

Summit County ESC

TABLE OF CONTENTS

<u>APPLICATION</u>	2
<u>APPLICATION – COVER AND SECTION I</u>	2
<u>APPLICATION – SECTIONS II & III</u>	121
<u>APPLICATION – SECTIONS IV & V</u>	159
<u>APPLICATION – SECTIONS VI & VII</u>	209
<u>ATTACHMENT – ORGANIZATIONAL CHART</u>	221
<u>ADDITIONAL SUPPORTING DOCUMENTS</u>	222
<u>EVALUATION</u>	239
<u>APPLICATION RUBRIC</u>	240
<u>APPLICATION RUBRIC LETTER</u>	264
<u>APPLICATION STATUS & RATIONALE</u>	266

Note: Below are the application and additional documents as they were originally received by ODE. As part of the application process, sponsors have the option to provide additional information and documentation. Therefore, the application and scores indicated below may not be final.

Application Cover Sheet

Name of Organization <i>Summit County Educational Service Center</i>
Contact Information Address: 420 Washington Ave., Cuyahoga Falls 44221 Phone: 330-945-5600 Email: joei@cybersummit.org
Primary Contact Name: <i>Patti Maloney, Executive Assistant to the Superintendent</i> Phone: 330-945-5600 x 513912 Email: pattim@cybersummit.org
Name and IRN of Each Currently Sponsored Conversion Community School: IRN # 011381 Greater Summit County Early Learning Center (GSCELC) 2141 Pickle Road Akron, Ohio 44312

Section I

Sponsor Commitment & Capacity

1. Describe your organization's mission, strategic vision and core values. How has sponsoring a conversion community school supported or extended the organization's vision and values? Please provide any examples, such as mission statement, a strategic plan, board resolutions or policies; feel free to use hyperlinks to the organization's website.

The Summit County Educational Service Center strives to provide educational leadership and opportunities to the residents of Summit and surrounding counties. The SCESC states in the goals for our agency to identify research based best practices and facilitate learning opportunities that focus on systemic thinking and to provide a variety of educational services that enhance the academic achievement and success of students. Core Values include: Collaboration, Commitment, Credibility, Empowerment, Integrity, Listening, Respect, Stewardship, and Trust. Sponsoring and oversight of our community school creates a quality demonstration model for all Summit County Districts to collaborate and advance the work of educating children in an inquiry based model. This is consistent with the goal stated in our strategic plan to, "Promote the exploration and use of innovative strategies and instructional research based best practices" as well as providing "support for initiatives that enhance the academic achievement and success of all students."

(see attached mission and goals statements and/or reference at www.cybersummit.org)

2. Do you intend to open additional or assume sponsorship of existing conversion schools? If so, describe your organization's plan for sponsoring additional community schools. How many and what type of additional community schools do you plan to sponsor in the future? In which counties and districts will the schools be located? *[This question is for informational purposes only; it will not be scored.]*

At this time we are not opening or assuming sponsorship of any conversion or community schools.

3. Describe the level of financial resources your organization has had available for on-going sponsoring activities. Please provide a budget of your organization's yearly revenue and expenditures specific to sponsoring activities.

The Summit County Educational Service Center (further referred to in this document as the ESC) has set aside \$3,000.00 for the purpose of attending state sponsored community school trainings. Although the ESC has not attended a Nationally sponsored event, we do attend bi-annual meetings held at the state level. Because we only sponsor one Community School, we believe this is "commensurate with the scale of our community school profile". The Governing Board of the ESC approved a sponsorship agreement. Due to this commitment, projects that require time and effort for professional development spent by the Superintendent, Superintendent Administrative Assistant, Treasurer, Treasurer office staff and Human Resource Department of the ESC to support this school have been sanctioned by the Board of Governors. Advantage is also taken of the documents and ideas offered on-line, that are of no cost to our organization, are used

to ensure our performance as a sponsor is of the highest quality. (please see financial information attached, including items listed in the financial statement and described in the sponsorship contract)

4. Describe the frequency and the areas of professional development/trainings in which your staff is engaged relative to community school sponsorship. For example, do any staff attend national, state or ODE conferences and workshops?

Over the last six years since Greater Summit County established monthly Building Leadership Team Meetings and District Leadership team meetings. It has been past practice that a Sponsor representative participate and attend regularly those monthly meetings to be informed of community school practices, convey updates on new requirements and also to benefit from mutual dialog through professional development. The sponsor supported the community schools scope of work in acquiring a Race to the Top grant. Sponsor representatives also participated at school meetings when Race to the Top consultants from ODE visited the community school. All of this type of participation by the sponsor extends well beyond requirements. The sponsor representative also attends external workshops on finance, school law, and sponsor updates that have been held in Columbus or Mansfield through ODE or OAPCS to receive timely sponsorship updates and become aware of new requirements, membership services, ongoing legislation and how it affects Charter School operations and help with tracking legislation. The sponsor also has made it a regular practice to receive and share important updates at monthly board meetings based on the professional development they have received and are relevant to supporting the success of the overall operations. All participation by the sponsor in Professional Development has been at the local and state level. No national conferences have been attended by the sponsor representative or any community school representatives.

5. What policies and practices has your organization implemented to avoid potential conflicts of interest in working with the schools it sponsors? Please provide a copy of your conflict of interest policy and examples of signed conflict of interest statements, if available.

The Summit County ESC has a number of policies that address conflicts of interest. These policies were designed to ensure the ESC maintains the highest quality of ethical standards. These policies are also attached.

The Summit County ESC does not maintain the finances for the Greater Summit County Early Learning Center in the ESC financials. The Greater Summit County Early Learning Center has their own set of books as well as bank account and uses the USAS system of cash accounting. The Early Learning Center initiates all of their own purchases and contracts with appropriate checks and balances as seen in public schools throughout the State of Ohio. The Early Learning Center is audited by the Auditor of State's office and is open to public scrutiny at any time. Audits for the Early Learning Center as well as the Educational Service Center can be found on-line through the Auditor of State's website.

While the ESC may assist the leadership of the Learning Center in compliance with law, in no way does the ESC dictate who is hired and at what rate. This, as in all other decisions, is the responsibility and choice of the Board and management of the Early Learning Center. The ESC assists with questions from the ELC as any service center would and exact no influence over this separate public entity.

6. How do you assess your organization's performance as a sponsor? Please provide any examples pertaining to an annual review by the board of the strategic plan goals achieved; or a continuous improvement plan, if applicable; or stakeholder input about services provided; etc.

The success of the community school is a true measure of the success as the sponsor. As the sponsor, our experience is in the public education system has given us a base line to establish policies and procedures that aide in the success of the community school. The community school director meets with the sponsor on a regular basis to dialog on needs and support.

Please include an organizational chart and as requested above, a copy of the organization's budget and expenditures. Additional documentation could include the organization's strategic plan, annual report, independent audits, guidance documents, and/or relevant organizational policies.

MISSION STATEMENT

**The Summit County Educational Service Center
is committed to providing leadership and
service in education.**

Goal #1: LEADERSHIP

**Research, develop, and support
educational leadership initiatives.**

- Provide leadership development activities for policy makers, district administrative staff, building principals, teachers, support staff and students.
- Identify research based best practices and facilitate learning opportunities that focus on systemic thinking and organizational development.
- Cultivate community partnerships and collaborations (e.g., government, universities, health care providers, and others).
- Monitor and promote awareness of legislative activity and assist districts in meeting and/or exceeding compliance with state and federal mandates.

Goal #2: ACADEMIC ISSUES

Provide a variety of educational services and technical assistance in support of district initiatives that enhance the academic achievement and success of all students.

- Deliver educational services that support an aligned system of curriculum development, instruction, and assessment in the context of an academic standards based program of studies.
- Provide a variety of educational services and technical assistance in support of district initiatives that enhance the academic achievement and success of all students.
- Provide consultation and technical support for districts to assist with diagnosis, intervention, and service needs of students.
- Promote the exploration and use of innovative strategies and instructional research based best practices.

Goal #3: STEWARDSHIP

**Serve as responsible stewards of the human and fiscal capital
of the organization.**

- Provide on-going internal professional development.
- Provide a facility that promotes an efficient, effective working environment.
- Develop a shared understanding of the importance of fiscal responsibility.
- Facilitate inter- and intra-department collaborative initiatives.

STATEMENT of VALUES

The Summit County Educational Service Center values:

Collaboration
Commitment
Credibility
Empowerment
Integrity
Listening
Respect
Stewardship
Trust

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 1: LEADERSHIP
Research, develop, and support educational leadership initiatives.

Strategy:
1a. Provide leadership development activities for policy makers, district administrative staff, building principals, teachers, support staff and students.

What (Task):	Who:	When:	Evaluation:
<p>1. Support superintendents, other administrators and teachers in identified best teaching practices:</p> <ul style="list-style-type: none"> • Summit County Superintendents' Association meetings • Principals' Network • Curriculum Directors Network • SCESC Special Ed. Directors' Meetings • Regional Special Education Forum • District Team Facilitation for planning district-wide professional development (PD) • Jacob K. Javits Grant work • Praxis (training and evaluating) • Entry Year Teacher Program • Preschool Systems Model 	<ul style="list-style-type: none"> • State Support Team Region 8 (SST8) Director • Curriculum & Instruction Director • Superintendent • Early Learning School Readiness Coordinator 	<p>Current through the end of 2013</p>	<p>End of the year professional development and/or program-specific feedback</p>
<p>2. Support to District Leadership Teams for systemic change process for school improvement:</p> <ul style="list-style-type: none"> • Ohio Improvement Process 	<ul style="list-style-type: none"> • SST8 Director • Leadership Consultant • SST8 Consultants 	<p>Current through end of 2013</p>	<p>Ohio Department of Education (ODE) - approved Comprehensive Continuous Improve Plan (CCIP)</p>

What (Task):	Who:	When:	Evaluation:
<p>3. Support for development of Positive School Climate through social and emotional health:</p> <ul style="list-style-type: none"> a. Safe Schools Grant b. Life Skills Grant c. Summit County Educational Service Center Alternative Education Academy (AEA) d. Summit County Opportunity Preschool Education Academy (SCOPE) 	<ul style="list-style-type: none"> • Leadership Consultant • SST8 Consultant • Early Learning School Readiness Coordinator 	<p>Current through end of 2013 (contingent upon available grant monies)</p>	<ul style="list-style-type: none"> a. & b. Final grant report approval c. 100% student goal accomplishment d. Appropriate academic achievement and financial security through increased enrollment
<p>4. Explore new opportunities to grow leadership skills of policy makers, administrators and teachers</p> <ul style="list-style-type: none"> a. Survey districts for interest in leadership training b. Survey district interest in networking opportunities for leadership teams c. Introduce Professional Learning Community activities focused upon values in leadership to become an instructional leader d. Pursue website possibilities for leadership support for district policy makers (i.e., board members) 	<ul style="list-style-type: none"> • Leadership Consultant • Business Operations, Special Projects and Technology Director • Curriculum & Instruction Director 	<ul style="list-style-type: none"> a. & b. End of each school year c. September, 2009 d. Fall, 2010 	<ul style="list-style-type: none"> a. & b. 60% survey completion c. Activity identification and implementation d. Evidence gathered that would determine the need for a leadership support website
<p>5. Development of website link and updated information on scientifically-based research materials and best practices in teaching</p> <ul style="list-style-type: none"> • Quick-reference website available via SCESC website for internal and district access 	<ul style="list-style-type: none"> • Business Operations, Special Projects and Technology Director • Webmaster 	<p>Winter, 2010</p>	<p>Link or web page developed</p>

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 1: LEADERSHIP
Research, develop, and support educational leadership initiatives.

Strategy:
1b. Identify research based best practices and facilitate learning opportunities that focus on systemic thinking and organizational development.

What (Task):	Who:	When:	Evaluation:
1. Identify organizations who have best practices in education through SCEESC "Think Tank" to maintain updated knowledge of research-based best practices for educators <ul style="list-style-type: none"> • Extend support to districts or other stakeholders to develop research teams consisting of administrators, teachers and other sources (e.g., university personnel). 	<ul style="list-style-type: none"> • SST8 Director • Committee created of 5-7 members from ESC and SST8 personnel 	Spring, 2010	Development of research-based best practices resources
2. Develop bank of best practices for district and other stakeholders <ul style="list-style-type: none"> • Infusion of best practices from developed bank into various networks (e.g., CD's, Spec Ed Directors, etc.), ESC consultants' work, etc. 	<ul style="list-style-type: none"> • SST8 Director • Committee created of 5-7 members from ESC and SST8 personnel 	Spring, 2010	Development of research-based best practices resources

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 1: LEADERSHIP
Research, develop, and support educational leadership initiatives.

Strategy:
1c. Cultivate community partnerships and collaborations (e.g., government, universities, health care providers, and others).

What (Task):	Who:	When:	Evaluation
1. Provide opportunities for regional collaboration among various providers of services to students: <ul style="list-style-type: none"> • Summit & Medina Counties' combined Curriculum Director's meetings • Regional Special Education Forums (Summit-Portage-Medina) • Preschool Supervisors' Regional Meetings 	<ul style="list-style-type: none"> • Curriculum & Instruction Director • SST8 Director • Early Learning School Readiness Coordinator 	Current through the end of 2013	End of the year professional development and/or program-specific feedback
2. Collaborative efforts between SCESC and area universities: <ul style="list-style-type: none"> • On-going grant writing and implementation with University of Akron and Kent State University • Research Center at Kent State University 	<ul style="list-style-type: none"> • Business Operations, Special Projects and Technology Director • Early Learning School Readiness Coordinator 	Current through the end of 2013	Identified collaborative programs
3. Engage in collaborative/supportive efforts with governmental, health care and other partners to provide services: <ul style="list-style-type: none"> • P-16 Collaborative (preschool through undergraduate school) • Collaboration with Akron Metropolitan Housing Authority • Domestic Preparedness Task Force • Help Me Grow/Ohio Department of Health 	<ul style="list-style-type: none"> • Superintendent • Student Services Director • Business Operations, Special Projects and Technology Director • Early Learning School Readiness Coordinator 	Current through end of 2013	Documentation of attendance at meetings and participation in activities

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 1: LEADERSHIP
Research, develop, and support educational leadership initiatives.

Strategy:

1d. Monitor and promote awareness of legislative activity and assist districts in meeting and/or exceeding compliance with state and federal mandates.

What (Task):	Who:	When:	Evaluation
1. Provide legislative updates for varied leadership groups: <ul style="list-style-type: none"> • Principals' Meetings • Special Education Forum • Curriculum Directors' Network • Summit County Superintendents' Association meetings 	<ul style="list-style-type: none"> • Superintendent • Student Services Director • Gifted Coordinator • Curriculum & Instruction Director 	Current through end of 2013	End of the year professional development and/or program-specific feedback
2. Enhance communication on legislative issues among internal as well as district personnel and other stakeholders: <ul style="list-style-type: none"> • Explore options for sharing current legislative information to internal staff 	<ul style="list-style-type: none"> • Leadership Consultant 	September, 2009	Specific communication sent each school year and information posted on web page
3. Develop tools for legislative communication: <ul style="list-style-type: none"> • Website information and links • Brochures and other print mediums 	<ul style="list-style-type: none"> • Business Operations, Special Projects and Technology Director • Webmaster 	September, 2009; updates through 2013	Link, web page and/or other media developed

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 2: ACADEMIC ISSUES

Provide a variety of educational services and technical assistance in support of district initiatives that enhance the academic achievement and success of all students.

Strategy:

2a. Deliver educational services that support an aligned system of curriculum development, instruction, and assessment in the context of an academic standards based program of studies.

What (Task):	Who:	When:	Evaluation:
1. Continue to facilitate the following: <ul style="list-style-type: none"> • Development of courses of study • Development of pacing guides • Development of common formative and summative assessments • Development of specific lesson design • Development of model lessons. 	<ul style="list-style-type: none"> • Content consultants 	Current through end of 2013	Professional development formal feedback
2. Continue to assist districts with textbook and related resource selection.	<ul style="list-style-type: none"> • Content consultants 	Current through end of 2013	Adoption by district boards of education
3. Continue to present/facilitate workshops related to formative assessment.	<ul style="list-style-type: none"> • Content consultants 	Current through end of 2013	Professional development specific feedback
4. Lead district personnel in the implementation of the Ohio Improvement Process (OIP) and the Decision Framework (DF).	<ul style="list-style-type: none"> • Curriculum & Instruction Director and selected consultants 	Current through end of 2013	District implementation of goals, strategies, and actions steps
5. Continue to provide professional development related to reading and writing across the curriculum.	<ul style="list-style-type: none"> • Content consultants 	Current through end of 2013	Professional development specific feedback

What (Task):	Who:	When:	Evaluation:
6. Provide professional development related to integrated lesson design, including that appropriate for self-contained grade-level classrooms.	<ul style="list-style-type: none"> • Content consultants 	Current through end of 2013	Professional development specific feedback
7. Provide professional development focused on developing student communication of ideas through writing.	<ul style="list-style-type: none"> • Content consultants 	Current through end of 2013	Professional development specific feedback

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 2: ACADEMIC ISSUES

Provide a variety of educational services and technical assistance in support of district initiatives that enhance the academic achievement and success of all students.

Strategy:

2b. Provide a variety of educational services and technical assistance in support of district initiatives that enhance the academic achievement and success of all students.

