

MASTER CONTRACT

**The Community School Contract entered into by the
Governing Authority of The Phoenix Community Learning
Center
and the Thomas B. Fordham Foundation**

Dated as of July 1, 2016

COMMUNITY SCHOOL CONTRACT

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COMMUNITY SCHOOL CONTRACT

**COMMUNITY SCHOOL CONTRACT
For
The Phoenix Community Learning Center**

This Community School Contract (the "Contract") is entered into pursuant to the provisions of Chapter 3314 of the Ohio Revised Code, effective July 1, 2016, by and between the Thomas B. Fordham Foundation (hereinafter the "SPONSOR") and the Governing Authority (hereinafter the "GOVERNING AUTHORITY") of the Phoenix Community Learning Center, located at 3595 Washington Ave, Cincinnati, Ohio 45229 (hereinafter the "Community School").

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

Article I. Purpose

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

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

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

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

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Article II. Term

The term of this Contract shall be for a period of four years commencing July 1, 2016 and ending June 30, 2020 (the "Term"); provided, however, that the SPONSOR or GOVERNING AUTHORITY may terminate this Contract prior to its term, pursuant to Article X of this Contract. This Contract may be renewed by the parties hereto in accordance with the requirements of Section 3314.03(E) of the Code. This Contract is not valid and binding until executed by both parties.

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

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

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

The renewal or non-renewal of this Contract between the SPONSOR and GOVERNING AUTHORITY shall be subject to Code Section 3314.07. In the event of non-renewal of this Contract, and in accordance with Code Section 3314.07, the SPONSOR shall provide to the GOVERNING AUTHORITY a decision on the Renewal Application by January 15 in the year in which the Sponsor intends to take action not to renew the Contract. In the event that renewal is not approved, then the parties to this Contract shall fulfill their respective obligations hereunder to the end of the term pursuant to Articles II and XI of this Contract. Notwithstanding any obligations pursuant to Article X, once the GOVERNING AUTHORITY has received notice of a non-renewal decision, the GOVERNING AUTHORITY is free to contact other sponsors within the state if permitted to do so under Code Section 3314.07(B)(5). In the event that the Renewal Application is granted, the SPONSOR may enter into a proposed

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Contract with the GOVERNING AUTHORITY. Nothing herein shall obligate the SPONSOR to approve a Renewal Application.

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

Article III. Responsibilities of the GOVERNING AUTHORITY

The GOVERNING AUTHORITY agrees to comply with provisions established under Chapter 3314 of the Code applicable to community schools. Pursuant to and in accordance with Code Sections 3313.131 and 3314.02(E), all members of the GOVERNING AUTHORITY must be eligible to serve in such capacity.

In accordance with Code Section 3314.03, the Community School agrees that it will remain in good standing as a nonprofit, public benefit corporation pursuant to Chapter 1702 of the Code for the entire term of this Contract.

The Community School shall be located within the Cincinnati Public School District.

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

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

The GOVERNING AUTHORITY represents that its Commercial General Liability policy expressly covers Corporal Punishment Liability and Athletic Participation Medical Liability. In addition to any existing insurance policies, the GOVERNING AUTHORITY agrees to negotiate in good faith with the SPONSOR to determine the types and amounts of other insurance policies that it shall acquire and maintain in place. At a minimum, however, the GOVERNING AUTHORITY agrees to maintain insurance policies for the following types and amounts of coverage: commercial general liability insurance with limits of one million dollars

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(\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate; automobile liability insurance of one million dollars (\$1,000,000); employee dishonesty insurance with limits of five hundred thousand dollars (\$500,000); and educators legal liability insurance (which shall include coverage of trustees and officers of the Community School) with limits of one million dollars (\$1,000,000) per claim and two million dollars (\$2,000,000) aggregate. The GOVERNING AUTHORITY agrees to take all appropriate action to ensure that the SPONSOR is listed as an additional named insured on each of these insurance policies.

No later than fifteen (15) days following the date of this Contract, the GOVERNING AUTHORITY shall provide the SPONSOR with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts agreed to. All such insurance policies shall contain a provision requiring notice to the SPONSOR at least thirty (30) days in advance of any material change, non-renewal, or termination, to the attention of President, The Thomas B. Fordham Foundation, 1016 16th Street, NW, 8th Floor, Washington, D.C. 20036 or such other address designated by the SPONSOR, with copies to Thomas B. Fordham Foundation, 15 West Fourth Street, Suite 430, Dayton, OH 45402, Attn: Vice President for Sponsorship and to Thomas A. Holton/Charles Y. Kidwell, Porter, Wright, Morris & Arthur LLP, Suite 1600, One South Main Street, Dayton, Ohio 45402-2028.

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

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

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

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

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

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

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

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In accordance with Code Section 3314.03(A)(6), the GOVERNING AUTHORITY agrees to adopt an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student fails to participate in one hundred five (105) consecutive hours of the learning opportunities offered to the student. Such policy shall provide for withdrawing the student by the end of the thirtieth (30th) day after the student has failed to participate. In accordance with Code Section 3314.03(A)(11)(a), the Community School shall provide learning opportunities to a minimum of twenty-five (25) students for a minimum of nine hundred twenty (920) hours per school year. In accordance with Code Sections 3314.03(A)(27) and (28), the Community School's attendance and participation policies will be available for public inspection, and the Community School's attendance and participation records will be made available to the Ohio Department of Education, the state auditor, and the SPONSOR to the extent permitted under and in accordance with the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232g, as amended, and any regulations promulgated under that act, and Section 3319.321 of the Code.

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

In accordance with Code Section 3314.03(A)(11)(d), the GOVERNING AUTHORITY shall comply with Sections 9.90, 9.91, 109.65, 121.22, 149.43, 2151.357, 2151.421, 2313.19, 3301.0710, 3301.0711, 3301.0712, 3301.0715, 3301.948, 3313.472, 3313.50, 3313.536, 3313.539, 3313.608, 3313.609, 3313.6012, 3313.6013, 3313.6014, 3313.6015, 3313.6020, 3313.643, 3313.6411, 3313.648, 3313.66, 3313.661, 3313.662, 3313.666, 3313.667, 3313.67, 3313.671, 3313.672, 3313.673, 3313.69, 3313.71, 3313.7112, 3313.716, 3313.718, 3313.719, 3313.80, 3313.814, 3313.816, 3313.817, 3313.86, 3313.89, 3313.96, 3319.073, 3319.321, 3319.39, 3319.391, 3319.41, 3319.46, 3321.01, 3321.041, 3321.13, 3321.14, 3321.17, 3321.18, 3321.19, 3321.191, 3327.10, 4111.17, 4113.52, and 5705.391 and Chapters 117, 1347, 2744, 3365, 3742, 4112, 4123, 4141, and 4167 of the Code as if it were a school district and comply with Section 3301.0714 of the Code in the manner specified in Section 3314.17 of the Code.

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

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

In accordance with Code Section 3365.03, the GOVERNING AUTHORITY shall ensure that academically qualified students be permitted to participate in the College Credit Plus program.

In accordance with Code Section 3314.03(A)(25), the Community School will open for operation not later than September 30. The Community School and the GOVERNING AUTHORITY will comply with Code Section 3314.50 prior to the Community School's start of operations as a community school, as applicable.

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In accordance with Code Section 3314.03(A)(31), the GOVERNING AUTHORITY shall only contract with attorneys, accountants, or entities specializing in audits who are independent from the GOVERNING AUTHORITY and any other operator of the Community School with which the Community School has contracted.

In accordance with Code Section 3314.035, the GOVERNING AUTHORITY represents that the Community School shall (i) post on the school's website the name of each member of the GOVERNING AUTHORITY and (ii) provide, upon request, the name and address of each member of the GOVERNING AUTHORITY to the SPONSOR and the Ohio Department of Education.

In accordance with Code Section 3314.036, the GOVERNING AUTHORITY shall employ an attorney, who shall be independent from the SPONSOR or the operator with which the school has contracted, for any services related to the negotiation of this Contract or the Community School's contract with the operator.

In accordance with Code Section 3314.037, the GOVERNING AUTHORITY represents that the members of the GOVERNING AUTHORITY, the designated fiscal officer of the Community School, the chief administrative officer and other administrative employees of the Community School, and all individuals performing supervisory or administrative services for the Community School under a contract with the operator of the Community School shall complete training on an annual basis on the public records and open meeting laws, so that they may comply with those laws as prescribed by division (A)(11)(d) of Code Section 3314.03.

In accordance with Code Section 3314.038, the GOVERNING AUTHORITY represents that the Community School shall annually submit to the Ohio Department of Education and auditor of the State of Ohio a report of each instance in which a student who is enrolled in the Community School resides in a children's residential center as defined under Code Section 5103.05.

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

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

The GOVERNING AUTHORITY further represents that the GOVERNING AUTHORITY will disclose any actual or potential conflicts, including but not limited to disclosure of any legal obligations such as employment or professional services contracts between any individual employed by or retained as a consultant by the GOVERNING AUTHORITY and the Community School.

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The Community School and GOVERNING AUTHORITY will comply with Sections 3302.04 and 3302.041 of the Code to the extent possible, except any action required to be taken by a school district pursuant thereto shall be taken by the SPONSOR, provided, however, that the SPONSOR is not required to take action under Section 3302.04(F) of the Code.

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

As consideration for the sponsorship of the Community School by the SPONSOR, the GOVERNING AUTHORITY or, as directed, the Community School will pay a sponsorship fee (the "Sponsorship Fee") to the SPONSOR, on or before the 10th day of the month for the term of this Contract, of the total amount of payments for operating expenses that the school receives from the state. The Sponsorship Fee will be based on the number of Full Time Enrollment (FTE) from the Community School Settlement statement and will be the sum of 2 % from a school's total state support for the first 300 FTEs, and 1.5% for all additional FTEs.

Where the majority of the governing authority membership are the same at one or more community schools sponsored by the Fordham Foundation, the SPONSOR, with written agreement from the GOVERNING AUTHORITY of each community school, may opt to combine the FTEs for each individual community school into a Total Fee. Total Fee will be comprised of all FTEs for each community school, as applied pro-rata to each school.

The sponsorship fee will increase to 2.0% for all FTEs, and for the remainder of the school year should any of the following events occur:

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

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

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The Community School and the GOVERNING AUTHORITY agree to cooperate with and assist the SPONSOR or its designee in providing the access, information, and data the SPONSOR requires at the SPONSOR's sole discretion. This expressly includes the SPONSOR's right to access all computer systems and websites hosted by the Ohio Department of Education to the extent that such access is necessary to fulfill the SPONSOR's monitoring obligations as set forth in Code Section 3314.03(D), as well as providing all necessary information and documentation to enable the SPONSOR to submit the assurances pursuant to Code Section 3314.19 in a timely manner. The Community School and the GOVERNING AUTHORITY understand and agree that the SPONSOR may contract with a third party, who will be a third party beneficiary of this Contract, to perform the SPONSOR's oversight functions pursuant to this Contract.

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

A. Educational Plan:

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

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

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

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subject area competency, as such competency standards are adopted and published pursuant to Section 3313.603(J) of the Code.

The GOVERNING AUTHORITY shall sign and complete Exhibit 10, which indicates whether the Community School is using, or plans to use, a “blended learning model” as defined in Code Section 3301.079. The GOVERNING AUTHORITY agrees that the Community School shall not operate using a blended learning model without the prior written consent of the SPONSOR. If, at any time, the Community School operates using a blended learning model, the GOVERNING AUTHORITY shall provide the following information in Exhibit 10:

1. An indication of what blended learning model or models will be used;
2. A description of how student instructional needs will be determined and documented;
3. The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
4. The Community School’s attendance requirements, including how the Community School will document participation in learning opportunities;
5. A statement describing how student progress will be monitored;
6. A statement describing how private student data will be protected; and
7. A description of the professional development activities that will be offered to teachers

The GOVERNING AUTHORITY shall annually update Exhibit 10, and the SPONSOR shall review such information on an annual basis pursuant to Code Section 3314.19(N).

B. Financial Plan:

In accordance with Code Section 3314.03(A)(15), the GOVERNING AUTHORITY agrees to comply with the financial plan ("Financial Plan") of the Community School, which details an estimated school budget for each year of the period of this Contract, specifies the total estimated per-pupil expenditure amount for each such year, and describes the financial policies, procedures and internal financial controls of the Community School. Said Financial Plan is attached hereto as Exhibit 2 and incorporated by reference as if fully written herein. In accordance with Section 3314.042, the GOVERNING AUTHORITY further agrees to comply with the standards for financial reporting adopted under Section 3301.07(B)(2) of the Code. The GOVERNING AUTHORITY shall (i) confirm to the SPONSOR that the projected student enrollment reported to the Department of Education is accurate and (ii) calculate and report student enrollment thereafter, all in accordance with Section 3314.08, and expend funds received as required therein. In accordance with Code Section 3314.03(B), the Community School shall submit to SPONSOR a comprehensive plan as required therein, which shall include copies of all policies and procedures regarding internal financial controls adopted by the GOVERNING AUTHORITY.

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

In accordance with Code Section 3314.011, the GOVERNING AUTHORITY shall have a designated fiscal officer for the Community School who meets all of the requirements set forth in Section 3314.011. Except as provided in Section 3314.011(D) of the Code, the designated fiscal officer shall be employed by or engaged under a contract with the GOVERNING AUTHORITY. The GOVERNING AUTHORITY shall provide prompt assurances to the SPONSOR that the Community School's fiscal officer is in compliance with Code Section 3314.011.

In accordance with Code Section 3314.03(A)(30), any and all money loaned to the Community School by the operator of the Community School, including facilities loans or cash flow assistance, shall be accounted for, documented, and bear interest at a fair market rate.

The GOVERNING AUTHORITY shall provide the SPONSOR with financial reports, enrollment records, and a reconciliation report for budgeted and actual costs and revenues every month, as required under Code Section 3314.023. Financial reports will be submitted in the form and format requested by the SPONSOR and, at a minimum, shall include cashflow and income statements and balance sheet information and may further include statements of revenues, expenses, and changes in net assets. The GOVERNING AUTHORITY will allow the SPONSOR to monitor the Community School's operations at the request of the SPONSOR.

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

The GOVERNING AUTHORITY will annually conduct an inventory of all school assets, to include cost, acquired year, a brief description of the asset, and whether federal/title funds were used for the acquisition of such asset. The date the inventory was completed should also be recorded, and a copy of this inventory report must be submitted to the SPONSOR by September 30th.

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

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

C. Governance Plan:

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

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

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

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

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

The GOVERNING AUTHORITY agrees to comply with the admission procedures as set forth in Section 3314.06 of the Code. In accordance with Section 3314.03(A)(19) of the Code, the GOVERNING AUTHORITY agrees to adopt an enrollment policy regarding the admission

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of students who reside outside the district and/or the state in which to Community School is located. The policy shall comply with the admissions procedures as specified in Sections 3314.06 and 3314.061 of the Code. Pursuant to Section 3314.08(F), the Community School may charge tuition for the enrollment of any student who is not a resident of Ohio.

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

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

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

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

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

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

The GOVERNING AUTHORITY agrees to notify the SPONSOR in writing within seven (7) business days of an existing GOVERNING AUTHORITY member's resignation or a new GOVERNING AUTHORITY member's appointment.

D. Accountability Plan:

The GOVERNING AUTHORITY agrees to assess student achievement of academic goals using the methods of measurement identified in the Academic and Organizational Accountability Plan ("Academic and Organizational Accountability Plan"), which is attached

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hereto as Exhibit 4 and incorporated by reference as if fully written herein. Such methods shall include the administration of Ohio's proficiency tests, achievement tests, diagnostic assessments, all applicable report card measures set forth in Sections 3302.03 and 3314.017 of the Code, or any other statutory testing established for Ohio's students. The SPONSOR and GOVERNING AUTHORITY further agree to comply with any and all statutory amendments regarding student achievement and testing governing community school students as if such amendments were specifically set forth in this Contract.

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

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

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

Article IV. Responsibilities of the SPONSOR

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

In accordance with Code Section 3314.023, the SPONSOR shall provide monitoring, oversight, and technical assistance to the Community School as defined in Code Section 3314.023.

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

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

In accordance with Code Section 3314.02(E)(2)(c), the SPONSOR will annually verify that a finding for recovery has not been issued by the state auditor against any member of the GOVERNING AUTHORITY, any operator of the Community School, or any employee of the Community School.

In accordance with Code Section 3314.019, the SPONSOR will communicate with the state auditor regarding an audit of the school or the condition of financial and enrollment records of the school and shall maintain a presence at any and all meetings with the state auditor regardless of whether the SPONSOR has entered into an agreement with another entity to perform all or part of the SPONSOR's oversight duties.

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

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

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

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

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

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

Article VI. School Facilities and Property; Site Visits

Pursuant to Code Section 3314.03(A)(9), the GOVERNING AUTHORITY and the SPONSOR shall complete Exhibit 9, which outlines the facilities to be used by the Community School and contains the following information:

1. A detailed description of each facility used for instructional purposes;
2. The annual costs associated with leasing each facility that are paid by or on behalf of the Community School;
3. The annual mortgage principal and interest payments that are paid by the Community School; and
4. The name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the Community School or GOVERNING AUTHORITY, if any.

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

In accordance with Code Section 3314.032(A)(3), the SPONSOR and the GOVERNING AUTHORITY shall complete a list that describes the owner(s) of the Community School's facilities and property, including but not limited to its equipment, furniture, fixtures, instructional materials and supplies, computers, printers, and other digital devices. Such list shall be included in Exhibit 9 and comply with the requirements of Code Section 3314.0210

Article VII. Letter of Approval to Operate

Should the GOVERNING AUTHORITY elect to move the Community School to a new location, the GOVERNING AUTHORITY shall neither commence school operations nor, in the new location, begin classes for students until it has received a letter of approval to operate ("Letter of Approval") issued by the SPONSOR, the requirements of which are attached hereto as Exhibit 5 and incorporated by reference as if fully written herein, and any other health and safety certificates or documentation required by the appropriate governmental agency. The SPONSOR shall issue to the GOVERNING AUTHORITY a Letter of Approval within seven (7) business days after receipt of the required documentation. If the GOVERNING AUTHORITY receives no response from the SPONSOR within fourteen (14) business days after receipt of all the required documentation, the GOVERNING AUTHORITY shall be authorized to begin classes.

