) of the Operating Standards.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the school district must notify the parents of that decision and provide the parents with the procedural safeguards notice described in Section B above.
(e) Expedited Due Process Hearing

The District or the parents may submit a due process complaint requesting an expedited due process hearing to appeal a decision made during disciplinary procedures.

(1) The District may request an expedited due process hearing if it believes that maintaining the current placement of a child is substantially likely to result in injury to the child or to others.

(2) The parents may request an expedited due process hearing to appeal decisions regarding placement for disciplinary removals or the manifestation determination.

The District is responsible for conducting the expedited due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures that apply for other due process hearings except that the expedited due process hearing must occur within 20 school days after the date the due process complaint is filed and no extensions of time shall be granted. The hearing officer then must make a determination within 10 school days after the hearing. The District follows the expedited timelines and the procedures set forth in 3301-51-05(K)(22)(c)-(d) of the Operating Standards.

G. TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY/STUDENT NOTIFICATION

Once a child reaches the age of majority, the District sends all required notices to both the student and parent, unless the student has been determined incompetent under state law. If a child with a disability is incarcerated in an adult or juvenile correctional institution, prior written notices are provided to both the parents and the student.

One year before the child’s 18th birthday, the District notifies both the parents and the child of the parental rights that will transfer to the child upon reaching the age of majority (age 18) and provides the child with a copy of Whose IDEA Is This? The District documents this notice on the child’s IEP PR-07 form.

Once the child turns 18, the District obtains informed written consent, as required by the Operating Standards, from the student, unless the student has been determined incompetent under state law.

H. SURROGATE PARENTS

The District ensures that the rights of a child are protected when:

(1) No parent, as defined in 3301-51-01 of the Operating Standards, can be identified;

(2) The District, after making reasonable efforts, cannot locate a parent;

(3) The child is a ward of the state; or

(4) The child is an unaccompanied homeless youth as defined by 3301-51-05(E)(1)(d) of the Operating Standards.
One way in which the District protects the rights of such children is through the assignment of surrogate parents where appropriate. The District has a method for determining when a child needs a surrogate parent and for assigning a surrogate parent to the child, and complies with the requirements of 3301-51-05(E) of the Operating Standards regarding surrogate parents.
V. EVALUATION

The District ensures that initial evaluations are conducted and that reevaluations are completed for children residing within the District. The District uses a referral process to determine whether or not a child is a child with a disability. The District also provides interventions to assist a child who is performing below grade-level standards. The provision of intervention services is not used to unnecessarily delay a child’s evaluation for purposes of determining eligibility for special education services.

A. INITIAL EVALUATION

1. TIMING AND INITIATION

The district conducts an evaluation before the initial provision of special education and related services. Either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

Within 30 days of receipt of a request for an evaluation, the District either obtains parental consent for an initial evaluation or provides to the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.

The initial evaluation:

(a) Is conducted within 60 days of receiving parental consent for the evaluation unless the exception set forth in 3301-51-06(B)(5) of the Operating Standards applies; and

(b) Consists of procedures:

(i) To determine if the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and

(ii) To determine the educational needs of the child.

The district obtains parental consent before conducting an evaluation. See Chapter IV, Section C, regarding parental consent requirements.

The evaluation team consists of the IEP team and other qualified professionals.

2. THE EVALUATION PLAN AND EVALUATION TEAM REPORT

As part of the initial evaluation, if appropriate, and as part of any reevaluation, the evaluation team shall develop an evaluation plan that will provide for the following and be summarized in an evaluation team report:

(a) Review of existing evaluation data on the child, including:

(i) Evaluations and information provided by the parents of the child;

(ii) Current classroom-based, local or state assessments and classroom-based observations;

(iii) Observations by teachers and related services providers;

(iv) Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development;
(v) Data from previous interventions, including:
   (a) Interventions required by rule 3301-51-06 of the Operating Standards and
   (b) For the preschool child, data from early intervention, community, or preschool
       program providers; and
(vi) Any relevant trend data beyond the past twelve months, including the review of
    current and previous IEPs; and
(b) On the basis of that review and input from the child's parents, identify what additional
    data, if any, are needed to determine:
   (i) Whether the child is a child with a disability, as defined in 3301-51-01 of the
       Operating Standards, and the educational needs of the child;
   (ii) In the case of a reevaluation of a child, whether the child continues to have such a
        disability and the educational needs of the child;
   (iii) The present levels of academic achievement and related developmental needs of
        the child;
   (iv) Whether the child needs special education and related services; or
   (v) In the case of a reevaluation of a child, whether the child continues to need special
       education and related services; and
   (vi) Whether any additions or modifications to the special education and related
       services are needed to enable the child to meet the measurable annual goals set
       out in the IEP of the child and to participate, as appropriate, in the general
       education curriculum.

The District administers such assessments and other evaluation measures as may be needed to
produce the data identified above. The district provides prior written notice to the parents of a
child with a disability that describes any evaluation procedures the school district proposes to
conduct.

3. **CONDUCT OF EVALUATION**

In conducting the evaluation, the District:
   (a) Uses a variety of assessment tools and strategies to gather relevant functional,
       developmental and academic information about the child, including information provided
       by the parent, that may assist in determining:
      (i) Whether the child is a child with a disability as defined in 3301-51-01(B)(10) of the
          Operating Standards; and
      (ii) The content of the child’s IEP, including information related to enabling the child to
           be involved in and progress in the general education curriculum (or for a preschool
           child to participate in appropriate activities);
   (b) Does not use any single measure or assessment as the sole criterion for determining
       whether a child is a child with a disability and for determining an appropriate educational
       program for the child; and
   (c) Uses technically sound instruments that may assess the relative contribution of cognitive
       and behavioral factors, in addition to physical or developmental factors.
The District ensures that:

(a) Assessments and other evaluation materials used to assess a child:
   (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
   (ii) Are provided and administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;
   (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
   (iv) Are administered by trained and knowledgeable personnel; and
   (v) Are administered in accordance with any instructions provided by the producer of the assessments.

(b) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(c) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);

(d) A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;

(e) Preschool children are assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning and behavioral function.

(f) Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with the children’s prior and subsequent schools, as necessary and as expeditiously as possible, consistent with 3301-51-06(B)(5)(b) and (B)(6) of the Operating Standards, to ensure prompt completion of the full evaluations.

(g) In evaluating each child with a disability under 3301-51-06(E)-(G) of the Operating Standards, the evaluation is sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

(h) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

(i) Medical consultation shall be encouraged for a preschool or school-age child on a continuing basis, especially when school authorities feel that there has been a change in the child's behavior or educational functioning or when new symptoms are detected; and

(j) For preschool-age children, as appropriate, the evaluation shall include the following specialized assessments:
(i) Physical examination completed by a licensed doctor of medicine or doctor of osteopathy in cases where the disability is primarily the result of a congenital or acquired physical disability;
(ii) Vision examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment; and
(iii) An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

B. ELIGIBILITY DETERMINATION AND EVALUATION TEAM REPORT

1. COMPLETION OF THE EVALUATION TEAM REPORT

The following occurs upon completion of the administration of assessments and other evaluation measures:
   (a) The IEP team and other qualified professionals and the parent of the child determines whether the child is a child with a disability, in accordance with the Operating Standards; and
   (b) The District provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

The written evaluation team report shall include:
   (a) A summary of the information obtained during the evaluation process; and
   (b) The names, titles and signatures of each team member, including the parent, and an indication of whether or not they are in agreement with the eligibility determination. Any team member who is not in agreement with the team’s determination of disability shall submit a statement of disagreement.

The District provides a copy of the evaluation team report and the documentation of determination of eligibility or continued eligibility to the parents prior to the next IEP meeting and in no case later than 14 days from the date of eligibility determination.

2. DETERMINATION OF ELIGIBILITY

A child is not determined to be a child with a disability:
   (a) If the determinant factor for that determination is:
      (i) Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in Section 1208(3) of the Elementary and Secondary Act of 1965, as amended and specified in the No Child Left Behind Act of 2002, January 2002, 20 U.S.C. 6301 (ESEA);
      (ii) Lack of appropriate instruction in math; or
      (iii) LEP; and
   (b) If the child does not otherwise meet the eligibility criteria under 3301-51-01(B)(10) of the Operating Standards.

The district, in interpreting evaluation data for the purpose of determining if a child is a child with a disability, does the following:
(a) Draws upon information from a variety of sources, including aptitude and achievement tests, state and district wide assessments, parent input and teacher recommendations, as well as information about the child’s physical condition, social or cultural background and adaptive behavior; and
(b) Ensures that information obtained from all of these sources is documented and carefully considered.

If a determination is made that a child has a disability and needs special education and related services, the District develops an IEP for the child.

C. **REEVALUATIONS**

The District conducts reevaluations of a child with a disability:
   (a) If the District determines that the child’s educational or related services needs, including improved academic achievement and functional performance, warrant a reevaluation; or
   (b) If the child’s parent or teacher requests a reevaluation; or
   (c) When a child transitions from pre-school to school-aged services; or
   (d) In order to make a change in disability category.

A reevaluation may not occur more than once a year, unless the parent and the District agree otherwise.

A reevaluation must occur at least once every three years, unless the parent and the District agree that a reevaluation is unnecessary.

The District evaluates a child with a disability before determining that child is no longer a child with a disability, although this evaluation is not required if the child’s eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child’s eligibility terminates for one of these reasons, the District provides the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.

D. **IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES (SLD)**

The District has written procedures for the implementation of the evaluation process the District uses to determine the existence of a specific learning disability (SLD). In addition, the District uses the form required by ODE-OEC, Evaluation Team Report PR-06 and completes Part 3: Documentation for Determining the Existence of a Specific Learning Disability of PR-06 when the District suspects the child has a SLD.
(1) Determining the Existence of a Specific Learning Disability

The parents, the IEP team, and a group of qualified professionals from the District determine that a child has a SLD if:

(a) The child does not achieve adequately for the child’s age or to meet state-approved grade-level standards in one or more of the following areas, when the District provides learning experiences and instruction appropriate for the child’s age or state-approved grade-level standards:
   (i) Oral expression;
   (ii) Listening comprehension;
   (iii) Written expression;
   (iv) Basic reading skill;
   (v) Reading fluency skills;
   (vi) Reading comprehension;
   (vii) Mathematics calculation; or
   (viii) Mathematics problem-solving;

   AND

(b) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in number 1, above, when the District uses an evaluation process to determine the child’s response to scientific, research-based intervention;

OR

(c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, when the District uses appropriate assessments consistent with 3301-51-06(E) and (F) of the Operating Standards that the group has determined to be relevant to the identification of a SLD.

Alternatively, the District may choose a third method of evaluation, for determining if a child has a SLD. The District seeks prior approval from ODE-OEC if it chooses to use an alternative research-based assessment procedure to determine if a child has a SLD.

(2) Use of an Evaluation Process Based on the Child’s Response to Scientific, Research-based Intervention for SLD Determination

If the District uses an evaluation process based on the child’s response to scientific, research-based intervention to determine whether a child has a SLD. The District ensures that this process:

(a) Begins when the District has gathered and analyzed sufficient data from scientifically-based instruction and targeted and intensive individualized interventions that provide evidence that the child’s needs are unlikely to be met without certain specialized instruction, in addition to the regular classroom instruction;

(b) Employs interventions that are scientifically-based and provided at appropriate levels of intensity, frequency, duration and integrity, relative to the child’s identified needs;
(c) Is based on results of scientifically-based, technically adequate assessment procedures that assess ongoing progress while the child is receiving scientifically-based instruction and the results of these procedures have been reported to the child’s parents; and

(d) Includes the analysis of data described in 3301-51-06(H)(3)(b)(i) and (H)(3)(b)(ii) of the Operating Standards to determine whether a discrepancy is present between the child’s actual and expected performance, in both the child’s rate of progress in developing skills, and in the child’s level of performance on measures assessing one or more of the academic areas listed in 3301-51-06(H)(3)(a)(i) of the Operating Standards.

The District will not use this process to delay unnecessarily a child’s referral for a comprehensive evaluation to determine eligibility for special education services.

(3) ADDITIONAL REQUIREMENTS FOR SLD DETERMINATION

The District ensures that the following additional requirements are satisfied when determining if a child has a SLD:

Inclusion of additional required group members for SLD determination

The group that determines that a child suspected of having a SLD is a child with a disability includes the child’s parents and a group of qualified professionals consisting of, but not limited to:

(a) In the case of a school-age child, the child’s regular teacher (or if the child does not have a regular teacher, the District includes a regular classroom teacher qualified to teach a child of the child’s age);

(b) In the case of children less than school-age, an individual qualified by ODE to teach a child of the child’s age; and

At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.

Observation requirements

The District ensures that the child is observed in the child’s learning environment, including the regular classroom setting, to document the child’s academic performance and behavior in the areas of difficulty. The group of qualified professionals identified by the District conducts the observation by:

(a) Using information from an observation of the child’s performance conducted during routine classroom instruction, including monitoring of the child’s performance during instruction, that was done before the child was referred for an evaluation; or

(b) Having at least one member of the group conduct an observation of the child’s academic performance in the regular classroom after the child has been referred for an evaluation and parent consent has been obtained.

In the case of a child of less than school-age or a child who is out of school, the District ensures that a group member observes the child in an environment appropriate for a child of that age.
Ensuring the child’s underachievement is not due to a lack of appropriate instruction in reading and math

In order to ensure that underachievement in a child suspected of having a SLD is not due to lack of appropriate instruction in reading or math, the District considers:

(a) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate instruction in regular education settings delivered by qualified personnel; and

(b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child’s progress during instruction, the results of which were provided to the child’s parents.

Obtaining parental consent to evaluate

The District promptly requests parental consent to evaluate a child to determine if the child needs special education and related services:

(a) If prior to the referral, the child does not make adequate progress after an appropriate period of time when provided with appropriate instruction. To make this determination, the District considers:

(i) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate scientifically-based instruction in regular education settings delivered by qualified personnel; and

(ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child’s progress during instruction, the results of which were provided to the child’s parents; and

(b) Whenever a child is referred for an evaluation.

Consideration of exclusionary factors

When determining that a child has a SLD, the District ensures that the findings from the evaluation process are not primarily the result of:

(a) A visual, hearing, or motor disability;
(b) Mental retardation;
(c) Emotional disturbance;
(d) Cultural factors;
(e) Environmental or economic disadvantage; or
(f) LEP.

If the District determines that one of these factors is the primary reason for the child’s suspected disability, the District does not identify the child as having a SLD.
VI. INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

The District ensures that an IEP is developed and implemented for each child with a disability, ages 3 through 21, inclusive, who requires special education and related services and who resides in the district. For all children with disabilities for whom our district is the district of residence, the District is responsible for ensuring that the requirements of 3301-51-07 of the Operating Standards are met regardless of which district, county board of MR/DD, or other educational agency implements the child’s IEP.

The meeting to develop an IEP is conducted within 30 days of a decision that a child needs special education and related services.

The initial IEP is developed within whichever of the following time periods is the shortest:
(a) Within 30 calendar days of the determination that the child needs special education and related services;
(b) Within 90 days of receiving informed parental consent for an evaluation; or
(c) Within 120 calendar days of receiving a request for an evaluation from a parent or school district (unless the evaluation team has determined it does not suspect a disability).

The District ensures that the parents receive a copy of the child’s IEP at no cost to the parents. The parents may receive a copy of the IEP either at the conclusion of the IEP meeting or within 30 calendar days of the date of the IEP meeting.

A. Members of the IEP Team

The IEP team includes:
(1) The child’s parents;
(2) Not less than one of the child’s regular education teachers, if the child is or may be participating in the regular education environment;
(3) Not less than one special education teacher of the child or, where appropriate, not less than one special education provider of the child;
(4) A representative of the school district who:
   a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
   b) Knows the general education curriculum; and
   c) Knows about the availability of resources of the school district.
(5) Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously;
(6) At the discretion of the parents or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
(7) The child, whenever appropriate. The child must be invited if a purpose of the meeting is the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.
A member of the IEP team, other than the parent and the child if appropriate, is not required to attend an IEP team meeting, in whole or in part, if the parent and the district agree, in writing, that the attendance of that member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed at the meeting or portion of the meeting.

**B. PARENTAL PARTICIPATION**

The District takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate, including:

1. Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend; and
2. Scheduling the meeting at a mutually-agreed upon time and place.

A Notice to a Parent Regarding an IEP meeting:

1. Indicates the purpose, time and location of the meeting and who will be in attendance; and
2. Informs the parents of the provisions of the Operating Standards regarding the participation of other individuals who have knowledge or special expertise about the child and the participation of the Part C service coordinator or other representatives of the part C system at the initial IEP team meeting for a child previously served under Part C. See 3301-51-07(J)(2)(a)(ii) of the Operating Standards.

Beginning no later than the first IEP to be in effect when the child turns 14, the Notice also:

1. Indicates that a purpose of the meeting will be the development of a statement of the transition needs of the child; and
2. Indicates that the District will invite the child.

Beginning no later than the first IEP to be in effect when the child turns 16, the Notice also:

1. Indicates that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;
2. Indicates that the school district will invite the child; and
3. Identifies any other agency that will be invited to send a representative, if the parents consent.

The District conducts IEP team meetings without a parent in attendance only if it cannot convince parents that they should attend. Before an IEP team meeting is held without a parent, the District makes multiple attempts to contact a parent to arrange a mutually agreed on time and place, and records its attempts to do so.

**C. CONTENTS OF AN IEP**

The District uses ODE’s required form, PR-O7, for its IEPs.

In developing each child’s IEP, the IEP team considers:

1. The strengths of the child;
(2) The concerns of the parents for enhancing the education of their child;
(3) The results of the initial or most recent evaluation of the child;
(4) The results of the child’s performance on any state or district-wide assessment programs, as appropriate; and
(5) The academic, developmental and functional needs of the child.

Further, the IEP team considers the following special factors:
(1) In the case of a child whose behavior impedes the child’s learning or that of others, the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
(2) In the case of a child with LEP, the language needs of the child as those needs relate to the child’s IEP;
(3) In the case of a child who is blind or visually impaired, the instruction of that child in accordance with the Operating Standards and section 3323.011 of the Revised Code;
(4) The communication needs of the child, including those of a child who is deaf or hard of hearing; and
(5) Whether the child needs assistive technology devices and services.

(1) CONTENTS OF EVERY IEP

The District’s IEPs are written, and are developed, reviewed and revised in IEP meetings. The District’s IEPs include all of the following:
(a) A statement that discusses the child’s future and documents planning information;
(b) A statement of the child’s present levels of academic and functional performance, including:
   (1) How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
   (2) For preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities;
(c) A statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives designed to:
   (1) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and
   (2) Meet each of the child’s other educational needs that result from the child’s disability;
(d) A description of:
   (1) How the child’s progress toward meeting the annual goals described in the IEP will be measured; and
   (2) When periodic reports on the progress the child is making toward meeting the annual goals will be provided;
(e) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
   (1) To advance appropriately toward attaining the annual goals;
(2) To be involved in and make progress in the general education curriculum in accordance with the Operating Standards, and to participate in extracurricular and other nonacademic activities; and

(3) To be educated and participate with other children with disabilities and nondisabled children, as appropriate, in the activities described in 3301-51-07(H)(1)(e) of the Operating Standards;

(f) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities;

(g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments consistent with Section 612(a)(16) of the IDEA;

(h) If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or districtwide assessment of student achievement, a statement of why:

   (1) The child cannot participate in the regular assessment; and

   (2) The particular alternate assessment selected is appropriate for the child; and

(i) The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modifications.

(2) TRANSITION SERVICES

The District’s IEPs address transition services as follows:

(a) For children age 14 or over (or younger, if determined appropriate by the IEP team), the IEP includes a statement, updated annually, of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program); and

(b) Beginning not later than the first IEP to be in effect when the child turns 16 (or younger if determined appropriate by the IEP team), the IEP includes:

   (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and

   (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

(3) TRANSFER OF RIGHTS AT AGE OF MAJORITY

Beginning not later than one year before the child reaches 18 years of age, the IEP includes a statement that the child has been informed of the child's rights under Part B of the IDEA that will transfer to the child on reaching the age of majority.

(4) NONACADEMIC SERVICES, PHYSICAL EDUCATION, EXTENDED SCHOOL YEAR AND TRANSPORTATION

If appropriate, the IEP includes the services to be provided in each of these areas.
D. REVIEW AND AMENDMENT OF AN IEP

The District ensures that the IEP team:

1. Reviews the child’s IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
2. Revises the IEP, as appropriate, to address:
   a. Any lack of expected progress toward the annual goals and in the general education curriculum;
   b. The results of any reevaluation;
   c. Information about the child provided to, or by, the parents as part of an evaluation or reevaluation;
   d. The child’s anticipated needs; or
   e. Other matters; and
3. Reconvenes if an agency, other than the school district, fails to provide the transition services described in the IEP.

Changes to the IEP may be made either at an IEP team meeting, or by a written document amending or modifying the IEP, if the parent of the child and the District agree not to convene an IEP team meeting for the purposes of making those changes. If the IEP is amended by written document, without a meeting of the IEP team, the District ensures that the IEP team is informed of the changes made. When an IEP is amended, the District sends a copy of the amended IEP to the parent within thirty days of the date the IEP was amended.
VII. LEAST RESTRICTIVE ENVIRONMENT (LRE)

The District ensures that, to the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled. Placement of students with disabilities in special classes, separate schooling or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, modifications and/or accommodations cannot be achieved satisfactorily.

The District ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment (LRE).

The District determines the placement of a child with a disability at least annually, and the placement is based on the child’s IEP, and is as close as possible to the child’s home.

Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that the child would attend if nondisabled.

In selecting the LRE for a child with a disability, the IEP team considers any potential harmful effect on the child or on the quality of the services that the child needs.

A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
VIII. PARENTALLY PLACED NONPUBLIC SCHOOL CHILDREN

A. Child Find

(1) Generally

The District locates, identifies and evaluates all children with disabilities who are enrolled by their parents in chartered and nonchartered nonpublic schools, including religious elementary and secondary schools located within the District’s geographical boundaries.

The District consults with the nonpublic school representatives and representatives of parents of parentally placed nonpublic school children with disabilities regarding the child find process, including:
   (a) How parentally placed nonpublic school children suspected of having a disability can participate equitably; and
   (b) How parent, teachers and nonpublic school officials will be informed of the child find process.

After timely and meaningful consultation with representatives of nonpublic schools, the District carries out child find activities for parentally placed nonpublic school children, including children whose parents live out-of-state. These activities are similar to the child find activities the District conducts for its public school children and ensures an accurate count of children with disabilities. The District completes these activities in a time period comparable to that for children attending its public schools, including completing any evaluations within 60 days of receiving parental consent. See Chapter V, Section A(1).

The District follows all IDEA and FERPA confidentiality requirements when serving children with disabilities attending nonpublic schools located within the District’s boundaries and obtains parental consent before releasing any personally identifiable information about a child to officials of the child’s district of residence or the nonpublic school in which the child is enrolled.

The District conducts, either directly or through contract, a full and individual initial evaluation of any parentally placed nonpublic school child suspected of having a disability who is enrolled in a nonpublic school within the District’s boundaries. The District obtains written parental consent before conducting an initial evaluation.
   (a) If the parents of a parentally placed nonpublic school child do not provide consent or fail to respond to the District’s request for consent to evaluate the child, the District may not use mediation or due process procedures to pursue the evaluation. The District does not have to consider this child as eligible for services.
   (b) If the parents do not make clear their intent to keep their child enrolled in the nonpublic school, the District provides the parents of a child who is determined to be eligible for special education services written documentation stating that the child’s school district of residence is responsible for making FAPE available to the child.
(c) The District sends a copy of this documentation to the child’s district of residence, provided the District obtains written parental consent to release the information.

The District conducts reevaluations of parentally placed nonpublic school children with disabilities receiving special education and any related services to determine continued eligibility for services. The District conducts reevaluations no more than once a year, unless the parents and the District agree otherwise, and at least once every three years, unless the parents and the district agree that a reevaluation is unnecessary.

(2) **AUTISM SCHOLARSHIP PROGRAM PARTICIPANTS**

The District assumes responsibility for the initial evaluations and re-evaluations of children who reside in the District and desire to participate in the Autism Scholarship Program. The district where the nonpublic school is located conducts all reevaluations for children with disabilities participating in the Autism Scholarship Program. (See 3301-51-08(R)(1) of the Operating Standards). The District creates the IEP that is required for eligible children who reside within the District to participate in the Autism Scholarship Program.

**B. CONSULTATION**

The District consults with nonpublic school representatives and representatives of parents who have placed their children with disabilities in nonpublic schools in a timely and meaningful way during the design and development of special education and related services for the children regarding the following:

(1) **CHILD FIND**

See above requirements.

(2) **PROPORTIONATE SHARE OF FUNDS**

(a) The determination of the proportionate share of federal IDEA Part B funds available to serve parentally-placed nonpublic school children with disabilities;  
(b) The determination of how the proportionate share of those funds was calculated; and  
(c) Consideration of the number of children and their needs and location.