What (Task):	Who:	When:	Evaluation:
1. Continue to provide Ohio Achievement and Ohio Graduation Test Data Item Analysis for districts.	<ul style="list-style-type: none"> Content consultants and technology personnel 	Current through end of 2013	Final product in district hands (via district curriculum directors)
2. Continue to in-service districts using test data to examine content area strengths and weaknesses.	<ul style="list-style-type: none"> Content consultants 	Current through end of 2013	Professional development specific feedback
3. Continue to assist districts in the collection and analysis of multiple years of test data for the purpose of finding trends.	<ul style="list-style-type: none"> Content consultants and technology personnel 	Current through end of 2013	Professional development specific feedback
4. Facilitate the analysis of both pre-populated and other data types in connection with the OIP and DF.	<ul style="list-style-type: none"> Selected SCESC staff 	Current through end of 2013	Observed use of data in the development of district goals
5. Continue to help facilitate the process of district creation of their assessments and the placing of them in a format suitable for scanning and use in conjunction with item analysis.	<ul style="list-style-type: none"> Content consultants 	Current through end of 2013	Delivery of product to the district

What (Task):	Who:	When:	Evaluation:
6. Continue to assist districts with analysis of Value-Added data.	<ul style="list-style-type: none"> • Curriculum and Instruction Director 	Current through end of 2013	Professional development specific feedback
7. Assist districts in the use of data sites and tools such as <i>Success, Measure-Up</i> and <i>Data Driven Decisions for Academic Achievement (D3A2)</i> to build capacity in the implementation of data-based decision-making.	<ul style="list-style-type: none"> • Selected SCESC staff 	Current through end of 2013	Professional development specific feedback
8. Assist, support and offer consultation services for districts which have expressed interest in the implementation of Mandarin Chinese in their curriculum.	<ul style="list-style-type: none"> • Business Operation, Special Projects and Technology Director • Curriculum & Instruction Director 	Winter, 2009 through end of 2013	District implementation of Mandarin Chinese

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 2: ACADEMIC ISSUES

Provide a variety of educational services and technical assistance in support of district initiatives that enhance the academic achievement and success of all students.

Strategy:

2c. Provide consultation and technical support for districts to assist with diagnosis, intervention, and service needs of students.

19

What (Task):	Who:	When:	Evaluation:
1. Continue working with district level administrators to implement an Early Childhood systems model that promotes program improvement and sustainability <ul style="list-style-type: none"> • Preschool Advisory Council Leadership Team • Preschool Advisory Council 	<ul style="list-style-type: none"> • Preschool Coordinator • Early Learning School Readiness Coordinator • Autism Behavior Consultant 	Winter, 2009 through the end of 2013	Implementation of Assessment Evaluation Programming System Curriculum(AEPS)
2. Develop and implement programs that affect all students' performance and achievement <ul style="list-style-type: none"> • Support to district Speech Language Pathologists • DIBELS (Dynamic Indicators of Basic Early Literacy Skills) training for teachers to assist with literacy progress monitoring • Behavior Consultant that supports curriculum for the early childhood classrooms • Specialized classrooms for students with intensive behavior challenges 	<ul style="list-style-type: none"> • Special Education Supervisor • Speech Language Supervisor • SST 8 consultants 	Current through the end of 2013	End of the year professional development and/or program specific feedback

What (Task):	Who:	When:	Evaluation:
<ul style="list-style-type: none"> • Alternative Assessment training for special education teachers to complete state requirements for students not taking the state exams • Intervention support in all academic areas • Literacy program for early intervention classroom • Response to Intervention (RTI) • Operating Standards training • Assistive Technology technical support for districts <p>3. Continue collaborative initiatives</p> <ol style="list-style-type: none"> a. Monthly superintendents meetings b. Summit County quarterly Special Education Director's Network meetings c. Student Services department meetings d. Special Education Director's secretary meetings e. Community agencies: Head Start, Akron Metropolitan Housing Authority, Ohio Center for Autism and Low Incidence (OCALI), Medina County Educational Service Center, Ashland University, Kent State University f. Alternative Education Academy 	<ul style="list-style-type: none"> • Superintendent • Student Services Director • SST & Director • Secretary to the Student Services Director • SST & Consultants 	Current through the end of 2013	<p>a. - e. Attendance at meetings and participation at meetings</p> <p>a. - f. End of the year professional development and/or program specific feedback</p>
<p>4. Replicate SCOPE (Summit County Opportunity Preschool Education) Academy</p>	<ul style="list-style-type: none"> • Superintendent • Student Services Director • Early Learning School Readiness Coordinator • SST& Consultants 	Fall 2010	Implementation at an additional site and/or addition of classrooms

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 2: ACADEMIC ISSUES

Provide a variety of educational services and technical assistance in support of district initiatives that enhance the academic achievement and success of all students.

Strategy:

2d. Promote the exploration and use of innovative strategies and instructional research based best practices.

What (Task):	Who:	When:	Evaluation:
<p>1. Develop and implement initiatives for students with disabilities</p> <ul style="list-style-type: none"> • Ziggurat project with Ohio Center for Autism and Low Incidence (OCALI) • TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children and Adults) • Assessment Evaluation Programming System curriculum for preschool program (AEPS) • Peer mediation for students • Universal Design for Learning for preschool and district grade level teams • Alternative Education Academy (AEA) for high school students • Transition professional development, support and consultation for administrators and educators to assist students with disabilities ages 14 and older 	<ul style="list-style-type: none"> • Student Services Director • Early Learning School Readiness Coordinator • Kent State University • Business Operations, Special Projects, and Technology Director • Work Study Coordinator 	<p>Current through end of 2013</p>	<p>End of the year professional development and/or program specific feedback</p>
<p>2. Develop and implement initiatives to further develop district personnel</p> <ul style="list-style-type: none"> • Para Pro Assessment study sessions • Assistive Technology professional development, support, and 	<ul style="list-style-type: none"> • Content Consultants • SST 8 Consultants 	<p>Current through end of 2013</p>	<p>End of the year professional development and/or program</p>

21

<ul style="list-style-type: none"> consultation for districts • Alternate assessment support and professional development for educators • Related service consultation, evaluation and support of district personnel • Literacy coaches within the districts • Marzano's training • Pathwise training • Curriculum Based Measurement (CBM) training for professionals • Child Abuse Prevention training for our region as required by HB276 <p>3. Develop and implement technological support</p> <ul style="list-style-type: none"> • Interactive Video Distance Learning (IVDL) capabilities and the use of interactive whiteboard and internet technologies in high quality professional development as a model to educators. 	<ul style="list-style-type: none"> • Special Education Supervisor • Speech/Language Supervisor • SST8 Consultants • Early Learning School Readiness Consultant • Special Education Supervisor 	<p>Current through end of 2013</p>	<p>specific feedback</p> <p>Number of distance learning sessions</p> <p>Attainment of 75% of staff being trained on use of whiteboard</p>
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**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 3: STEWARDSHIP
Serve as responsible stewards of the human and fiscal capital of the organization.

Strategy:
3a. Provide on-going internal professional development.

What (Task):	Who:	When:	Evaluation:
1. Identify staff training needs and wants <ul style="list-style-type: none"> • Survey all staff members – what they want and need • Survey supervisors – what do they think staff members want and need 	<ul style="list-style-type: none"> • Human Resources Coordinator • Treasurer • Directors 	June, 2009	100% of staff members surveyed return completed surveys
2. Develop and implement processes and procedures for developing, scheduling, tracking and assessing training activities	<ul style="list-style-type: none"> • Human Resources Coordinator • Treasurer • others as identified by survey results 	September, 2009	Processes and procedures developed and communicated to Administrative Team
3. Evaluate if commercially available training opportunities qualify as appropriate professional development activities in meeting this goal	<ul style="list-style-type: none"> • Administrative Team 	September, 2009	Conversations complete and decision documented
4. Determine methods of publicizing and communicating professional development programs and activities	<ul style="list-style-type: none"> • Administrative Assistant to the Superintendent • Webmaster • other selected personnel 	August, 2009 through the end of 2013	Plan in place for publicizing/communicating

23

What (Task):	Who:	When:	Evaluation:
5. Develop, implement, and evaluate professional development in the following areas: <ul style="list-style-type: none"> • Overall budgeting and financial processes • Explanation of tax deferred accounts • Accurate and thorough completion of forms relating to fiscal operations • Operating equipment and technology related to presentations and workshops • Building safety and security issues • Payroll processing and related issues • Purchase order and billing procedures and bill collection • Use of office technologies including computers, telephones, copy machines and other office equipment. • Updates on computer software – basics and advanced • Basics of the budget of the organization 	<ul style="list-style-type: none"> • Human Resources Coordinator • Treasurer • Business Operations, Special Projects and Technology Director • other selected personnel 	August, 2009, through the end of 2013	Plan for 2009-2010 in place with dates, topics, presenters; annual plans to be developed for subsequent years.
6. Establish and communicate expectations regarding participation in professional development	<ul style="list-style-type: none"> • Administrative Team 	September, 2009	Expectations documented as agreed on by Administrative Team; communicated via email, <i>Insider</i> , department meetings
7. Determine if an incentive or reward system is appropriate and/or necessary for participation in professional development	<ul style="list-style-type: none"> • Administrative Team with input from Board of Governors 	September, 2009	Decision documented by Administrative Team and communicated (with Board of Governors approval if needed)

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 3: STEWARDSHIP
Serve as responsible stewards of the human and fiscal capital of the organization.

Strategy:
3b. Provide a facility that promotes an efficient, effective working environment.

What (Task):	Who:	When:	Evaluation:
<p>1. Develop, communicate and implement fiscal and organizational procedures for the following activities:</p> <ul style="list-style-type: none"> a. Use of resources, supplies and materials for all professional development activities and programs b. Pre-workshop room set-up, post-workshop room clean-up and access to and use of technology and equipment c. Building and grounds safety and security d. Environmental guidelines, including but not limited to: opening/closing windows, heat and cooling settings, and recycling e. Work order process for requesting maintenance and repairs 	<ul style="list-style-type: none"> • Business Operations, Special Projects and Technology Director • Treasurer • Administrative Team • Other selected personnel 	<p>a. – d. Fall, 2009</p> <p>e. January, 2010</p>	<p>a. – d. Procedures documented and communicated via staff meetings (by January, 2010), department meetings, other methods as determined</p> <p>e. Procedures written, communicated and process implemented</p>
<p>2. Identify and implement environmental improvements to include, but not limited to, the following:</p> <ul style="list-style-type: none"> a. LCD (liquid crystal display) board for on-going updates, announcements, news b. Preparation area from which to set-up and serve food, beverages, and other activities related to workshops c. Increase the number and visibility of interior signage to guide/direct visitors to workshops and other locations in the building 	<ul style="list-style-type: none"> • Business Operations, Special Projects and Technology Director • Treasurer • Other selected personnel 	<p>a. & b. January, 2010</p> <p>c. March, 2010</p>	<p>a. Installed and operational</p> <p>b. Room completed</p> <p>c. Signs in place</p>
<p>3. Enhance the communication we offer visitors to the building, prior to coming and after they arrive, to include:</p> <ul style="list-style-type: none"> • Directions that cover where to park, which entrance to use, and in which room their meeting or workshop is located 	<ul style="list-style-type: none"> • Curriculum & Instruction Director • Other selected personnel 	<p>September, 2009</p>	<p>When asked, 80% of visitors will report satisfaction with the directions they received and ease of finding their way in the building</p>

25

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 3: STEWARDSHIP
Serve as responsible stewards of the human and fiscal capital of the organization.

Strategy:
3c. Develop a shared understanding of the importance of fiscal responsibility.

What (Task):	Who:	When:	Evaluation:
1. Create procedures to target the elimination of wasting the organization's resources, including electricity, paper, supplies, etc.	<ul style="list-style-type: none"> • Business Operations, Special Projects and Technology Director • Treasurer • Other selected personnel 	January, 2010 through the end of 2013	Procedures in place and communicated.
2. Describe and communicate to staff members the significance and fiscal value of the services provided.	<ul style="list-style-type: none"> • Curriculum & Instruction Director • Student Services Director • Business Operations, Special Projects and Technology Director • SST& Director • Treasurer 	January, 2011	Sign in sheet from mandatory attendance.
3. Focus on sharing with staff members the big picture – internal and external factors – that impact the fiscal and financial resources of the organization	<ul style="list-style-type: none"> • Administrative Team 	Starting Fall 2009 and three times annually thereafter	"State of the ESC" reports shared via appropriate communication methods
4. Consider fiscal concerns and realities when determining how much to charge for the services provided by the ESC	<ul style="list-style-type: none"> • Treasurer 	May, 2009 through the end of 2013	Once per month at Administrative Team meeting, fees for services will be discussed; annually in April communicated to districts.

What (Task):	Who:	When:	Evaluation:
5. Investigate the cost in the private sector for services comparable to those provided by the ESC	<ul style="list-style-type: none"> • Treasurer • Other selected personnel 	January, 2012	Survey completed and reported to Administrative Team
6. Communicate conflict of interest policies clearly to all ESC employees	<ul style="list-style-type: none"> • Human Resources Coordinator 	September, 2009, through the end of 2013	Email, payroll staffer, and/or newsletter communication, Webinar, other appropriate communication methods
7. Share key ESC budget information with staff	<ul style="list-style-type: none"> • Treasurer 	January, 2011 through the end of 2013	Quarterly "Treasurer's Notes" section in the <i>Insider</i> ; presentation at Welcome Back staff meetings

**Summit County Educational Service Center
Action Plan: 2008-2013**

Goal 3: STEWARDSHIP
Serve as responsible stewards of the human and fiscal capital of the organization.

Strategy:
3d. Facilitate inter- and intra-department collaborative initiatives.

What (Task):	Who:	When:	Evaluation:
1. Create a job-shadowing program within the ESC	<ul style="list-style-type: none"> • Human Resources Coordinator • Other selected personnel 	Fall, 2010 through the end of 2013	Three individuals per quarter involved in job shadowing experiences
2. Identify opportunities for cross-training between and among positions and implement a program for cross-training opportunities	<ul style="list-style-type: none"> • Directors 	Fall, 2010 through the end of 2013	Plan and schedule developed, process implemented
3. Design professional development programs that include participants who represent various departments and positions	<ul style="list-style-type: none"> • Human Resources Coordinator 	Fall, 2009, through the end of 2013	Where and when appropriate, sign-in sheets will reflect cross department participation in workshops, professional development
4. Look for and expand on existing initiatives and create new opportunities that foster cross-department cooperation and collaboration	<ul style="list-style-type: none"> • Administrative Team 	January, 2011 through the end of 2013	Regular monthly agenda item at Administrative Team meeting

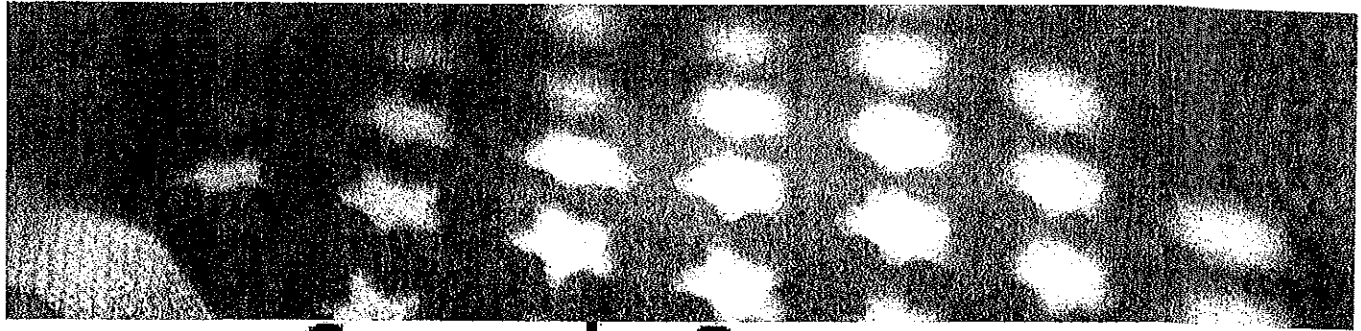
Summit County Educational Service Center

Cuyahoga Falls, Ohio

Comprehensive Annual Financial Report

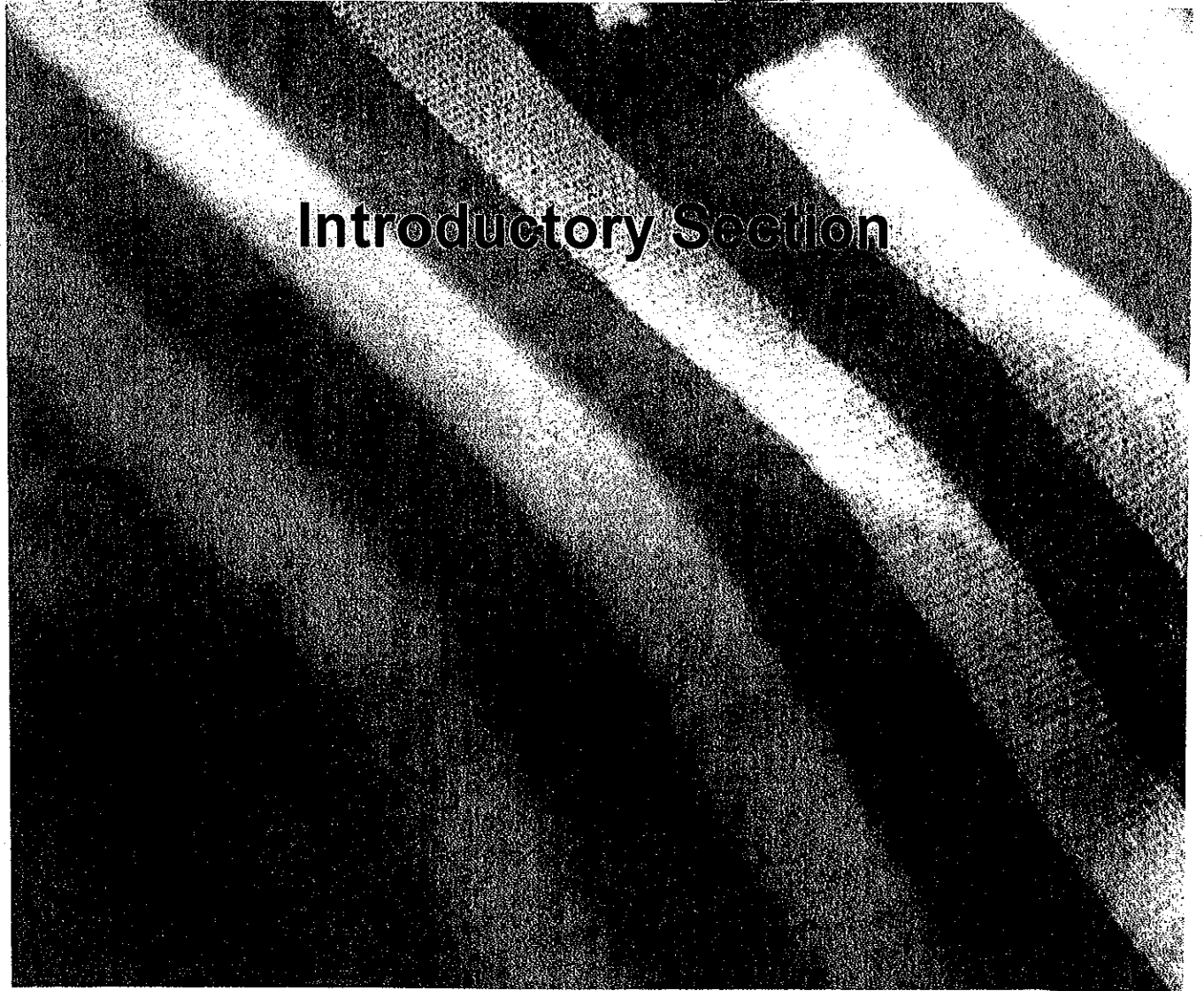
Fiscal Year Ended June 30, 2014

PREPARED BY:
SONDRA E. CLEVINGER and
CHIEF FISCAL OFFICER'S STAFF



Summit County

Educational Service Center



Introductory Section

Summit County Educational Service Center
 Comprehensive Annual Financial Report
 Fiscal Year Ended June 30, 2014
 Table of Contents

