

**FIRST AMENDMENT TO
COMMUNITY SCHOOL CONTRACT**
for
Sciotoville Community School

This First Amendment to Community School Contract is entered into on July 1, 2017, by and between the Thomas B. Fordham Foundation (hereinafter the "SPONSOR") and the governing authority (hereinafter the "GOVERNING AUTHORITY") of Sciotoville Community School, located at 224 Marshall Avenue, Sciotoville, Ohio 45662 (hereinafter "SCS").

RECITALS

WHEREAS, the SPONSOR and the GOVERNING AUTHORITY entered into a Community School Contract effective July 1, 2016, pursuant to the provisions of Chapter 3314 of the Ohio Revised Code (the "Community School Contract").

WHEREAS, effective July 1, 2017, SCS is planning to merge with Sciotoville Elementary Academy, an Ohio community school located at 5523 Third Street, Sciotoville, Ohio 45662 (hereinafter "SEA"), with SCS being the surviving entity of the merger.

WHEREAS, the SPONSOR and the GOVERNING AUTHORITY wish to modify and amend the Community School Contract in certain respects stated herein to reflect the addition of the SEA site location.

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the SPONSOR and the GOVERNING AUTHORITY do hereby agree to amend the Community School Contract as follows:

1. The last sentence of the second paragraph of Article I ("Purpose") of the Community School Contract is hereby deleted in its entirety and replaced as follows:

The Community School is educating children in grade- or age-equivalent grade levels Kindergarten through twelfth.

2. Exhibits 1 through 5 and Exhibits 9 through 10 of the Community School Contract are hereby deleted in their entirety and replaced as follows:
 - a. Exhibit 1 is hereby replaced with Exhibit 1-A and Exhibit 1-B, as attached hereto and incorporated by reference. Exhibit 1-A shall refer to the Educational Plan of the SCS site location, and Exhibit 1-B shall refer to the Educational Plan of the SEA site location. Any and all references to Exhibit 1 within the Community School Contract shall now refer to Exhibit 1-A and Exhibit 1-B, collectively.
 - b. Exhibit 2 is hereby replaced with Exhibit 2-A and Exhibit 2-B, as attached hereto and incorporated by reference. Exhibit 2-A shall refer to the Financial Plan of the SCS site location, and Exhibit 2-B shall refer to the Financial Plan of the SEA site location. Any and all references to Exhibit 2 within the Community School Contract shall now refer to Exhibit 2-A and Exhibit 2-B, collectively.
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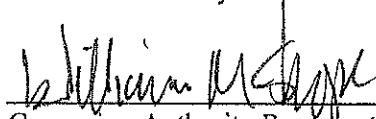
- c. Exhibit 3 is hereby replaced with Exhibit 3-A and Exhibit 3-B, as attached hereto and incorporated by reference. Exhibit 3-A shall refer to the Governance Plan of the SCS site location, and Exhibit 3-B shall refer to the Governance Plan of the SEA site location. Any and all references to Exhibit 3 within the Community School Contract shall now refer to Exhibit 3-A and Exhibit 3-B, collectively.
 - d. Exhibit 4 is hereby replaced with Exhibit 4-A and Exhibit 4-B, as attached hereto and incorporated by reference. Exhibit 4-A shall refer to the Academic and Organizational Accountability Plan of the SCS site location, and Exhibit 4-B shall refer to the Academic and Organizational Accountability Plan of the SEA site location. Any and all references to Exhibit 4 within the Community School Contract shall now refer to Exhibit 4-A and Exhibit 4-B, collectively.
 - e. Exhibit 5 is hereby replaced with Exhibit 5-A and Exhibit 5-B, as attached hereto and incorporated by reference. Exhibit 5-A shall refer to the Letter of Approval to Operate for the SCS site location, and Exhibit 5-B shall refer to the Letter of Approval to Operate for the SEA site location. Any and all references to Exhibit 5 within the Community School Contract shall now refer to Exhibit 5-A and Exhibit 5-B, collectively.
 - f. Exhibit 9 is hereby replaced with Exhibit 9-A and Exhibit 9-B, as attached hereto and incorporated by reference. Exhibit 9-A shall refer to the Facilities Addendum for the SCS site location, and Exhibit 9-B shall refer to the Facilities Addendum for the SEA site location. Any and all references to Exhibit 9 within the Community School Contract shall now refer to Exhibit 9-A and Exhibit 9-B, collectively.
 - g. Exhibit 10 is hereby replaced with Exhibit 10-A and Exhibit 10-B, as attached hereto and incorporated by reference. Exhibit 10-A shall refer to the Blended Learning for the SCS site location, and Exhibit 10-B shall refer to the Blended Learning for the SEA site location. Any and all references to Exhibit 10 within the Community School Contract shall now refer to Exhibit 10-A and Exhibit 10-B, collectively.
3. The SPONSOR and the GOVERNING AUTHORITY hereby agree that the Community School Contract in all other respects remains in full force and effect and is affirmed as originally written.

IN WITNESS WHEREOF, this Agreement has been executed by the parties on the date first written above.

ON BEHALF OF THE
THOMAS B. FORDHAM FOUNDATION

By: 
Michael J. Petrilli
President

THE GOVERNING AUTHORITY OF
Sciotoville Community School

By: 
Governing Authority Representative

Print Name: William M. SHOPE

CONTRACT EXHIBITS

**The Community School Contract Exhibits entered into by
the Governing Authority of Sciotoville Community School
and the Thomas B. Fordham Foundation**

Dated as of July 1, 2017

EXHIBIT 1: EDUCATION PLAN

EXHIBIT 1-A

A.1 Mission

Together, we will learn as much as we can each day to be responsible, respectful, and successful in our personal, social, and academic skills.

A.1.1 Vision

Our vision for the Sciotoville School community will empower each of our students to successfully meet the challenges of his or her future.

A.1.2 Educational philosophy

The following are the philosophy statements for Sciotoville Community School:

1. We believe students are our number-one priority, and it is our obligation to meet their ever-changing needs.
2. We believe everyone in our school community must be committed to a shared partnership of responsibility toward meeting the needs of our students.
3. We believe character, including compassion, kindness, forgiveness, and honesty, must guide us in meeting the challenge and reality of constant change.
4. We believe decisions must be fair, based on relevant data, and ultimately in the best interests of our students.
5. We believe we must model what we are teaching as parents, community members, and educators.
6. We believe the educational needs of students are constantly changing; therefore, our teaching tools, methods, and technology must also change.
7. We believe a positive atmosphere is essential and failure is not an option.
8. We believe parent and community participation is critical to the educational and emotional development of our students.
9. We believe extracurricular activities promote self-discipline and responsibility in our students.
10. We believe staff development is essential to the development and implementation of a high-quality, research- and standards-based educational program.

A.2 Geographic boundaries

The Sciotoville Community School d.b.a. East High School will enroll students in its home district and adjacent districts.

A.3 Curriculum and instruction

Sciotoville Community School continually strives to exceed the Ohio Department of Education's (ODE) standards expectations. The curriculum and standards are a blend of academic and career-

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technical concentrations into which twenty-first-century skills—which emphasize critical thinking, creativity, communication, and collaboration—are incorporated.

Staff professional development is helping SCS align its efforts with college and work expectations. Pacing charts are complete and aligned to Ohio’s New Learning Standards. The implementation of new standards will ensure more effective instruction and increased learning for all students. In conjunction with standards implementation, SCS will also improve its assessment procedures in all grade levels.

SCS intends to align curriculum and instruction to the state academic content standards so that children are being taught what they are expected to learn. Multiple methods of instruction will be used so that all students demonstrate mastery of expected knowledge and skills. Integration of reading and mathematics instruction will take place throughout the school day.

SCS uses purchased curriculum (for example, Foresman reading, Prentice Hall science and social studies, and McGraw Hill math) and software programs (for example, Imagine Learning, Study Island, Brain Pop and Exam View, Think Through Math, and Moby Math). Teachers are consulted on potential curricula to be purchased and are likewise involved in the evaluation of curricular components as they are implemented.

SCS offers Advanced Placement (AP) classes to students on site. If a student needs an AP class that SCS does not offer, students may take it via Odysseyware, our online course provider. SCS also offers credit recovery and summer school. SCS uses its curriculum in the context of its High Schools That Work and Making Middle Schools Work plans (see goals in Exhibit IV).

SCS provides several extracurricular programs to its students. There is a full complement of sports for boys and girls in grades 5–12. SCS believes that participation in athletics provides valuable learning experiences outside of those provided in classrooms. Additionally, SCS is a member of the Ohio High School Athletic Association. Furthermore, SCS has competition-level marching band and vocal music groups. Per academics, SCS offers academic and mock trial competition teams, National Honor Society, and a variety of clubs (for example, Pep Club, Key Club, and Spanish Club).

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.

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 may include, but are not limited to, field trips, programs, and/or events.

A.4 Target population

SCS provides instructional opportunities for both regular-education students and students with disabilities.