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

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

Article VIII. Probationary Status

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

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

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

If the SPONSOR approves the written proposed remedy submitted by the GOVERNING AUTHORITY, then the Community School shall remain on probationary status and the SPONSOR shall monitor the actions taken by the GOVERNING AUTHORITY to remedy the conditions that have warranted probationary status as specified by the SPONSOR. If

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the SPONSOR finds at any time that the GOVERNING AUTHORITY is no longer able or willing to remedy those conditions to the satisfaction of the SPONSOR, the SPONSOR may take further action under Section 3314.073, including taking over the operation of the Community School or suspending the operation of the Community School.

Except in cases determined by the Sponsor, in its discretion, to be of such an extreme nature so as to require immediate remedy (e.g., financial insolvency or severe education programmatic inadequacy of the Community School), a Community School placed on probation pursuant to Article VIII of this Contract may remain in operation on probation for the remainder of the school year in which the notice of probation was received by the GOVERNING AUTHORITY, unless or until the Community School closes and ceases to operate for ten (10) consecutive business days during the period of probation for reasons other than closures scheduled on the academic calendar or force majeure events.

If such status is declared, the probationary status shall not extend beyond the end of the current school year. The probationary status under this Article and the suspension of operation of the Community School under Article IX are separate and distinct actions available to the SPONSOR under this Contract. Nothing herein shall preclude the SPONSOR from taking action under Article IX for suspension of operation of the Community School during the pendency of any probationary status or period for such imposed on the Community School under Article VIII.

Notwithstanding the foregoing, before taking action under Articles VIII or IX, the SPONSOR shall endeavor through reasonable efforts to inform, in the form of a warning, the GOVERNING AUTHORITY and Community School of areas of noncompliance that may warrant probationary status. The SPONSOR shall not have an affirmative legal obligation to provide a warning in lieu of action under Articles VIII or IX but does hereby agree to provide such as an additional form of corrective action where, in the SPONSOR's sole discretion, circumstances so warrant.

Article IX. Suspension of Operation

If the SPONSOR suspends the operation of the Community School pursuant to the procedures set forth in this Article IX, the GOVERNING AUTHORITY shall not operate the Community School while the suspension is in effect.

Upon the GOVERNING AUTHORITY's receipt of the notice of suspension, the GOVERNING AUTHORITY shall immediately notify the employees of the Community School and the parents of the students enrolled in the Community School of the suspension and the reasons for the suspension, and shall cease all school operations on the next business day. Any such suspension shall remain in effect until the SPONSOR notifies the GOVERNING AUTHORITY that it is no longer in effect.

A. Health and Safety

1. If at any time the conditions at the Community School do not comply with health and safety standards established by law for school buildings, the SPONSOR may immediately

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suspend the operation of the Community School by sending a written notice of suspension to the GOVERNING AUTHORITY. If the SPONSOR fails to take such action, the Ohio Department of Education may take such action.

2. If at any time public health and safety officials inspect the facilities of the Community School, such officials have the authority to order the facilities closed for noncompliance.
3. If at any time the SPONSOR determines that conditions at the Community School do not comply with health and safety standards established by law for school buildings and pose an imminent danger to the health and safety of the school's students and employees, the SPONSOR shall immediately suspend the operation of the Community School by sending a written notice of suspension to the GOVERNING AUTHORITY.
4. If the SPONSOR determines to suspend the operation of the Community School pursuant to the terms of this Contract and the provisions of Ohio law, the SPONSOR shall send written notice to the GOVERNING AUTHORITY stating that the operation of the Community School is immediately suspended and explaining the specific reasons for the suspension. The notice shall state that the GOVERNING AUTHORITY has five (5) business days to submit to the SPONSOR a written proposed remedy to the conditions cited as reasons for the suspension or face potential contract termination.
5. If the SPONSOR approves and accepts the written proposed remedy submitted by the GOVERNING AUTHORITY, the Community School may reopen following notification by the SPONSOR that such suspension is no longer in effect.

B. Other

The SPONSOR may also suspend the operation of the Community School for the following reasons:

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

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Prior to suspension for one or more of the five reasons set forth in paragraphs (B)(1) through (B)(5) above, the SPONSOR must first issue to the GOVERNING AUTHORITY written notice of the SPONSOR's intent to suspend the operation of the Contract. Such notice shall explain the reasons for the SPONSOR's intent to suspend operation of the Contract and shall provide the GOVERNING AUTHORITY with five (5) business days to submit to the SPONSOR a written proposal to remedy the conditions cited as reasons for the suspension. The SPONSOR shall promptly review any proposed remedy timely submitted by the GOVERNING AUTHORITY and either approve or disapprove the proposed remedy.

If the SPONSOR disapproves the remedy proposed by the GOVERNING AUTHORITY, or if the GOVERNING AUTHORITY fails to submit a proposed written remedy in the manner prescribed by the SPONSOR, or if the GOVERNING AUTHORITY fails to implement the remedy as approved by the SPONSOR, the SPONSOR may suspend the operation of the Community School.

If the SPONSOR determines to suspend the operation of the Community School pursuant to the terms of this Contract and the provisions of Ohio law, the SPONSOR shall send written notice to the GOVERNING AUTHORITY stating that the operation of the Community School is immediately suspended and explaining the specific reasons for the suspension. The notice shall state that the GOVERNING AUTHORITY has five (5) business days to submit to the SPONSOR a written proposed remedy to the conditions cited as reasons for the suspension or face potential Contract termination.

Upon the GOVERNING AUTHORITY's receipt of the notice of suspension, the GOVERNING AUTHORITY shall; (i) designate a representative of the GOVERNING AUTHORITY who shall retain responsibility for the security of and access to all Community School records, including student records, during the suspension; (ii) provide the means and capability to access Community School records, including student records, to the SPONSOR's representative, as designated in writing, and (iii) fully cooperate with the SPONSOR's designated representative, who shall have unrestricted and equal access to Community School records, including student records, during the suspension period. During the suspension period, the SPONSOR's designated representative shall have access to and may remove Community School records, including student records, if, in the sole discretion of the SPONSOR, the representative of the Governing Authority fails to timely provide such records following a legitimate request, or for any reason if the Community School remains under suspension and is not fully operational for a period of ten (10) weekdays.

C. Termination Resulting from the Suspension of School Operations

In accordance with Article X of this Contract and Ohio law, the SPONSOR may choose to terminate this Contract prior to its expiration if the SPONSOR has suspended the operation of the Community School. However, pursuant to Section 3314.072(E), the Contract shall become void if the GOVERNING AUTHORITY fails to provide a proposal to remedy the conditions cited by the SPONSOR as reasons for the suspension, to the satisfaction of the SPONSOR, by September 30 of the school year in which the operation of the Community School was suspended.

Article X. Expiration/Termination of Contract

The expiration of the Contract between the SPONSOR and the GOVERNING AUTHORITY shall be the date provided in the Contract, provided, however, that the GOVERNING AUTHORITY may terminate this Contract upon one hundred eighty (180) days written notice to the SPONSOR of its intent to enter into a Community School Contract with a successor sponsor approved to be a sponsor of community schools by the Ohio Department of Education. If the SPONSOR decides to terminate the Contract prior to its expiration, then not later than the fifteenth day of January in the year in which SPONSOR intends to terminate this Contract, the SPONSOR shall notify the GOVERNING AUTHORITY in writing of its intent to terminate the Contract pursuant to Code Section 3314.07. The SPONSOR may choose to terminate this Contract prior to its expiration for any of the following reasons:

1. The GOVERNING AUTHORITY's failure to ensure that the Community School delivers the Education Plan specified pursuant to Exhibit 1 of this Contract to all students enrolled in the Community School;
2. The GOVERNING AUTHORITY's failure to ensure that the Community School meets the performance requirements specified in Exhibit 4 of the Contract;
3. The GOVERNING AUTHORITY's failure to meet generally accepted standards of fiscal management;
4. The GOVERNING AUTHORITY's violation of any provisions of this Contract or applicable state or federal law;
5. The Community School is insolvent or is bankrupt;
6. The Community School has insufficient enrollment to successfully operate a community school, or the Community School has lost more than fifty percent (50%) of its student enrollment from the previous school year;
7. The Community School defaults in any of the terms, conditions, promises, or representations contained in or incorporated into this Contract or any other agreement entered into between the SPONSOR and the Community School or GOVERNING AUTHORITY;
8. The Community School's applicant(s), directors, officers, or employees have provided false or misleading information or documentation to the SPONSOR in connection with the SPONSOR's issuance of this Contract, Preliminary Agreement, or other legally binding document executed by the parties to this Contract, or the Community School's reporting requirements under this Contract, or applicable law;

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9. The SPONSOR discovers grossly negligent, fraudulent or criminal conduct by the Community School's applicant(s), directors, officers, employees, or agents in relation to their performance under this Contract; or
10. Other good cause.

The notice shall include the reason for the proposed termination of the Community School in detail, the effective date of the termination or nonrenewal, and a statement that the GOVERNING AUTHORITY may, within fourteen (14) days of receiving the notice, request an informal hearing before the SPONSOR. Such request shall be in writing. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Not later than fourteen (14) days after the informal hearing, the SPONSOR shall issue a written decision either affirming or rescinding the decision to terminate the Contract. The expiration, termination, or non-renewal of this Contract between the SPONSOR and GOVERNING AUTHORITY shall be subject to Code Section 3314.07.

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

1. The date the SPONSOR notifies the GOVERNING AUTHORITY of its decision to terminate the Contract;
2. If an informal hearing is requested and, as a result of the informal hearing, the SPONSOR affirms its decision to terminate this Contract, the effective date of the termination specified in the notice of termination.

If the SPONSOR learns that the Community School may receive a designation of "unauditable" from the Ohio Auditor of State, the Community School shall be subject to probationary status, suspension of operations, and termination or nonrenewal of the Contract. In the event that the Ohio Auditor of State declares the Community School to be "unauditable," the GOVERNING AUTHORITY shall comply with its obligations under Code Section 3314.51.

If, at any time, the SPONSOR does not receive approval from the Ohio Department of Education to act as a sponsor to the Community School, or otherwise has its sponsorship authority revoked under the Code, then this Contract shall immediately terminate upon the occurrence of such event.

Article XI. Contract Termination Contingencies

If the Community School permanently closes and ceases its operation, or closes and ceases to operate, (i) the Community School shall comply with Section 3314.074 of the Code and proceed according to the Contract termination contingencies set forth in the Governance and Administration Plan, Exhibit 3, which is attached hereto and incorporated by reference as if fully written herein, and (ii) the designated fiscal officer of the Community School shall deliver all financial and enrollment records to the SPONSOR within thirty (30) days of the Community School's closure, in accordance with Section 3314.023 of the Code.

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The GOVERNING AUTHORITY represents that its governing documents provide that, upon dissolution, (i) all remaining assets, except funds received from the Ohio Department of Education, shall be used for nonprofit educational purposes, and (ii) remaining funds received from the Ohio Department of Education shall be returned to the Ohio Department of Education.

All property personally and/or individually owned by the trained and licensed teachers or staff employed by the Community School shall be exempt from distribution of property and shall remain the property of the individual teachers and staff. Such property includes but is not limited to albums, curriculum manuals, personal mementos, and other materials or apparatus that have been personally financed by teachers or staff.

Upon the GOVERNING AUTHORITY's receipt of written notice of termination, and throughout the period of Community School operation between the notice of termination and school closure, if any, the GOVERNING AUTHORITY shall (i) comply with school closing procedures required by law imposed by or upon the Ohio Department of Education, the Code, or the SPONSOR and perform all obligations necessary thereto, (ii) designate a representative of the GOVERNING AUTHORITY who shall retain responsibility for the security of and access to all Community School records, including student records, (iii) provide the means and capability to access Community School records, including student records, to the SPONSOR's representative, as designated in writing, and (iv) fully cooperate with the SPONSOR's designated representative, who shall have unrestricted and equal access to Community School records, including student records, during the period prior to the closure of the Community School. Upon termination and closure, the GOVERNING AUTHORITY shall secure all Community School records, including student records, in the possession of the Community School and shall grant to the SPONSOR access to records requested by the SPONSOR. The SPONSOR may take possession of such records, and upon taking possession of such records shall thereafter fulfill any and all statutory and contractual duties concerning the Community School records, including the student records which are within the SPONSOR's possession; provided that, in performing the GOVERNING AUTHORITY's statutory or contractual duties, the SPONSOR shall comply with Section 3314.015(E), and any procedural guidances published by the Ohio Department of Education, which correspond thereto. In accordance with Section 3314.44, the GOVERNING AUTHORITY shall take all reasonable steps necessary to collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the school so that those records may be transmitted within seven (7) business days of the school closing to the student's school district of residence.

In accordance with Section 3314.03(A)(20) of the Code, the GOVERNING AUTHORITY further recognizes the authority of the Ohio Department of Education to take over sponsorship of the Community School pursuant to Section 3314.015(C) of the Code.

Article XII. Governing Law

This Contract shall be governed and interpreted according to the laws of the State of Ohio. This Contract is subject to any and all future changes, amendments, or additions to the statutes, rules, and procedures applicable to community schools. The SPONSOR and the

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GOVERNING AUTHORITY hereby agree to comply with any such change as if it were specifically set forth herein. Any such change shall supersede any term within this Contract that conflicts with the statutory change.

Article XIII. Limitation on Liability/Disclaimer of Liability/Covenant Against Suit

The SPONSOR of the Community School and the officers, directors, or employees of the SPONSOR shall be afforded the protections against liability under Code Section 3314.07(E) and (F) or any other statutory immunity granted to SPONSOR, now or hereafter.

The parties expressly acknowledge that the Community School is not operating as the agent or under the direction or control of the SPONSOR except as required by law or this Contract and that the SPONSOR assumes no liability for any loss or injury from: (i) the acts and omissions of the Community School, its directors, trustees, officers, agents, subcontractors, independent contractors, representatives, or employees; (ii) the use and occupancy of the building or buildings occupied by the Community School or any matter in connection with the condition of such building or buildings; or (iii) any debt or contractual obligation incurred by the Community School. The GOVERNING AUTHORITY acknowledges that it is without authority to and will not extend the faith and credit of the SPONSOR to any third party.

The SPONSOR does not assume any liability with respect to any director, trustee, employee, agent, parent, guardian, student, subcontractor, or independent contractor of the GOVERNING AUTHORITY, and no such person shall have the right or standing to bring suit against the SPONSOR or any of its trustees, directors, employees, agents, subcontractor, or independent contractors as a result of the issuing, overseeing, suspending, terminating, or revoking of this Contract. The GOVERNING AUTHORITY hereby covenants not to sue the SPONSOR's directors, trustees, officers, employees, agents, or representatives for any matters that arise under this Contract. Furthermore, the GOVERNING AUTHORITY agrees to indemnify the SPONSOR for liabilities, causes of action, losses, and expenses (including reasonable attorney fees) for acts or omissions of the Community School, the GOVERNING AUTHORITY, and the Community School Treasurer to the fullest extent provided for and covered by insurance maintained by the Community School and GOVERNING AUTHORITY pursuant to Article III.

Article XIV. Assignment

Neither this Contract nor any rights, duties, or obligations described herein shall be assigned by either party hereto, without the prior written consent of both parties, which consent shall not be unreasonably withheld, and upon such terms and conditions as the parties may agree. Any assignment without the prior written consent of both parties is void. The GOVERNING AUTHORITY shall have the authority to subcontract its obligations under this Contract to third parties for the management and daily operations of the Community School.

Article XV. Amendments or Modifications

This Contract, and all amendments hereto, constitute the entire agreement of the parties and may be modified or amended, provided that any such modification is in writing and signed

COMMUNITY SCHOOL CONTRACT

by both parties. The exhibits may be modified by the GOVERNING AUTHORITY and SPONSOR in the interim, pending subsequent approval of all exhibits by the parties. All interim changes and modifications must be necessary for the effective and efficient operation of the Community School and consistent with the purposes and terms of this Contract. Any changes or modifications of this Contract other than as provided herein shall be made and agreed to in writing by the SPONSOR and the GOVERNING AUTHORITY. It is further agreed that any amendments or additions to the laws, rules, or regulations cited herein, or which are applicable to the operation of a community school, will result in a correlative modification of this Contract without the necessity of a written amendment signed by the parties.

Article XVI. Severability

If any provision of this Contract, or any covenant, obligation, or agreement contained herein, is determined by a court of competent jurisdiction to be invalid, unenforceable, and/or contrary to applicable statutory or regulatory provisions under law, such determination shall not affect any other provision, covenant, obligation, or agreement, each of which shall be construed and enforced as if such invalid or unenforceable provision were not contained herein.

Article XVII. No Child Left Behind

To the extent applicable to community schools, the Community School will be subject to the federal rules and regulations for publicly funded schools as outlined in the No Child Left Behind Act of 2001 and its associated regulations.

Article XVIII. Dispute Resolution Procedure

In accordance with the Code Section 3314.03(A)(18), disputes involving the GOVERNING AUTHORITY of the Community School and the SPONSOR regarding this Contract shall be placed in writing and resolved in the following manner:

- a. Members of the GOVERNING AUTHORITY shall meet with representatives of the SPONSOR;
- b. Members of the GOVERNING AUTHORITY and the SPONSOR will make a good faith effort to define the issues, clarify any miscommunications, and resolve contractual differences;
- c. All agreed terms shall be placed in writing and signed by both parties;
- d. The GOVERNING AUTHORITY or the SPONSOR may initiate this process by providing written notice to the other party of their intent to initiate the dispute resolution process.

In the event that the representatives are unable to resolve such disputes on their own accord, then the representatives may engage in nonbinding mediation using a trained, experienced mediator selected by mutual agreement of the representatives of the SPONSOR and

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the representatives of the GOVERNING AUTHORITY. In addition to the foregoing, the parties may also engage in a process of notifications relating to noncompliance or corrective actions through the use of written notice, warnings, and other remedial action prior to the Community School being subject to probationary status, suspension of operations, or termination or nonrenewal of the Contract. Notwithstanding the foregoing, nothing herein is intended to supersede or modify the procedures set forth under Article VIII for Probationary Status, Article IX for Suspension of Operation, or Article X for Expiration/Termination of Contract.