“Proportionate share” refers to the amount of federal IDEA Part B funds the District must expend to provide the group of parentally-placed nonpublic school children with disabilities with equitable participation in services funded with federal IDEA Part B funds. The District follows the formula in 3301-51-05(E)(1)–(4) of the Operating Standards to calculate the proportionate amount.

(3) **CONSULTATION PROCESS**

(a) How the consultation process will bring together District representatives, nonpublic school officials and representatives of parentally placed nonpublic school children with disabilities;
(b) How the process will take place throughout the school year to ensure that parentally-placed nonpublic school children with disabilities identified through the child find can meaningfully participate in special education and related services.

(4) **PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES**

(a) How, where and by whom special education and related services will be provided;

(b) The types of services, including direct services and alternate service delivery mechanisms;

(c) How special education and related services will be apportioned if funds are insufficient to serve all parentally placed nonpublic school children; and

(d) How and when these decisions will be made.

(5) **WRITTEN EXPLANATION BY THE SCHOOL DISTRICT**

How the District will provide the nonpublic school officials a written explanation of the reasons why the District chose not to provide services directly or through a contract if the District disagrees with the views of the nonpublic school officials on the provision of services or the types of services.

The District obtains a written affirmation signed by representatives of the participating nonpublic schools that timely and meaningful consultation has occurred. If representatives of the participating nonpublic schools do not provide the affirmation within a reasonable period of time or choose not to participate under the proportionate share provisions of IDEA and engage in consultation, the District documents its consultation attempts and forwards the documentation to the ODE-OEC. If a nonpublic school located within the boundaries of the District chooses not to participate, the parents may contact the District to request services for the child.

### C. **RIGHTS TO SERVICES**

The District is not required to pay for the cost of education, including special education and related services, of a child with a disability, enrolled at a nonpublic school or facility if:

1. The child’s district of residence made FAPE available to the child; and
2. The parents elected to place the child in the nonpublic school.

The District includes these children and their needs in the population being considered when making decisions about services to be provided to parentally placed nonpublic school children with disabilities.

If the parents make clear their intention to keep their child with a disability enrolled in the nonpublic school, the child’s district of residence does not need to develop an IEP for the child. If the child with a disability re-enrolls in the District, the District makes FAPE available.

### D. **EQUITABLE SERVICES DETERMINED**

The District makes the final decisions about the services to be provided through a services plan to eligible parentally placed nonpublic school children with disabilities who are attending
nonpublic schools within the District’s geographic boundaries. The District makes these decisions after consultation with nonpublic school representatives and parents of parentally placed nonpublic school children and through meetings to develop, review and revise services plans. A child with a disability attending a nonpublic school does not have an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

E. **Equitable Services Provided**

(1) **The Services Plan**

(a) The District, whether or not it is the child’s school district of residence, convenes the services plan meeting, conference call, or video conference for each eligible child who will receive special education and any related services for children who attend nonpublic schools located within the District’s geographical boundaries.

(b) The District determines required participants at the services meeting.

(c) The District ensures that a nonpublic school representative participates in the development or revision of the services plan.

(d) The District conducts a meeting, conference call, or video conference at least annually to review and revise, if appropriate, each child’s services plan.

(e) The District uses the ODE required Services Plan PR-09 form for individually developing a services plan for each participating child that describes the specific special education and related services that the District will provide to the child. Parentally placed nonpublic school children with disabilities may receive a different amount of services than children with disabilities enrolled in the District.

(2) ** Provision and Location of Services**

(a) District personnel provide services to parentally placed nonpublic school children who attend nonpublic schools located within the District’s geographical boundaries or the District provides services through a contract with an individual, association, agency, organization or other entity.

(b) The District ensures that special education and related services, including materials and equipment, provided to parentally placed nonpublic school children with disabilities are secular, neutral and non-ideological.

(c) The District, in consultation with the nonpublic school, will determine where services will be provided. Services may be provided on or off the premises of the nonpublic school. The District may provide services at the nonpublic school with the permission of that school.

(3) **Transportation**

(a) The District provides transportation to parentally placed nonpublic school children with disabilities who attend nonpublic schools located within the District’s geographical boundaries if the services being provided under IDEA are being delivered at a location other than the nonpublic school the child is attending. The District provides transportation:

(1) From the child’s nonpublic school or the child’s home to the site other than the nonpublic school; and
(2) From the service site to the nonpublic school or to the child’s home depending on the timing of the services;
(b) The District may include the cost of transportation to special education and related services that are being delivered at a location other than the nonpublic school in calculating whether it has met the requirements of spending a proportionate amount of federal funds that it receives to serve children with disabilities; and
(c) The District provides transportation to all children, with and without disabilities, who reside within the District and who are parentally placed in chartered nonpublic schools following the requirements in ORC 3327.01.

F. DUE PROCESS COMPLAINTS AND COMPLAINTS TO ODE

Due process rights do not apply to the provision of special education and related services the District has agreed to provide through a services plan. However, the parents of a child with a suspected disability, or a child identified as having a disability, who is enrolled in a nonpublic school, have the right to file a due process complaint against the District where the nonpublic school is located regarding that District’s failure to meet the child find requirements, including location, identification, evaluation and reevaluation of the child.

If the District receives a due process complaint requesting a due process hearing from the parents of parentally placed nonpublic school child, the District follows the procedures that apply to other due process complaints.

The parents of a child with a disability, who has been unilaterally placed in a nonpublic school, have the right to file a formal written complaint with ODE-OEC regarding a number of different issues, which are listed in 3301-51-08(L)(3) of the Operating Standards.
## APPENDIX A

### When to Provide

**Prior Written Notice, Informed Consent and Procedural Safeguards Notice (Whose IDEA Is This?)**

<table>
<thead>
<tr>
<th>Steps in the Special Education Process</th>
<th>Action Required</th>
<th>Notification or Informed Consent</th>
<th>Whose IDEA Is This?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Procedural safeguards must be provided to the parents once a year</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Procedural safeguards must be provided upon request of the parents</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. Initial referral for a suspected disability</td>
<td></td>
<td>Informed consent (Parent Consent for Evaluation PR-04 form)</td>
<td>X</td>
</tr>
<tr>
<td>4. Initial evaluation</td>
<td></td>
<td>Notification</td>
<td></td>
</tr>
<tr>
<td>5. Eligibility determination</td>
<td></td>
<td>Notification</td>
<td></td>
</tr>
<tr>
<td>6. IEP meeting</td>
<td></td>
<td>Notification (Parent Invitation to Meeting PR-02 form)</td>
<td>Provide after an IEP, if parents do not agree or do not attend the meeting</td>
</tr>
<tr>
<td>7. Reevaluation with assessments conducted</td>
<td></td>
<td>Informed consent (Parent Consent for Evaluation PR-04 form)</td>
<td>Provide before, and after if parents do not agree or disability category changes</td>
</tr>
<tr>
<td>8. Reevaluation without further assessments conducted</td>
<td></td>
<td>Notification</td>
<td>May use this form to notify before, and provide after, if parents do not agree or disability category changes</td>
</tr>
<tr>
<td>9. No reevaluation conducted</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10. Transfers from out of state and out of district</td>
<td></td>
<td>Informed consent (Parent Consent for Evaluation PR-04 form)</td>
<td>Provide only after an IEP, if parents do not agree If moved from out of state</td>
</tr>
<tr>
<td>11. Change of placement</td>
<td></td>
<td>Informed consent (IEP PR-07 form)</td>
<td>Provide only after an IEP, if parents do not agree</td>
</tr>
<tr>
<td>12. Change in the type and amount of services</td>
<td></td>
<td>Notification (Summary of performance if graduating)</td>
<td>Provide only after an IEP, if parents do not agree</td>
</tr>
<tr>
<td>13. Exit from special education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. District refuses services requested by parents</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>15. District proposes/refuses to change disability category</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>16. Releasing personally identifiable information</td>
<td></td>
<td>Informed consent (written consent)</td>
<td></td>
</tr>
<tr>
<td>17. Destruction of personally identifiable information</td>
<td></td>
<td>Notification prior to destruction</td>
<td></td>
</tr>
<tr>
<td>18. Transfer of parental rights</td>
<td></td>
<td>Statement included in IEP PR-07 form</td>
<td>X</td>
</tr>
<tr>
<td>19. Upon receipt of the first due process complaint or upon receipt of first state complaint in school year</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>20. Disciplinary change in placement</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>21. Revocation of consent</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Prior Written Notice, Informed Consent and Procedural Safeguards Notice *(Whose IDEA Is This?)*

1. **Procedural safeguards must be provided to the parents once a year.**
   The school district must give a copy of the *procedural safeguards notice* *(Whose IDEA Is This?)* to the parents at least once a year, except as noted below:
   - Upon initial referral or the parents request for evaluation;
   - Upon request by the parents;
   - Upon receipt of the first due process complaint or state complaint in a school year; and
   - Upon a change in placement for disciplinary action.

2. **Procedural safeguards must be provided upon request of the parents.**
   The school district must give a copy of the *procedural safeguards notice* *(Whose IDEA Is This?)* to the parents whenever the parents request.

3. **Initial referral for a suspected disability**
   On the date of the referral, the district must provide the parents with a copy of the *procedural safeguards notice* *(Whose IDEA Is This?).* For a parental referral, the date of referral is the date that the district received either the verbal or written request from the parents to conduct an evaluation. For a district referral, the date of referral is the date that the screening or review team decided an evaluation should be conducted. See Evaluation – 6.2 Request and Referral for Initial Evaluation.
   Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice to Parents PR-01** form to the parents if the district does not suspect a disability.

4. **Initial evaluation**
   Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice PR-01** form to the parents and receive written, *informed consent* *(Parent Consent for Evaluation PR-04 form)* from the parents prior to conducting any assessments as part of an initial evaluation. A description of any evaluation procedures the district proposes to conduct must also be provided to the parents. (If the notice relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requires parental consent.)

5. **Eligibility determination**
   If the evaluation team determines that a child is not eligible for special education and related services the district will provide the parents the **Prior Written Notice to Parents PR-01** form once this determination is made. If the evaluation team determines that a child is eligible for special education and related services, see Item number 6, IEP Meeting.

6. **IEP Meeting**
   The district must use the required **Parent Invitation PR-02** form to notify and invite the parents to an IEP meeting. Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate. This requires that the district:
   - Notify the parents of the IEP meeting early enough to ensure that they have an opportunity to attend; and
   - Schedule the meeting at a mutually agreed upon time and place.

   A district must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the IEP or any portion of the IEP or do not attend the meeting.
A district must provide prior written notice to the parents and receive written, informed consent from the parents before the initial placement of a child in special education. The IEP PR-07 form serves as prior written notice unless the parents disagree with the IEP. Written informed consent to initiate special education and related services is provided through the parents’ signature on the IEP form.

7. Reevaluation with assessments conducted
A district must provide the Prior Written Notice to Parents PR-01 form and obtain informed parental consent (Parent Consent for Evaluation PR-05 form) before conducting any tests or assessments as part of a reevaluation of a child with disabilities, unless the district has provided notice and the parents have failed to respond to reasonable attempts to obtain consent.

The district must provide the Prior Written Notice to Parents PR-01 form after the reevaluation is completed, if the parents disagree with the reevaluation or the reevaluation results in a change in the child’s disability category.

8. Reevaluation without further assessments conducted
If the evaluation team determines that no additional data are needed to determine that the child continues to be a child with a disability and to determine the child’s educational needs, the evaluation team must notify the child’s parents. The notification that no further assessments are necessary must include:
- The team’s determination and the reasons for the determination; and
- The parents’ right to request an assessment to determine whether the child continues to be a child with a disability and to determine the child’s educational needs.

The Prior Written Notice to Parents PR-01 form may be used for this notification as long as it includes the information listed directly above.

The district must provide the Prior Written Notice to Parents PR-01 form after the reevaluation is completed, if the parents disagree with the reevaluation or the reevaluation results in a change in the child’s disability category.

9. No reevaluation conducted
If the IEP team, including the parents, agrees that a reevaluation of a child is unnecessary, the district must provide the Prior Written Notice to Parents PR-01 form.

10. Transfers from out of state and out of district
Upon the enrollment of a child with an existing IEP from another district or state, the district must convene the IEP team and determine if the team will accept the existing IEP or change the existing IEP. If the parents disagree with the IEP team on the IEP that will be implemented by the district, the Prior Written Notice to Parents PR-01 form must be provided to the parents. See IEP – 7.1 General.

Transfers from out of state
If the child moved into the district from another state, the district must provide the parents with a copy of the procedural safeguards notice (Whose IDEA Is This?).

If the district determines that a new evaluation is necessary for a child who transfers from out of state, the evaluation is considered an initial evaluation and the district must provide the Prior Written Notice to Parents PR-01 form and obtain written parental consent (Parent Consent for Evaluation PR-05 form). See Evaluation – 6.2 Request and Referral for Initial Evaluation.
Transfers from out of district
If the child transfers into the district from another district in the state, the district provides the parents with a copy of the procedural safeguards notice (Whose IDEA Is This?) if the sending school district had not provided the parents with a copy during the current school year.

If the IEP team refers a child who transfers from another district in the state for additional evaluation, the evaluation is considered to be a reevaluation. The district must provide the Prior Written Notice to the Parents PR-01 form and obtain written parental consent (Parent Consent for Evaluation PR-05 form). See Evaluation – 6.5 Reevaluation.

11. Change of placement
The district must provide the Prior Written Notice to Parents PR-01 form after an IEP meeting, if the parents do not agree with the IEP team’s proposed change of placement on the continuum of alternative placement options. The district may not change the child’s placement until the parents consent to the proposed change of placement.

12. Change in the type and amount of services
The district must provide the Prior Written Notice to Parents PR-01 form after an IEP meeting, if the parents do not agree with the changes in the types and amount of services being proposed. The district may then proceed to implement the IEP.

13. Exit from special education
The district must provide the Prior Written Notice to Parents PR-01 form whenever a child exits special education. In addition, for a child whose eligibility for special education terminates because the child is graduating with a regular diploma or exceeding the age eligibility for special education, the school district must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.

14. District refuses services requested by parents
The district must provide the Prior Written Notice to Parents PR-01 form to the parents any time the district refuses the request of the parents to provide special education and related services to the child.

15. District proposes/refuses to change disability category
The district must provide the Prior Written Notice to Parents PR-01 form to the parents any time the district proposes or refuses to change the child’s disability category. The ETR and the documentation of eligibility can be considered a prior written notice if all the elements required in a prior written notice are present in the ETR and determination of eligibility.

16. Releasing personally identifiable information
The district must obtain written parental consent prior to releasing any personally identifiable information about the child to any person or agency not entitled by law to see it, and to a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

17. Destruction of personally identifiable information
The school district must inform the parents when personally identifiable information collected, maintained and used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a child's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. This notification may be in writing or provided verbally. If provided verbally, the school district should document this notification in the child’s education record.
18. Transfer of parental rights
One year before the child’s 18th birthday, the district must notify both the child and the parents of the parental rights, under Part B, that will transfer to the child upon reaching the age of majority. The district also must provide the child with a copy of the procedural safeguards notice (Whose IDEA Is This?). This notification is documented on the child’s IEP PR-07 form.

19. Upon receipt of the first due process complaint or upon receipt of the first state complaint in the school year
The school district must give the parents a copy of the procedural safeguards notice (Whose IDEA Is This?) upon receipt of the parents’ first due process request. The Ohio Department of Education, Office for Exceptional Children gives the parents a copy of the procedural safeguards (Whose IDEA Is This?) upon the parents’ filing of the first state complaint within the school year.

20. Disciplinary change in placement
Whenever a change of placement occurs due to disciplinary action, a copy of the procedural safeguards notice (Whose IDEA Is This?) and Prior Written Notice PR-01 form must be provided.

21. Revocation of consent (must be in writing)
The district must provide the Prior Written Notice to Parents PR-01 form if the parents of a child with a disability revoke consent in writing for the continued provision of all special education and related services. This notice must include:

- A summary of all of the supports and services the child will no longer receive, and any change in educational placement that will occur as a result of the revocation of consent.

- Statements that once the revocation takes effect, the district will not be considered to be in violation of its requirement to make FAPE available, is not required to convene an IEP meeting or develop an IEP, is not required to conduct a three year reevaluation, is not required to offer the child the discipline protections available under IDEA and is not required to amend the child’s education records to remove any reference to the child’s receipt of special education and related services.

- A statement that by revoking consent for special education and related services for the child, the parent is not waiving the right to request an initial evaluation or to receive services in the future.
Resol..._ hereby approves the attached Student Handbook.

Signed:

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Governing Authority President/Representative
TABLE OF CONTENTS

SECTION I: INTRODUCTION

I. Welcome ................................................................. 4
II. Mission Statement ...................................................... 4
III. Full-Value Contract .................................................... 4
IV. Equal Educational Opportunity ....................................... 4

SECTION II: GENERAL

I. Admission and Enrollment ............................................ 5
II. Calamity Days/Emergency Closings .................................. 5
III. Communications .......................................................... 5
IV. Conferences with Parents/Guardians .................................. 5
V. Lockers and/or Storage Compartments ............................... 6
VI. Lost and Found ............................................................. 6
VII. Materials Fee .............................................................. 6
VIII. Telephone Use ......................................................... 6
IX. Parent/Teacher Organization (PTST) ................................ 6
X. Safety ........................................................................... 7
XI. Solicitation ................................................................. 7
XII. Student Records .......................................................... 7
XIII. Automated Calling System ........................................... 7
XIV. Visitation Policies ....................................................... 7
XV. Volunteering .............................................................. 8
XVI. Withdrawals .............................................................. 9

SECTION III: ACADEMIC INFORMATION AND TECHNOLOGY

I. Report Cards .............................................................. 9
II. Home Work ............................................................... 9
III. Martial Arts ............................................................... 9
IV. Technology ............................................................... 10
V. Testing ................................................................. 11

SECTION IV: ATTENDANCE

I. Absences from School .................................................. 11
II. Accident or Illness at School ........................................... 13
III. Arrival/Dismissal ....................................................... 13
IV. Attendance Policy/Call-off Procedure ................................ 13
V. Signing-in/Signing-out Students ....................................... 14
VI. Truancy ................................................................. 14
VII. Vacations ............................................................... 14
SECTION V: Student Activities

<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>After-School Activities/Clubs</td>
<td>15</td>
</tr>
<tr>
<td>II.</td>
<td>Field Trips</td>
<td>15</td>
</tr>
<tr>
<td>III.</td>
<td>Meals/Lunch Period</td>
<td>15</td>
</tr>
</tbody>
</table>

SECTION VI: MEDICAL INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Communicable Diseases</td>
<td>16</td>
</tr>
<tr>
<td>II.</td>
<td>Immunizations</td>
<td>16</td>
</tr>
<tr>
<td>III.</td>
<td>Medication Procedures</td>
<td>16</td>
</tr>
</tbody>
</table>

SECTION VII: TRANSPORTATION

<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Bus Regulations</td>
<td>18</td>
</tr>
<tr>
<td>II.</td>
<td>Driving</td>
<td>18</td>
</tr>
<tr>
<td>III.</td>
<td>Field Trip Transportation</td>
<td>18</td>
</tr>
</tbody>
</table>

SECTION VIII: Conduct/Disciplinary Process

<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Harassment Intimidation and Bullying</td>
<td>19</td>
</tr>
<tr>
<td>II.</td>
<td>Cell Phones</td>
<td>19</td>
</tr>
<tr>
<td>III.</td>
<td>Code of Student Conduct and Discipline</td>
<td>19</td>
</tr>
<tr>
<td>IV.</td>
<td>Students with Disabilities</td>
<td>20</td>
</tr>
<tr>
<td>V.</td>
<td>Dress Code</td>
<td>20</td>
</tr>
<tr>
<td>VI.</td>
<td>Personal Property</td>
<td>20</td>
</tr>
<tr>
<td>VII.</td>
<td>Search and Seizure</td>
<td>21</td>
</tr>
<tr>
<td>VIII.</td>
<td>Smoking/Use of Tobacco Policy</td>
<td>21</td>
</tr>
</tbody>
</table>

Exhibit A: School Dress Code                                | 22   |

School Song                                                  | 23   |

Acknowledgment of Receipt of Student Handbook                | 24   |
SECTION I

INTRODUCTION

I. WELCOME

We welcome you to Summit Academy. It is our desire that our students will grow academically, socially, and physically during the school year. Our school is dedicated to providing opportunities which will enable our students to reach their maximum potential. This handbook has been prepared to provide you with a ready reference regarding the rules, policies, and procedures of our school. Please contact the School Director for clarification on any policies referenced in this handbook, or for additional information you may not find here. Please also refer to the supplements accompanying this handbook for more specific information as referenced.

To increase the educational success of each student, it is very important that teachers, parents/guardians, and administrators communicate openly and frequently concerning the progress of students. As parents/guardians, you play a key role in the education of your child by giving words of encouragement, showing an interest in your child’s work, and by attending school activities. Your involvement and participation in school activities (such as parent organizations and special programs) will demonstrate to your children that you value their education.

Summit Academy's governing authority has adopted policies and procedures to cover many aspects of the School’s programs and operations. This handbook summarizes pertinent policies and procedures applicable to students and parents/guardians and is not intended to cover all applicable provisions. The full policies and procedures are available in the school office and take precedence over the summaries in this handbook.

II. MISSION STATEMENT

Summit Academy Schools build hope, success, and well-being through education and advocacy for children with special needs.

III. FULL-VALUE CONTRACT

Safety – I will keep others and myself safe at all times, both physically and emotionally.

Respect – I will value the Summit Academy Code of Conduct. I will not disrespect anyone in the group, but will help to build up others. When I help someone, I am helped.

Full Participation – I will participate in all scheduled activities without complaint, and to the best of my abilities.

Honest Feedback – I will offer honest opinions to others in the group in an affirming (nice) way. I also will accept other’s comments to me, as this will help me grow.

IV. EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the school to provide an equal opportunity for all children to achieve their maximum potential. Summit Academy students access special education services through proper
evaluation and placement procedures subject to applicable federal and state laws and regulations. Parent/guardian involvement in these procedures is required. More importantly, the School wants the parent/guardian to be an active participant. Students who are identified as individuals with exceptional needs, according to Individuals with Disabilities Education Act (IDEA) criteria, are not addressed under this policy. The needs of such students are provided for under the school’s special education policies and procedures, as well as state and federal laws and regulations.

SECTION II

GENERAL INFORMATION

I. ADMISSION AND ENROLLMENT

All educational programs are available to students without regard to race, creed, color, disability or sex and admission shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. Applications for enrollment will be accepted on an ongoing basis. If the number of new applicants exceeds the number of available openings, a waiting list will be maintained for each learning level. As spots become available, applicants will be admitted through a lottery selection process. For more specific information, please refer to the School’s Admission and Enrollment policy. Parents/guardians are required to re-enroll their child each school year so that appropriate staffing can be maintained.

II. CALAMITY DAYS/EMERGENCY CLOSING

If weather, road, or other emergency conditions make it necessary to close the School, it will be announced over local radio/television stations and through an automated calling system. In the event of a school closing, all after-school and evening activities shall be canceled. Please make sure your school office has up-to-date contact information for you. Please DO NOT call the School, its director or regional director, as this will only delay the communication necessary for making this decision.

III. COMMUNICATIONS

Students may bring home work samples, classroom notices, or special announcements regarding school activities. PLEASE ASK YOUR CHILD regularly for any newsletters or other communications so that you do not miss out on important information. You may also check the school website.

IV. CONFERENCES WITH PARENTS/GUARDIANS

Summit Academy welcomes the opportunity to meet and speak with parents and guardians regarding student progress. If you wish to have a conference with your child’s teacher, please call the School office and leave a number where you can be reached during the day. The teacher will contact you to set up a time. Whenever possible, try to schedule an appointment during school hours. Please do not wait until a problem has developed to ask for a conference. You may also consult the school calendar for designated conference days in the fall and spring.
V. LOCKERS AND/OR STORAGE COMPARTMENTS

Lockers and any other types of storage compartments are hereinafter collectively referred to as "storage compartments." Students may have assigned storage compartments. The school office will assign and keep records of storage compartment assignments. Rules for storage compartment use by students:

A. Storage compartments must be kept clean;
B. Do not give your lock combination to another student;
C. Use your storage compartment only in the morning, before or after lunch, or at the end of the day unless otherwise instructed;
D. Do not change or share storage compartments without authorization from the office; and
E. **NO outside decorations are permitted on any storage compartment at any time without special authorization from the office.**

Staff members are responsible for periodically checking students' storage compartments. Storage compartment clean-out times for students will be assigned by the office.