Introductory Section	Page
Table of Contents.....	i
Letter of Transmittal.....	iii
Public Officials Roster.....	xii
Organizational Chart.....	xiii
Certificate of Achievement.....	xiv
Financial Section	
Independent Auditor's Report.....	1
Management's Discussion and Analysis.....	5
Basic Financial Statements:	
Government-wide Financial Statements:	
Statement of Net Position.....	12
Statement of Activities.....	13
Fund Financial Statements	
Balance Sheet – Governmental Funds.....	14
Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities.....	15
Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds.....	16
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances of Governmental Funds to the Statement of Activities.....	17
Statement of Fiduciary Net Position – Fiduciary Funds.....	18
Statement of Changes in Fiduciary Net Position – Private Purpose Trust Fund.....	19
Notes to the Basic Financial Statements.....	20
Combining Statements:	
Combining Statements - Nonmajor Funds:	
Description of Funds-Nonmajor Funds.....	41
Combining Balance Sheet – Nonmajor Special Revenue Funds.....	42
Combining Statement of Revenues, Expenditures and Changes in Fund Balances – Nonmajor Special Revenue Funds.....	44
Description of Funds-Agency Funds.....	46
Combining Statement of Assets and Liabilities – Agency Funds.....	47
Combining Statement of Changes in Assets and Liabilities – All Agency Funds.....	48

Summit County Educational Service Center
 Comprehensive Annual Financial Report
 Fiscal Year Ended June 30, 2014
 Table of Contents (continued)

Statistical Section	Page
Contents	49
Net Position by Components – Last Ten Fiscal Years	50
Changes in Net Position – Last Ten Fiscal Years	52
Fund Balance, Governmental Funds – Last Ten Fiscal Years	54
General Governmental Revenues by Source and Expenditures	
By Function - Last Ten Fiscal Years.....	56
Largest Own Revenue Source -- Charges for Services -- Current Year	
and Nine Years Prior	58
Demographic and Economic Indicators – Most Recent Year Available and Nine Years Prior.....	59
Expenditures Per Average Daily Membership (ADM) - Last Ten Fiscal Years	61
Average Daily Membership (ADM) of All Districts Served - Last Ten Fiscal Years.....	62
Miscellaneous Statistics - School Districts Served - Last Three Fiscal Years.....	64
Number of Employees by Function/Program – Last Nine Fiscal Years	68
Capital Assets by Function/Program – Last Ten Fiscal Years.....	70
Ratio of Outstanding Debt to Personal Income and Debt per Member District –	
Last Nine Years.....	72

December 30, 2014

To the Citizens and Board of Governors of the Summit County Educational Service Center:

The Comprehensive Annual Financial Report (CAFR) of the Summit County Educational Service Center (the "Service Center") for the fiscal year ended June 30, 2014 is hereby submitted. This report, prepared by the Chief Fiscal Officer, includes basic financial statements, supplemental statements, and other financial and statistical information to provide a complete and full disclosure of all material financial aspects of the Service Center for the 2013-2014 fiscal year end.

Responsibility for both the accuracy of data presented and the completeness/fairness of the presentation, including all disclosures, rests with the management of the Service Center. To the best of our knowledge and belief, the CAFR and the enclosed data are accurate in all material respects and are reported in a manner designed to present fairly the financial position and results of operations of the various funds of the Service Center.

This CAFR, which includes an opinion from the Auditor of State of Ohio, conforms with accounting principles generally accepted in the United States of America as set forth by the Governmental Accounting Standards Board (GASB) and is representative of the Service Center's commitment to provide meaningful information to its' stakeholders.

GAAP requires that management provide a narrative introduction, overview, and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The Service Center's MD&A can be found immediately following the Independent Auditor's Report.

BACKGROUND AND GENERAL INFORMATION

History

In 1914, the Ohio Legislature created *county boards of education* to oversee the predominantly rural schools outside the cities and larger villages. From their inception, these county offices have performed many of the functions associated with the central office of a large city school system. For example, they provide supervision, psychological services, and prescribed courses of study. In 1995, the Ohio General Assembly adopted Am. Sub. H.B. 117, which altered the structure of county offices of education. Effective July 1, 1995 county offices of education would be known as "Educational Service Centers" governed by a Board of Governors and not a school board.

In Summit County, as the local districts grew larger and more capable of independent operation, the emphasis of the County Office gradually expanded to provide additional cooperative services which were too expensive for a single district to provide economically. Today, the Summit County Educational Service Center concentrates on four main areas of services: 1) curriculum and instructional technology; 2) pupil personnel; 3) support/supplementary services; and 4) administration. Experience has proven that service center organizations can provide advantages of economy of scale without the disadvantages of bureaucracy.

Since the early 1990's, the Service Center has been able to contract with city school districts to provide services to non-local districts. This permits the city districts to have access to services that they currently cannot afford to provide, and until now, may not have been able to purchase at an affordable cost.

Districts Served

The Summit County Educational Service Center serves a student population of approximately 49,574 in sixteen districts. The districts served are:

Barberton City	Nordonia Hills City
Copley-Fairlawn City	Norton City
Coventry Local	Revere Local
Cuyahoga Falls City	Springfield Local
Green Local	Stow-Munroe Falls City
Hudson City	Tallmadge City
Manchester Local	Twinsburg City
Mogadore Local	Woodridge Local

These districts still maintain their local autonomy in smaller, more manageable, districts with enrollments ranging from 912 to 5,080 students. Each of the districts has a locally elected board of education consisting of five members, a local superintendent and a treasurer.

The Service Center also provides selected contractual services to districts outside of Summit County. These school districts affiliate on an annual basis, by contract, for a broad spectrum of educational services available through the Service Center.

Organization

The Board of Governors (the "Board") has five members elected by the voters of the seven local districts. The members must be residents and registered voters of one of the seven local districts. The term of office for each member is four years. Non-partisan elections are held biannually in November with two members being elected in one cycle and three in the following cycle.

The Board sets policies and enters into contracts and may serve in a judicial capacity to resolve disputes involving the organization. The Board did not have any financial policies that had a significant impact on the current period financial statements. The Board appoints the Superintendent and the Chief Fiscal Officer. All other staff members are recommended by the administration to the Board for approval. The Board meets monthly to conduct business.

The Superintendent is the Chief Executive Officer of the Service Center and is responsible directly to the Board for all operations. The current Superintendent is Linda Fuline who has served in this position since August 2006. Her current contract extends until July 31, 2015.

The Chief Fiscal Officer of the Service Center is responsible directly to the Board for all financial operations and serves as Secretary to the Board. The current Chief Fiscal Officer is Sondra Clevenger who has served in this position since July 2000. Her current contract extends to July 31, 2018.

SERVICES

Curriculum and Instruction

The Curriculum and Instruction Service Team plays a major role in maintaining and improving the quality of education in Summit County school districts. The department's staff works with teachers, principals and various instructional support staff primarily through consultation and professional development. The main emphasis with teachers is the improvement of classroom instruction. The delivery vehicles include consultation, conferences and workshops. The tools for the delivery of said services include, but are not limited to, demonstrations of innovative pedagogy and related instructional topics, on-site consultation and embedded support, assistance in textbook selection, course of study development, implementation of state academic content standards, and item analysis related to the state-level achievement tests. Staff members also provide a range of professional development opportunities for principals. Support for principals focuses on leadership development, especially as it relates to classroom instruction and student achievement. Many of the same delivery "vehicles" and "tools" used with teachers are also employed with principals. Training for instructional support staff tends to align with the expectations and standards expressed in the requirements for highly-qualified school personnel. The staff development opportunities provided by the Curriculum and Instruction Service Team are among the most comprehensive and highly-regarded in the State.

Ohio law requires school districts to maintain a Comprehensive Continuous Improvement Plan (CCIP). In recent years, the CCIP has become aligned with the Ohio Improvement Process (OIP). This process entails a rigorous, systematic, data-driven approach to school improvement. The Curriculum and Instruction Service Team offers services and support to districts as they work through all four phases of this process. Service Team members facilitate both district and building leadership team meetings, as well as assist the districts in analyzing their student achievement and related data and developing, implementing, monitoring and evaluating their focused improvement plans. Additionally, Service Team consultants stand ready to provide the professional development needed and requested by the districts to actualize their plans.

Beginning fiscal year 2009, the Curriculum and Instruction department worked on a number of projects which would be considered outside their traditional or regular work. Many of these involve significant grant opportunities accomplished in collaboration with other educational and educationally-related entities. In conjunction with the University of Akron, the Teaching American History Grant is completing the end of a multi-year initiative sponsored by the Federal Government and provides the opportunity for teachers to expand their content knowledge and collaborate on the construction of new innovative lessons for their students. The Ohio Performance Assessment Grant focuses on science and serves to enrich participant expertise in the development of more targeted and meaningful assessment practices. The Alternative Education Academy (AEA) was developed in 2008 to provide a "safety net" for students in Summit County schools who experienced difficulty functioning in the traditional school setting. The AEA features on-line courses. This alternative educational opportunity has the capacity to house up to 15 students. Credit Recovery for students is also offered through this program. Curriculum and Instruction Service Team members have played pivotal roles in the creation, implementation and sustaining of these initiatives. Due to declining enrollment, however, this was the last year for the program. Declining enrollment is likely due to the increase in online schools and courses.

Pupil Personnel

The Service Center provides services to school districts to assist in their delivery of services to students with disabilities and at-risk populations. Services provided directly to students and families are: Attendance/Tuancy, Psychological Testing and Individual Education Plans, Speech & Language Therapy, and audiology.

Specialized staffing and other programs are available to school districts to assist them in providing the necessary support for special populations. These include Students with Disabilities Supervision, Speech and Language Supervision, and Work/Study Coordination. Specifically, in 2014 the work-study program assisted 115 students in 8 school districts, had 157 employer contacts to place 37 students, arranged 22 volunteer/unpaid work experiences, hosted 5 transitional resource group meetings and opened 52 new student files. School Psychologists served 1,200 students and had 434 parent meetings. Workshops and trainings provided by this department include: Paraprofessional trainings and study sessions, six sessions on Child and Family Awareness workshops and finally several end of year trainings on the new ODE Individualized Education Program forms and Evaluation Team Report.

The Summit County Preschool provides an integrated, comprehensive preschool program for all students, age three to five, with disabilities or at-risk concerns. In addition to classroom teaching, some of the related services provided are occupational therapy, physical therapy, speech therapy, nursing and nutrition. Participating districts contract for this program. The preschool program, in fiscal year 2014 included 28 classrooms across Summit County that served 505 students. Half of those students received cognitive, behavioral and speech assessments. The preschool program employs 28 classroom teachers, 30 classroom assistants, 18 speech/language pathologists, 3 psychologists and 2 school nurses.

Also, the Service Center is the Summit County Opportunity Preschool Education Academy (S.C.O.P.E.). This program is intended to be a model for all preschools. This innovative approach to early childhood education requires high expectations for excellence in academics, 21st century skills, global awareness, foreign language, athletics and the arts permeate throughout the culture of the building. There is a sense of pride and respect for themselves and each other. Children are neither bored nor frustrated. Students who are having difficulty with a particular concept are being assisted by students who have mastered it. A sophisticated computer network is available to reinforce classroom instruction, to provide additional visual and audio demonstrations that cannot be provided in the school and to encourage the interaction with others from all over the world. The children are participating in the learning process. They understand today's world requires continuous learning to achieve professional and personal satisfaction. The children have an appreciation of the world around them and understand the importance of giving back to the community to enhance its growth. During the time they are in our care, they are safe, intellectually stimulated and aware that education is the key not only to their future but the future of society as a whole. We are very pleased with this program and believe it will be a model for future preschool curriculum.

Support/Supplementary

In order to serve their student populations, school districts must provide a complex network of services. Some of these services are more efficiently and cost effectively provided by a service agency such as the Service Center. To that end, the Service Center provides an array of services that some or all districts use. These include: a courier to and from all district central offices; license checks and safety records; substitute teacher screening; teacher certification; employee background screening and fingerprinting for local districts.

Administration

Of great benefit to the school districts, is the Service Center's cooperative and regional approach. Through this approach, the Service Center has the capacity to facilitate and manage projects in a manner that would not be otherwise possible. Some of the other vital benefits are the Service Center's ability to: 1) serve as a neutral convener; 2) provide consortium/partnerships formation and facilitation; 3) provide fiscal agency for grants, projects, and other agencies (State Support Team for Region Eight) and 4) provide legislative workshops.

The Service Center is committed to leadership development in the changing world of public education. To this end, the Service Center provides leadership academy opportunities to teachers, aspiring principals, principals, school building teams, treasurers, superintendents, and aspiring superintendents.

ECONOMIC CONDITION AND OUTLOOK

The Service Center's financial condition is dependent upon the collective financial condition of the districts served, and their ability to contract for the Service Center's services. The districts served are mainly within Summit County, Ohio.

Legislation has passed regarding management of regional services offered by the Ohio Department of Education. House Bill 115 established the Educational Regional Service System (ERSS). This system requires a coordinated, integrated and aligned system to support state and school district efforts to improve school effectiveness and student achievement. The system consists of 16 regions. Each region has a fiscal agent. The selection of a fiscal agent was done through a RFP (request for proposal) process. Selected Fiscal Agents in each region have the responsibility of allocating resources to provide regional services and also assuring that the state-sponsored regional improvement initiatives are deployed according to Ohio Department of Education guidance. The Summit County Educational Service Center is the fiscal agent for State Support Team Region 8 which includes Portage, Medina and Summit Counties.

Summit County has been historically associated with the rubber industry. Although the rubber industry is still extremely important to the economy in Summit County, the Goodyear Tire and Rubber Company has been replaced as the largest employer in Summit County. It should not come as a surprise that the largest employer in our county is associated with the healthcare industry. Summa Health Systems is now the largest employer in Summit County with 11,000 employees. FirstMerit Corp. is in second place with 4,894 employees, finally followed by Akron General Health System with 3,843 employees. Akron Children's Hospital is in fourth place with 3,220 employees. Goodyear Tire and Rubber takes fifth place with 3,000 employees. The County of Summit is sixth with a total number of 2,969 employees. Akron Public Schools is the seventh largest employer with 2,827 employees, the University of Akron is eighth place with 2,622. Rounding out the top ten employers are FirstEnergy Corp. and Sterling Jewelers with 2,500 and 2,300 employees respectively.

Also, a recent study ranked Ohio number one in plastics and polymers. The greater Akron area is home to the largest number of polymer companies in Ohio.

The County is the corporate headquarters for four corporations with annual sales or revenue of more than one billion dollars each. These are FirstEnergy Corp., the Goodyear Tire and Rubber Company, A. Schulman, Inc., and Jo-Ann Stores, Inc.

Recent history shows Summit County has fared favorably in unemployment rates compared to National and State rates. The county unemployment rate in 2013 was at 7.1%. This percentage is up from 2012 rate that was 6.8%. As a comparison, the 2012 state rate was 7.2% and the 2013 rate for the state was 7.4%. In both of these years, the State rate of unemployment was higher than the County rate of unemployment. This means, although improved, the bad economy for these past two years has hit Ohio and Summit County hard. The workforce is transitioning from manufacturing to service industries. In Akron, the largest segment of employment has shifted from manufacturing followed by trade to medical, information and service employers.

FINANCIAL INFORMATION

Accounting

This is the thirteenth year the Service Center has prepared financial statements following GASB Statement No. 34 *Basic Financial Statements – and Management's Discussion and Analysis – State and Local Governments*. GASB Statement No. 34 creates basic financial statements for reporting on the Service Center's financial activities as follows:

Government-wide financial statements - These statements are prepared on the accrual basis of accounting, which is similar to the basis of accounting followed by businesses. The government-wide statements distinguish between those activities of the Service Center that are governmental and those that are considered business type activities.

Fund financial statements - These statements present information for individual major funds rather than by fund type. Non-major funds are presented in total in one column. Governmental funds use the modified accrual basis of accounting and include reconciliation to the government-wide financial statements. Proprietary and fiduciary funds use the accrual basis of accounting.

As determined by criteria established by GASB Statement No. 34, the Service Center does not report any activities that qualify as proprietary or business type activities. As part of this reporting model, management is also responsible for preparing a discussion and analysis of the Service Center. This discussion follows the Independent Auditor's Report, providing an assessment of the Service Center's finances for fiscal year 2014 and the outlook for the future. Because that discussion focuses on major funds, the financial highlights provided in this letter focus on certain non-major funds of the Service Center.

