

**FIRST AMENDMENT TO AGREEMENT BETWEEN THE OHIO DEPARTMENT OF
EDUCATION; OFFICE OF SCHOOL SPONSORSHIP AND YOUNGSTOWN COMMUNITY
SCHOOL A COMMUNITY SCHOOL**

This First Amendment to Ohio Community School (hereinafter "First Amendment") is made and entered by and between the **Ohio Department of Education** (hereinafter the "Department") and **Youngstown Community School** (hereinafter "the School"). In consideration of the mutual promises and obligations contained herein, the parties agree by and between themselves to amend the Agreement between the Ohio Department of Education; Office of School Sponsorship and Greater Summit Academy Early Learning Center, a Community School ("Original Contract"), which was effective July 1, 2020, as follows:

PROVISIONS

The parties acknowledge and agree to the terms below, which will modify, supplement and supersede the terms of the Original Contract:

1. Legislative Updates: The following sections of the Ohio Revised Code (ORC), as amended since July 1, 2020, shall be included as sections with which the School must comply in accordance with ORC 3314.03(A)(11)(d):

ORC sections 3320.01, 3320.02, 3320.03 (collectively, the "Ohio Student Religious Liberties Act of 2019"), 3313.669 (threat assessment teams), 3313.6610 (anonymous reporting programs), 3319.077-.078 (multi-sensory structured literacy certification), 3323.251 (dyslexia screenings), and 5502.262 (school emergency management plans).

The following section of the ORC shall be removed as sections with which the School must comply in accordance with ORC 3314.03(A)(11)(d):

ORC section 3313.536 (formerly school emergency management plans, now renumbered).

2. Attachment 15: The School's remote learning plan for the 2020-2021 school year, attached hereto as Attachment 15, shall be incorporated as an attachment to the Original Contract.
3. Attachment 16: The School's new goals, attached hereto as Attachment 16, shall be incorporated as an attachment to the Original Contract.
4. The terms contained in this First Amendment shall be effective as of July 1, 2020 and will remain in effect through the remainder of the term of the Original Contract. All other terms set forth in the Original Contract except those expressly amended herein shall remain in full force and effect.

[Signatures on next page]

NOW THEREFORE, the parties have caused this First Amendment to be executed by its authorized representatives on the last day set forth below.


Youngstown Community School ("the School")

By: 

Date: 6/17/21

Print Name: Charles George

STATE OF OHIO,
Ohio Department of Education (the "Department")

By: 
Paolo DeMaria
Superintendent of Public Instruction

Date: 7-14-2021_____



Youngstown Community School
50 Essex Street
Youngstown, Ohio 44502
330-746-2240

Remote Learning Plan

Community School Name:	Youngstown Community School
IRN:	134072
Date Approved by Governing Authority:	July 9, 2020
Submission Date:	July 9, 2020

Provide a description of how student instructional needs will be determined and documented

The school will continue to follow the education plan as detailed in its community school sponsor contract and in compliance with ORC 3314.03 to meet the students' instructional needs. As indicated in the school's education plan and alternative re-opening plan, local assessments and teacher-developed criterion – referenced diagnostic and summative assessments will be used to ensure student instructional needs are being met

Describe the method to be used for determining competency, granting credit and promoting students to higher grade level

The school will continue to utilize the methods described in the school's alternative re-opening plan and its community school contract educational plan as required by ORC 3314.03.

Include the school's attendance requirements, including how the school will document participation in learning opportunities

Attendance will be monitored and documented in compliance with the school's policy. During periods of remote learning, attendance will be determined based upon participation in learning opportunities and through staff and teacher communications with students. Teachers will utilize a variety of communication methods to engage students and families throughout remote learning periods. These methods include, but are not limited to, video classroom and video conference connections, US mail, e-mail, text messaging, , telephone calls, and face-to-face communications.

Learning Opportunities, completion of assignments, and student engagement through various methods will be tracked and documented by the teachers and staff as indicated in the school's plan.



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Provide a statement describing how student progress will be monitored

The school will continue to monitor student progress pursuant to the school's educational plan, alternative re-opening plan, and board approved policies. During periods of remote learning, teachers will work with students and assess student work. Teachers will monitor student engagement and assess individual learning, progress and performance during these periods. Teachers will document performance as indicated in the school's plan.

