

**ZANESVILLE BOARD OF EDUCATION
SPECIAL MEETING**

August 27, 2020

Mrs. French called the meeting to order @ 6:00 p.m. Those answering roll call: Mr. Baldwin, Mr. Bunting, Mrs. French, Mr. Hickman, Mr. Swope. Also present were Mr. Baker, Superintendent and Mr. Young, Treasurer.

Reading of Notice

The purpose of the special board meeting is (#1) to discuss personnel, (#2) any other business which may lawfully be considered at this meeting.

Open session will be held to approve any resolutions.

#20-243 EXECUTIVE SESSION

Mr. Swope moved and Mr. Bunting seconded to go into executive session:

WHEREAS board of education and other governmental bodies are required by statute "to take official action and to conduct all deliberations upon official business only in open meetings, unless the subject matter is specifically exempted by law";

WHEREAS "the minutes need only reflect the general subject matter of discussions in executive session", and

WHEREAS the members of a public body may hold an executive session only at a regular or special meeting for the sole purpose of consideration of any of the matters set forth below.

NOW THEREFORE BE IT RESOLVED under the provisions of ORC 121.22 the board hereby enters executive session for the reason(s) herein stated:

 X Personnel matters

 X to consider the investigation of charges or complaints of employee(s) or students

Time entered executive session: 6:01 p.m.

Time returned to public session: 6:23 p.m.

Those voting aye: Mr. Bunting, Mrs. French, Mr. Hickman, Mr. Swope, Mr. Baldwin. President declared motion carried.

#20-244 PETTY CASH - ZHS ATHLETICS

Mr. Swope moved and Mr. Bunting seconded to approve increasing the petty cash for ZHS athletics from \$5,000 to \$10,000 for the 2020-2021 school year. The reason for the increase is due to schools selling their own tickets for away games and then transferring those funds to the host school.

Those voting aye: Mr. Bunting, Mrs. French, Mr. Hickman, Mr. Swope, Mr. Baldwin. President declared motion carried.

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#20-245 EMPLOYEE TRANSFER - CLASSIFIED

Mr. Bunting moved and Mr. Swope seconded to approve the transfer of Troy Balwin, Maintenance I at Zanesville High School to reflect the position of Maintenance I at Zane Grey Elementary, pending background check. Rate and step will remain the same.

Approve the transfer of Kim Abel, Cafeteria II, 7 hours at Zane Grey Elementary to reflect Cafeteria II, 7 hours at Zanesville Middle School, pending background check. Rate and step will remain the same.

Approve the transfer of Brenda Watson, Cafeteria II, 3 hours, at Zanesville High School to reflect Cafeteria II, 7 hours at Zanesville High School, pending background check. Rate and step will remain the same.

Those voting aye: Mrs. French, Mr. Hickman, Mr. Swope, Mr. Baldwin, Mr. Bunting. President declared motion carried.

#20-246 ZANESVILLE COMMUNITY HIGH SCHOOL SPONSORSHIP

Mr. Swope moved and Mr. Hickman seconded to approve the attached contract that the Zanesville City School Board of Education does hereby enter into an amended agreement for FY21 of the current sponsorship of The Zanesville Community High School (IRN 009148).

Those voting aye: Mr. Hickman, Mr. Swope, Mr. Baldwin, Mr. Bunting, Mrs. French. President declared motion carried.

#20-247 TRANSITION AGREEMENT - ZANESVILLE CITY SCHOOLS AND MUSKINGUM CO. HEAD START

Mr. Bunting moved and Mrs. French seconded to approve the attached Transition Agreement between Zanesville City Schools and Muskingum County Head Start for cooperative activities that will provide for the smooth transition of children and families leaving the Head Start Program and entering the public school system.

Those voting aye: Mr. Swope, Mr. Baldwin, Mr. Bunting, Mrs. French, Mr. Hickman. President declared motion carried.

#20-248 JOB DESCRIPTION - LATCHKEY COORDINATOR

Mr. Swope moved and Mr. Hickman seconded to approve the attached Job Description for Latchkey Coordinator.

Those voting aye: Mr. Baldwin, Mr. Bunting, Mrs. French, Mr. Hickman, Mr. Swope. President declared motion carried.

#20-249 SUPPLEMENTAL CONTRACTS

Mr. Bunting moved and Mr. Swope seconded to approve the following supplemental contracts for 2020-2021 school year.contracts.

First Name	Last Name	Season	Sport	Position	Exp.	Class	Stipend 2020-2021
Joelle	Bice	Fall	Cheerleading	Varsity Advisor	2	VIII	\$2,042.00
Brittasha	Raymond	Fall	Cheerleading	Reserve Advisor	2	IX	\$1,362.00

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Hillary	Collins	Fall	Cheerleading	Freshman Advisor	2	IX	\$1,362.00
Nicole	Mercer	Fall	Cheerleading	Middle School Advisor	1	IX	\$1,191.00
Gerald	Farber	Fall	Cross Country	Varsity Head Coach	2	VII	\$2,723.00
Chad	Grandstaff	Fall	Football	Varsity Head Coach	19	II	\$6,467.00
Chad	Grandstaff	Fall	Football	Defense Coordinator	20	X	\$1,191.00
Chad	Grandstaff	Fall	Football	Offensive Coordinator	19	X	\$1,191.00
Chad	Jackson	Fall	Football	Associate Head Coach	15	V	\$4,425.00
Chad	Jackson	Fall	Football	Equipment Manager 1/2	1	VI	\$1,531.50
Jeff	Tysinger	Fall	Football	Varsity Assistant Coach	26	VI	\$3,744.00
Brailey	Blair	Fall	Football	Varsity Assistant Coach	3	VI	\$3,744.00
Gerald	Cooke	Fall	Football	Varsity Assistant Coach	1	VI	\$3,063.00
Todd	Whiteman	Fall	Football	Winter Fitness	0	X	\$851.00
Gerald	Hall	Fall	Football	Head JV Coach	0	V	\$3,744.00
Shane	Hollins	Fall	Football	Varsity Assistant Coach	1	VI	\$3,063.00
Eric	Clark	Fall	Football	Freshman Coach	0	VI	\$3,063.00
Thomas	Wibbeler	Fall	Football	Varsity Assistant Coach	0	IX	\$3,063.00
Thomas	Wibbeler	Fall	Football	Equipment Manager 1/2	0	VI	\$1,531.50
Ryley	McGee	Fall	Football	Middle School Coach - 8th Grade	1	VIII	\$1,702.00
Brady	Palmer	Fall	Football	Middle School Coach - 7th Grade	5	VIII	\$2,383.00
Kelvin	Grimmett	Fall	Football	Middle School Coach - 7th Grade	2	VIII	\$1,702.00
Clay	Lawyer	Fall	Football	Middle School Coach - 8th Grade	0	VIII	\$1,702.00
Dave	Balo	Fall	Golf	Varsity Head Coach	0	VII	\$2,383.00
Beryl	Dennis	Fall	Other	Activity Manager - ZMS	20	IX	\$1,702.00
Devin	Barnhouse	Fall	Other	Faculty Manager (Athletic Bus. Mgr)	2	III	\$5,106.00
Eric	Baldwin	Annual	Other	Athletic Coordinator - ZMS	2	n/a	\$2,700.00
Damian	Ortiz	Fall	Soccer - Boys	Reserve Head Coach	0	IX	\$1,191.00
Timothy	Norris	Fall	Soccer - Boys	Assistant Coach	4	VII	\$3,063.00
Matt	McCandlish	Fall	Soccer - Girls	Varsity Head Coach	4	IV	\$5,106.00
Todd	Riley	Fall	Soccer - Girls	Assistant Coach	5	VII	\$3,063.00
Frank	VanKirk	Fall	Soccer -	JV Coach	1	IX	\$1,191.00

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			Girls				
Jeff	Moody	Fall	Tennis - Girls	Varsity Head Coach	2	VII	\$2,723.00
Brenda	Watson	Fall	Volleyball	Varsity Head Coach	1	VI	\$3,063.00
Jennifer	Winland	Fall	Volleyball	Junior Varsity Coach	6	IX	\$1,702.00
Kelsie	Churchill	Fall	Volleyball	8th Grade Coach	0	IX	\$1,191.00
Shawna	Goines	Fall	Volleyball	7th Grade Coach	0	IX	\$1,191.00
Kelley	Ryan	Fall	ZMS	Band Director	45	IX	\$1,702.00
Bryan	Cramer	Fall	ZMS	Band Director	35	IX	\$1,702.00
Bryan	Cramer	Fall	ZHS	August Band Practice	35	IX	\$1,702.00
Kelley	Ryan	Fall	ZHS	Band Director	45	I	\$7,148.00
Bryan	Cramer	Fall	ZHS	Assistant Band Director	35	VIII	\$2,383.00
Kelley	Ryan	Fall	ZHS	August Band Practice	45	IX	\$1,702.00
Stefanie	Robinson	Fall	ZHS	Color Guard Advisor	2	VI	\$3,404.00
Wayne	Carpenter	Fall	ZHS	Devilette Director	49	II	\$6,467.00

Those voting aye: Mr. Bunting, Mrs. French, Mr. Hickman, Mr. Swope, Mr. Baldwin. President declared motion carried.

#20-250 VOLUNTEERS

Mr. Bunting moved and Mrs. French seconded to approve the following Volunteers:

Robert (Scott)	Ritchie	Fall	Cheerleading	Volunteer
Todd	Whiteman	Fall	Football	Volunteer - Varsity Assistant
Joseph	Bailey	Fall	Football	Volunteer - Middle School
Hank	Ring	Fall	Soccer - Boys	Volunteer
Jennifer	Stewart	Fall	ZMS Club Soccer	Volunteer

Those voting aye: Mrs. French, Mr. Hickman, Mr. Swope, Mr. Baldwin, Mr. Bunting. President declared motion carried.

#20-251 EMPLOYMENT-LATCHKEY COORDINATOR

Mr. Swope moved and Mr. Bunting seconded to approve the employment of Judy Tolley as Latchkey Coordinator for the 2020-2021 school year at a rate of \$18.00 per hour effective August 26, 2020. The funding source will be the Latchkey fund.

Those voting aye: Mr. Hickman, Mr. Swope, Mr. Baldwin, Mr. Bunting, Mrs. French. President declared motion carried.

#20-252 STIPENDS – CONCESSIONS

Mr. Swope moved and Mr. Hickman seconded to approve the following annual stipends for the 2020-2021 school year:

Carrie Bunting – ZHS- \$4,500.00	Allison Doyle – ZHS- \$4,500.00
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Those voting aye: Mr. Swope, Mr. Baldwin, Mr. Bunting abstained on Carrie Bunting, Mrs. French, Mr. Hickman. President declared motion carried.

#20-253 POLICY ITEMS FOR ADOPTION

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Mr. Swope moved and Mr. Bunting seconded to approve the following policies for adoption:

Policy 2266 New - Non-Discrimination on the Basis of Sex in District Programs
or Activities

Those voting aye: Mr. Baldwin, Mr. Bunting, Mrs. French, Mr. Hickman, Mr. Swope. President
declared motion carried

#20-254 ADJOURNMENT

Mr. Swope moved and Mr. Bunting seconded that the Zanesville City Schools Board of Education
meeting is adjourned @ 6:29 p.m.

Those voting aye: Mrs. French, Mr. Hickman, Mr. Swope, Mr. Baldwin, Mr. Bunting. President
declared motion carried.



PRESIDENT



TREASURER

Community School Contract

For

Zanesville Community High School

A Conversion Community School: Dropout Prevention & Credit Recovery

Pursuant to the provisions of Chapter 3314.03 of the Ohio Revised Code, this Contract is entered into on the **21st day of June, 2017**, by and between the Zanesville City School District Board of Education (hereinafter the "SPONSOR"), and the governing authority of the Zanesville Community High School (hereinafter the "SCHOOL"). This 5-year contract will cover the following school years: 2017-18; 2018-19; 2019-20; 2020-21; and 2021-22.

The governing authority of the SCHOOL shall be the Zanesville Community High School Governing Authority (hereinafter the "GOVERNING AUTHORITY"), which shall have, as voting members, the following community members:

- Allen Bennett, Detention Superintendent, Juvenile Detention Center (Chairperson)
- James Parry, Juvenile Probation Officer. (Vice-Chairperson)
- Lacey Higgins-Geyer, Higgins Lumber (Governing Authority Member)
- Jason Howard, Student Services, Ohio University-Zanesville. (Governing Authority Member)
- Kelly Ashby, Vice-President, Chamber of Commerce. (Governing Authority Member)

The Governing Authority shall also include the SPONSOR Treasurer as non-voting, ex officio member. The Treasurer will serve the Governing Authority in his/her capacity as a representative of SPONSOR and SPONSOR interests.