Internal Controls

The management of the Service Center is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the Service Center are protected from loss, theft or misuse and to ensure that adequate accounting data is compiled to allow for the preparation of financial statements in conformity with GAAP. The internal control structure is designed to provide reasonable, but not absolute, assurance that these objectives are met. The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefits likely to be derived from its implementation; and (2) the valuation of cost and benefits requires estimates and judgments by management.

Single Audit Act

As a recipient of federal financial assistance, the Service Center is responsible for ensuring that an adequate internal control structure is in place to ensure compliance with applicable laws and regulations related to those programs. This internal control structure is subject to periodic evaluation by management of the Service Center and annual reviews by the Service Center's independent auditors. Based upon the level of federal spending for fiscal year 2014, a single audit was required.

Budgetary Controls

Although not legally required, the Service Center adopts its budget for all funds. The budget is not required to be filed with the county budget commission. The budget includes the estimated resources and expenditures for each fund.

In fiscal year 2014, The Service Center's requirement to file budgetary information with the Ohio Department of Education was eliminated. Even though the budgetary process for the Service Center is discretionary, the Service Center continued to have its Governing Board approve appropriations and estimated resources. The Service Center's Governing Board adopts an annual appropriation resolution, which is the Governing Board's authorization to spend resources and sets annual limits on expenditures plus encumbrances at the level of control selected by the Governing Board.

OTHER INFORMATION

Independent Audit

Provisions of State statute require the Service Center's financial statements to be subjected to bi-annual examination, annually if subject to the Federal Single Audit Act Amendments of 1996 and related OMB Circular A-133, by the Auditor of State. The Auditor of the State of Ohio performed the audit for the period ended June 30, 2014. The auditor's unmodified opinion rendered on the Service Center's basic financial statements, and their report on the combining statements, is included in the financial section of this CAFR.

GFOA Certificate of Achievement

The Government Finance Officers' Association of the United States and Canada (GFOA) awarded a Certificate of Achievement of Excellence in Financial Reporting (CAFR) to the Service Center for its fiscal year ended June 30, 2013 CAFR. The Certificate of Achievement is a prestigious national award recognizing conformance with the highest standards for the preparation of state and local government financial reports.

In order to be awarded a Certificate of Achievement, a government unit must publish an easily readable and efficiently organized Comprehensive Annual Financial Report, the contents of which conform to program standards. The CAFR must satisfy both generally accepted accounting principles and applicable legal requirements.

A Certificate of Achievement is valid for a period of one year only. We believe our current report will conform to the high standards required by the Certificate of Achievement program.

Summit County Educational Service Center
Public Officials Roster
Year Ended June 30, 2014

Board of Governors

Mr. Joseph Masich	President
Mrs. Patricia Weber	Vice President
Mr. Timothy Gallagher	Member
Mrs. Ashley Carr	Member
Mrs. Norma Shaub	Member

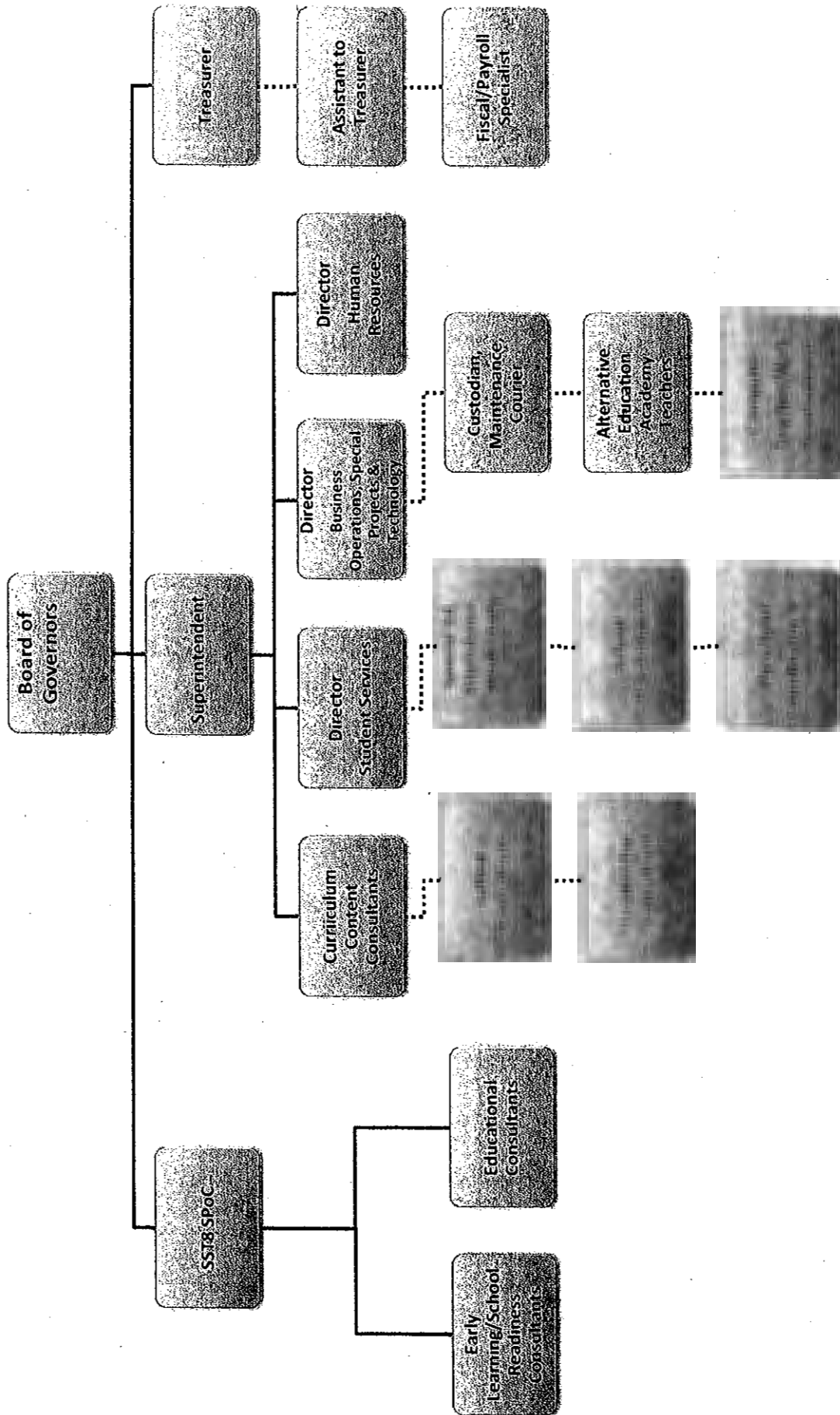
Chief Fiscal Officer

Mrs. Sondra Clevenger

Administration

Mrs. Linda Fuline	Superintendent
Mr. Joseph Petrarca	Director of Pupil Personnel Services

SUMMIT COUNTY EDUCATIONAL SERVICE CENTER
Organizational Chart
2014





Government Finance Officers Association

**Certificate of
Achievement
for Excellence
in Financial
Reporting**

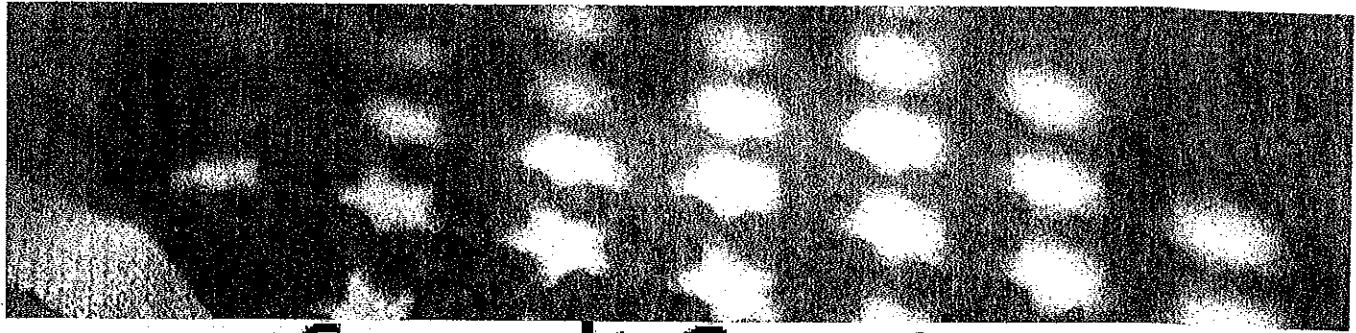
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Ohio**

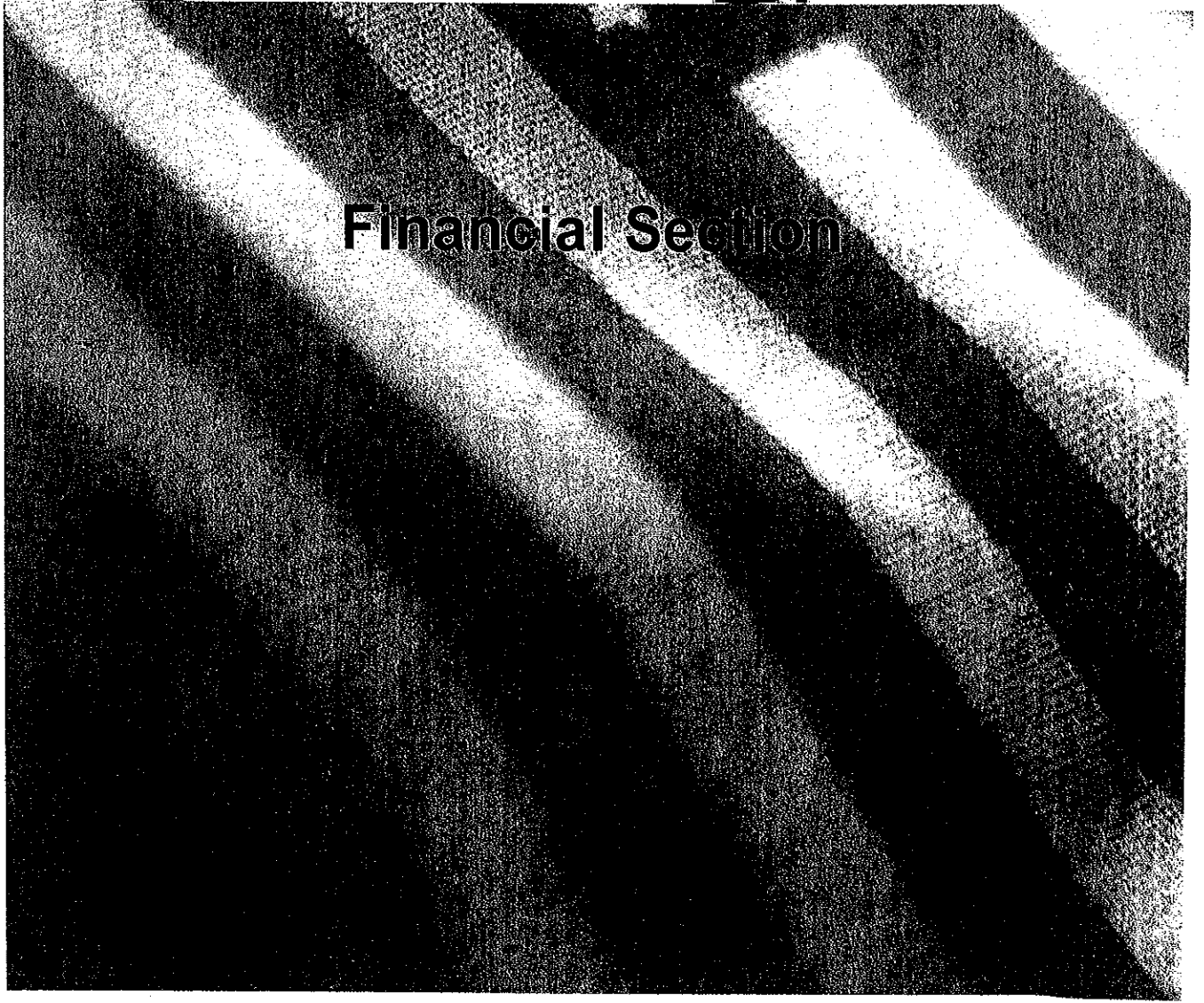
For its Comprehensive Annual
Financial Report
for the Fiscal Year Ended

June 30, 2013

Executive Director/CEO



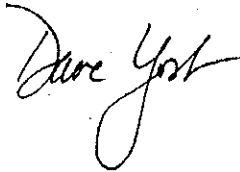
Summit County
**Educational
Service Center**



Financial Section

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 30, 2014, on our consideration of the Service Center's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. That report describes the scope of our internal control testing over financial reporting and compliance, and the results of that testing, and does not opine on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Service Center's internal control over financial reporting and compliance.



Dave Yost
Auditor of State
Columbus, Ohio

December 30, 2014

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Summit County Educational Service Center
Summit County, Ohio
Management's Discussion and Analysis
For the Fiscal Year Ended June 30, 2014
(Unaudited)

The discussion and analysis of the Summit County Educational Service Center's (the "Service Center") financial performance provides an overall review of the Service Center's financial activities for the fiscal year ended June 30, 2014. The intent of this discussion and analysis is to look at the Service Center's performance as a whole; readers should also review the transmittal letter, the notes to the basic financial statements and financial statements to enhance their understanding of the Service Center's financial performance.

Financial Highlights

Key financial highlights for 2014 are as follows:

- Net position increased \$428,109, which represents a 5.86% increase from 2013.
- During the year, outstanding capital leases decreased from \$896,103 to \$821,119 due to principal payments made by the Service Center.

Using this Annual Report

This annual report consists of a series of financial statements and notes to those statements. The statements are organized so the reader can understand the Service Center as a whole entire operating entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

The *Statement of Net Position and Statement of Activities* provide information about the activities of the whole Service Center, presenting both an aggregate view of the Service Center's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the Service Center's most significant funds with all other nonmajor funds presented in total in one column. In the case of the Service Center, the general fund and the educational regional service system fund are the most significant funds.

Reporting the Service Center as a Whole

Statement of Net Position and the Statement of Activities

While the basic financial statements contain the large number of funds used by the Service Center to provide programs and activities, the view of the Service Center as a whole looks at all financial transactions and asks the question, "How did we do financially during fiscal year 2014?" The *Statement of Net Position* and the *Statement of Activities* answer this question. These statements include all assets, deferred outflows, liabilities, and deferred inflows using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid.

Summit County Educational Service Center
Summit County, Ohio
Management's Discussion and Analysis
For the Fiscal Year Ended June 30, 2014
(Unaudited)

These two statements report the Service Center's net position and changes in net position. This change in net position is important because it tells the reader that, for the Service Center as a whole, the financial position of the Service Center has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Non-financial factors include the mandated educational programs, as well as locally requested programs.

In the *Statement of Net Position* and the *Statement of Activities*, Governmental Activities include the Service Center's programs and services, including instruction, support services, extracurricular activities, and interest and fiscal charges.

Reporting the Service Center's Most Significant Funds

Fund Financial Statements

The major funds financial statements begin on page 14. Fund financial reports provide detailed information about the Service Center's major funds. The Service Center uses many funds to account for a multitude of financial transactions; however, these fund financial statements focus on the Service Center's most significant funds. The Service Center's major governmental funds are the general fund and educational regional service system fund.

Governmental Funds

Most of the Service Center's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end available for spending in future periods. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the Service Center's general government operations and the basic services it provides. Governmental fund information helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance educational programs. The relationship (or differences) between governmental activities (reported in the *Statement of Net Position* and the *Statement of Activities*) and governmental funds is reconciled in the financial statements.

Reporting the Service Center's Fiduciary Responsibilities

The Service Center is the trustee, or fiduciary, for some of its scholarship and foundation programs. This activity is presented as a private purpose trust fund. The Service Center also acts in a trustee capacity as an agent for individuals, private organizations, other governmental units and/or other funds. These activities are reported in agency funds. The Service Center's fiduciary activities are reported in separate *Statements of Fiduciary Net Position and Changes in Fiduciary Net Position* on pages 18 and 19. These activities are excluded from the Service Center's other financial statements because the assets cannot be utilized by the Service Center to finance its operations.

Summit County Educational Service Center
Summit County, Ohio
Management's Discussion and Analysis
For the Fiscal Year Ended June 30, 2014
(Unaudited)

The Service Center as a Whole

Recall that the Statement of Net Position provides the perspective of the Service Center as a whole. Table 1 provides a summary of the Service Center's net position for 2014 compared to 2013:

Table 1
Net Position

	Governmental Activities	
	2014	2013 (Restated)
Assets		
Current and Other Assets	\$ 8,762,248	\$ 8,422,945
Capital Assets	1,846,990	1,896,401
<i>Total Assets</i>	<u>10,609,238</u>	<u>10,319,346</u>
Liabilities		
Other Liabilities	1,946,564	1,932,072
Long-Term Liabilities	933,671	1,086,380
<i>Total Liabilities</i>	<u>2,880,235</u>	<u>3,018,452</u>
Net Position		
Net Investment in Capital Assets	1,025,871	1,000,298
Restricted	398,572	106,979
Unrestricted	6,304,560	6,193,617
<i>Total Net Position</i>	<u>\$ 7,729,003</u>	<u>\$ 7,300,894</u>

Total assets increased \$289,892 or 2.81% as compared to fiscal year 2013. The primary reason was an increase in cash resulting from fewer special instruction services offered that caused a significant decrease in expenses only partially offset by the decrease in revenues from those reduced services as well as from outstanding billings near year end.

Total liabilities decreased \$138,217 or 4.58% as compared to fiscal year 2013. This decrease can be attributed to a decrease in expenses for services provided to member districts near year end, as well as the principal payment on the capital lease.

Overall net position of the Service Center has increased \$428,109 or 5.86% as compared to fiscal year 2013.

Summit County Educational Service Center
Summit County, Ohio
Management's Discussion and Analysis
For the Fiscal Year Ended June 30, 2014
(Unaudited)

Table 2 shows the changes in net position for fiscal year 2014 and 2013.