Article XIX. Discrimination Policy

In carrying out this Contract, the GOVERNING AUTHORITY shall not discriminate against any employee or any applicant for employment based upon race, color, religion, military status, national origin, sex, age, disability, or ancestry.

Article XX. Entire Agreement

The SPONSOR and the GOVERNING AUTHORITY hereby agree that this Contract, including all exhibits and attachments hereto, constitutes the entire agreement and understanding of the parties and supersedes all prior agreements and understandings, whether oral or written, with respect to the operation of Community School. No course of prior dealing between the parties shall supplement or explain any terms used in this Contract.

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Article XXI. Notice

All notices required or permitted by this Contract shall be in writing and shall be either personally delivered or sent by nationally recognized overnight courier, or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date delivered.

If to GOVERNING AUTHORITY:

GOVERNING AUTHORITY
The Phoenix Community Learning Center
3595 Washington Ave.
Cincinnati, OH 45229
Attn. Governing Board Chairperson

Copies to:
[SCHOOL COUNSEL]

If to SPONSOR:

The Thomas B. Fordham Foundation
1016 16th Street, N.W., 8th Floor
Washington, D.C. 20036
Attn. Michael J. Petrilli

Copies to:

The Thomas B. Fordham Foundation
15 West Fourth Street, Suite 430
Dayton, Ohio 45402
Attn. Kathryn Mullen Upton

Porter, Wright, Morris & Arthur LLP
Attn: Thomas A. Holton/Charles Y. Kidwell, Jr.
One South Main Street, Suite 1600
Dayton, Ohio 45402-2028

Article XXII. Non-Waiver

Except as provided herein, no term or provision of this Contract shall be deemed waived, and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute consent to, waiver of, or excuse for any different or subsequent breach or default.

Article XXIII. Force Majeure

If any circumstances occur that are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Article XXIV. No Third-Party Rights

This Contract is made for the sole benefit of the GOVERNING AUTHORITY, the Community School, and the SPONSOR. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.


Article XXV. Non-Agency

The Community School and GOVERNING AUTHORITY as one party, and the SPONSOR as the second party, shall at all times hereunder be separate and independent parties whose relationship and actions are subject to the applicable provisions of this Contract and Ohio law. Nothing shall be construed or implied to create an agency, partnership, joint venture, or any other relationship between the parties except one of sponsorship pursuant to this Contract in accordance with Ohio law, and neither party shall (i) have any authority, right, or entitlement, express or implied, to make any commitments, obligation, or contracts, or (ii) incur any liabilities, charges, or expenses for or in the name of the other party, except as specifically permitted in this Contract.

Article XXVI. Statement of Assurances for Start-Up Schools


The Community School represents that it has completed a statement of assurances as required as a recipient of funding from the Ohio Public Charter Schools Program. A copy of the executed completed statement of assurances is included as Exhibit 6 of this Contract (Statement of Assurances for Start-up Schools).

ON BEHALF OF THE
THOMAS B. FORDHAM FOUNDATION

By: 
Michael J. Petrilli
President

DATE: June 20, 2016

THE GOVERNING AUTHORITY OF
The Phoenix Community Learning Center

BY: 
Governing Board Representative

DATE: 6/20/16

EXHIBIT 1: EDUCATION PLAN

A.1 Mission

The Phoenix Community Learning Center (PCLC) is an inclusive school dedicated to increased learning and achievement of all students and focused on developing higher-order thinking skills in all content areas. Through character education and strong staff, student, family, and community involvement, students will become responsible citizens who make positive contributions to their community—now and in the future.

High School Expansion

PCLC is committed to developing high-achieving students who graduate as global citizens ready to transition beyond the classroom into various college and career paths. PCLC will develop informed, confident and compassionate students who are ready to take on the challenges of a global society.

A.1.1 Vision

Learning to read and write is the basis for all the learning that follows in content-area subjects. PCLC is envisioned as a K–8 school where students master those beginning reading and writing skills that build the broad base of knowledge necessary for success at the secondary level and beyond. Knowing how to read and write to communicate effectively is everything. Without it, students do not have a chance at a successful and fulfilled life. Therefore, we envision our students with and without disabilities in the primary grades (K–3) mastering the instructional focus on letters, sounds, and words, as well as reading and writing with accuracy and expression. PCLC envisions 100 percent of K–3 students “learning to read”.

As students move into the upper elementary grades (3–8), we envision 100 percent of PCLC students successfully progressing to "reading-to-learn" content material, in which there is a deepening awareness of the demands of text, as well as a need for students to read and write to communicate conceptual understandings.

In our vision, all PCLC teachers (science, social studies, math, physical education, etc.) endeavor to ensure that 100 percent of their students become analytical readers, writers, and communicators of language. Our vision is in alignment with the Common Core Anchor Standards, which require that all teachers address reading, writing, and critical thinking in their content areas to ensure that students are college- and career-ready. We see PCLC students entering the workforce of the twenty-first century equipped with the strong reading, writing, mathematical, and critical thinking skills that businesses will look be looking for.

High School Expansion

PCLC high school that will provide a challenging and safe environment that fosters diversity, innovation, and academic excellence. Student learning will be guided by principles of academic rigor and independent thinking. The school will offer programs of study in various cultures and languages, such as Spanish, Mandarin Chinese, French, and American Sign Language. All students will graduate prepared for a world in which the ability to think critically and to communicate across cultures is of paramount importance. PCLC high school students study languages and cultures as preparation for future interaction on a global scale. Mastering a

language will build the critical skills necessary for knowing how to relate to and communicate effectively with people of other cultures. One hundred percent of students graduating from high school will be prepared to be productive citizens in a global society.

A.1.2 Educational Philosophy

The philosophical stance of PCLC is that students learn best when they are consistently challenged to develop and use their higher-order thinking skills (Pogrow 1997) through inquiry-based projects. We believe that a curriculum focused on mastery in all academic content areas but designed to challenge students to develop skills related to inquiry, critical thinking, problem solving, reflection, collaboration, ethics, and work habits is needed if students are to become true, lifelong learners. Not only must students learn these skills, they must also learn to apply them at high levels if they are to be perceived as successful learners according to Common Core and Ohio Revised standards. At PCLC, we believe that the task of developing students' higher-order thinking skills should be brought to the forefront of the curriculum and used as a guide for teachers in ensuring that students know how to apply the learned information and facts from content.

PCLC also believes that academic excellence alone is insufficient for a successful life. We know that children bring many personal issues to school and that it is difficult for them to achieve academically if they are dealing with fear, anxiety, anger, isolation, and rejection. Therefore, PCLC promotes a supportive, inclusive school culture. PCLC will build this inclusive culture by consistently providing students with and without disabilities the opportunity, through character education and inclusive classrooms, to develop the social awareness, self-control, and problem-solving techniques needed to become thinkers who articulate their feelings and opinions in positive ways.

We believe that the direct involvement of families and kin in school decision making lowers their distrust of educators and thus increases their involvement in and support of the school and its educational goals. Our belief is that the focus should not be on what schools can do for families, but on how to form genuine school/family partnerships (Lewis 1999). This philosophy is based on making a shift from focusing on involving parents only to a focus on involving whole families and the community in the education of children (Comer 1999). We believe that in order to prompt kinship and community involvement in the academic and social development of students, schools have to begin to transform themselves into community learning centers with an array of services designed to assist students, their families, and the community. It is the stance of PCLC that the full partnership, cooperation, and support of families and the community are essential to the academic and social achievement of students.

High School Expansion

Upon graduation, students should understand the importance of making decisions with integrity and the value of collaborating with others to provide global solutions. Students should leave high school with a global awareness and an understanding of global issues and their relationship to themselves. Whenever possible, students should have the opportunity to learn from and work collaboratively with individuals from diverse cultures in a spirit of mutual respect, open dialogue, and problem solving. Students learn best and retain more when they have the opportunity to immerse themselves in experiential learning. Part of educating well-rounded

students is to ensure that they have the opportunity to travel, explore, and/or be creative in a culture other than their own.

A.2 Geographic Boundaries

PCLC will serve students in grade- or age-equivalent levels between kindergarten and eighth grade; in accordance with Ohio Revised Code Section 3314.03(A)(19), PCLC will enroll students statewide.

A.3 Curriculum and Instruction

The major focus of the curriculum is on developing students' higher-order thinking skills in all content areas. This aligns well with the school's mission of increased student learning and achievement. The Common Core Standards in Math and Reading and the Revised Standards in Science and Social Studies (K–8) will be used. The Common Core standards are highly aligned with the instructional strategy of inquiry-based learning and our mission of higher-order thinking. The academic areas taught are language arts, social studies, science, math, and reading. The instructional and performance objectives for each academic subject and grade level as well as the achievement objectives for reading, writing, math, science, and social studies are listed in the Ohio Common Core and the Ohio Revised Standards.

All students can achieve at high levels when afforded learning opportunities that meet their individual needs. At PCLC, we believe that a workshop approach, along with a framework for rigor and relevance (adopted from the International Center for Leadership in Education), is the best way to manage the classroom learning environment.

The concept of a workshop approach empowers teachers to deliver instruction that effectively meets the needs of each student. Teachers are empowered to be prescriptive and diagnostic in their instructional decision making without relying solely on a scripted teacher's guide. The balanced workshop approach is used in reading, writing, math, science, social studies and physical education. It focuses on different types of learning experiences, including whole-group mini-lesson instruction, small-group guided instruction, read-alouds, shared reading and writing, guided reading and writing, reading and writing conferences, independent reading and writing, practice work stations and centers, cooperative learning, and reflective sharing of learning. The teacher becomes a facilitator of student learning as children take on the work load and take control of and responsibility for their own learning. Online tutoring programs in reading, math, science and social studies are provided for students to help ensure that they are on track according to the Ohio Revised Standards (in science and social studies) and the Common Core standards (in math and reading).

Using a balanced workshop approach enables teachers to be more creative and definitive when planning differentiation and intervention (Response to Intervention, or RTI) for students who are not on track. Professional development will focus on equipping teachers with the professional knowledge and skills needed to carry out these tasks.

Also, K–3 students who are not on track in reading and math will have tutors on site (pending availability of funding), making daily tutoring in the classroom a new norm. This normalizes daily discussion among teachers and tutors regarding students' progress and growth. After-school

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tutoring will also be scheduled for third-grade students who are not on track. In addition, Saturday tutoring will be available for second- and third-grade students who are not on track in reading and math. Expected impact after one year is an increase in the number of K–3 students reading on track.

Daily PD sessions will increase teacher capacity by equipping them with the knowledge and skills needed to ensure that all students can read on grade level by the end of third grade. Partnerships will be fostered through collaborating with local high schools, colleges, and universities.

In July 2015, the school will offer a four-week Teacher Institute as part of its Demonstration School. During this time, teachers will be trained on the components of a balanced workshop model and its successful implementation. Implementation training will be available as needed over the next two years. Daily, embedded professional development will be put in place to allow time for teachers to study, analyze, and discuss data and set future goals for student growth.

These daily professional development sessions become part of the school culture. It is sustained as teachers and tutors take responsibility for developing and leading daily PD topics aimed at accountability for and implementation of the balanced workshop approach to instruction. By June 2015, we expect to see an increase in the number of students reading at or above grade level. By June 2015, we expect that over 80 percent of students K–3 will read at or above grade level. By September 2015, Mac laptops and wireless internet access will be in place for a larger number of students to access online learning and reading assessments, thus preparing students for next-generation assessments.

The Response to Intervention Team (RTI) will monitor student growth over time using multiple measures of assessments. Our scope of work and progress monitoring will be updated in weekly RTI accountability meetings where student data are shared and analyzed. In these meetings, new learning goals will be set and/or old ones will be adjusted based on student growth aligned to the Common Core and New Ohio Revised standards.

It is imperative that our students start out as strong readers and writers. Therefore, the instructional approach we use and the materials and resources we adopt are critically important.

We feel confident using a balanced workshop approach because the National Reading Panel (2000) found that balanced approaches are preferred when teaching young children K–3 to read. This finding was based on their review of research-based reading instructional practices used by teachers in classrooms across the country. Moreover, research conducted by a team led by Dr. Anthony Bryk (currently president of the Carnegie Foundation for the Advancement of Teaching) found that when using a balanced workshop approach, students' average rates of literacy learning increased by 16 percent in the first year of implementation, 28 percent in the second, and 32 percent in the third. Achievement rose across all levels of students.

The Austin Independent School District (2001) initiated a balanced literacy support plan for students in grades K–4 who needed extra reading intervention. Austin's literacy support model, built on a balanced literacy workshop model, has served over three thousand students; 96 percent

of these students made gains. The average gain in grades 1–4 was 8.7 on reading-text levels and was accomplished within a school year. Findings of those district studies reaffirm the value of balanced literacy instruction. Data from Toronto's longitudinal studies (featuring demographics similar to ours), in which a balanced literacy model was used, show that students' literacy gains on seven out of eight standardized measures exceeded expected gains (French, Morgan, Vanayan, and White 2001).

Our goal is to see more students (K–3) reading at grade level. Assessments used to evaluate effectiveness will be: 1) Reading Running Records to clinically obtain data as to students' reading comprehension level; 2) STAR Reading pre- and post-assessments; 3) MAPS (NWEA) pre- and post-assessments; Thinkgate question database for Performance Indicator Test (PI Test); and 4) common local assessments. Using the "On Track" standards for grades K–3 (supplied by ODE), teachers will be able to examine and assess the effectiveness of our balanced workshop model. Our rationale is that if students enter each grade level solidly on target, their next teacher can work with them at even higher levels. The goal is to set the bar high so that students enter third grade reading at a higher rate than before. Impact will be measured by an increase in the number of students reading at or above grade level in grades K–3 using standardized tests, NWEA, and STAR by 2015; the ultimate objective is for 80 percent of students to pass the third grade Ohio Achievement Assessment in Reading by June 2015.

Surveys will be completed twice each year by teachers, parents, and students to analyze effectiveness. Data gleaned from the surveys will drive our decisions on the implementation of this balanced workshop concept.

Pursuant to Section 3313.60 (A)(5)(f), the curriculum will include the study of prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.

High School Expansion

Curriculum and Instruction

The school will use curricular materials that support teaching and learning in grades 9–12. These materials will provide access to sequenced, spiraled, content-rich statewide curriculum programming and instructional practices that support and align with the attainment of Ohio's New Learning Standards.

The high school curriculum will include teaching and learning experiences that scaffold and are focused on 9–12 learning progressions; it will project a trajectory of learning standards in each content area (English language arts, science, history, mathematics etc.). The overall curriculum will incorporate curriculum maps, lesson plans, performance tasks, scaffolding materials, samples of student work, and other classroom artifacts. Curriculum and instructional resources will be targeted to address all learners within any classroom setting.

The curriculum will emphasize resources that are planned and developed according to the principles of Universal Design for Learning (UDL) and are able to be used by all students, including:

- English language learners (ELL)
- Students with disabilities (SWD)
- Accelerated Learners
- Students up to four grade levels behind in high school, grades 9–12

Measurable Objectives

English Language Arts Overview for Grades 9–12

PIHS will use a comprehensive English language arts (ELA) curriculum designed to meet the demands and instructional shifts of Ohio’s New ELA Learning Standards and to support teachers as they build students’ skills and knowledge in order to prepare them for college and career. It focuses on text complexity and key instructional shifts; pacing and depth; writing from sources and research; assessed standards versus addressed standards; and facilitating student discussion. The ELA curriculum consists of modules, units, and lessons and is divided into four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.

Each module grounds students’ application and mastery of the standards within the analysis of complex text. The standards assessed and addressed in each module specifically support the study of the module text(s) and include standards in all four domains: reading, writing, speaking and listening, and language.

Modules are arranged in units consisting of one or more texts. The texts in each module share common elements in relation to genre, authors’ craft, text structure, or central ideas. Each unit in a module builds upon the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period but may extend beyond that timeframe depending on student needs.

Mathematics Overview for Grades 9–12

PIHS has chosen Eureka Math as the curriculum to support its required mathematics courses. It was developed specifically to meet Ohio’s New Learning standards and meet the new levels of rigor and instructional shifts necessary for today’s math classroom. Eureka Math aligns perfectly with data gleaned from the Trends in International Mathematics and Science Study (TIMSS). This study provides data on the mathematics and science achievement of U.S. students compared to that of students in other countries. Eureka Math is unique in that it includes a complete high school mathematics curriculum as well as a professional development platform. It offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials. These all work together to provide PIHS teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate in mathematics, but fluent.

Eureka Math follows the focus and coherence of the New Ohio Learning Standards and carefully sequences the mathematical progressions into expertly crafted instructional modules. After using Eureka Math for just one year, students in Rapids Parish, Louisiana, have shown nearly double the average national increase in math knowledge, according to national data from Discovery Education, which conducts benchmark testing across the country. When rating math

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programs, the Louisiana Department of Education has recognized Eureka Math as one of only two curricula that achieved the best possible score for “all indicators of superior quality.” High school students will be required to take the following mathematics courses:

Grade 9 - Algebra I

Grade 10 - Geometry

Grade 11 - Algebra II

Grade 12 - Precalculus

Science Overview

The school believes that effective science instruction should promote higher-order thinking, problem solving, and the critical thinking skills necessary for success in college and careers (Willingham, 2007). We are committed to providing every student with a high-quality, rigorous science education infused with real-world problem solving, scientific literacy, and inquiry.

According to Achieve's recent national poll of voters—*Attitudes Toward Science Education: Key Findings From A National Survey*, 97 percent of voters believe that improving the quality of science education is important to the United States' ability to compete globally. Phoenix high school students will have the challenge of facing a future with global issues that must be addressed, which requires that each student be provided with science instruction that prepares her to take on these challenges in the real world.

Social Studies Overview

Twenty-first-century skills, such as problem solving, communication, media literacy, and leadership, are incorporated into Phoenix high school's social studies program using Ohio's model curriculum for social studies. The model curriculum provides instructional support, including content elaborations, expectations for learning, instructional strategies, instructional resources, connections, and essential questions. The school's approach is to use social studies to further develop the higher-order thinking skills referred to in the school's mission. Social studies is the perfect platform from which to help students develop these essential thinking skills. The discipline promotes: 1) reading at the evaluation, synthesis, analysis, and interpretation levels; 2) critical thinking skills through writing; and 3) analytical thinking (Tankersley, 2005).