The following shall serve the SPONSOR and the SPONSOR interests and shall be called the Board of Directors:

Dr. Doug Baker, Superintendent
956 Moxahala Avenue
Zanesville, OH 43701

Kevin Appleman, Director of Operations
956 Moxahala Avenue
Zanesville, OH 43701

Steven Foreman, Dir. of Title 1/Federal Programs
956 Moxahala Avenue
Zanesville, OH 43701

Matt Hittle, Director of Buildings & Grounds/Transp.
956 Moxahala Avenue
Zanesville, OH 43701

Michelle Jordan, Director of Special Education
956 Moxahala Avenue
Zanesville, OH 43701

Chad Grandstaff, Interim ZHS Principal
1701 Blue Avenue
Zanesville, OH 43701

Article I. Purpose

This Contract is established pursuant to Chapter 3314 of the Ohio Revised Code and specifically Section 3314.03 of the Ohio Revised Code for the purpose of establishing the SCHOOL as a conversion-type community school utilizing a portion of the facilities previously utilized by the SPONSOR. Upon the signature of all parties as set forth below, the SCHOOL shall be created. The SCHOOL shall be a public school, legally separate from any school district, and part of the state education program. Pursuant to Ohio Revised Code Section 3314.01, the SCHOOL may sue and be sued, acquire facilities as needed, and contract for services necessary for the operation of the school. The SCHOOL may carry out any act and ensure the performance of any function that is in compliance with the Ohio Constitution, Ohio Revised Code Chapter 3314, other statutes applicable to community schools and the terms of this Contract as set forth below.

Article II. Term

This Contract shall be binding upon execution by both parties. The Term of this Contract shall be five years commencing on the first day of the 2017 academic year, as set forth in the **Educational Plan** set forth in **Exhibit 1**, which exhibit is attached **and** incorporated by reference herein.

Article III. Responsibilities of the SCHOOL

The SCHOOL shall be established as a non-profit corporation pursuant to Chapter 1702 of the Ohio Revised Code.

The SCHOOL shall be a conversion school as defined in Chapter 3314 of the Ohio Revised Code. The SCHOOL shall be located in the following portion of facilities previously utilized by the SPONSOR, which is The Rufus Putnam Community School, 920 Moxahala Avenue, Zanesville, Ohio, 43701. By mutual agreement of the parties, the SCHOOL may utilize additional portions of SPONSOR facilities, except that multiple facilities shall be utilized only to address limitations on the availability of space, and the same grade level classroom shall not be offered in more than one facility: Students shall receive instruction in the physical facilities of the SPONSOR and the SCHOOL, and elsewhere.

The location and address of all instructors and all students served by the SCHOOL will be available to SPONSOR and the Ohio Department of Education at all times.

The GOVERNING AUTHORITY shall purchase liability insurance or otherwise provide for the potential liability of the SCHOOL.

The SCHOOL shall provide learning opportunities to a minimum of 75 full-time students for a minimum of 920 hours per school year.

The SCHOOL shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.

The SCHOOL shall comply with sections 9.90, 9.91, 109.65, 121.22, 149.43, 2151.357, 2151.358, 2151.421, 2313.18, 3301.0710, 3301.0711, 3301.0712, 3301.0715, 3313.472, 3313.50, 3313.536, 3313.608, 3313.6012, 3313.643, 3313.648, 3313.66, 3313.661, 3313.662, 3313.67, 3313.671, 3313.672, 3313.673, 3313.69, 3313.71, 3313.716, 3313.80, 3313.801, 3313.96, 3319.073, 3319.314, 3319.315, 3319.321, 3319.39, 3321.01, 3321.13, 3321.14, 3321.17, 3321.18, 3321.19, 3321.191, 3327.10, 4111.17, 4113.52 and 5705.391, and Chapters 117., 1347., 2744., 3365., 3742., 4112., 4123., 4141., and 4167 of the Revised Code as if it was a school district and

will comply with section 3301.0714 of the Revised Code in the manner specified in section 3314.17 of the Revised Code.

In accordance with Ohio Revised Code Section 3314.03(A)(11)(e), the SCHOOL shall comply with Chapter 102 of the Ohio Revised Code and Section 2921.42 of the Ohio Revised Code, except as otherwise permitted by law. No part of the earnings of the SCHOOL shall inure to the benefit of, or be distributable to, the SCHOOL directors, officers or other private persons, except that the SCHOOL may provide reasonable compensation for services rendered and make payments and distributions in furtherance of the SCHOOL purposes.

The SCHOOL shall submit within four (4) months after the end of each school year a report of its activities and its progress in meeting the goals and standards of the divisions (A)(3) and (4) of this section, and its financial status, to the SPONSOR and the parents of all enrolled students.

Upon request of the SPONSOR, the SCHOOL shall provide proof of liability insurance, Bureau of Criminal Identification and Investigation (BCII) records checks for all staff, and valid teaching certification licensure of staff. Proof of teacher certification shall be satisfied by the SCHOOL providing to the SPONSOR any temporary, interim or permanent teaching certificates/licenses issued by the Ohio Department of Education.

The SCHOOL shall recognize the authority of the Department of Education to take over sponsorship of the SCHOOL, in accordance with the provisions of section 3314.015(C) of the Ohio Revised Code.

The SCHOOL shall recognize the authority of the SPONSOR to assume the operation of the SCHOOL under the conditions specified in section 3314.073(B) of the Ohio Revised Code.

The SCHOOL shall also recognize the following:

- The authority of public health and safety officials to inspect the facilities of the SCHOOL and to order the facilities closed if those officials find that the facilities are not in compliance with health and safety laws and regulations;
- The authority of the Department of Education as the SCHOOL oversight body to suspend the operation of the SCHOOL under section 3314.072 of the Ohio Revised Code, if the department has evidence of conditions or violations of law at the SCHOOL that pose an imminent danger to the health and safety of the SCHOOL students and employees, and the SPONSOR refuses to take such action.
- The SCHOOL shall comply with section 3302.04 of the Ohio Revised Code ("Three Year Continuous Improvement Plan"), including division (E) of that section to the extent possible, except that any action required to be taken by a school district pursuant to that section shall be taken by the SPONSOR of the SCHOOL. However, the SPONSOR shall not be required to take any action described in section 3302.04(F) of the Ohio Revised Code.

A. Educational Program

The SCHOOL shall operate in substantial compliance with **Exhibit 1 ("Educational Plan")**, which exhibit is attached hereto and incorporated by reference herein, including provisions concerning the SCHOOL mission, educational philosophy, the ages and grades of students, the characteristics of the students the SCHOOL is expected to attract students, develop the SCHOOL calendar, the academic goals and the method of measurement that will be used to determine the progress toward those goals, graduation requirements, and the focus of the curriculum.

To the extent applicable, the SCHOOL shall comply with sections 3313.61, 3313.611 and 3313.614 of the Ohio Revised Code, except that for students who enter ninth grade for the first time before July 1, 2010, the requirement in sections 3313.61 and 3313.611 of the Ohio Revised Code that person must successfully complete the curriculum in any high school prior to receiving a high school diploma may be met by completing the curriculum adopted by the GOVERNING AUTHORITY of the SCHOOL rather than the curriculum specified in Title XXXIII of the Ohio Revised Code or any rules of the state board of education. Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirements in sections 3313.61 and 3313.611 of the Ohio Revised Code that a person must successfully complete the curriculum of a high school prior to receiving a high school diploma shall be met by completing the Ohio core curriculum prescribed in division (C) of section 3313.603 of the Ohio Revised Code, unless the person qualifies under division (D) or (F) of that section. The SCHOOL shall comply with the plan for awarding high school credit based on demonstration of subject area competency, adopted by the state board of education under division (J) of section 3313.603 of the Ohio Revised Code.

The SCHOOL shall comply with the methods for achieving racial and ethnic balance reflective of the community it serves as set forth in the **Educational Plan**. The SCHOOL shall provide notices to students, parents, employees and the general public that all educational programs are available without regard to race, creed, color, handicapping, condition or sex. Further, the SCHOOL shall provide the non-discrimination notice in such media as newsletters, annual reports, administrative reports, program information, handbooks, application forms and promotional materials.

The SCHOOL shall adopt a policy permitting the enrollment of students who reside in the district and adjacent to the district in which the SCHOOL is located, or reside in an area that permits the student to physically attend the SCHOOL, in accordance with Section 3314.03(A)(19) of the Ohio Revised Code. The SCHOOL additionally shall adopt admission procedures that comply with section 3314.06 and 3314.061 of the Ohio Revised Code.

The SCHOOL shall comply with the dismissal procedure set forth in the **Educational Plan**.

B. Financial Plan

Except as otherwise provided herein or by separate agreement with the SPONSOR, the SCHOOL shall operate in compliance with **Exhibit 2 ("Financial Plan")**, which exhibit is attached hereto and incorporated by reference herein, which establishes an estimated school budget for each year of the period of this Contract and a total estimated per pupil expenditure amount for each such year.

The SCHOOL shall maintain the financial records of the SCHOOL in the same manner as are financial records of school districts, pursuant to rules of the Auditor of State, and audits shall be conducted in accordance with Section 117.1 ORC of the Ohio Revised Code.

The SCHOOL shall comply with the policies and procedures regarding internal financial controls of the SCHOOL and shall comply with the requirements and procedures for financial audits by the Auditor of State, as set forth in the **Financial Plan**.

The SCHOOL shall allow the SPONSOR to monitor the SCHOOL operations periodically at the request of the SPONSOR; provided, however, that the frequency and scope of such monitoring does not unreasonably interfere with or interrupt the operations of the SCHOOL.

Pursuant to the authority of section 3314.02 of the Ohio Revised Code, the SCHOOL shall annually pay to SPONSOR, from the funding provided to the SCHOOL by the Ohio Department of Education pursuant to Section 3314.08 of the Ohio Revised Code. The total amount of such payments for oversight and monitoring of the school shall not to exceed three (3) percent of the total amount of payments for operating expenses that the school receives from the state. The SCHOOL shall also pay the SPONSOR three (3) percent of the total amount of payments as a maintenance fee for use of the facility. The schedule for such payments shall be as mutually agreed by the parties, and the amount of such payments may be varied by mutual agreement of the parties.

Upon the dissolution of the SCHOOL, any assets remaining shall be conveyed to the SPONSOR with the exception of real property as defined by ORC Section 3314.051.

C. Governance and Administrative Plan

The SCHOOL shall comply with the procedures by which members of the SCHOOL Governing Authority shall be determined in the future as set forth in **Exhibit 3 ("Governance and Administrative Plan")**, which exhibit is attached hereto and incorporated by reference herein.

The SCHOOL shall secure the services of a Principal/Director, who shall be the chief operating officer of the SCHOOL and a liaison between the SCHOOL and the SPONSOR, as described in the **Governance and Administrative Plan**.

The administration and management of the SCHOOL shall be substantially as set forth in the **Governance and Administrative Plan** and in the **Educational Plan**.

The SCHOOL shall take reasonable steps to ensure that classroom teachers are certified licensed in accordance with Sections 3319.22 to 3319.31 of the Ohio Revised Code, except that non-certified licensed persons may teach up to twelve (12) hours per week pursuant to Section 3319.301 of the Ohio Revised Code. The requirement of certification or licensure may be fulfilled by either a teaching certificate license or temporary or interim teaching certificate/license as issued by the Ohio Department of Education. Other persons may be engaged pursuant to Section 33.14.01(B) of the Ohio Revised Code to carry out and fulfill the SCHOOL mission. '

The SCHOOL shall comply with the provisions regarding health care and other benefits to be provided to SCHOOL employees as set forth in the **Governance and Administrative Plan**.

In the event this Contract is terminated or not renewed, the SCHOOL shall comply with the requirements and procedures regarding the disposition of employees of the SCHOOL as set forth in the **Governance and Administrative Plan**.

The SCHOOL agrees that the employment of teachers and nonteaching personnel by the SCHOOL shall be as provided in Section 3314.10 of the Ohio Revised Code. Pursuant to that section, employment by the SCHOOL shall be subject to Chapter 3307 and Chapter 3309 of the Ohio Revised Code, and the SCHOOL shall carry out all of the duties of an employer, except to the extent otherwise in Section 3314.10 of the Ohio Revised Code.

The SCHOOL shall comply with the procedures for resolving disputes or difference of opinion between it and the SPONSOR as set forth in the **Governance and Administrative Plan**.

The SCHOOL shall annually report to SPONSOR the names, addresses and phone numbers of the SCHOOL Governing Authority and officers, and the meeting schedule of the SCHOOL Governing Authority.

D. Assessment and Accountability Plan

The SCHOOL agrees to assess student achievement relative to academic and non-academic goals using the methods of measurement identified in the **Exhibit 4 ("Assessment and Accountability Plan")**, which exhibit is attached hereto and incorporated by reference herein. In addition, the SPONSOR will conduct two (fall & spring) site visits of the SCHOOL annually culminating in an annual summative evaluation. Prior to any contract renewal, the SCHOOL must successfully meet the terms of a "**High Stakes Review**" as outlined in the **Assessment and Accountability Plan**.