Table 2
Changes in Net Position

	<u>Governmental Activities</u>	
	<u>2014</u>	<u>2013*</u>
Revenues		
<i>Program Revenues:</i>		
Charges for Services	\$ 12,127,919	\$ 12,927,855
Operating Grants	2,509,179	2,338,386
<i>Total Program Revenues</i>	<u>14,637,098</u>	<u>15,266,241</u>
<i>General Revenues:</i>		
Grants and Entitlements Not Restricted	1,588,760	2,458,618
Other	3,836	6,269
<i>Total General Revenues</i>	<u>1,592,596</u>	<u>2,464,887</u>
<i>Total Revenues</i>	<u>16,229,694</u>	<u>17,731,128</u>
Program Expenses		
<i>Instruction:</i>		
Regular	996,270	546,062
Special	5,026,161	6,756,094
Vocational	89,261	68,790
<i>Support Services:</i>		
Pupils	3,480,941	3,754,776
Instructional Staff	4,130,917	4,449,228
Board of Governors	49,984	56,629
Administration	1,008,675	1,013,927
Fiscal	307,756	315,483
Business	33,365	32,837
Operation and Maintenance of Plant	526,689	561,598
Central	67,707	123,273
<i>Operation of Non-Instructional Services:</i>		
Extracurricular Activities	48,911	56,208
<i>Debt Service:</i>		
Interest and Fiscal Charges	34,948	37,763
<i>Total Expenses</i>	<u>15,801,585</u>	<u>17,772,668</u>
<i>Increase (Decrease) in Net Position</i>	428,109	(41,540)
<i>Net Position at Beginning of Year (Restated)</i>	7,300,894	7,342,138
<i>Restatement (See Note 17)</i>	0	296
<i>Net Position at End of Year</i>	<u>\$ 7,729,003</u>	<u>\$ 7,300,894</u>

*Excludes the activities of funds reported in the general fund with the reclassification of a fund to private purpose trust. Amount was not significant and would not impact the analysis.

Summit County Educational Service Center
Summit County, Ohio
Management's Discussion and Analysis
For the Fiscal Year Ended June 30, 2014
(Unaudited)

The decrease in revenues is primarily due to an overall decrease in state foundation monies and services provided to member districts. The decrease in expenses is due to a decrease for special instruction costs from purchased services by member districts.

The Statement of Activities shows the cost of program services and the charges for services and grants offsetting those services. Table 3 shows, for governmental activities, the total cost of services and the net cost of services. That is, it identifies the cost of these services supported by charges for services and restricted grants and entitlements.

Table 3
Governmental Activities

	Total Cost of Service		Net Cost of Service	
	2014	2013*	2014	2013*
Instruction:				
Regular	\$ 996,270	\$ 546,062	\$ 525,052	\$ 494,905
Special	5,026,161	6,756,094	(720,377)	135,999
Vocational	89,261	68,790	13,739	44,373
Support Services:				
Pupils	3,480,941	3,754,776	23,950	278,413
Instructional Staff	4,130,917	4,449,228	733,209	1,066,848
Board of Governors	49,984	56,629	49,984	56,629
Administration	1,008,675	1,013,927	518,582	358,524
Fiscal	307,756	315,483	(76,809)	(52,840)
Business	33,365	32,837	19,954	17,908
Operation and Maintenance of Plant	526,689	561,598	12,546	59,781
Central	67,707	123,273	11,970	(1,379)
Extracurricular Activities	48,911	56,208	17,739	9,503
Debt Service:				
Interest and Fiscal Charges	34,948	37,763	34,948	37,763
Total Expenses	\$ 15,801,585	\$ 17,772,668	\$ 1,164,487	\$ 2,506,427

**Excludes the activities of funds reported in the general fund with the reclassification of a fund to private purpose trust. Amount was not significant and would not impact the analysis.*

For all governmental activities, program receipts support is 92.63%. The primary support of the Service Center is contracted fees and services provided to member districts; however, it is the intention of the Board of Governors not to overcharge the districts served and to utilize the general revenues to offset the cost of programs to member districts.

Summit County Educational Service Center
Summit County, Ohio
Management's Discussion and Analysis
For the Fiscal Year Ended June 30, 2014
(Unaudited)

Governmental Funds

Information about the Service Center's major funds starts on page 14. These funds are accounted for using the modified accrual basis of accounting. All governmental funds had total revenues of \$15,546,263 and expenditures of \$16,175,486 for fiscal year. The net change in fund balances for the fiscal year was a decrease of \$629,223 for all governmental funds with the most significant decrease in the general fund.

The general fund's net change in fund balance for fiscal year 2014 was a decrease of \$586,777. The decrease can be attributed to expenditures being recognized when incurred as opposed to GAAP revenue recognition for receivables under the modified basis of accounting.

The educational regional service system fund's net change in fund balance for fiscal year 2014 was an increase of \$10,386.

Capital Assets and Debt Administration

Capital Assets

At the end of fiscal year 2014, the Service Center had \$1,846,990 invested in capital assets. Table 4 shows fiscal year 2014 balances compared with 2013.

Table 4
Capital Assets at June 30
(Net of Depreciation)

	Governmental Activities	
	2014	2013
Land	\$ 207,778	\$ 207,778
Furniture and Equipment	54,351	65,107
Buildings and Improvements	1,584,861	1,623,516
<i>Totals</i>	\$ 1,846,990	\$ 1,896,401

The \$49,411 decrease in capital assets was attributable to depreciation and disposals exceeding current year additional purchases. See Note 5 for more information about the capital assets of the Service Center.

Debt

At year end, the Service Center had only capitalized leases as outstanding long-term obligations. The lease obligations outstanding at year end totaled \$821,119. The lease balance consisted of a lease-purchase agreement for HVAC heating and cooling project. See Note 10 to the basic financial statements for detail on the Service Center's long-term obligation.

Summit County Educational Service Center
Summit County, Ohio
Management's Discussion and Analysis
For the Fiscal Year Ended June 30, 2014
(Unaudited)

Current Issues

House Bill 115 established the Educational Regional Service System (ERSS). This system requires a coordinated, integrated and aligned system to support state and school district efforts to improve school effectiveness and student achievement. The system consists of sixteen regions. Each region has a fiscal agent. The selection of a fiscal agent was through a RFP (request for proposal) process. Fiscal Agents in each region have the responsibility of allocating resources to provide regional services and also assuring that the state-sponsored regional improvement initiatives are deployed according to Ohio Department of Education guidance. The Summit County Educational Service Center is the Region 8 fiscal agent. The Summit County Educational Service Center will work hard to ensure our districts are involved and benefit from Region 8 services.

While the Regional Service System has slightly changed the landscape of the Summit County Educational Service Center, we are still creating new services that assist our community and school districts. The organization sponsored a community conversion school. This school is located in Springfield Township, Ohio and serves children in grades kindergarten through fourth grade. Fiscal year 2010 was its first year of operation, fiscal year 2014 was the fifth. We also continue an Autism Family School. This School, which began in 2010, is to provide educational services for an autism center located in Copley Township. The school is named Kids First. This school opened in Fall of 2010 and is currently in year five of operation. Demand for Kids First by school districts, seeking to serve autistic students, has continued to grow. While the goal of the school is to return students to their home school, it became necessary to open a school that created continued support for students who were not ready to return to their home school. This new school is located in the City of Tallmadge. It serves middle and high school aged students with autism.

Contacting the Service Center's Financial Management

This financial report is designed to provide our citizens, customers, and creditors with a general overview of the Educational Service Center's finances and to show the Service Center's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Summit County Educational Service Center Treasurer/CFO Office at 420 Washington Avenue, Suite 200, Cuyahoga Falls, Ohio 44221.

Summit County Educational Service Center
Summit County, Ohio
Statement of Net Position
June 30, 2014

	Governmental Activities
Assets	
Equity in Pooled Cash and Investments	\$ 5,372,712
Receivables:	
Accounts	4,069
Intergovernmental	3,385,467
Nondepreciable Capital Assets	207,778
Depreciable Capital Assets (Net)	1,639,212
<i>Total Assets</i>	10,609,238
Liabilities	
Accounts Payable	37,432
Accrued Wages and Benefits	1,427,596
Intergovernmental Payable	320,530
Accrued Vacation Leave Payable	142,083
Matured Compensated Absences Payable	18,923
Long Term Liabilities:	
Due Within One Year	106,001
Due In More Than One Year	827,670
<i>Total Liabilities</i>	2,880,235
Net Position	
Net Investment in Capital Assets	1,025,871
Restricted For:	
Educational Regional Service System	367,192
Other Purposes	31,380
Unrestricted	6,304,560
<i>Total Net Position</i>	\$ 7,729,003

See accompanying notes to the basic financial statements.

Summit County Educational Service Center
Summit County, Ohio
Statement of Activities
For the Fiscal Year Ended June 30, 2014

	Program Revenues			Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services and Sales	Operating Grants, and Contributions	Governmental Activities
Governmental Activities				
Instruction:				
Regular	\$ 996,270	\$ 471,218	\$ 0	\$ (525,052)
Special	5,026,161	5,544,529	202,009	720,377
Vocational	89,261	75,522	0	(13,739)
Support Services:				
Pupils	3,480,941	3,359,445	97,546	(23,950)
Instructional Staff	4,130,917	1,566,055	1,831,653	(733,209)
Board of Governors	49,984	0	0	(49,984)
Administration	1,008,675	425,693	64,400	(518,582)
Fiscal	307,756	265,909	118,656	76,809
Business	33,365	13,411	0	(19,954)
Operation and Maintenance of Plant	526,689	325,544	188,599	(12,546)
Central	67,707	49,421	6,316	(11,970)
Extracurricular Activities	48,911	31,172	0	(17,739)
Debt Service:				
Interest and Fiscal Charges	34,948	0	0	(34,948)
Total	\$ 15,801,585	\$ 12,127,919	\$ 2,509,179	(1,164,487)

General Revenues

Grants and Entitlements Not Restricted to Specific Programs	1,588,760
Investment Earnings	3,736
Miscellaneous	100
Total General Revenues	1,592,596

Change in Net Position 428,109

Net Position Beginning of Year (Restated - See Note 17) 7,300,894
Net Position End of Year \$ 7,729,003

See accompanying notes to the basic financial statements.

Summit County Educational Service Center
Summit County, Ohio
Balance Sheet
Governmental Funds
June 30, 2014

	General	Educational Regional Service System	Other Governmental Funds	Total Governmental Funds
Assets				
Equity in Pooled Cash and Investments	\$ 5,302,686	\$ 0	\$ 70,026	\$ 5,372,712
Receivables:				
Accounts	4,069	0	0	4,069
Interfund	116,953	0	0	116,953
Intergovernmental	2,771,256	567,694	46,517	3,385,467
Total Assets	\$ 8,194,964	\$ 567,694	\$ 116,543	\$ 8,879,201
Liabilities				
Accounts Payable	\$ 16,946	\$ 2,195	\$ 18,291	\$ 37,432
Accrued Wages and Benefits	1,281,066	101,012	45,518	1,427,596
Intergovernmental Payable	292,545	19,506	8,479	320,530
Matured Compensated Absences Payable	18,923	0	0	18,923
Interfund Payable	0	63,895	53,058	116,953
Total Liabilities	1,609,480	186,608	125,346	1,921,434
Deferred Inflows of Resources				
Unavailable Revenue	2,412,846	315,085	2,235	2,730,166
Fund Balances				
Restricted	0	66,001	31,380	97,381
Assigned	63,090	0	0	63,090
Unassigned	4,109,548	0	(42,418)	4,067,130
Total Fund Balances	4,172,638	66,001	(11,038)	4,227,601
Total Liabilities, Deferred Inflows of Resources and Fund Balances	\$ 8,194,964	\$ 567,694	\$ 116,543	\$ 8,879,201

See accompanying notes to the basic financial statements.

Summit County Educational Service Center
Summit County, Ohio
*Reconciliation of Total Governmental Fund Balances to
Net Position of Governmental Activities
June 30, 2014*

Total Governmental Fund Balances		\$	4,227,601
 <i>Amounts reported for governmental activities in the statement of net position are different because:</i>			
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.			1,846,990
Other long-term assets are not available to pay for current-period expenditures and therefore are deferred in the funds.			
Grants	\$	317,320	
Intergovernmental Revenue		2,277,347	
Charges for Services		<u>135,499</u>	2,730,166
Long-term liabilities, including capital lease obligations payable, are not due and payable in the current period and therefore are not reported in the funds.			
Capital Lease Obligation		(821,119)	
Vacations Payable		(142,083)	
Compensated Absences		<u>(112,552)</u>	<u>(1,075,754)</u>
 <i>Net Position of Governmental Activities</i>			 <u><u>\$ 7,729,003</u></u>

See accompanying notes to the basic financial statements.

Summit County Educational Service Center
Summit County, Ohio
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Fiscal Year Ended June 30, 2014

	General	Educational Regional Service System	Other Governmental Funds	Total Governmental Funds
Revenues				
Intergovernmental	\$ 1,589,361	\$ 1,688,178	\$ 532,913	\$ 3,810,452
Investment Income	3,736	0	0	3,736
Tuition and Fees	3,823,612	0	0	3,823,612
Charges for Services	7,899,088	0	855	7,899,943
Contributions and Donations	0	0	2,600	2,600
Miscellaneous	100	5,820	0	5,920
Total Revenues	13,315,897	1,693,998	536,368	15,546,263
Expenditures				
Current:				
Instruction:				
Regular	998,698	0	0	998,698
Special	4,816,028	6,531	203,256	5,025,815
Vocational	89,148	0	0	89,148
Support Services:				
Pupils	3,417,901	7,835	100,290	3,526,026
Instructional Staff	2,577,250	1,417,343	201,691	4,196,284
Board of Governors	49,984	0	0	49,984
Administration	932,107	663	64,482	997,252
Fiscal	314,943	90,933	12,200	418,076
Business	33,335	0	0	33,335
Operation and Maintenance of Plant	453,202	154,920	7,281	615,403
Central	61,235	5,387	0	66,622
Extracurricular Activities	48,911	0	0	48,911
Debt Service:				
Principal Retirement	74,984	0	0	74,984
Interest and Fiscal Charges	34,948	0	0	34,948
Total Expenditures	13,902,674	1,683,612	589,200	16,175,486
Net Change in Fund Balance	(586,777)	10,386	(52,832)	(629,223)
Fund Balances Beginning of Year (Restated-See Note 17)	4,759,415	55,615	41,794	4,856,824
Fund Balances (Deficit) End of Year	\$ 4,172,638	\$ 66,001	\$ (11,038)	\$ 4,227,601

See accompanying notes to the basic financial statements.

Summit County Educational Service Center
Summit County, Ohio
*Reconciliation of the Statement of Revenues, Expenditures and Changes
in Fund Balances of Governmental Funds to the Statement of Activities
For the Fiscal Year Ended June 30, 2014*

Net Change in Fund Balances - Total Governmental Funds	\$	(629,223)
 <i>Amounts reported for governmental activities in the statement of activities are different because:</i>		
 Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation exceeded capital outlay in the current period.		
Capital Asset Additions	\$ 5,205	
Current Year Depreciation	<u>(54,616)</u>	(49,411)
 Revenues in the statement of activities that do not provide current financial resources are not reported as revenues in the funds.		
Grants	283,967	
Intergovernmental Revenue	871,501	
Charges for Services	<u>(206,588)</u>	948,880
 Repayment of principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position.		
		74,984
 Some expenses reported in the statement of activities do not require the use of current financial resources and therefore are not reported as expenditures in governmental funds.		
Compensated Absences	77,725	
Vacations Payable	<u>5,154</u>	<u>82,879</u>
 <i>Change in Net Position of Governmental Activities</i>	 \$	 <u>428,109</u>

See accompanying notes to the basic financial statements.

Summit County Educational Service Center
Summit County, Ohio
Statement of Fiduciary Net Position
Fiduciary Funds
June 30, 2014

	Private Purpose Trust	Agency
Assets		
Equity in Pooled Cash and Investments	\$ 107,163	\$ 163,010
Intergovernmental Receivable	0	1,010
<i>Total Assets</i>	<u>107,163</u>	<u>\$ 164,020</u>
Liabilities		
Accounts Payable	\$ 0	\$ 7,420
Intergovernmental Payable	0	1,339
Undistributed Monies	0	155,261
<i>Total Liabilities</i>	<u>0</u>	<u>\$ 164,020</u>
Net Position		
Held in Trust for Scholarships	<u>\$ 107,163</u>	

See accompanying notes to the basic financial statements.

Summit County Educational Service Center
Summit County, Ohio
Statement of Changes in Fiduciary Net Position
Private Purpose Trust Fund
For the Fiscal Year Ended June 30, 2014

	<u>Private Purpose Trust</u>
Additions	
Miscellaneous	<u>\$ 1,000</u>
Deductions	
Payments in Accordance with Trust Agreements	<u> 3,504</u>
<i>Change in Net Position</i>	(2,504)
<i>Net Position Beginning of Year (Restated-See Note 17)</i>	<u> 109,667</u>
<i>Net Position End of Year</i>	<u><u> \$ 107,163</u></u>

See accompanying notes to the basic financial statements.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

NOTE 1 - DESCRIPTION OF THE SERVICE CENTER

The Summit County Educational Service Center (the "Service Center") is a body politic and corporate established for the purpose of exercising the rights and privileges conveyed to it by the constitution and laws of the State of Ohio.

The Service Center is a County Educational Service Center as defined by Section 3313.01 of the Ohio Revised Code. The Service Center operates under an elected Board of Governors (5 members). Board members must be residents of the local school systems located in Summit County. The Service Center provides educational services to the local school systems in Summit County as well as nine city school districts, which have a contractual relationship with the Service Center.

Reporting Entity

The reporting entity is composed of the primary government, component units and other organizations that are included to ensure that the financial statements of the Service Center are not misleading. The primary government consists of all funds, departments, boards and agencies that are not legally separate from the Service Center.