In the Social Studies curriculum, high school students will learn skills ranging from reading a map to making an argument. They will learn how to determine the validity of evidence, evaluate conflicting points of view, and apply facts to making decisions. These real-world skills are highly aligned with the vision of the Phoenix Community Learning Center.

The social studies curriculum for the high school is aligned with Ohio's New Learning Standards: High School Social Studies, which contain syllabi for six high school courses: American History, Modern World History, American Government, Economics and Financial Literacy, Contemporary World Issues, and World Geography. Each contains a course theme and broad topics which are further clarified with content statements. One half-unit of American history, one half-unit of American government, and two units of social studies are required for graduation.

End-of-course exams will be given in American history and American government.

In addition, the new content standards also directly address the twenty-first-century skills of civic

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literacy, financial and economic literacy, and global awareness. PIHS used the syllabi adopted by the State Board of Education to plan our course offerings.

World Languages

PIHS believes that its student should develop proficiency not only in English, but in other languages as well. This is based on the fact that American youth are entering the workforce at a time when international understanding, cross-cultural awareness and linguistic capacity are increasingly important for their success as Americans and as citizens of the broader world. Language study empowers learners to engage in meaningful, direct interaction with members of other cultures. Students are provided with opportunities to develop insights that are available in no other way and become skilled observers and analysts of other cultures. PCLC high school students that choose to major in a world language (four years of a world language) will be eligible to travel their junior and/or senior year to a foreign country and immerse themselves for two weeks of study.

PCLC high school students will have the opportunity to choose these languages as electives. They will use their chosen world language in presentations, in conversations with friends and native speakers, and when reading newspapers and magazine articles. The world languages program at PCLC will provide students with the opportunity to study and appreciate the language and culture of other countries and to broaden their personal and cultural perspectives. Ultimately, students will benefit from understanding cultural customs and festivities other than their own. PIHS students will develop communicative skills in listening, speaking, reading, and writing in Spanish and French. The focus is on language use, a performance model, in order to prepare students to function independently, spontaneously, and comprehensibly in the language.

PCLC's rationale for this course is that the study of any language will help students to:

- Understand their own native language and speak it better
- Learn that people all over the world share the same interests and values in music, art, sports, and everyday customs
- Interact with people from other countries through email, social media exchanges, and possible trips abroad
- Perform better in other subjects
- Make plans to go to college
- Be globally competitive in finding a future job

Knowledge of a language can benefit high school students as they begin to make decisions about future careers. More career opportunities are available to students who have a working knowledge of a language other than English. PCLC recognizes the need to prepare its students for a globalized economy.

Specifically, PIHS will use the following text and digital resources to support the World Languages Program:

Spanish – Today's students are very much digital learners. The Realidades Spanish Program from Pearson is a digital resource created especially for the secondary Spanish classroom.

Realidades will connect Phoenix high school teachers to online planning, teaching, practice, assessment, and remediation through digital resources on its learning management system. This program is highly acclaimed and has been used effectively in Spanish classrooms around the world. Its focus on developing the expertise needed for success in today's global community puts it in perfect alignment with the school's mission.

French – PCLC will use HMH's Discovering French Today. It presents language and culture in context, thus for an authentic learning experience. This program's approach has been proven over time and offers cultural insights, relevant instruction, and real interaction. Digital resources that support this French curriculum include the HMH French Vocabulary app, News and Networking, and Performance Space Dashboard. Students will be motivated and engaged by the mobile-ready Online Edition that puts the French-speaking world in their hands.

A.3.1 Classroom and Non-classroom-based Learning Opportunities

Classroom-based learning opportunities are described throughout this Exhibit and may include but are not limited to instruction in the subjects set forth, tutoring opportunities, and student projects.

Non-classroom based learning opportunities include:

- Girl Scouts: weekly after-school program with girls
- Hamilton County Naturalist: in-school naturalist visit for all students (live animals, conservation, etc.)
- Hamilton County Park District: field trips to nature reserve
- Cincinnati Museum Center: free field trips to museum (transportation provided)
- Cincinnati Opera: on-site performances
- Cincinnati Playhouse in the Park: theatre performances for students
- Robotics (University of Cincinnati)
- Culturama
- Learning Fair
- Health Fair

Curricular resources include:

- Core Knowledge
- Expeditionary Learning
- Eureka Math
- Pearson Interactive Science
- Pearson Social Studies
- Study Island
- Brainpop
- Learning A-Z
- Reading A-Z
- Writing A-Z
- Science A-Z
- Vocabulary A-Z

- RAZ KIDS
- Reading Tutors

Research Base for Core Knowledge Language Arts (CKLA)

Combing well-established findings from cognitive science with classroom-based feedback from hundreds of teachers, Core Knowledge Language Arts ensures that children will learn to listen, speak, read, and write well. Researchers established decades ago that reading comprehension and critical thinking are only possible with relevant prior knowledge. Since students should be able to read and think about a wide variety of topics, their education must deliver broad knowledge of a wide variety of topics. But they shouldn't just jump from one focus to the next. Learning about an academic domain—and acquiring the vocabulary of that domain—depends on staying focused on a topic and progressing from basic to in-depth materials and activities over two or three weeks. This gives students time to digest new concepts and practice using new words. These basic findings from cognitive science form the research foundation for CKLA.

CKLA was piloted in ten public schools in New York City and an additional seven schools throughout the country, including rural and suburban schools. The 172 classrooms, two hundred teachers and 4,466 students in these schools were quite diverse. From school to school, the segment of students receiving free and reduced-price lunch ranged from 30 to 99 percent, and the segment of students for whom English is a second language ranged from 15 to 60 percent. Results of the three-year pilot program of CKLA from kindergarten through second grade in New York City show that students in the schools using CKLA outperformed their peers in ten comparison schools on measures of reading, science, and social studies.

Statistical analyses were made of annual achievement progress on North Carolina's Department of Public Instruction tests. The analyses showed that Core Knowledge schools exceded the other schools in achievement progress in eight of ten comparisons of reading and mathematics in the five grade levels available for analysis. The two groups for this research were statistically indistinguishable, except that the members of one group were taught Core Knowledge while the members of the other group were not. The students who had spent the year in Core Knowledge classrooms outscored the control students in seven of the eight categories on the ITBS. The Core Knowledge students posted significantly higher scores in reading comprehension (58.1 versus 55.1), vocabulary (59.8 versus 55.3), science (58.7 versus 55.8), math concepts (61.4 versus 59.2), and social studies (58.3 versus 53.4). The greatest gains—in reading comprehension, vocabulary, and social studies—were computed to be statistically “highly significant.”

Research Base for Expeditionary Learning (EL)

The Expeditionary Learning curriculum is used in grades 3–8. Students get excited about learning through great books, compelling topics, and ownership of their learning. At the same time, teachers get a vision of the instructional practices that support a Common Core-aligned classroom and the tools to create it.

Every teacher is a teacher of readers, writers, and content. The EL curriculum engages students and supports teachers in building students' capacity to read, think, talk, and write about complex texts. Each module comes with books—not textbooks—that have been carefully selected and vetted by the authors of the Common Core as the best texts for teaching grade-level content.

These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity.

EL is a leader in Common Core implementation and is at the forefront of creating classroom-ready Common Core curricular materials. The Phoenix Community Learning Center chose EL because of its academic rigor and its tight alignment to the instructional shifts that come with the Common Core State Standards.

Mathematica Policy Research (2013) found that Expeditionary Learning middle school students perform better in reading than their counterparts in other public schools. The study team examined student performance on the existing state reading assessments up to three years after students enrolled in five Expeditionary Learning middle schools. In reading, Expeditionary Learning students experience positive impacts that are approximately equal in magnitude to an extra five months of learning growth after two years—or an extra seven months of learning growth after three years.

The University of Massachusetts (2011) conducted research that examined the progress made by Expeditionary Learning schools in New York City and Rochester between 2006 and 2010 in closing achievement gaps. Their analysis found that Expeditionary Learning schools closed gaps in English language arts for African American, Hispanic, and low-income students and English language learners in both cities.

Research Base for Eureka Math

Eureka Math was developed specifically to meet the Common Core State Standards and meet the new levels of rigor and instructional shifts necessary for today's math classroom. It offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent in mathematics.

Eureka Math is a complete pre-K–12 curriculum and professional development platform. It follows the focus and coherence of the CCSS and carefully sequences the mathematical progressions into expertly crafted instructional modules.

The new standards and progressions set the frame. But the instructional shifts that teachers must make to achieve the rigor of the CCSS help shape every aspect of the curriculum. Nowhere are the instructional shifts more evident than in the fluency, application, concept development, and debrief sections that characterize lessons in the pre-K–5 grades of Eureka Math. Similarly, Eureka's focus in grades 6–8 on problem sets, exploration, Socratic discussion, and modeling helps students internalize the true meaning of coherence and fosters deep conceptual understanding.

Eureka Math is distinguished not only by its adherence to the CCSS. It is based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the “story” of mathematics itself. This is why we call the elementary portion of Eureka Math "A Story of

Units"; it's followed by "A Story of Ratios" in middle school and "A Story of Functions" in high school. Mathematical concepts flow logically from one to the next in this curriculum.

The sequencing has been joined with methods of instruction that have been proven to work, both in the United States and abroad. These methods drive student understanding beyond process to deep mastery of mathematical concepts.

Eureka Math includes:

- Scaffolding Hints: helping teachers support Response to Intervention (RTI)
- Embedded Video: demonstrating classroom practices
- Consistent Lesson Structure: allowing teachers to focus energy on engaging students in the mathematical story
- Convenient Interactivity: progressions-based search functionality to permit navigation between standards and related lessons, linking all lessons in a particular standards strand or mathematical progression with learning trajectory. This functionality also helps teachers identify and remediate gaps in prerequisite knowledge, implement RTI tiers, and provide support for students at a variety of levels.

The research and development upon which Eureka Math is based was made possible through a partnership with the New York State Education Department. Their expert review team included renowned mathematicians who helped write the CCSS and progressions

Eureka Math connects math to the real world in ways that take the fear out of math and build student confidence—while helping students achieve true understanding lesson by lesson and year after year.

The team of teachers and mathematicians who wrote Eureka Math took great care to present mathematics in a logical progression from pre-K through grade twelve. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. When implemented faithfully, Eureka Math will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math.

Eureka Math serves teachers, administrators, parents, and students with a comprehensive suite of innovative curriculum, in-depth professional development, books, and support materials for everyone involved.

Research Base for Pearson Interactive Science

Interactive Science is a standards-based, next-generation elementary and middle-grades science program featuring an innovative write-in student edition that connects the big ideas of science to students' lives. Interactive Science for grades K–8 is based on the most meaningful research and best practices from some of the most highly regarded experts in science education. What results is a program rooted in sound learning approaches, teaching strategies, and ideas to engage all learners so that they can apply their thinking.

Interactive Science features three paths that let teachers teach it their way: text, inquiry, and digital. Instructors can focus on one path or blend all three together. The text path includes an innovative write-in student edition and the DK Big Ideas of Science Reference Library. The inquiry path features our hands-on labs and activities scaffolded for all learners. The digital path features a next-generation online learning environment, where teachers can connect with students, manage their classes, and customize to their teaching style.

Interactive Science was evaluated in a full-year efficacy study (2011) with the independent research firm PRES Associates. Results indicate that students using Pearson Interactive Science demonstrated significantly greater improvement in science as compared to students using other science programs. Specifically, Pearson Interactive Science students outperformed students using other science programs on the Developed Science test (an assessment aligned to the content taught in control and treatment classes, as well as national standards). In addition, Pearson Interactive Science students had marginally higher test scores on the TerraNova science test as compared to control students. In fact, the resulting effect sizes translate to Pearson Interactive Science students being eighteen percentage points higher than control students on the Developed Science test and thirteen percentage points higher on the TerraNova science test.

Interactive Science utilizes the Understanding By Design framework to help students uncover answers to the big ideas of science, leading students to a deeper understanding of the science concepts. Grant Wiggins, creator of Understanding by Design framework, is one of the main program authors. Interactive Science also structures each lesson by the 5E learning cycle (Engage, Explore, Explain, Elaborate, Evaluate).

Research Base for Study Island in Ohio

After third- and fourth-grade students in Miamisburg City School District in Ohio began using Study Island during the 2006–2007 school year, student achievement in reading rose on a district-calculated proficiency score based on scores across multiple measurements. In both the third and fourth grades, the percentage of students scoring at or above a proficient level grew the year students began using Study Island. Although this gain was not significant, the trend in growth is positive. In both grade levels, a higher percentage of students were proficient in reading after students used Study Island for one school year.

The results are more robust when examining the same group of students longitudinally over time from third to fourth grade. In the 2005–2006 school year, the year prior to the introduction of Study Island, 84 percent of third-grade students were at or above proficiency in reading as determined by the state-calculated proficiency score. When students began using Study Island in the 2006–2007 school year, 89 percent of students now in fourth grade scored at or above a proficient level in reading. This growth of 5 percent in achievement was statistically significant. Analysis on the results from the Ohio Achievement Test alone shows an even more pronounced growth in achievement. Prior to the introduction of Study Island, 81 percent of students scored at or above a proficient level in reading. This percentage grew significantly ($z = 2.56$, $p < 0.01$) to 88 percent after students had used Study Island for one year.

Kemp Elementary in Dayton began using Study Island during the 2006–2007 school year to help students prepare for the Ohio Achievement Test and master grade-level standards and content

objectives. After using Study Island for one school year, results showed that a higher percentage of fourth- and sixth-grade students were meeting standards in math based on a district-calculated proficiency score, which takes into account performance on multiple state measures. Prior to using Study Island, only 33 percent of fourth-grade students and 34 percent of sixth-grade students were meeting proficiency in math. However, after students began using Study Island, 46 percent of fourth-grade students and 55 percent of sixth-grade students met standards in math. The gains seen in the sixth grade were approaching significance ($z = 1.83$, $p < 0.10$) and represented a 21 percent gain in math achievement. When compared to the performance of students district-wide during these same years, the Study Island school within this district (Kemp) achieved higher growth in the percentage of fourth- and sixth-grade students meeting proficiency in math. After using Study Island, students in fourth grade grew significantly ($z = 2.09$, $p < 0.05$) to catch up to the district average, and sixth-grade students within the Study Island school significantly outperformed sixth-grade students within the district by 2007 ($z = 3.33$, $p < 0.01$).

Research Base for Learning A-Z

Learning A-Z pays close attention to the National Reading Panel's recommendations and other research findings when developing its reading resources. The student and teacher resources on the Reading A-Z web site have been developed to reflect the instructional practices and reading strategies that are best supported by research findings from a wide variety of sources. The resources also correspond to the findings of the "Put Reading First" federal initiative and the CCSS. For teachers needing a rich collection of developmentally appropriate resources to differentiate instruction and target the instructional needs of each child, Learning A-Z's suite of reading resource websites is both a time saver and a performance enabler. Learning A-Z is changing the way educators approach student instruction by providing around-the-clock instant access to teaching tools at an affordable price, thus removing a major obstacle to differentiated instruction.

Description of Learning A-Z Components

Reading A-Z

- Teachers simply do not have enough books to address the individual needs of every student throughout the school year. ReadingA-Z.com provides teachers with more than 2,200 books, including a collection of about seven hundred leveled readers written to twenty-seven levels of reading difficulty and available in English, Spanish, and French. Both fiction and nonfiction books with a range of genres and a variety of text types are offered. The website also provides lessons and worksheets with each book, as well as a complete phonics program, high-frequency word books, poetry resources, fluency passages, reader's theater scripts, alphabet resources, assessments, and much more. This website is dynamic, with new resources added monthly and existing resources ones as appropriate. The award-winning Reading A-Z website is used by more than 130,000 teachers in classrooms around the world. The website enables educators to instantly download and print reading resources needed to meet the instructional needs of all children, whether in a self-contained classroom or a pullout setting.

Writing A-Z

COMMUNITY SCHOOL CONTRACT

- Writing goes hand in hand with reading, and like reading instruction, writing instruction varies according to each student's developmental level. WritingA-Z.com provides lessons for many writing genres and skills, as well as a collection of writing tools/aids to assist students with their writing. The lesson tips and resources span four developmental levels, making it possible to deliver a single lesson that is differentiated by student ability. New resources and lessons are added to the website regularly. A teacher can easily select and download a lesson that aligns with classroom reading instruction and with the students' writing needs.

Raz-Kids

- Teachers simply do not have time to model fluent reading for every child. This website provides developing readers with the opportunity to go online and listen to, read, and record themselves reading books written at twenty-seven levels of difficulty. After reading a book, students can take an interactive quiz to check their comprehension. Teachers have the option of building a roster of students, making student-specific assignments, and tracking each reader's progress, or opening up a book room to give students free access to all books. The Raz-Kids website allows students to independently hear fluent reading modeled, practice reading skills, and check their comprehension. Teachers are then freed up to work strategically with small groups of students, while students using Raz-Kids gain important practice working independently at computer stations in the classroom or at home. New books and features are added to this website regularly.

Reading-Tutors

- Teachers often have volunteers help struggling readers needing extra coaching and practice. But more often than not, teachers do not have adequate materials for tutors to use during tutoring sessions. And most classroom teachers do not have time to prepare easy-to-understand, differentiated lessons for volunteer reading tutors and classroom aides. Reading-Tutors.com provides hundreds of tutor packets filled with reading resources and clear instructions written for volunteer reading tutors and classroom aides. The lessons provide step-by-step instructions for using the resources found in each packet. The packets are easily accessed 24/7 from the internet and can be downloaded, printed, and copied as needed.

Vocabulary A-Z

- Educators can generate customized vocabulary lessons by accessing VocabularyA-Z.com and selecting up to twelve words per lesson from thousands of words found on the website. Words are organized into word function and content-area categories. Teachers can download and print lesson resources for a week's worth of instruction. Lesson resources include context clue sentences, graphic organizers, word analogies, cloze sentences, games, puzzles, assessments, and more. New words and word categories are added regularly. Teachers have the ability to select words that match the themes and objectives of their weekly instruction and even customize the lessons according to the developmental levels of their students. This award-winning vocabulary lesson creator is a definite time saver for teachers.