VI. LOST AND FOUND

**Articles brought to the School by the student are the student's responsibility.** All articles found are placed in the Lost and Found area. If your child is missing any article of clothing, have your child check there. Since Summit Academy students may wear uniforms, IT IS VERY IMPORTANT THAT YOU LABEL ALL ARTICLES OF CLOTHING, including hats, gloves, coats, sweatshirts, lunch bags, or backpacks (any item that the child may remove). All unclaimed articles are given to a charitable organization.

VII. MATERIALS FEE

A materials fee is assessed to each student at the beginning of each school year or upon enrollment. Summit Academy strives to keep this fee to a minimum. These fees help support additional educational experiences for your child. This fee may vary each year and the amount will be announced at the time of open enrollment. The entire amount must be paid, or payment arrangements made, no later than October 1\textsuperscript{st} of the current school year. Special financial circumstances must be brought to the attention of the school director and be provided in writing. Fees may be refunded on a prorated basis based on enrollment, if applicable.

VIII. TELEPHONE USE

Students are allowed to use the office telephone only if it is an emergency. Permission to use the office phone must be given by a school administrator. Please make sure you and your child are aware of any clubs he/she is in, the pick-up time on club meeting days, and who will be picking up your child. Cell phone use is addressed below.

IX. PARENT/TEACHER ORGANIZATION

The Summit Academy parent/teacher organization is referred to as PTST (Parents, Teachers & Students Together). The purpose of this organization is to unite the parents/guardians, students, and staff to promote the social and academic welfare of the school community. The PTST assists the
staff and students by supporting the funding for additional programs, special events, equipment, and supplies as well as volunteer for field trips and classroom or other school activities. We encourage all parents/guardians to join the PTST. Your participation in or other support for this organization assures the success of our school.

X. SAFETY DRILLS AND PROCEDURES

Summit Academy will comply with all federal, state, and local laws, statutes, and ordinances concerning safety and will conduct evacuation, safety, and severe weather drills accordingly. Specific instructions on how to proceed in any of these situations will be provided to the students by the staff. The staff will oversee the safe, prompt, and orderly execution of the required actions during all drills. Severe weather drills will be conducted during the tornado season (April-July in Ohio) using the procedures prescribed by the State of Ohio. You will be notified in the event an actual emergency occurs.

XI. SOLICITATION

Sale of any item on school property or at a school function is prohibited unless approved by the school director in advance.

XII. STUDENT RECORDS

Confidential records contain educational and behavioral information that have restricted access based on the federal Family Education Rights and Privacy Act (FERPA) and Ohio law. This information can only be released with the written consent of the parent/guardian or adult student. In some exceptions, state and federal laws authorize the release of such information without consent.

XIII. AUTOMATED CALLING SYSTEM

School announcements, cancellations, and important messages are sent directly to your home and mobile phones through our automated calling system. Be sure that the main office has the numbers you want called. Also, individual teachers can use the system to deliver personal classroom messages for your child.

XIV. VISITATION POLICIES

Visitation policies exist to provide a safe environmental environment for our students. Summit Academy strives to ensure the safety of our students and staff. All doors to Summit Academy Schools are locked during the school day. Visitors wishing to enter the school must adhere to the following visitation policies. Any violators will be requested to leave the school grounds. Failure to do so may result in criminal prosecution.

All visitors entering the building while school is in session shall first report to the office, state the nature of business, and secure permission before contacting any student or making a delivery of merchandise to the school. The visitor must sign in if not picking up a student or making a delivery.
A. VISITORS TO THE SCHOOL

All visitors must display a visitor’s badge while visiting the school. Tobacco use in any nature is prohibited on school grounds. No person shall be intoxicated or bring, sell, or give away alcohol on the premises. No person shall bring or use drugs, unless under a licensed physician’s care. No person shall sell or give away drugs in any form while on the school premises. No person shall bring on his/her person any dangerous weapon such as a gun, pistol, or knife unless he/she is a police officer or some person legally authorized to be armed. No person shall talk, shout, scream, yell, or otherwise conduct himself so as to disturb the peace and good order of the school. The use of profanity in the school building or on the school grounds is strictly prohibited. Any parent/guardian wishing to visit/observe their student must make prior arrangements with the school director before observing.

B. CLASSROOM OBSERVATION

Although observation by outside parties in classrooms is not strictly prohibited, such visits can create disruptions, which are detrimental to the education of the student population we serve. If, by mutual agreement between the school and requestor, an observation is deemed necessary, the Classroom Observation Policy will be enforced.

Classroom Observation Policy – Parents wishing to visit their child’s classroom may do so by calling the school office in advance to arrange a mutually convenient date and time for the visit. Due to the nature of other students’ disabilities and the school’s responsibility to protect everyone’s privacy rights, scheduling a visit will usually take a number of days. In order to keep disruption in the classroom to a minimum, visits will be limited to one instructional period in the least intrusive area of the classroom, as designated by the IEP coordinator or designee. Observer(s) are expected to leave the classroom promptly at the end of the instructional period. Parents visiting classrooms must leave personal belongings (coats, purses, briefcases, etc.) in the school office or locked in their car. Videotaping and/or audio recording by parents visiting classrooms is illegal and will not be permitted under any circumstances. All parents visiting a classroom will be required to complete an Observation Disclosure and Agreement Form before entering the classroom. All visitors to the classroom must sign in at the office at the time of arrival.

XV. VOLUNTEERING

Parents/guardians are encouraged to volunteer at the school in a number of ways. Parents/guardians may be asked to serve on ad hoc committees from time to time. Parents/guardians may also be involved in teaching specific skills they possess as well as serving as resources for clubs.

Summit Academy welcomes any contribution you may make toward the welfare of our students and/or our school. Please contact the school director for additional information. Volunteers may be asked to provide a criminal background check before rendering services.
XVI. WITHDRAWALS

A student who fails to participate in 72 consecutive hours of learning opportunities will be automatically withdrawn, unless the student’s absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the school director or his/her designee.

Parents/guardians wishing to withdraw their student from school for any reason should notify the office and complete a Voluntary Withdrawal form so that all records can be put in order for proper transfer. A Record Release form, completed in advance, must be sent to us from the receiving school before any records can be sent. Records will be transferred to the new district upon receipt of the signed authorization according to legal requirements. All school property should be returned and fees paid before withdrawing. For more specific information, see the School’s Attendance, Truancy and Withdrawal policy, available in the school office.

SECTION III

ACADEMIC INFORMATION AND TECHNOLOGY

I. REPORT CARDS

Report cards will be distributed quarterly. Please refer to the School Calendar for the specific dates.

II. HOMEWORK

Please refer to your school administrator or your student’s teacher(s) for the homework policy specific to your student.

III. MARTIAL ARTS

Summit Academy Therapeutic Martial Arts Mission Statement.

The Summit Academy Therapeutic Martial Arts program is specifically designed to enhance the physical, emotional, and social growth of all students, increase self-confidence, build self-esteem, self-respect and respect for others. The program utilizes the fundamentals of the martial arts for special needs students.

The Therapeutic Martial Arts program was designed to be a program for special needs students diagnosed with ADHD and Asperger syndrome and is one of the School's foundations of success. Summit Academy adapted to a Japanese style called Kwanmukan, which is a mixture of Korean Tae Kwon Do, Japanese Jiu-Jitsu, and Japanese Shotokan Karate.

The program's main purpose is to be utilized as one of the major components for structure and culture throughout the School and has been proven to increase student participation in the PE classes. Therapeutic martial arts adapts martial arts movements for cross-lateral conditioning,
which enhances brain activity by crossing the midline of the body while connecting cross laterally with physical activity. The body sends a signal to the synapse of the brain and causes the transmitters to relax and connect cross laterally in the brain. This, in turn, causes the brain stimulus to relax to help enhance concentration.

Besides the brain advantage, the Therapeutic Martial Arts program helps with building self-esteem and self-confidence in our students, which enables them to succeed in the classrooms and achieve academic success. It builds self-respect and respect for others and helps with self-control in behavioral situations.

IV. TECHNOLOGY

The use of technology and computer resources at the School is a revocable privilege. Failure to abide by this policy may render a student ineligible to use the School’s computer facilities and may bring additional disciplinary action.

All users are expected to use the technology available at the School in a manner appropriate to the School’s academic goals and mission. Technology includes, but is not limited to, cellular telephones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, email and all other similar networks and devices. Users are expected to be responsible and use technology to which they have access appropriately. Obscene, pornographic, threatening, or other inappropriate use of technology, including, but not limited to, email, instant messaging, web pages, and the use of hardware and/or software that disrupts or interferes with the safety and welfare of the School community is prohibited, even if such uses take place after or off School property (i.e., home, business, private property, etc.).

Failure to adhere to this policy and the guidelines below will result in disciplinary action as outlined in the Student Code of Conduct.

A. COMPUTER/INTERNET USAGE AND SAFETY

At the time of enrollment and at the beginning of each school year, parents will be given a copy of the Computer/Internet Usage and Safety procedure. Please be sure to familiarize yourself with this policy, as it delineates the terms and conditions for acceptable use to assure safe Internet use for our students. Parents/guardians will be asked to sign an Internet Usage Permission form before the student is granted Internet access. Students will also complete a basic Internet and online safety lesson as required by the Children’s Internet Protection Act (CIPA).

B. SOCIAL NETWORKING

In this age of social networking, many have experienced the effects of a culture of disrespect promoted by thoughtless, hurtful comments posted on social networking sites. Some students may choose to use their words as weapons to hurt, embarrass, and intimidate others without considering that the published messages are harmful to all parties.
Immature words posted in anger and for "fun" become part of a digital footprint that is forever imprinted on an electronic page in history.

*We ask that all parents/guardians, as partners in the education of our children, monitor their children’s social networking activity at home and encourage them to use social media responsibly.*

Social networking sites are not private; they are public, and our children may represent themselves in ways that are inappropriate. It is recommended that you have your child grant you access to their account(s).

Though we have blocked social networking sites on school equipment, we must strive to eliminate the harmful effects a negative posting could have on our students’ welfare and reduce distractions to our educational environment.

Social networking is not permitted during school hours. Students using social media tools such as Instagram, Snapchat, Facebook, Twitter, Flickr or YouTube, or posting comments on blogs, should be mindful of how they represent themselves, their peers, and their school. Any student found using a social networking site during the school day via any equipment or device will receive disciplinary action. Any messages posted by students about other students that include slurs based on race, ethnicity, religion, disability, gender, or sexual orientation will be considered discrimination and will result in disciplinary action. Summit Academy Schools strictly prohibit harassment, intimidation, and bullying on school property, at school-related events, or on school-related vehicles. Discipline may result for a student who violates this policy, which was developed collaboratively with input from parents, school employees and volunteers, students, and community members. Please report acts or suspicions of bullying and harassment to the SafeSchools alert system at 234-231-0554.

**V. TESTING**

The School will make every reasonable effort to ensure that it uses high-quality academic assessments, accountability systems, and teacher preparation and training, and ensure that the foregoing and the School’s curriculum and instructional materials are aligned with applicable academic standards. The school will enable all interested parties, including students, parents, teachers, and administrators to measure this school’s progress in meeting its goals for student academic achievement.

The School will make every reasonable effort to use assessments to improve and strengthen accountability, teaching, and learning to ensure that its students are meeting the applicable academic standards.

Statewide testing will be administered according to the Ohio Department of Education’s guidelines, which may include online or paper and pencil assessments. Students on IEPs will have testing accommodations as prescribed on the IEP.
SECTION IV

ATTENDANCE

I. ABSENCES FROM SCHOOL (EXCUSED)

Students enrolled in the School must attend school regularly in accordance with the laws of the State of Ohio. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with its procedures whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the school's facilities, but a student will be considered to be in attendance if present at any place approved by the School as part of the School's course of instruction.

A. Excused Absences

The governing authority recognizes the following absences as excused:

1. Illness;
2. Personal mental illness such that the student will not benefit from instruction;
3. Medical or dental appointments;
4. Illness in the family necessitating the presence of the student;
5. Death of a relative;
6. Quarantine;
7. Observance of religious holidays (consistent with truly held religious beliefs);
8. Parent's inability to employ help in the family's business or to work on the family's farm at necessary times;
9. College visits;
10. Court subpoena;
11. Due to placement in foster care or change in foster placement, or related court proceedings;
12. An emergency or set of circumstances which in the judgment of the school director or designee constitutes a good and sufficient cause for the absence; or
13. If a student is absent from school for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count the absence as an excused absence, up to a maximum of 24 hours per school year. The student must complete any classroom assignment he/she misses due to the absence. If the student will be absent for 24 or more consecutive hours that the School is open for instruction, a teacher must accompany the student to provide the student with instructional assistance for the absence to be excused.

Upon returning to School, the student must provide to the School a written statement from a parent of the cause for absence, or the absence will be considered unexcused. The school director or his/her designee reserves the right to verify such statements and to investigate the cause of each individual absence.

If a child has a physical condition or impairment that could cause periodic or frequent school absences, a parent is required to notify the School at the beginning of the school year or within five
school days after the condition or impairment develops. The notification shall be in the form of a written statement signed and dated by a physician. It must also include the expected duration of the condition or impairment.

An unexcused absence will be considered any absence not in the categories of defined excused absences.

Timely arrival at school is important to academic and social success. Excessive tardiness will almost certainly negatively affect your child’s school experience. Chronic tardiness may lead to administrative action.

II. ACCIDENT OR ILLNESS AT SCHOOL

Emergency medical forms must be on file for all students. It is essential that the information be accurate and kept up to date throughout the year. Only those persons named on the Emergency Contact form can be contacted in the event of an emergency. Every attempt will be made to contact the parent first. **Parents/guardians are responsible for notifying the school office to update the emergency contact information as changes occur.**

III. ARRIVAL/DISMISSAL

Students must arrive at the designated arrival time and must be picked up at the designated pickup time as designated by the School. Adult supervision is not available before or after school. Parents/guardians providing transportation for their child, must drop off or pick up their child at the designated area. Parents/guardians who arrive early should not block the flow of traffic around the building. If a student is to ride home with another, a note must be sent to school that morning. Students may not plan after-school activities on the spur of the moment and expect to call home for permission. *(Please also refer to section “Signing-In/Signing-Out Students”)*.

**Early Dismissal**—Students will only be released for early dismissal to the parent/guardian or an adult who has been pre-authorized by the parent/guardian.

IV. ATTENDANCE POLICY/CALL-OFF PROCEDURE

A parent must call or email the School to inform the School that his/her child or children will be absent from school. This phone call should take place within the first hour that the School is in session or as soon as practical. If a parent fails to call or email the School, school personnel will call the parent to inform him/her of the student’s absence.

In those cases where telephone communication could not be made, School personnel will initiate written communication to the home of the parent/guardian the day of the student’s absence.

Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers for such purposes.

In order to comply with the governing authority’s policy and the Missing Children’s Act, those who receive an answering service or voice mail must give their name, student’s name, grade, and reason for the absence. **The parent/guardian must follow-up with a written note or doctor’s note for student’s file.** If a child has a physical condition or impairment that could cause periodic or
frequent absences from school, the parents are required to notify the School at the beginning of the school year or within five (5) school days after the condition or impairment develops. The notification shall be in the form of a written statement signed and dated by the physician. It must also include the expected duration of the condition or impairment. **Students failing to participate in 72 consecutive hours (or per your county’s requirement) of learning opportunities without a legitimate excuse must be automatically withdrawn by the school.**

**V. SIGNING-IN/SIGNING-OUT STUDENTS**

If you must drop off your student late or pick up him/her early, you MUST COME INTO THE OFFICE to sign-in/sign-out the student. Do not call and ask to “have your child ready.” Students cannot be pulled out of class and wait for parents or guardians to arrive. Upon arriving late, the student must come into the office for an admittance note.

**VI. TRUANCY**

The school director or his/her designee may act as the school’s attendance officer or delegate that duty as permitted by law. The school’s attendance officer shall investigate possible attendance violations, and is authorized under Ohio law to serve warrants, to enter places where children of compulsory school age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from the School if he/she is absent, with or without legitimate excuse, for 38 or more hours in one school month or 65 or more hours in one school year. Within seven days of a student becoming excessively absent from school, the attendance officer shall notify the student’s parents of the student’s absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for 30 or more consecutive hours, for 42 or more hours in one school month, or 72 or more hours in one school year.

Legitimate excuses for the absence of a student otherwise habitually truant include, but are not limited to: the student was enrolled in another school; the student’s absence was excused in accordance with applicable law or policy; or, the student has received an age and schooling certificate.

If the student is habitually truant and the student’s parents have failed to cause the student’s attendance, the School will assign the student to an absence intervention team (AIT) within 10 days. The school director or designee selects the AIT members, who shall include a representative of the School who knows the child and the child’s parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences. **More information on attendance, truancy, and withdrawal is available by request from the school office.**

**VII. VACATIONS**

Vacations are encouraged to be taken during the interim breaks. If it is necessary to take a vacation during the school year, the school director or his/her designee must approve the absence prior to leaving or the absence will be considered unexcused. A maximum of five excused vacation days will
be allowed under this policy. If vacation days cause the student to exceed 15 days of absence, a warning letter will be sent. Exceptions to this would be for students of active duty military personnel, who may have additional excused absences at the discretion of the school’s administration for visitations relative to leave or deployment. Please refer to the school office for appropriate forms and required authorizations.

SECTION V

STUDENT ACTIVITIES

I. AFTER-SCHOOL ACTIVITIES/CLUBS

Students who attend after-school activities must have written parent/guardian permission. Forms will be distributed prior to the beginning of the club or activity and must be submitted before school starts the day of the event. The forms must be complete or a parent note must include the student’s name, parent phone number, and the name of the adult who will pick up the student at the conclusion of the event. Students who do not have written permission will not be permitted to remain on school property. Students staying for an after-school activity must report to the activity area directly after dismissal.

II. FIELD TRIPS

Field trips are academic activities that are held off school grounds. Field trips are chosen to provide sound educational experiences. Medications normally administered at School will be administered while on field trips. The Code of Student Conduct applies to all field trips. Attendance rules also apply to all trips. While the School encourages the student’s participation in trips, alternative assignments will be provided for any student whose parent does not give permission to attend. Students who violate School rules may lose the privilege to go on trips.

Summit Academy depends on parent/guardian chaperones to help with the supervision of students and provide a safe and successful trip. We invite any family member or friend to be involved in the students’ experiences. We do ask, however, that chaperones do not bring other children along when they volunteer. Occasionally a small fee will be requested, depending on the field trip. All student conduct policies apply to field trips, as this is an extension of our school day.

III. MEALS/LUNCH PERIOD

Summit Academy participates in both the National School Lunch Program or Community Eligibility Provision (CEP) which provides breakfast and lunch for students. We encourage parents/guardians to complete the NSLP application or Household Survey yearly. Students may also bring their lunches each day. Please refer to your school building’s specific guidelines for designated areas. We discourage students from bringing such items as soda pop, cookies, cakes, or candy of any kind. PLEASE DO NOT SEND METAL UTENSILS TO SCHOOL.

Applications and/or the Household Survey for the school’s meal program are available in the school office. Parents/guardians may appeal adverse decisions to NLSP by following the hearing procedures, available in the school office.
SECTION VI

MEDICAL INFORMATION

I. COMMUNICABLE DISEASES

The School recognizes that control of the spread of communicable disease through both casual and non-causal contact. In order to protect the health and safety of the students, School personnel, and the community at large, the School shall follow all state statutes and health department regulations.

**CASUAL CONTACT**—the school director may exclude from the building, or isolate in the School, any student who appears to be ill or has been exposed to a communicable disease. Specific diseases shall include but not be limited to, lice, scabies, bedbugs, diphtheria, scarlet fever and other strep infections, whooping cough, mumps, measles, rubella, and others designated by the Ohio Department of Public Health.

**NONCASUAL CONTACT**—the School has the obligation to protect the safety of the staff and students. This can best be accomplished by assuring that all persons in the school community understand the method of transmission and prevention of diseases that are not contracted through airborne pathogens, but rather, through direct contact with body fluids and excretions, especially blood, vomit, feces, or urine. Noncasual contact communicable diseases include: sexually-transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), AIDS-related complex, HIV (Human Immunodeficiency Virus), Hepatitis A, B, C and other disease that may be specified by the State Board of Health. The School will seek to keep students in school unless there is definitive evidence to warrant exclusion. The School is also committed to assuring the confidential status of individuals who may have been diagnosed with a blood-borne communicable disease.

II. IMMUNIZATIONS

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the School requires all students to be immunized in accordance with state statutes, unless specifically exempt for medical or other reasons. A student may also be exempted from immunization if a parent or guardian objects for good cause, including religious conviction. Each student must have received the immunizations required by law or have an authorized waiver.

Students may be enrolled for 14 calendar days without providing acceptable immunization records. After 14 days, students (including those in kindergarten) for whom proper records have not been provided must be excluded from school per Section 3313.671 of the Revised Code.

III. MEDICATION PROCEDURE

A. PRESCRIBED/OVER THE COUNTER

Summit Academy is committed to providing for the safety and welfare of all students. Parents/guardians should, with their physician’s guidance, determine whether the medication schedule could be adjusted so that medications could be administered during non-school hours. When it is necessary for school personnel to administer any medication, whether prescribed or over-the-counter, the following procedures will be observed:
1. A Medication Authorization form must be completed and signed by both the parent/guardian and the student's physician. This should contain the name and address of the student, grade level of the student, and name of medication as well as dosage and times required. Special instructions, including storage and sterile requirements, date medication is to begin as well as date medication should terminate, if applicable, and possible reactions that should be reported to the physician must also be included in the form. It is very important to list the physician’s name, address and phone number; and

2. The medication must be brought to the School office by a parent, guardian, or other adult. The medication must be in the original container with the pharmacy label on it, clearly noting the student's name, physician’s name, current date, pharmacy name and phone number, name of medication, prescribed dosage, special handling, and storage. Students are not permitted to transport medication on the bus. Students are not permitted to bring their medication into the School on their own.

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. The inhaler may be used at School or at a school-sponsored activity or program, provided the appropriate form is filled out and on file in the school office. A student who is authorized to possess and use a metered dose or dry powder inhaler may not transfer possession of any inhaler or medication to any other student. A completed form must be on file in the school office.

If there is a change in the student's medication, the School must be notified immediately and the parent/guardian and physician must complete a new form.

Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of the school year.

If the student does not need to take medication at School, but is taking medication at home that might affect his/her behavior, please notify the School that medication is being taken at home and the teacher will be informed of this fact.

Please consult your school director regarding any unique medication requests.

B. OVER THE COUNTER MEDICATIONS

A physician must approve the OTC medication request and the student is not permitted to keep this medication in his/her possession. If a student is found using or possessing an OTC medication without parent and physician authorization, he/she will be brought to the school office and the parent/guardian will be contacted. The medication will be confiscated until a written authorization is received from both the parent and physician. Students shall not distribute medication of any kind to another student. Any unused medication (OTC or prescription) unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of the school year.
SECTION VII
TRANSPORTATION

I. BUS REGULATIONS

The following rules are to be observed by students riding school buses. Violations of these rules will result in disciplinary action and reported to parents through a Bus Conduct report. Get on and off your regularly assigned bus at your designated stop in an orderly manner. Arrive at your designated bus stop before the bus is scheduled to arrive. Board the bus and go directly to an available or assigned seat. Remain seated while the bus is in motion, keeping the aisles and exits clear. Observe classroom conduct and obey the driver promptly and respectfully. The bus is an extension of the classroom. **Code of Student Conduct rules are expected to be observed.** Go directly to the bus when dismissed from School. Go directly home from your bus stop. Use no profane language or gestures. Eating or drinking is not permitted on the bus when the bus is in motion. No tobacco, drugs, or alcohol should be in the possession of anyone on the school bus unless it is a medication given for a life-threatening condition (i.e., bee sting kit, asthmatic inhaler, etc.) You must NOT throw or pass objects on, from, or into the bus. Keep all objects or parts of your body inside the bus at all times. Keep noise to a minimum. You may talk quietly. No talking is permitted at railroad crossings or other places of danger as specified by the driver. Cross the street at least ten feet in front of the bus. Immediate removal is authorized when behavior poses a danger to persons or property or is a threat to the safe operation of the school bus. **REMEMBER THAT RIDING THE BUS IS A PRIVILEGE.**

II. DRIVING

Secondary students are not permitted to drive to and from school. Exceptions to this rule must be approved by the school administrator, after a meeting is held with the student and parent/guardian.

III. FIELD TRIP TRANSPORTATION

A field trip or school-sponsored trip shall be defined as any planned journey by one or more students away from school premises, which is under the supervision of a professional staff member and an integral part of a course of study. Other school-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the School's total educational program. The school director or his/her designee shall approve all trips before taken. Students may be charged fees for school-sponsored trips, but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically. Students on all school-sponsored trips remain under the supervision of the School and are subject to the school’s administrative guidelines and policies. The Governing Authority does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the School who takes students on trips not approved by the school director or his/her designee. No staff member may solicit students of the School for such trips within the facilities or on the grounds of the School without permission from the school director or his/her designee. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the School's policies.
SECTION VIII
CONDUCT/DISCIPLINARY PROCESS

I. HARASSMENT, INTIMIDATION, AND BULLYING

Summit Academy prohibits acts of harassment, intimidation or bullying (including cyberbullying) of any student, or other person associated with the School. Harassment, intimidation, bullying, and cyberbullying mean any intentional written, verbal, or physical act that a student has exhibited toward another particular student more than once and the behavior causes mental or physical harm to the other student; and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student. This also includes violence within a dating relationship. Sexual harassment includes unwelcome sexual advances or any form of improper physical contact or sexual remark.