Component units are legally separate organizations for which the Service Center is financially accountable. The Service Center is financially accountable for an organization if the Service Center appoints a voting majority of the organizations' governing board and (1) the Service Center is able to significantly influence the programs or services performed or provided by the organization; or (2) the Service Center is legally entitled to or can otherwise access the organization's resources; the Service Center is legally obligated or has otherwise assumed the responsibility to finance the deficits of, or provide financial support to, the organization; or the Service Center is obligated for the debt of the organization. Component units may also include organizations that are fiscally dependent on the Service Center in that the Service Center approves the budget, the issuance of debt or the levying of taxes. The Service Center does not have any component units.

During the fiscal year the Service Center is associated with the Metropolitan Regional Service Council (MRSC) also known as Northeast Ohio Network for Educational Technology (NEOnet), which is defined as a jointly governed organization. Representatives from each of the governments that create the organization govern jointly, but there is no ongoing financial interest or responsibility by the participating governments. Information regarding this organization is presented in Note 12.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the Service Center have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting entity for establishing governmental accounting and financial reporting principles.

The most significant of the Service Center's accounting policies are described below.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

A. Basis of Presentation

The Service Center's basic financial statements consist of government-wide statements, including a statement of net position, and statement of activities, and fund financial statements which provide a more detailed level of financial information.

Government-wide Financial Statements

The statement of net position and the statement of activities display information about the Service Center as a whole. These statements include the financial activities of the primary government, except for fiduciary funds. The effect of interfund activity, within governmental type activities columns has been removed from these statements.

The statement of net position presents the financial condition of the governmental activities of the Service Center at fiscal year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the Service Center's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program and grants and contributions that are restricted to meeting the operations of a particular program. Revenues which are not classified as program revenues are presented as general revenues of the Service Center, with certain limitations. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the Service Center.

Fund Financial Statements

During the fiscal year, the Service Center segregates transactions related to certain Service Center functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the Service Center at this more detailed level. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. The major funds are presented in a separate column. Nonmajor funds are aggregated and presented in a single column. Fiduciary funds are reported by fund type.

B. Fund Accounting

The Service Center uses funds to maintain its financial records during the fiscal year. Fund accounting is designed to demonstrate legal compliance and to aid management by segregating transactions related to certain Service Center functions or activities. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts. The various funds of the Service Center are grouped into the categories of governmental and fiduciary.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

Governmental Funds

Governmental funds are those through which most governmental functions of the Service Center are financed. Governmental funds focus on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and deferred outflows and liabilities and deferred inflows is reported as fund balance. The following are the Service Center's major governmental funds:

General Fund - The general fund is the operating fund of the Service Center and is used to account for all financial resources, except those required to be accounted for in another fund. The general fund balance is available to the Service Center for any purpose provided it is expended or transferred according to the general laws of Ohio.

Educational Regional Service System Special Revenue Fund - This fund is used to account for grant revenues used to support state and regional education initiatives and efforts to improve school effectiveness and student achievement. The state system consists of sixteen regions. The Service Center is the fiscal agent for the State Support Team Region 8 which includes Portage, Medina and Summit Counties.

The other governmental funds of the Service Center account for grants and other resources to which the Service Center is bound to observe constraints imposed upon the use of the resources.

Fiduciary Funds

Fiduciary fund reporting focuses on net position and changes in net position. The fiduciary fund category is split into four classifications: pension trust funds, investment trust funds, private-purpose trust funds, and agency funds. Trust funds are used to account for assets held by the Service Center under a trust agreement for individuals, private organizations, or other governments and are therefore not available to support the Service Center's own programs. Agency funds are custodial in nature (assets equal liabilities) and do not involve measurement of results of operations. The Service Center's agency funds account for employee benefits and programs managed by school districts served by the Service Center. The private purpose trust fund accounts for assets held by the Service Center in a trustee capacity.

C. Measurement Focus

Government-wide Financial Statements

The government-wide financial statements are prepared using the economic resources measurement focus. All non-fiduciary assets, deferred outflows, liabilities and deferred inflows associated with the operation of the Service Center are included on the statement of net position.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

Fund Financial Statements

All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows, current liabilities, and deferred inflows generally are included on the balance sheet. The statement of revenues, expenditures and changes in fund balances reflects on the sources (i.e., revenues and other financing sources) and uses (i.e., expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements, therefore, include a reconciliation with brief explanations to better identify the relationship between the government-wide statements and the fund financial statements for governmental funds.

Agency funds do not report a measurement focus as they do not report operations.

Private purpose trust funds are reported using the economic resources measurement focus and are excluded from the government-wide financial statements.

D. Basis of Accounting

Basis of accounting determines when transactions are recorded in the financial records and reported on the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting; fiduciary funds use the accrual basis of accounting. Differences in the accrual and modified accrual basis of accounting arise in the recognition of revenue, the recording of deferred outflows/inflows of resources and in the presentation of expenses versus expenditures.

Revenues - Exchange and Non-exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Measurable" means the amount of the transaction can be determined, "available" means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the Service Center, available means expected to be received within sixty days of year-end.

Non-exchange transactions, in which the Service Center receives value without directly giving equal value in return, include grants, entitlements and donations. Revenue from grants, entitlements and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted; matching requirements, in which the Service Center must provide local resources to be used for a specified purpose; and expenditure requirements, in which the resources are provided to the Service Center on a reimbursement basis. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Under the modified accrual basis, the following revenue sources are considered to be both measurable and available at fiscal year-end: interest, tuition, fees, grants, and charges for services.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

Deferred Inflows of Resources and Deferred Outflows of Resources

A deferred inflow of resources is an acquisition of assets by the Service Center that is applicable to a future reporting period. A deferred outflow of resources is a consumption of assets by the Service Center that is applicable to a future reporting period.

On the governmental fund financial statements, receivables that will not be collected within the available period have also been reported as a deferred inflow of resources.

Expenditures/Expenses

On the accrual basis of accounting, expenses are recognized at the time they are incurred.

Under the modified accrual, the measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds.

E. Cash and Cash Equivalents

To improve cash management, all cash received by the Service Center is pooled in a central bank account. Monies for all funds are maintained in this account or temporarily used to purchase short-term investments. Individual fund integrity is maintained through Service Center records. Each fund's interest in the pool is presented as "equity in pooled cash and investments."

During the fiscal year, investments were limited to overnight repurchase agreements. Except for investment contracts and money market investments that had a remaining maturity of one year or less at the time of purchase, investments are reported at fair value, which is based on quoted market price. Under existing Ohio statutes, all investment earnings accrue to the general fund except those specifically related to certain trust funds, unless the Board specifically allows the interest to be recorded in other funds.

Investments of the cash management pool and investments with an original maturity of three months or less at the time they are purchased by the Service Center are presented on the financial statements as "equity in pooled cash and cash equivalents." Investments with an initial maturity of more than three months that are not purchased from the pool are reported as "investments."

F. Capital Assets

All of the Service Center's capital assets are general capital assets. These assets generally result from expenditures in the governmental funds. These assets are reported in the government-wide statement of net position but are not reported on the fund financial statements.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and reductions during the year. Donated capital assets are recorded at their fair market values as of the date received. The Service Center maintains a capitalization threshold of \$1,000. The Service Center does not possess any infrastructure. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized.

All reported capital assets, except land are depreciated. Depreciation is computed using the straight-line method over the following useful lives:

<u>Description</u>	<u>Estimated Lives</u>
<i>Building and improvements</i>	<i>50 years</i>
<i>Furniture and equipment</i>	<i>3-20 years</i>
<i>Vehicles</i>	<i>3-5 years</i>

G. Compensated Absences

Vacation benefits are accrued as a liability as the benefits are earned if the employee's rights to receive compensation are attributable to services already rendered and it is probable that the Service Center will compensate the employees for the benefits through paid time off or some other means. The Service Center records a liability for accumulated unused vacation time earned for all employees with more than one year of service.

Sick leave benefits are accrued as a liability using the vesting method. The liability includes the employees who are currently eligible to receive termination benefits and those the Service Center has identified as probable of receiving payment in the future. The amount is based on accumulated sick leave and employees' wage rates at fiscal year end, taking into consideration any limits specified in the Service Center's termination policy.

H. Accrued Liabilities and Long-term Obligations

All payables, accrued liabilities and long-term obligations are reported in the government-wide financial statements.

In general, governmental fund payables and accrued liabilities that once incurred are paid in a timely manner and in full from current financial resources are reported as obligations of the funds. However, claims and judgments and compensated absences that will be paid from governmental funds are reported as a liability in the fund financial statements only to the extent that they are due for payment during the current year. Long-term capital leases are recognized as a liability on the governmental fund financial statements when due.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

I. Net Position

Net position represents the difference between assets, deferred outflows, liabilities and deferred inflows. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the Service Center or through external restrictions imposed by creditors, grantors or laws, or regulations of other governments. Net position restricted for other purposes primarily includes amounts for activities associated with assisting the instructional staff with the content and process of providing learning experiences for pupils.

The Service Center applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

J. Fund Balance

In accordance with Governmental Accounting Standards Board Statement No. 54, "*Fund Balance Reporting and Governmental Fund Type Definitions*", the Service Center classifies its fund balance based on the purpose for which the resources were received and the level of constraint placed on the resources. The classifications are as follows:

Nonspendable – The nonspendable fund balance category includes amounts that cannot be spent because they are not in spendable form, or legally or contractually required to be maintained intact. The "not in spendable form" criterion includes items that are not expected to be converted to cash. It also includes the long-term amount of loans receivable, as well as property acquired for resale, unless the use of the proceeds from the collection of those receivables or from the sale of those properties is restricted, committed or assigned.

Restricted – Fund balance is reported as restricted when constraints placed on the use of resources are either externally imposed by creditors (such as through debt covenants), grantors, contributors or laws or regulations of other governments or is imposed by law through constitutional provisions.

Committed – The committed fund balance classification includes amounts that can be used only for the specific purposes imposed by a formal action (resolution) of the Service Center Board of Governors. Those committed amounts cannot be used for any other purpose unless the Service Center Board of Governors removes or changes the specified use by taking the same type of action (resolution) it employed to previously commit those amounts. Committed fund balance also incorporates contractual obligations to the extent that existing resources in the fund have been specifically committed for use in satisfying those contractual requirements.

Assigned – Amounts in the assigned fund balance classification are intended to be used by the Service Center for specific purposes but do not meet the criteria to be classified as restricted or committed. In governmental funds other than the general fund, assigned fund balance represents the remaining amount that is not restricted or committed. In the general fund, assigned amounts represent intended uses established by policies of the Service Center Board of Governors. The Board of Governors has by resolution authorized the treasurer to assign fund balance.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

Unassigned – Unassigned fund balance is the residual classification for the general fund and includes all spendable amounts not contained in the other classifications. In other governmental funds, the unassigned classification is used only to report a deficit balance resulting from overspending for specific purposes for which amounts had been restricted, committed or assigned.

The Service Center applies restricted resources first when expenditures are incurred for purposes for which either restricted or unrestricted (committed, assigned and unassigned) amounts are available. Similarly, within unrestricted fund balance, committed amounts are reduced first followed by assigned and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

K. Interfund Transactions

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses for governmental funds. All transfers between governmental funds have been eliminated within the governmental activities column of the statement of net position. Repayments from funds responsible for particular expenditures to the funds that initially paid for them are not presented in the financial statements.

On the fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "interfund receivables/payables". These amounts are eliminated in the governmental activities column of the statement of net position.

L. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

M. Extraordinary and Special Items

Extraordinary items are transactions or events that are both unusual in the nature and infrequent in occurrence. Special items are transactions or events that are within the control of the Board of Governors and that are either unusual in nature or infrequent in occurrence. Neither type of transaction occurred during fiscal year 2014.

N. Implementation of New Accounting Policies

For the fiscal year ended June 30, 2014, the Service Center has implemented Governmental Accounting Standards Board (GASB) Statement No. 65, *Items Previously Reported as Assets and Liabilities*, GASB Statement No. 66, *Technical Corrections—2012—an amendment of GASB Statements No. 10 and No. 62*, and GASB Statement No. 70, *Accounting and Financial Reporting for Nonexchange Financial Guarantees*.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

GASB Statement No. 65 properly classifies certain items that were previously reported as assets and liabilities as deferred outflows of resources or deferred inflows of resources or recognizes certain items that were previously reported as assets and liabilities as outflows of resources (expenses or expenditures) or inflows of resources (revenues). These changes were incorporated in the Service Center's fiscal year 2014 financial statements; however, there was no effect on beginning net position/fund balance.

GASB Statement No. 66 resolves conflicting accounting and financial reporting guidance that could diminish the consistency of financial reporting and thereby enhance the usefulness of the financial reports. The implementation of GASB Statement No. 66 did not have an effect on the financial statements of the Service Center.

GASB Statement No. 70 improves comparability of financial statements by requiring consistent reporting and specifying information required to be disclosed for extending and receiving nonexchange financial guarantees. The implementation of GASB Statement No. 70 did not have an effect on the financial statements of the Service Center.

NOTE 3 - DEPOSITS AND INVESTMENTS

State statutes classify monies held by the Service Center into three categories.

Active deposits are public deposits necessary to meet current demands on the treasury. Such monies must be maintained either as cash in the Service Center Treasury, in commercial accounts payable or withdrawable on demand, including negotiable order of withdrawal (NOW) accounts, or in money market deposit accounts.

Inactive deposits are public deposits that the Board of Governors has identified as not required for use within the current five year period of designation of depositories. Inactive deposits must either be evidenced by certificates of deposit maturing not later than the end of the current period of designation of depositories, or by savings or deposit accounts including, but not limited to, passbook accounts.

Interim deposits are deposits of interim monies. Interim monies are those monies which are not needed for immediate use but which will be needed before the end of the current period of designation of depositories. Interim deposits must be evidenced by time certificates of deposit maturing not more than one year from the date of deposit or by savings or deposit accounts including pass book accounts.

Protection of the Service Center's deposits may be provided by the Federal Deposit Insurance Corporation (FDIC), by eligible securities pledged by the financial institution as security for repayment, by surety company bonds deposited with the Chief Fiscal Officer by the financial institution or by a single collateral pool established by the financial institution to secure the repayment of all public monies deposited with the institution.

Interim monies may be invested in the following obligations provided they mature or are redeemable within five years from the date of settlement:

1. United States Treasury Bills, Notes, Bonds, or any other obligations or security issued by the United States Treasury or any other obligation guaranteed as to principal and interest by the United States;
2. Bonds, notes, debentures, or other obligations or securities issued by any federal government agency or instrumentality;

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

3. Written repurchase agreements in the securities listed above, provided that the market value of the securities subject to the repurchase agreement must exceed the principal value of the agreement by at least 2% and be marked to market daily, and that the term of the agreement must not exceed thirty days;
4. Bonds and other obligations of the State of Ohio;
5. No-load money market mutual funds consisting exclusively of obligations described in item (1) or (2) above and repurchase agreements secured by such obligations, provided that investments in securities described in this division are made only through eligible institutions;
6. The State Treasurer's investment pool (STAR Ohio and STAR Plus);
7. Certain bankers' acceptances and commercial paper notes for a period of 180 days in an amount not to exceed 25% of the interim monies available for investment at any one time; and
8. Under limited circumstances, corporate debt interests rated in either of the two highest rating classifications by at least two nationally recognized rating agencies.

Investments in stripped principal or interest obligations reverse repurchase agreements and derivatives are prohibited. The issuance of taxable notes for the purpose of arbitrage, the use of leverage and short selling are also prohibited. An investment must mature within five years from the date of purchase unless matched to a specific obligation or debt of the Service Center, and must be purchased with the expectation that it will be held to maturity. Investments may only be made through specified dealers and institutions. Payment for investments may be made only upon delivery of the securities representing the investments to the Treasurer or, qualified trustee or, if the securities are not represented by a certificate, upon receipt of confirmation of transfer from the custodian.

Custodial credit risk is the risk that in the event of bank failure, the government's deposits may not be returned to it. Protection of Service Center cash and deposits is provided by the FDIC, as well as qualified securities pledged by the institution holding the assets. By law, financial institutions must collateralize all uninsured public deposits. The face value of the pooled collateral must equal at least 105% of uninsured public funds deposited. Collateral is held by trustees including the Federal Reserve Bank and designated third party trustees of the financial institutions. The policies of the Service Center do not address custodial credit risk for deposits.

A. Deposits

At fiscal year end, the carrying amount of the Service Center's deposits was \$(152,115). Based on criteria described in GASB 40, "Deposits and Investments Risk Disclosure", as of June 30, 2014, 100% of the bank balance of \$6,804 was covered by FDIC.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

B. Investments

Interest Rate Risk- The Ohio Revised Code generally limits security purchases to those that mature within five years of the settlement date. It is the Service Center's policy to evaluate market conditions, interest rate forecasts, and cash flow requirements to consider the term of an investment, with the goal being to buy where relative value exists along the maturity spectrum.

Custodial Credit Risk - For an investment, custodial risk is that risk that, in the event of the failure of the counterparty, the Service Center will no longer be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The Service Center's investment in a repurchase agreement is collateralized by underlying securities pledged by the investment's counterparty, not in the name of the Service Center. Ohio law requires the market value of the securities subject to repurchase agreements must exceed the principal balance of the securities subject to a repurchase agreement by 2%. The Service Center has no investment policy dealing with investment custodial risk beyond the requirement in State statute that prohibits payment for investments prior to the delivery of the securities representing such investments to the Treasurer or qualified trustee.

Credit Risk- The Service Center's only investment during fiscal year 2014 was in an overnight repurchase account, with a year ending balance of \$5,795,000. The Service Center's investments in the federal agency securities that underlie the Service Center's repurchase agreement were rated Aaa by Moody's Investor Services.

Concentration of Credit Risk- The Service Center investment policy is to be diversified in its holdings of investments by avoiding concentrations of specific users. During the year, the Service Center's only investment was in an overnight repurchase account. These investments were secured with pledged collateral, held and in the name of the pledging institution, in which the investments are held.

Interest is legally required to be placed in the general fund. Interest revenue credited to the general fund during fiscal year 2014 amounted to \$3,736, which includes \$41 assigned from other Service Center funds.

