

**SECOND AMENDMENT TO
RENEWAL COMMUNITY SCHOOL SPONSORSHIP CONTRACT
FOR
THE TOMORROW CENTER
IRN #148981**

WHEREAS, the parties have previously executed and are operating pursuant to the Renewal Community School Sponsorship Contract for The Tomorrow Center (“Contract”) commencing July 1, 2020 and continuing through June 30, 2024; and

WHEREAS, R.C. 3314.03 requires a sponsor contract to include information regarding a blended learning model if a community school chooses to use such a model; and

WHEREAS, the Tomorrow Center (“School”) desires to operate a blended learning model.

NOW THEREFORE, in consideration of the mutual covenants and conditions contained herein and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

Section 1: The Parties amend and restate Article I, Section C of the Contract as follows:

STEM School Designation. The SCHOOL is not presently planning to seek designation for the SCHOOL as a STEM school under Section 3326.032 of the Ohio Revised Code.

Section 2: The Parties modify Article IV, Section D of the Contract by inserting the following paragraph as Subdivision xi:

xi. All non-classroom based learning that occurs pursuant to the School’s Blended Learning Program.

Section 3: The Parties agree to an addendum to Exhibit 1, Part A of the Contract by incorporating the document attached hereto as Attachment (Z) describing the School’s Blended Learning Program as required by R.C. 3314.03(A)(29).

Section 4: The Parties agree the terms of this First Amendment will be incorporated into the Contract between the Parties. All other terms and conditions of the Contract shall remain in full force and effect. This First Amendment represents the entire agreement between the Parties with respect to its subject matter and shall only be amended by a signed writing.

The Parties have executed this Amendment through their duly authorized representatives as of the date written below.

GOVERNING AUTHORITY:

The Tomorrow Center

By: _____

Its: _____

Date: _____

And

By: _____

Its: _____

Date: _____

SPONSOR:

Mid-Ohio Educational Service Center

By: _____

Its: _____

Date: _____

And

By: _____

Its: _____

Date: _____

BLENDED LEARNING PLAN

The Tomorrow Center (“School”) and Mid-Ohio Educational Service Center (“Sponsor”) agree that the School may implement the blended learning model as described in this document (“Blended Program”). Any substantive changes to the Blended Program will require formal modification of this document.

A. Blended Learning Model Used by the School

The School’s Blended Program will be based on a hybrid of the “flex” model and the “flipped classroom” model, which are further explained at blendedlearning.org. As implemented at the School, students will attend the School in person for four days per week and continue to learn at home for the equivalent of a fifth day per week. The model enables teachers to use class time for more than delivering traditional lectures as teachers will provide support and instruction on a flexible, as needed basis while students work through course curriculum and content. While in school, students will be divided into pods based on credits earned. For their daily schedule, students will move with their pod during the day through one of five thematic blocks (e.g. English or Math). Within each block, a teacher will engage students in intervention, breakout lessons, collaborative learning, one on one intervention, and/or other forms of learning to master their academic requirements. When not in school, students will be able to continue their learning through an online program. Lesson content and delivery will be differentiated to meet student needs.

B. How Student Instructional Needs will be Determined and Documented

Student needs will be determined and documented as described below.

Upon enrollment, the School reviews the student’s educational records from the student’s prior school. Such records may include transcripts, report cards, an IEP, a 504 plan, and student assessment scores. Furthermore, as a DOPR School, the School will, as required by law, administer vendor assessments identified by the Department of Education (currently the Star Renaissance Assessments) for students in ninth grade and higher.

Additionally, the School will meet with each student upon enrollment to discuss instructional needs. Instructional needs for students identified as “at risk” pursuant to R.C 3313.6020 also will be determined, evaluated, and documented through a Student Success Plan. The Student Success Plan is further explained in Policy 7.36. Students that are a part of the School’s Dropout Prevention and Recovery Program will additionally have their needs determined, evaluated, and documented through an Individual Career Plan, which supplements the Student Success Plan. The DOPR Program provides additional counseling and support for the student for the remainder of the student’s high school experience.

While enrolled in the School, student instructional needs will be further determined by delivering instruction using the School’s standards aligned curriculum and resources. Additionally, student

instructional needs will be identified and documented through their performance on various vendor, School, and teacher-created assessments. This student level data – the current skills, knowledge, and disposition of students – will be compared to the desired performance outcomes as specified in State Standards and identified industry demands included in course curricula.

Lesson content and delivery will be differentiated to meet student needs. The in-person portion of school learning is specifically designed to promote discussion of needs with teachers.

For students with disabilities, needs will be determined and documented, as appropriate, through documents such as ETRs, IEPs, Progress Reports, and 504 plans.

Additional student instructional needs will be determined and documented through input from students, parents, and other educators. The School may revisit or reevaluate student needs as it deems necessary based upon individual student factors or upon relevant external factors (e.g., public health emergencies).