Harassment (includes intimidation, bullying, and cyberbullying) of a student by other students is a violation of federal law and is contrary to the School's commitment to provide a physically and psychologically safe environment in which to learn.

The procedure for reporting harassment/intimidation/bullying may be obtained in the school office.

Students must report acts of harassment, intimidation or bullying to teachers, school employees, and/or school administrators. Parents/guardians of students should file written reports of suspected bullying/harassment, with the school director or other appropriate administrator. Teachers and other school staff who witness acts of harassment or receive reports of harassment will notify School administrators. When acts of harassment are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. False accusations can have serious effects on innocent individuals; therefore, all students are expected to act responsibly, and honestly whenever they present harassment allegations or charges.

II. CELL PHONES

Summit Academy Management prefers that students not bring cell phones or other personal communication devices to school. However, we understand that some families want the students to have these during transit times to and from school. It is mandatory that these devices are turned in to the school director or designee before the start of school. Permission to have a device must be granted by the school director or a designee on a case-by-case basis. Summit Academy will not accept responsibility for any devices brought into the School. In emergencies, parents/guardians should only contact students through the school office. Students found using personal devices during class times will have them confiscated and they will only be released to the parent/guardian.

III. CODE OF STUDENT CONDUCT AND DISCIPLINE

All students are expected to conform to the Student Code of Conduct and Discipline at School. This applies whenever students are on the school premises, at school activities or functions -- whether on or off the school premises -- and on transportation to and from the School, if paid for or provided by the School. Students are subject to the School’s disciplinary process when they fail to adhere to
the Student Code of Conduct. Students may also be subject to the School’s disciplinary process for a violation of the Code of Student Conduct, regardless where it occurs, if the misconduct is directed at the school staff or their property.

If any student is caught fighting, the parent/guardian will be called for immediate removal of the student. If a parent/guardian cannot be reached, Summit Academy may call the police to intervene. A conference will then be arranged with the parent/guardian to discuss further action. This could lead to suspension or expulsion, depending on the nature of the violation.

In accordance with Ohio law, a student may be subject to emergency removal if he/she breaks any of Summit Academy’s codes of conduct and is a danger to oneself, others, or property or is an ongoing threat of disruption in the learning environment.

For violations of the Student Code of Conduct, a student may face disciplinary action including, but not limited to, suspension (both in-school and out-of-school), expulsion, removal and/or permanent exclusion.

For more information the relevant policies may be obtained in the school office.

IV. STUDENTS WITH DISABILITIES

A student with a disability is a child who is receiving Special Education services for a disability as defined in the Operating Standards. These students may be suspended for not more than 10 days per school year without a manifestation determination review. Repeated and/or serious violations may indicate that a change in placement or change to the student’s Individualized Education Plan is warranted.

V. DRESS CODE

In general, school dress should ensure the welfare and safety, and enhance a positive image of our students and School. Students are expected to practice good personal hygiene and have clean clothing and footwear that meet dress code standards. Any form of dress or grooming that attracts undue attention, distracts from instruction and/or interferes with health and safety will be considered unacceptable and the student will be referred to the school administrator. The School’s dress code is attached as Exhibit A.

VI. PERSONAL PROPERTY

Students are prohibited from bringing items such as digital music devices (iPods, MP3 players, etc.) or pocket video games, etc. to school unless otherwise agreed upon by the IEP team. Exceptions to this rule may be special occasions whereby the school administrator or teacher gives permission (i.e. video game day). Parents should receive notice in advance.

No pocket knives, lighters, or weapons of any type are allowed and possession of such items may result in legal prosecution. If the student brings items of this type to school, they will be confiscated—the parent/guardian must come in to retrieve it and further disciplinary action may result.
VII. SEARCH AND SEIZURE

Search of a student and his/her possessions may be conducted at any time the student is under the jurisdiction of Summit Academy, provided there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the safety of others. All searches may be conducted with or without a student’s consent. Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The School reserves the right not to return items that have been confiscated. A metal detection device may also be used to ensure safety of all students and will be used in accordance with school policy and corporate safety team guidelines.

VIII. SMOKING/USE OF TOBACCO POLICY

The use of tobacco and nicotine products is prohibited on the school grounds or at any school-sponsored function. Tobacco products include cigars, cigarettes, pipes, snuff, or any other matter or substance that contains tobacco. This includes the use of electronic cigarettes and/or vaporizers.

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EXHIBIT A

DRESS CODE

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Outerwear (i.e., coats, jackets, gloves, boots, hats) and book or gym bags must be stored in the assigned location during the school day.

Acceptable dress code (Monday-Friday)
− Dress pants – khaki (tan), black, or navy only – Jeans can be worn with special permission only. Summit Academy students should wear pants that are modest.
− Shorts or skirts – khaki (tan), black or navy only – Skirts and shorts must be knee-length.
− Summit Academy uniform shirts – are required and should be tucked in. Each school location will provide information on acquiring uniform shirts.
− Belts – if pants, shorts, or skirts were designed for belts, then belts should be worn.
− Comfortable Shoes – tie, loafer or tennis shoes of any solid color are acceptable. NO platform shoes, high heels/wedges, sandals, open-toed shoes or flip flops. Tennis shoes must be tied at all times. No loose, dragging laces will be permitted. Tennis shoes must be worn in gymnasiums.
− Uniforms are required on all field trips, unless alternative dress is approved by the School Administrator.

Miscellaneous
− NO large earrings, gauges, charms, necklaces at any time.
− NO jewelry is to be worn in body piercings. Clear piercing retainers may be worn if necessary.
− NO jewelry during Martial Arts or Physical Education classes.
− NO hats/head coverings or sunglasses. These items must be removed before entering the building, stored in a book bag, and may be put on after exiting the building.
− NO clothing or footwear that may damage flooring and/or furniture
− NO sleepwear or bathing suits (unless specified for camp, field trip or special day activities) bathing suits must be modest and one piece suits.
− NO see-through or sheer clothing, exceptionally tight or potentially distracting clothing, and spandex or yoga wear.
− NO low-cut necklines
− NO gang-associated attire as determined by the School Administrator.
SUMMIT ACADEMY SCHOOL SONG

We have come from near and far,

to discover who we are;

and we hold in high esteem,

every dream we dare to dream.

Bound in body, mind, and heart,

we will strive to do our part;

sowing seeds of love and trust,

that will grow inside of us.

Oh hail to thee,

Summit Academy!

We pledge ourselves to you,

as we live each day anew.
ACKNOWLEDGMENT OF RECEIPT OF
HANDBOOK for STUDENTS/PARENTS/GUARDIANS

I, _______________________________, acknowledge receipt of the Summit Academy
(PLEASE PRINT NAME)
Student Handbook.

Signed: ___________________________ Date: ________________________
(signature of parent/guardian)

Name of Student: __________________________
(please PRINT student’s name)

Signed: ___________________________ Date: ________________________
(signature of student)

PARENT/GUARDIAN: PLEASE SIGN AND RETURN TO THE SCHOOL OFFICE
GOVERNING AUTHORITY RESOLUTION
June 10, 2020

Whereas, the Governing Authority has reviewed the previously approved minutes of governing authority meetings held and actions taken during the 2019-2020 school year; and

Whereas, upon review, the Governing Authority has found general errors; as well as, instances of grammar, spelling, punctuation, and formatting mistakes; Therefore, Be It

Resolved, the Governing Authority hereby approves amendments to the previous meeting minutes, as attached; and, authorizes the management company to insert the School’s name and approval date, on each policy approved by the Governing Authority during the 2019-2020 school year.

Signed:

Governing Authority President/Representative
GOVERNING AUTHORITY MEMBERS – PRESENT/ABSENT:

Jennifer Thai  Present
Daniel Hornbeek, President  Present
Laurence Russ  Present
Ashlee Torres, Vice President  Absent

Governing Authority Members Present:
Daniel Hornbeek, President
Jennifer Thai
Laurence Russ

Governing Authority Members Absent:
Ashlee Torres, Vice President

ADMINISTRATIVE SUPPORT PERSONNEL PRESENT:

Administrative Support Present:
Michael Williston, School Director
Mark Michael, Vice President of Operations/General Counsel (Via Webex)
Nancy Butts, Executive Director of Compliance
Henry Payden, Recorder/Board Governing Authority Relations and Compliance Coordinator

SPONSOR REPRESENTATIVE PRESENT:

Sponsor Representative Present:
Diane Longstreth, Ph.D., Sponsor ESC of Lake Erie West (Via Phone)

GUESTS:

Guests:
Sign-in sheet attached

1. CALL TO ORDER/ROLL CALL
   • Ms. Thai called the meeting to order at 5:54 p.m.

2. APPROVAL OF AGENDA
   • Action: Motion was made and seconded to approve the meeting agenda.
   • Motion was seconded and carried by unanimous vote of members present.
3. APPROVAL OF MINUTES

Approval of Meeting Minutes:

- Action: Motion was made and seconded to approve that the meeting minutes for of the Regular Meeting held on June 12, 2019 be approved. Motion was seconded and carried by unanimously vote of members present.

4. ACTION ITEMS – GENERAL

Approvals:

- Action: Motion was made and seconded to approve the Resolution and Adjustment to the 2019-2020 Student School Calendar Adjustment for the 2019-2020 School Year. Motion was seconded and carried by unanimously vote of members present.

- Action: Motion was made and seconded to approve the Resolution and Appointment of Ms. Beth Harrison as EMIS Designee Beth Harrison for the 2019-2020 School Year be approved. Motion was seconded and carried by unanimously vote of members present.

- Action: Motion was made and seconded to approve the Resolution and 2019-2020 Career Technical Education Policy for the 2019-2020 School Year be approved. Motion was seconded and carried by unanimously vote of members present.

- Action: Motion was made and seconded to approve the Resolution and Amended Management Agreement be approved. Motion was seconded and carried by unanimous vote of members presently.

5. FINANCIAL REPORTS/ACTION ITEMS

Fiscal Officer Report – Financial Approvals/Discussions:

- No reports were provided for on the Statement of Financial Position for May and June 2019. A copy of the reports, including bank reconciliation statements, will be filed with the minutes.

- Action: Motion was made and seconded to approve the Resolution and Fiscal Officer Report – Financials Financial Reports for April and May May and June 2019. Motion was seconded and carried by unanimous vote of members presently.

6. REPORTS

Reports:

- School Director Reports – Mr. Michael-Williston provided presented the Directors School Report (not attached). He mentioned that the school is still in need of a couple of Intervention Specialists-specialists and a Math-math teacher. They are reconfiguring things to make sure we’re they are covered, and we’ll will be
ready to open. We are doing a Sports Time Ohio bus for the Cavs game will happen as a PBIS reward for the kids, and we have created a staff lounge was created. A. We’ve hired a science teacher, an Intervention Specialist, an instructional Assistant, and an Intern, and possibly a second, Intern to work with our the Behavioral Specialist. We are going to do Two overnight field trips are planned, one with the Middle School and one with the High School, to Pittsburgh Museums, and to Dayton’s the Dayton Wright Patterson Air Force Base, the Cincinnati Underground Railroad Memorial, and The Ohio State University campus. They are seeking to use restorative practices instead of punitive discipline, using restorative circles.

- Summit Academy Management Report – Mr. Mark Michael gave the Management report. A copy of the Management report is attached.

- Subcommittee Report: Subcommittee/Ambassador/Other – None.

- Ambassador Program/Fundraising Committee Report – None.

- Summit Academy Management Report – Mr. Mark Michael gave the Management report. A copy of the Management report is attached.

- Sponsor Report – Diane Longstreth presented the Sponsor Report. She welcomed everyone to the 19-20 new school year and explained that she was attending via phone because she was in Toledo setting up for tomorrow’s statewide meeting. She reviewed the following items: 1. Any fiscal questions should be directed to the school’s treasurer or other designated fiscal staff. -2. Ms. Longstreth informed the board that the Sponsor’s Community Schools Office at the ESC would begin using a new format for communication with stakeholders, which is a combined monthly newsletter, which will be delivered via email and available on the ESC website. She reminded board members that their Summit Academy emails are being used for all ESC Sponsor communications.

- Dr. Longstreth invited the board to a free NE Ohio board training session on Saturday, October 5, 2019, from 9 a.m. to 12 noon at Constellation Parma High School located at 5983 W. 54th St., Parma, OH. She reminded the board that yearly board training is required and that the ESC training would be offered free of charge to all of our community schools’ board members. This training will satisfy the Governing Authority Members’
annual training requirements. Jennifer Ms. Thai thanked DrMs. Longstreth for her information and indicated that the board members Governing Authority had no questions.

7. OTHER BUSINESS
   - None

Other Business:

8. PUBLIC PARTICIPATION
   - None

Public Comments:
   None.

9. ADJOURNMENT
   - Adjournment: The meeting was adjourned at 6:23 p.m.

Signed:

Recorder Governing Authority Representative
Signed:

__________________________________________________________
Recorder Board President/Representative
1. **CALL TO ORDER/ROLL CALL**
   - Ms. Thai called the meeting to order at 5:54PM.

2. **APPROVAL OF AGENDA**
   - Motion was made that the Agenda be approved. Motion was seconded and carried unanimously.

3. **APPROVAL OF MINUTES**
   - Motion was made that the Minutes of the Regular Meeting held on June 12, 2019 be approved. Motion was seconded and carried unanimously.

4. **ACTION ITEMS – GENERAL**
   - Motion was made to approve the Resolution and Adjustment to the 2019-2020 School Calendar. Motion was seconded and carried unanimously.
   - Motion was made that the Resolution and Appointment of Ms. Beth Harrison as EMIS Designee for the 2019-2020 School Year be approved. Motion was seconded and carried unanimously.
   - Motion was made that the Resolution and 2019-2020 Career Technical Education Waiver be approved. Motion was seconded and carried unanimously.
   - Motion was made that the Resolution and Amended Management Agreement be approved. Motion was seconded and carried unanimously.
5. **FINANCIAL REPORTS/ACTION ITEMS**
   - Fiscal Officer Report – Reports were provided for May and June 2019 to the Governing Authority Members prior to the meeting. A copy of the reports, including bank reconciliation statements, will be filed with the minutes.
   - Motion was made to approve the Financial Reports for May and June 2019. Motion was seconded and carried unanimously.

6. **REPORTS**
   - School Report – Mr. Williston presented the School Report. He mentioned that the school is still in need of intervention specialists and a math teacher. They are reconfiguring things to make sure they are covered and will be ready to open. A Sports Time Ohio bus for the Cavs game will happen as a PBIS reward for the kids, and a staff lounge was created. A science teacher, an intervention specialist, an instructional assistant were hired. An Intern, possibly a second, will work with the behavioral specialist. Two overnight field trips are planned, one for the middle school and one for the high school, to Pittsburgh museums, Dayton’s Wright Patterson Air Force Base, the Cincinnati Underground Railroad Memorial, and The Ohio State University campus. The school is seeking to use restorative practices instead of punitive discipline, using restorative circles. Mr. Williston also somberly discussed that counseling measures are in place for students regarding a student that killed in a drive-by shooting.
   - Committee Reports: Subcommittee/Ambassador/Other – None.
   - Sponsor Report – Dr. Longstreth presented the Sponsor Report, welcoming everyone to the new school year. She was attending via phone because she was in Toledo setting up for the following day’s statewide meeting. She reminded the Governing Authority to read all emails from the Sponsor, indicating that recent emails contained monthly fiscal and enrollment reviews, which revealed no red flags. Any fiscal questions should be directed to the school’s treasurer or other designated fiscal staff. Ms. Longstreth stated that the Sponsor’s Community Schools Office will use a new format for communication with stakeholders, which is a combined monthly newsletter, delivered via email and available on their website. She reminded the Governing Authority that their Summit Academy email addresses are used for all Sponsor communication. Ms. Longstreth invited the Governing Authority to a free training session on October 5, 2019, from 9AM to 12PM at Constellation Parma High School; this training will satisfy the Governing Authority Members’ annual training requirements. Ms. Thai thanked Ms. Longstreth and indicated that the Governing Authority had no questions.

7. **OTHER BUSINESS**
   - None

8. **PUBLIC PARTICIPATION**
   - None
9. **ADJOURNMENT**
   - The meeting was adjourned at 6:23PM.

Signed:

______________________________
Governing Authority President/Representative
SUMMIT ACADEMY SCHOOL - LORAIN

MINUTES OF REGULAR MEETING MINUTES HELD | OCTOBER 9, 2019 | 5:30 P.M.
2140 E. AST 36TH ST. TREET, Lorain LORAIN, Ohio OHIO 44055

DRAFTED BY BETH SANDS – OCTOBER 17, 2019

SCHEDULED TO BE APPROVED ON December 11, 2019

GOVERNING AUTHORITY MEMBERS – PRESENT/ABSENT:

Daniel Hornbeek, President Present
Ashlee Torres, Vice President Absent
Laurence Russ Present
Jennifer Thai Present, Arrived @ 5:45 PM

ADMINISTRATIVE SUPPORT PERSONNEL PRESENT:

Scott Bates, – School Director (LORELEElElementary School)
Michael Williamson Williston, = School Director (LORMIDDMiddle School)
Mark Michael, Vice President of Operations/General Counsel
Amber Shaeffer, Treasurer
Nancy Butts, Executive Director of Compliance
Beth Sands, Board Relations and Compliance Coordinator
Renee Opa Oparich, Regional Director - Special Education

SPONSOR REPRESENTATIVE PRESENT:

Diane Longstreth, Ph.D., Renee Opatich, ESC of Lake Erie West

GUESTS:

Sign-in Sheet Attached

1. CALL TO ORDER/ROLL CALL
   • Mr. Hornbeek had Ms. Opatich Oparich give her SPED Special Education presentation first due since to Ms. Thai running arrived late due to traffic.
   • Mr. Hornbeek called the meeting to order at 5:50 P.M. and called the roll.

2. APPROVAL OF AGENDA
   • Mr. Russ moved to approve that the agenda Agenda be approved for the community school. Ms. Thai seconded the motion and it was carried unanimously. The motion was seconded and carried unanimously.

3. APPROVAL OF MINUTES
   • Ms. Thai moved to approve that the minutes Minutes of the regular Regular meeting Meeting held on August 14, 2019, for the community school be approved. The motion was seconded and carried unanimously. Mr. Russ seconded the motion and it was carried unanimously.
4. **ACTION ITEMS - GENERAL**

- Mr. Russ moved **to approve** that the **resolution** for the community school be approved. The motion was seconded and carried unanimously. Ms. Thai seconded the motion and it was carried unanimously.
- Ms. Thai moved **to approve** that the **resolution** for the and Federal Procurement **Policy** for the 2019-2020 school year for the school be approved. The motion was seconded and carried unanimously. Mr. Russ seconded the motion and it was carried unanimously.
- Mr. Russ moved **to approve** that the **resolution** for the and College Credit Plus **Policy** for the 2019-2020 school year for the school be approved. The motion was seconded and carried unanimously. Ms. Thai seconded the motion and it was carried unanimously.
- Ms. Thai moved **to acknowledge** that the **Resolution and Monthly Residency Verifications for August and September 2019** for both schools be acknowledged. Only August was on the agenda, but had verification for both August and September was also available and included. The motion was seconded and carried unanimously.

5. **FINANCIAL REPORTS AND ACTION ITEMS**

- Fiscal Officer Report – Ms. Shaeffer presented the Fiscal Officer Report.
- Ms. Thai moved **to approve** that the **Resolution and financial reports** for June-July and July-August 2019 for the community school be approved. The motion was seconded and carried unanimously. Mr. Russ seconded the motion and it was carried unanimously.
- Mr. Russ moved **to approve** that the **Resolution and Five-year Year forecast forecast (October Submission)** for the community school be approved. The motion was seconded and carried unanimously. Ms. Thai seconded the motion and it was carried unanimously.
- Ms. Thai moved **to approve** that the **Resolution and 2019-2020 Annual Budget** for the community school be approved. The motion was seconded and carried unanimously. Mr. Russ seconded the motion and it was carried unanimously.
6. REPORTS

- School Director Report – Mr. Williamson presented the School Director Report. They are currently doing a check-in and check-out system. The circles, which are part of the school's restorative practices, are going on in the school. Mr. Williamson announced that the school day will have upcoming overnight field trips that the school plans on taking. The field trips will be an overnight trip—first one will be he the Middle Schoolersmiddle school is going to Pittsburgh to visit the Carnegie Science Museum and the National History Museum, and the second one will be the students will ride a cable car for photo opportunities and enjoy time at Dave & Busters. The High school is going to Cincinnati. The trip to Cincinnati will include the to visit the Dayton Air Force Museum, the Underground Railroad and attend a dinner cruise; The students will also get to go to have fun at Game World to blow off some steam and have fun. On the way back home, they students will tour the Ohio State University and the Capitol Bldg. The school will be doing at least two new fundraisers are planned to try and offset some of the associated costs for the field trips. An email will be sent out to board members and SAM management staff for the will be able to purchase pepperoni rolls, and soon. The trips down payments will be due in a couple of weeks. The trip to Pittsburgh will include Carnegie Science Museum, the National History Museum. They will also get to take a cable car up the hill to take pictures and will also get to go to Dave N Busters for fun. The trip to Cincinnati will include the Dayton Air Force Museum, the Underground Railroad and a dinner cruise. The students will also get to go to game world to blow off some steam and have fun. On the way back home, the students will tour the Ohio State University and the Capitol Bldg. Mr. Williamson would also like to do some like to have sponsorships for students who may have a problem with getting the money. Trouble paying for the trip. The teacher-based teams are up and running, and they will be looking at different categories throughout the school, such as attendance. The Student Council elections are in the process for the school. The school's critical staffing is all there, and a Performance Coach has been hired and will start on Monday. A, leaving only a community resource specialist is all the school needs to currently fill their staff. The school has four administrators and they are committed to spending 45 minutes in a classroom every day. It does not have to be all at once—it can be done in pieces. The Admin team is very committed to doing it. Mr. Williamson also stands and passes out silverware in the lunch room and passes out silverware. While he is doing this, where he can visit with the students and able to make a quick assessment of where they are at in how their days are going. Are they having a good day or a bad day? The GAVSA bus has been booked for February, it will come to the school and pick up to take 50 people and take them to the game to a Cleveland Cavaliers game. On October 22nd, the school will be having a memorial will be held in October for a student from the school who was shot and killed this summer. Everyone is invited to attend.

- Summit Academy Management Report – Mr. Mark Michael presented the management report. He hired a new Human
Resource staff member, Ms. Jeri Close was hired as the Executive Director of Operations/HR. Employee health insurance costs did go up, but they were able to pay them. Teachers, intervention specialists, and instructional aides Jon just announced received a 2% pay increase to the teachers, intervention specialists, and instructional aides in the classrooms for the school year, and Ms. Nancy Butts is now overseeing the Compliance and Board-Governing Authority Relations team.

- Committee Reports: - Subcommittee/Ambassador/Other: _None_.
- Sponsor Report – Ms. Diane Longstreth presented the sponsor report. She wanted to let everyone know that when she visited the classrooms today, there was clear evidence that the professional development they are doing is making an impact on adult behaviors. Indicators are posted, with 100% of the kids were on task, and on grade level teaching is taking place in both schools. Ms. Longstreth would like to commend both principals and their staff for their work.

7. OTHER BUSINESS

- Special Education Presentation – Ms. Renne Opalich presented the Special Education Presentation at the start of the meeting.
- Ms. Thai made a motion to approve the Election of Ms. Kammera Rice to join the LORELE and LORMID Board-Governing Authority for the elementary and middle schools, pending FBI and background checks be approved. The motion was seconded and carried unanimously. Mr. Russ seconded the motion and it was carried unanimously.

8. PUBLIC PARTICIPATION

- None

8.9. ADJOURNMENT

- Mr. Hornbeek adjourned the meeting at 6:55 p.m.

Signed:
Recorder
Representative

Board President/Governing Authority
GOVERNING AUTHORITY MEMBERS – PRESENT/ABSENT:
Daniel Hornbeek, President Present
Ashlee Torres, Vice President Absent
Laurence Russ Present
Jennifer Thai Present, arrived 5:45PM

ADMINISTRATIVE SUPPORT PERSONNEL PRESENT:
Scott Bates, Director (Elementary School)
Michael Williston, Director (Middle School)
Mark Michael, Vice President of Operations/General Counsel (via WebEx)
Amber Shaeffer, Treasurer (via WebEx)
Nancy Butts, Executive Director of Compliance
Beth Sands, Board Relations and Compliance Coordinator
Renee Opalich, Regional Director - Special Education

SPONSOR REPRESENTATIVE PRESENT:
Diane Longstreth, Ph.D., ESC of Lake Erie West

GUESTS:
Sign-in Sheet Attached

1. CALL TO ORDER/ROLL CALL
   - Mr. Hornbeek had Ms. Opalich give her Special Education Presentation first since Ms. Thai arrived late due to traffic.
   - Mr. Hornbeek called the meeting to order at 5:50PM and called the roll.