NOTE 4 – RECEIVABLES

Receivables at year-end consisted of intergovernmental (grants and entitlements and charges for services provided to other governments), accounts and interfund. All receivables are considered collectible in full due to the stable condition of state programs, and the current year guarantee of federal funds.

A summary of the principal items of intergovernmental receivables follows:

	Governmental Activities
Preschool excess costs	\$ 2,277,347
Service provided to others	493,909
Grants	614,211
Total Intergovernmental Receivable	\$ 3,385,467

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

NOTE 5 - CAPITAL ASSETS

Capital asset activity for the fiscal year ended June 30, 2014, was as follows:

	Balance June 30, 2013	Additions	Deletions	Balance June 30, 2014
Governmental Activities				
<i>Capital Assets, Not Being Depreciated</i>				
Land	\$ 207,778	\$ 0	\$ 0	\$ 207,778
<i>Capital Assets, Being Depreciated</i>				
Furniture and equipment	822,892	5,205	0	828,097
Building and improvements	1,854,192	0	0	1,854,192
Vehicles	31,376	0	(18,207)	13,169
<i>Total Capital Assets, Being Depreciated</i>	<u>2,708,460</u>	<u>5,205</u>	<u>(18,207)</u>	<u>2,695,458</u>
<i>Accumulated Depreciation</i>				
Furniture and equipment	(757,785)	(15,961)	0	(773,746)
Building and improvements	(230,676)	(38,655)	0	(269,331)
Vehicles	(31,376)	0	18,207	(13,169)
<i>Total Accumulated Depreciated</i>	<u>(1,019,837)</u>	<u>(54,616)</u>	<u>18,207</u>	<u>(1,056,246)</u>
<i>Total Capital Assets Being Depreciated, Net</i>	<u>1,688,623</u>	<u>(49,411)</u>	<u>0</u>	<u>1,639,212</u>
<i>Governmental Activities, Capital Assets, Net</i>	<u>\$ 1,896,401</u>	<u>\$ (49,411)</u>	<u>\$ 0</u>	<u>\$ 1,846,990</u>

*Depreciation expense was charged to governmental functions as follows:

Instruction:	
Regular	\$ 798
Special	11,981
Support Services:	
Instructional Staff	5,777
Administration	18,392
Fiscal	1,848
Operation and Maintenance of Plant	15,820
Total Depreciation	<u>\$ 54,616</u>

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

NOTE 6 - INTERFUND TRANSACTIONS

Interfund balances consisted of the following at June 30, 2014, as reported on the fund financial statements:

	Interfund Receivable	Interfund Payable
General fund	\$ 116,953	\$ 0
Educational Regional Service System	0	63,895
Other governmental funds	0	53,058
	\$ 116,953	\$ 116,953

As of June 30, 2014, the educational regional service system and other non-major governmental funds reported unencumbered negative cash balances. The amount reported in other governmental funds was made up of \$14,289 in the public school preschool grant fund, \$8,548 in the EHA preschool grant fund and \$30,221 in the miscellaneous federal grants fund. As a result, interfund loans were made by the general fund to eliminate the negative balances. All interfund loans will be repaid in fiscal year 2015 with monies to be received from reimbursable expenditures incurred during fiscal year 2014.

NOTE 7 - RISK MANAGEMENT

The Service Center is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets, errors and omissions, injuries to employees and natural disasters. These risks are covered by commercial insurance purchased from independent third parties. There have been no settlements paid in excess of insurance coverage nor has insurance coverage been significantly reduced in the past three years. The Service Center is a participant in the Stark County Schools Council of Government ("Council") for the purpose of obtaining benefits at a reduced premium for health care. Mutual Health Services Company and the Aultcare Corporation administer the insurance program for health care. Payments are made to the Council for monthly premiums, monthly stop-loss premiums, and administrative charges. The fiscal agent of the Council is the Stark County Educational Service Center. The fiscal agent pays Mutual Health Services and the Aultcare Corporation monthly for all participating districts, the actual amount of claims processed, the stop-loss premium, and the administrative charges.

Premium contributions are determined annually based on the claims experience of the individual member. Premiums can be increased or decreased by up to 20% of the prior year's contribution. Members may become liable for additional contributions to fund the liability of the pool. In the event of termination, all participating members' claims would be paid without regard to their individual account balances. The Consortium's Board of Directors has authority to return monies to an exiting member subsequent to the settlement of all claims and expenses.

The Service Center pays the State Workers' Compensation System a premium based on a rate per \$100 of salaries. This rate is calculated based on accident history and administrative costs.

**Summit County Educational Service Center
Summit County, Ohio**

*Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014*

NOTE 8 - DEFINED BENEFIT PENSION PLANS

A. School Employees Retirement System

Plan Description - The Service Center contributes to the School Employees Retirement System of Ohio ("SERS"), a cost-sharing multiple-employer defined benefit pension plan. SERS provides retirement, disability and survivor benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Authority to establish and amend benefits is provided by state statute per Chapter 3309 of the Ohio Revised Code. SERS issues a publicly available, stand-alone financial report that includes financial statements and required supplementary information. That report can be obtained by contacting SERS, 300 East Broad Street, Suite 100, Columbus, Ohio 43215-3746 or by calling toll free (800) 878-5853. It is also posted on SERS' website at www.ohsers.org under Employers/Audit Resources.

Funding Policy - Plan members are required to contribute 10% of their annual covered salary and the Service Center is required to contribute at an actuarially determined rate. The current rate is 14% of annual covered payroll. A portion of the Service Center's contribution is used to fund pension obligations with the remainder being used to fund health care benefits. For fiscal year 2014, 13.05% and .05% of annual covered salary was the portion used to fund pension obligations and death benefits, respectively. The contribution requirements of plan members and employers are established and may be amended by the SERS' Retirement Board up to statutory maximum amount of 10% for plan members and 14% for employers. Chapter 3309 of the Ohio Revised Code provides statutory authority for member and employer contributions. The Service Center's required contributions for pension obligations and death benefits to SERS for the fiscal years ended June 30, 2014, 2013 and 2012 were \$410,226, \$455,433 and \$380,846, respectively; 92% has been contributed for fiscal year 2014 and 100% for the fiscal years 2013 and 2012.

B. State Teachers Retirement System

Plan Description - The Service Center participates in the State Teachers Retirement System of Ohio ("STRS Ohio"), a cost-sharing, multiple-employer public employee retirement plan. STRS Ohio provides retirement and disability benefits to members and death and survivor benefits to beneficiaries. STRS Ohio issues a publicly-available, stand-alone financial report that may be obtained by writing to STRS Ohio, 275 East Broad Street, Columbus, Ohio 43215-3371, by calling (888) 227-7877, or by visiting the STRS Ohio website at www.strsoh.org.

New members have a choice of three retirement plans, a Defined Benefit (DB) Plan, a Defined Contribution (DC) Plan and a Combined Plan. The DB Plan offers an annual retirement allowance based on final average salary times a percentage that varies based on years of service, or an allowance based on a member's lifetime contributions and earned interest matched by STRS Ohio funds divided by an actuarially determined annuity factor. The DC Plan allows members to place all their member contributions and employer contributions equal to 10.5% of earned compensation into an investment account. Investment decisions are made by the member. A member is eligible to receive a retirement benefit at age 50 and termination of employment. The member may elect to receive a lifetime monthly annuity or a lump sum withdrawal. The Combined Plan offers features of both the DC Plan and the DB Plan. In the Combined Plan, member contributions are invested by the member, and employer contributions are used to fund the defined benefit payment at a reduced level from the regular DB Plan. The DB portion of the Combined Plan payment is payable to a member on or after age 60; the DC portion of the account may be taken as a lump sum or converted to a lifetime monthly annuity at age 50. Benefits are established by Chapter 3307 of the Ohio Revised Code.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

A DB or Combined Plan member with five or more years of credited service who becomes disabled may qualify for a disability benefit. Eligible spouses and dependents of these active members who die before retirement may qualify for survivor benefits. Members in the DC plan who become disabled are entitled only to their account balance. If a member dies before retirement benefits begin, the member's designated beneficiary is entitled to receive the member's account balance.

Funding Policy - For fiscal year 2014, plan members were required to contribute 11% of their annual covered salaries. The Service Center was required to contribute 14%; 13% was the portion used to fund pension obligations. Contribution rates are established by the State Teachers Retirement Board, upon recommendations of its consulting actuary, not to exceed statutory maximum rates of 11% for members and 14% for employer contributions. Chapter 3307 of the Ohio Revised Code provides statutory authority for member and employer contributions.

The Service Center's required contributions for pension obligations to STRS Ohio for the fiscal years ended June 30, 2014, 2013 and 2012 were \$1,044,568, \$1,142,723 and \$1,051,143, respectively; 90% has been contributed for fiscal year 2014 and 100% for the fiscal years 2013 and 2012. Contributions to the DC and Combined Plans for fiscal year 2014 were \$60,260 made by the Service Center and \$47,347 made by the plan members.

NOTE 9 - POSTEMPLOYMENT BENEFITS

A. School Employees Retirement System

Plan Description – The Service Center participates in two cost-sharing, multiple employer defined benefit OPEB plans administered by the School Employees Retirement System for non-certificated retirees and their beneficiaries, a Health Care Plan and a Medicare Part B Plan. The Health Care Plan includes hospitalization and physicians' fees through several types of plans including HMO's, PPO's, Medicare Advantage and traditional indemnity plans. A prescription drug plan is also available to those who elect health coverage. SERS employs two third-party administrators and a pharmacy benefit manager to manage the self-insurance and prescription drug plans, respectively. The Medicare Part B Plan reimburses Medicare Part B premiums paid by eligible retirees and beneficiaries as set forth in Ohio Revised Code Section 3309.69. Qualified benefit recipients who pay Medicare Part B premiums may apply for and receive a monthly reimbursement from SERS. The reimbursement amount is limited by statute to the lesser of the January 1, 1999 Medicare Part B premium or the current premium. The Medicare Part B monthly premium for calendar year 2014 was \$104.90 for most participants, but could be as high as \$335.70 per month depending on their income. SERS' reimbursement to retirees was \$45.50. Benefit provisions and the obligations to contribute are established by the System based on authority granted by State statute. The financial reports of both Plans are included in the SERS Comprehensive Annual Financial Report which is available by contacting SERS at 300 East Broad St., Suite 100, Columbus, Ohio 43215-3746. It is also posted on SERS' website at www.ohsers.org under Employers/Audit Resources.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

Funding Policy - State statute permits SERS to fund the health care benefits through employer contributions. Each year, after the allocation for statutorily required benefits, the Retirement Board allocates the remainder of the employer contribution of 14% of covered payroll to the Health Care Fund. The Health Care Fund was established and is administered in accordance with Internal Revenue Code Section 105(e). For fiscal year 2014, 0.14% of covered payroll was allocated to health care. An additional health care surcharge on employers is collected for employees earning less than an actuarially determined minimum compensation amount, pro-rated according to service credit earned. Statutes provide that no employer shall pay a health care surcharge greater than 2% of that employer's SERS-covered payroll; nor may SERS collect in aggregate more than 1.5% of the statewide SERS-covered payroll for the health care surcharge. For fiscal year 2014, the actuarially determined amount was \$20,250.

Active members do not contribute to the postemployment benefit plans. The SERS Retirement Board establishes the rules for the premiums paid by the retirees for health care coverage for themselves and their dependents or for their surviving beneficiaries. Retirees and their beneficiaries are required to pay a health care premium that varies depending on the plan selected, the number of qualified years of service, Medicare eligibility and retirement status.

The Service Center's contributions for health care (including surcharge) for the fiscal years ended June 30, 2014, 2013, and 2012 were \$48,225, \$42,347, and \$16,559, respectively; 92% has been contributed for fiscal year 2014 and 100% for fiscal years 2013 and 2012.

The Retirement Board, acting with advice of the actuary, allocates a portion of the current employer contribution to the Medicare B Fund. For fiscal year 2014, the actuarially required allocation was 0.76% of covered payroll. The Service Center's contributions for Medicare Part B for the fiscal years ended June 30, 2014, 2013, and 2012 were \$23,799, \$25,727, and \$22,580, respectively; 92% has been contributed for fiscal year 2014 and 100% for fiscal years 2013 and 2012.

B. State Teachers Retirement System

Plan Description - The Service Center contributes to the cost sharing, multiple-employer defined benefit Health Plan (the "Plan") administered by the State Teachers Retirement System of Ohio (STRS Ohio) for eligible retirees who participated in the defined benefit or combined pension plans offered by STRS Ohio. Benefits include hospitalization, physicians' fees, prescription drugs and reimbursement of monthly Medicare Part B premiums. The Plan is included in the financial report of STRS. Interested parties can view the most recent Comprehensive Annual Financial Report by visiting www.strsoh.org or by requesting a copy by calling toll-free (888) 227-7877.

Funding Policy - Ohio law authorizes STRS Ohio to offer the Plan and gives the Retirement Board authority over how much, if any, of the health care costs will be absorbed by STRS Ohio. Active employee members do not contribute to the Plan. All benefit recipients pay a monthly premium. Under Ohio law, funding for post-employment health care may be deducted from employer contributions. For fiscal year 2014, STRS Ohio allocated employer contributions equal to 1% of covered payroll to the Health Care Stabilization Fund. The Service Center's contributions for health care for the fiscal years ended June 30, 2014, 2013, and 2012 were \$80,351, \$87,902, and \$80,857, respectively; 90% has been contributed for fiscal year 2014 and 100% for fiscal years 2013 and 2012.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

NOTE 10 - LONG TERM OBLIGATIONS

Changes in long-term obligations of the Service Center during the current fiscal year were as follows:

	Balance June 30, 2013	Additions	Deductions	Balance June 30, 2014	Amount Due Within One Year
Governmental Activities:					
Compensated Absences	\$ 190,277	\$ 14,588	\$ (92,313)	\$ 112,552	\$ 28,093
Capital Lease	896,103	0	(74,984)	821,119	77,908
Total long term obligations	<u>\$ 1,086,380</u>	<u>\$ 14,588</u>	<u>\$ (167,297)</u>	<u>\$ 933,671</u>	<u>\$ 106,001</u>

Compensated absences will be paid from the fund in which the employee is paid. In prior years, this fund has primarily been the general fund. Capital leases will be paid from the general fund.

NOTE 11 - CAPITALIZED LEASES - LESSEE DISCLOSURE

In fiscal year 2008, the Service Center entered into a lease-purchase agreement for HVAC improvements for heating and cooling. This lease meets the criteria of a capital lease as it transfers benefits and risks of ownership to the lessee. Capital lease payments have been reclassified and are reflected as debt service in the basic financial statements for the governmental funds. Capital assets acquired by lease have been capitalized in the amount of \$1,230,858; this amount is equal to the present value of the future minimum lease payments at the time of acquisition in the government-wide financial statements.

Principal payments in the current fiscal year totaled \$74,984. The following is a schedule of the future minimum lease payments required under the capital leases and the present value of the minimum lease payments as of June 30, 2014:

Year	Amount
2015	\$ 109,932
2016	109,932
2017	109,932
2018	109,932
2019	109,932
2020-2023	439,729
Total lease payments	989,389
Less amount representing interest	(168,270)
Present value of minimum lease payments	<u>\$ 821,119</u>

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

NOTE 12 - JOINTLY GOVERNED ORGANIZATIONS

Metropolitan Regional Service Council (MRSC)

MRSC is also known as Northeast Ohio Network for Educational Technology (NEOnet), which is the name used exclusively prior to their reorganization from a consortium to a council of governments. MRSC is the computer service organization or Data Acquisition Site (DAS) used by the Service Center. MRSC is an association of public districts in a geographic area determined by the Ohio Department of Education. The purpose of MRSC is to develop and employ a computer system efficiently and effectively for the needs of the member Boards of Education. All districts in MRSC are required to pay fees, charges, and assessments as charged. A board made up of superintendents from all of the participating Service Centers governs MRSC. An elected Executive Board consisting of nine members of the governing board is the managerial body of the MRSC and meets on a monthly basis.

The Service Center does not maintain an ongoing financial interest or an ongoing financial responsibility. Payments to MRSC are made from the general fund. During the current fiscal year the Service Center made \$31,704 in contributions to MRSC.

NOTE 13 - CONTINGENCIES

A. Grants

The Service Center received financial assistance from federal and State agencies in the form of grants. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, the effect of any such disallowed claims on the overall financial position of the Service Center at June 30, 2014, if applicable, cannot be determined at this time.

B. Litigation

The Service Center is not party to any claims or lawsuits that would, in the Service Center's opinion, have a material effect of the basic financial statements.

NOTE 14 - FUND DEFICITS

Fund balances at June 30, 2014 included the following individual fund deficits:

	<u>Fund Balance</u>
Public School Preschool	\$ 9,554
EHA Preschool Grant	2,643
Miscellaneous Federal Grants	30,221

The deficits in these funds resulted from adjustments for accrued liabilities. The general fund is liable for any deficit in the non-major governmental funds and will provide transfers when cash is required, not when accruals occur.

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

NOTE 15 – FUND BALANCE

Fund balance can be classified as nonspendable, restricted, committed, assigned and/or unassigned based primarily on the extent to which the Service Center is bound to observe constraints imposed upon the use of the resources in governmental funds.