A.5 School calendar and daily schedule

The school calendar and daily schedule may be changed at the discretion of the school. SCS operates on a 162-day instructional (student) calendar. The daily schedule begins at 8:00 a.m. and ends at 3:30 p.m. The school year typically begins in mid-August and runs through mid-May. Grades 5 and 6 (intermediate school) operate on a blocked schedule, as do grades 7 and 8 (middle school). Grades 9–12 (high school) operate on a modified block schedule. Grades 7–12 operate on an eight-period school day, as well. One of those periods is an enrichment and intervention period that is also used as a student-advisement period. SCS teachers engage in two formal parent-teacher conference days during the school year in addition to the 162 instructional days.

A.6 Special student populations

Students with disabilities

Sciotoville Community School identifies students with disabilities through the following means: parent, teacher, or physician referrals. Parent referrals may be initiated at any time during the school year and stem from parental concerns regarding the student's academic progress and/or physical well-being. Teacher referrals are a direct result of a student performing below grade level on both classroom work and standardized assessments. Physician referrals may originate at any point in the school year based upon the physician's concerns regarding the social, emotional, and/or physical development of the student. These referrals are made only after there have been multiple failed attempts at providing school-wide interventions to the student.

Once a referral has been made and parental consent has been obtained, a school psychologist is employed on a per-pupil basis. In order to formally assess at-risk students to determine eligibility for school-age services, the psychologist will work in collaboration with a district representative, all grade-level teachers, intervention specialists, and additional support personnel based on requirements of the Evaluation Team Report (ETR). All related services (speech, physical, and occupational therapies) are contracted through outside resources.

Sciotoville Community School is a school-wide Title I entity, and thus all students are provided with additional support daily within the typical classroom setting. Intervention specialists and intervention- and educational-support aides work with students in an inclusion setting to meet the goals of each identified student's individualized education plan (IEP).

Intervention specialists, as well as all teachers and educational support staff, are provided with ongoing professional-development opportunities throughout the school year to ensure best practices and data-driven decision making.

Gifted students

Sciotoville Community School does not presently identify gifted students through a formal assessment method. A building leadership team is currently investigating the appropriate

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procedures to identify students that may be eligible to receive services associated with the gifted/talented program as deemed appropriate by the ODE. Research will continue to be conducted in an effort to determine best practices in the implementation.

The staff of Sciotoville Community School has already been provided with professional development on differentiated instruction from both Battelle for Kids and Staff Development for Educators and will continue to seek ongoing professional development upon implementation of the gifted/talented program at Sciotoville Community School.

At this time, teachers provide differentiated instruction to all students during a forty-five-minute enrichment and intervention period based on the individual needs of each student, as indicated by the data collected through district-wide quarterly assessments and standardized testing.

Students with limited English proficiency

Students whose English proficiency is potentially limited will be screened by the intervention team. Staff will be provided with professional-development opportunities as necessary, and translators may be available through local universities.

Homeless students

No student shall be denied admission to the school or to a particular course or instructional program or be otherwise discriminated against for reasons of race, color, national origin, sex, homelessness, handicap, or any other basis of unlawful discrimination. Sciotoville Community School believes that all school-aged students, including homeless students, have the basic right to equal educational opportunities. A homeless student is defined as an individual who lacks a fixed, regular, and adequate nighttime residence. Sciotoville Community School will, to the extent feasible, keep homeless students in the school of origin unless doing so is contrary to the wishes of the student's parent or guardian.

A.7 School goals

The overriding goal is to close the achievement gaps and raise student achievement to meet district, state, HSTW/MMGW, and federal targets by 2014. The five goals of SCS's Site Action Plan are as follows:

Goal 1: (HSTW) provide all students with the opportunity to complete the Ohio Core and increase to 85 percent the high school graduates who complete the HSTW-recommended curriculum, including an academic, career-technical (C-T), or blended concentrations, or (MMGW) provide all students with the opportunity to take a rigorous middle-grades curriculum in order to increase the percentage of ninth graders who graduate four years later and decrease the ninth-grade failure rate.

Goal 2: strengthen the curriculum by aligning the academic curriculum to Ohio Academic Content Standards, as well as HSTW/MMGW and national standards and by making instruction the focus of the school, or strengthen the curriculum by aligning the academic curriculum to the Ohio Academic Content Standards, Ohio Career-Technical/Industry Standards, HSTW, and national standards, and by making instruction the focus of the school.

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Goal 3: engage students in their learning through relevant, student-centered instructional strategies resulting in a deeper understanding and higher demonstrated achievement of standards.

Goal 4: establish a comprehensive guidance and advisement system, including a strong academic transition that prepares middle-grade students for successful completion of the ninth grade and graduation four years later or for postsecondary education and careers.

Goal 5: continue to support a continuous improvement process driven by effective use of data and aligned professional development through strong leadership and active focus teams that engage school and community stakeholders.

A.8 School climate and discipline

SCS's general behavior policy is determined by those duly constituted by law to making these rules: the governing board, the school administration, and the faculty. Input from the student council has also been taken into consideration. SCS attempts in every way to provide a culture of acceptance of all students. Students of very diverse backgrounds attend SCS, and all are accepted as students and individuals regardless of their background.

Student conduct policy

Students are expected to conduct themselves in such a way that they respect and consider the rights of others. Students must conform to school regulations and accept directions from authorized school personnel. The governing board has "zero tolerance" of violent, disruptive, or inappropriate behavior by its students. SCS uses a wide range of disciplinary alternatives in dealing with misbehavior so as to best serve its students and keep faith with the idea of acceptance.

Star program

SCS embraces the idea of rewarding positive behavior as it relates to the overall philosophy of the school. In keeping with that idea, the school has implemented its Star program, which rewards students each grading period based on attendance, behavior, and academic accomplishment.

A.9 Assessments and intervention

The SCS assessment plan and schedule is below.

Note: Tier I = everyone; Tier II = small-group, specialized instruction for at-risk students; and Tier III = intensive, specialized instruction for students most at risk.

Grade 7	I-III	6th-grade data	Pre (analysis only)	7th-grade teachers and intervention specialists
		Quarterly assessment on math and reading with item analysis	Every 9 weeks	7th-grade teachers and intervention specialists

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		EOC exam practice (M and R)	Pre/mid	7th-grade teachers and intervention specialists
		Performance-based tests, English language arts and mathematics <i>Computer</i>	Post	7th-grade teachers, intervention specialists, and testing team
		End-of-course tests, English language arts and mathematics <i>Computer</i>		7th-grade teachers and intervention specialists
		Terra Nova (science and social studies)	Spring	7th-grade teachers and intervention specialists
		Aimsweb oral reading fluency	Fall/Winter/Spring	7th-grade teachers and intervention specialists
		AimsWeb math computation M-COMP	Fall/Winter/Spring	7th-grade teachers and intervention specialists
		AimsWeb comprehension maze	Fall/Winter/Spring	7th-grade teachers and intervention specialists
		Short-cycle skill-based reading/math assessments (TTM, Moby Max, Study Island, Common Formative)	Teacher discretion	7th-grade teachers and intervention specialists
		Progress reports and report cards	Every 9 weeks	7th-grade teacher, aides, and intervention specialists
	II/III	Imagine Learning intervention	Weekly or biweekly (specific to students' needs)	7th-grade teachers and intervention specialists
		AimsWeb/I Ready progress monitoring	Weekly or as needed	7th-grade teachers and intervention specialists
	III	Multifaceted evaluations and progress reports	As identified	Intervention staff

Grade 9	I-III	8th-grade data	Pre (analysis only)	9th-grade teachers and intervention specialists
		Quarterly assessment on math, reading, science, and social studies with item analysis	Every 9 weeks	9th-grade teachers and intervention specialists
		Practice ACT Quality Core assessments	Pre/mid	9th-grade teachers and intervention specialists
		Performance-based tests, English language arts and mathematics <i>Computer</i>	Post	9th-grade teachers, intervention specialists, and testing team
		Performance-based tests, science and social studies <i>Computer</i>	Post	9th-grade teachers, intervention specialists, and testing team
		End-of-course tests, English language arts and mathematics <i>Computer</i>	Post	9th-grade teachers, intervention specialists, and testing team

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		End-of-course tests, science and social studies <i>Computer</i>	Post	9th-grade teachers, intervention specialists, and testing team
		OCIS	Spring	9th-grade teachers, intervention specialists, and testing team
		Short-cycle skill-based/formative assessments	Teacher discretion	9th-grade teachers and intervention specialists
		Progress reports and report cards	Every 9 weeks	9th-grade teachers, aides, and intervention specialists
	II/III	Imagine Learning intervention	Weekly or biweekly (specific to students' needs)	9th-grade teachers and intervention specialists
		AimsWeb progress monitoring	Weekly or as needed	9th-grade teachers and intervention specialists
	III	Multifaceted evaluations Progress reports	As identified	Intervention staff