2. APPROVAL OF AGENDA
   - Mr. Russ moved that the Agenda be approved. The motion was seconded and carried unanimously.

3. APPROVAL OF MINUTES
   - Ms. Thai moved that the Minutes of the Regular Meeting held on August 14, 2019, be approved. The motion was seconded and carried unanimously.

4. ACTION ITEMS - GENERAL
   - Mr. Russ moved that the Resolution and Assessments, Academic Prevention and Intervention Service Policy be approved. The motion was seconded and carried unanimously.
   - Ms. Thai moved that the Resolution and Student Handbook be approved. The motion was seconded and carried unanimously.
• Ms. Thai moved that the Resolution and Federal Procurement Policy be approved. The motion was seconded and carried unanimously.
• Mr. Russ moved that the Resolution and College Credit Plus Policy be approved. The motion was seconded and carried unanimously.
• Ms. Thai moved that the Resolution and Monthly Residency Verifications for August and September 2019 be acknowledged. Only August was on the agenda, but September was also available and included. The motion was seconded and carried unanimously.

5. FINANCIAL REPORTS AND ACTION ITEMS
• Fiscal Officer Report – Ms. Shaeffer presented the Fiscal Officer Report.
• Ms. Thai moved that the Resolution and Financial Reports for July and August 2019 be approved. The motion was seconded and carried unanimously.
• Mr. Russ moved that the Resolution and Five-Year Forecast (October Submission) be approved. The motion was seconded and carried unanimously.
• Ms. Thai moved that the Resolution and 2019-2020 Annual Budget be approved. The motion was seconded and carried unanimously.

6. REPORTS
• School Report – Mr. Williston presented the School Report. They are currently having check-in and check-out circles, which are part of the school’s restorative practices. Mr. Williamson announced two upcoming overnight field trips. The middle school is going to Pittsburgh to visit the Carnegie Science Museum and the National History Museum, and students will ride a cable car for photo opportunities and enjoy time at Dave & Busters. The high school is going to Cincinnati to visit the Dayton Air Force Museum, the Underground Railroad and attend a dinner cruise; students will also have fun at Game World. On the way home, they will tour The Ohio State University and the Capitol Building in Columbus. Fundraisers are planned to offset some of the associated costs. Governing Authority members and management staff will be able to purchase pepperoni rolls, and Mr. Williston would also like to have sponsorships for students who may have trouble paying for the trip. The teacher-based teams are up and running, and they will review different categories throughout the school, such as attendance. Student Council elections are in process. The school’s critical staffing is in place, and a performance coach was hired, leaving only a community resource specialist needed. The school has four administrators who are committed to spending 45 minutes in a classroom every day. Mr. Williston also distributes silverware in the lunchroom, where he can visit with the students and assess how their days are going. A bus has been booked for February to take 50 people to a Cleveland Cavaliers game. A memorial will be held in October for a student who was killed this summer; everyone is invited to attend.
• Summit Academy Management Report – Mr. Michael presented the Management Report. Ms. Jeri Close was hired as the Executive Director of Operations/HR. Employee health insurance costs increased, but management paid the differences. Teachers, intervention specialists and instructional aides received a 2% pay increase, and Ms. Butts is overseeing the Compliance and Governing Authority Relations team.
• Committee Reports: Subcommittee/Ambassador/Other – None.
• Sponsor Report – Dr. Longstreth presented the Sponsor Report. She wanted to let everyone know that when she visited the classrooms today, there was clear evidence that the professional development being held is making an impact on adult behaviors. Indicators are posted, with 100% of the students on task, and on grade level teaching is taking place in both schools. Ms. Longstreth would like to commend both principals and their staff for their work.

7. OTHER BUSINESS
• Special Education Presentation – Ms. Opalich gave the Special Education Presentation at the start of the meeting.
• Ms. Thai made moved that the Election of Ms. Kammera Rice to join the Governing Authority for the elementary and middle schools, pending background checks, be approved. The motion was seconded and carried unanimously.

8. PUBLIC PARTICIPATION
• None

9. ADJOURNMENT
• Mr. Hornbeek adjourned the meeting at 6:55PM.

Signed:

Governing Authority President/Representative
SUMMIT ACADEMY SCHOOL - LORAIN
MINUTES OF REGULAR MEETING MINUTES HELD | DECEMBER 11, 2019 | 5:30 P.M.
2140 E. 36th-36th STREET, LORAIN, OHIO 44055
SCHEDULED TO BE APPROVED ON FEBRUARY 12, 2020 | APPROVED AS AMENDED JUNE 19, 2020

GOVERNING AUTHORITY MEMBERS – PRESENT/ABSENT:

- Jennifer Thai - Present
- Daniel Hornbeek, President - Present
- Laurence Russ - Present
- Kammera Rice - Present
- Jennifer Thai - Present

ADMINISTRATIVE SUPPORT PERSONNEL PRESENT:

- Scott Bates, School Director (LORELEI Elementary School)
- Kimberley Lutz, IEP Coordinator (Middle/High School)
- Amber Shaeffer, Treasurer (via Web Ex)
- Nancy Butts, Executive Director of Compliance
- Beth Sands, Board Relations and Compliance Coordinator

SPONSOR REPRESENTATIVE PRESENT:

Diane Longstreth, Ph.D., ESC of Lake Erie West

GUESTS:
Sign-in Sheet Attached

1. CALL TO ORDER/ROLL CALL
   - Mr. Hornbeek called the meeting to order at 5:35 P.M. and called the roll. Mr. Hornbeek did both schools together.

2. APPROVAL OF AGENDA
   - Mr. Russ moved to approve that the agenda for the community school be approved. The motion was seconded and carried unanimously. Ms. Thai seconded the motion. Motion carried unanimously.

3. APPROVAL OF MINUTES
   - Ms. Thai moved to approve that the minutes of the regular meeting held on October 9, 2019, be approved for the community school. The motion was seconded and carried unanimously. Mr. Russ seconded the motion. Motion carried unanimously.
4. ACTION ITEMS - GENERAL

- Ms. Thai moved to approve that the Resolution for the Fiscal Officer Waiver for the 2019-2020-2021 School Year for the community school be approved. The motion was seconded and carried unanimously. Mr. Russ seconded the motion. Motion carried unanimously.
- Mr. Russ moved to approve that the Annual Review of the School’s Health and Safety Policies for the 2019-2020 school year for the school be approved. The motion was seconded and carried unanimously. Ms. Thai seconded the motion. Motion carried unanimously.
- Ms. Thai moved to approve that the Resolution for the Federal Procurement Policy for the 2019-2020 school year for the school be approved. The motion was seconded and carried unanimously. Mr. Russ seconded the motion. Motion carried unanimously.
- Ms. Thai moved to approve that the Resolution and 2018-2019 Annual Budget Report for 2019-2020 school year for the school be approved. The motion was seconded and carried unanimously. Ms. Thai seconded the motion. Motion carried unanimously.
- Mr. Russ moved to approve that the Resolution and Decision not to have a Summer Food Program Extension for the 2019-2020 school year for the school be approved. The motion was seconded and carried unanimously. Ms. Thai seconded the motion. Motion carried unanimously.
- Mr. Russ moved to approve that the Resolution and Attendance, Truancy and Withdrawal Policy for the 2019-2020 school year for the school be approved. The motion was seconded and carried unanimously. Ms. Thai seconded the motion. Motion carried unanimously.
- Mr. Russ moved to acknowledge that the Resolution and Monthly Residency Verifications for September and August, October and November 2019 for both schools be acknowledged. The motion was seconded and carried unanimously.

5. FINANCIAL REPORTS AND ACTION ITEMS

- Fiscal Officer Report – Ms. Shaeffer presented the Fiscal Officer Report.
- Mr. Russ moved to approve that the Resolution and Financial reports for September and October 2019 for the community school be approved. The motion was seconded and carried unanimously. Ms. Thai seconded the motion. Motion carried unanimously.

6. REPORTS

- School Director Report – Ms. Kim Lutz presented the School Director Report for Mr. Michael Williston. Ms. Lutz stated that the enrollment has been in the low 90’s for most of the school year so far. It was also stated that the school was fully staffed. Ms. Lutz explained that their main concern right now is attendance. They want their students at school every day. There are some students who are having trouble with that. Some students have been involved in some happenings outside of school hours.
2019-2020 Academic Corrective Action Plan

- Committee Reports: Subcommittee/Ambassador/Other: – Mr. Russ asked about doing having a Go-Fund-Me page for a fundraiser.
- Sponsor Report – Ms. Diane Longstreth presented the sponsor Report. Ms. Longstreth presented the board, principals and management team with distributing handouts which that she went overreviewed during her report. – Ms. Longstreth She stated her findings on her site visits, and everything looks good. – Ms. Longstreth also talked a little bit spoke about the renewal process with Lake Erie West. Told the board, stating that the more points the school receives, the better the chance for a renewal.

7. OTHER BUSINESS

- Ms. Thai moved to approve that the Resolution and Contract Modification No. 4 for the 2019-2020 school year be approved for the school. The motion was seconded and carried unanimously. Mr. Russ seconded the motion. Motion carried unanimously.
- Mr. Hornbeek made a motion to acknowledge that the resignation Resignation of Ashlee Torres from the Governing Authority be accepted. The motion was seconded and carried unanimously.

8. PUBLIC PARTICIPATION

- None

8.9. ADJOURNMENT

- Mr. Hornbeek adjourned the meeting at 6:19 p.m.
Signed:

Recorder

Board President/Representative
GOVERNING AUTHORITY MEMBERS – PRESENT/ABSENT:
Daniel Hornbeek, President 
  Present
Laurence Russ 
  Present
Kammera Rice 
  Present
Jennifer Thai 
  Present

ADMINISTRATIVE SUPPORT PERSONNEL PRESENT:
Scott Bates, Director (Elementary School)
Kimberley Lutz, IEP Coordinator (Middle/High School)
Amber Shaeffer, Treasurer (via WebEx)
Nancy Butts, Executive Director of Compliance
Beth Sands, Board Relations and Compliance Coordinator

SPONSOR REPRESENTATIVE PRESENT:
Diane Longstreth, Ph.D., ESC of Lake Erie West

GUESTS:
Sign-in Sheet Attached

1. CALL TO ORDER/ROLL CALL
   • Mr. Hornbeek called the meeting to order at 5:35PM and called the roll.

2. APPROVAL OF AGENDA
   • Mr. Russ moved that the Agenda be approved. The motion was seconded and carried unanimously.

3. APPROVAL OF MINUTES
   • Ms. Thai moved that the Minutes of the Regular Meeting held on October 9, 2019 be approved. The motion was seconded and carried unanimously.

4. ACTION ITEMS - GENERAL
   • Ms. Thai moved that the Resolution and Fiscal Officer Waiver for the 2020-2021 School Year be approved. The motion was seconded and carried unanimously.
   • Mr. Russ moved that the Resolution and Annual Review of the School’s Health and Safety Policies be approved. The motion was seconded and carried unanimously.
   • Ms. Thai moved that the Resolution and Federal Procurement Policy be approved. The motion was seconded and carried unanimously.
   • Ms. Thai moved that the Resolution and 2018-2019 Annual Report be approved. The motion was seconded and carried unanimously.
• Mr. Russ moved that the Resolution and Decision not to have a Summer Food Program Extension be approved. The motion was seconded and carried unanimously.
• Mr. Russ moved that the Resolution and Attendance, Truancy and Withdrawal Policy be approved. The motion was seconded and carried unanimously.
• Mr. Russ moved that the Resolution and Monthly Residency Verifications for October and November 2019 be acknowledged. The motion was seconded and carried unanimously.

5. FINANCIAL REPORTS AND ACTION ITEMS
• Fiscal Officer Report – Ms. Shaeffer presented the Fiscal Officer Report.
• Mr. Russ moved that the Resolution and Financial Reports for September and October 2019 be approved. The motion was seconded and carried unanimously.

6. REPORTS
• School Report – Ms. Lutz presented the School Report for Mr. Michael Williston. She stated that enrollment has been in the low 90s for most of the school year, and the school is fully staffed. Ms. Lutz explained that their main concern right now is attendance. Some students have been involved in happenings outside school hours.
• Summit Academy Management Report – Ms. Butts presented the Management Report, explaining the partnership with TDG Facilities for building maintenance.
• Committee Reports: Subcommittee/Ambassador/Other – Mr. Russ asked about having a GoFundMe page for a fundraiser.
• Sponsor Report – Dr. Longstreth presented the Sponsor Report, distributing handouts that she reviewed. She stated her findings on her site visits, and everything looks good. Ms. Longstreth also spoke about the renewal process with Lake Erie West, stating that the more points the school receives, the better the chance for renewal.

7. OTHER BUSINESS
• Ms. Thai moved that the Resolution and Contract Modification No. 4 be approved. The motion was seconded and carried unanimously.
• Mr. Hornbeek moved that the Resignation of Ashlee Torres from the Governing Authority be accepted. The motion was seconded and carried unanimously.

8. PUBLIC PARTICIPATION
• None
9. **ADJOURNMENT**
   - Mr. Hornbeek adjourned the meeting at 6:19 p.m.

Signed:

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Governing Authority President/Representative
1. CALL TO ORDER/ROLL CALL
   • Ms. Thai called the meeting to order at 5:31 P.M. and called the roll. Ms. Thai did both schools together.

2. APPROVAL OF AGENDA
   • Mr. Russ moved to approve that the agenda for the community school be approved. Mr. Hornbeek seconded the motion. Motion carried unanimously. The motion was seconded and carried unanimously.

3. APPROVAL OF MINUTES
   • Mr. Russ moved to approve that the minutes of the regular meeting held on December 11, 2019, for the community school be approved. The motion was seconded and carried unanimously. Mr. Hornbeek seconded the motion. Motion carried unanimously.
4. **ACTION ITEMS - GENERAL**

- Mr. Hornbeek moved to approve that the *Resolution for the Access of Transgender Students/Individuals Policy* be approved. Mr. Russ seconded. The motion was seconded, and after discussion, discussion among the board, approval passed it was approved with a majority voting vote, however, Ms. Rice voted against. She would like the policy to have more information as to what each school is going to do specifically. Ms. Rice voted against and would like each school to specify their plans, and Mr. Russ voted obstinate.

- Mr. Hornbeek moved to approve that the *Resolution for the Possession and Use of Epinephrine Auto-Injector Policy* be approved. The motion was seconded and carried unanimously. Mr. Russ seconded the motion. Motion carried unanimously.

- Mr. Hornbeek moved to approve that the *Resolution for the Possession and Use of Inhalers Policy* be approved. The motion was seconded and carried unanimously. Mr. Russ seconded the motion. Motion carried unanimously.

- Mr. Hornbeek moved to approve that the *Resolution and Reporting Child Abuse or neglect Policy* be approved. The motion was seconded and carried unanimously. Mr. Russ seconded the motion. Motion carried unanimously.

- Mr. Russ moved to approve that the *Resolution and Annual Review of the School's Racial and Ethnic Balance Policy* be approved. The motion was seconded and carried unanimously. Ms. Rice seconded the motion. Motion carried unanimously.

- Mr. Hornbeek moved to approve that the *Resolution and Monthly Residency Verifications for December 2019 and January 2020 be acknowledged*. The motion was seconded and carried unanimously. Mr. Russ seconded the motion. Motion carried unanimously.

5. **FINANCIAL REPORTS AND ACTION ITEMS**

- Fiscal Officer Report – Ms. Shaeffer presented the Fiscal Officer Report.

- Mr. Russ moved to approve that the *Resolution and financial reports for November and December 2019 for the community school be approved*. The motion was seconded and carried unanimously. Ms. Rice seconded the motion. Motion carried unanimously.

6. **REPORTS**

- School Director Report – Mr. Williston presented the *Director's School report*. Mr. Williston reported, noting that a reporter was out, from The Morning Journal and did wrote a front-page article/story on about the school for National School Choice Week. The article was on the front page of the paper. Mr. Williston also shared with the board that he is already planning for re-enrollment and for new enrollment. There will be some 6th grade teachers
going to the **LORELE** elementary school to speak to the fifth graders promoting the sixth grade **middle school**. Mr. Williston also shared that he was able to take 22 students on the FOX Sports bus to a **CAVS**-Cleveland Cavaliers game, where they students received a **goodie** bag of goodies and were also able to go down on the court were courtside to and give the players high 5's. Also reported was that the school is facing chronic absenteeism with some students, and teachers are monitoring these students and trying to work with their families. The **main** issue is transportation, so Mr. Williston is looking for a van to transport those students. He would like to be able to go around and pick up the students himself.

**Summit Academy**

- **Summit Academy Management Report** – Ms. Nancy Butts gave the Management Report. The report is in the packet. The Dayton Annex Building was sold, management will relocate to the – SAM will keep the building on Third Street and move the Superintendent Eric, Megan Fagin and Steve from IT into the building as their home offices. Mr. Guyer and Mr. Michael did go to the State House in Columbus to tell Summit's story—introduce Summit Academy, and it went very well. Ms. Butts also reminded the board that there is a vacancy on the Governing Authority of the Annual Board Meeting will be on June 6, 2020.
- **Committee Reports** – Subcommittee/Ambassador/Other: – None.
- **Sponsor Report** – Ms. Diane Longstreth presented the Sponsor Report. Ms. Longstreth noted that site visits were going well. It was also noted that there is a vacancy on the board. Ms. Butts shared with Ms. Longstreth that she spoke with a parent before the meeting started. She was interested in joining the board. Ms. Longstreth stated that there were no red flags in her spot checks of sponsor finances and the school enrollment.

7. **OTHER BUSINESS**

- Ms. Rice made a motion to accept the Resolution and Contract Modification for the 2019-2020 school year. The motion was seconded and carried unanimously. Mr. Russ seconded the motion. Motion carried unanimously.
- Mr. Russ made a motion to change the next meeting date to April 25, 2020. The motion was seconded and carried unanimously. Mr. Hornbeek seconded the motion. Motion carried unanimously.

8. **PUBLIC PARTICIPATION**

- None
8.9. **ADJOURNMENT**

- Ms. Thai adjourned the meeting at 6:19 p.m.

Signed:

______________________________  ________________________________
Recorder  Board President/Governing Authority
Representative
GOVERNING AUTHORITY MEMBERS – PRESENT/ABSENT:
Jennifer Thai, President Present
Daniel Hornbeek Present
Laurence Russ Present
Kammera Rice Present

ADMINISTRATIVE SUPPORT PERSONNEL PRESENT:
Scott Bates, Director (Elementary School)
Michael Williston, Director (Middle School)
Kimberley Lutz, IEP Coordinator (Middle/High School)
Amber Shaeffer, Treasurer (via WebEx)
Nancy Butts, Executive Director of Compliance
Beth Sands, Board Relations and Compliance Coordinator

SPONSOR REPRESENTATIVE PRESENT:
Diane Longstreth, Ph.D., ESC of Lake Erie West

GUESTS:
Sign-in Sheet Attached

1. CALL TO ORDER/ROLL CALL
   • Ms. Thai called the meeting to order at 5:31PM and called the roll.

2. APPROVAL OF AGENDA
   • Mr. Russ moved that the Agenda be approved. The motion was seconded and carried unanimously.

3. APPROVAL OF MINUTES
   • Mr. Russ moved that the Minutes of the Regular Meeting held on December 11, 2019 be approved. The motion was seconded and carried unanimously.

4. ACTION ITEMS - GENERAL
   • Mr. Hornbeek moved that the Resolution and Access of Transgender Individuals Policy be approved. The motion was seconded, and after discussion, it was approved by a majority vote. Ms. Rice voted against the motion and would like each school to specify their plans.
   • Mr. Hornbeek moved that the Resolution and Possession and Use of Epinephrine Auto-Injector Policy be approved. The motion was seconded and carried unanimously.
• Mr. Hornbeek moved that the Resolution and Possession and Use of Inhalers Policy be approved. The motion was seconded and carried unanimously.
• Mr. Hornbeek moved that the Resolution and Reporting Child Abuse or Neglect Policy be approved. The motion was seconded and carried unanimously.
• Mr. Russ moved that the Resolution and Annual Review of the School’s Racial and Ethnic Balances be approved. The motion was seconded and carried unanimously.
• Mr. Hornbeek moved that the Resolution and Monthly Residency Verifications for December 2019 and January 2020 be approved. The motion was seconded and carried unanimously.

5. FINANCIAL REPORTS AND ACTION ITEMS
• Fiscal Officer Report – Ms. Shaeffer presented the Fiscal Officer Report.
• Mr. Russ moved that the Resolution and Financial Reports for November and December 2019 be approved. The motion was seconded and carried unanimously.

6. REPORTS
• School Report – Mr. Williston presented the School Report, noting that a reporter from The Morning Journal wrote a front-page article about the school for National School Choice Week. He also shared that he is already planning for re-enrollment and new enrollment. There will be some sixth-grade teachers going to the elementary school to speak to the fifth graders promoting the middle school. Mr. Williston also shared that he was able to take 22 students on the FOX Sports bus to a Cleveland Cavaliers game, where they received a goodie bag and were court side to give the players high fives. The school is facing chronic absenteeism with some students, and teachers are monitoring these students and trying to work with their families. The main issue is transportation, so Mr. Williston is looking for a van to transport those students. He would like to be able to pick up the students himself.
• Summit Academy Management Report – Ms. Butts presented the Management Report. The Dayton Annex Building was sold; management will relocate to the Third Street building. Mr. Guyer and Mr. Michael went to the Statehouse in Columbus to introduce Summit Academy, and it went very well. Ms. Butts reminded the Governing Authority of the Annual Meeting on June 6, 2020.
• Committee Reports: Subcommittee/Ambassador/Other – None.
• Sponsor Report – Dr. Longstreth presented the Sponsor Report, noting that site visits were going well, and there is a vacancy on the Governing Authority. Ms. Butts shared that she spoke with a parent before the meeting who was interested in joining. Ms. Longstreth stated that there were no red flags in her spot checks of finances and enrollment.
7. **OTHER BUSINESS**
   - Ms. Rice moved that the Resolution and Contract Modification No. 4 be approved. The motion was seconded and carried unanimously.
   - Mr. Russ made moved to change the next Regular Meeting date to April 2, 2020. The motion was seconded and carried unanimously.

8. **PUBLIC PARTICIPATION**
   - None

9. **ADJOURNMENT**
   - Ms. Thai adjourned the meeting at 6:19 p.m.

Signed:

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Governing Authority President/Representative
GOVERNING AUTHORITY RESOLUTION
June 10, 2020

Resolved, the Governing Authority has reviewed and re-approves the Homeless Children and Youth Policy.

Signed:

______________________________
Governing Authority President/Representative
Homeless Children and Youth

I. Definitions

A. Homeless Children and Youth. Homeless children and youth are defined as children and youth who lack a fixed, regular, and adequate nighttime residence. This term includes children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- awaiting foster care placement, until December 10, 2016;
- children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- migratory children who qualify as homeless because they are living in circumstances described above; or
- children displaced from their housing during naturally occurring disasters. When children and their families are displaced from their housing as a result of a natural disaster, there is often a period of instability in which various private organizations and local, State, and Federal agencies provide assistance. The School should determine such children’s eligibility for McKinney-Vento services on a case-by-case basis. In making this determination, they should take into consideration the services that are available through these other sources.

When determining if the setting in which the family, child, or youth is lives is “substandard housing,” the School may consider whether the setting is substandard due to a lack of fundamental utilities such as water, electricity, or heat; infestation with vermin, pests or mold; lack of basic functional parts of a home, such as a working kitchen, working toilet, or working shower; or, the presence of unreasonable dangers to adults, children, or persons with disabilities.

If a child or youth’s living situation does not clearly fall into the situations described above, the School should consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis. Incarcerated children and youth and children and youth in foster care are not considered homeless.
B. **Unaccompanied Youth.** The term “unaccompanied youth” includes a homeless child or youth not in the physical custody of a parent or guardian. This would include youth living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing, children and youth denied housing by their families, and school-age unwed mothers living in homes for unwed mothers who have no other housing available.

C. **School of Origin.** The school of origin is the school that the child or youth attended when permanently housed, or, the school in which the child or youth was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, the term “school of origin” will include the designated receiving school at the next grade level for all feeder schools.

II. **School Liaisons for Homeless Children**

The School liaison serves as one of the primary contacts between homeless families and Staff, shelter workers, and other service providers. The liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.