Provide a description as to how equitable access to quality instruction will be ensured

The school will continue to follow its community school contract education plan, alternative re-opening plan and equity plan. The methods of delivery of instruction will be based upon individualized student needs, circumstances, and course content. Teachers will assess students to determine whether additional supports are needed throughout periods of remote learning. During periods of remote learning, a variety of delivery methods may be used including, but not limited to independent study, project-based learning, learning activity packets, credit flexibility, research projects, cross-grade grouping, cooperative learning, peer tutoring, work-based learning, television, podcasts, film, video, or other methods as determined by teaching staff and school administration to meet student needs.

Provide a description of the professional development activities that will be offered to teachers

The school will continue to provide professional development for teachers according to its planned professional development calendar. Additional professional development will be made available based upon feedback from the building leader team and teacher-based teams and individual teacher requests. Teachers will be provided professional development to assist with remote learning topics. Professional development delivery may include workshops, on-line courses, and collaborative workshops with teacher-based teams.

The School continues to comply with requirements otherwise prescribed under continuing law regarding a minimum number of school hours and state funding.

Signature
Governing Authority Chair

Signature
School Building Leader

OSS Community School Contract 2021-2022
School Goals

Kindergarten – 8th Grade

S.M.A.R.T Goals — *The school will track the academic progress of 100% of students using standards-based report cards, performance assessments, and universal screening tools during each school year of the contract. Teacher Based Team meetings will be held monthly with teams reviewing academic progress of all students using the Response to Intervention Model framework. Students will be grouped into three tiers based on their academic performance. Teachers will use all the collected data to differentiate instruction within the general education classroom. 100% of students, who are not making sufficient progress, including those students receiving special education services, will receive focused interventions in their area(s) of weakness.*

K-8 reading

- a. 80% of students, who have attended the school for one or more years, will achieve “on track” or “proficient” on required AIR Reading assessment by the end of the contract.
- b. 80% of students will annually meet or exceed projected growth as identified on the reading assessment named in the sponsor contract.
- c. The gap in reading between students with disabilities and the total population will be reduced by 10% on AIR tests annually throughout the term the contract.

K-8 math

- a. 80% of students who have attended the school for one or more years, will achieve “on track” or “proficient” in math on required AIR tests by the end of the contract
- b. 80% of students will annually meet or exceed student projected growth as indicated on the math assessment named in the sponsor contract.
- c. The gap in math between students with disabilities and the total population will be reduced by 10% on AIR tests annually throughout the term of the contract.

K — 3 Early Literacy per Ohio Accountability

S.M.A.R.T Goal — *The school will administer an approved reading diagnostic assessment to all K — 3 students prior to September 30th to identify students who are on-track or not-on-track in their reading skills. Those students who are identified as not-on-track will receive a Reading Improvement and Monitoring Plan within 60 days of the assessment. The plan will identify the student's specific reading deficiencies and will describe additional services and supports that the student will receive. The Reading Improvement and Monitoring plan will be monitored on a monthly basis by the teachers with 70% of students meeting “on track” or “proficient” by end of year assessment.*

- a. 70% of students requiring a reading improvement and monitoring plan will meet “on track” or “proficient” on the end of year assessment.

Kindergarten – 8th Grade – Non-Academic Goals

S.M.A.R.T Goal - Family Engagement

The school will provide parents with the opportunity to attend at least one informational session during each school year, including but not limited to the school's academic plan information night, PBIS processes, literacy or math focused student centered “knowledge” night, or school events where parents receive information and guidance on student academic success. The school will survey parents to monitor attendance and gauge interest and involvement.

- a. K-12 – The school will offer a minimum of two academic informational nights annually and will monitor family attendance and involvement by receiving 75% of survey responses identifying attendance or positive reactions in response to the opportunity to learn more about academic performance of the school and their student.

S.M.A.R.T Goal - Operational/Academic Professional Development

Consistency is the key to success at any educational institution. To this end, the school will ensure that the operational and academic procedures and processes are reviewed annually by educators, staff and leadership. This includes but is not limited to training on staff and family handbooks, policy and procedure manuals, and educational content and instructional professional development.

In addition to school operations training for all staff, the school will provide professional development to all core content teachers and teacher aides to support the implementation of the school's education plan including the following evidence-based instructional practices: balanced literacy, writer's workshop (Pre K-6), content and disciplinary literacy (7-12), writing across the curriculum (7-12), critical thinking (Pre K-12) and mathematical thinking (Pre K-12).

- a. 100% of the school's core content instructors will receive six (6) hours of professional development on evidence-based instructional strategies relating to the school's educational model.