Grade 10	I-III	9th-grade data	Pre (analysis only)	10th-grade teachers and intervention specialists
		Quarterly assessment on math, reading, science, and social studies with item analysis	Every 9 weeks	10th-grade teachers and intervention specialists
		Practice ACT Quality Core assessments	Pre/mid	10th-grade teachers and intervention specialists
		Performance-based tests, English language arts and mathematics <i>Computer</i>	Post	10th-grade teachers and intervention specialists
		Performance-based tests, science and social studies <i>Computer</i>	Post	10th-grade teachers and intervention specialists
		End-of-course tests, English language arts and mathematics <i>Computer</i>	Post	10th-grade teachers and intervention specialists
		End-of-course tests, science and social studies <i>Computer</i>	Post	10th-grade teachers and intervention specialists
		Spring OGT reading, writing, math, science, and social studies	Post	10th-grade teachers, intervention specialists, and testing team
		Short-cycle skill-based/formative assessments	Teacher discretion	10th-grade teachers and intervention specialists
		Progress reports and report cards	Every 9 weeks	10th-grade teachers, aides, and intervention specialists
	II/III	Imagine Learning intervention	Weekly or biweekly (specific to students' needs)	10th-grade teachers and intervention specialists

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		AimsWeb progress monitoring	Weekly or as needed	10th-grade teachers and intervention specialists
	III	Multifactor evaluations Progress reports	As identified	Intervention staff

Grade 11	I-III	10th-grade data	Pre (analysis only)	11th-grade teachers and intervention specialists
		Quarterly assessment on math, reading, science, and social studies with item analysis	Every 9 weeks	11th-grade teachers and intervention specialists
		Practice ACT Quality Core assessments	Pre/mid	11th-grade teachers and intervention specialists
		ACT Quality Core assessments (precalculus and chemistry)	Post	11th-grade teachers and intervention specialists
		Performance-based tests, English language arts and mathematics <i>Computer</i>	Post	
		Performance-based tests, science and social studies <i>Computer</i>	Post	
		End-of-course tests, English language arts and mathematics <i>Computer</i>	Post	
		End-of-course tests, science and social studies <i>Computer</i>	Post	
		Fall/Spring OGT reading, writing, math, science, and social studies	Post	11th-grade teachers, intervention specialists, and testing team
		PSAT-Select group		Guidance counselor
		ASVAB		Guidance counselor
		ACT (Shawnee State University)		
		Short-cycle skill-based/formative assessments	Teacher discretion	11th-grade teachers and intervention specialists
		Progress reports and report cards	Every 9 Weeks	11th-grade teachers, aides, and intervention specialists
	II/III	Imagine Learning intervention	Weekly or biweekly (specific to student's needs)	11th-grade teachers and intervention specialists
		AimsWeb progress monitoring	Weekly or as needed	11th-grade teachers and intervention specialists
	III	Multifactor evaluations Progress reports	As identified	Intervention staff

Grade 12	I-III	11th-grade data	Pre (analysis only)	12th-grade teachers and intervention specialists
		Quarterly assessment on math, reading, science, and social studies with item analysis	Every 9 weeks	12th-grade teachers and intervention specialists

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		Practice ACT Quality Core assessments	Pre/mid	12th-grade teachers and intervention specialists
		ACT Quality Core assessments (English I–III, algebra 2, precalculus, and chemistry)	Post	12th-grade teachers and intervention specialists
		Fall/Spring OGT reading, writing, math, science, and social studies	Post	12th-grade teachers, intervention specialists, and testing team
		ACT (Shawnee State University)		
		Short-cycle skill-based/formative assessments	Teacher discretion	12th-grade teachers and intervention specialists
		Progress reports and report cards	Every 9 weeks	12th-grade teachers, aides, and intervention specialists
	II/III	Imagine Learning intervention	Weekly or biweekly (specific to students' needs)	12th-grade teachers and intervention specialists
		AimsWeb progress monitoring	Weekly or as needed	12th-grade teachers and intervention specialists
	III	Multifaceted evaluations Progress reports	As identified	Intervention staff

EXHIBIT 1-B

A.1 Mission

Together we will learn as much as we can each day to be responsible, respectful, and successful.

A.1.1 Vision

Our vision for the Sciotoville Elementary Academy school community will empower each of our students to successfully meet the challenges of the future.

A.1.2 Educational philosophy

The following are the philosophy statements for Sciotoville Elementary Academy:

1. We believe students are our number-one priority, and it is our obligation to meet their ever-changing needs.
2. We believe everyone in our school community must be committed to a shared partnership of responsibility toward meeting the needs of our students.
3. We believe character, including compassion, kindness, forgiveness, and honesty, must guide us in meeting the challenge and reality of constant change.
4. We believe decisions must be fair, based on relevant data, and ultimately in the best interests of our students.
5. We believe we must model what we are teaching as parents, community members, and educators.
6. We believe the educational needs of students are constantly changing; therefore, our teaching tools, methods, and technology must also change.
7. We believe a positive atmosphere is essential and failure is not an option.
8. We believe parent and community participation is critical to the educational and emotional development of our students.
9. We believe extracurricular activities promote self-discipline and responsibility in our students.
10. We believe staff development is essential to the development and implementation of a high-quality, research- and standards-based educational program.

All components of our philosophy align with our mission statement, providing each student with the resources necessary to ensure that it becomes a reality.

A.2 Geographic boundaries

The Sciotoville Elementary Academy will enroll students in its home district and adjacent districts.

A.3 Curriculum and instruction

SEA uses purchased materials within the research-based pedagogy: Pearson Scott Foresman Reading Street, which contains a leveled-reading intervention program. Reading Street

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prioritizes skill instruction at each grade level, so teachers can focus on the right skill at the right time for every student. Teachers also utilize SRA Imagine It in grades K–2. It is a comprehensive core reading and language-arts curriculum.

SEA’s K–4 mathematics curriculum includes McGraw Hill’s “My Math,” built around the Common Core State Standards of Mathematics and the standards for Mathematical Practices. It engages students with the focus, coherence, and rigor required for CCSSM. The curriculum is delivered via digital and print media.

Science, social studies, visual arts, and music are taught using the Ohio’s New Learning Standards.

Sciotoville Elementary Academy nurtures independent reading and literacy throughout all grade levels with the expansion of classroom libraries as well as the purchase of a school library for new books and a SirsiDinix book accounting system.

SEA promotes educational uses for technology that facilitate school improvement. SEA defines standards for students, integrating curriculum technology, technology support, standards for student assessment, and evaluation of technology use in cooperation with the Ohio Academic Content Standards for Technology. It is a vision forecasting that, through the application of curriculum-oriented classroom technology and appropriate teaching strategies, students will be prepared for their future endeavors. Students in each classroom have access to a wide variety of technological tools, including but not limited to Smart Boards, Smart Tables, Smart Document Cameras, Projectors, five “student” and one “teacher” MOBI, iPads, Flip Cameras, CPS Clickers, and two LiveScribe Pens. Kindergarten and first grade have eight desktop student computers with subscriptions to Headsprout, PBS KidsPlay, and Accelerated Reader. Students from grades 2–4 have individual wireless Netbooks and subscriptions to Wowzers, Accelerated Math, Dreambox, I-Ready, Accelerated Reader, Learning.com, and BrainPop Jr.

Each student has three visits (forty minutes each) to the Media Center (thirty student desktop computers) each week, including library (where students can use the computers to find books to check out through the Library Cat Junior software), technology (where students use programs such as the Microsoft Office 2010 suite and Google Apps for Education to complete project-based assignments or work on the aforementioned programs), and an online-based content program called Education City. Discovery Education (a streaming video and content service) is also utilized.

SEA also uses Imagine Learning (a targeted first-language support for English learners). This technology provides language support as needed, which gradually fades as the student progresses. Imagine Learning also provides reports, certificates of achievement, and letters for parents in their primary languages so that families can stay involved in their children’s progress. Student progress is continually monitored and assessed. Imagine Learning progress reports and graphs provide real-time data for teachers and administrators. Imagine Learning has proven an effective tool in English language and literacy achievement. SEA uses Imagine Learning with all students (not just English learners) for intervention.

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SEA keeps up to date with all the latest CIPA requirements by implementing Easy Tech and iSafe software. Our goal is to impart to students the skills they need to advance in the twenty-first century. Technology is an important part of the school and holds a substantial place in planning and allotment of funds in SEA's budget.

These are the skills that we strive to teach all our students:

- **Sense-making:** the ability to determine the deeper meaning or significance of what is being expressed
- **Social intelligence:** the ability to connect to others in a deep and direct way in order to sense and stimulate reactions and desired interactions
- **Novel and adaptive thinking:** proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule based
- **Computational thinking:** the ability to translate vast amounts of data into abstract concepts and understand data-based reasoning
- **New-media literacy:** the ability to critically assess and develop content that uses new-media forms and to leverage these media for persuasive communication
- **Design mindset:** the ability to represent and develop tasks and work processes for desired outcomes
- **Cognitive-load management:** the ability to discriminate and filter information for importance and to understand how to maximize cognitive functioning using a variety of tools and techniques
- **Virtual collaboration:** the ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team

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 may include but are not limited to field trips, programs, and/or events.

A.4 Target population

SEA provides instructional opportunities for both regular-education students and students with disabilities.

A.5 School calendar and daily schedule

The school calendar and daily schedule may be changed at the discretion of the school. SEA operates on a 162-day instructional (student) calendar. The daily schedule begins at 8:30 a.m. and ends at 3:30 p.m. The school year typically begins in mid-August and runs through mid-May. SEA teachers engage in two formal parent-teacher conference days during the school year.