School liaisons help to ensure that:

- Homeless children and youth are identified by school personnel and through outreach and coordination activities with other entities and agencies;
- Homeless students are enrolled in, and have a full and equal opportunity to succeed in, the School;
- Homeless children, youth, and their families have access to and receive educational services for which they are eligible, including services through Head Start programs, early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA), and preschool programs administered by the School;
- Homeless children, youth, and their families receive referrals to health, mental health and substance abuse, dental, housing, and other appropriate services;
- Parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Parents or guardians of homeless children and youth, and unaccompanied youth, are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services;
- Enrollment disputes are mediated in accordance with the requirements of this policy and the McKinney-Vento Act;
• Public notice of the educational rights of homeless students is disseminated to locations frequented by parents or guardians of homeless children and youth, and unaccompanied youth, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to them;
• Immunizations or medical records are obtained;
• Staff is trained on the requirements regarding immediate enrollment and receive professional development and other support;
• Unaccompanied youth are enrolled in school, have opportunities to meet the same challenging State academic standards as are established for other children and youth, including through implementation of this Policy, and are informed of their status as independent students and that they may obtain assistance from the liaison to receive verification of that status for purposes of the Free Application for Federal Student Aid (FAFSA);
• Policies are reviewed to ensure that they comply with this Policy;
• Affidavits of residence or other forms replace typical proof of residency without creating barriers or delaying enrollment;
• School-based immunization or other opportunities for on-site immunizations are arranged;
• Community-based or public agencies are contacted who may provide school uniforms;
• School records are accepted directly from families and youth;
• Previous schools are contacted for records and assistance with placement decisions;
• Short-term educational assessments place students immediately while awaiting complete academic records;
• Families and youth are communicated with in a language they understand or in an accessible format, as appropriate, of their right to attend either their school of origin or local school;
• Staff places homeless children and youth and identifies and serve disabilities in accordance with the IDEA;
• The School works with State Coordinators for the Department of Education concerning the provision of education and related support services to homeless children and youth, including collecting and providing reliable, valid, and comprehensive data;
• Understandable forms are written and accessible explaining decisions and rights to appeal; and
• Follow-up is timely concerning special education, language assistance, referrals, and services.

School liaisons may be able to identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the liaison should work with school personnel, who can inquire, at the time they are enrolling homeless children and youth in school, whether the family has preschool-aged children.
III. School Placement and Enrollment.

The School shall make school placement determinations on the basis of the “best interest” of the homeless child or youth and shall:

- Continue the child’s or youth’s education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year, and for the remainder of the academic year if the child or youth becomes permanently housed during an academic year; or
- Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.
- In determining a child’s or youth’s best interest, the School must presume that keeping a homeless child or youth in the “school of origin” is in the child’s or youth’s best interest, unless doing so is contrary to the request of the youth’s parent or guardian, or the unaccompanied youth. The School must consider student-centered factors related to the child’s or youth’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the parent or guardian or the unaccompanied youth. The School should also consider the placement of siblings when determining the best interest of the child.
- In the case of an unaccompanied youth, the School must ensure that the school homeless liaison assists in placement or enrollment decisions, gives priority to the views of the youth, and provides notice to the youth of the right to appeal the placement decision.
- If the School determines that it is not in the child’s or youth’s best interest to attend the school of origin or a school requested by the parent, guardian, or unaccompanied youth, the School must provide a written explanation of the reasons for its determination to the parent, guardian, or unaccompanied youth, together with information regarding the right to appeal the placement decision.

If a School is selected on the basis of a “best interest determination,” it must immediately enroll the homeless child or youth, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization and other required health records, proof of residency, birth certificates, or other documentation), has missed application or enrollment deadlines during any period of homelessness, or is subject to outstanding fees or fines, or excessive absences. The School must immediately contact the school last attended by the child or youth to obtain relevant academic or other records. If a child or youth needs to obtain immunizations or other required health records, the School must immediately refer the parent or guardian, or the unaccompanied youth, to the school homeless liaison, who must assist in obtaining the immunizations, screenings, or records. The records must be maintained so that they are available in a timely fashion when the child enters a new school or school district.
IV. Placement Disputes between a School and a Parent.

If a dispute arises over eligibility, or school selection or enrollment, the School must immediately enroll the homeless student in the school in which enrollment is sought by the parent or guardian, pending resolution of the dispute, including all available appeals. Similar provisions apply to placement of unaccompanied youth. The School must provide the parent, guardian, or unaccompanied youth with a written explanation of any decisions related to school selection or enrollment made by the school or the Ohio Department of Education and the appeal rights. The School must refer the unaccompanied youth, parent, or guardian to the school homeless liaison, who must expeditiously carry out the dispute resolution process.

The School should consider the following strategies for effectively resolving school enrollment disputes:

1. Disputes should be resolved at the administrative, if possible;
2. If other Schools are involved, representatives from all involved schools and the State should be present to resolve the dispute;
3. A State-level appeal process, involving the State coordinator, should be available for appeals and resolution of inter-district disputes;
4. The dispute resolution process should be as informal and accessible as possible, and allow for impartial and complete review;
5. Parents, guardians, and unaccompanied youth should be able to initiate the dispute resolution process directly at the school they choose, as well as with the homeless liaison’s office;
6. Parents, guardians, and unaccompanied youth should be informed that they can provide written or oral documentation to support their position;
7. Students should be provided with all services for which they are eligible while disputes are resolved;
8. Written notice should be complete, as brief as possible, simply stated, and provided in a language the parent, guardian, or unaccompanied youth can understand. The notice should include:

   a. Contact information for the School homeless liaison and State coordinator, with a brief description of their roles;
   b. A simple, detachable form that parents, guardians, or unaccompanied youth can complete and turn in to the school to initiate the dispute process. (The School should copy the form and return the copy to the parent, guardian or youth for their records when it is submitted);
   c. A step-by-step description of how to dispute the School’s decision;
   d. Notice of the right to enroll immediately in the school of choice pending resolution of the dispute;
   e. Notice that “immediate enrollment” includes full participation in all school activities;
f. Notice of the right to appeal to the State if the School-level resolution is not satisfactory; and

g. Timelines for resolving School- and State-level appeals.

V. Prohibition against Segregation

Homelessness is not sufficient reason to separate students from the mainstream school environment. Services provided with McKinney-Vento Act funds must not replace the regular academic program and must be designed to expand upon or improve services provided as part of the School's regular academic program.

- If a State receives funds under the McKinney-Vento program, every district in that State – whether or not it receives a McKinney-Vento subgrant from the State – is prohibited from segregating homeless students in separate schools or in separate programs within schools, based on the child’s or youth’s status as homeless.
- Schools may not provide services with McKinney-Vento funds on school grounds in settings that segregate homeless children and youth from other children and youth [except as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless children and youth].

VI. Transportation

At the request of the parent or guardian (or, in the case of an unaccompanied youth, the liaison), transportation shall be provided to or from the “school of origin” in accordance with the following requirements:

- If the homeless child or youth continues to live in the area in which the school of origin is located, that School must provide or arrange for the child’s or youth’s transportation to or from the school of origin.
- If the homeless child or youth continues his or her education in the school of origin but begins living in an area served by another local educational agency (LEA), the LEA of origin and the LEA in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEAs cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.

VII. Comparable and Coordinated Services

The School must provide services to each homeless child and youth that is comparable to services offered to other students in the School. Homeless children are also entitled to participate in the regular after-school program provided by the School, and the School must address barriers to their full participation in these
programs. If no after-school programs are provided by the school or the programs provided do not meet the needs of homeless children, McKinney-Vento funds may be used for after-school services for homeless children, and for non-homeless children who are at risk of failing in, or dropping out of, school.

The School must provide comparable services to a homeless student who does not attend a Title I school. School must reserve funds for homeless children who do not attend participating Title I schools and may, for instance, provide support services to children in shelters and other locations where homeless children live. Services should be provided to assist homeless students to effectively take advantage of educational opportunities.

VIII. Privacy

Information about a homeless child’s or youth’s living situation shall be treated as a student education record and shall not be deemed to be directory information.

42 U.S.C. 11431, et seq.
See Appendix 297-A Identification of Homeless or Unaccompanied Youth Enrollment and Decision Appeal Form. See also Policy 294 Student Records and Release of Information.
Identification of Homeless or Unaccompanied Youth Enrollment and Decision Appeal Form

Student Name: ___________________________ Social Security Number: _____________

If your child is not homeless, please sign here and do not complete this form any further.

Signature ___________________________ Date _____________

1. Does the student have any siblings? If yes, list the sibling’s name(s) and age(s).

   (Sibling Name) _____________ (Age) _____________
   (Sibling Name) _____________ (Age) _____________
   (Sibling Name) _____________ (Age) _____________

2. Presently, where is the student living?
   [ ] in a shelter
   [ ] with more than one family in a house or apartment
   [ ] in a motel, car or campsite
   [ ] with friends or family members (other than parent/ guardian)
   [ ] other (please explain): _____________________________

3. The student lives with:
   [ ] 1 parent
   [ ] 2 parents
   [ ] 1 parent & another adult
   [ ] a relative, friend(s) or other adult(s)
   [ ] alone with no adults
   [ ] an adult that is not the parent or the legal guardian

   ______________________________________________________

   Information below this line is to be completed by school.

4. The School liaison for ___________________________ is ___________________________
   (student name)

5. School Enrollment Decision:

   ______________________________________________________
You have the right to appeal the School Enrollment Decision.

Do you want to exercise your right to appeal the School Enrollment Decision? ☐ yes or ☐ no. (*Note that you have the right to enroll immediately in your school of choice pending resolution of the dispute.)

If you checked yes, then please complete Section II of this form. If you checked no, then you do not need to complete Section II of this form.
Appeal of School Enrollment Decision

Name of school that parent chooses child to be immediately enrolled in and/or transported to/from until dispute is resolved: ________________________________

2. Is this the school of origin? ☐ yes or ☐ no

(School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled.)

If no, from which school was the student transferred? ________________________________

3. Reason for the appeal: ________________________________

Signature of Parent(s)/ Legal Guardian/Party Appealing Decision:

____________________________________________________________________________

Date: ________________________________________________________________________

Principal’s Actions on the Complaint:

Taken within ___ school day(s) after receiving notice of the appeal. (To be taken within 10 full business days after receiving notice of the appeal.)

4. Date homeless liaison was notified of the dispute: ________________________________

5. Action taken by the Principal or his/her designee to resolve the dispute: (if the dispute was resolved, describe the actions taken by the head administrator or his/her designee to resolve the dispute to your satisfaction)

Was the dispute resolved? ☐ yes or ☐ no.

6. Explanation: __________________________________________________________________

If the dispute was not resolved to your satisfaction, you have the right to appeal this decision to the State, at:

Ohio Department of Education
25 S. Front Street
Columbus, OH 43215-418
Appendix 297.1-A

Sample Local Foster Care Transportation Procedures

School: 

Custodial Agency: 

The Custodial Agency shall notify the School of a student’s foster care placement or change of placement within one day. If the child’s placement is outside of the School’s admissions area, a best interest determination will be made within five school days to decide if the child will attend the home school district of the child’s placement or continue to attend the School as the school of origin. If required, permanent transportation arrangements will be made within five school days of the best interest determination, and such arrangements will be in effect as long as it continues to be in the child’s best interest to remain in the School as the school of origin or through end of the current term if a child exits the foster care system during the school year.

Should the School be required to provide transportation to a student in foster care, in order for that student to remain in the School as his or her school of origin when determined to be in the student’s best interest, the School will coordinate with the Custodial Agency and the school district of the child’s placement to ensure that the student receives transportation in a cost-effective manner, according to the following priorities:

1. When it can be provided for minimal or no additional cost, students in foster care will be transported in the same manner as all other students in the School. The foster care point of contact will ensure that foster caregivers understand the method in which the student will be transported.

2. If the student in foster care has an Individualized Education Plan (IEP) or a Section 504 Plan and transportation is a related service under that plan, then the student shall receive transportation in accordance with that plan.

3. If a student under foster care is for some reason denied transportation from the school district of the child’s placement, the foster care point of contact shall work with the district of placement to obtain transportation. If unsuccessful, the School shall coordinate with the foster caregiver and Custodial Agency to make cost-effective arrangements for transportation.

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1 The school of origin is the school in which the child is enrolled at the time of placement in foster care, however if the foster care placement changes, the school of origin is the school in which the child is enrolled at the time of foster care placement change.
4. If the School is required to provide transportation and such transportation would incur additional costs, transportation will be provided to the School as the school of origin if the Custodial Agency and the School agree that:

   a. the Custodial Agency agrees to reimburse the School for the cost of such transportation;

   b. the School and the Custodial Agency agree to share the cost of such transportation; or

   c. the School agrees to pay for the cost of such transportation.

5. If the School, the school district of the child’s placement, and the Custodial Agency cannot agree on funding arrangements, all applicable and available funding sources, such as Title IV-E funds, will be applied and any remaining unmet cost will be split evenly between the parties. While a dispute is pending, the School will provide transportation, and any additional costs incurred will be reimbursed according to finalized funding arrangements.

6. These local transportation procedures may be revised in collaboration with state or local custodial agencies or in accordance with guidance provided by the Ohio Department of Education under 20 U.S.C. 6311(g)(E). Revisions or additions may be attached to this Appendix based on guidance or collaboration, naming the local agency, the agreements, and the date. There may be multiple attachments based on the agency of collaboration.
GOVERNING AUTHORITY RESOLUTION
June 10, 2020

Resolved, the Governing Authority has reviewed and re-approves the Parent and Family Engagement in Title I Programs Policy and the Parent Involvement – Use of Evidence Based Research Policy.

Signed:

______________________________________________
Governing Authority President/Representative

Summit Academy School - Lorain
346 Illinois Ave., Lorain, OH 44052-2106
Policy

203.1 Parent and Family Engagement in Title I Programs

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with Parents and family members (family) of the students being served. Accordingly, the School establishes this parent and family engagement policy, which will be reviewed and approved annually by the Board and distributed to family of children receiving Title I services. The School will address and strive to achieve the following:

A. involve family in the development of the School’s Title I plans and in the development of support and improvement plans, if necessary;

B. provide coordination, technical assistance, and other support necessary to plan and implement effective family involvement activities;

C. coordinate and integrate family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local laws and programs;

D. in consultation with family, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
   1. identifying barriers to greater family participation;
   2. identifying the needs of family to assist with the learning of their children;
   3. identifying strategies to support successful school and family interactions; and
   4. designing evidence-based strategies for more effective family involvement based on the findings of the annual evaluation, and revising the parent and family engagement policy, if necessary;

E. provide opportunities for the informed participation of family who are English language learners, family with disabilities, and family of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language such family can understand;

F. conduct meetings with family including provisions for flexible scheduling and assistance to family to better assure their attendance at meetings;
G. develop agendas for family meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;

H. communicate information concerning school performance profiles and their child’s individual performance to family;

I. assist family in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;

J. provide timely responses to family questions, concerns, and recommendations;

K. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

L. convene an annual meeting at a convenient time to which all family of participating children are invited and encouraged to attend to explain the parents’ rights to be involved and the school’s obligations to develop a parent and family engagement plan. The School-Family Compact will be given to parents prior to school opening. It describes how the staff, family, and students will share the responsibility for improving student achievement. See Appendix 203.1-A;

M. provide materials and training to help family work with students to improve achievement;

N. educate teachers, specialized instructional support personnel, school leaders, and other staff, with the assistance of family, about the value and utility of contributions of family, how to reach out to, communicate with, and work with family as equal partners, how to implement and coordinate family programs, and how to build ties between families and the school;

O. consider training family to enhance the involvement of other families;

P. consider establishing a family advisory council to provide advice on all matters related to family engagement programs;
Q. develop appropriate roles for community-based organizations and businesses in family engagement involvement activities.

The School shall reserve at least one percent of its Title I funds to carry out the activities described in this section, unless one percent constitutes less than $5,000.00, in which case the School is not required to reserve a specific amount.

20 U.S.C. 6318 et seq.

203.3 Parental Involvement — Use of Evidence-Based Research

The School will use evidence-based research to provide the parents of its students with meaningful opportunities to participate effectively in their children’s education to foster their children’s achievement. The School will use evidence-based research to lower the barriers to the parents’ participation in school planning, review, and improvement.

20 U.S.C. 6318
Appendix 203.1-A    Sample School-Family Compact

The School and all Parents and family members (family) of students, including the family of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act ("ESEA"), agree that this compact outlines how the family, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and family will build and develop a partnership that will help children achieve the State's high standards.

This school-family compact is in effect during the school year _____________.

School Responsibilities

The School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic standards as follows: [Describe how school will provide high quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Hold parent-teacher conferences at least annually during which this compact will be discussed as it relates to the individual child's achievement. Those conferences will be held [Describe when the parent-teacher conferences will be held.]

3. Provide family with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to family.]

4. Provide family reasonable access to staff. Specifically, staff will be available for consultation as follows: [Describe when, where and how staff will be available for consultation with family.]

5. Provide family opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how family may volunteer, participate, and observe classroom activities.]

6. Treat all members of the School's family with respect and dignity.

7. Know the curriculum and state standards.

8. Establish clear rules for acceptable behavior, class participation, grades and assignments.

9. Discipline students in a fair and consistent manner.
Family Responsibilities

We, as family, will support our children's learning in the following ways:

1. We will treat all members of the School family with respect and dignity.
2. We will know and understand school rules and cooperate with school personnel in the enforcement of school rules.
3. We will support the school's zero tolerance policy toward any physical aggression.
4. We will communicate our comments, questions, and concerns to the appropriate personnel.
5. We will send our child to school in accordance with the school dress code.
6. We will attend any meeting concerning the welfare and well-being of our child, including report card conferences, IEP meetings, and any other intervention meetings.
7. We will send our child to school on time and on a regular basis as required by the law.
8. We will inform the school of change of phone numbers and addresses.
9. We will support the completion of all homework and our child's reading for 15 minutes daily.
10. We will monitor the amount of television our child watches.
11. We will participate, as appropriate, in decisions relating to our child's education.
12. We will stay informed about our child's education and communicate with the school by promptly reading and responding to all notices from the school.
13. We will serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School's School Improvement Team, the Title I Policy Advisory Committee, the Policy Advisory Council, the School Support Team, or other school advisory or policy groups.
14. We will be sure that our child attends all Extended Day Educational Services, such as tutoring sessions before or after school or during weekends. We recognize that these supplemental activities are a required part of the child's educational program and the school curriculum and the failure to assure a child's attendance at such sessions could result in retention or discipline under school policy.

Student Responsibilities

I, as a student, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

1. Do my homework every day and ask for help when I need to.
2. Read at least thirty minutes every day outside of school time.

3. Give my family or the adult who is responsible for my welfare all notices and information received by me from my school every day.

4. [Describe other ways in which the student will support his or her academic achievement.]

____________________  _______________  _______________
School    Parent    Student

____________________  _______________  _______________
Date    Date    Date
Resolved, the Governing Authority hereby approves the Monthly Residency Verifications for April and May 2020.

Signed:

______________________________
Governing Authority President/Representative
MONTHLY RESIDENCY VERIFICATION FORM FOR BOARD APPROVAL

Month and Year: APRIL 2020

Official School Name: Summit Academy School - Lorain

Each community school is required to perform annual and monthly residency verification checks pursuant to law and the Board's policies. The Board is required to review these forms at each meeting.

ANNUAL PROOF OF RESIDENCY IN FILE

Note date and type of proof submitted to the school.

FIRST STUDENT
Date: 8.22.2019 Type: INTERNET

SECOND STUDENT
Date: 8.22.2019 Type: Columna Gas

MONTHLY VERIFICATION

Note method of verification & details of contact. NO names, only confirming statements.

FIRST STUDENT
Date: 4.1.2020 Details: VIA Phone - Mom - VERBAL VERIFICATION

SECOND STUDENT
Date: 4.1.2020 Details: VIA Phone - Mom - VERBAL VERIFICATION

ADDRESS VERIFICATION

FIRST STUDENT
Current Address Verified: [ ] Yes [ ] No New Address: [ ] Yes [x] No

SECOND STUDENT
Current Address Verified: [ ] Yes [ ] No New Address: [ ] Yes [ ] No

Completed By Signature: Dianne Charleton
Completed By Printed: Diane Charleton Date: 4.1.2020

Director Signature: Michael Willstrop
Director Printed: Michael Willstrop Date: 4.1.2020

REVISED 3/2019
MONTHLY RESIDENCY VERIFICATION FORM FOR BOARD APPROVAL

Month and Year: May 2020

Official School Name: Summit Academy School - Lorain

Each community school is required to perform annual and monthly residency verification checks pursuant to law and the Board's policies. The Board is required to review these forms at each meeting.

ANNUAL PROOF OF RESIDENCY IN FILE

Note date and type of proof submitted to the school.

FIRST STUDENT
Date: 8.22.2019 Type: Columbia Gas

SECOND STUDENT
Date: 8.22.2019 Type: Ohio Edison

MONTHLY VERIFICATION

Note method of verification & details of contact. NO names, only confirming statements.

FIRST STUDENT
Date: 5.2.2020 Details: VIA PHONE - MOM - VERBAL VERIFICATION

SECOND STUDENT
Date: 5.6.2020 Details: VIA PHONE - G MA - VERBAL VERIFICATION

ADDRESS VERIFICATION

FIRST STUDENT
Current Address Verified: ☑ Yes ☐ No New Address: ☐ Yes ☒ No

SECOND STUDENT
Current Address Verified: ☐ Yes ☑ No New Address: ☐ Yes ☒ No

Completed By Signature: Dane Charlton
Completed By Printed: Dane Charlton Date: 5/6/2020

Director Signature: Michael Willis
Director Printed: Michael Willis Date: 5/6/2020
I. March and April Treasurer’s Report

a. March:

- **Revenue**
  1. General Fund (0010000) includes March State Foundation and Medicaid receipts. State Foundation based on 88.85 FTE’s this month.
  2. Capital Improvement Fund (0030000) this is facilities funding dispersed thru state foundation. Calculated at $250 x prorated % of FTE (85.89 this month.)

- **Expenses**
  1. Professional & Tech Services (410) period expenditures include monthly admin expense, $34,307. Also includes February and March sponsor fee paid to Lake Erie West, $7,076. Also includes educational therapy services, $6,293.
  2. Property Services (420) costs within this category includes trash services, lawn care, security services, copier lease payments. Also includes TDG Facilities Services for the months of March and April.
  3. Utility Services (450) costs within this category includes water, gas, electric utilities.
  4. Contract Services (460) period expenditures includes breakfast and lunch services for the month of February.
  5. Dues & Fees (840) period expenditures include financial audits performed by REA & Associates.
  6. School Quality Improvement Grant (fund 5725020) period expenditures include $1,464 on salaries and benefits; $19,502 on PD instruction and supplies; and $500 on classroom supplies.
b. April:

- **Revenue**
  
  i. General Fund (0010000) includes February State Foundation and Medicaid receipts. State Foundation based on 89.15 FTE’s this month.

  ii. Capital Improvement Fund (0030000) this is facilities funding dispersed thru state foundation. Calculated at $250 x prorated % of FTE (86.16 this month.)

- **Expenses**

  iii. Professional & Tech Services (410) period expenditures include monthly admin expense, $33,459. Also includes sponsor fee paid to Lake Erie West, $4,481. Also includes educational therapy services, $6,525.

  iv. Property Services (420) costs within this category includes trash services, lawn care, security services, copier lease payments.

  v. Utility Services (450) costs within this category includes water, gas, electric utilities.

  vi. Contract Services (460) period expenditures includes breakfast and lunch services for the month of March.

  vii. School Quality Improvement Grant (fund 5725020) period expenditures include $2,131 on salaries and benefits.


- c. All other items were reviewed and no material or significant discrepancies were notated.