Science A-Z

- Science is an important part of the No Child Left Behind Act (NCLB), which requires that schools test student progress in science as well as reading and math. Unit Quizzes are provided, as well as instructional support for reading comprehension skills as described in NCLB. Science A-Z lessons and materials incorporate best practices from current educational research and align with the National Science Education Standards (NAP) and the Ohio Revised Science standards. Science A-Z units can be correlated to the Full Option Science System (FOSS) Module from the Lawrence Hall of Science at the University of California at Berkeley and Delta Education. Each Science A-Z unit provides science content and literacy materials for both teachers and students. Units are organized by the four primary science domains: life, Earth, physical, and process.

Research Base for BrainPop

Approximately 1,100 students in forty-six classrooms in Palm Beach County, Florida, and New York City participated in a controlled BrainPOP efficacy study that examined vocabulary, language, reading comprehension, and science. The study by SEG Research demonstrates that elementary and middle school students using BrainPOP experience substantial growth compared to students who do not use BrainPOP. Students participating in the treatment group received approximately 16–20 weeks of instruction using BrainPOP, yet the amount of growth achieved was between one and two grade levels. BrainPOP is aligned with New Ohio Revised standards and Common Core.

Other Curricular Resources

- Triand: allows teachers to compose standards based assessments in minutes
- Holt Math: aligned to Common Core
- Open Court Reading
- Harcourt Brace Math: aligned to Common Core
- FOSS Science: aligned to Common Core and Science A-Z
- TCI Social Studies: aligned to Ohio's Revised Social Studies Standards
- Prentiss Hall Reading: aligned to Common Core

High School Expansion

Research for Instructional Approach and Strategies

Phoenix high school will offer a multicultural curriculum that prepares its students with the skill set necessary to be globally literate. The school will require that deep learning take place and that students master this set of learning skills, as recommended in the 2007 report *Learning for the 21st Century*. The authors' research noted that the ability to use the tools of information and communication technologies effectively is a critical aptitude for the twenty-first century. The skill set this report prescribed for deep learning included:

- 1) communication skills;
- 2) thinking and problem solving skills; and
- 3) interpersonal and self-directional skills.

Phoenix high school's instructional approach will be based on its students knowing how to use these skills by:

- 1) thinking critically;
- 2) applying knowledge to new situations;
- 3) analyzing information;
- 4) comprehending new ideas;
- 5) communicating;
- 6) collaborating;
- 7) solving problems; and
- 8) making decisions.

This is in alignment with research conducted by the American Institutes for Research (AIR) which defined the term “deeper learning” as referring to a set of educational outcomes including mastering academic content; critical thinking and problem solving, communication, and collaboration skills; learning to learn; and development of an academic mindset. Results from the AIR study found that high school students attending “deeper learning” schools are more likely to graduate on time by a margin of nine percentage points. These graduation results held true for a range of schools using various approaches to achieving deeper learning outcomes. According to a longitudinal study by the Center for Public Education, ontime graduates have better outcomes in every aspect of life, including academic, career, and health.

A.4 Target Population

PCLC will serve students in grades K–12. Students will range in age from five to eighteen years.

PCLC will serve students in an urban area located inside one of Ohio’s Big 8 Urban Districts (Cincinnati Public Schools). Within this area, as in many urban areas, there is a high concentration of immigrant populations with linguistic diversity and high rates of student mobility (Kincheloe, 2004, 2010). PCLC will reach out to students and families in immigrant (Hispanic, Asian, African etc.) and other minority populations and will rigorously support these students with rigorous ESL strategies and aids embedded in the core curriculum.

More than 85 percent of this targeted population will be eligible for free and reduced-price lunch. More than 85 percent will be from ethnic minorities and less than 80 percent have met or achieved high academic standards. PCLC will consider this data in planning curriculum and instruction and serve the unique needs of this urban community. This will be done by ensuring that students’ critical thinking skills are developed while offering a multicultural curriculum that will prepare them to be globally competitive. While we know that poverty plays a part in low student achievement, research indicates that the prevailing hypothesis that poverty and ethnic minority status are invariably linked to low student achievement does not hold true.

In fact, research conducted at the Center for Performance Assessment on the “90/90/90 Schools” revealed that the urban schools in the study had: 1) more than 90 percent of the students eligible for free and reduced lunch; 2) more than 90 percent of the students from ethnic minorities; and 3) more than 90 percent of the students meeting high academic standards. Therefore, PISH will utilize the strategies and methods recommended in this research to obtain similar results with our targeted population.

Using methods and strategies gleaned from this research, PCLC believes that over more than 90 percent of PCLC students will meet or achieve high academic standards. In addition, students from this targeted population may face some specific structural challenges that may act as a block to their educational success. These challenges include 1) persistently low student achievement, 2) a lack of instructional coherence, 3) inexperienced teaching staff, 4) poorly functioning business operations, and 5) low expectations of students (Kincheloe, 2004, 2010; MDRC, 2002). In keeping with its mission, vision, and philosophy, PIHS will work to ensure that these challenges are addressed within our curriculum, instructional strategies, and school objectives.

A.5 School Calendar and Daily Schedule

The calendar and daily schedule may be changed at the discretion of the board and/or school leader. In compliance with ORC 3314.03 (A)(11) (a), the Phoenix Community Learning Center offers a minimum of 920 hours of instruction per academic year. A typical day includes:

- Student arrival: 9:00 a.m.
- Breakfast : 9:00 a.m. – 9:30 a.m.
- Lunch period begins (inclusive of grades K–8): 11:00 a.m.
- Lunch period ends: 1:30 p.m.
- Student dismissal: 4:00 p.m.

PCLC uses block scheduling. Students receive 6.5 instructional hours per day, with 2.5 hours for reading and 2.5 hours for math daily. They also receive forty-five minutes daily for social studies and science.

High School Expansion

Supplemental Instruction

Between in-school extra help, after-school offerings, and Saturday Tutoring Sessions, tutoring will be provided on three days per week to support students in meeting graduation requirements.

SAT and ACT Test Preparation Workshops: Throughout the school year, students can enroll in test preparation workshops, being presented via after-school tutoring and Saturday workshop hours.

Career and Technical Education Workshops: Monthly workshops will be offered based on the career interests of students.

Attendance at workshops will provide opportunities for students to gain knowledge and experience from practitioners in the field of work they are interested in.

Extracurricular and After-School Activities

High school students will have the option to take part in sports or any other extracurricular activities through the athletic programs in the local school district, which is Cincinnati Public Schools. In addition, PCLC will offer extracurricular and after-school activities based on student interest.

A.6 Special Student Populations

COMMUNITY SCHOOL CONTRACT

Special education services are available for students who qualify under state and federal guidelines. PCLC will follow the procedures and guidelines under the IDEA for Ohio educational agencies serving children with disabilities (<http://www.edresourcesohio.org/ogdse/>). As part of an inclusive school community, students with special needs are fully included in the general education classroom, unless sufficient data shows that the general education classroom is not the least restrictive environment (LRE) for that student. Students with 504 plans and individualized education plans (IEPs) receive needed modifications, support, and remediation in the general education classroom unless otherwise indicated on their IEP. Each general education teacher in collaboration with the special education teacher is responsible for meeting the needs and goals specified in the IEP or 504 plan of each student.

Special and general education teachers will collaborate and plan together to meet the needs of students with disabilities in the general education classroom whenever possible. A school and educational psychologist will be available to meet with teachers and administrators to discuss student referrals related to learning and behavior issues, as well as intervention strategies and planning. Once a student has gone through RTI tiers and the team has decided that the student needs to be referred for testing to special education services, the special education coordinator will begin the IEP process under the IDEA. The outsourced support staff listed below will be available to meet with teachers, administrators, and parents to discuss student referrals related to learning and behavior issues, as well as to discuss test results and intervention strategies.

The following staff will be hired through Hamilton County Educational Service Center (HCESC):

- School psychologist
- Occupational therapist
- Physical therapist
- Speech pathologist

In addition, PCLC will hire the following staff to support the school's special education plan:

- One special education intervention teacher K–4
- One special education intervention teacher 5–8
- One special education intervention teacher 9–12
- One special education instructional assistant
- One special education coordinator and oversight consultant

High School Expansion

The outsourced support staff listed below will be available to meet with teachers, administrators, and parents to discuss student referrals related to learning and behavior issues as well as test results and intervention strategies. The following staff will be hired through Hamilton County Educational Service Center (HCESC):

- School psychologist
- Occupational therapist
- Physical therapist
- Speech pathologist

PCLSC will additional staff as needed to support the school's special education plan

The job of the special education oversight consultant is to ensure that PCLC stays in compliance with all federal and state special education requirements. Response to Intervention will be rigorously implemented. It is very important that teachers exhaust this step before a child is referred for testing to special education services.

Students who are Homeless

Plan for Students Who Are Homeless

The McKinney-Vento Act, 42 U.S.C.h§11432(g)(1)(I), (g)(7), requires schools to identify and remove all barriers to enrollment and retention in school for children and youth in homeless situations. Zero-tolerance rules for absenteeism can be such barriers, particularly when they result in class failures, exclusion from school, or court involvement. Frequently, students in homeless situations will miss school due to their living situations. Absences caused by homelessness should not be counted against students. The McKinney-Vento Act requires that zero-tolerance rules address the realities of homelessness and not create a barrier to enrollment and retention in school.

Student Rights

The Phoenix Community Learning Center recognizes the right of all students residing within the school's boundary—including those who are homeless—to participate in the Phoenix Community Learning Center educational and support programs. Homeless students who are enrolled in the Phoenix Community Learning Center have the right to:

- Share equal access to all educational programs and services, including transportation and school nutrition programs
- Continue to attend the Phoenix Community Learning Center for the duration of homelessness or the current school year, whichever ends first
- Attend the Phoenix Community Learning Center while homeless, unless there exists a legitimate reason for requiring attendance at another school
- Receive all educational services for which they are eligible (i.e., special education, gifted and talented, and LEP)

District Responsibilities

The Phoenix Community Learning Center will develop strategies for meeting the needs of homeless students and eliminating barriers to their attendance at school, including identification and the provision of appropriate support services.

Transportation

The Phoenix Community Learning Center shall provide homeless students with transportation services comparable to those offered to other students at the school. If a homeless student attending school at the Phoenix Community Learning Center moves to a shelter outside of its school boundaries, the superintendent or his designee may arrange transportation that enables the student to continue attending the school through the services of the Phoenix Community Learning Center, the new home district, or an outside agency.

Resource List for PCLC Families Who Are Homeless

Housing:

- Rental Housing Assistance in Southwest Ohio: (513) 684-3451 (complete listing available)
- Emergency Shelters and Transitional Housing Programs Serving Greater Cincinnati: (513) 241-1064 (complete listing available)

Referral Services:

- Gift of Sight (eyeglasses and exams)
- Haircuts for the Heart (salon services)
- Neediest Kids of All

Medical Services:

- Neighborhood Health Care, Inc.: (513) 221-4949
- Greater Cincinnati Immunization Clinic: (513) 785-7080

Counseling Services:

ARC: Support for parents of children with disabilities: (513) 821-2113

- FernSide: supporting children and families through grief: (513) 745-0111
- The Crossroads Center: (513) 480-5390
- Talbert House: (513) 684-7968
- Center Point Health: (513) 801-7747

Support Services:

- Cash and Food Benefits/State Office: (513) 2480 (complete listing available)
- Community Action Agency: (513) 569-1840

Employment and Training Services:

- Community Action Agency E.T.R Program: (513) 569-1840 EXT.1049

A.7 School Goals

School-Specific Goals and Objectives

The Phoenix Community Learning Center will administer the NWEA, a national adaptive test of foundational skills, in September and May of each school year. The test, administered upon enrollment, will provide a benchmark score against which all future academic growth can be measured per student. Ongoing test results will allow a comparative analysis on local, state, and national levels.

Academic Goal Statement 1:

Students at PCLC will become competent readers of the English language.

Measurable Target(s) with Metric(s):

- a) Eighty percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Reading PARCC Assessment in seventh and eighth grade.

- i. Metric: Reading PARCC Assessment
- b) Students will, on average, annually demonstrate a minimum of one year of academic growth in reading on the NWEA; by the end of the spring quarter, at least 80 percent of seventh and eighth graders will perform on or above grade level on NWEA's MAP assessment, as defined by NWEA's most recent normative data.
 - i. Metric: NWEA
- c) Each subgroup of students will make adequate yearly progress in reading as defined by No Child Left Behind legislation.
 - i. Metric: PARCC Assessment and Annual School Report Card

Academic Goal Statement 2:

Students at The Phoenix Community Learning Center will be competent in the understanding and application of writing.

Measurable Target(s) with Metric(s):

- (a) Eighty percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Writing Ohio Achievement Assessment in seventh grade.
 - i. Metric: Writing PARCC Assessment

Academic Goal Statement 3:

The Phoenix Community Learning Center will become competent in the understanding and application of mathematical computation and problem solving.

Measurable Target(s) with Metric(s):

- a) Eighty percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Mathematics Ohio Achievement Assessment in seventh and eighth grade.
 - i. Metric: Mathematics PARCC Assessment
- b) Students will, on average, annually demonstrate a minimum of one year of academic growth in math on the NWEA; by the end of the spring quarter, at least 80 percent of seventh and eighth graders will perform on or above grade level on NWEA's MAP assessment, as defined by NWEA's most recent normative data.
 - i. Metric: NWEA
- c) Each subgroup of students will make adequate yearly progress in mathematics as defined by No Child Left Behind legislation.
 - i. Metric: PARCC Assessment and Annual School Report Card

Academic Goal Statement 4:

Students at the Phoenix Community Learning Center will be competent in the understanding and application of scientific reasoning.

Measurable Target(s) with Metric(s):

- (a) Eighty percent of students who have attended the school for two or more years will score in the Proficient, Accelerated, and Advanced categories on the Science Ohio Achievement Assessment in fifth and eighth grade.

- i. Metric: Science OAA

Academic Goal Statement 5:

Students at the Phoenix Community Learning Center will be competent in the understanding and application of social studies.

Measurable Target(s) with Metric(s):

- (a) Eighty percent of the Phoenix Community Learning Center students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Social Studies Ohio Achievement Assessment in eighth grade.
 - i. Metric: Social Studies OAA Assessment

Academic Goal Statement 6: In compliance with the Third-Grade Reading Guarantee, students at the Phoenix Community Learning Center will read at or above grade level in grades K–3.

Measurable Target(s) with Metric(s):

- a) Eighty percent of The Phoenix Community Learning Center students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Reading Ohio Achievement Assessment in third grade.
 - i. Metric: Reading PARCC Assessment
- b) Eighty percent of The Phoenix Community Learning Center students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced categories on the Math Ohio Achievement Assessment in third grade.
 - i. Metric: Math PARCC Assessment

Organizational Viability Goal Statement 1:

The Phoenix Community Learning Center will demonstrate fiscal viability that focuses on student achievement and responsible use of public monies.

Measurable Target(s) with Metric(s):

- a) Approved school budgets for each school year will demonstrate sound allocation of resources in support of the school’s mission.
 - i. Metric: The Board of Directors will monitor and approve all annual budgets.
- b) Each year the school will provide annual balanced budgets with consistent cash reserves.
 - i. Metric: The Board of Directors will monitor and approve all annual budgets.
- c) Yearly audits performed by the office of the auditor of Ohio will show that the school’s sound fiscal management of public resources meet or exceed GAAP. The findings of these audits will be submitted in a timely manner to the sponsor and the Legislative Office of Education Oversight or any other requesting state agency or office.
 - i. Metric: The Board of Directors will secure an audit performed by the office of the auditor of Ohio.

Organizational Viability Goal Statement 2:

The Phoenix Community Learning Center will ensure parent approval and support that demonstrates the school’s long-term viability and effectiveness.

Measurable Target(s) with Metric(s):

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

Instructional Staff Goal Statement 1:

The Phoenix Community Learning Center will ensure that teachers of at-risk students in reading have a reading endorsement.

- a) One hundred percent of PCLC teachers who teach at-risk readers in grades K–3 will either have a reading endorsement or pass a state-developed test for reading endorsement by 2015.

High School Expansion

School-Specific Goals and Objectives

Northwest Educational Association Measures of Academic Progress (NWEA MAP): Each Quarter, PIHS will administer the NWEA, a national adaptive test of foundational skills. The test, administered upon enrollment, will provide a benchmark score against which all future academic growth can be measured per student. Ongoing test results will allow a comparative analysis on a local, state, and national level.

Academic Goal Statement 1: Students at PCLC high school will become competent readers of the English language.

Target: Eighty percent of students who have attended the school for two or more years will pass the end-of-course exam in reading.

Metric: End-of-course exam in reading

Target: Students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA; by the end of the spring quarter, at least 80 percent of eleventh and twelfth graders will perform on or above grade level on NWEA's MAP assessment, as defined by NWEA's most recent normative data.

Metric: NWEA

Academic Goal Statement 2: Students at PCLC high school will be competent in the understanding and application of writing.

Target: Eighty percent of students who have attended the school for two or more years will pass the end-of-course exam in writing.

Metric: End-of-course exam in writing

Academic Goal Statement 3: Students at PCLC high school will become competent in the understanding and application of mathematical computation and problem solving.

Target: 80 percent of students who have attended the school for two or more years will pass the end-of-course exam in each mathematics course .

Metric: End-of-course exam in mathematics

Target: Students will on average annually demonstrate a minimum of one year of academic growth in math on the NWEA; by the end of the spring quarter, at least 80 percent of eleventh and twelfth graders will perform on or above grade level on NWEA's MAP assessment, as defined by NWEA's most recent normative data.

Metric: NWEA

Academic Goal Statement 4: Students at PCLC high school will be competent in the understanding and application of scientific reasoning.

Target: Eighty percent of students who have attended the school for two or more years will score in pass the end-of-course-exam in science OGT.

Metric: End-of-course exam in science

Academic Goal Statement 5: Students at PCLC high school will be competent in the understanding and application of history.

Target: Eighty percent of PIHS students who have attended the school for two or more years will pass the end-of-course exam in social studies

Metric: End-of-course exam in social studies

A.8 School Climate and Discipline

The Phoenix Community Learning Center believes that an effective instructional program requires an orderly school climate and that the effectiveness of the educational program is, in part, reflected in the behavior of students. Standards of student behavior must be set cooperatively by interactions among students, parents/guardians, staff, and community members, producing a school climate which encourages students to grow in self-discipline.