A.6 Special student populations

Students with disabilities

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Sciotoville Elementary Academy identifies students with disabilities through the following means: parent, teacher, or physician referrals. Parent referrals may be initiated at any time during the school year and stem from parental concerns regarding the student's academic progress and/or physical well-being. Teacher referrals are a direct result of a student performing below grade level on both classroom work and standardized assessments. Physician referrals may originate at any point in the school year based upon the physician's concerns regarding the social, emotional, and/or physical development of the student. These referrals are made only after there have been multiple failed attempts at providing school-wide interventions to the student.

Once a referral has been made and parental consent has been obtained, a school psychologist is employed on a per-pupil basis. In order to formally assess at-risk students to determine eligibility for school-age services, the psychologist will work in collaboration with a district representative, all grade-level teachers, intervention specialists, and additional support personnel based on requirements of the ETR. All related services (speech, physical, and occupational therapies) are contracted through outside resources.

Sciotoville Elementary Academy is a school-wide Title I entity, and thus all students are provided with additional support daily within the typical classroom setting. Intervention specialists and intervention- and educational-support aides work with students in an inclusion setting to meet the goals of each identified student's IEP.

Intervention specialists, as well as all teachers and educational support staff, are provided with ongoing professional-development opportunities throughout the school year to ensure best practices and data-driven decision making.

Gifted students

The staff of Sciotoville Elementary Academy has already been provided with professional development on differentiated instruction and response to intervention (RTI). Teachers provide differentiated instruction to all students during a forty-five-minute enrichment and intervention period based on the individual needs of each student, as indicated by the data collected through district-wide quarterly assessments and standardized testing.

Students with limited English proficiency

Students whose English proficiency is potentially limited will be screened by the intervention team. Staff will be provided with professional-development opportunities as necessary, and translators may be available through local universities.

Homeless students

No student shall be denied admission to the school or to a particular course or instructional program or otherwise discriminated against for reasons of race, color, national origin, sex, homelessness, handicap, or any other basis of unlawful discrimination. Sciotoville Elementary Academy believes that all school-aged students, including homeless students, have the basic right to equal educational opportunities. A homeless student is defined as an individual who lacks a fixed, regular, and adequate nighttime residence. Sciotoville Elementary Academy will,

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to the extent feasible, keep homeless students in the school of origin unless doing so is contrary to the wishes of the student's parent or guardian.

A.7 School goals

SEA will utilize only the goals set forth in Exhibit 4 of this contract.

A.8 School climate and discipline

SEA's general behavior policy is determined by those duly constituted by law to make these rules: the governing board, the school administration, and the faculty. Input from the student council has also been taken into consideration. SEA attempts in every way to provide a culture of acceptance of all students. Students of very diverse backgrounds attend SEA, and all are accepted as students and individuals regardless of their background.

Student conduct policy

Students are expected to respect and consider the rights of others. Students must conform to school regulations and accept directions from authorized school personnel. The governing board has "zero tolerance" of violent, disruptive, or inappropriate behavior by its students. SEA uses a wide range of disciplinary alternatives in dealing with misbehavior so as to best serve its students and keep faith with the idea of acceptance.

Star program

SEA embraces the idea of rewarding positive behavior as it relates to the overall philosophy of the school. In keeping with that idea, the school has implemented its Star program, which rewards students each grading period based on attendance, behavior, and academic accomplishment.

A.9 Assessments and intervention

The SEA assessment plan/schedule is below.

Note: Tier I = everyone; Tier II = small-group, specialized instruction for at-risk students; and Tier III = intensive, specialized instruction for students most at risk.

Grade K	Tier(s)	Data used	Frequency	Who
	I-III	ESI	Preregistration	K teacher
		KRA	By November 1	K teacher
		ODE reading diagnostic screener	Within 30 days	K teacher, aides, and reading specialist
		Progress report assessments and report cards	Every 9 weeks (as taught)	K teacher, aides, and intervention specialists
		Classroom observations	Daily	K teacher
		Spelling inventory	Pre/post	K teacher

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		Diagnostic screener (new students)	Within 30 days of arrival	K teacher
		STAR early literacy	Quarterly	Technology teacher
		Terra Nova language arts and math	Post	K teacher
	II/III	Progress report, phonemic- awareness assessment intervention	Weekly, biweekly	K teacher and intervention specialists
	III	Multifactor evaluations Progress reports	As identified	Intervention staff
Grade 1	I-III	Kindergarten data	Pre (analysis only)	1st-grade teacher and intervention specialists
		Terra Nova language arts and math	Post	1st-grade teacher
		Phonemic-awareness assessment	Pre/post	1st-grade teacher and intervention specialists
		Spelling inventory	Pre/mid/post	1st-grade teacher
		Reading/math ODE screener diagnostic assessments	1x per year	1st-grade teacher
		Progress reports and report cards	Every 9 weeks	1st-grade teacher, aides, and intervention specialists
		ODE reading diagnostic screener (new students)	Within 30 days of arrival	1st-grade teacher
		Diagnostics—writing only (state required)	Third 9 weeks	1st-grade teacher
		Phonemic-awareness assessment	Weekly or biweekly (specific to students' needs)	1st-grade teacher and intervention specialists
		III	Multifactor evaluations Progress reports	As identified
	I	STAR early literacy STAR testing	Quarterly	Technology teacher

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Grade 2	I–III	1st-grade data	Pre (analysis only)	2nd-grade teacher and intervention specialists
		Terra Nova language arts and math	Post	2nd-grade teacher
		Phonemic-awareness assessment	Assess new students or at teacher recommendation	2nd-grade teacher and intervention specialists
		Spelling inventory	4x per year	2nd-grade teacher
		ODE reading/math screener diagnostic	1x per year	2nd-grade teacher
		Short-cycle skill-based reading/math assessments	Weekly, at teacher discretion	2nd-grade teacher and intervention specialists
		Progress reports report cards	Every 9 weeks	2nd-grade teacher, aides, and intervention specialists
		ODE reading diagnostic screener (new students)	Within 30 days of arrival	2nd-grade teacher
		Diagnostics—writing only (state required)	Third 9 weeks	2nd-grade teacher
	II/III	Phonemic-awareness assessment	Weekly or biweekly (specific to students' needs)	2nd-grade teacher and intervention specialists
	III	Multifactor evaluations Progress reports	As identified	Intervention staff
	I	STAR testing	Quarterly	Technology teacher
Grade 3	I–III	2nd-grade data	Pre (analysis only)	3rd-grade teachers and intervention specialists
		OAA practice (M and R)	Pre/mid	3rd-grade teachers and intervention specialists
	I	Fall OAA reading	Pre	3rd-grade

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				teachers and testing team
		Quarterly assessment on math and reading with item analysis	Every 9 Weeks	3rd-grade teachers and intervention specialists
		Spring OAA reading (for those who scored below 394 on fall OAA)	Post	3rd-grade teachers, intervention specialists, and testing team
		Spelling inventory	Mid/post	3rd-grade teacher
		Short-cycle skill-based reading and math assessments	Weekly, at teacher discretion	3rd-grade teachers and intervention specialists
		Progress reports and report cards	Every 9 weeks	3rd-grade teachers, aides, and intervention specialists
		ODE reading diagnostic screener (new students)	Within 30 days of arrival	3rd-grade teacher
		Diagnostics—writing only (state required)	Third 9 weeks	3rd-grade teacher
	I	Performance-based tests, English language arts and mathematics <i>Computer</i>		3rd-grade teachers, intervention specialists, and testing team
	II/III	Phonemic-awareness assessment	Weekly or biweekly (specific to students' needs)	3rd-grade teachers and intervention specialists
	I	End-of-course tests, English language arts and mathematics <i>Computer</i>		3rd-grade teachers, intervention specialists, and testing team
	III	Multifactor evaluations Progress reports	As identified	Intervention staff

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	I	STAR testing	Quarterly	Technology teacher
Grade 4	I–III	3rd-grade data	Pre (analysis only)	4th-grade teachers and intervention specialists
		OAA practice (math and reading)	Pre/mid	4th-grade teachers and intervention specialists
		Quarterly assessment on math and reading with item analysis	Every 9 weeks	4th-grade teachers and intervention specialists
	I	Performance-based tests, English language arts and mathematics <i>Computer</i>		4th-grade teachers, intervention specialists, and testing team
		Spelling inventory	Mid/post	4th-grade teachers
	I	Social studies <i>Computer</i>		4th-grade teachers, intervention specialists, and testing team
		Short-cycle skill-based reading and math assessments (OAA Achiever)	Weekly, at teacher discretion	4th-grade teachers and intervention specialists
	I	End-of-course tests, English language arts and mathematics <i>Computer</i>		4th-grade teachers, intervention specialists, and testing team
		Progress reports and report cards	Every 9 weeks	4th-grade teachers, aides, and intervention specialists
	II/III	Imagine Learning intervention	Weekly or biweekly (specific to students' needs)	4th-grade teachers and intervention specialists

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	III	Multifaceted evaluations Progress reports	As identified	Intervention staff
	I	STAR testing	Quarterly	Technology teacher
	I	End-of-course tests, social studies <i>Computer</i>		4th-grade teachers, intervention specialists, and testing team

EXHIBIT 2: FINANCIAL PLAN

EXHIBIT 2-A

B.1 Budget summary

The most recent five-year projected budget is available from the ODE [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

Sciotoville Community School utilizes the Uniform School Accounting System (USAS) and Uniform Staff Payroll System (USPS) programs and is affiliated with South Central Ohio Computer Association (SCOCA). SCOCA is the information technology center (ITC) used by all public schools in this area. We also utilize the auditor of state's office local government services (LGS) for generally accepted account practice (GAAP) conversion, as well as the financial audit division for our annual audits. SCS reports directly to the ODE regarding our five-year forecast, as well as our federal and state funding.