The SCHOOL shall submit an annual report of its activities and progress in meeting academic goals as contained in the **Educational Plan** and the performance standards as contained in the **Assessment and Accountability Plan** to the SPONSOR, the parents of all students enrolled in the SCHOOL, and the legislative office of education oversight.

The SCHOOL shall collect and provide any data that the legislative office of education oversight/Ohio Department of Education requests in furtherance of any study or research that the General Assembly requires the office to conduct.

Oversight and Evaluation - Note: Information will be gathered throughout the school year during Informal Site Visitations, during the Formal Fall & Spring Site Visitations, during official/monthly Governing Authority meetings on the ZCHS campus, during monthly Board of Director meetings, during monthly Zanesville City Schools Board of Education meetings, with Stakeholder Groups through Survey/Interview, collection of documents, and during the "High Stakes Review/Evaluation.

Recommendations/Interventions/Improvement Plans – Any deficiency noted on the written "Current Contract Goals Review Checklist," that is used to document the items listed above in "Oversight and Evaluation," and will trigger a recommendation, an intervention, or an improvement plan based upon the severity of the item indicated as deficient. In addition to the written information listed on the "Current Contract Goals Review Checklist," items listed as deficient will be discussed during the site visit feedback meetings, during ZCHS Governing Authority (SCHOOL) meetings and associated feedback form; during Zanesville City Schools Board of Education (SPONSOR) meetings and associated feedback form; and, during Board of Directors (COMBINED) meetings and associated feedback form.

Article IV. Responsibilities of the SPONSOR

SPONSOR shall designate five (5) of SPONSOR administrative officers to represent SPONSOR. The individuals who hold such office with SPONSOR are to represent the SPONSOR and its interests. From time to time at its discretion, SPONSOR may substitute other administrative positions for those previously designated for this purpose.

Pursuant to SPONSOR authority under Section 3314.08(G) of the Ohio Revised Code to provide the SCHOOL with services, SPONSOR shall be the fiscal agent of the SCHOOL and shall direct SPONSOR treasurer to serve as the SCHOOL fiscal officer.

The SPONSOR shall evaluate the performance of the SCHOOL according to the standards set forth in the **Assessment and Accountability Plan**.

The SPONSOR duties shall be in agreement with the written agreement entered into with the Department of Education under section 3314.015(B) of the Ohio Revised Code and shall include the following:

- The SPONSOR shall monitor the SCHOOL compliance with all laws applicable to the SCHOOL and with the terms of the Contract;
- The SPONSOR shall monitor and evaluate the academic and fiscal performance and the organization and operation of the SCHOOL on at least an annual basis;
- The SPONSOR shall report on an annual basis the results of the evaluation conducted under section 3314.015(D)(2) to the Department of Education and to the parents of students enrolled in the SCHOOL;
- The SPONSOR shall provide technical assistance to the SCHOOL in complying with laws applicable to the SCHOOL and the terms of the Contract;
- The SPONSOR shall take steps to intervene in the SCHOOL operation to correct problems in the SCHOOL overall performance, declare the SCHOOL to be on probationary status pursuant to section 3314.073 of the Ohio Revised Code, suspend the operation of the SCHOOL pursuant to section 3314.072 of the Ohio Revised Code, or terminate the Contract of the SCHOOL pursuant to section 3314.07 of the Ohio Revised Code as determined necessary by the SPONSOR
- The SPONSOR shall have in place a plan of action to be undertaken in the event the SCHOOL experiences financial difficulties or closes prior to the end of a school year.

Pursuant to Section 3314.08(G) of the Ohio Revised Code, the SPONSOR shall utilize local funds to make enhancement grants to the SCHOOL that fully fund any costs of specialized education or related services provided by the SCHOOL pursuant to an IEP that are not funded by the Ohio Department of Education pursuant to Section 3314.08 of the Ohio Revised Code. Alternatively, the SPONSOR may choose to provide such unfunded special education or related services without cost to the SCHOOL, so long as the provision of these services by the SPONSOR is in accordance with all applicable law.

The SPONSOR agrees to comply with the requirements and procedures regarding the disposition of employees of the SCHOOL in the event this Contract is terminated or not renewed pursuant to section 3314.07 of the Ohio Revised Code and as set forth in the **Governance and Administrative Plan**.

The SPONSOR agrees to comply with the procedures for resolving disputes or differences of opinion between it and the SCHOOL, as set forth in the **Governance and Administrative Plan**.

**Article V. Compliance with the Americans with Disabilities Act
and Section 504 of the Rehabilitation Act of 1973**

and the Reauthorized Individuals with Disability Education Act of 1997

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

The SCHOOL shall ensure that all facilities and programs meet the requirements of the Americans with Disabilities Act and are accessible to individuals with a disability.

The SCHOOL shall comply with all the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and shall not exclude a qualified handicapped person on the basis of such handicap from participation in any programs or activities of the SCHOOL.

The SCHOOL shall comply with all the provisions set forth in the Reauthorized Individuals with Disability Education Act of 1997, (IDEA) PL 105-17.

Notwithstanding the foregoing, nothing in this Article is, or shall be construed to be, a waiver, of any exceptions, exclusions or other rights that the SCHOOL may have or may avail itself of under the Americans with Disabilities Act, the Rehabilitation Act of 1973 or any other applicable state or federal law. To the extent permitted by law, the SCHOOL shall not be required to fundamentally alter its program or incur an undue financial or other hardship in the operation of the program.

Article VI. Governing Law

This Contract shall be governed and interpreted according to the laws of the State of Ohio.

The SCHOOL shall operate in conformance with all applicable laws, rules, and regulations, including rules promulgated by the Ohio Department of Education.

The SCHOOL shall not discriminate against any employee or applicant for employment because of race, color, religion, national origin, sex, age or disability in employment.

The SCHOOL shall comply with all provisions of the Ohio Revised Code, Section 3314.06.

Article VII. Assignment

Neither this Contract nor any rights, duties or obligations described herein shall be assigned by any party hereto without written prior consent of the SPONSOR and the SCHOOL. However, at its option, the SCHOOL may subcontract any of its duties or obligations hereunder.

Article VIII. Changes, Amendments and/or Modifications

This Contract constitutes the entire agreement among the parties and any changes, amendments and/or modifications of this Contract shall be made and agreed to in writing. This Contract may be modified at any time; however, the contract will be reviewed and updated at least annually (by June 30th each year) to assess contract language; to ensure consistency with changes in state and/or federal law; and, to ensure compliance with higher achievement levels set by the Ohio Department of Education. Additionally, site visits by the sponsor to the community school will occur two times annually; in the fall and spring. At least annually, the sponsor will demonstrate to the community school the need for contract revision in one of the two post site visit meetings as a result of onsite observations and changes in federal/state law. In addition to the site visits and summative evaluation, the SPONSOR and the SCHOOL shall meet at least six (6) times during the course of the school year to promote ongoing communication; including initiating any changes, modifications, additions to the contract regarding language, state or federal laws, changes to the academic reporting system, or other items pertinent to this contract.

Article IX. Suspension

If at any time the SPONSOR determines that conditions at the SCHOOL do not comply with health and safety standards established by law for school buildings, the SPONSOR shall immediately suspend the operation of the SCHOOL pursuant to procedures set forth in Section 3314.072(D) of the Ohio Revised Code.

Additionally, the SPONSOR may suspend the SCHOOL operations for any of the following reasons, except that the SPONSOR must first comply with the procedures and timelines set forth in Section 3314.072(C) of the Ohio Revised Code concerning notice and an opportunity for remediation, and the SPONSOR must additionally comply with the procedures and timelines set forth in Section 3314.072(D) of the Ohio Revised Code:

- The SCHOOL's failure to meet student performance requirements stated in this Contract;
- The SCHOOL's failure to meet generally accepted standards of fiscal management;
- The SCHOOL's violation of any provisions of this Contract or applicable state or federal law; or
- Other good cause.

Upon receipt of a notice of suspension pursuant to Section 3314.072(D)(1) of the Ohio Revised Code, the governing authority of the SCHOOL shall immediately notify the employees of the SCHOOL and the parents of the students enrolled in the SCHOOL of the suspension and the reasons therefore, and the SCHOOL shall cease all school operations on the next business day. The governing authority shall not operate the SCHOOL while the suspension is in effect. Any such suspension shall remain in effect until the SPONSOR notifies the governing authority that it is no longer in effect. This Contract, if suspended, also may be subject to termination or nonrenewal under Section 3314.07 of the Ohio Revised Code and as provided hereunder.

Article X. Termination: Renewal

The parties may enter into a successor Contract unless this Contract is terminated or not renewed by the SPONSOR pursuant to Section 3314.07 of the Ohio Revised Code for any of the following reasons:

- The SCHOOL's failure to meet or exceed more than 70% of the academic and non-academic goals stipulated in the contract;
- The SCHOOL's failure to agree to participate in the high-stakes review process prior to renewal;
- The SCHOOL's failure to agree to the termination process;
- The SCHOOL's failure to implement the terms of a written improvement plan regarding any identified

deficiencies identified by the sponsor;

- The SCHOOL's failure to demonstrate fiscal responsibility in at least 3 out of five annual audits.
- The SCHOOL's failure to meet generally accepted standards' of fiscal management;
- The SCHOOL's violation of any provisions of this Contract or applicable state or federal law; or
- Other good cause.

At least twelve (12) months before the expiration of the Contract, the SCHOOL shall notify the SPONSOR in writing by letter whether it desires to renew the Contract. In addition, the SCHOOL will then complete all phases of the renewal process as outlined in the renewal application. If the SCHOOL does not provide this notice within the specified period, the Contract shall not automatically renew. If the SCHOOL has notified the SPONSOR of its desire to renew the Contract, then at least one-hundred-eighty (180) days prior to the expiration of the Contract, the SPONSOR shall notify the SCHOOL of the SPONSOR proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the termination or nonrenewal, and a statement that the SCHOOL may, within fourteen (14) days of receiving this notice, request an informal hearing before the SPONSOR. Such request must be in writing. The informal hearing shall be held within seventy (70) days of the receipt of a request for a hearing. Promptly following the informal hearing, the SPONSOR shall issue a written decision either affirming or rescinding the decision to terminate or not renew the Contract. A decision to terminate may be appealed as provided in Section 3314.07 of the Ohio Revised Code, and the effective date of a termination of this Contract shall be as provided in such Section. Prior to a renewal, an existing community school must complete a letter of interest, a renewal application, and an interview process. In the event that the Sponsor decides to terminate the contract for any reason, the School acknowledges that it will comply with the requirements and procedures that they have been provided in the Termination Process & Timeline document.

Modified/Updated September 2020

SPONSOR

ON BEHALF OF THE ZANESVILLE
CITY SCHOOL DISTRICT BOARD
OF EDUCATION:

By: _____

PRINT NAME: _____

Title: _____

Date: _____

GOVERNING AUTHORITY

ON BEHALF OF THE ZANESVILLE
COMMUNITY HIGH SCHOOL:

By: _____

PRINT NAME: _____

Title: _____

Date: _____

EXHIBIT 1:

Educational Plan

for the

ZANESVILLE COMMUNITY HIGH SCHOOL

A CONVERSION COMMUNITY SCHOOL: Dropout Prevention & Credit Recovery

The Zanesville Community High School (hereinafter the "SCHOOL") will be a conversion community school sponsored by the Zanesville City School District. The SCHOOL site will be located in the Rufus Putnam School building at 920 Moxahala Avenue, Zanesville, Ohio. It will be a small, intellectually stimulating learning community. It will target 9th, 10th, 11th, and 12th grade students; however, the SCHOOL may serve a limited number of students below the 9th grade and may also serve adult students who have not received a diploma. It will serve residents of the Zanesville City School District, students who reside in adjacent school districts, and students outside of these areas who can physically attend the school. The school may explore and pilot various instructional delivery methods and make recommendations for changes/additions to the Educational Plan.

Mission

The Zanesville Community High School is: **Your Success Our Mission**

Educational Philosophy

The school will have a holistic approach to educating the students - focusing on cognitive, social, emotional and physical development through experiential learning, service learning, family and community support. According to our belief, each family is an integral component of our decision-making process. Through mechanisms such as but not limited to a Town Meeting, policy will be established from the governed through responsible citizenry. It is our belief that parent involvement is key to student success.

Design

The design will offer students an education that is rigorous in content and an expectation, relevant to their daily lives now and in the future, and based on the formation of strong relationships with both adults and peers within the learning community. Students may be exposed to a blended learning instructional delivery format or an online format with in-person/onsite tutoring available to them; partnerships with other academic organizations are encouraged such as local institutions of higher education and vocational/technical schools.

At its heart, the design is to improve student achievement as measured through varied and multiple assessments, including state testing required to meet graduation expectations. This mission will be accomplished by creating an environment that combines intellectual vibrancy with personalization. It is designed to serve the average or underperforming students looking to be challenged and to improve themselves in a different environment, as well as students wishing to accelerate their progress toward graduation.