Such a climate must include respect for self and others, as well as for the school community as a whole. The school expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for the educational purposes underlying all school activities, and for the care of school facilities and equipment.

The Phoenix Community Center believes that students must conduct themselves in a non-intrusive manner and learn to accept responsibility for their own behavior and the consequences of their misbehavior. PCLC teachers/staff members who interact with students use preventive disciplinary actions and place emphasis on the students' ability to grow in self-discipline. PCLC believes that every student should have the opportunity to learn skills and values that are necessary for academic achievement and personal development. In order to achieve this goal, it is necessary for students to conduct themselves in a manner which guarantees all students a safe and productive climate in which to learn. We believe that with rights come responsibilities. It is the responsibility of each student to ensure that their behavior does not infringe upon the rights of others. In order to create a positive atmosphere for learning, it is necessary to establish certain behavioral expectations and consequences.

Discipline Policy

One of the most important lessons for any student to learn is how to respect authority, respect the rights of others, take care of their own property, and respect the property of others. No student will be allowed to disrupt the educational process of other students. Although it is necessary to

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have school and classroom rules, our emphasis will not be on Do's and Don'ts, but on guiding students to the proper response in a given situation.

PCLC must set disciplinary standards that are enforced fairly and consistently. In order to create a positive atmosphere for learning, it is necessary to establish certain behavioral expectations and consequences. Students are given gentle reminders whenever they do something disruptive in their learning environment. After two reminders, however, the student may be assigned an after-school detention as one of the consequences for continuing to disrupt instruction and learning.

Suspensions and Expulsion

- Level 1 (Probation): a warning to the student with notification to the parent/guardian. A conference with the parent/guardian(s) and teacher(s) will be held. The student must continue in school but must make improvement in a given time period set by the teacher(s) for the probation to be lifted. If improvement does not occur, the student may then proceed to either Level 2 (Suspension) or Level 3 (Expulsion).
- Level 2 (Suspension): A student may be removed from school on suspension for a period lasting from one to ten days, depending on the offense. Suspensions will be counted as unexcused absences. Parents/guardians will be contacted prior to the suspension, at which time the reasons for the suspension will be explained. The decision of suspension is left to the judgment of the superintendent, with input from staff members as appropriate. This decision will comply with Ohio Revised Code Sections 3313.66, 3313.661, and 3313.662. Students will not be allowed to attend school for a given period of time, nor will the student be allowed to participate in any school activity during the suspension. Notification of suspension will be given to the students' school district of residence.
- Level 3 (Expulsion): This is the most serious penalty a student may receive. The decision of expulsion is made by the superintendent, with input from staff members as appropriate. In all cases, the students will be afforded due process rights in accordance with Ohio Revised Code Sections 3313.66, 3313.661, and 3313.662.

Criteria for Suspension or Expulsion

Students may be suspended or expelled from the PCLC in compliance with all applicable state laws. The criteria for either suspension or expulsion include but are not limited to:

- Fighting, physical assault and/or emotionally abusive behavior toward another student, teacher, or staff member
- Bearing or bringing weapons/firearms on the school grounds
- Possessing, consuming, or dispensing illegal substances on school property
- Willful and continued disobedience
- Open defiance of the authority of any teacher or staff member
- Habitual use of profanity or other obscene language directed at others
- Defacing or damaging school property
- Inciting truancy
- Stealing or taking personal property against its owner's will by means of force or fear

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Due Process

The PCLC will comply with ORC3313.66 and 3313.662 with respect to the due process rights of all students. The classroom teacher is the one who works closest with the student, and students' grievances are encouraged to be settled at this level. If discipline cannot be handled at this level and the student or parent/guardian believes that the student has experienced unfair treatment from school staff members, they may request a meeting with the school administrator regarding the matter. A written request should state the injustice or unfairness experienced by the student with a clear description of the events that occurred, including dates, locations, and persons involved. School personnel will conduct an inquiry and respond to the matter within five working days.

If the student or parent/guardian has reason to believe that information has been disseminated inappropriately and a fair resolution to the grievance has not been achieved, an appeal may be requested in writing within ten days. Following this process, a decision as to the next level for further inquiry or review will be conducted by the PCLC's Board of Directors. The board shall have the discretion of accepting or rejecting the matter for review. If it rejects the matter, the school personnel's decision will be final. If it accepts the matter, the board's decision will be final. For students identified as needing special education services, the discipline procedures will be followed as outlined in the IDEA.

Saturday Administrative Detention

The goal of Saturday detention is to decrease behavioral issues that can result in suspensions and interruptions in the student's education. Saturday administrative detentions are designed for any student who receives three or more detentions in a month, exhibits disrespectful behavior toward peers or adults, or has three or more uniform violations in a month. Saturday detentions are mandatory once assigned.

Notices will be sent home to the parent/guardian, and a phone call will be made. Saturday administrative detentions last from 8:00 a.m. to noon. The detention will begin promptly at 8:00 a.m. If the child is not present by 8:10 a.m., he will not be permitted to enter the building and will earn another Saturday detention in addition to the previously assigned detention. Parents/guardians are responsible for picking up the student promptly at noon.

A school administrator will supervise Saturday detentions. Students are required to attend Saturday detention in full uniform. During detention, students will complete work packets as assigned by classroom teachers. The work must be completed by the end of detention at noon. If the packet is not completed, the student will be assigned another Saturday detention. If the student needs to walk home or catch the Metro bus, a signed note from the parent must be presented to the administrator.

Saturday administrative detention is an alternative to a suspension; therefore, if a student does attend his Saturday detention, a suspension will be forthcoming. Saturday administrative detentions can only be rescheduled if we are having inclement weather. This information will be placed on the newscasts of channels 5, 9, and 12 the morning of the inclement weather and scheduled detention. Saturday detentions will not be rescheduled so that a student may participate in a sports event (soccer, football, or basketball games, cheerleading, etc.)

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Bus Discipline Policy

Many of our students travel to and from school by yellow bus. Consequently, bus safety is an area of concern. Whether students travel by school bus or use the public transit system, there are certain general rules that should be followed. Parents/guardians can assist the school and yellow bus drivers in attempting to ensure that students travel safely by stressing the following:

- The driver is in full charge of the bus. Students should obey the driver promptly.
- Students must be on time; the bus will not wait for those who are not on time.
- Students should occupy the space designated for them by the driver
- Students should avoid any unnecessary conversation with the driver of bus.
- Safety requires that students do not lean from the windows or extend their hands from the windows.
- When the bus is in motion, students must not change seats; they should remain seated at all times.
- Courtesy and respect should be shown to fellow passengers, persons along the route, and the bus driver.

The following serious safety infractions will cause a student to be immediately removed from the bus. Consequences may range from the student receiving a three-day suspension to removal from the bus for remainder of the school year:

- Threatening behavior/fighting
- Possession of weapons/objects used as weapons
- Jumping out window/emergency exit
- Tampering with bus equipment

The school bus company has the following bus conduct policy. Parents/guardians should read this policy and discuss it with their children. The intent of this policy is to ensure that students who are transported by bus travel safely to and from school.

- STEP I: Students who misbehave will receive a bus conduct report. A copy of the report will be sent to the parents/guardians by mail and student. The initial report serves as a warning that problems exist. We would appreciate parents/guardians discussing the situation with their children. Parents/guardians may request a bus meeting with the superintendent and the bus driver or supervisor from the bus company.
- STEP II: Parents/guardians of students who receive a second misconduct report will be informed by mail and student that the problems are continuing; following the next incident, their bus privileges will be suspended for three days. Parents/guardians may request a bus meeting with the superintendent and the bus driver or supervisor from the bus company.
- STEP III: Students who receive a third misconduct report will have their bus privileges suspended for three days. Parents/guardians may request a bus meeting with the

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superintendent and the bus driver or supervisor from the bus company. Alternative transportation arrangements will be the responsibility of the parents/guardians.

- **STEP IV:** Students who receive a fourth misconduct report will have bus privileges suspended for one week. Parents/guardians may request a bus meeting with the superintendent and the bus driver or supervisor from the bus company. Alternative transportation arrangements will be the responsibility of the parent/guardians.
- **STEP V:** Students who receive a fifth misconduct report will have their bus privileges suspended for seven days. Parents/guardians will be contacted for a mandatory meeting because the next incident will result in bus privileges being suspended for the remainder of the school year. Alternative transportation arrangements will be the responsibility of the parent/guardians.

A.9 Assessments and Intervention

Ongoing assessment is an integral part of the learning process. Assessment helps teachers make instructional decisions and should reflect and enhance the active nature of learning. A variety of assessments are encouraged that include keeping anecdotal records, such as conference sheets or daily observations, checklists, portfolios, videotapes/audio tapes, demonstrations, and performances, as well as self-evaluations and reflective writings.

In addition, informal reading inventories and benchmark assessments are administered at each grade level. The Literacy Framework (balanced literacy concept) and other appropriate intervention programs provide further support for students needing more time and opportunity to learn.

Benchmark assessments K–8 and item banks (Thinkgate, NWEA, LINKIT) for short-cycle Assessments (PI tests) provide teachers with information about students' mastery of the New Ohio Learning Standards (Common Core). The use of portfolios is encouraged, as well as a variety of teacher-created assessment opportunities.

Description of Assessments

Assessment	Reason for selection	Usage	Alignment with curriculum, school goals, and/or school climate
AIR Assessments Science and Social Studies Grades 4 and 6	Required	Annual benchmark measure of student growth	The OAA is grounded in a student's ability to perform at high levels of thinking, which aligns with the school's mission, curricular focus, and climate of accountability and achievement.

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<p>PARCC Assessments</p> <p>Reading and Math</p> <p>Grade 5 and 8</p>	<p>Required</p>	<p>Annual benchmark measure of student growth</p>	<p>PARCC Assessments are grounded in a student’s ability to perform at high levels of thinking, which aligns with the school’s mission, curricular focus, and climate of accountability and achievement.</p>
<p>Terra Nova</p> <p>Grades K–2</p>	<p>Local</p>	<p>Annual benchmark measure of student growth</p>	
<p>NWEA Assessment Data Base</p> <p>Grades K–8</p>	<p>Aligned with Ohio’s New Learning Standards (Common Core) and Ohio Revised Standards</p>	<p>Quarterly benchmark measure of student growth</p>	<p>Benchmark test based on student’s ability to perform at high levels of thinking, which aligns with the school’s mission, curricular focus, and climate of accountability, achievement, and higher-order thinking.</p>
<p>STAR READING</p> <p>Grades K–8</p>	<p>Aligned with Ohio’s New Learning Standards (Common Core) and Ohio Revised Standards</p>	<p>Diagnostic and evaluative measure for student placement and reading instruction purposes; also used to measure student growth</p>	<p>Aligns with PCLC’S mission of increased learning and achievement focused on higher-order thinking. Through diagnostic and intervention measures, students’ levels of achievement in reading will be increased.</p>

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STAR MATH Grade K–8	Aligned with Ohio’s New Learning Standards (Common Core) and Ohio Revised Standards	Diagnostic and evaluative measure for student placement and reading instruction purposes; also used to measure student growth	Aligns with PCLC’S mission of increased learning and achievement focused on higher-order thinking. Through diagnostic and intervention measures, students’ levels of achievement in reading will be increased.
Performance Indicator Test (PI Test) Grades K–8	Local short-cycle measure aligned with Ohio’s New Learning Standards (Common Core)	Monthly benchmark measure of student growth	Students’ learning can be monitored on a monthly basis to ensure that students are on track in all content areas.

High School Expansion

Assessment	Reason for selection	Usage	Alignment with curriculum, school goals, and/or school climate
End-of-Course Exams	Required	Benchmark measures skills needed for graduation Informs identification of strategies needed for intervention	Based on student’s ability to perform at high levels of thinking, which aligns with school’s mission, curricular focus, and climate of accountability, achievement.

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NWEA Assessment Data Base	Required	Benchmark measure of student growth Informs identification of strategies needed for intervention	Aligns with schools internal goals
Short Cycle Assessments	Needs Assessment	Informative benchmark test for student growth in content areas Informs identification of strategies needed for intervention in specific content areas (RTI)	Aligned with Ohio's New Learning Standards (Common Core) and Ohio Revised Standards Based on student's ability to perform at high levels of thinking, which aligns with school's mission, curricular focus, and climate of accountability and achievement.
PSAT	Needs Assessment	Formative data for college-bound cohort	Aligns with schools internal goals

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SAT/ACT	Required	Graduation requirement for college-bound cohort	Aligns with schools interenal goals Based on student’s ability to perform at high levels of thinking, which aligns with school’s mission, curricular focus, and climate of accountability and achievement.
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Other Assessments

Study Island

The Study Island Common Core State Standards Benchmarking Program for grades 3–5 gives teachers and administrators a snapshot of student proficiencies in relation to the Common Core State Standards. At any time throughout the year, teachers can assess students with one of four benchmarking tests developed specifically from the Common Core State Standards.

Benchmark tests are accessible at any time, anywhere with an internet connection. They are integrated into the Study Island Common Core program for grades 3–5. Comprehensive reporting is broken up by Common Core State Standard and guides future instruction.

Study Island’s standards mastery and test preparation programs are explicitly designed to help K–12 students master the content specified in state and Common Core standards and improve performance in core skill areas. Study Island’s high-impact, high-value programs provide valuable academic support, practice, and real-time assessment data. The immediate feedback and built-in remediation, coupled with the actionable data, enables educators to easily monitor student progress and differentiate instruction.

Study Island is ideal for self-paced, individualized learning or teacher-led, whole-class instruction. Teachers can easily guide students through the program, communicate expectations, and create class assignments. Students can work through questions using a standard test format, an interactive game format, printable worksheets, or a classroom response system.

High School Expansion

Assessments and Intervention

Ongoing assessment will be an integral part of the learning process at PCLC high school. Assessment helps teachers make instructional decisions and should reflect and enhance the active nature of learning. The variety of assessments that will be encouraged at PIHS include keeping anecdotal records such as conference sheets or daily observations, checklists, portfolios, videotapes/audio tapes, demonstrations, and performances, as well as self-evaluations and reflective writings. Appropriate intervention programs will provide further support for students needing more time and opportunity to learn.

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Benchmark assessments and item banks for short-cycle assessments will provide teachers with information about students' mastery of Ohio's New Learning Standards. The use of portfolios will be encouraged as well as a variety of teacher-created assessment opportunities. Students must pass Ohio's end-of-course exam requirement in order to receive a high school diploma.

EXHIBIT 2: FINANCIAL PLAN

B.1 Budget Summary

The most recent five-year projected budget is available from the Ohio Department of Education [here](#) and fully incorporated by reference herein. Projections are subject to revision at the discretion of the Governing Authority.

B.2 Financial Management

Policies and procedures regarding internal financial controls adopted by the governing authority of the school may be updated and submitted to the sponsor in Epicenter and incorporated by reference herein.¹

The Phoenix Community Learning Center has a simple financial management structure. The board provides governance and oversight over all financial operations, and the treasurer is responsible for the daily management of the accounting, budgeting, requisitions, purchase orders, payroll, payables, state/federal submissions, and all other financial transactions and reports. The key board roles and responsibilities are monitoring, oversight, and holding the treasurer accountable for the fiscal operations of the school. The key roles and responsibilities for the treasurer are to ensure that the fiscal operations of the school are efficient, effective, and in line with all state/federal audit requirements. The treasurer services for the Phoenix Community Learning Center are provided via a contract between the Community School and Mangen & Associates. EMIS, SOES, and CCIP functions are also managed by Mangen & Associates, in coordination with the Community School's superintendent and support staff.

B.3 Transportation, Food Service, Other Partnerships

The transportation services for the Community School are provided by Cincinnati Public Schools (CPS) through a contract with First Student. The transportation logistics (bus routing, bell times, student pick-up and drop-off times) for each student eligible for transportation are managed by CPS/First Student in cooperation with the Community School's staff.

The food services for the Community School are provided by a caterer contracted by the Community School. The caterer is selected each year based upon a bid process. The current caterer, Aunty's, is responsible for providing daily meals for all students based upon current nutritional requirements.

B.4 Insurance

The liability insurance for the Phoenix Community Learning Center is provided by RPS (Risk Placement Services) (Robert Caldwell, Broker). The Community School's liability coverage includes Part A: Non Profit Directors and Officers Liability with limits of \$1,000,000 for each claim and \$1,000,000 in the aggregate. In addition, the Community School has Part B Coverage of \$1,000,000 for each claim and \$1,000,000 in the aggregate.

Benefits

PCLC benefits include but may not be limited to health insurance and retirement.

¹ [ORC 3314.03 \(A\) \(31\) \(B\) \(5\)](#)

EXHIBIT 3: GOVERNANCE PLAN

C.1 Governing Body

The primary roles and responsibilities of the Phoenix Community Learning Center governing authority include:

- Planning and goal setting
- Hiring and evaluating superintendent
- Approving purchases
- Approving and adopting annual budget
- Approving and adopting five-year forecast
- Setting and approving school policies
- Monitoring school finances
- Approving school curriculum
- Monitoring academic performance
- Negotiating and monitoring contract with school sponsor
- Fundraising
- Community Relations Committees established as needed

C.2 Governing Board Composition

The board roster is included at Exhibit 7.

Name	Role	Professional Experience	Area of Expertise
Caleb Brown	Member	Lawyer	Law
Luther Brown	Chairman	Education/Training Strategic Change	Organizational Development
Anthony Robinson	Member	Banking	Finance
Shekinah Rhodes	Member	Internal Revenue Service	Auditing
William Wallace	Secretary	Professor	Education

C.3 Management and Operation

The board provides oversight for the school and is responsible for ensuring compliance of the school’s contract with the sponsor. The superintendent will report to and receive direction from the board of directors. The staff of the PCLC reports to the superintendent. The treasurer reports to the superintendent. The treasurer also has a reporting relationship to the board. The superintendent is the instructional leader, and the principal has the responsibility for student discipline and facility issues.

C.3.1 Records

The Board of Trustees has adopted a comprehensive records retention policy outlining the appropriate procedures for handling the wide array of documents generated within the school.

Each record type is designated a retention period, storage location and owner. Records are divided into the following categories: Board and Administrative Records, Employee Records, Student Records, Building Records, Central Department, Financial Records, Payroll-Related Records, Reports, and Other. The executive director or their designee is ultimately responsible for the annual review and proper retention or disposal of records within this plan. Current policy dictates that records are to be disposed of properly by document shredder or other approved disposal measures.