SCS contracts with the South Central Ohio Educational Service Center for fiscal and treasurer services and, where necessary, works with a CPA and/or legal counsel on fiscal issues. Financial policies are contained in the SCS board policy manual.

Financial controls

The staff is required to use purchase requisitions for all purchases. This system allows the staff member to enter all pertinent information, and it follows a mapping for approval. First approval comes from the principal, then the superintendent, and then the treasurer. Once these have been fully approved, they are converted to purchase orders. Staff is required to utilize pay-in sheets for all money that is turned in to the treasurer's office.

The USAS and USPS programs enable SCS to account for all funds, expenditures, and receipts, as well as all payroll-related items. The main office secretary completes the student EMIS and SOES function for the district. The treasurer performs the staff EMIS function. The CCIP is initiated by the curriculum director with the help of the treasurer and is then approved by the treasurer and superintendent. Different school groups participate in fundraising activities to provide monies they need for items such as uniforms, trips, and so forth. These activities are led by an advisor or coach, and all monies are turned in to the treasurer's office for accounting. Funds are maintained through the treasurer's office. Monthly reconciliations are performed by the treasurer's office, and an annual audit is performed by the auditor of state's office.

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

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B.3 Transportation, food service, and other partnerships

Transportation

The majority of the students at SCS are transported to and from school by the Portsmouth City School District, as required by law. Students from adjacent school districts (with the exception of the New Boston Local and Clay Local School Districts) attending SCS are provided transportation by their home district, which is arranged by them with their resident district. SCS provides transportation to and from school for students who reside in the New Boston Local and Clay Local School Districts. SCS owns three school buses and employs substitute bus drivers in order to transport students for extracurricular activities.

Food service

Breakfast and lunch are provided to SCS students by the food-service staff employed by the district. All food is prepared at the school. SCS participates in the Federal School Lunch Program and offers free breakfast and lunch to all students. Free after-school snacks are provided to students at SCS who participate in the After-School Latchkey Program.

B.4 Insurance

SUMMARY OF INSURANCE COVERAGE			
SCIOTOVILLE COMMUNITY SCHOOL			
	Wells Fargo Insurance Services USA, Inc.		
	Provided through Wright Specialty Insurance Company		
	General Liability		
	Commercial General Liability	\$	1,000,000.00
	PROPERTY		
	224 Marshall Avenue		
	School	\$	9,909,000.00
	School Contents	\$	1,000,000.00
	Modulars	\$	200,000.00
	Modular Contents	\$	100,000.00
	Garage	\$	65,000.00
	Garage Contents	\$	25,000.00
	5810 Harding Avenue		
	Dairy Bar	\$	100,000.00
	5018 Harding Avenue		
	Storage Building	\$	100,000.00

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		Storage Building Contents	\$ 35,000.00	
	6000 Harding Avenue			
		Allard Park–Athletic Facility	\$ 200,000.00	
		Contents	\$ 10,000.00	
	Automobile	Any Auto		
		Liability	\$ 1,000,000.00	
		Medical Payments	\$ 5,000.00	
		Uninsured Motorist	\$ 1,000,000.00	
		Underinsured Motorist	\$ 1,000,000.00	
	St. Route 140			
		Baseball/Softball Fields	\$ 25,000.00	
	TEACHER			
		Teacher Liability	\$ 1,000,000.00	

EXHIBIT 2-B

B.1 Budget summary

The most recent five-year projected budget is available from the ODE [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.²

Sciotoville Elementary Academy utilizes the USAS and USPS programs and is affiliated with SCOCA. SCOCA is the ITC used by all public schools in this area. We also utilize the auditor of state's office LGS for GAAP conversion, as well as the financial audit division for our annual audits. SEA reports directly to the ODE regarding five-year forecasts, as well as federal and state funding.

SEA contracts with the South Central Ohio Educational Service Center for fiscal and treasurer services and, where necessary, works with a CPA and/or legal counsel on fiscal issues. Financial policies are contained in the SEA board policy manual.

Financial controls

The staff is required to use purchase requisitions for all purchases. This system allows the staff member to enter all pertinent information, and it follows a mapping for approval. First approval comes from the principal, then the superintendent, and then the treasurer. Once these have been fully approved, they are converted to purchase orders. Staff is required to utilize pay-in sheets for all money that is turned in to the treasurer's office.

The USAS and USPS programs enable SEA to account for all funds, expenditures, and receipts, as well as all payroll-related items. The main office secretary completes the student EMIS and SOES function for the district. The treasurer performs the staff EMIS function. The CCIP is initiated by the curriculum director with the help of the treasurer and is then approved by the treasurer and superintendent. Different school groups participate in fundraising activities to provide monies they need for items such as uniforms, trips, and so forth. These activities are led by an advisor or coach, and all monies are turned in to the treasurer's office for accounting. Funds are maintained through the treasurer's office. Monthly reconciliations are performed by the treasurer's office, and an annual audit is performed by the auditor of state's office.

B.3 Transportation, food service, and other partnerships

Transportation

² [ORC 3314.03 \(A\) \(31\) \(B\) \(5\)](#)

COMMUNITY SCHOOL CONTRACT

The majority of the students at SEA are transported to and from school by the Portsmouth City School District, as required by law. Students from adjacent school districts (with the exception of the New Boston Local and Clay Local School Districts) attending SEA are provided transportation by their home districts, which is arranged by them with their resident districts. SEA, in cooperation with Sciotoville Community School (SCS), provides transportation to and from school for students who reside in the New Boston Local and Clay Local School Districts.

Food service

Breakfast and lunch are provided to SEA students by the food-service staff employed by SCS. All food is prepared at the school. SEA participates in the Federal School Lunch Program and offers free breakfast and lunch to all students. Free after-school snacks are provided to students at SEA who participate in the Academic Enrichment Program, a twenty-first-century grant program.

B.4 Insurance

SUMMARY OF INSURANCE COVERAGE			
SCIOTOVILLE ELEMENTARY ACADEMY			
Wells Fargo Insurance Services USA, Inc.			
Provided through Wright Specialty Insurance Company			
General Liability			
	Commercial General Liability	\$	1,000,000.00
PROPERTY			
5523 Third Street			
	School	\$	9,909,000.00
	School Contents	\$	1,000,000.00
	Modulars	\$	200,000.00
	Modular Contents	\$	100,000.00
	Garage	\$	65,000.00
	Garage Contents	\$	25,000.00
5810 Harding Avenue			
	Dairy Bar	\$	100,000.00
5018 Harding Avenue			
	Storage Building	\$	100,000.00
	Storage Building Contents	\$	35,000.00
6000 Harding Avenue			
	Allard Park–Athletic Facility	\$	200,000.00

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		Contents	\$ 10,000.00	
	Automobile	Any Auto		
		Liability	\$ 1,000,000.00	
		Medical Payments	\$ 5,000.00	
		Uninsured Motorist	\$ 1,000,000.00	
		Underinsured Motorist	\$ 1,000,000.00	
		St. Route 140		
		Baseball/Softball Fields	\$ 25,000.00	
	TEACHER			
		Teacher Liability	\$ 1,000,000.00	

EXHIBIT 3: GOVERNANCE PLAN

EXHIBIT 3-A

C.1 Governing body

Description of governing-board entity

The governing board is composed of five community-elected members, one nonvoting staff-elected member, and one nonvoting student-elected member. The five community-elected members must be citizens of the United States, nineteen years of age or older, and registered voters in the Sixth Ward of the City of Portsmouth or Precincts A and H of Porter Township. The elected governing-board members serve four-year staggered terms, with no term limits being enforced. The staff and student representatives are elected every year by their respective peers. No member of the governing board receives any financial compensation for their service.

The responsibilities of the governing board are as follows:

- Helping to create, approve, and monitor the school's annual budget
- Developing current and future policies to guide the operation of the school
- Securing appropriate funding for the operation of the school
- Supporting the efforts of the superintendent to administer all educational programs consistent with board policy
- Maintaining a commitment to the vision, mission, and belief statements of the Sciotoville Community School and the children they serve

C.2 Governing-board composition

The board roster is included at Exhibit 7.