Targeted Population

- Struggling students who need to recover lost credits.
- Students who need to pass the testing requirements for graduation.
- Students who need individualized learning.
- Students who have not experienced success in the traditional classroom setting.
- Students who are pregnant or parenting teens will have the opportunity to access the curriculum.

- Students who have chronic problems with truancy, expulsion or suspensions.
- Students who would like to accelerate their progress toward graduation.

Curriculum

The Zanesville Community High School's curriculum will focus on the needs of each student through on-site certified/licensed teachers using the Edmentum Courseware Curriculum or other digital format as guidance for high school credits in all academic content areas. Through Edmentum Courseware students experience integrated assessments that allow learners to move past content they have already mastered and focus on the concepts that need additional attention. The curricular approach to instruction has a dual focus, which is distance learning and on site teachers as coaches. No curriculum can supplant the need for teachers to create a culture of high expectations for their students. This method also permits students 24/7 access to curriculum.

Edmentum Courseware is aligned with Ohio's Academic Content Standards in math, science, social studies, language arts and a foreign language. The teacher's will assist and guide all students on site. Courseware will provide the subject-centered curriculum, which will involve high school credits in math, science, social studies, language arts and a foreign language. The curriculum begins by assessing the student's knowledge in the Academic Content areas and expands that knowledge until they are proficient under the direction of the teacher. Students may access Flex Credit/Educational Options to demonstrate competency and receive credit toward graduation.

To integrate all areas of the curriculum a technology component under the direction of a certified teacher will be implemented. The implementation of the technology component may be "Project" based. It will draw from topics already found in the subject-centered curriculum and real life problems, which connect young people to a learning experience that has meaning.

The technology component will create a coherent curriculum through themes or projects that will hold together the curriculum for young people to find points of personal engagement. A project is an in-depth investigation of a topic. The investigation may be undertaken by a small group within the class or the whole group. There are three sequential phases. During the first phase, the teacher helps the students clarify the focus of the project and the questions their investigation will answer. During the second phase of the project, the students could work in small groups on subtopics related to the main topic under investigation, take initiative and responsibility for gathering data. This phase would involve the students visiting a site and interviewing people in the community who can answer their questions. They record and share the ideas and information emerging from their observations and research through such activities as making charts indicating measurement of relevant phenomena and videotaping. In the third phase, with the guidance of the teacher, the students plan and conduct a culminating activity through which the story of the investigation and its findings are summarized and shared.

The technology component will teach the students how to do research in areas of interest related to the core areas. After research they will enter a series of learning laboratories located in settings from within our community. As an example, students might choose, based upon their interest, a project involving city government, which involves the Academic Content Standards in Social Studies. They would use research and then enter a community learning lab by interviewing the mayor, attending a city council meeting, etc. They would then make a PowerPoint or other scholarly presentation of the project, which would include the research, interviews and their viewpoint of the project. Students who are interested in the area healthcare management would research areas of health in our community by entering a community lab such as the local hospital or the health department. They would learn the fiscal management and general management. They would prepare a

project and present the project. (The curriculum will include multiple settings and focus areas and will not be limited to the two examples described.)

In order to meet these academic goals and due to the COVID.19 pandemic, the SCHOOL will utilize the Remote Learning Plan for the 2020-2021 school year. The components of the Remote Learning Plan are:

Use of Remote Learning	<p>Remote learning will be accessed during school closure due to COVID 19 outbreaks, other pandemic issues, or other calamities such as but not limited to: inclement weather, gas leaks, water leaks and civil unrest. Remote learning will also be offered as an option for students whose parents/guardians are reluctant to have their child return to school due to COVID 19. For those students, the use of remote learning will be re-evaluated each semester, and once the spread of the virus has passed, the student may be required to return to face-to-face traditional learning at that time.</p> <p>When Zanesville Community High School operates virtually/remotely, Google classroom and Edmentum will be the main vehicles for lesson delivery, assignments completion, assessment, and feedback to students. Other platforms may be used to enhance the educational experience.</p>
Instructional Needs of Students Determined and Documented	<p>Diagnostic assessments include grade level and subject area specific tools. The assessments are used to determine gaps in learning due to the COVID 19 school closure, other noted events or loss of progress during summer months. Teachers will also assess students' current grade level performance indicators. Teachers utilize these assessment results in lesson planning, intervention plan development, and enrichment for students. These student records will be documented in Individualized Education Plans, Quarterly Reports, Parent/Teacher Conferences, and in a real time and ongoing student record in the PowerSchool.</p> <p>Online/Remote learning materials and Paper & Pencil instructional packets are aligned to course requirements and standards which are designed to support face-to-face instruction provided in the classroom. Online/Remote learning and Paper & Pencil learning can occur in both a synchronous and asynchronous manner.</p>
Instructional Needs Addressed	<p>Core instruction is designed to address the needs of all students, as well as, grade level and subject area standards. Students who demonstrate deficiencies are provided intervention through a myriad of options. Evidence based strategies are integrated into the classroom and continue through Google classroom and Edmentum. Interventions are specific to</p>

	<p>individual students to fill gaps in learning or to strengthen weak areas of performance or understanding. Additional interventions, accommodations, and modifications may occur on school sites or other physical locations throughout the community.</p>
<p>Competency, Promotion and Credit Assignment</p>	<p>Assignments are provided via Google classroom and Edmentum; and, students in the class have access to those resources. Deadlines are attached to the assignments and timely submission is required.</p> <p>Grades are assigned by the teacher based on the evaluation of student performance on assignments, tests, and quizzes, and projects (summative assessments). Feedback is also provided to students on formative assessments to enhance comprehension and understanding prior to summative assessments.</p> <p>The virtual/remote classroom includes parameters for expected performance tied to the district grading scales. Promotion and credit assignment will be based upon successfully completing the pre-established guidelines of the school district for promotion and credit assignment. Policies adopted by the School Board and procedures and practices adopted in parent/student handbooks will be followed as if students were engaged in a traditional educational experience in a full time face-to-face classroom.</p>
<p>Attendance and Participation Requirements</p>	<p>Student attendance is determined through engagement measured by the timely completion of assignments and tasks. In addition, student attendance will be enhanced with a combination of face-to-face contacts and online log ins/check ins in addition to timely completion of assignments and tasks.</p> <p>Failure of students to engage within the Google classroom and Edmentum results in the implementation of the truancy provisions identified in our building/district policies, including referral to the intervention team, counseling and advising, attendance letters sent to the home and referral to juvenile court via the attendance officer.</p>
<p>Progress</p>	<p>Student progress is measured by the classroom teacher through the evaluation of completed assignments, projects, tests, quizzes, and other</p>

Monitoring	<p>tasks relevant to the learning standards. Proficiency/Grading scales, developed locally, are used to calibrate course grade assignments. Progress is communicated to students and parents as needed; in addition to, using quarterly reports</p> <p>Parent/Teacher conferences may occur in face-to-face or virtual/remote or telephone calls to explain in more detail the academic records of students.</p>
Equitable Access	<p>Transition to 1:1 initiative provides a device to every student to use in the classroom and at home. Guidelines for use are provided to each student/parent with signatures required. Controls are embedded in every device to limit access and protect students from untrustworthy or inappropriate sites. Monitoring software is also incorporated to ensure adherence to district policies and guidelines.</p> <p>Technology support is provided for hookups and troubleshooting of devices. As students of Zanesville Community High School, provision for internet access is provided on the campus of each school building in the Zanesville City Schools District/Zanesville Community High School and in the parking lots for students without access. During school hours, and if schools are permitted to be open to students; students may also utilize devices and internet access within their assigned school building as well as individual and small group support with educators.</p> <p>Because Zanesville City Schools has worked with the City of Zanesville Office of Community Development to establish "Internet Cafes" throughout the community to provide additional devices and internet access to students, the students of Zanesville Community High School will be able to utilize the same access.</p> <p>Paper and pencil packet assignments are provided to those few students who do not have access to the internet due to location within the community or need as a last resort; however, assignments, dependent upon the device being used, may be pre-loaded on that device so that students without internet access are able to work offline both onsite and offsite.</p>

Professional Development	<p>9-12 professional development is required of all instructional personnel in the area of Google Suite/Classroom and Edmentum. This professional development provides robust and comprehensive explanations and demonstrations of tools and resources associated with Google classroom and the Edmentum tools.</p> <p>The professional development schedule incorporates specific technology skill and knowledge opportunities for all staff, certified and classified, throughout the year.</p> <p>A needs assessment is determined through the use of a survey that provides the foundation for instruction for staff in needed areas related to remote learning, including video development to “meet educators” where they are” in their own professional development pathway.</p>
Rationale for Remote Learning Plan	<p>The school closure due to COVID 19 prompted the consideration of a remote learning plan for not only this interruption in traditional schooling, but other identified emergencies as well. Furthermore, the passage of HB 164 provided a flexible pathway to ensure that students continue to learn even if schools need to close for a variety of reasons. This plan is a priority identified by our community to preserve the engagement of our children in their education virtually when in-person teaching and learning becomes impractical.</p> <p>Zanesville Community High School will continue to provide the school community with press releases, one calls, webpage updates, social media releases, and direct communications to enhance their understanding of the processes and learning opportunities available to students.</p>

The students’ instructional needs will be determined via review of the transcript/school records prior to attending Zanesville Community High School. Each student will also be assessed in Reading and Math skills using Edmentum Exact Path, a 9-12 diagnostic driven, direct instruction, upon enrollment at Zanesville Community High School.

The method to be used for determining competency, granting credit and promoting students to a higher grade level will be according to the school’s Promotion, Academic Acceleration, Placement and Retention Policy.

Zanesville Community High School's attendance requirements are per the school's Attendance Policy and Remote Learning Plan. Participation in learning opportunities will be documented with a certificate of attendance when applicable and/or other documents the student can submit to show participation in the particular learning opportunity. Reports can be used from Edmentum Courseware / Exact Path to document student learning outside of the classroom.

Student progress will be monitored with a daily review of the student activity report available in Edmentum Courseware which reveals a detailed report of activities submitted/completed by the student each day and the times the activities were submitted/completed. This allows the teacher to provide intervention as needed versus waiting on the student to request it.

Private student data will be protected according to Zanesville Community High School's Information Management policy.

In addition, but not limited to the professional development in the Remote Learning Plan, teachers/staff will be offered professional development in the following areas:

- Technology
- Curriculum
- College & Career Readiness
- Health & Safety

These experiences will go beyond the traditional internship and include demonstrations of problem solving and critical thinking in a partnership with the learning lab environment. Where the preparatory phase is focused on capacity building, the exploratory phase focuses on practical experiences, skill development, social maturity, critical thinking, and responsibility. It is in the exploratory phase that the will demonstrate the viability and value of open source approach to education.

Schedule to Support Curriculum

7:40 - 8:00	Daily TBT/BLT/PLC
8:00 - 11:00	Subject-based Curriculum
11:00 - 11:30	Lunch/Wellness/Fitness
11:30 - 2:30	Technology/Learning Labs/Subject-based curriculum/Independent Study/Flexible Credit Options
2:30 - 3:10	Common Planning Time/Conferences and Office Hours: parent/students/community

*The yearly calendar will provide at least 920 hours of instruction per school year; and, will coincide with the SPONSOR's school calendar.

Outcomes/Goals: The School Must Meet or Exceed 70% of the Academic & Non-Academic Goals Below to be Considered for a Contract Renewal

The learning experience will focus on learning that promotes performance. The students will demonstrate performances in mathematics, science, social studies, and language arts. This performance demonstration includes the successful passage of the Ohio Graduation Tests/End of Course assessments and performance tasks that showcase the student's ability to work independently and in-group environments as they investigate

solutions to real world problems. ZCHS and students are to accomplish several key outcomes:

Enrollment: Maintain an enrollment between 100 – 175 students as indicated by the Ohio Department of Education (ODE) report card issued for Zanesville Community High School.

Attendance Rate: Maintain an attendance rate of 75% or higher for all students as indicated by the Ohio Department of Education (ODE) report card for Zanesville Community High School; and, maintain an attendance rate of 73% or higher for any identified subgroups as reported in the same document.

High School Test Passage Rate: Meets or Exceeds Standards rating on this criterion as indicated by the ODE report card for Zanesville Community High School; and, obtain a percentage score at or above the “Comparison Group” as indicated by the ODE report card for Zanesville Community High School.

Final School Rating: Receive a Meets or Exceeds Standards rating on this criterion as indicated by the ODE report card for Zanesville Community High School; and, obtain 20% or less deficiency on the School rating, High School Test Passage rate, Gap Closing rating, Progress rating, and all Graduation ratings when compared to local regional Dropout Prevention & Credit Recovery High Schools per their ODE report card as it pertains to Meets/Exceeds standards issued.

Graduation Rate: As it pertains to the ODE Dropout Prevention & Credit Recovery High School ODE report card:

Meets or Exceeds Standards on the 4-year Graduation Rating; and, obtain a percentage score at or above the “Comparison Group” for Zanesville Community High School.