C. Method for Determining Competency, Granting Credit, and Promoting Students

The School will determine competency by using a strategically balanced assessment system that incorporates a variety of measurements including vendor, school, and teacher-created assessments that are designed to identify skills, knowledge and dispositions that are crucial to students successful movement to the next learning. Students move to the next level based on mastery, not seat time.

Credit is granted when the student demonstrates mastery in the course as evidenced by appropriate progress towards meeting standards and competency.

Students are promoted by grade pursuant to credits earned. Credits may be earned as a student demonstrate mastery. Therefore, students may be promoted and eligible to graduate midyear.

D. Attendance Requirements and Documentation of Participation in Learning Opportunities

Classroom Based Learning

Students will be required to attend school in person for four (4) days per week (“Classroom-Based Learning”). On Classroom Based Learning days, attendance will be taken pursuant to the School’s existing attendance policy and procedures.

Non-Classroom Based Learning

Students will be expected to complete the equivalent of a fifth day per week through online/experiential learning (“Non-Classroom Based Learning”), which does not have to occur in the School’s Building. As Non-Classroom Based Learning allows the student to control the pace, time, and/or location of learning, students will have flexibility as to when the fifth day of learning is completed. The fifth day will be the equivalent of six (6) hours of learning. The six hour of

Non-Classroom Based Learning will not be required for a week in which the School is not otherwise open for school on a particular Friday (e.g. the Friday after Thanksgiving or other Fridays on the School calendar in which the School is not open).

Attendance for Non-Classroom Based Learning will be tracked in accordance with the current version of the Ohio Department of Education's FTE Review Manual. Attendance data will be tracked with all attendance entries logged as one of the following:

- Online Learning (Tracked)- If the School's online learning system tracks student participation in online learning, the School must be able to produce excel spreadsheets showing the daily, weekly, and monthly accounting of all learning opportunities through that system. The School will follow the minimum documentation requirements for offline learning opportunities, as specified in the most current version of the FTE Manual.
- Online Learning (Self-Reported) – If the School's online learning system does not track student participation in online learning, the School will follow the minimum documentation requirements for other learning opportunities as specified in the most current version of the FTE Manual. The School may use the Alternative Learning Opportunities Documentation Log developed by the ODE or a document similar to the Log.
- Offline Learning – For learning that does not occur online, the School will follow the minimum documentation requirements for offline learning opportunities, as specified in the most current version of the FTE Manual. The School may use the Alternative Learning Opportunities Documentation Log developed by the ODE or a document similar to the Log.

Although students may participate in online learning during Classroom-Based Learning days, students will not receive credit for Non-Classroom Based Learning that occurs during in-person school days. However, students may receive participation / attendance credit for engaging in Non-Classroom Based Learning outside of normal classroom hours, but in the School building.

On a regular basis, students will be prompted to turn in logs of Non-Classroom Based Learning Opportunities in a format consistent with the FTE Manual. To the extent required by the FTE Manual, attendance will be certified by a licensed staff member of the School.

E. Student Progress Monitoring

Student progress will be monitored by examining performance on various vendor, School, and teacher-created assessments as well as progress reports for students with IEPs. This student level data – the current skills, knowledge, and disposition of students – will be compared to the desired performance outcomes as specified in State Standards, IEPs, and identified industry demands included in course curricula. Lesson content and delivery will be differentiated to meet student needs.

Teachers will additionally monitor progress by evaluating student performance and progress in Non-Classroom Based Learning. If the student's teacher determines that participation in Non-Classroom Based Learning is unsatisfactory, the teacher may require the student to come to school for all or part of a Friday to complete work.

Finally, for students in grades 9 and higher, the School will additionally monitor progress through the STAR Renaissance Assessments or its successor assessments.

F. Protection of Private Student Data

While the School recognizes that technology allows for expanded opportunities, it recognizes that online learning requires additional attention to protecting student data. Each student in the School shall be entitled to a computer supplied by the School, unless a proper waiver applies. The School shall use a filtering device or install filtering software that protects against internet access to materials that are obscene or harmful to juveniles.

Student data will be protected consistent with the Family Educational Rights and Privacy Act (FERPA), Ohio law, and Board policy. Consistent with this, the School will continue to provide notice to students and their parents/guardians to ensure they are adequately informed regarding their rights.

To further protect private student data, the Board has adopted—and the School complies with—Board Policy 6.16, Student Records, and Board Policy 9.06, Personal Information Systems.

G. Professional Development

Professional development will be offered prior to the school year during staff in-service days, and on select Fridays when students are completing Non-Classroom Based Learning Opportunities. In addition to completing professional development required by law or Board Policy, professional development will be provided to further develop and enhance the School's Blended Learning Model and Trauma Sensitive Care.