Governing-authority membership, structure, and roles

The governing board will be composed of at least five (5) members. Membership is subject to change, pursuant to the bylaws of SCS. Current members include the following:

Bill Shope, President

Mr. Shope graduated from East High School, now Sciotoville Community School, and then attended Shawnee State University and the Ohio State University. He has been employed as a retail consultant, a manager for the Ohio State Parks Lodges, and a representative for the Coca-Cola Bottling Company. He is currently self-employed as a security consultant. This is his fifteenth year as the president of the governing board of the Sciotoville Community School.

Bob McCann, Vice President

Mr. McCann graduated from East High School, now Sciotoville Community School, and then attended Indian River Community College in Florida and Shawnee State University. He was employed by the City of Portsmouth before obtaining his current position as an air-quality specialist for the Ohio Environmental Protection Agency. This is his thirteenth year on the governing board of Sciotoville Community School.

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Bob Workman, Member

Mr. Workman graduated from East High School, now Sciotoville Community School, in the class of 1963. His first employment was for five years at Westinghouse Electric in Columbus, Ohio. He then returned to the Portsmouth area to assume a position at the New Boston Coke Plant, where he worked for thirty-one years; he served as a supervisor for the last eleven years before retirement. He has also been a Pure Fish Representative since 1985. This is his thirteenth year on the governing board of Sciotoville Community School.

Wendell Skinner, Member

Mr. Skinner graduated from East High School, now Sciotoville Community School, in the class of 1965. He attended Ohio University for one year after graduation before enlisting in the United States Army. He served twenty-two months in the Army before being medically discharged as a result of a combat injury. He worked as a production manager for the *Portsmouth Daily Times* for thirty-three years and has operated his own printing business since 1984. He previously served eight years on the Portsmouth City School Board of Education and is currently serving in his seventh year on the governing board of Sciotoville Community School.

Lettie Johnson, Member

Mrs. Johnson was appointed to the governing board on June 30, 2014, to replace resigning member Matt Hammer; she is in her first term on the governing board. Mrs. Johnson is a graduate of Capital University and has a master's degree in social work from the Ohio State University. She has worked in a variety of roles as a licensed independent social worker in Florida, Kentucky, and Ohio, and she is currently employed by the Department of Veterans Affairs as a member of the Home-Based Primary Care Team. Mrs. Johnson is a longtime member of the Sciotoville community, where she lives with her husband Jim and twin sons Nathan and Andrew (both members of the first Kindergarten class at Sciotoville Elementary Academy). She is an active member of the Sciotoville Christian Church. She also operates a newly created small business, My Sweet Revenge Bakery, which caters to individuals and special events.

C.3 Management and operation

SCS does not use a management organization. Management of the SCS school is left to the administration, treasurer, and governing board.

District leadership

The district leader at SCS is the superintendent, who oversees the principal and both the administrative and instructional staff. The superintendent is evaluated by the board once every year. Each board member is given an evaluation form to complete, and the numbers are added together to determine an average for each individual item in a section. An average for that section is calculated by taking each score, adding it, and dividing to find the average. There are nine sections in the evaluation, as follows: (1) leadership skills; (2) decision-making skills; (3) communication and community relations; (4) operations, support services, and facilities; (5) personnel management; (6) budget and finance; (7) political awareness; (8) professional traits; and (9) board/superintendent relations. Each section is composed of forty-nine individual items. The evaluation is then presented to the superintendent to read and make comments.

If this position became open, it would be posted first internally to allow any interested and qualified employee to apply. If an internal candidate were not deemed acceptable by the governing board, the position would be advertised in newspapers and online. An applicant should have educational credentials and administrative experience in schools commensurate with the responsibilities of the position, as determined by the governing board. An applicant may also hold a superintendent licensure, but it is not required.

Building leadership

The building leader at SCS is the principal, who oversees all operations of the building. The principal is evaluated by the superintendent once each year. SCS currently participates in the Ohio Principal Evaluation System (OPES), as prescribed by Ohio law.

District administration

SCS has a full-time curriculum director who serves the district in the area of curriculum and instruction and oversees staff professional development. The curriculum director also oversees Title Programs in the district. The curriculum director is evaluated by the superintendent once each year, except during the year of contract renewal, when he/she is evaluated twice. SCS has a special-education coordinator who is issued as a supplemental position on a part-time basis. The special-education coordinator oversees compliance with special-education law as it pertains to federal and state regulations.

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 his/her 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.

Data- and records-retention policy

All records are the property of the school and are not to be removed, destroyed, mutilated, transferred, or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the School Records Commission. Such records shall be delivered by outgoing officials and employees to their successors and shall not be otherwise removed, transferred, or destroyed unlawfully. Records include any document, device, or item, regardless of physical form or characteristic, created or received by or coming under the jurisdiction of the school that serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of the school.

The School Records Commission is composed of the board president, the treasurer, and the superintendent. The commission meets at least once every twelve months. The function of the

commission is to review applications for one-time records disposal and schedules of records retention and disposition submitted by any employee of the school. Records may be disposed of by the school pursuant to the procedure outlined below. The commission may at any time review any schedule it has previously approved and may revise that schedule. When school records have been approved for disposal, the School Records Commission sends a list of such records to the auditor of state. If he disapproves the action by the Commission, in whole or in part, he so informs the Commission within a period of sixty days, and these records are not destroyed. Before public records are disposed of, the Ohio Historical Society is informed and given the opportunity for a period of sixty days to select for its custody such public records as it considers to be of continuing historical value.

C.4 Staffing and human resources

Instructional staff are state licensed or are working on obtaining alternative licensure. There is a mix of experienced and new staff members, which allows the new staff to draw on the experience and wisdom of the older staff. The instructional staff is evaluated by the supervising principal yearly. Other informal evaluations are conducted during the time the contract is in place. The staff members are evaluated in the following four areas: organization, creating an environment for student learning, teaching for student learning, and teaching professionalism. After completion of each formal evaluation, the principal will review the evaluation and discuss it with the teacher. SCS currently participates in the Ohio Teacher Evaluation System (OTES) to evaluate teachers, and it follows the procedures as set forth in law.

To fill teaching positions, vacancies are first posted internally and then advertised in appropriate sources where people look for employment. Resumes are collected and interview committees formed based upon the position that SCS is attempting to fill. Teachers are compensated based on experience and level of education. SCS utilizes a pay scale that shows how much compensation is to be provided.

SCS offers a range of benefits to full-time staff, including but not limited to healthcare and dental coverage. It also participates in the State Teachers Retirement System.

C.5 Professional development

Sciotoville Community School's professional development is a purposeful, structured, continuous process that occurs over the entire school year. Professional development begins in August with five days before school begins. There are four additional professional-development days throughout the school year. Professional development is ongoing and continues until the end of the school year. At the beginning of each school year, SCS surveys the staff using the Ohio Standards for Professional Development (six standards) and the Ohio Standards for Teaching Profession (seven standards). SCS also evaluates its Site Action Plan (HSTW/MMGW) from the previous school year. Based on the results of this analysis, SCS develops future professional-development plans.

C.6 Student recruitment and enrollment

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Class, section, and grade-level sizes are to be determined by the school. SCS continually works to devise ways to recruit students. Advertising via local media, operating a booth at the Scioto County Fair in August of each year, and working throughout the community in youth activities are just a few of the ways SCS attempts to increase student enrollment. SCS is continually working to improve and enhance its school facilities. This one variable may be the most significant one to affect student enrollment at SCS. SCS currently has a student population in grades 5–12 of around 331 students. It is our goal, using the methods mentioned above and others that may be developed, to increase our student enrollment to 380 by the 2018–19 school year.

Sciotoville Community School projected enrollment

	2016–17	2017–18	2018–19	2019–20	2020–21
Grade					
K					
1					
2					
3					
4					
5	X	X	X	X	X
6	X	X	X	X	X
7	X	X	X	X	X
8	X	X	X	X	X
9	X	X	X	X	X
10	X	X	X	X	X
11	X	X	X	X	X
12	X	X	X	X	X
Total	Goal is 356	Goal is 367	Goal is 380	Goal is 380	Goal is 380

Note: X indicates that the grade level is offered.

C.7 Community partnership

SCS is continually working to develop partnerships with community groups in order to enhance opportunities for its students. SCS has an agreement with the Sciotoville United Methodist Church that allows students who drive to school to park in the church’s lot. SCS also has partnered with the Scioto Foundation and the East High School Alumni Association to provide financial assistance for college to graduates of East High School through Foundation Scholarships.

C.8 Parent engagement

SCS continually works to involve and engage parents in the educational process. There are two formal parent-teacher conference days during the year. Parents are encouraged to participate in the education of their children through regular communication from staff. Information on the district’s website is updated on a regular basis to keep parents and community members informed as to what is going on at SCS. Booster groups play a major role at SCS. Currently, we have booster groups for marching band, choral music, and athletics. SCS provides its annual

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report to parents each year. Parents are provided with the school calendar and a student/parent handbook for information and reference during the school year. SCS utilizes School Messenger, an automated call program, to alert parents of student absences and to inform them of special events and activities or changes in the school schedule. SCS also uses Progress Book, an online data tool, to allow parents to monitor their child(ren)'s attendance and academic progress in every subject.