Meets or Exceeds Standards on the 5-year Graduation Rating; and, obtain a percentage score at or above the “Comparison Group” for Zanesville Community High School.

Meets or Exceeds Standards on the 6-year Graduation Rating; and, obtain a percentage score at or above the “Comparison Group” for Zanesville Community High School.

Meets or Exceeds Standards on the 7-year Graduation Rating; and, obtain a percentage score at or above the “Comparison Group” for Zanesville Community High School

Meets or Exceeds Standards on the 8-year Graduation Rating; and, obtain a percentage score at or above the “Comparison Group” for Zanesville Community High School.

Meets or Exceeds Standards on the Combined Graduation Rating; and, obtain a percentage score at or above the “Comparison Group” for Zanesville Community High School.

Gap Closing: Meets or Exceeds Standards as indicated on the ODE Dropout Prevention & Credit Recovery High School report card for Zanesville Community High School; and, any identified subgroup to be within 10% of the overall score for this measure.

Progress Monitor: Annually Progress Monitor (using NWEA MAP or similar instrument) all full-time, full-year students at least twice per year resulting in 75% or above of all students, and all identified subgroup populations as identified on the ODE report card for ZCHS, achieving 60% or above growth per year.

Credits Earned: Eighty percent (80%) or above of all full-time, full-year students, and all identified subgroup populations as identified on the ODE report card for ZCHS, will earn four (4) or more credits toward graduation per year.

Student Discipline: Eighty percent (80%) or above of all full-time, full-year students, and all identified subgroup populations as identified on the ODE report card for ZCHS, will log less than 5 days of lost instruction per student due to out-of-school suspension.

Student Engagement (Community Service/Employment/Project Lab/College Exploration/Military Exploration/Extra or Co-Curricular Clubs & Activities): Thirty percent (30%) or above of full-time, full-year students, and all identified subgroup populations as identified on the ODE report card for ZCHS, will log at least 10 hours of engagement in at least one of the areas listed above or 10 hours of engagement in a combination of areas listed above.

Vocational School Visit: Sixty percent (60%) of all full-time, full-year 10th Grade students, including all identified subgroup populations as identified on the ODE report card for ZCHS, will visit the Mid-East Career Center on an organized fieldtrip.

Course of Study

The Course of Study will provide a versatile offering of available courses that provides all courses needed to meet graduation standards of the State of Ohio.

Special Needs and Support

As per Ohio Law, special needs children admitted to the program will be served in educationally appropriate ways, without discrimination. Furthermore, an experienced special education supervisor will coordinate and oversee appropriate instructional services. Certified licensed special education teachers will instruct special education identified students as necessary. Student-teacher ratios will be maintained at appropriate levels established by the Ohio Revised Code, federal special education rules, and sound educational practices. The program will allow students to become immersed not only in activities on the computer but also in the applied activities tied to the local community. A gifted education supervisor will oversee the gifted program. Also, a licensed school psychologist will provide necessary testing and evaluation services for special need students including gifted. Policies and procedures for the education of children with disabilities, which comply with ORC Chapter 3323 and PL 105-17 Individuals with Disabilities Education Act (IDEA) will be adopted and implemented. The SCHOOL will operate in accordance with these procedures for the duration of the contract.

Admission Policy

The SCHOOL will mainly enroll students aged 16 to 21. The SCHOOL will be open to students who reside in district, adjacent districts, and any area in which the student can physically attend the SCHOOL. All teachers will be licensed. In instances where temporarily certified/licensed teachers are used, those individuals must work toward appropriate certification in order to continue teaching at the SCHOOL.

Application Process: Admission to the SCHOOL will be in accordance with the procedures delineated in Ohio Revised Code section 3314.06. Students will be required to complete an application. The application contains all required fields including immunization shots necessary for enrollment into a public school.

The SCHOOL will review each application. Should documentation be missing, the parent will be notified of said missing items. The application will not be considered complete until all required documentation is submitted and on file.

Fees: There is no tuition required for full-time attendance. However, reasonable fees may be charged for specific courses similar to procedures in other public schools. Should a student choose to enroll part-time, there may be additional fees assessed.

The SCHOOL will determine fees based upon the approval of the Governing Authority. These fees will be assessed for such items as workbooks and necessary materials; in some instances, items will be course-specific.

Enrollment Process: The number of students accepted for enrollment by the SCHOOL shall not exceed the capacity of the SCHOOL programs, classes, grade levels, or facilities. The SCHOOL shall annually establish such deadline and publicize it through such media as the SCHOOL web site, mass mailings, informational meetings, newspaper articles, and other generally accepted practices. For any academic year, if the number of applications received by the deadline exceeds the capacity of the SCHOOL, students shall be admitted by lot, except that preference shall be given, first, to applicants who attended the SCHOOL in the preceding year, and, second, to applicants who have siblings that attended the SCHOOL in the preceding year. Parents will be notified of acceptance via U.S. mail and/or e-mail if available within two weeks of the application deadline. Applicants whose applications are received after the deadline, including midterm applicants, shall be admitted so long as their admission does not cause the SCHOOL to exceed the capacity of its programs, classes, grade levels, or facilities. The SCHOOL may decide to have an ongoing application process to serve at-risk students. ZCHS should maintain an enrollment between 100 – 175 students per year; however, this number can be adjusted upon mutual agreement.

Records Transfer: Once the child is accepted as a student of the SCHOOL, the parent will be asked to notify the home school district of the transfer. Furthermore, the Principal will send formal notification to the home school district notifying them of the enrollment and request for records.

Achieving racial and ethnic balance

The GOVERNING AUTHORITY will not discriminate on the basis of religion, race, color, national origin, sex, disability, or age in its program, activities, or employment.

Further, it will be the policy of this SCHOOL to provide an equal opportunity for all students, regardless of race, color, creed, age, disability, religion, gender, ancestry, national origin, place of residence within the boundaries of the district, or social or economic background, to learn through the curriculum offered in this SCHOOL.

Complaint Procedure

Section I

Any person who that believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with the SCHOOL Title IX Coordinator(s).

Title IX Coordinator(s)

Jeffrey Moore
Superintendent/Principal
jemoore@zanesville.k12.oh.us
(740) 588-5685

Carrie Bunting
Supervisor of Student Services
cbunting@zanesville.k12.oh.us
(740) 588-5685

Report of Sexual Discrimination/Harassment

Any person may report sex discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or Sexual Harassment), in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's(s') contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours), by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinator(s).

Students, Board members, and Board employees are required, and other members of the School District community, and Third Parties) are encouraged, to report allegations of sex discrimination or Sexual Harassment promptly to the/a Title IX Coordinator or to any Board employee, who will in turn notify the/a Title IX Coordinator. Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

If a report involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the person making the report should submit it to the Board President. The Superintendent will then serve in place of the Title IX Coordinator for purposes of addressing that report of Sexual Harassment.

The Board does business with various vendors, contractors, and other third-parties who are not students or employees of the Board. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, the Board retains the right to limit any vendor's, contractor's, or third-party's access to school grounds for any reason. The Board further retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

A person may file criminal charges simultaneously with filing a Formal Complaint. A person does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Any allegations of Sexual Misconduct/Sexual Activity not involving Sexual Harassment will be addressed through the procedures outlined in Board policies and/or administrative guidelines, the applicable Student Code of Conduct, applicable collective bargaining agreement, and/or Employee/Administrator Handbook.

Because the Board is considered to have actual knowledge of Sexual Harassment or allegations of Sexual Harassment if any Board employee has such knowledge, and because the Board must take specific actions when it has notice of Sexual Harassment or allegations of Sexual Harassment, a Board employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or Sexual Harassment must notify the/a Title IX Coordinator within two (2) days of learning the information or receiving the report. The Board employee must also comply with mandatory reporting responsibilities pursuant to R.C. 2151.412 and Policy 8462 – Student Abuse and Neglect, if applicable. If the Board employee's knowledge is based on another individual bringing the information to the Board employee's attention and the reporting individual submitted a written complaint to the Board employee, the Board employee must provide the written complaint to the Title IX Coordinator.

If a Board employee fails to report an incident of Sexual Harassment of which the Board employee is aware, the Board employee may be subject to disciplinary action, up to and including termination.

When a report of Sexual Harassment is made, the Title IX Coordinator shall promptly (i.e., within two (2) days of the Title IX Coordinator's receipt of the report of Sexual Harassment) contact the Complainant (including the parent/guardian if the Complainant is under 18 years of age or under guardianship) to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the Complainant or Respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures.

Emergency Removal: Subject to limitations and/or procedures imposed by State and/or Federal law, the District may remove a student Respondent from its education program or activity on an emergency basis after conducting an individualized safety and risk analysis. The purposes of the individualized safety and risk analysis is to determine whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal. If the District determines the student Respondent poses such a threat, it will so notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal. See Policy 5610 – Removal, Suspension, Expulsion, and Permanent Exclusion of Student, Policy 5610.03 – Emergency Removal of Students, and Policy 5611 – Due Process Rights.

If the Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process.

For all other Respondents, including other members of the School District community and Third Parties, the Board retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

Formal Complaint of Sexual Harassment

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above. If a Formal Complaint involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the Complainant should submit the Formal Complaint to the Board President, who will designate another person to serve in place of the Title IX Coordinator for the limited purpose of implementing the grievance process and procedures with respect to that Formal Complaint.

When the Title IX Coordinator receives a Formal Complaint or signs a Formal Complaint, the District will follow its Grievance Process and Procedures, as set forth herein. Specifically, the District will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of Sexual Harassment or submitting a false Formal Complaint. The Board will not tolerate such conduct.

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline

The District will seek to conclude the grievance process, including resolving any appeals, within sixty (60) days of receipt of the Formal Complaint.

If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the Complainant or Respondent to unduly delay the investigation and determination of responsibility. The timeline, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language assistance or accommodation of disabilities.

Upon receipt of a Formal Complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

- A. Notice of the Board's grievance process, including any informal resolution processes;
- B. Notice of the allegations of misconduct that potentially constitutes Sexual Harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident, if known. The written notice must:
 - 1. include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 2. inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.
 - 3. inform the parties of any provision in the Student Code of Conduct, this policy, that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during the course of the investigation, the investigator becomes aware of allegations about the Complainant or Respondent that are not included in the original notice provided to the parties, the

investigator will notify the Title IX Coordinator and the Title IX Coordinator will decide whether the investigator should investigate the additional allegations; if the Title IX Coordinator decides to include the new allegations as part of the investigation, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

Dismissal of a Formal Complaint

The District shall investigate the allegations in a Formal Complaint, unless the conduct alleged in the Formal Complaint:

- A. would not constitute Sexual Harassment (as defined in this policy) even if proved;
- B. did not occur in the District's education program or activity; or
- C. did not occur against a person in the United States.

If one of the preceding circumstances exist, the Title IX Coordinator shall dismiss the Formal Complaint. If the Title IX Coordinator dismisses the Formal Complaint due to one of the preceding reasons, the District may still investigate and take action with respect to such alleged misconduct pursuant to another provision of an applicable code of conduct, Board policy, and/or Employee/Administrator Handbook.

The Title IX Coordinator may dismiss a Formal Complaint, or any allegations therein, if at any time during the investigation or hearing:

- A. a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
- B. the Respondent is no longer enrolled in the District or employed by the Board; or
- C. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

If the Title IX Coordinator dismisses a Formal Complaint or allegations therein, the Title IX Coordinator must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints

The Title IX Coordinator may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one Complainant or more than one Respondent, references in this policy to the singular “party,” “Complainant,” or “Respondent” include the plural, as applicable.

Informal Resolution Process

Under no circumstances shall a Complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a Formal Complaint of Sexual Harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a Formal Complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

- A. the allegations;
- B. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations; and
- C. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur have stayed and all related deadlines are suspended.

The informal resolution process is not available to resolve allegations that a Board employee sexually harassed a student.

The informal resolution process is not available to resolve allegations involving a sexual assault involving a student Complainant and a student Respondent.

Investigation of a Formal Complaint of Sexual Harassment

In conducting the investigation of a Formal Complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties.

In making the determination of responsibility, the decision-maker(s) is(are) directed to use the preponderance of the evidence standard. The decision-maker(s) is charged with considering the totality of all available evidence, from all relevant sources.

The District is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party provides the District with voluntary, written consent to do so; if a student party is not an Eligible Student, the District must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision-maker(s) may not require, allow, rely upon or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege in writing.

As part of the investigation, the parties have the right to:

- A. present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
- B. have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The District may not limit the choice or presence of an advisor for either the Complainant or Respondent in any meeting or grievance proceeding.

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The District will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to completion of the investigative report, the investigator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) calendar days to submit a written response, which the investigator will

consider prior to completion of the investigative report. The District will make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to a hearing or the decision-maker(s) issuing a determination regarding responsibility.

Determination of Responsibility

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision-maker(s), and prior to the decision-maker(s) issuing a determination of responsibility, the decision-maker(s) may conduct a hearing.