C.4 Staffing and Human Resources

Teacher Recruitment and Selection

PCLC utilizes some of the following methods to recruit teachers:

- Newspaper advertisements
- Radio advertisements
- Personal referrals
- College career fairs
- Online teacher search firms

PCLC utilizes the following methods to determine teacher viability:

- Satisfactory personal interview
- Satisfactory reference check
- Satisfactory BCI check
- Satisfactory FBI check
- Satisfactory certification check

PCLC will also use a bonus system to attract and retain high-quality teachers. Based on PCLC acquiring additional funds through grants, donations, fundraising, etc., we will offer bonuses to teachers based on performance. If 80 percent of a teacher's students pass the OAA in reading, math, science, or social studies, that teacher will receive 2 percent of their base pay as a bonus. This will apply to each teacher's grade level that passes at 80 percent or more.

PCLC administration partners, collaborates, and networks with local universities and colleges (University of Cincinnati, College of Mount St. Joseph) in the area of educational leadership. This makes entrée into these programs an easier process, with mentoring from school administrators. Educational opportunities are available at these institutions for those teachers who are interested in pursuing leadership positions (principal, superintendent, district, and state-level education leadership jobs).

Recruitment of School Leaders

The board will look internally for potential candidates. The PCLC has three candidates on staff who have earned master's degrees in educational leadership from the University of Cincinnati. PCLC has two other candidates on staff who are currently completing doctoral work in Urban Educational Leadership at the University of Cincinnati. The board has extensive contacts at the education administration programs at the University of Cincinnati and the College of Mount

Saint Joseph. In addition, the Board may advertise in the local newspaper or utilize an executive search firm to recruit highly qualified candidates.

Evaluation Plan

Ohio Teacher Evaluation System (OTES)

The State Board of Education recognizes the importance of evaluating teachers for the purposes of rewarding excellence, improving the quality of instruction students receive, improving student learning, strengthening professional proficiency (including identifying and correcting deficiencies), and informing employment decisions. Each teacher will be evaluated according to Ohio Revised Code and the Evaluation Framework, which is aligned with the Standards for the Teaching Profession adopted under state law (ORC 3319.111 and 3319.112). Each teacher will be evaluated using the multiple factors set forth in the state board of education's teacher evaluation framework. The evaluation factors are weighted as 50 percent for student growth measures and 50 percent for teacher performance. Student academic growth will be evaluated through multiple measures, which must include value-added scores on evaluations for teachers where such scores are available. The Board of Directors may administer assessments chosen from the Ohio Department of Education's assessment list for teachers of subjects where value-added scores are not available, and/or local measures of student growth using state-designed criteria and guidance.

Using a rubric—a guide for criteria—teachers will be rated as either accomplished, proficient, developing, or ineffective. The teacher's performance rating will be combined with the results of student growth measures to produce a summative evaluation rating.

Teachers with above-expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluator for the evaluation cycle.

Teachers with expected levels of student growth will develop a professional growth plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle.

Teachers with below-expected levels of student growth will develop an improvement plan with their credentialed evaluator. The administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.

Additionally, the Board of Directors will include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing teachers. Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations. The board will also provide for the allocation of financial resources to support professional development.

The superintendent and team leaders have been trained and certified in how to implement the OTES. PCLC will conduct these evaluations annually for teachers and principals and use the data and results from evaluations to plan professional development, drive budget development, and inform decisions for peer support, leadership assignments, promotions, and retention.

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Principals and peer-review coaches will be proficient in the administration of the evaluation tool as demonstrated by reliability testing on rubric scoring of evaluators. The principal will be evaluated annually by the superintendent using the Ohio Principal Evaluation System (OPES). The superintendent will be evaluated annually using procedures and measures set forth by the Board of Directors.

All other staff members will receive a Performance Planning and Assessment (PPA) Review. The PPA process will accomplish the following:

- Provide a documented means for administrator and staff to mutually establish and agree upon the staff member's identified benchmarks at the beginning of and during the school year
- Provide a documented means for evaluating and communicating actual performance against identified benchmarks
- Enhance administrator's communication with staff regarding their individual identified benchmarks

Any staff member who disagrees with her/his PPA rating may submit a rebuttal within thirty days of the evaluation.

During PPA, the administrator will also consider the attainment of identified benchmarks, as well as:

- Attendance, initiative, and effort
- Knowledge of work
- Attitude and willingness to help and learn
- Quality of work
- Conditions under which employee works

The primary reason for the conduct of performance reviews is to identify employees' strengths and weaknesses in order to reinforce good habits and develop ways to improve weaker areas. This review also serves to document and make employees aware of how their job performance compares to the goals and description of their jobs. It is also a good time to discuss employee interest and future goals. The Phoenix Community Learning Center is interested in assisting employees in their progress toward achievement of personal as well as professional goals—perhaps recommending further training or additional opportunities.

In addition to individual performance reviews, the Phoenix Community Learning Center may periodically conduct reviews of job descriptions to ensure that we are fully aware of any changes in the duties and responsibilities of each position and that these changes are recognized and adequately compensated.

Staff performance reviews are part of a comprehensive performance management process for which both the staff member and PCLC are responsible. Prior to the start of the school year, the staff member and superintendent will meet to discuss performance expectation. The superintendent explains the purpose and importance of each expectation. He should gain the staff member's commitment by seeking and developing the employee's goals. Staff members are encouraged to make suggestions and recommendations so that they fully understand and agree to

the performance expectations. At the end of the year, the superintendent will provide the employee with a written performance appraisal, and the two will discuss future development.

C.5 Professional Development

Professional development requires that all staff members stay abreast of current issues and trends in education and participate in activities that promote individual professional growth. All staff will participate in the alignment of curriculum to the Ohio New Learning Standards (Common Core) and the Ohio Revised Standards so as to identify clear learning goals and targets. Professional development will be available on the alignment of formative assessments, unit organizers, curriculum maps, pacing guides, and short-cycle assessments (PI TEST).

A large part of PCLC's professional development will focus on the instructional shifts required by ODE in order for teachers to navigate successfully through the OTES and for students to pass the next-generation assessments. PD sessions on instructional shifts (based on Common Core standards) will have the following focus:

Instructional Shift 1

Build a deep understanding of content and effectively apply learning within and across disciplines

As a result of PCLC professional development, teachers will have a better understanding of how to build a deep understanding of content and effectively apply learning within and across disciplines. In addition, they will understand the value of implementing this shift in the classroom. This will inject rigor and relevance into classroom instruction. These PD sessions also align with the school's mission of developing students' higher-order thinking skills.

Instructional Shift 2

Craft responses based on evidence, including: demonstrate understanding, explain reasoning, and justify a position

As a result of PCLC professional development, teachers will have a better understanding of how to assist and assess students in crafting responses based on evidence, including: demonstrate understanding, explain reasoning, and justify a position. In addition, they will understand the value of implementing this shift in the classroom.

Instructional Shift 3

Use technology appropriately, strategically, and ethically in academic and real-world settings

As a result of PCLC professional development, teachers will have a better understanding of how to use technology appropriately, strategically, and ethically in academic and real-world setting. In addition, they will understand the value of implementing this shift in the classroom. PCLC is committed to providing internal and external staff training and professional development that supports PCLC's mission of increased student learning and achievement. PCLC's staff members are encouraged and expected to take responsibility in continuing to develop their career paths and professional development.

Internal and external staff training and professional development will take the form of projects, seminars, workshops, mentoring, professional conferences, and study groups. Staff training may be provided in the following areas:

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- PCLC's contract
- Instructional shifts and Ohio's New Learning Standards
- Resources and materials aligned to Common Core standards
- Ohio Model Curriculum for Common Core in Math and Reading, and Ohio's New Learning Standards in Science and Social Studies (K–12)
- Ohio Teacher Evaluation System (OTES)
- Achieving state outcomes
- Value added
- Writing and implementing student learning objectives
- Developing a high-performance school culture
- Mentoring
- Parental involvement
- Classroom management
- Character education
- Integrating technology in the classroom
- Team building
- Strategic planning and leadership
- PCLC's bonus system

Among the guarantors of student achievement are high staff motivation and high-quality professional development. The Phoenix Community Learning Center will seek out professional opportunities that emphasize both content and pedagogy, help staff develop leadership roles, and include contact with practitioners and researchers as well as other staff. The Phoenix Community Learning Center will encourage and support each staff member's continuous improvement through education, training, coaching, supervision, and self-study. As part of professional development:

- PCLC will develop a coaching system that includes teacher and administrative leaders, mentors, and regional expertise from educational service centers (ESCs) and state support teams (SSTs). This system will provide ongoing training and support for the implementation of a robust continuum of assessment/data use in informing teaching and learning
- PCLC will participate in data sharing and research to advance the understanding of highly effective teaching
- PCLC will build a teacher-level value-added culture that uses multiple sources of data to continuously improve teaching and learning and accelerate every student to a college- and career- ready level.
- PCLC will refine staff knowledge of other measures of student growth used to supplement value-added data, such as growth in literacy levels (running records), grade gains on supplemental diagnostic tests, and performance-based assessments
- PCLC will use student growth and other data as diagnostic tools to inform instruction and decisions about professional development and teacher team inquiry/collaboration for school improvement.
- PCLC will provide its staff with High-Quality Professional Development (HQPD) that is purposeful, structured, and a continuous process occurring over time.

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The embedded professional development sessions are aligned to the Race to the Top goals and demands for instructional improvement. By engaging as a professional learning community, we incorporate feedback, data from observations, and survey data to plan the professional development sessions that address school-wide and individual development demands. The embedded professional development and activities are based on the state standards for professional development, with an emphasis on fostering individual professional growth.

The professional development activities will be evaluated for effectiveness and level of integration by applying the state rubric for the standards for professional development and through the observation of teachers using the tools of OTES.

PCLC will continuously collect data from observations, evaluations, students' progress data, and reflections from teachers to plan the daily professional development sessions and monthly in-service sessions. Each teacher is also required to engage in individualized professional development through our web-based professional development portal, PD 360. In this system, each educator must reflect on and adjust their practice in response to the development sessions that have been offered.

PCLC takes ownership of its own staff development. Staff training and professional development are integrated into the work schedule at the beginning of each work day and one Saturday each month. Teachers, administrators, and instructional assistants meet at the beginning of each school day for ongoing staff development, which includes discussing classroom challenges and evaluation of their teaching as well as sharing data on student learning and achievement. This is also a time for the superintendent and staff members to mentor and model for each other in their areas of expertise.

C.6 Student Recruitment and Enrollment

PCLC enrollment will begin in January of each year for the upcoming school year. Students who are currently enrolled will be given the first choice to indicate whether or not they will be returning the next year. Once open enrollment begins and we have reached our limit, we will start a waiting list. Siblings of students already enrolled will be enrolled first. All other students on the waiting list will participate in a public lottery in which a third party will draw lots to determine the order in which students will be enrolled as space becomes available.

During open enrollment students are recruited in the following ways:

- Television commercials
- Radio commercials
- Dissemination of brochures and flyers
- Yard signs
- Public forums
- Referrals (word of mouth)

The school also actively recruits from and has formed effective working partnerships with

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preschools, daycares, recreation and community centers, Juneteenth, black local charter high schools, and various events around the city.

Class, section, and grade-level sizes are to be determined by the school.

Phoenix Community Learning Center Projected Enrollment K–12

	2016–17	2017–18	2018–19	2019–20
Grade				
K	X	X	X	X
1	X	X	X	X
2	X	X	X	X
3	X	X	X	X
4	X	X	X	X
5	X	X	X	X
6	X	X	X	X
7	X	X	X	X
8	X	X	X	X
9	X	X	X	X
10	X	X	X	X
11		X	X	X
12				X
Total	Goal is 550	Goal is 645	Goal is 765	Goal is 810

X indicates gradelevel offered.

C.7 Community Partnerships

Some of the schools many community partners are listed below:

1. Cincinnati State STEM High School
2. Nanny's Day Care
3. Cincinnati Bethel Child Care
4. New Horizon Child Care Center
5. Kiddie Kampus
6. Art Reach
7. Avondale Health Initiative
8. Avondale Youth Council
9. Boy's and Girl's Club of America
10. Boy Scouts: works weekly in school program with boys
11. Cincinnati Art Association: theatre performances for students on site
12. Cincinnati Children's Hospital: works with school on safety
13. Cincinnati Health Department Dental Program: provides free dental screening for students
14. Cincinnati Museum Center: free field trips to museum and provides transportation
15. Cincinnati Opera: on-site performances
16. Cincinnati Playhouse in the Park: theatre performances for students
17. Cincinnati Police Department District 4 (Shop with a Cop, seatbelt safety, anti-bullying, etc.)
18. Community Action Agency: provides jobs for PCLC students

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19. Fun Services: provides games for field day activities
20. Girl Scouts: works weekly in school program with girls
21. Hamilton County Naturalist: in-school naturalist visit for all students (live animals, conservation, etc.)
22. Hamilton County Park District: field trips to nature reserve
23. Honey Hills Farm: provides food donations for PCLC events
24. Learning for Life: provides character education
25. Lenscrafters Gift of Sight: helps to supply free vision screening and glasses to students
26. National Children's Theatre: provides free performance for students
27. Owens Group: supplies promotional items to be used as incentives for student achievement
28. Ruth Fogle: offered free Black History performance
29. Talbert House: self-esteem program
30. Toys for Tots: provides toys for all students for the winter holidays
31. Underground Freedom Center: Summer Freedom School for PCLC students
32. University of Cincinnati Science on Wheels: provides science enrichment program for grades
33. Volunteer Doctors of America: provides medical workshops and massages for teachers and staff
34. Willis Music: donated three pianos for PCLC music enrichment program
35. Annette Richardson
36. American Heart Association
37. American Red Cross
38. Avondale Branch Library
39. Hoxworth Blood Center
40. Centerpoint Health
41. Children's Hospital
42. Cincinnati Fire Department
43. Cincinnati Health Department
44. Cincinnati Police Youth Academy
45. Community Action Agency
46. Crossroads Center
47. Council on Aging
48. City Council Member Yvette Simpson
49. City Council Member Chris Smitherman
50. DePaul Cristo Rey
51. Freedom School
52. McDonald's
53. Michelle Graves (a.k.a. "the Money Lady")
54. Ms. Teen Cincinnati Christiana Tait
55. Owens Chiropractic
56. Pro-Seniors
57. Remke Bigg's
58. Sam's Club
59. Saving African American Families
60. Spring Grove Cemetery

61. Synod Health Ministries
62. Talbert House
63. Volunteer Doctors of America

C.8 Parent Engagement

Currently, the Phoenix Community Learning Center offers a form of professional development for parents on the second Saturday of every month. The purpose of the workshops is to help increase each parents' knowledge of their children's education and provide instruction on how to be effective advocates for their children. In addition, there are special events offered throughout the school year (Open House, Bring Your Parent to School Day, Parents Take the Test Day, etc.) that provide opportunities for parents to meet with teachers and administrators to voice their opinions and offer suggestions for programs they would like to see offered at the Phoenix Community Learning Center. Most importantly, The Phoenix Community Learning Center maintains an open-door policy inviting parents to visit their children's classrooms during the school day. The combination of training, enrichment programs, and the school's open-door policy are all effective tools in sustaining parent engagement.

High School Expansion

Professional development for parents of high school students will take place once per month on Saturdays. The purpose of the Saturday workshops is to help increase parents' knowledge of their children's educational experience, the shifts in instruction that come with the new learning standards, and the shift in their role as involved parents. Parents will also receive training in adolescent growth, behavior, and development. They will learn how to be advocates for their children and how they can help prepare them for success in the high school years.

In addition, parents will receive instruction on how to prepare their teenage children in the high school years by setting limits for their behavior—and most importantly, listening and talking with them. There are special events and surveys that will be offered throughout the school year that provide opportunities for parents to meet with teachers and administrators to voice their opinions and offer suggestions for programs they would like to see offered at PIHS. Most importantly, PIHS will maintain an open-door policy, inviting parents to visit their children's classrooms during the school day. The combination of training, enrichment programs, and the school's transparency are all effective tools in making parents aware of the important role they will have to play in PIHS's success.

PHIS will seek community involvement through open house networking events. The dean of students will play a very active part in establishing partnerships with local businesses. Tutoring will be offered not just for the students, but also for parents and other community members who may want to come for tutoring on Saturdays with their children.

C.9 Means for Achieving Racial and Ethnic Balance

The Community School will achieve a racial and ethnic balance reflective of the community it serves by abiding by all legal admission policies outlined in Ohio laws. The Community School will be nonsectarian in its programs, admissions policies, employment practices and all operations, will not charge tuition, and will not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry,

pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. The Community School will annually review its demographic data. If a significant difference in the racial and ethnic balance of the Community School's home city and/or district and the racial and ethnic balance of the school exists, the Governing Authority may take action to address the difference, which may include but not be limited to a review of enrollment and outreach policies and procedures.

C.10 Disposition of Employees

In the event the Contract is terminated or not renewed pursuant to Section 3314.07 of the Code, the Governing Authority agrees to maintain all staff records in a secure location and make records available to staff upon request; ensure that STRS and SERS contributions are current; clarify COBRA benefits; inform staff of the date medical benefits end; ensure that each faculty's Local Professional Development Committee (LPDC) is current and available to staff; and provide a clear, written timeline of the closing process to all staff.

C.11 Race to the Top

If the school is the recipient of monies from a grant awarded under the federal Race to the Top program, Division (A), Title XIV, Sections 14005 and 14006 of the "American Recovery and Reinvestment Act of 2009," Pub. L. No. 111-5, 123 Stat. 115, the school will pay teachers based upon performance in accordance with section 3317.141 and will comply with section 3319.111 of the Revised Code as if it were a school district.

C.12 Benefits

Benefits offered to employees may include but not be limited to health, dental, and vision coverage. The school will have Worker's Compensation insurance. Retirement benefits are provided via the State Teachers Retirement System of Ohio (STRS) or the School Employees Retirement System (SERS).

C.13 Dismissal Procedures

In accordance with Revised Code § 3314.03(A)(6), any student who, without a legitimate excuse, fails to participate in one hundred five consecutive hours of learning opportunities, will be automatically withdrawn from the school in accordance with the school's withdraw procedures.