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 exists between the racial and ethnic balance of the Community School's home city and/or district and that of the school, 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 contributions to the State Teachers Retirement System and State Teachers Retirement System are current; clarify COBRA benefits; inform staff of the date medical benefits end; ensure that each faculty's Local Professional Development Committee 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 or the School Employees Retirement System.

C.13 Dismissal procedures

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In accordance with Revised Code section 3314.03(A)(6), any student who, without a legitimate excuse, fails to participate in 105 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 Revised Code section 3314.191, the chief administrator of the community school actively is managing daily operations at the school.

EXHIBIT 3-B

C.1 Governing body

Description of governing-board entity

The governing board is composed of five community-elected members, one nonvoting staff-elected member, and one nonvoting student-elected member. The five community-elected members must be citizens of the United States, nineteen years of age or older, and registered voters in the Sixth Ward of the City of Portsmouth or Precincts A and H of Porter Township. The elected governing-board members serve four-year staggered terms, with no term limits being enforced. The staff and student representative are elected every year by their respective peers. No member of the governing board receives any financial compensation for their service.

The responsibilities of the governing board are as follows:

- Helping to create, approve, and monitor the school's annual budget
- Developing current and future policies to guide the operation of the school
- Securing appropriate funding for the operation of the school
- Supporting the efforts of the superintendent to administer all educational programs consistent with board policy
- Maintaining a commitment to the vision, mission, and belief statements of the Sciotoville Elementary Academy and the children they serve
-

C.2 Governing-board composition

The board roster is included at Exhibit 7.

Governing-authority membership, structure, and roles

The governing board will be composed of at least five (5) members. Membership is subject to change, pursuant to the bylaws of SEA. Current members include the following:

Bill Shope, President

Mr. Shope graduated from East High School, now Sciotoville Community School, and then attended Shawnee State University and the Ohio State University. He has been employed as a retail consultant, a manager for the Ohio State Parks Lodges, and a representative for the Coca-Cola Bottling Company. He is currently self-employed as a security consultant. This is his fifteenth year as the president of the governing board of the Sciotoville Elementary Academy.

Bob McCann, Vice President

Mr. McCann graduated from East High School, now Sciotoville Community School, then attended Indian River Community College in Florida and Shawnee State University. He was employed by the City of Portsmouth before obtaining his current position as an air-quality specialist for the Ohio Environmental Protection Agency. This is his thirteenth year on the governing board of Sciotoville Elementary Academy.

Bob Workman, Member

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Mr. Workman graduated from East High School, now Sciotoville Community School, in the class of 1963. His first employment was for five years at Westinghouse Electric in Columbus, Ohio. He then returned to the Portsmouth area to assume a position at the New Boston Coke Plant, where he worked for thirty-one years; he served as a supervisor for the last eleven years before retirement. He has also been a Pure Fish Representative since 1985. This is his thirteenth year on the governing board of Sciotoville Elementary Academy.

Wendell Skinner, Member

Mr. Skinner graduated from East High School, now Sciotoville Community School, in the class of 1965. He attended Ohio University for one year after graduation before enlisting in the United States Army. He served twenty-two months in the Army before being medically discharged as a result of a combat injury. He worked as a production manager for the Portsmouth Daily Times for thirty-three years and has operated his own printing business since 1984. He previously served eight years on the Portsmouth City School Board of Education and is currently serving in his seventh year on the governing board of Sciotoville Community School.

Lettie Johnson, Member

Mrs. Johnson was appointed to the governing board on June 30, 2014, to replace resigning member Matt Hammer; she is in her first term on the governing board. Mrs. Johnson is a graduate of Capital University and has a master's degree in social work from the Ohio State University. She has worked in a variety of roles as a licensed independent social worker in Florida, Kentucky, and Ohio, and she is currently employed by the Department of Veterans Affairs as a member of the Home-Based Primary Care Team. Mrs. Johnson is a longtime member of the Sciotoville community, where she lives with her husband Jim and twin sons Nathan and Andrew (both members of the first Kindergarten class at Sciotoville Elementary Academy). She is an active member of the Sciotoville Christian Church. She also operates a newly created small business, My Sweet Revenge Bakery, which caters to individuals and special events.

C.3 Management and operation

SEA does not use a management organization. Management of SEA school is left to the administration, treasurer, and governing board.

District leadership

The district leader at SEA is the superintendent, who oversees the principal and both the administrative and instructional staff. The superintendent is evaluated by the board once every year. Each board member is given an evaluation form to complete, and the numbers are added together to determine an average for each individual item in a section. An average for that section is calculated by taking each score, adding it, and dividing to find the average. There are nine sections in the evaluation, as follows: (1) leadership skills; (2) decision-making skills; (3) communication and community relations; (4) operations, support services, and facilities; (5) personnel management; (6) budget and finance; (7) political awareness; (8) professional traits; and (9) board/superintendent relations. Each section is composed of forty-nine individual items. The evaluation is then presented to the superintendent to read and make comments.

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If this position became open, it would be posted first internally to allow any interested and qualified employee to apply. If an internal candidate were not deemed acceptable by the governing board, the position would be advertised in newspapers and online. An applicant should have educational credentials and administrative experience in schools commensurate with the responsibilities of the position, as determined by the governing board. An applicant may also hold a superintendent licensure, but it is not required.

Building leadership

The building leader at SEA is the principal, who oversees all operations of the building. The principal is evaluated by the superintendent one time each year. SEA currently participates in the OPES, as prescribed by Ohio law.

District administration

SEA has a full-time curriculum director who serves the district in the area of curriculum and instruction and oversees staff professional development. The curriculum director also oversees Title Programs in the district. The curriculum director is evaluated by the superintendent once yearly, except during the year of contract renewal, when she is evaluated twice. SEA has a special-education coordinator who is issued as a supplemental position on a part-time basis. The special-education coordinator oversees compliance with special-education law as it pertains to federal and state regulations.

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 his/her 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.

Data- and records-retention policy

All records are the property of the school and are not to be removed, destroyed, mutilated, transferred, or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the School Records Commission. Such records shall be delivered by outgoing officials and employees to their successors and shall not be otherwise removed, transferred, or destroyed unlawfully. Records include any document, device, or item, regardless of physical form or characteristic, created or received by or coming under the jurisdiction of the school, which serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of the school.

The School Records Commission is composed of the board president, the treasurer, and the superintendent. The commission meets at least once every twelve months. The function of the commission is to review applications for one-time records disposal and schedules of records

retention and disposition submitted by any employee of the school. Records may be disposed of by the school pursuant to the procedure outlined below. The commission may at any time review any schedule it has previously approved and may revise that schedule.

When school records have been approved for disposal, the School Records Commission sends a list of such records to the auditor of state. If he disapproves the action by the commission, in whole or in part, he so informs the commission within a period of sixty days and these records are not destroyed. Before public records are disposed of, the Ohio Historical Society is informed and given the opportunity for a period of sixty days to select for its custody such public records as it considers to be of continuing historical value.

C.4 Staffing and human resources

Instructional staff are state licensed or are working on obtaining alternative licensure. There is a mix of experienced and new staff members, which allows the new staff to draw on the experience and wisdom of the older staff. The instructional staff is evaluated by the supervising principal yearly. Other informal evaluations are conducted during the time the contract is in place. The staff members are evaluated in the following four areas: organization, creating an environment for student learning, teaching for student learning, and teaching professionalism. After completion of each formal evaluation, the principal will review the evaluation and discuss it with the teacher. SEA currently participates in the OTES to evaluate teachers, and it follows the procedures as set forth in law.

To fill teaching positions, vacancies are first posted internally, then advertised in appropriate sources where people look for employment. Resumes are collected and interview committees formed based upon the position that SEA is attempting to fill. Teachers are compensated based on experience and level of education. SEA utilizes a pay scale that shows how much compensation is to be provided.

SEA offers a range of benefits to full-time staff, including but not limited to healthcare and dental coverage. It also participates in the State Teachers Retirement System.

C.5 Professional development

SEA's professional development is a purposeful, structured, continuous process that occurs over the entire school year. Professional development begins in August with five days before school begins. There are four additional professional-development days throughout the school year. Professional development is ongoing and continues until the end of the school year. At the beginning of each school year, SEA surveys the staff using the Ohio Standards for Professional Development (six standards) and the Ohio Standards for Teaching Profession (seven standards).

C.6 Student recruitment and enrollment

Class, section, and grade-level sizes are to be determined by the school. SEA continually works to devise ways to recruit students. Advertising via local media, operating a booth at the Scioto County Fair in August of each year, and working throughout the community in youth activities

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are just a few of the ways SEA attempts to increase student enrollment. SEA is continually working to improve and enhance its school facilities. This one variable may be the most significant one to affect student enrollment at SEA. SEA currently has a student population in grades K–4 of around 136 students. It is our goal, using the methods mentioned above and others that may be developed, to increase our student enrollment to 150 by the 2018–19 school year.

Sciotoville Elementary Academy Projected Enrollment

	2016–17	2017–18	2018–19	2019–20	2020–21
Grade					
K	X	X	X	X	X
1	X	X	X	X	X
2	X	X	X	X	X
3	X	X	X	X	X
4	X	X	X	X	X
5					
6					
7					
8					
9					
10					
11					
12					
Total	Goal is 150	Goal is 150	Goal is 150	Goal is 150	Goal is 150

Note: X indicates that the grade level is offered.