If you have any additional questions, please feel free to contact Celeste Vollmer @ Celeste.vollmer@summitacademies.org or Michael Boland @ Michael.boland@summitacademies.org
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<td>186,915.54</td>
<td>218,145.27</td>
<td>1,416,032.16</td>
<td>155,365.71</td>
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## Expenditure Status Report

**Selection Criteria:** orgn.orgn3='240'

**Accounting Period:** 9/20

**Sort By:** OP UNIT,1ST SUBTOTAL,2ND SUBTOTAL

**Totaled On:** OP UNIT,1ST SUBTOTAL

**Page Breaks On:**
- OP UNIT-240 Lorain Middle
- 1ST SUBTOTAL-800 Other Objects

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<th>ENCUMBRANCES</th>
<th>YEAR TO DATE EXP</th>
<th>AVAILABLE BALANCE</th>
<th>YTD/BUD</th>
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<td>186,915.54</td>
<td>218,145.27</td>
<td>1,416,032.16</td>
<td>155,365.71</td>
<td>91.32</td>
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**Total Report:**
- Encumbrances: 1,789,543.14
- Year To Date Expenditures: 186,915.54
- Year To Date Outstanding: 218,145.27
- Available Balance: 1,416,032.16
- YTD/BUD: 155,365.71

**Available Balance:** 91.32
POWERSCHOOL
DATE: 04/18/2020
TIME: 19:45:53
SUMMIT ACADEMY MANAGEMENT
EXPSTA11
EXPERTISE STATUS REPORT
SELECTION CRITERIA: orgn.orgn3='240'
ACCOUNTING PERIOD: 9/20
TOTALED ON: OP UNIT,FUND/SCC,1ST SUBTOTAL
PAGE BREAKS ON: FUND/SCC

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<tr>
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<td>2,595.00</td>
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### Powerschool

**Date:** 04/18/2020  
**Summit Academy Management**

**Expenditure Status Report**

**Selection Criteria:** orgn.orgn3='240'

**Accounting Period:** 9/20

**Sorted By:** OP UNIT,FUND/SCC,1ST SUBTOTAL,2ND SUBTOTAL

**Totaled On:** OP UNIT,FUND/SCC,1ST SUBTOTAL

**Page Breaks On:** FUND/SCC

**Op Unit-240 Lorain Middle**

**Fund/SCC-006000 Food Services**

**1st Subtotal-100 Personal Services**

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<tr>
<th>Period</th>
<th>Encumbrances</th>
<th>Year To Date</th>
<th>Available</th>
<th>YTD/</th>
<th>Budget</th>
<th>Expenditures</th>
<th>Outstanding</th>
<th>Balance</th>
<th>Budget</th>
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<td>14,764.94</td>
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<tr>
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<td>63.00</td>
<td>.00</td>
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<td>220</td>
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<td>.00</td>
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<td>CERTIFIED INSURANCE</td>
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<td>233.81</td>
<td>-233.81</td>
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</table>

**Total Personal Services**

4,500.00 | 2,904.04 | .00 | 14,764.94 | -10,264.94 | 328.11

**1st Subtotal-200 Employee Retirement & Ins.**

1ST SUBTOTAL-400 Purchased Services

<table>
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<tr>
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<th>Encumbrances</th>
<th>Year To Date</th>
<th>Available</th>
<th>YTD/</th>
<th>Budget</th>
<th>Expenditures</th>
<th>Outstanding</th>
<th>Balance</th>
<th>Budget</th>
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<td>.00</td>
<td>100.00</td>
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**Total Purchased Services**

72,000.00 | 9,016.50 | 32,558.10 | 39,441.90 | .00 | 100.00

**1st Subtotal-500 Supplies and Materials**

1ST SUBTOTAL-800 Other Objects

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<th>Encumbrances</th>
<th>Year To Date</th>
<th>Available</th>
<th>YTD/</th>
<th>Budget</th>
<th>Expenditures</th>
<th>Outstanding</th>
<th>Balance</th>
<th>Budget</th>
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**Total Supplies and Materials**

7,000.00 | 307.50 | 3,357.60 | 3,730.47 | -88.07 | 101.26

**Total Food Services**

84,343.00 | 12,756.01 | 35,915.70 | 60,623.65 | -12,196.35 | 114.46
Powerschool
Date: 04/18/2020
Summit Academy Management
Expenditure Status Report

Selection Criteria: orgn.orgn3='240'
Accounting Period: 9/20

Sorted by: OP Unit, Fund/SCC, 1st Subtotal, 2nd Subtotal
Totaled on: OP Unit, Fund/SCC, 1st Subtotal
Page Breaks On: Fund/SCC

Op Unit-240 Lorain Middle
Fund/SCC-0090000 Student Fee Fund
1st Subtotal-400 Purchased Services

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<th>Year To Date</th>
<th>Available</th>
<th>YTD/ Balance</th>
<th>Budget</th>
<th>Expenditures</th>
<th>Outstanding</th>
<th>EXP</th>
<th>Balance</th>
<th>Bud</th>
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<td>.00</td>
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<td>-83.91</td>
<td>.00</td>
<td>.00</td>
<td>-83.91</td>
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<td>.00</td>
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<td>-83.91</td>
<td>.00</td>
<td>.00</td>
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<td>-83.91</td>
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1st Subtotal-500 Supplies and Materials

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<th>Year To Date</th>
<th>Available</th>
<th>YTD/ Balance</th>
<th>Budget</th>
<th>Expenditures</th>
<th>Outstanding</th>
<th>EXP</th>
<th>Balance</th>
<th>Bud</th>
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<td>-687.52</td>
<td>.00</td>
<td>.00</td>
<td>-687.52</td>
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<tr>
<td>TOTAL SUPPLIES AND MATERIALS</td>
<td>.00</td>
<td>.00</td>
<td>120.00</td>
<td>567.52</td>
<td>-687.52</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
<td>-687.52</td>
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TOTAL STUDENT FEE FUND | .00 | .00 | 120.00 | 651.43 | -771.43 | .00 |
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### Selection Criteria:

- orgn.orgn3='240'

### Accounting Period:

- 9/20

### Expenditure Status Report

#### OP Unit 240 Lorain Middle

**Fund/SCC-5162020 IDEA B FY2020**

1st Subtotal: 100 Personal Services

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<th>Balance</th>
<th>Bud</th>
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1st Subtotal: 200 Employee Retirement & Ins.

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<th>Available</th>
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<th>Balance</th>
<th>Bud</th>
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1st Subtotal: 500 Supplies and Materials

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<th>Available</th>
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Total IDEA B FY2020

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<th>YTD/Exp</th>
<th>Balance</th>
<th>Bud</th>
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**Accounting Period:** 9/20

**Sorted By:** OP UNIT,FUND/SCC,1ST SUBTOTAL,2ND SUBTOTAL

**Totaled On:** OP UNIT,FUND/SCC,1ST SUBTOTAL

**Page Breaks On:** FUND/SCC

**Op Unit 240 Lorain Middle**
**Fund/SCC-5362020 Sig (A) FY2020**
**1st Subtotal-100 Personal Services**

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<th>Bud</th>
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**1st Subtotal-200 Employee Retirement & Ins.**
**Period-16,256.25**
**Year To Date-.00**
**Available-16,256.25**
**YTD/Balance-.00**

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<th>Available</th>
<th>YTD/ Balance</th>
<th>Bud</th>
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**1st Subtotal-400 Purchased Services**
**Period-4,700.00**
**Year To Date-.00**
**Available-4,700.00**
**YTD/Balance-.00**

<table>
<thead>
<tr>
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**1st Subtotal-500 Supplies and Materials**
**Period-3,700.00**
**Year To Date-.00**
**Available-3,700.00**
**YTD/Balance-.00**

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<th>Available</th>
<th>YTD/ Balance</th>
<th>Bud</th>
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<tbody>
<tr>
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**Total Sig (A) FY2020**
**Period-97,481.25**
**Year To Date-.00**
**Available-97,481.25**
**YTD/Balance-.00**

**Exp STA11**
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TOTAL SIG FY2019: 6,726.94 - 6,726.94 = 0.00
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<th>OUTSTANDING</th>
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<th>AVAILABLE</th>
<th>YTD/</th>
<th>BUD</th>
</tr>
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<tr>
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<td>EXP</td>
<td>BUD</td>
</tr>
<tr>
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<tr>
<td>140</td>
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<td>-1,026.00</td>
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<tr>
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<td>-664.62</td>
<td>.00</td>
</tr>
<tr>
<td>220</td>
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<td>13.76</td>
<td>-13.76</td>
<td>.00</td>
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<td>.00</td>
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TOTAL SIG FY2020 | 2,020.65 | 12,937.86 | 11,366.24 | -24,304.10 | .00 |
### EXPENDITURE STATUS REPORT

**Selection Criteria:** orgn.orgn3='240'

**Accounting Period:** 9/20

**Sorted By:** OP UNIT,FUND/SCC,1ST SUBTOTAL,2ND SUBTOTAL

**Totaled On:** OP UNIT,FUND/SCC,1ST SUBTOTAL

**Page Breaks On:** FUND/SCC

**Op Unit-240 Lorain Middle**

**Fund/SCC-5722019 Title I FY2019**

**1st Subtotal-100 Personal Services**

<table>
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<th>2nd Subtotal</th>
<th>- - - - Title - - - -</th>
<th>Budget</th>
<th>Period</th>
<th>Encumbrances</th>
<th>Year To Date</th>
<th>Available</th>
<th>YTD/Bal</th>
<th>Exp</th>
<th>Balance</th>
<th>Bud</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>Certified Salary &amp;</td>
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<td>1,028.42</td>
<td>.00</td>
<td>11,916.42</td>
<td>-11,916.42</td>
<td>.00</td>
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<td></td>
<td></td>
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<tr>
<td>TOTAL 1st PERSONAL SERVICES</td>
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<td>1,028.42</td>
<td>.00</td>
<td>11,916.42</td>
<td>-11,916.42</td>
<td>.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1st Subtotal-200 Employee Retirement & Ins.**

| 210          | Retirement - Certif    | .00    | 111.99  | .00          | 1,044.80     | -1,044.80  | .00     |     |         |     |
| 220          | Retirement Noncerti    | .00    | .00     | .00          | 470.79       | -470.79    | .00     |     |         |     |
| 240          | Certified Insurance    | .00    | 361.45  | .00          | 3,342.87     | -3,342.87  | .00     |     |         |     |
| 250          | Noncertified Other I   | .00    | .91     | .00          | 369.99       | -369.99    | .00     |     |         |     |
| TOTAL 2nd EMPLOYEE RETIREMENT & IN | .00 | 474.35 | .00 | 5,228.45 | -5,228.45 | .00 |

**Total Title I FY2019**

<p>| .00 | 1,502.77 | .00 | 17,144.87 | -17,144.87 | .00 |</p>
<table>
<thead>
<tr>
<th>PERIOD</th>
<th>ENCUMBRANCES</th>
<th>YEAR TO DATE</th>
<th>AVAILABLE</th>
<th>YTD/BUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2ND SUBTOTAL- TITLE - - - - - BUDGET</td>
<td>EXPENDITURES</td>
<td>OUTSTANDING</td>
<td>EXP BALANCE</td>
<td>BUD</td>
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<tr>
<td>110 CERTIFIED SALARY &amp; TOTAL PERSONAL SERVICES</td>
<td>58,749.96</td>
<td>.00</td>
<td>.00</td>
<td>58,749.96</td>
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<tr>
<td>210 RETIREMENT - CERT TOTAL EMPLOYEE RETIREMNT &amp; INS</td>
<td>14,687.52</td>
<td>.00</td>
<td>.00</td>
<td>14,687.52</td>
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<tr>
<td>410 PROFESSIONAL &amp; TECH TOTAL PURCHASED SERVICES</td>
<td>787.99</td>
<td>-111.04</td>
<td>.00</td>
<td>-111.04</td>
</tr>
<tr>
<td>510 GENERAL SUPPLIES TOTAL SUPPLIES AND MATERIALS</td>
<td>2,350.11</td>
<td>.00</td>
<td>.00</td>
<td>208.78</td>
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<td>TOTAL TITLE I FY2020</td>
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<td>OP UNIT-240 LORAIN MIDDLE</td>
<td>FUND/SCC-5725020 SQIG FY2020</td>
<td></td>
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</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1ST SUBTOTAL-100 PERSONAL SERVICES</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>ENCUMBRANCES</th>
<th>YEAR TO DATE</th>
<th>AVAILABLE</th>
<th>YTD/</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
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<td>85,109.60</td>
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<td>NON-CERTIFIED SALAR</td>
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<td>-152.00</td>
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<tr>
<td>TOTAL PERSONAL SERVICES</td>
<td>89,184.60</td>
<td>84,957.60</td>
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</table>

<table>
<thead>
<tr>
<th>1ST SUBTOTAL-200 EMPLOYEE RETIREMENT &amp; INS.</th>
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</thead>
<tbody>
<tr>
<td>210 RETIREMENT - CERTIF</td>
</tr>
<tr>
<td>220 RETIREMENT NONCERTI</td>
</tr>
<tr>
<td>240 CERTIFIED INSURANCE</td>
</tr>
<tr>
<td>250 NONCERTIFIED OTHR I</td>
</tr>
<tr>
<td>TOTAL EMPLOYEE RETIREMNT &amp; IN</td>
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</table>

<table>
<thead>
<tr>
<th>1ST SUBTOTAL-400 PURCHASED SERVICES</th>
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<tbody>
<tr>
<td>410 PROFESSIONAL &amp; TECH</td>
</tr>
<tr>
<td>430 MILEAGE/MEETING EXP</td>
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<td>TOTAL PURCHASED SERVICES</td>
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</table>

<table>
<thead>
<tr>
<th>1ST SUBTOTAL-500 SUPPLIES AND MATERIALS</th>
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<tbody>
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</tr>
<tr>
<td>560 FOOD &amp; MATERIALS</td>
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<td>TOTAL SUPPLIES AND MATERIALS</td>
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<table>
<thead>
<tr>
<th>1ST SUBTOTAL-600 CAPITAL OUTLAY</th>
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<tbody>
<tr>
<td>640 EQUIPMENT</td>
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<tr>
<td>TOTAL SQIG FY2020</td>
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</table>
OP UNIT-240 LORAIN MIDDLE

FUND/SCC-5902019 TITLE IIA FY2019
1ST SUBTOTAL-500 SUPPLIES AND MATERIALS

<table>
<thead>
<tr>
<th>2ND SUBTOTAL</th>
<th>TITLE II</th>
<th>BUDGET</th>
<th>ENCUMBRANCES</th>
<th>YEAR TO DATE</th>
<th>AVAILABLE</th>
<th>BALANCE</th>
<th>YTD/</th>
<th>BUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>510 GENERAL SUPPLIES</td>
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<td>.00</td>
<td>.00</td>
<td>844.60</td>
<td>-844.60</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL SUPPLIES AND MATERIALS</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
<td>844.60</td>
<td>-844.60</td>
<td>.00</td>
<td></td>
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</tr>
<tr>
<td>TOTAL TITLE IIA FY2019</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
<td>844.60</td>
<td>-844.60</td>
<td>.00</td>
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### OP UNIT-240 LORAIN MIDDLE
**FUND/SCC-5902020 TITLE IIA FY2020**
**1ST SUBTOTAL-100 PERSONAL SERVICES**

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<th>YEAR TO DATE</th>
<th>AVAILABLE</th>
<th>YTD/</th>
<th>BUD</th>
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</thead>
<tbody>
<tr>
<td>110</td>
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<td>.00</td>
<td>.00</td>
<td>8,000.00</td>
<td>6,347.68</td>
<td>55.76</td>
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<tr>
<td>TOTAL PERSONAL SERVICES</td>
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<td>14,347.68</td>
<td>.00</td>
<td>.00</td>
<td>8,000.00</td>
<td>6,347.68</td>
<td>55.76</td>
</tr>
</tbody>
</table>

**1ST SUBTOTAL-200 EMPLOYEE RETIREMNT & INS.**
| 240          | CERTIFIED INSURANCE | .00 | .00 | .00 | 112.06 | -112.06 | .00 |
| 250          | NONCERTIFIED OTHR I | .00 | .00 | .00 | 85.01 | -85.01 | .00 |
| TOTAL EMPLOYEE RETIREMNT & IN | | .00 | .00 | .00 | 197.07 | -197.07 | .00 |

**1ST SUBTOTAL-400 PURCHASED SERVICES**
| 410          | PROFESSIONAL & TECH | 1,500.00 | .00 | .00 | 125.00 | 1,375.00 | 8.33 |
| TOTAL PURCHASED SERVICES | | 1,500.00 | .00 | .00 | 125.00 | 1,375.00 | 8.33 |

**TOTAL TITLE IIA FY2020** | | 15,847.68 | .00 | .00 | 8,322.07 | 7,525.61 | 52.51 |
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<th>AVAILABLE</th>
<th>YTD/</th>
<th>BUD</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
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<td>GENERAL SUPPLIES</td>
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<td>95.20</td>
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<tr>
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<td>TOTAL SUPPLIES AND MATERIALS</td>
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<td>.00</td>
<td>95.20</td>
<td>-95.20</td>
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<td></td>
<td>TOTAL STRIVING READERS FY2019</td>
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<td>.00</td>
<td>95.20</td>
<td>-95.20</td>
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**SELECTION CRITERIA:** orgn.orgn3='240'

**ACCOUNTING PERIOD:** 9/20

**SORTED BY:** OP UNIT,FUND/SCC,1ST SUBTOTAL,2ND SUBTOTAL

**TOTALED ON:** OP UNIT,FUND/SCC,1ST SUBTOTAL

| PAGE BREAKS ON: FUND/SCC |

**OP UNIT-240 LORAIN MIDDLE**

**FUND/SCC-5992020 STRIVING READERS FY2020**

**1ST SUBTOTAL-100 PERSONAL SERVICES**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>ENCUMBRANCES</th>
<th>YEAR TO DATE</th>
<th>AVAILABLE</th>
<th>YTD/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXP</td>
<td>OUTSTANDING</td>
<td>EXP</td>
<td>BALANCE</td>
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</table>

<table>
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<th>TITLE</th>
<th>BUDGET</th>
<th>EXPENDITURES</th>
<th>OUTSTANDING</th>
<th>YTD/</th>
<th>BUD</th>
</tr>
</thead>
<tbody>
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<td>.00</td>
<td>20,100.50</td>
<td>.00</td>
</tr>
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<td>.00</td>
<td>.00</td>
<td>5,025.08</td>
<td>.00</td>
</tr>
<tr>
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<td>20.00</td>
<td>1,439.80</td>
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<td>.00</td>
<td>.00</td>
<td>1,080.05</td>
<td>.00</td>
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</tbody>
</table>

**TOTAL STRIVING READERS FY2020**

| TOTAL LORAIN MIDDLE | 1,789,543.14 | 186,915.54 | 218,145.27 | 1,416,032.16 | 155,365.71 | 91.32 |

**TOTAL REPORT**

| TOTAL REPORT | 1,789,543.14 | 186,915.54 | 218,145.27 | 1,416,032.16 | 155,365.71 | 91.32 |
CHASE
JPMorgan Chase Bank, N.A.
P O Box 182051
Columbus, OH 43218-2051

0006139 DRE 001 212 09220 NNNNNNNNNNNN 1 00000000 68 0000
SUMMIT ACADEMY MIDDLE SCHOOL LORAIN
2791 MOGADORE RD
AKRON OH 44312-1504

February 29, 2020 through March 31, 2020
Account Number: [Redacted]

CUSTOMER SERVICE INFORMATION
Web site: www.Chase.com
Service Center: 1-877-425-8100
Deaf and Hard of Hearing: 1-800-242-7383
Para Espanol: 1-888-622-4273
International Calls: 1-713-262-1679

CHECKING SUMMARY

<table>
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<tr>
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<th>INSTANCES</th>
<th>AMOUNT</th>
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</thead>
<tbody>
<tr>
<td>Beginning Balance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending Balance</td>
<td>0</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Your service charges, fees and earnings credit have been calculated through account analysis.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS: Call us at 1-866-564-2262 or write us at the address on the front of this statement (non-personal accounts contact Customer Service) immediately if you think your statement or receipt is incorrect or if you need more information about a transfer listed on the statement or receipt. For personal accounts only: We must hear from you no later than 60 days after we sent you the FIRST statement on which the problem or error appeared. Be prepared to give us the following information:
- Your name and account number
- The dollar amount of the suspected error
- A description of the error or transfer you are unsure of, why you believe it is an error, or why you need more information.
We will investigate your complaint and will correct any error promptly. If we take more than 10 business days (or 20 business days for new accounts) to do this, we will credit your account for the amount you think is in error so that you will have use of the money during the time it takes us to complete our investigation.

IN CASE OF ERRORS OR QUESTIONS ABOUT NON-ELECTRONIC TRANSACTIONS: Contact the bank immediately if your statement is incorrect or if you need more information about any non-electronic transactions (checks or deposits) on this statement. If any such error appears, you must notify the bank in writing no later than 30 days after the statement was made available to you. For more complete details, see the Account Rules and Regulations or other applicable account agreement that governs your account. Deposit products and services are offered by JPMorgan Chase Bank, N.A. Member FDIC.
<table>
<thead>
<tr>
<th>Description</th>
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<tr>
<td>G/L Balance</td>
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<tr>
<td>Negative Adjustments</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending G/L Balance</td>
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<tr>
<td>Difference</td>
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<td>Statement Date</td>
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<tr>
<td>Statement No.</td>
<td>MARCH 2020</td>
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<td>Bank Account No.</td>
<td>CHASE</td>
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**Huntington Non-Profit Analyzed Checking**

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<th>Statement Activity From:</th>
<th>Account:</th>
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<table>
<thead>
<tr>
<th>Days in Statement Period</th>
<th>31</th>
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</thead>
<tbody>
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<td>Average Ledger Balance*</td>
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</tr>
<tr>
<td>Average Collected Balance*</td>
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</table>

* The above balances correspond to the service charge cycle for this account.

**Deposits (+)**

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<tr>
<th>Date</th>
<th>Amount</th>
<th>Serial #</th>
<th>Type</th>
<th>Date</th>
<th>Amount</th>
<th>Serial #</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>03/02</td>
<td>88.00</td>
<td></td>
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* Have a Question or Concern? Stop by your nearest Huntington office or contact us at: 1-800-480-2001 [www.huntington.com/businessresources](http://www.huntington.com/businessresources)
ZBA Debits (-)

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In the Event of Errors or Questions Concerning Electronic Fund Transfers (electronic deposits, withdrawals, transfers, payments, or purchases), please call either 1-614-480-2001 or call toll free 1-800-480-2001, or write to The Huntington National Bank Research - EA4W61, P.O. Box 1558, Columbus, Ohio 43216 as soon as you can, if you think your statement or receipt is wrong or if you need more information about an electronic fund transfer on the statement or receipt. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

1. Tell us your name, your business's name (if appropriate) and the Huntington account number (if any).
2. Describe the error or the transaction you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
3. Tell us the dollar amount of the suspected error. We will investigate your complaint or question and will correct any error promptly.

Verification of Electronic Deposits If you authorized someone to make regular electronic fund transfers of money to your account at least once every sixty days, you can find out whether or not the deposit has been received by us, call either 1-614-480-2001 or call toll free 1-800-480-2001.

Balancing Your Statement - For your convenience, a balancing page is available on our web site https://www.huntington.com/pdf/balancing.pdf and also available on Huntington Business Online.
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### EXPENDITURE STATUS REPORT

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**Fund/Scc: 001000 General Fund**  
**1st Subtotal: 100 Personal Services**  

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TOTALED ON: OP UNIT,FUND/SCC,1ST SUBTOTAL
PAGE BREAKS ON: FUND/SCC

OP UNIT-240 LORAIN MIDDLE
FUND/SCC-0090000 STUDENT FEE FUND
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OP UNIT-240 LORAIN MIDDLE
FUND/SCC-5722019 TITLE I FY2019
1ST SUBTOTAL-100 PERSONAL SERVICES

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TOTALED ON: OP UNIT,FUND/SCC,1ST SUBTOTAL  
PAGE BREAKS ON: FUND/SCC

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<th>YTD/</th>
<th>BALANCE</th>
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ACCOUNTING PERIOD: 10/20

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TOTALED ON: OP UNIT,FUND/SCC,1ST SUBTOTAL
PAGE BREAKS ON: FUND/SCC

OP UNIT-240 LORAIN MIDDLE
FUND/SCC-5725020 SQIG FY2020
1ST SUBTOTAL-100 PERSONAL SERVICES

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<th>YTD/BALANCE</th>
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1ST SUBTOTAL-200 EMPLOYEE RETIREMENT & INS.

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1ST SUBTOTAL-400 PURCHASED SERVICES

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<th>YTD/BALANCE</th>
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1ST SUBTOTAL-500 SUPPLIES AND MATERIALS

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1ST SUBTOTAL-600 CAPITAL OUTLAY

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TOTAL SQIG FY2020                               149,851.55  2,130.97  36,452.61  35,294.01       78,104.93  47.88
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### EXPENDITURE STATUS REPORT

**Date:** 05/15/2020  
**Time:** 11:05:06  
**Exp STA:** EXPSTA11

**Selection Criteria:** orgn.orgn3='240'

**Accounting Period:** 10/20

**Sorted By:** OP UNIT, FUND/SCC, 1ST SUBTOTAL, 2ND SUBTOTAL  
**Totaled On:** OP UNIT, FUND/SCC, 1ST SUBTOTAL  
**Page Breaks On:** FUND/SCC

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### FUND/SCC-5992019 STRIVING READERS FY2019
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### OP UNIT-240 LORAIN MIDDLE

**FUND/SCC-5992020 STRIVING READERS FY2020**

#### 1ST SUBTOTAL-100 PERSONAL SERVICES

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#### 1ST SUBTOTAL-200 EMPLOYEE RETIREMENT & INS.

| 210          | RETIREMENT - CERTIF   | 5,025.08 | .00 | .00 | .00 | 5,025.08 | .00 |
|              | TOTAL EMPLOYEE RETIREMENT & IN | 5,025.08 | .00 | .00 | .00 | 5,025.08 | .00 |

#### 1ST SUBTOTAL-400 PURCHASED SERVICES

| 410          | PROFESSIONAL & TECH   | 3,765.65 | .00 | .00 | 1,439.80 | 2,325.85 | 38.24 |
|              | TOTAL PURCHASED SERVICES | 3,765.65 | .00 | .00 | 1,439.80 | 2,325.85 | 38.24 |

#### 1ST SUBTOTAL-500 SUPPLIES AND MATERIALS

| 510          | GENERAL SUPPLIES      | 1,080.05 | .00 | .00 | .00 | 1,080.05 | .00 |
|              | TOTAL SUPPLIES AND MATERIALS | 1,080.05 | .00 | .00 | .00 | 1,080.05 | .00 |

**TOTAL STRIVING READERS FY2020**

| 29,971.28 | .00 | .00 | 1,439.80 | 28,531.48 | 4.80 |

**TOTAL LORAIN MIDDLE**

| 1,789,543.14 | 175,409.79 | 203,866.11 | 1,591,441.95 | -5,764.92 | 100.32 |

**TOTAL REPORT**

<p>| 1,789,543.14 | 175,409.79 | 203,866.11 | 1,591,441.95 | -5,764.92 | 100.32 |</p>
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**Total:** $175,409.79
CHECKING SUMMARY

Chase Analysis Business Checking

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Your service charges, fees and earnings credit have been calculated through account analysis.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS: Call us at 1-866-564-2262 or write us at the address on the front of this statement (non-personal accounts contact Customer Service) immediately if you think your statement or receipt is incorrect or if you need more information about a transfer listed on the statement or receipt.