If the decision-maker(s) decides not to conduct a hearing, the decision-maker(s) will state in writing the reason for not conducting a hearing and provide that explanation to the parties. Additionally, before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

If the decision-maker(s) elects to conduct a hearing, the hearing will proceed as follows:

At the hearing, the decision-maker(s) will allow each party or each party's advisor to submit relevant questions to the decision-maker(s) who will ask the questions to the other party and any witnesses. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the decision-maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Only relevant cross-examination and other questions, including follow-up questions and questions challenging credibility, will be permitted. Such cross-examination and questioning at the live hearing shall be conducted orally and in real time.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If a party or witness does not submit to cross-examination at the hearing, the decision-maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the decision-maker(s) cannot draw an inference about the determination regarding

responsibility based solely on a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.

Hearings may be conducted with all parties physically present in the same geographic location or, at the discretion of the decision-maker(s), Title IX Coordinator(s), any or all parties, witnesses, and other participants may appear at the hearing virtually, with technology enabling participants simultaneously to see and hear each other. At the request of either party, the decision-maker shall provide for the hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or witness answering questions. The District will create an audio or audiovisual recording, or transcript, of any hearing and make it available to the parties for inspection and review.

Determination regarding responsibility: The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) must apply the preponderance of the evidence standard.

The written determination will include the following content:

- A. Identification of the allegations potentially constituting Sexual Harassment pursuant to this policy;
- B. A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence, and hearings held;
- C. Findings of fact supporting the determination;
- D. Conclusions regarding the application of the applicable code of conduct to the facts;
- E. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision-maker(s) is recommending that the District impose on the Respondent(s), and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant(s); and
- F. The procedures and permissible bases for the Complainant(s) and Respondent(s) to appeal.

The following disciplinary sanctions/consequences may be imposed on a student Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. Informal Discipline
 - 1. writing assignments;
 - 2. changing of seating or location;

3. pre-school, lunchtime, after-school detention;
4. in-school discipline;
5. Saturday school;

B. Formal Discipline

1. suspension of bus riding/transportation privileges;
2. removal from co-curricular and/or extra-curricular activity(ies), including athletics;
3. emergency removal;
4. suspension for up to ten (10) school days;
5. expulsion for up to eighty (80) school days or the number of school days remaining in a semester, whichever is greater;
6. expulsion for up to one (1) year;
7. permanent exclusion; and
8. any other sanction authorized by the Student Code of Conduct.

If the decision-maker(s) determines the student Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600 – Student Discipline, Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Removal, Suspension, Expulsion, and Permanent Exclusion of Students, Policy 5601.01 – Permanent Exclusion of Nondisabled Students, Policy 5610.02 – In-School Discipline, Policy 5610.03 – Emergency Removal of Students, Policy 5610.04 – Suspension of Bus Riding/Transportation Privileges, Policy 5610.05 – Prohibition from Extra-Curricular Activities, and Policy 5611 – Due Process Rights. Discipline of a student Respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

The following disciplinary sanctions/consequences may be imposed on an employee Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. oral or written warning;
- B. written reprimands;

- C. performance improvement plan;
- D. required counseling;
- E. required training or education;
- F. demotion;
- G. suspension with pay;
- H. suspension without pay;
- I. termination, and any other sanction authorized by any applicable Employee/Administrator Handbook and/or collective bargaining agreement.

If the decision-maker(s) determines the employee Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with applicable due process procedures, whether statutory or contractual.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.

The following disciplinary sanctions/consequences may be imposed on a non-student/non-employee member of the School District community or Third Party who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. oral or written warning;
- B. suspension or termination/cancellation of the Board's contract with the third-party vendor or contractor;
- C. mandatory monitoring of the third-party while on school property and/or while working/interacting with students;
- D. restriction/prohibition on the third-party's ability to be on school property; and
- E. any combination of the same.

If the decision-maker(s) determines the third-party Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including imposition of sanctions. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so appropriate action can be taken.

The decision-maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

In ultimately, imposing a disciplinary sanction/consequence, the Superintendent will consider the severity of the incident, previous disciplinary violations (if any), and any mitigating circumstances.

The District's resolution of a Formal Complaint ordinarily will not be impacted by the fact that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

At any point in the grievance process and procedures, the Superintendent may involve local law enforcement and/or file criminal charges related to allegations of Sexual Harassment that involve a sexual assault.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeal

Both parties have the right to file an appeal from a determination regarding responsibility, or from the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, on the following bases:

- A. Procedural irregularity that affected the outcome of the matter (e.g., material deviation from established procedures);
- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- C. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant(s) or Respondent(s) that affected the outcome of the matter.

Any party wishing to appeal the decision-maker(s)'s determination of responsibility, or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within three (3) days after receipt of the decision-maker(s)'s determination of responsibility or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein.

Nothing herein shall prevent the Superintendent from imposing any remedy, including disciplinary sanction, while the appeal is pending.

As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The decision-maker(s) for the appeal shall not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision-maker(s) for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and shall receive the same training as required of other decision-makers.

Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The decision-maker(s) for the appeal shall determine when each party's written statement is due.

The decision-maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original decision-makers(s') determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error and/or a compelling rationale for overturning or modifying the original determination. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within five (5) days of when the parties' written statements were submitted.

The determination of responsibility associated with a Formal Complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker(s) for the appeal's decision is delivered to the Complainant and the Respondent. No further review beyond the appeal is permitted.

Dismissal Policies/Procedures

Dismissal policies for the SCHOOL will comply with Ohio Revised Code 3313.66, 3313.661, and 3313.662. These policies and procedures will be delineated in the Student Handbook. They will clearly protect the student's right of due process, outline suspension and expulsion processes and rationale for their use, and define notification procedures of the home school district.

The Governing Authority will adopt an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student, without legitimate excuse, fails to participate in one hundred five (105) consecutive hours of the learning opportunities offered to the student.

EXHIBIT 2:

Financial Plan

for the

ZANESVILLE COMMUNITY HIGH SCHOOL

A CONVERSION COMMUNITY SCHOOL: Dropout Prevention & Credit Recovery

This financial plan complies with section 3314.03(A)15 of the Ohio Revised Code, which requires an estimated school budget for each year of this Contract and a total estimated per pupil expenditure amount for each such year.

[NOTE: In accordance with these requirements, this plan must specify, for each year, the base formula amount that will be used for purposes of funding calculations under section 3314.08 of the Ohio Revised Code, This base formula amount for any year shall not exceed the formula amount denied under section 3317.02 of the Ohio Revised Code. The plan may also specify for any year a percentage figure to be used for reducing the per pupil amount of disadvantaged pupil impact aid calculated pursuant to section 3317.029 of the Ohio Revised Code the school is to receive that year under section 3314.08 of the Ohio Revised Code.]

School Budget

Below is a five-year annual budget detailing sources of revenues and expenditures following the Uniform School Accounting System (USAS) methods of coding and account number structures. Generally Accepted Accounting Procedures (GAAP).

Funding for Start-up Costs: Funding from the Ohio Charter Schools Federal Sub-Grant Program (or similar funding program, regardless of name) is expected to assist with planning, design, and initial implementation of the SCHOOL. Once operational, we expect the ADM per student, together with grant funding and special education enhancement grants provided by the SPONSOR pursuant to section 3314.08(G) of the Ohio Revised Code, to fund the school operational budget.

Regular Review of School Budget: Regular review of the budget is critical. We will follow operating procedures recommended by the State Auditor, including those related to the presentation, review, discussion, and approval or rejection of a line item budget and regular reports of current and encumbered expenses. Regular audits will occur by the State Auditor. SCHOOL financial records will conform to generally accepted accounting principles as required by the State Auditor. All allowable revenues and expenses will conform to appropriate guidelines in accordance with Financial Accounting Standards No. 117, "Financial Statements of Not-for-Profits Organizations." The SCHOOL will invite the SPONSOR to any and all audit exit meetings conducted by the State Auditor.

Estimated Budget I Per-Pupil Expenditures I Base Formula Amount. *

[*please see attached 5-YEAR PROJECTION AND SPENDING PLAN]

Enrollment Projections

Estimated Student Enrollment:

FY 2017 = 120 FY 2018 = 125 FY2019= 130 FY2020 = 135 FY2021= 135

ZCHS should maintain an enrollment between 100 – 175 students.

Payments from SCHOOL to SPONSOR

Pursuant to the authority of section 3314.03(C) of the Ohio Revised Code, the SCHOOL shall annually pay to SPONSOR, from the funding provided to the SCHOOL by the Ohio Department of Education pursuant to Section 3314.08 of the Ohio Revised Code, 3% per student per year. The SCHOOL shall also pay the SPONSOR three (3) percent of the total amount of payments as a maintenance fee for use of the facility. The schedule for such payments shall be as mutually agreed by the parties, and the amount of such payments may be varied by mutual agreement of the parties. The SCHOOL has the authority to utilize the facility for all academic and academic support activities that supports the interest of the SCHOOL based upon the recommendations of the Director/Principal of the SCHOOL.

Updates/Improvements to the Facility

The current site of Zanesville Community High School is 920 Moxahala Avenue, Zanesville, Ohio 43701. The physical plant and grounds of Zanesville Community High School is owned by the Zanesville City Schools District located at 956 Moxahala Avenue, Zanesville, Ohio 43701. In fact, Zanesville Community High School is physically connected to the district offices of Zanesville City Schools. Thus, any improvements made to the physical structure of grounds by Zanesville Community High School must be pre-approved by the Zanesville City Schools Board of Directors. Should permission be granted for these improvements, updates, and additions

to the building and grounds made by Zanesville Community High School and its Governing Authority will therefore become the assets of Zanesville City Schools without cost or transfer fees as Zanesville City Schools is the sole owner of the property and grounds that is utilized by Zanesville Community High School.

Additional Financial Performance Measures

Zanesville Community High School is to maintain a "clean" audit as determined by the Auditor of the State of Ohio which is performed annually.

Zanesville Community High School is to maintain a cash balance of at least 20% of annual revenue.

EXHIBIT 3:

Governance and Administrative Plan **for the**

ZANESVILLE COMMUNITY HIGH SCHOOL

A CONVERSION COMMUNITY SCHOOL: Dropout Prevention & Credit Recovery

Not-for-Profit Corporation

As required by Section 3314.03 of the Ohio Revised Code, the Zanesville Community High School (hereinafter the "SCHOOL") is organized as a nonprofit corporation established under Chapter 1702 of the Ohio Revised Code.

Governing Body

The governing authority of the SCHOOL shall be the Governing Authority which shall have, as voting members, those persons serving in the following five positions:

- Allen Bennett, Detention Superintendent, Juvenile Detention Center (Chairperson)
- James Parry, Juvenile Probation Officer. (Vice-Chairperson)
- Lacey Higgins-Geyer, Higgins Lumber (Governing Authority Member)
- Jason Howard, Student Services, Ohio University-Zanesville. (Governing Authority Member)
- Kelly Ashby, Vice-President, Chamber of Commerce. (Governing Authority Member)

In addition to the above-described voting members, of the Governing Authority shall also include the SPONSOR Treasurer as non-voting ex officio member. The Treasurer shall serve the Governing Authority in his/her official capacity as a representative of SPONSOR and SPONSOR interests.

The following shall serve the Sponsor and the Sponsor's interests and shall be called the Board of Directors:

Dr. Doug Baker, Superintendent
956 Moxahala Avenue
Zanesville, OH 43701

Kevin Appleman, Director of Operations
956 Moxahala Avenue
Zanesville, OH 43701

Steven Foreman, Dir. of Title 1/Federal Programs
956 Moxahala Avenue
Zanesville, OH 43701

Matt Hittle, Director of Buildings & Grounds/Transp.
956 Moxahala Avenue
Zanesville, OH 43701

Michelle Jordan, Director of Special Education
956 Moxahala Avenue
Zanesville, OH 43701

Chad Grandstaff, Interim ZHS Principal
1701 Blue Avenue
Zanesville, OH 43701

The above Board of Directors will provide the SCHOOL with consulting services to assist the SCHOOL in achieving its mission, vision, and goals.

The Governing Authority shall be responsible for:

- helping create, approve, and monitor the SCHOOL annual budget
- developing policies to guide the operation of the SCHOOL
- securing funding for the SCHOOL
- maintaining a commitment to the vision, mission, and belief statements of the SCHOOL and the children it serves.

Conflicts of Interest: The Governing Authority and the SCHOOL officials shall comply with Chapter 102 of the Ohio Revised Code (the Ohio Ethics Law) and Section 2921.42 of the Ohio Revised Code (relating to unlawful interest in a public contract), except as otherwise permitted by law. No part of the earnings of the SCHOOL shall inure to the benefit of, or be distributable to the SCHOOL members, trustees, officers, or other private persons except that the SCHOOL may provide reasonable compensation for services rendered and make payments and distributions in furtherance of the SCHOOL purposes.