C.14 Management

In accordance with Ohio Revised Code section 3314.191, the chief administrator of the community school actively is managing daily operations at the school.

EXHIBIT 4: ACADEMIC AND ORGAIZATIONAL ACCOUNTABILITY PLAN

Pursuant to Article III of this Contract, the Academic and Organizational Accountability Plan constitutes the agreed-upon academic, financial, and organizational and governance requirements (“Requirements”) that the GOVERNING AUTHORITY and SPONSOR will use to evaluate the performance of the Community School during the term of this contract. Each of these Requirements may be considered by the SPONSOR to gauge success throughout the term of this contract.

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to have “achieved” the standard as specified herein, which is the SPONSOR’s minimum expectation for the School, in all primary academic indicators, all financial indicators, and all primary operations/governance indicators. Secondary indicators (for both academics and operations/governance) will be considered as well, but primary indicators will factor more heavily into decisions about renewal or non-renewal, as well as about probation, suspension, and termination. An inability to achieve minor elements of the standards may not prevent consideration of contract renewal, based on the totality of the circumstances, which will be subject to the SPONSOR’s sole and complete discretion.

Primary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Performance Index (PI) ²	90% or higher	80%–89%	70%–79%	69% and below
Value Added ³	+4.00 and above	0 to 3.9	–0.99 to –3.9	–4.0 and below
Graduation Rate (4 years)	93%–100%	84%–92%	79%–83%	Below 79%
Graduation Rate (5 years)	95%–100%	85%–94%	80%–84%	80% and below
K–3 Literacy Improvement	B or better	C	D	F
Performance versus Local Market: ⁴ PI	Ranked in top 20th percentile in PI score	Ranked in 70th–79th percentile in PI score	Ranked in 50th–69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus Local Market: VA	Ranked in top 20th percentile in VAM score	Ranked in 70th–79th percentile in	Ranked in 50th–69th percentile in	Ranked in bottom 49th percentile in VAM score

² The PI percentage is calculated as follows: school’s PI score divided by 120 (the highest possible PI score).

³ A value-added score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher value-added score conveys greater confidence that, on average, the school has contributed more than one standard year of academic growth; a lower value-added score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth.

⁴ “Local market” includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by the ODE) in the county in which a school is located as well as comparable district schools in the charter school’s serving district, as designated by the ODE.

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		VAM score	VAM score	
Performance versus Statewide Charters: PI	Ranked in top 20th percentile in PI score	Ranked in 70th–79th percentile in PI score	Ranked in 50th–69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus Statewide Charters: VA	Ranked in top 20th percentile in VAM score	Ranked in 70th–79th percentile in VAM score	Ranked in 50th–69th percentile in VAM score	Ranked in bottom 49th percentile in VAM score

Secondary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Value Added: Overall Grade	A	B or above	C or below	D or below in VA and PI = Probation
PI: Overall Grade	A	B or above	C or below	D or below in VA and PI = Probation
Value Added: Gifted	A	B or above	C or below	
Value Added: Disabilities	A	B or above	C or below	
Value Added: Lowest 20%	A	B or above	C or below	
Value Added: High School	A	B or above	C or below	
AMOs (Gap Closing)	A	B or above	C or below	
College Admission Test Participation Rate	A	B or above	C or below	
College Admission Test Nonremediation Score	A	B or above	C or below	
Dual Enrollment Credits	A	B or above	C or below	
Industry Credentials	A	B or above	C or below	
Honors Diplomas Awarded	A	B or above	C or below	
AP Participation Rate	A	B or above	C or below	
AP Score	A	B or above	C or below	
IB Participation Rate	A	B or above	C or below	
IB Score	A	B or above	C or below	
College-/Career-Readiness Assessment	A	B or above	C or below	
School Regularly Administers Internal Growth Assessment		Yes	No	
School Met a Majority of Its Internal Goals (Section A.7 of This		Yes	No	

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Contract)				
Financial Measures of Success (Current Year)	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days Cash	60 or more days cash	Between 30 and 60 days cash	Between 15 and 30 days cash; OR between 30 and 60 days cash AND one-year trend is negative	Fewer than 15 days cash

Current-Year Enrollment Variance ⁵	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90%–95% of budgeted enrollment in most recent year	Actual enrollment is 80%–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Financial Measures of Success (Prior Years)	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Multi-year Ratio of Assets to Liabilities ⁶	Ratio is greater than or equal to 1.1 for at least the 2 most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year; OR below 1.0 in the 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in the 2 most previous years out of 3 years
Cash Flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for at least 1 of the most recent 2	Cash flow is not positive for at least 1 of the most recent 2	Cash flow is negative for any 2 consecutive years

⁵ The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.

⁶ This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years.

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		years	years	
Total Margin (TM) and Aggregated 3-Year Total Margin ⁷ (ATTM)	ATTM is positive and the most recent year TM is also positive	ATTM is greater than -1.5%; the trend is positive for the last two years; AND the most recent year TM is positive	ATTM is greater than -1.5%, but trend does not “meet standard”	ATTM is less than or equal to -1.5%; OR the most recent year TM is less than -10%
Operations/ Governance Primary Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Records Compliance ⁸	90% or higher	79%–89%	60%–78%	59% or below
On-Time Records Submission Rate	90% or higher	79%–89%	60%–78%	59% or below
Financial Records Submitted Monthly	90% or higher	79%–89%	60%–78%	59% or below
Annual Audit	Two consecutive years of no findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	No findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (less than \$5,000 combined), as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (in excess of \$5,000 combined), as set forth in the audit
LEA Special Education Performance	Meets requirements	Needs assistance	Needs intervention	Needs substantial intervention

⁷ “Total margin” measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources. The total margin is important to track, as schools cannot operate at deficits for a sustained period of time without risk of closure. The aggregate three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations. The performance of the school in the most recent year, however, is indicative of the sustainability of the school; thus, the school must have a positive total margin in the most recent year to meet the standard. The total margin is the net income divided by the total revenue. The aggregate total margin is the total three-year net income divided by the total three-year revenues.

⁸ Represents the percentage of records reviewed that were accurate and complete during the school year.

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Determination (most recent annual) ⁹				
Operations/ Governance Secondary Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
5-Year Forecasts Submitted to ODE by Statutory Deadlines		Yes	No	
Preopening Assurances Documentation		Completed and available 10 days before the first day of school	Not completed 10 days before the first day of school	
Annual Report		Submitted to parents and sponsor by the last day of October	Not submitted to parents and sponsor by the last day of October	
Safety Plan and Blueprint Submitted within the Last 3 Years to the Ohio Attorney General		Yes	No	
Family Survey Results	90% or greater overall satisfaction with school	80%–89% overall satisfaction with school	70%–79% overall satisfaction with school	69% or less overall satisfaction with school

⁹ The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.

EXHIBIT 5: LETTER OF APPROVAL TO OPERATE

Pursuant to the provisions of Chapter 3314 of the Ohio Revised Code and Article VII of the Community School Contract entered into between the GOVERNING AUTHORITY and the Thomas B. Fordham Foundation (the “SPONSOR”), this letter shall serve as the Letter of Approval to Operate from the SPONSOR for the (temporary/permanent) facility for located at:

The Phoenix Community Learning Center
3595 Washington Avenue
Cincinnati, Ohio 45229
IRN number 133504

to begin operations for the 2016–17 academic year.

This Letter of Approval is issued based upon the following documentation provided to the SPONSOR on :

- ___ Certificate of Authority of Nonprofit Status
- ___ Proof of property ownership or property lease
- ___ Certification of Teaching Staff (completed or in process)
- ___ Affidavit of BCI&I/FBI for all Staff (completed or in process)
- ___ Certificate of Occupancy (permanent or temporary)
- ___ Liability Insurance
- ___ Health and Safety Inspection (permanent/final or temporary)
- ___ Fire Inspection (permanent/final or temporary)
- ___ Food Permit (if applicable)

If the Certificate of Occupancy, Health and Safety Inspection, or Fire Inspection is temporary, the GOVERNING AUTHORITY shall provide the SPONSOR with the documentation of a permanent or final permit within five (5) business days of receipt from the governmental agency.

If any teaching certificates or licenses or BCI &I/FBI checks are in process, the GOVERNING AUTHORITY shall provide the SPONSOR with documentation of completion within five (5) business days of receipt from the governmental agency.

If the school opens under a temporary Certificate of Occupancy in which further repairs or modifications to the facility are needed, the school shall have a reasonable period of time to complete the repairs and obtain a permanent Certificate of Occupancy. If the repairs are not completed within a reasonable period of time, the SPONSOR may revoke this Letter of Approval, and the school shall cease operations upon the date specified by the SPONSOR.

If ,after the GOVERNING AUTHORITY has received a permanent or temporary Certificate of Occupancy, the School is issued a health or safety violation by a governmental agency, the GOVERNING AUTHORITY shall have a reasonable period of time to remedy the circumstances that caused the citation. In the event the GOVERNING AUTHORITY does not correct the violation to the satisfaction of the governmental agency that issued said violation

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within a reasonable period of time, the SPONSOR shall revoke this Letter of Approval to Operate, and the School shall cease operations until the violations have been satisfactorily corrected and the Letter of Approval has been reissued by the SPONSOR.

If at any time the GOVERNING AUTHORITY fails to maintain the above-mentioned documentation, the SPONSOR may revoke this Letter of Approval to Operate, and the School shall cease operations until the proper documentation has been obtained and the Letter of Approval has been reissued by the SPONSOR.

If any of the required documentation that is set forth herein and provided by GOVERNING AUTHORITY contains false or misleading information, or is in any way fraudulent, the SPONSOR may revoke this Letter of Approval to Operate at any time, and the school shall cease operations upon the date specified by the SPONSOR.

EXHIBIT 6: STATEMENT OF ASSURANCES

3314.19 Annual assurances by community school sponsor.

The sponsor of each community school annually shall provide the following assurances in writing to the department of education not later than ten business days prior to the opening of the school:

- (A) That a current copy of the contract between the sponsor and the governing authority of the school entered into under section [3314.03](#) of the Revised Code has been filed with the department and that any subsequent modifications to that contract will be filed with the department;
- (B) That the school has submitted to the sponsor a plan for providing special education and related services to students with disabilities and has demonstrated the capacity to provide those services in accordance with Chapter 3323 of the Revised Code and federal law;
- (C) That the school has a plan and procedures for administering the achievement and diagnostic assessments prescribed by sections [3301.0710](#), [3301.0712](#), and [3301.0715](#) of the Revised Code;
- (D) That school personnel have the necessary training, knowledge, and resources to properly use and submit information to all databases maintained by the department for the collection of education data, including the education management information system established under section [3301.0714](#) of the Revised Code, in accordance with methods and timelines established under section [3314.17](#) of the Revised Code;
- (E) That all required information about the school has been submitted to the Ohio education directory system or any successor system;
- (F) That the school will enroll at least the minimum number of students required by division (A)(II)(a) of section [3314.03](#) of the Revised Code in the school year for which the assurances are provided;
- (G) That all classroom teachers are licensed in accordance with sections [3319.22](#) to [3319.31](#) of the Revised Code, except for non-certificated persons engaged to teach up to twelve hours per week pursuant to section [3319.301](#) of the Revised Code;
- (H) That the school's fiscal officer is in compliance with section [3314.011](#) of the Revised Code;
- (I) That the school has complied with sections [3319.39](#) and [3319.391](#) of the Revised Code with respect to all employees and that the school has conducted a criminal records check of each of its governing authority members;
- (J) That the school holds all of the following:
 - (1) Proof of property ownership or a lease for the facilities used by the school;
 - (2) A certificate of occupancy;
 - (3) Liability insurance for the school, as required by division (A)(I)(b) of section [3314.03](#) of the Revised Code, that the sponsor considers sufficient to indemnify the school's facilities, staff, and governing authority against risk;
 - (4) A satisfactory health and safety inspection;
 - (5) A satisfactory fire inspection;
 - (6) A valid food permit, if applicable.
- (K) That the sponsor has conducted a pre-opening site visit to the school for the school year for which the assurances are provided;
- (L) That the school has designated a date it will open for the school year for which the assurances are provided that is in compliance with division (A)(25) of section [3314.03](#) of the Revised Code;
- (M) That the school has met all of the sponsor's requirements for opening and any other

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requirements of the sponsor.

(N) That for any school that operates using the blended learning model as defined in section [3301.079](#) of the Revised Code, the sponsor has reviewed the following information submitted by the school:

- (1) An indication of what blended learning model or models will be used;
- (2) A description of how student instructional needs will be determined and documented;
- (3) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
- (4) The school's attendance requirements, including how the school will document participation in learning opportunities;
- (5) A statement describing how student progress will be monitored;
- (6) A statement describing how private student data will be protected;
- (7) A description of the professional development activities that will be offered to teachers.

Amended by 131st General Assembly File No. TBD, HB 2, §1, eff. 2/1/2016.

Amended by 129th General Assembly File No. 28, HB 153, §101.01. See act for effective dates.

Amended by 128th General Assembly File No. 9, HB 1, §101.01, eff. 10/16/2009.

Effective Date: 2007 HB119 06-30-2007; 2007 HB190 11-14-2007; 2008 HB428 09-12-2008

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EXHIBIT 7: ROSTER OF GOVERNING AUTHORITY
[SCHOOL NAME] Governing Authority

Name	Role	Term	Address
Mr. Luther Brown	Chair (14 years)	To be submitted to Sponsor as set forth in EpiCenter	3595 Washington Avenue Cincinnati, Ohio 45229
Mr. Caleb Brown	Member (14 years)	To be submitted to Sponsor as set forth in EpiCenter	3595 Washington Avenue Cincinnati, Ohio 45229
Mr. Anthony Robinson	Member (14 years)	To be submitted to Sponsor as set forth in EpiCenter	3595 Washington Avenue Cincinnati, Ohio 45229
Dr. William Scott Wallace	Member (10 years)	To be submitted to Sponsor as set forth in EpiCenter	3595 Washington Avenue Cincinnati, Ohio 45229
Ms. Shekinah Rhodes	Member (2 years)	To be submitted to Sponsor as set forth in EpiCenter	3595 Washington Avenue Cincinnati, Ohio 45229

EXHIBIT 8: RELATED PARTY DISCLOSURE FORM
THOMAS B. FORDHAM FOUNDATION RELATED PARTY DISCLOSURE FORM

The Community School will submit this form annually to SPONSOR’s Epicenter system on the date set forth by the SPONSOR.

Ohio Ethics Commission Information Sheet #1 (Restrictions on Nepotism or Hiring Family Members) states:

Ohio Ethics Law and related statutes prohibit an official from:

- Authorizing the employment of a family member; and,
- Using the authority or influence of her public position to secure authorization of the employment of a family member.

An official is prohibited from hiring a family member in any employment position, including a full-time, part-time, temporary, or permanent position, a position in the classified or unclassified civil service, or a non-civil-service position.

In most situations, the Ohio Ethics Law and related statutes do not prohibit family members from being employed by the same public agency, as long as no official has secured a job, or job-related benefits, for her family member.

In addition, Statute¹⁰ states:

- No present or former member, or immediate relative of a present or former member, of the governing authority of any community school established under this chapter shall be an owner, employee, or consultant of any sponsor or operator of a community school, unless at least one year has elapsed since the conclusion of the person's membership.

I acknowledge that no official at ___[School Name]___ has authorized the employment of any family members. Family members, regardless of where they reside, are defined as the following: spouse, children (whether dependent or not); siblings; parents; grandparents; grandchildren; and any other person related by blood or by marriage and living in the same household.¹¹

I disclose that the following parties, either employed by or serving on the Governing Authority of the school, are related. I further disclose their roles as employees or members of the Governing Authority of the Community School.

Related party #1	Role	Related party #2	Role	Employed by Sponsor or	Last date employed

¹⁰ ORC 3314.02 (E) (4)

¹¹ Ohio Ethics Commission Information Sheet #1: Restrictions on Nepotism or Hiring Family Members (March 2006).

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EXHIBIT 9: FACILITIES ADDENDUM

This exhibit includes a stipulation of which entity owns all community school facilities and property including but not limited to equipment, furniture, fixtures, instructional materials and supplies, computers, printers, and other digital devices purchased by the Governing Authority or operator. Any stipulation regarding property ownership shall comply with the requirements of section 3314.0210 of the Revised Code.¹²

The Phoenix Community Learning Center owns all Community School facilities and property.

School facilities information must include:¹³

- (a) A detailed description of each facility used for instructional purposes;
- (b) The annual costs associated with leasing each facility that are paid by or on behalf of the school;
- (c) The annual mortgage principal and interest payments that are paid by the school; and
- (d) The name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator, if any.

Information for the facility is noted below. Any contracts related to school facilities are subject to change at the discretion of the school’s Governing Authority. Any lease contract(s) and any updates thereto must be submitted to the sponsor via Epicenter.

Description of Facility	Parcel 1: Lot No. 2 as recorded in Plat /book 1, Page 290, Hamilton county, Ohio, Recorder’s Office at Washington Avenue and Glenwood Avenue. Arcel 2: Easement for Ingress and Egress as described in Official Record 9843, Page 2666, Hamilton County, Ohio Recorder’s Office situated in section 9, township 3. Fractional range 2, Miami Purchase, City of Cincinnati. Two story educational use facility and adjacent property.
Annual Costs	N/A
Annual Mortgage Principal and Interest Payments	\$314,421.12
Name of Landlord or Lender and Relationship to Operator	Self-Help Credit Union . No organizational relationship.

¹² [ORC 3314.032 \(A\) \(3\)](#) and [3314.0210](#)

¹³ [ORC 3314.03 \(A\) \(9\)](#)

EXHIBIT 10: BLENDED LEARNING REQUIREMENTS

If a school operates using the blended learning model, as defined in [ORC 3301.079](#), include all of the following information.¹⁴

- (a) An indication of what blended learning model or models will be used;
- (b) A description of how student instructional needs will be determined and documented;
- (c) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
- (d) The school's attendance requirements, including how the school will document participation in learning opportunities;
- (e) A statement describing how student progress will be monitored;
- (f) A statement describing how private student data will be protected; and
- (g) A description of the professional development activities that will be offered to teachers.

The Phoenix Community Learning Center does not operate using the blended learning model as defined in ORC 3301.079.

¹⁴ [ORC 3314.03 \(A\) \(29\)](#)