For personal accounts only: We must hear from you no later than 60 days after we sent you the FIRST statement on which the problem or error appeared. Be prepared to give us the following information:

- Your name and account number
- The dollar amount of the suspected error
- A description of the error or transfer you are unsure of, why you believe it is an error, or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days (or 20 business days for new accounts) to do this, we will credit your account for the amount you think is in error so that you will have use of the money during the time it takes us to complete our investigation

IN CASE OF ERRORS OR QUESTIONS ABOUT NON-ELECTRONIC TRANSACTIONS: Contact the bank immediately if your statement is incorrect or if you need more information about any non-electronic transactions (checks or deposits) on this statement. If any such error appears, you must notify the bank in writing no later than 30 days after the statement was made available to you. For more complete details, see the Account Rules and Regulations or other applicable account agreement that governs your account. Deposit products and services are offered by JPMorgan Chase Bank, N.A. Member FDIC

JPMorgan Chase Bank, N.A. Member FDIC
<table>
<thead>
<tr>
<th>Bank Account No.</th>
<th>CHASE</th>
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<tbody>
<tr>
<td>Statement No.</td>
<td>APRIL 2020</td>
</tr>
<tr>
<td>Statement Date</td>
<td>4/30/2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>G/L Balance ($)</td>
<td>0.00</td>
</tr>
<tr>
<td>G/L Balance</td>
<td>0.00</td>
</tr>
<tr>
<td>Positive Adjustments</td>
<td>0.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>0.00</td>
</tr>
<tr>
<td>Negative Adjustments</td>
<td>0.00</td>
</tr>
<tr>
<td>Ending G/L Balance</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement Balance</td>
<td>0.00</td>
</tr>
<tr>
<td>Outstanding Deposits</td>
<td>0.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>0.00</td>
</tr>
<tr>
<td>Outstanding Checks</td>
<td>0.00</td>
</tr>
<tr>
<td>Differences</td>
<td>0.00</td>
</tr>
<tr>
<td>Ending Balance</td>
<td>0.00</td>
</tr>
<tr>
<td>Difference</td>
<td>0.00</td>
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### Huntington Non-Profit Analyzed Checking

<table>
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<tr>
<th>Statement Activity From:</th>
<th>Beginning Balance</th>
<th>Account:</th>
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</thead>
<tbody>
<tr>
<td>04/01/20 to 04/30/20</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>

Days in Statement Period: 30

Average Ledger Balance*: 0.00

Average Collected Balance*: 0.00

* The above balances correspond to the service charge cycle for this account.

### Deposits (+)

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
<th>Serial #</th>
<th>Type</th>
<th>Date</th>
<th>Amount</th>
<th>Serial #</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/01</td>
<td>88.00</td>
<td></td>
<td>Brch/ATM</td>
<td>04/13</td>
<td>496.47</td>
<td></td>
<td>Remote</td>
</tr>
<tr>
<td>04/07</td>
<td>1,392.86</td>
<td></td>
<td>Remote</td>
<td>04/27</td>
<td>176.00</td>
<td></td>
<td>Brch/ATM</td>
</tr>
<tr>
<td>04/08</td>
<td>1,117.73</td>
<td></td>
<td>Remote</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

### Other Credits (+)

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/01</td>
<td>7,409.20</td>
<td>STATE OF OHIO MAINT/WARR</td>
</tr>
<tr>
<td>04/01</td>
<td>4,791.67</td>
<td>STATE OF OHIO MAINT/WARR</td>
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<tr>
<td>04/01</td>
<td>840.70</td>
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<tr>
<td>04/06</td>
<td>4,676.70</td>
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</tr>
<tr>
<td>04/06</td>
<td>3,498.26</td>
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<td>04/06</td>
<td>3,004.48</td>
<td>STATE OF OHIO MAINT/WARR</td>
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<td>04/14</td>
<td>93,106.08</td>
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</tr>
<tr>
<td>04/30</td>
<td>25,002.49</td>
<td>STATE OF OHIO MAINT/WARR</td>
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<tr>
<td>04/30</td>
<td>7,901.68</td>
<td>STATE OF OHIO MAINT/WARR</td>
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</tr>
<tr>
<td>04/30</td>
<td>840.70</td>
<td>STATE OF OHIO MAINT/WARR</td>
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</table>
ZBA Debits (-)

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/01</td>
<td>13,129.57</td>
<td>ZBA DEBIT - SUB ACCOUNT TO</td>
</tr>
<tr>
<td>04/06</td>
<td>11,179.46</td>
<td>ZBA DEBIT - SUB ACCOUNT TO</td>
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<tr>
<td>04/07</td>
<td>1,392.86</td>
<td>ZBA DEBIT - SUB ACCOUNT TO</td>
</tr>
<tr>
<td>04/08</td>
<td>1,117.73</td>
<td>ZBA DEBIT - SUB ACCOUNT TO</td>
</tr>
<tr>
<td>04/13</td>
<td>496.47</td>
<td>ZBA DEBIT - SUB ACCOUNT TO</td>
</tr>
<tr>
<td>04/14</td>
<td>93,106.08</td>
<td>ZBA DEBIT - SUB ACCOUNT TO</td>
</tr>
<tr>
<td>04/27</td>
<td>176.00</td>
<td>ZBA DEBIT - SUB ACCOUNT TO</td>
</tr>
<tr>
<td>04/30</td>
<td>46,178.69</td>
<td>ZBA DEBIT - SUB ACCOUNT TO</td>
</tr>
</tbody>
</table>

Balance Activity

<table>
<thead>
<tr>
<th>Date</th>
<th>Balance</th>
<th>Date</th>
<th>Balance</th>
<th>Date</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/31</td>
<td>0.00</td>
<td>04/07</td>
<td>0.00</td>
<td>04/14</td>
<td>0.00</td>
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<td>04/01</td>
<td>0.00</td>
<td>04/08</td>
<td>0.00</td>
<td>04/27</td>
<td>0.00</td>
</tr>
<tr>
<td>04/06</td>
<td>0.00</td>
<td>04/13</td>
<td>0.00</td>
<td>04/30</td>
<td>0.00</td>
</tr>
</tbody>
</table>

In the Event of Errors or Questions Concerning Electronic Fund Transfers (electronic deposits, withdrawals, transfers, payments, or purchases), please call either 1-614-480-2001 or call toll free 1-800-480-2001, or write to The Huntington National Bank Research - EA4W61, P.O. Box 1558, Columbus, Ohio 43216 as soon as you can, if you think your statement or receipt is wrong or if you need more information about an electronic fund transfer on the statement or receipt. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

1. Tell us your name, your business's name (if appropriate) and the Huntington account number (if any).
2. Describe the error or the transaction you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
3. Tell us the dollar amount of the suspected error. We will investigate your complaint or question and will correct any error promptly.

Verification of Electronic Deposits If you authorized someone to make regular electronic fund transfers of money to your account at least once every sixty days, you can find out whether or not the deposit has been received by us, call either 1-614-480-2001 or call toll free 1-800-480-2001.

Balancing Your Statement - For your convenience, a balancing page is available on our web site https://www.huntington.com/pdf/balancing.pdf and also available on Huntington Business Online.
Bank Rec. Test Report  
Lorain Middle  

<table>
<thead>
<tr>
<th>Bank Account No.</th>
<th>HUNTINGTON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement No.</td>
<td>APRIL 2020</td>
</tr>
<tr>
<td>Statement Date</td>
<td>4/30/2020</td>
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</table>

<table>
<thead>
<tr>
<th>Currency Code</th>
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<tbody>
<tr>
<td>Statement Balance</td>
<td>0.00</td>
</tr>
<tr>
<td>Outstanding Deposits</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Subtotal                  | 0.00|
|                          |     |
| Outstanding Checks        | 0.00|
| Differences               | 0.00|

| Ending Balance            | 0.00|
|                           |     |
GOVERNING AUTHORITY RESOLUTION
June 10, 2020

Resolved, the Governing Authority hereby approves the attached School Quality Improvement Grant Budget for the 2020-2021 School Year.

Signed:

______________________________
Governing Authority President/Representative
### Summit Academy School - Lorain

<table>
<thead>
<tr>
<th>Salaries, Stipends and Benefits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff stipend for training salary</td>
<td>2,106.00</td>
</tr>
<tr>
<td>Staff Stipend for training benefits</td>
<td>526.50</td>
</tr>
<tr>
<td>Family Resource Coordinator / Salary hourly stipend ($32)</td>
<td>45,000.00</td>
</tr>
<tr>
<td>Family Resource Coordinator / Benefits</td>
<td>11,250.00</td>
</tr>
<tr>
<td>Resource Coordinator /Travel est.: 250 miles per (10) month (max)</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Teacher Based Team - meeting stipends</td>
<td>10,368.00</td>
</tr>
<tr>
<td>Teacher Based Team - meeting stipends, associated benefits cost</td>
<td>2,592.00</td>
</tr>
<tr>
<td>Building Leadership Team - meeting stipends</td>
<td>7,868.00</td>
</tr>
<tr>
<td>Building Leadership Team - meeting stipends, associated benefits cost</td>
<td>1,967.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family and Community Engagement</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Family Night - take home supplies, $15 per student</td>
<td>1,888.00</td>
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<tr>
<td>Parent Education Resource Nights- Supplies</td>
<td>150.00</td>
</tr>
<tr>
<td>Parent Education Resource Nights- Venue/speaker ($500 per event)</td>
<td>508.00</td>
</tr>
<tr>
<td>Parent Education Resource Night Food ($8 per attendee est.)</td>
<td>3,720.00</td>
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</table>

<table>
<thead>
<tr>
<th>Leadership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>August District Leadership Team mtg. 1 - mileage and lodging</td>
<td>470.00</td>
</tr>
<tr>
<td>June District Leadership Team mtg. 2 venue, mileage, hotel</td>
<td>69.00</td>
</tr>
<tr>
<td>June District Leadership Team mtg. 2 - PD supplies</td>
<td>139.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept Principal &amp; Coach PD mileage &amp; lodging</td>
<td>369.00</td>
</tr>
<tr>
<td>Sept Principal &amp; Coach PD - PD supplies</td>
<td>139.00</td>
</tr>
<tr>
<td>Restorative Practices PD</td>
<td>4,500.00</td>
</tr>
<tr>
<td>Poverty PD</td>
<td>4,500.00</td>
</tr>
<tr>
<td>Misc. PD Supplies</td>
<td>862.50</td>
</tr>
</tbody>
</table>

| Total Budgeted in FY21 | 99,992.00 |

This is a tentative budget based on the original grant plan. The original guidance stated that funds could not carry over from one grant year to the next, but we are hoping for flexibility given the disruption to the school year. We will submit a revised budget if that is granted.
GOVERNING AUTHORITY RESOLUTION  
June 10, 2020

Whereas, 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 provide fiscal services including, but not limited to, providing the School with a licensed individual to serve as the School's Designated Fiscal Officer; Therefore, Be It

Resolved, the Governing Authority hereby appoints Celeste Vollmer, licensed and duly qualified, to be the School's designated fiscal officer and approves the attached bond as required by Section 3314.011(A) and (B) of the Revised Code.

Signed:

_____________________________________________
Governing Authority President/Representative
KNOW ALL PERSONS BY THESE PRESENTS:

That we, ______________________ Celeste Grace Vollmer ______________________, as Principal, and WESTERN SURETY COMPANY, a corporation duly licensed to do business in the State of Ohio, as Surety, are held and firmly bound unto the (1) ______________________ Summit Academy School - Lorain, ____________, in the penal sum of ______________________ Twenty-Five Thousand and 00/100 ______________________ DOLLARS ($ 25,000.00 ) to the payment of which sum well and truly to be made, we jointly and severally bind ourselves and our legal representatives, firmly by these presents.

Dated this ___________ 29th ______ day of ___________ April, ___________ 2020 ______.

THE CONDITION OF THIS OBLIGATION IS SUCH, That whereas, the Principal was duly elected to the office of ______________________ Treasurer ______________________ in the ______________________ Summit Academy School - Lorain ______________________ (City, County, Etc.) (Name of Political Subdivision)

State of Ohio, for the term of ___________ 1 ______ year(s), commencing on the ___________ 29th ______ day of ___________ April, ___________ 2020 ______, and until his successor is elected and qualified.

NOW THEREFORE, if the said Principal shall faithfully perform the duties of his said office, then this obligation shall be void, and of no effect, otherwise to remain in full force and effect.

☐ For county officials fill in "State of Ohio,” for all others, name of political subdivision.

____________________________
Principal

W ESTERN SURETY COMPANY

By ______________________
P aul T. Bruflas, Vice President
OATH OF OFFICE

STATE OF OHIO } 88
County of ____________________________ }

______________________________________, being duly sworn, says that he will support
the Constitution of the United States, and the Constitution of the State of Ohio, and that he will faithfully
discharge the duties of his office as ____________________________________________ .

______________________________________
Principal

Sworn to before me and signed in my ________ day of ____________________,

______________________________________

ACKNOWLEDGMENT OF SURETY
(Corporate Officer)

STATE OF SOUTH DAKOTA } 88
County of Minnehaha } 88

On this 29th day of April , 2020, before me, a Notary Public in and for
said County, personally appeared ___________________________ Paul T. Bruflat
personally known to me, who being by me duly sworn, did say that he is the aforesaid officer of WESTERN SURETY COMPANY of Sioux Falls, South Dakota, a corporation duly organized and existing under the laws
of said State of South Dakota, that the seal affixed to the foregoing instrument is the corporate seal of said
corporation, that the said instrument was signed, sealed and executed in behalf of said corporation by
authority of its Board of Directors, and further acknowledged that the said instrument and the execution
thereof to be the voluntary act and deed of said corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my official seal the day and
year last above written.

P. DAHL
NOTARY PUBLIC
SOUTH DAKOTA

My Commission Expires June 18, 2025

_______________________________
Notary Public
Western Surety Company

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS:


Paul T. Bruflat  of  Sioux Falls

State of South Dakota, its regularly elected Vice President, as Attorney-in-Fact, with full power and authority hereby conferred upon him to sign, execute, acknowledge and deliver for and on its behalf as Surety and as its act and deed, the following bond:

One TREASURER SUMMIT ACADEMY SCHOOL - LORAIN

bond with bond number 72262102

for CELESTE GRACE VOLLMER

as Principal in the penalty amount not to exceed: $25,000.00

Western Surety Company further certifies that the following is a true and exact copy of Section 7 of the by-laws of Western Surety Company duly adopted and now in force, to wit:

Section 7. All bonds, policies, undertakings, Powers of Attorney, or other obligations of the corporation shall be executed in the corporate name of the Company by the President, Secretary, any Assistant Secretary, Treasurer, or any Vice President, or by such other officers as the Board of Directors may authorize. The President, any Vice President, Secretary, any Assistant Secretary, or the Treasurer may appoint Attorneys-in-Fact or agents who shall have authority to issue bonds, policies, or undertakings in the name of the Company. The corporate seal is not necessary for the validity of any bonds, policies, undertakings, Powers of Attorney or other obligations of the corporation. The signature of any such officer and the corporate seal may be printed by facsimile.

In Witness Whereof, the said WESTERN SURETY COMPANY has caused these presents to be executed by its Vice President with the corporate seal affixed this 29th day of April, 2020.

ATTEST

G. Nelson, Assistant Secretary

WESTERN SURETY COMPANY

By Paul T. Bruflat, Vice President

STATE OF SOUTH DAKOTA

COUNTY OF MINNEHAHA

On this 29th day of April, 2020, before me, a Notary Public, personally appeared

Paul T. Bruflat and G. Nelson

who, being by me duly sworn, acknowledged that they signed the above Power of Attorney as Vice President and Assistant Secretary, respectively, of the said WESTERN SURETY COMPANY, and acknowledged said instrument to be the voluntary act and deed of said Corporation.

J. MOHR

NOTARY PUBLIC

My Commission Expires June 23, 2021

To validate bond authenticity, go to www.cnsurety.com > Owner/Obligee Services > Validate Bond Coverage.
GOVERNING AUTHORITY RESOLUTION
June 10, 2020

Whereas, 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 provide fiscal services including, but not limited to, providing the School with a licensed individual to serve as the School’s Designated Fiscal Officer; Therefore, Be It

Resolved, that the Governing Authority hereby:

1. Pursuant to Section 3314.011(D) of the Revised Code, waives the requirement that the Governing Authority be the party to employ or contract with the Designated Fiscal Officer; and
2. Requests that the School’s sponsor approve this resolution for the 2019-2020 school year and provide a copy of it to the Ohio Department of Education.

Signed:

Governing Authority President/Representative
GOVERNING AUTHORITY RESOLUTION
June 10, 2020

Whereas, 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 provide fiscal services including, but not limited to, providing the School with a licensed individual to serve as the School’s Designated Fiscal Officer; Therefore, Be It

Resolved, that the Governing Authority hereby:

1. Pursuant to Section 3314.011(D) of the Revised Code, waives the requirement that the Governing Authority be the party to employ or contract with the Designated Fiscal Officer; and

2. Requests that the School’s sponsor approve this resolution for the 2020-2021 school year and provide a copy of it to the Ohio Department of Education.

Signed:

______________________________
Governing Authority President/Representative
Month: _______ April 2020 ________
Director/Principal Name: _______ Williston ________
School Name: _______ Lorain ________
Management Company: _______ Summit Academy Management ________

Teaching Staff Information— information should only reflect the month of the report
Number of Classroom Teachers: _______ 7 _______ Number of Instructional Aides: _______ 2 _______
Student / FTE Classroom Teacher ratio: _______ 12-1 ________
**Total number of students in the building / FTE Classroom Teachers**

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

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

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

Student Information – information should only reflect the month of the report
Grades Served: _______ 6-12 ________ Enrollment: _______ 92 ________
Attendance Rate: ________ Covid 19 ________ Students Withdrawn: _______ 0 ________
Total incidences of Suspension: _______ 0 ________ Total incidences of Suspension K-3: ________
Total incidences of Expulsion: _______ 0 ________

Additional Comments:

Special Education – information should only reflect the most current state foundation report.
Number of SWDs: _______ 70 ________ Percent of SWDs: _______ 74% ________
Number in CRCs (Children's Residential Centers): ______ N/A ______ CRC Locations (number per location): ______ N/A ________
Number of Students identified under Section 504: _______ 3 ________
Number on Home Instruction: _______ 0 ________
Students with Disabilities Suspended: __0____
Students with Disabilities Expelled: ____0____
Number of Manifestation Determinations: ___0_____
Number of Manifest Determinations related to disability: ___0_____
(Number resulted in direct correlation to student’s disability)

Number of Functional Behavior Assessments conducted/completed this month:____0___________
Total number of SWDs with Behavior Intervention Plans:____0___________

Number of Intervention Specialists: 5 ___
Number of Related Service Providers: _____3______
Please list if there are any Intervention Specialist or Related Services positions vacant or in need:

Number of students tested using alternative assessments: 5____

Additional Comments:

Testing and Assessment
List any testing, diagnostics, or assessments administered this month:

3 BASC
2 ABAS
2- GARS
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)
Online instruction, google meet up, google hangout, zoom meetings,
See Title attachment
Distance learning opportunities daily

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

List any parent activities that occurred this month:
cancelled

List any staff trainings that occurred this month:
Kevin Honeycutt – 3 days virtual
5 staff members trauma 1 training
Spring break 5 days 2 trainings per day with Josh Preece of SSTR2
All staff is doing individualized learning through virtual training

---

**Time to Brag**

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

One teacher decorated car and drove around to houses
Virtual spirit days and activities
Coffee talk with principal- google meet
Worked internally to build up a welcoming atmosphere in the building- paint signs inspirational messages
Month: May 2020
Director/Principal Name: Williston
School Name: Lorain
Management Company: Summit Academy Management

Teaching Staff Information— information should only reflect the month of the report
Number of Classroom Teachers: 7
Number of Instructional Aides: 2
Student / FTE Classroom Teacher ratio: 12-1
Total number of students in the building / FTE Classroom Teachers

Names, positions, qualifications, and hire dates of new staff members, if any:
Nadia Boekenkamp transferred to IS from ELA
Angela Davis offered contract for Community Resource Specialist

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

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

Student Information— information should only reflect the month of the report
Grades Served: 6-12
Enrollment: 92
Attendance Rate: Covid 19
Students Withdrawn: 0
Total incidences of Suspension: 0
Total incidences of Suspension K-3:
Total incidences of Expulsion: 0

Additional Comments:

Special Education— information should only reflect the most current state foundation report.
Number of SWDs: 70
Percent of SWDs: 74%
Number in CRCs (Children's Residential Centers): N/A
CRC Locations (number per location): N/A
Number of Students identified under Section 504: 3
Number on Home Instruction: _______0_______

Students with Disabilities Suspended: _0_____ Students with Disabilities Expelled: __0_____

Number of Manifestation Determinations: ___0____

Number of Manifest Determinations related to disability: ___0____

(Number resulted in direct correlation to student’s disability)

Number of Functional Behavior Assessments conducted/completed this month: ______0____________

Total number of SWDs with Behavior Intervention Plans: ______0___________

Number of Intervention Specialists: 5 _____

Number of Related Service Providers: _____3______

Please list if there are any Intervention Specialist or Related Services positions vacant or in need:

Number of students tested using alternative assessments: ___5___

Additional Comments:

________________________________________

**Testing and Assessment**

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

5 WIATT

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)

**Online instruction, google meet up, google hangout, zoom meetings,**

*See Title attachment*

*Distance learning opportunities daily*

________________________________________

**Events**

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

Graduation!!!!!!!!! It was amazing

List any parent activities that occurred this month:

cancelled

List any staff trainings that occurred this month:

Hacking School Discipline book study

2 staff members trauma 1 training
All staff is doing individualized learning through virtual training Virtual PE and Martial Arts as well as instruction by your amazing staff.

Google Suite training by Slutz for 6 hours over 4 days (5-21, 26, 27, 28)

Using Data to create sustainable Change training by ESC attended by Coaches

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**Time to Brag**

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

Yard signs for all staff for appreciation week

5-20 Number of graduates 18
5-15 Visits to graduating peoples homes with grad signs
Handed out lunches/food.

Created three new committees

1. Reopen planning committee- created document to provide guidance for all summits at DLT
2. Recruiting Committee- get enrollment up
3. Lesson committee- new plan with blended learning
Resolved, the Governing has elected the following members to serve as officers for the 2020-2021 School Year:

President: ________________________________

Vice President: ________________________________

Secretary: ________________________________

Signed: ________________________________

Governor Authority President/Representative
GOVERNING AUTHORITY RESOLUTION
June 10, 2020

Whereas, Governing Authority Member Daniel Hombeek’s current term expires on June 30, 2020 and the governing authority desires to re-elect him to a new term: Therefore, Be it

Resolved, Daniel Hombeek is hereby elected to a three-year term to run July 1, 2020 through June 30, 2023.

Signed:

Governing Authority President/Representative
GOVERNING AUTHORITY RESOLUTION
June 10, 2020

Whereas, the Governing Authority desires to clarify the current members’ terms of office; Therefore, Be It

Resolved, Governing Authority members’ current terms are as follows:

- Daniel Hornbeek  
  July 1, 2018 – June 30, 2020*
- Kammera Rice  
  October 9, 2019 – June 30, 2022
- Laurence Russ  
  July 1, 2019 – June 30, 2022
- Jennifer Thai  
  July 1, 2019 – June 30, 2022

* Re-elected to a new three-year term on June 10, 2020

Signed:

_______________________________
Governing Authority President/Representative