Fiscal Officer. SPONSOR shall be the fiscal agent for the SCHOOL and shall assign its treasurer to be the designated fiscal officer of the SCHOOL on such terms as may be agreed by SPONSOR and SCHOOL and the Ohio Department of Education.

School Management: The SCHOOL shall secure the services of a Principal/Director, who shall be the chief operating officer of the SCHOOL, with primary responsibility for day-to-day operations of the SCHOOL. The Principal/Director shall oversee and coordinate the daily operation and management of the SCHOOL and shall be responsible to the Governing Authority. The Principal/Director shall also serve as a liaison between the SCHOOL and the SPONSOR and will be the primary contact regarding meeting the goals and expectations of this contract; as well as, the liaison between the SCHOOL and its contractors. The Principal/Director or designee will attend Board of Director meetings, site visits, run SCHOOL Board meetings, present reports, and work in a spirit of cooperation/collaboration with the SPONSOR. Qualifications include a minimum of a Master's Degree and a Principal's License, excellent management and interpersonal skills, a vision for what a conversion school can become, strong character and ethical standards, commitment to continuous improvement concepts, and excellent communication skills.

Employees

Human Resource Management: As a conversion community school, all employees, if any, of the SCHOOL who were previously members of a recognized bargaining unit of the SPONSOR will remain members of that unit and will be entitled to all the rights, compensation, and benefits there under. New employees of the

SCHOOL may likewise become members of the appropriate bargaining unit of the SPONSOR (if the new employee chooses to do so) and shall be entitled to all rights, compensation, and benefits there under.

Personnel employed by the SCHOOL who do not qualify for membership in a bargaining unit shall be governed by the personnel policies adopted by the Governing Authority for non-bargaining unit personnel.

Employee Health and Other Benefits: SCHOOL employees will receive the same benefit package as SPONSOR employees.

Sick leave accrued as a SPONSOR employee may be utilized by that employee in the SCHOOL in accordance with Section 3314.10 of the Ohio Revised Code.

Disposition of Employees If Contract Not Renewed: In the event the SPONSOR elects, pursuant to Section of 3314.07 of the Ohio Revised Code, to non-renew or terminate the Contract for any of the reasons set forth therein, and the SCHOOL is unable or unwilling to continue operations with another sponsor, the SCHOOL shall have no further contractual obligation to employees, except as may be otherwise provided in the individual contract of employment. The SPONSOR shall reemploy former employees who are within the three-year leave of absence period prescribed by Section 3314.10 of the Ohio Revised Code. Otherwise, reasonable efforts will be made to out-place the SCHOOL employees. However, nothing in this paragraph shall be construed as creating an expectancy of continued employment by the SCHOOL or the SPONSOR.

Resolution of Disputes Between the SCHOOL and the SPONSOR

If, through the informal processes of discussion and negotiation, officials of the SCHOOL and the SPONSOR are unable to resolve differences arising from the operation of the SCHOOL or the interpretation of the Contract, either party may request the services of a mediator appointed by the Federal Mediation and Conciliation Service (FMCS) in accordance with its regular procedures. If, sixty (60) days after the mediation process is commenced, the parties are still unable to reach agreement, the parties may, by mutual consent, proceed to binding arbitration of the dispute. Such arbitration shall be conducted by an arbitrator mutually jointly selected by the parties or, if unable to agree on such selection, by an arbitrator appointed by the FMCS in accordance with its regular procedures. Any fees required by the FMCS or the arbitrator shall be borne by the parties equally; otherwise, each party shall bear its own costs. If the parties, after the failure of the mediation process described above, do not mutually agree to proceed to binding arbitration, each shall then be left to whatever legal remedies may exist under law.

Termination Affirmation Between the SPONSOR and the SCHOOL

The SPONSOR will provide the SCHOOL with the *Termination Process and Timeline* document. The SCHOOL will acknowledge receiving this document annually during at which time the SPONSOR and SCHOOL will review this document and update/revise as necessary.

EXHIBIT 4:

Assessment and Accountability Plan **for the** **ZANESVILLE COMMUNITY HIGH SCHOOL** ***A CONVERSION COMMUNITY SCHOOL: Dropout Prevention & Credit Recovery***

Achievement of Academic & Non-Academic Goals

Assessment System

Accurate assessment is critical to determine whether learning is occurring. Consequently, built into the SCHOOL is a comprehensive plan that uses traditional assessment tools to determine achievement levels of individual students, independent of conventional grade-level designations. The goal is to advance each individual student to higher levels of performance in each subject area using data collected from multiple sources to drive instruction. The EOC and other required assessments will be administered. GradPoint assessments and other criteria tests aligned with Ohio's Academic Content Standards will be administered. Also, standardized tests may be administered. While these standardized tests provide valuable information, the accurate testing, intervention, and modification of instruction by the teachers is critical to the success of the students. The administrative team will monitor the instructional process so that appropriate modifications occur.

Goals/Outcomes Regarding the Annual Report Card, Academic Goals, & Non-Academic Goals:

Note: The School Must Meet or Exceed 70% of the Academic & Non-Academic Goals Below to be Considered for a Contract Renewal

Enrollment: Maintain an enrollment between 100 – 175 students as indicated by the Ohio Department of Education (ODE) report card issued for Zanesville Community High School.

Attendance Rate: Maintain an attendance rate of 75% or higher for all students as indicated by the Ohio Department of Education (ODE) report card for Zanesville Community High School; and, maintain an attendance rate of 73% or higher for any identified subgroups as reported in the same document.

High School Test Passage Rate: Meets or Exceeds Standards rating on this criterion as indicated by the ODE report card for Zanesville Community High School; and, obtain a percentage score at or above the "Comparison Group" as indicated by the ODE report card for Zanesville Community High School.

Final School Rating: Receive a Meets or Exceeds Standards rating on this criterion as indicated by the ODE report card for Zanesville Community High School; and, obtain 20% or less deficiency on the School rating, High School Test Passage rate, Gap Closing rating, Progress rating, and all Graduation ratings when compared to local regional Dropout Prevention & Credit Recovery High Schools per their ODE report card as it pertains to Meets/Exceeds standards issued.

Graduation Rate: As it pertains to the ODE Dropout Prevention & Credit Recovery High School ODE report card:

Meets or Exceeds Standards on the 4-year Graduation Rating; and, obtain a percentage score at or above the "Comparison Group" for Zanesville Community High School.

Meets or Exceeds Standards on the 5-year Graduation Rating; and, obtain a percentage score at or above the "Comparison Group" for Zanesville Community High School.

Meets or Exceeds Standards on the 6-year Graduation Rating; and, obtain a percentage score at or above the "Comparison Group" for Zanesville Community High School.

Meets or Exceeds Standards on the 7-year Graduation Rating; and, obtain a percentage score at or above the "Comparison Group" for Zanesville Community High School.

Meets or Exceeds Standards on the 8-year Graduation Rating; and, obtain a percentage score at or above the "Comparison Group" for Zanesville Community High School.

Meets or Exceeds Standards on the Combined Graduation Rating; and, obtain a percentage score at or above the "Comparison Group" for Zanesville Community High School.

Gap Closing: Meets or Exceeds Standards as indicated on the ODE Dropout Prevention & Credit Recovery High School report card for Zanesville Community High School; and, any identified subgroup to be within 10% of the overall score for this measure.

Progress Monitor: Annually Progress Monitor (using NWEA MAP or similar instrument) all full-time, full-year students at least twice per year resulting in 75% or above of all students, and all identified subgroup populations as identified on the ODE report card for ZCHS, achieving 60% or above growth per year.

Credits Earned: Eighty percent (80%) or above of all full-time, full-year students, and all identified subgroup populations as identified on the ODE report card for ZCHS, will earn four (4) or more credits toward graduation per year.

Student Discipline: Eighty percent (80%) or above of all full-time, full-year students, and all identified subgroup populations as identified on the ODE report card for ZCHS, will log less than 5 days of lost instruction per student due to out-of-school suspension.

Student Engagement (Community Service/Employment/Project Lab/College Exploration/Military Exploration/Extra or Co-Curricular Clubs & Activities): Thirty percent (30%) or above of full-time, full-year students, and all identified subgroup populations as identified on the ODE report card for ZCHS, will log at least 10 hours of engagement in at least one of the areas listed above or 10 hours of engagement in a combination of areas listed above.

Vocational School Visit: Sixty percent (60%) of all full-time, full-year 10th Grade students, including all identified subgroup populations as identified on the ODE report card for ZCHS, will visit the Mid-East Career Center on an organized fieldtrip.

Should the SCHOOL fail to meet the minimum standards prescribed by the state or any area of this contract, Zanesville Community High School will create an improvement plan, in consultation with Zanesville City Schools, in the area not meeting minimum standards.

Other Academic Indicators

Baseline data will be obtained on an entering student's academic achievement and Zanesville Community High School will chart the growth and progress. This data will be used to monitor and make recommendations for necessary curricular changes. In addition, benchmarking data (such as NWEA MAP Testing) will be shared with the SPONSOR during the Fall site visit (baseline data) and during the Spring site visit (growth data) or Board of Directors meetings during this same time span (Fall/Spring). All data should include comparisons to state results for community schools and schools serving similar demographics. In addition, other academic areas may include the following: post-secondary enrollment; military enlistment; entrance into adult education programming; and, workforce data.

Each year, the Ohio Department of Education releases a report card for each community school. Zanesville Community High School's report card is specially created for the school as a drop-out credit recovery school. It is the sponsor's expectation that any school sponsored will meet or exceed the student performance comparison groups as reported on the report card. In the event that a subgroup is identified, the subgroup will perform within 5 points of the total group as determined using the state's methodology.

Community School Events

The sponsor recognizes the need of the school(s) it sponsors to recognize the progress of its students in public, community events that invite stakeholders into the school. The Zanesville Community School must offer a minimum of 15 hours of parent/teacher conference time, one open house, one senior awards banquet, and one formal graduation ceremony each year.

Annual Report Card

Once a year the Governing Authority, ZCHS Principal/Director, and the Board of Directors will perform a strategic review of the Zanesville Community High School's education program. The review includes the yearly report card from the State of Ohio. In addition to ZCHS data, this strategic review should include comparisons to state results for community schools and schools serving similar demographics.

Fiscal Performance Indicators

Auditor reports, periodic cash flow statements, and other relevant reports are deemed public records and therefore are available for review by the media and citizenry. The SCHOOL annual report will speak to these issues. The Governing Authority and the Board of Directors will provide ongoing monitoring in cooperation with the Treasurer and Principal. Appropriate fiscal information will be made generally available to the public. Representatives of ZCS will be invited to any financial audit meetings. The Board of Directors will be invited to attend the audit exit meeting of an external audit conducted by the State Auditor.

Annual Report

As required of all public schools, an annual report will be prepared and submitted to the Office of School Options and the Legislative Office of Education Oversight by August 15 of each school year. This report will include but not be limited to educational performance indicators including OGT test results; other performance indicators including attendance and graduation/completion rate; program audits results and findings; fiscal status; and fiscal audit results and findings. Furthermore, this report will be made available to all parents and interested citizenry.

Renewal Plan including High Stakes Reviews

Consideration for renewal of contract will be based upon successful bi-annual site visits measures; successful annual summative evaluations during the time period of this contract (**including: High-Stakes Review – See**

Academic & Non-Academic Performance Measure: High Stakes Evaluation Measures document); meeting or exceeding expectations of the annual state issued report card as indicated in the Educational Plan; successful external audits as indicated by the State Auditor and as indicated in the Financial Plan; adherence to the terms of this contract; successful completion of any improvement plans developed during the time period of this contract; legal compliance, successful organizational & operational practices; and, completion of the renewal application process/steps and review. To qualify for contract renewal, the SCHOOL must meet or exceed 70% of the items listed in the Academic & Non-Academic Performance Measure: High Stakes Evaluation Measures document.

Oversight and Evaluation - Note: Information will be gathered throughout the school year during Informal Site Visitations, during the Formal Fall & Spring Site Visitations, during official/monthly Governing Authority meetings on the ZCHS campus, during monthly Board of Director meetings, during monthly Zanesville City Schools Board of Education meetings, with Stakeholder Groups through Survey/Interview, collection of documents, and during the “High Stakes Review/Evaluation.

Recommendations/Interventions/Improvement Plans – Any deficiency noted on the written “Current Contract Goals Review Checklist,” that is used to document the items listed above in “Oversight and Evaluation,” and will trigger a recommendation, an intervention, or an improvement plan based upon the severity of the item indicated as deficient. In addition to the written information listed on the “Current Contract Goals Review Checklist,” items listed as deficient will be discussed during the site visit feedback meetings, during ZCHS Governing Authority (SCHOOL) meetings and associated feedback form; during Zanesville City Schools Board of Education (SPONSOR) meetings and associated feedback form; and, during Board of Directors (COMBINED) meetings and associated feedback form.