C.7 Community partnership

SEA is continually working to develop partnerships with community groups in order to enhance opportunities for its students. SEA has a lease agreement with the Sciotoville Christian Church for use of church property and facilities.

C.8 Parent engagement

SEA continually works to involve and engage parents in the educational process. There are two formal parent-teacher conference days scheduled during the year. Parents are encouraged to participate in the education of their children through regular communication from staff. Information on the district's website is updated on a regular basis to keep parents and community members informed as to what is going on at SEA. Booster groups play a major role at SEA (currently, there is a PTO group that works with SEA to serve its students). SEA provides to parents its annual report each year. Parents are provided with the school calendar and a student/parent handbook for information and reference during the school year. SEA utilizes School Messenger, an automated call program, to alert parents of student absences and to inform them of special events and activities or changes in the school schedule. SEA also uses Progress Book, an online data tool, to allow parents to monitor their child(ren)'s attendance and academic progress in every subject.

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 exists between the racial and ethnic balance of the community school's home city and/or district and that of the school, 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 contributions to the State Teachers Retirement System and State Teachers Retirement System are current; clarify COBRA benefits; inform staff of the date medical benefits end; ensure that each faculty's Local Professional Development Committee 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 or the School Employees Retirement System.

C.13 Dismissal procedures

In accordance with Revised Code section 3314.03(A)(6), any student who, without a legitimate excuse, fails to participate in 105 consecutive hours of learning opportunities will be automatically withdrawn from the school in accordance with the school's withdraw procedures.

C.14 Management

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

EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN

EXHIBIT 4-A

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 nonrenewal, 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) ³	90% or higher	80%–89%	70%–79%	69% and below
Value added ⁴	+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: ⁵ 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	Ranked in top	Ranked in	Ranked in	Ranked in

³ The PI percentage is calculated as follows: school’s PI score divided by 120 (the highest possible PI score).

⁴ 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.

⁵ “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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local market: VA	20th percentile in VAM score	70th–79th percentile in VAM score	50th–69th percentile in VAM score	bottom 49th percentile in 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	

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IB score	A	B or above	C or below	
College- and 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 contract)		Yes	No	
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 ⁶	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

⁶ The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.

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Multiyear ratio of assets to liabilities ⁷	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 is 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 years	Cash flow is not positive for at least 1 of the most recent 2 years	Cash flow is negative for any 2 consecutive years
Total margin (TM) and aggregated 3-year total margin ⁸ (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 ⁹	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	No findings, findings for recovery, noncompliance citations, questioned costs, or	Audit contains three or more of the following: findings, noncompliance citations, questioned costs,	Audit contains three or more of the following: findings, noncompliance citations, questioned

⁷ This ratio depicts the relationship between a school’s annual assets and liabilities, covering the last three years.

⁸ “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.

⁹ Represents the percentage of records reviewed that were accurate and complete during the school year.

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	citations, questioned costs, or material weaknesses, as set forth in the audit	material weaknesses, as set forth in the audit	material weaknesses, or findings for recovery (less than \$5,000 combined), as set forth in the audit	costs, material weaknesses, or findings for recovery (in excess of \$5,000 combined), as set forth in the audit
LEA special-education performance determination (most recent annual) ¹⁰	Meets requirements	Needs assistance	Needs intervention	Needs substantial intervention
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

¹⁰ 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.

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EXHIBIT 4-B

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 nonrenewal, 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) ¹¹	90% or higher	80%–89%	70%–79%	69% and below
Value added ¹²	+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: ¹³ 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

¹¹ The PI percentage is calculated as follows: school’s PI score divided by 120 (the highest possible PI score).

¹² 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.

¹³ “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- and 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		Yes	No	

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(Section A.7 of this 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-tear enrollment variance ¹⁴	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
Multiyear ratio of assets to liabilities ¹⁵	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	Cash flow is	Cash flow is not	Cash flow is

¹⁴ The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.

¹⁵ This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years.

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	positive for at least the 2 most recent years	positive for at least 1 of the most recent 2 years	positive for at least 1 of the most recent 2 years	negative for any 2 consecutive years
Total margin (TM) and aggregated 3-year total margin ¹⁶ (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 ¹⁷	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	Meets requirements	Needs assistance	Needs intervention	Needs substantial

¹⁶ “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.

¹⁷ Represents the percentage of records reviewed that were accurate and complete during the school year.

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performance determination (most recent annual) ¹⁸				intervention
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

¹⁸ 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

EXHIBIT 5-A

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

Sciotoville Community School
224 Marshall Street, Portsmouth, Ohio 45662
IRN number 143644

to begin operations for the 2017–18 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

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correct the violation to the satisfaction of the governmental agency that issued said violation within a reasonable period of time, the SPONSOR shall revoke this Letter of Approval to Operate, and the school shall cease operations until the violations have been satisfactorily corrected and the Letter of Approval has been 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.

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EXHIBIT 5-B

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

Sciotoville Elementary Academy
5523 Third Street, Portsmouth, Ohio 45662
IRN number 009964

to begin operations for the 2017–18 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 within a reasonable period of time, the SPONSOR shall revoke this Letter of Approval to

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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 noncertificated 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;

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(3) Liability insurance for the school, as required by division (A)(1)(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; and

(6) A valid food permit, if applicable;

(K) That the sponsor has conducted a preopening 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 requirements of the sponsor; and

(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; and

(7) A description of the professional-development activities that will be offered to teachers.

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

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

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

Effective Date: 2007 HB 119 06-30-2007; 2007 HB 190 11-14-2007; 2008 HB 428 09-12-2008

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EXHIBIT 7: ROSTER OF GOVERNING AUTHORITY

Sciotoville Community School governing authority

Name	Role	Term	Address
Bill Shope	President	To be submitted to Sponsor as set forth in EpiCenter	224 Marshall St. Portsmouth, OH 45662
Bob McCann	Vice President	To be submitted to Sponsor as set forth in EpiCenter	224 Marshall St. Portsmouth, OH 45662
Bob Workman	Member	To be submitted to Sponsor as set forth in EpiCenter	224 Marshall St. Portsmouth, OH 45662
Lettie Johnson	Member	To be submitted to Sponsor as set forth in EpiCenter	224 Marshall St. Portsmouth, OH 45662
Wendell Skinner	Member	To be submitted to Sponsor as set forth in EpiCenter	224 Marshall St. Portsmouth, OH 45662

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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 the following:

- 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, Statute¹⁹ states the following:

- 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.²⁰

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/operator?	Last date employed

¹⁹ ORC 3314.02 (E) (4)

²⁰ Ohio Ethics Commission Information Sheet #1: Restrictions on Nepotism or Hiring Family Members (March 2006).

EXHIBIT 9: FACILITIES ADDENDUM

EXHIBIT 9-A

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.²¹

Sciotoville Community School owns all Community School facilities and property.

School-facilities information must include the following:²²

- (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
- (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 34-2615 Tracts 1 through 5 on Market Street and Parcel 34-2609 Tracts 6 and 7 on Market Street, Parcel 34-2614 Tract 8 at Farney Avenue, and Parcel 34-2611 at Farney Avenue in the Township of Porter, County of Scioto, and the state of Ohio. Two-story educational facility and modular units.
Annual costs	\$165,545.43
Annual mortgage principal and interest payments	N/A
Name of landlord or lender and relationship to operator	Deed to Sciotoville Community School, Inc.

²¹ [ORC 3314.032 \(A\) \(3\)](#) and [3314.0210](#)

²² [ORC 3314.03 \(A\) \(9\)](#)

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EXHIBIT 9-B

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.²³

Sciotoville Elementary Academy owns all Community School facilities and property.

School-facilities information must include the following:²⁴

- (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
- (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	Educational use modular units, Life Center/Gymnasium and parking lot, located on Third Street and Galia Street in Sciotoville, Ohio.
Annual costs	\$67,522.17 FY 16
Annual mortgage principal and interest payments	N/A
Name of landlord or lender and relationship to operator	Land and Use of Family Life Center from Sciotoville Christian Church. No organizational relationship.

²³ [ORC 3314.032 \(A\) \(3\)](#) and [3314.0210](#)

²⁴ [ORC 3314.03 \(A\) \(9\)](#)

EXHIBIT 10: BLENDED-LEARNING REQUIREMENTS

EXHIBIT 10-A

If a school operates using the blended-learning model, as defined in [ORC 3301.079](#), include all of the following information:²⁵

- (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
- (g) A description of the professional-development activities that will be offered to teachers

Sciotoville Community School does not operate using the blended-learning model as defined in ORC 3301.079.

EXHIBIT 10-B

If a school operates using the blended-learning model, as defined in [ORC 3301.079](#), include all of the following information:²⁶

- (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
- (g) A description of the professional-development activities that will be offered to teachers

Sciotoville Elementary Academy does not operate using the blended-learning model as defined in ORC 3301.079.

²⁵ [ORC 3314.03 \(A\) \(29\)](#)

²⁶ [ORC 3314.03 \(A\) \(29\)](#)