Five-Year Projection and Spending Plan Attachment

May 2017 submission
009148

County: Muskingum

Zanesville Community High School

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended June 30, 2014 through 2021, Actual and
the Fiscal Years Ending June 30, 2017 through 2021, Forecasted

	Actual		Forecasted					
	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021
g Receipts								
ondation Payments (3110, 3211)	\$880,278	\$741,839	\$909,909	\$1,132,773	\$1,144,101	\$1,155,542	\$1,167,097	\$1,178,768
for Services (1500)	1,992	1,157	435	0	0	0	0	0
00, 1700)	0	0	0	251	450	450	450	450
330, 1840, 1850, 1860, 1870, 1890)	487	0	0	35	50	50	50	50
erating Receipts	\$882,757	\$742,996	\$910,344	\$1,133,059	\$1,144,601	\$1,156,042	\$1,167,597	\$1,179,268
g Disbursements								
ies and Wages	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
oyee Retirement and Insurance Benefits	0	0	0	0	0	0	0	0
ased Services	892,607	1,017,099	1,067,878	950,799	1,059,307	1,080,363	1,101,848	1,123,770
lies and Materials	41,054	29,514	64,574	61,828	82,500	62,500	62,500	62,500
ital Outlay - New	0	718	16,141	0	1,000	1,000	1,000	1,000
ital Outlay - Replacement	0	0	0	0	0	0	0	0
er	5,426	8,590	6,716	5,518	6,750	6,750	6,750	6,750
erating Disbursements	\$939,087	\$1,055,921	\$1,155,309	\$1,018,145	\$1,149,557	\$1,150,613	\$1,172,098	\$1,194,020
f Operating Receipts Over (Under)								
g Disbursements	-\$56,330	-\$312,925	-\$244,965	\$114,914	-\$4,956	\$5,429	-\$4,501	-\$14,752

Operating Receipts/(Disbursements)

Grants (all 4000 except fund 532)

Fiscal Stabilization Funds (SFSP)

\$114,179	\$121,338	\$143,059	\$112,528	\$115,000	\$115,000	\$115,000	\$115,000
xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx

	Actual		Forecasted					
	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
	2014	2015	2016	2017	2018	2019	2020	2021
Grants (3200, except 3211)	0	0	0	0	0	0	0	0
Grants (1820)	0	0	0	0	0	0	0	0
Income (1400)	921	614	0	920	610	610	610	610
Proceeds (1900)	0	0	0	0	0	0	0	0
Principal Retirement	0	0	0	0	0	0	0	0
and Fiscal Charges	0	0	0	0	0	0	0	0
s - In	0	0	0	0	0	0	0	0
s - Out	0	0	0	0	0	0	0	0
Nonoperating Revenues/(Expenses)	\$115,101	\$121,952	\$143,059	\$113,448	\$115,610	\$115,610	\$115,610	\$115,610

Operating and Nonoperating Receipts
(under) Operating and Nonoperating
Disbursements

Balance Beginning of Fiscal Year

Balance End of Fiscal Year

\$58,771	-\$190,973	-\$101,906	\$228,362	\$110,654	\$121,039	\$111,109	\$100,858
\$586,675	\$645,446	\$454,473	\$352,567	\$580,929	\$691,583	\$812,622	\$923,731
\$645,446	\$454,473	\$352,567	\$580,929	\$691,583	\$812,622	\$923,731	\$1,024,589

Items for State Fiscal Stabilization Funds

urchased service contracts for professional & technical services, mileage, utilities,

4. Supplies, and Textbooks

the following:
educational supplies, textbooks, library books, periodicals, office supplies, software, etc.
pplies budgeted in all state & federal grants.
pplies for lunchroom.
urchased new Google Chromebases in FY16 and FY17.
timates for FY17 and thereafter were estimated based on the three year history and needs.

Replacement Equipment (Capital Outlay)

the following:
ew equipment, replacement equipment, and other capital outlay items such as computers.
estimates for FY17 and thereafter were estimated based on the three year history and needs.

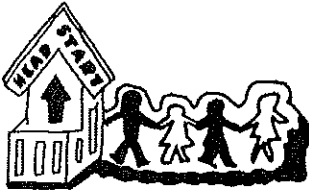
Expenditures

the following:
udit costs, bonding costs and contract services for completing the GAAP accounting requirement.
estimates for FY17 and thereafter were estimated based on the current history.

PERATING REVENUE:

the following:
deral lunchroom monies and federal grants such as Title I, Title VIB, etc.

interest income from active moneys on deposit.
was not transferred and recorded prior to June 30, 2016. FY16 amount is included with FY17.



Muskingum County Head Start

1580 Adams Lane • Zanesville, Ohio 43701 • (740) 454-6251 • Fax (740) 454-7369

Transition Agreement

Agreement for Collaboration and Transition Plan between Muskingum County Head Start and Zanesville City School District.

Muskingum County Head Start and Zanesville City School Districts have agreed upon the following cooperative activities that will provide for the smooth transition of children and families leaving the Head Start program and entering the public school system. All areas of collaboration involving the school and Head Start will be in accordance with the policies and procedures of both agencies.

Transition Purpose Statement

We recognize that a transition from an early childhood program is a major event in a child's life. The intent of this agreement is to promote a seamless delivery system at this transition stage for young children and their families living in Muskingum County. It is our intent that this agreement will be family focused, will reduce any anxiety of children and families facing this transition, and increase collaboration among those providing services. This agreement will establish predictable guidelines to follow. Our commitment is to keep each other well informed, to avoid duplication efforts, to close gaps in service delivery, and to ensure that needs and aspirations of families and children are at the center of each child's transition.

1. **Objective:** To ensure children eligible to be enrolled are referred to the school system and Head Start.

Procedures: Upon request, Head Start will supply each school district in Muskingum County with a list of kindergarten eligible Head Start children that will be attending their district for the next school year. Head Start will refer to the school any identified school age children who are not yet enrolled in school. Head Start will also make information available to families with kindergarten eligible children, who have relocated to the school's service area that will assist the family in preparing to enter school in the fall.

Time Line: Ongoing with the focus on recruitment in spring and fall.

2. **Objective:** To familiarize and build an understanding between Head Start and public schools of the guidelines and requirements that the public schools and Head Start must follow.

#20-247

Procedures: The school district will encourage their kindergarten teachers to visit and observe Head Start classrooms when time allows. The school district will encourage and welcome Head Start children and/or teachers to visit their schools and kindergarten classrooms in order for the Head Start children to become familiar with the public school where they will be enrolled. When possible, Head Start will send a representative to meet with school administration and Kindergarten teachers to ensure a seamless transition for the children who attend Head Start and eligible for kindergarten. Visits should be held via Zoom or any other video communication. If agreed by both parties, other arrangements can be made to fit the needs.

Time Line: Ongoing

3. **Objective:** To familiarize families of children leaving Head Start with the public school.

Procedures: The school district will provide Head Start with the information regarding Kindergarten orientation and registration dates to distribute to families. The district will provide Head Start a kindergarten teacher or representative to speak about kindergarten readiness and to answer questions from Head Start parents at a parent meeting.

Head Start will inform parents about upcoming transition activities, such as kindergarten orientations and registrations through fliers, newsletters, meetings and personal contacts. Head Start will conduct a parent meeting to share transition information with parents of children moving on to the kindergarten.

Time Line: March-May

4. **Objective:** To share expertise and training between school staff and Head Start staff which may be beneficial in assisting persons who are working with young children.

Procedures: When possible, the school district will invite Head Start personnel to relevant training if space is available. The school district will share training resources (i.e., books, videos, etc.) for relevant topics with Head Start when the materials can be beneficial to Head Start staff.

Head Start will invite public school staff to relevant trainings if space is available. Head Start will provide early childhood services and/or training to the school system when feasible. Head Start will share training resources (i.e., books, videos, etc.) for relevant topics with the school district.

Time Line: Ongoing

5. **Objective:** To assist in the provision of the smooth transition of children and families leaving Head Start and entering the school district.

Procedure: Head Start teachers will include transition activities in their lesson plans. Head Start will supply individual children's information to the school district. Head Start will highly encourage and support all Head Start parents to attend the scheduled kindergarten registration with their child. Head Start will make every effort to see that age eligible children are registered with their district of residence, making follow up contacts when made aware from the school that registration has not happened. Head Start will develop summer transition packets for Head Start families leaving Head Start and entering into the public schools. Head Start will serve as a resource, referral and support agency for past Head Start parents.

Time Line: Spring

6. **Objective:** To evaluate the Transition Agreement periodically and coordinate efforts through annual meetings.

Procedure: The school district representative, _____ and Head Start representative, Morgan Kussmaul will be given the opportunity to meet to reevaluate the effectiveness of coordination efforts. Discussion will be continued on sharing resources to increase comprehensive and quality services for the children. Determination of needed modifications, expansions, and/or additions to the written agreement will be made.

Time Line: June and September



Head Start Executive Director

8/13/20

Date

District Superintendent

Date

ZANESVILLE CITY SCHOOLS DISTRICT
JOB DESCRIPTION

TITLE:	Latchkey Coordinator	REPORTS TO:	Assistant Superintendent
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QUALIFICATIONS

- Associates degree or higher.
- Show willingness to work during all program hours: before school, after school, and summer.
- And/or any additional qualifications, training or other credentials, as determined by the Board of Education

REQUIRED SKILLS AND ABILITIES

- **Communication Skills:** Must be able to read, analyze, and interpret information relevant to the position, including being able to speak effectively to small and large groups of people, and to communicate clearly and concisely both orally and in writing.
- **Leadership Ability:** Must be able to articulate a vision and mission for the district and provide the appropriate direction, guidance, and management skills to achieve them.
- **Mathematics Skills:** Must have the ability to work with basic mathematical and computational concepts.
- **Reasoning Ability:** Must be able to define problems, collect data, establish facts, and draw valid conclusions.
- **Technology Skills:** Able to effectively use, as it applies to your specific job function, typical office applications and computer programs such as word processing, spreadsheets, and presentations; must be able to use email.

PERSONAL QUALIFICATIONS

- Demonstrates enthusiasm and a sincere desire to aide and ensure the safety of all.
- Is able to accept constructive criticism/feedback.
- Demonstrates professional tact and diplomacy with administrators, staff, teachers, students, parents and the diverse community.
- Is conscientious and assumes responsibility for one's own work performance.
- Anticipates problems and unforeseen events and deals with them in an appropriate manner.
- Demonstrates an ability to make proper decisions when required.
- Demonstrates loyalty to the administrative team.
- Possesses high moral character and a good attendance record.
- Promotes good social relationships as well as promoting good public relations by personal appearance, attitude and conversation.
- Participates in appropriate professional organizations and their activities.
- Maintains a calm attitude and sense of control at all times.
- Maintains a high level of ethical behavior and confidentiality of information.
- Possesses the ability to be flexible and adaptable to changing situations. \

JOB GOAL: To provide a safe, orderly, student-centered, parent friendly program to care for Zanesville City School students before school, after school, and (on occasion) during the school day.

WORK ENVIRONMENT/CHARACTERISTICS AND CONDITIONS The work environment characteristics described here are not listed in order of importance, and are representative of those an employee

Pending Board Approval 8/24/2020

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encounters while completing the duties and responsibilities of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the duties and responsibilities. The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position.

- Occasional work that may extend beyond the normal workday.
- Occasional exposure to blood, bodily fluids and tissue.
- Occasional operation of a vehicle under inclement weather conditions.
- Occasional interaction among unruly children/adults.
- Many situations that require hand motions, e.g., computer keyboard typing, writing.
- Consistent requirements to sit, stand, walk, hear, see, read, speak, reach, stretch with hands and arms, crouch, kneel, climb and stoop.
- Consistent requirements to lift, carry, push and pull various supplies and/or equipment up to a maximum of 50 pounds.

DUTIES AND RESPONSIBILITIES

- Provides accountability and direction for the Zanesville Latchkey Program operation at Zanesville City Schools.
- Update forms, including, but not limited to, the **Policy and Procedure Plan** to reflect most current safety guidelines, Duplicate as needed & mail/email forms to families
- Process registration forms and compile student records book –then cross reference with classroom teacher lists
- Complete daily attendance record for before school, after school, and Friday
- Update parent handbook-Newsletter for Parent Communications
- Prepare latchkey list to share with classroom teachers and develop a plan for transition to and from the classrooms.
- Determine what current supplies can be utilized and what is needed.
- Assess current inventory of equipment, including craft supplies to be used by students, develop a storage plan and what is needed.
- Requisition for needed supplies.
- Clean and prep current classroom, new spaces, and storage areas.
- Develop a seating chart plan and signage for students.
- Prepare student daily schedule/timeline.
- Select activities to engage students that follow the most updated protocols.
- List and gather needed supplies for activities.
- Prepare a monthly snack menu and submit food order.
- Prepare staff schedule & provide to staff .
- Confirm available subs.
- Complete a staff calling list.
- Review annually staff training needs.
- Schedule staff meetings to review new guidelines and protocol.
- Bill and collect payments and manage/deposit funds.
- Perform other duties as assigned by the Assistant Superintendent.