The constraints placed on fund balance for the major governmental funds and all other funds are presented as follows:

	<u>General</u>	<u>Educational Regional Service System</u>	<u>Other Governmental Funds</u>	<u>Total</u>
Restricted for:				
Other Purposes	\$ 0	\$ 66,001	\$ 31,380	\$ 97,381
Assigned for:				
Encumbrances:				
Instructional	18,387	0	0	18,387
Support Services	38,625	0	0	38,625
Other Purposes:				
Public School Support	6,078	0	0	6,078
Total Assigned	63,090	0	0	63,090
Unassigned	4,109,548	0	(42,418)	4,067,130
Total Fund Balance (Deficit)	<u>\$ 4,172,638</u>	<u>\$ 66,001</u>	<u>\$ (11,038)</u>	<u>\$ 4,227,601</u>

NOTE 16 – ENCUMBRANCE COMMITMENTS

The Service Center utilizes encumbrance accounting as part of its budgetary controls. Encumbrances outstanding at year-end may be reported as part of restricted, committed or assigned classifications of fund balance. At year-end, the Service Center commitments for encumbrances in the governmental funds were as follows:

<u>Fund</u>	<u>Amount</u>
General	\$ 57,012
Educational Regional Service System	20,674
Other Governmental Funds	57,461
	<u>\$ 135,147</u>

Summit County Educational Service Center
Summit County, Ohio
Notes to the Basic Financial Statements
For the Fiscal Year Ended June 30, 2014

NOTE 17 – RESTATEMENT OF FUND BALANCES/NET POSITION

A. Modified Accrual Fund Balances

Fund balances have been restated at July 1, 2013, to account for reclassification of a fund that should have been a private purpose trust fund. The adjustments had the following effect on governmental modified fund balances as previously reported:

	General Fund	Educational Regional Service Center	Other Governmental Funds
Beginning fund balances, July 1, 2013	\$ 4,759,415	\$ 55,615	\$ 41,498
Adjustments:			
Fund reclassifications (Private Purpose Trust)	<u>0</u>	<u>0</u>	<u>296</u>
Beginning fund balances, July 1, 2013	<u>\$ 4,759,415</u>	<u>\$ 55,615</u>	<u>\$ 41,794</u>

B. Net Position

Net position has been restated at July 1, 2013, to account for the reclassification of governmental activities to activities reported in fiduciary funds. The adjustments had the following effect on governmental activities net position as previously reported:

	Governmental Activities	Private Purpose Trust
Governmental activities net position, July 1, 2013	\$ 7,300,598	\$ 109,963
Adjustments:		
Fund reclassifications	<u>296</u>	<u>(296)</u>
Beginning net asset position, July 1, 2013	<u>\$ 7,300,894</u>	<u>\$ 109,667</u>

*Combining Statements for
Nonmajor Governmental Funds*

Combining Statements – Nonmajor Funds

Nonmajor Special Revenue Funds

Special revenue funds are established to account for revenues from specific sources, which legally, or otherwise, are restricted to expenditures for specific purposes. A description of the Service Center's special revenue funds follows:

Miscellaneous Local Grants

To account for funds received from private organizations that are restricted for specific purposes.

Public School Preschool

To account for state monies used to assist the Service Center in paying the cost of preschool programs for children ages three through five year.

Dual Credit Grant

To account for activities established under House Bill 119, ALI 200-536 for the purpose of increasing the number of high school students earning or dual credit in the high school setting and to build statewide capacity to deliver high quality coursework and instruction in mathematics, science, and foreign language.

Teach Ohio Grant

To provide for either a new program or expansion of an existing program to support initiatives in the following areas: Standards and Assessments; Using Data to improve Instruction; Great Teachers and Leaders; and Turning Around the Lowest Achieving Schools.

EHA Preschool Grant

To account for federal funds used for the improvement and expansion of services for handicapped children ages three through five years.

Miscellaneous Federal Grants

To account for Federal monies received to encourage and help fund smaller classroom size and additional staffing needs.

Summit County Educational Service Center
Summit County, Ohio
Combining Balance Sheet
Nonmajor Special Revenue Funds
June 30, 2014

	Miscellaneous Local Grants	Public School Preschool	Dual Credit Grant
Assets			
Equity in Pooled Cash and Investments	\$ 8,093	\$ 0	\$ 21,995
Receivables:			
Intergovernmental	0	29,397	0
Total Assets	<u>\$ 8,093</u>	<u>\$ 29,397</u>	<u>\$ 21,995</u>
Liabilities			
Accounts Payable	\$ 0	\$ 0	\$ 0
Accrued Wages and Benefits	0	20,772	0
Intergovernmental Payable	0	3,890	0
Interfund Payable	0	14,289	0
Total Liabilities	<u>0</u>	<u>38,951</u>	<u>0</u>
Deferred Inflows of Resources			
Unavailable Revenue	0	0	0
Fund Balances			
Restricted	8,093	0	21,995
Unassigned	0	(9,554)	0
Total Fund Balances	<u>8,093</u>	<u>(9,554)</u>	<u>21,995</u>
Total Liabilities, Deferred Inflows of Resources and Fund Balances	<u>\$ 8,093</u>	<u>\$ 29,397</u>	<u>\$ 21,995</u>

Teach Ohio Grant	EHA Preschool Grant	Miscellaneous Federal Grants	Total Nonmajor Special Revenue Funds
\$ 39,938	\$ 0	\$ 0	\$ 70,026
0	17,120	0	46,517
<u>\$ 39,938</u>	<u>\$ 17,120</u>	<u>\$ 0</u>	<u>\$ 116,543</u>
\$ 18,291	\$ 0	\$ 0	\$ 18,291
17,322	7,424	0	45,518
3,033	1,556	0	8,479
0	8,548	30,221	53,058
<u>38,646</u>	<u>17,528</u>	<u>30,221</u>	<u>125,346</u>
0	2,235	0	2,235
1,292	0	0	31,380
0	(2,643)	(30,221)	(42,418)
<u>1,292</u>	<u>(2,643)</u>	<u>(30,221)</u>	<u>(11,038)</u>
<u>\$ 39,938</u>	<u>\$ 17,120</u>	<u>\$ 0</u>	<u>\$ 116,543</u>

Summit County Educational Service Center
Summit County, Ohio
Combining Statement of Revenues, Expenditures and Changes in Fund Balances
Nonmajor Special Revenue Funds
For the Fiscal Year Ended June 30, 2014

	Miscellaneous Local Grants	Public School Preschool	Dual Credit Grant
Revenues			
Intergovernmental	\$ 0	\$ 166,669	\$ 0
Charges for Services	855	0	0
Contributions and Donations	2,600	0	0
<i>Total Revenues</i>	<u>3,455</u>	<u>166,669</u>	<u>0</u>
Expenditures			
Current:			
Instruction:			
Special	2,254	109,283	0
Support Services:			
Pupils	0	57,900	0
Instructional Staff	3,806	0	0
Administration	0	0	0
Fiscal	0	0	0
Operation and Maintenance of Plant	0	7,281	0
<i>Total Expenditures</i>	<u>6,060</u>	<u>174,464</u>	<u>0</u>
<i>Net Change in Fund Balance</i>	(2,605)	(7,795)	0
<i>Fund Balances (Deficit) Beginning of Year,</i> <i>Restated - See Note 17</i>	<u>10,698</u>	<u>(1,759)</u>	<u>21,995</u>
<i>Fund Balances (Deficit) End of Year</i>	<u>\$ 8,093</u>	<u>\$ (9,554)</u>	<u>\$ 21,995</u>

Teach Ohio Grant	EHA Preschool Grant	Miscellaneous Federal Grants	Total Nonmajor Special Revenue Funds
\$ 23,141	\$ 117,138	\$ 17,665	\$ 532,913
0	0	0	855
0	0	0	2,600
<u>23,141</u>	<u>117,138</u>	<u>17,665</u>	<u>536,368</u>
0	91,719	0	203,256
0	30,000	12,390	100,290
157,884	0	40,001	201,691
64,482	0	0	64,482
12,200	0	0	12,200
0	0	0	7,281
<u>234,566</u>	<u>121,719</u>	<u>52,391</u>	<u>589,200</u>
(3,125)	(4,581)	(34,726)	(52,832)
<u>4,417</u>	<u>1,938</u>	<u>4,505</u>	<u>41,794</u>
<u>\$ 1,292</u>	<u>\$ (2,643)</u>	<u>\$ (30,221)</u>	<u>\$ (11,038)</u>

Combining Statements Agency Funds

Agency funds are used to account for assets held by the Service Center as an agent for individuals, private organizations, and other governments. A description of the Service Center's agency funds follows:

Service Center Agency

To account for those assets held by the Service Center for school districts that participate in a variety of programs. Control of these funds rests solely with the members of each program. The Service Center acts as the fiscal agent of the funds.

Employee Benefits

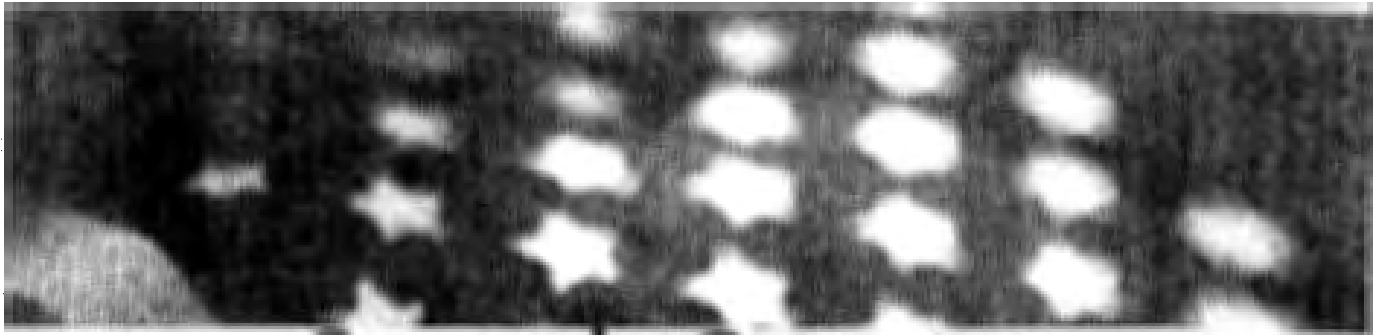
To account for those assets held by the Service Center as an agent for individuals. Assets held include items related to payroll transactions.

Summit County Educational Service Center
Summit County, Ohio
Combining Statement of Assets and Liabilities
Agency Funds
June 30, 2014

	Service Center Agency	Employee Benefits	Total Agency Funds
Assets			
Equity in Pooled Cash and Cash Equivalents	\$ 161,671	\$ 1,339	\$ 163,010
Intergovernmental Receivable	1,010	0	1,010
<i>Total Assets</i>	<u>\$ 162,681</u>	<u>\$ 1,339</u>	<u>\$ 164,020</u>
Liabilities			
Accounts Payable	\$ 7,420	\$ 0	\$ 7,420
Intergovernmental Payable	0	1,339	1,339
Undistributed Monies	155,261	0	155,261
<i>Total Liabilities</i>	<u>\$ 162,681</u>	<u>\$ 1,339</u>	<u>\$ 164,020</u>

Summit County Educational Service Center
Summit County, Ohio
Combining Statement of Changes in Assets and Liabilities
All Agency Funds
For the Fiscal Year Ended June 30, 2014

	Beginning Balance 7/1/13	Additions	Deductions	Ending Balance 6/30/14
Service Center Agency				
<u>Assets:</u>				
Equity in Pooled Cash and Cash Equivalents	\$ 144,452	\$ 69,004	\$ 51,785	\$ 161,671
Receivables:				
Intergovernmental	7,140	1,010	7,140	1,010
Total Assets	<u>\$ 151,592</u>	<u>\$ 70,014</u>	<u>\$ 58,925</u>	<u>\$ 162,681</u>
<u>Liabilities:</u>				
Accounts Payable	\$ 0	\$ 7,420	\$ 0	\$ 7,420
Undistributed Monies	151,592	17,219	13,550	155,261
Total Liabilities	<u>\$ 151,592</u>	<u>\$ 24,639</u>	<u>\$ 13,550</u>	<u>\$ 162,681</u>
Employee Benefits				
<u>Assets:</u>				
Equity in Pooled Cash and Cash Equivalents	\$ 419	\$ 920	\$ 0	\$ 1,339
Total Assets	<u>\$ 419</u>	<u>\$ 920</u>	<u>\$ 0</u>	<u>\$ 1,339</u>
<u>Liabilities:</u>				
Intergovernmental Payable	\$ 419	\$ 920	\$ 0	\$ 1,339
Total Liabilities	<u>\$ 419</u>	<u>\$ 920</u>	<u>\$ 0</u>	<u>\$ 1,339</u>
Total - All Agency Funds				
<u>Assets:</u>				
Equity in Pooled Cash and Cash Equivalents	\$ 144,871	\$ 69,924	\$ 51,785	\$ 163,010
Receivables:				
Intergovernmental	7,140	1,010	7,140	1,010
Total Assets	<u>\$ 152,011</u>	<u>\$ 70,934</u>	<u>\$ 58,925</u>	<u>\$ 164,020</u>
<u>Liabilities:</u>				
Accounts Payable	\$ 0	\$ 7,420	\$ 0	\$ 7,420
Intergovernmental Payable	419	920	0	1,339
Undistributed Monies	151,592	17,219	13,550	155,261
Total Liabilities	<u>\$ 152,011</u>	<u>\$ 25,559</u>	<u>\$ 13,550</u>	<u>\$ 164,020</u>



Summit County

Educational Service Center



Statistical Section

STATISTICAL SECTION

This part of the Summit County Educational Service Center's (Service Center) comprehensive annual financial report presents detailed information as a context for understanding what the information in the financial statements, note disclosures, and required supplementary information says about the Service Center's overall financial health.

Statistical Section Contents

Page

Financial Trends

These schedules contain trend information to help the reader understand how the Service Center's financial performance has changed over time.

50-57

Revenue Capacity

These schedules contain information to help the reader assess the affordability of the Service Center's most significant local revenue source, "charges for services".

58

Demographic and Economic Information

These schedules offer demographic and economic indicators to help the reader understand the environment within the Service Center's financial activities take place.

59-67

Operating

These schedules contain service data to help the reader understand how the information in the Service Center's financial report relates to the services the Service Center provides and the activities performed.

68-71

Debt Information

This schedule presents information to help the reader assess the affordability of the Service Center's current levels of outstanding debt

72

Summit County Educational Service Center
 Summit County, Ohio
 Net Position by Components
 Last Ten Fiscal Years
 (Accrual Basis of Accounting)

	2014	2013	2012	2011
<i>Governmental Activities:</i>				
Net Investment in Capital Assets	\$ 1,025,871	\$ 1,000,298	\$ 956,194	\$ 947,583
Restricted	398,572	106,979	333,572	377,913
Unrestricted	6,304,560	6,193,617	6,052,372	6,581,550
Total Governmental Activities				
Net Position	<u>\$ 7,729,003</u>	<u>\$ 7,300,894</u>	<u>\$ 7,342,138</u>	<u>\$ 7,907,046</u>
<i>Primary Government:</i>				
Net Investment in Capital Assets	\$ 1,025,871	\$ 1,000,298	\$ 956,194	\$ 947,583
Restricted	398,572	106,979	333,572	377,913
Unrestricted	6,304,560	6,193,617	6,052,372	6,581,550
Total Primary Government				
Net Position	<u>\$ 7,729,003</u>	<u>\$ 7,300,894</u>	<u>\$ 7,342,138</u>	<u>\$ 7,907,046</u>

Source: FY2005- FY2014 Service Center Audit Reports

2010	2009	2008	2007	2006	2005
\$ 934,281	\$ 957,966	\$ 956,526	\$ 993,685	\$ 1,022,788	\$ 234,052
673,040	471,531	1,864,256	272,331	166,267	212,594
<u>6,797,030</u>	<u>6,511,875</u>	<u>4,873,940</u>	<u>4,904,129</u>	<u>4,051,896</u>	<u>4,733,283</u>
<u>\$ 8,404,351</u>	<u>\$ 7,941,372</u>	<u>\$ 7,694,722</u>	<u>\$ 6,170,145</u>	<u>\$ 5,240,951</u>	<u>\$ 5,179,929</u>
\$ 934,281	\$ 957,966	\$ 956,526	\$ 993,685	\$ 1,022,788	\$ 234,052
673,040	471,531	1,864,256	272,331	166,267	212,594
<u>6,797,030</u>	<u>6,511,875</u>	<u>4,873,940</u>	<u>4,904,129</u>	<u>4,051,896</u>	<u>4,733,283</u>
<u>\$ 8,404,351</u>	<u>\$ 7,941,372</u>	<u>\$ 7,694,722</u>	<u>\$ 6,170,145</u>	<u>\$ 5,240,951</u>	<u>\$ 5,179,929</u>

Summit County Educational Service Center
Summit County, Ohio
Changes in Net Position
Last Ten Fiscal Years
(Accrual Basis of Accounting)

	2014	2013 (1)	2012	2011
Primary Government:				
Expenses:				
Governmental Activities:				
Instruction:				
Regular	\$ 996,270	\$ 546,062	\$ 867,600	\$ 923,978
Special	5,026,161	6,756,094	5,771,610	4,327,833
Vocational	89,261	68,790	75,995	88,980
Adult/Continuing	0	0	0	0
Support Services:				
Pupils	3,480,941	3,754,776	3,649,489	3,136,536
Instructional Staff	4,130,917	4,449,228	4,622,772	4,250,972
Board of Governors	49,984	56,629	68,640	59,229
Administration	1,008,675	1,013,927	647,737	706,592
Fiscal	307,756	315,483	345,505	317,541
Business	33,365	32,837	56,890	47,809
Operation and Maintenance of Plant	526,689	561,598	388,307	316,129
Pupil Transportation	0	0	0	0
Central	67,707	123,273	193,077	200,088
Operation of Non-Instructional Services	0	0	0	0
Extracurricular Activities	48,911	56,208	57,482	56,002
Interest and fiscal charges	34,948	37,763	40,472	43,172
Total Governmental Activities - Expenses	15,801,585	17,772,668	16,785,576	14,474,861
Program Revenues:				
Governmental Activities:				
Charges for Services and Sales:				
Instruction:				
Regular	471,218	43,549	488,860	541,225
Special	5,544,529	6,395,013	4,926,528	3,362,495
Vocational	75,522	24,417	61,149	69,192
Adult/Continuing	0	0	0	0
Support Services:				
Pupils	3,359,445	3,414,118	3,065,263	2,464,636
Instructional Staff	1,566,055	1,632,620	1,636,128	1,797,166
Board of Governors	0	0	10,065	48,073
Administration	425,693	653,681	337,676	539,361
Fiscal	265,909	267,505	272,678	113,086
Business	13,411	14,929	11,154	35,863
Operation and Maintenance of Plant	325,544	359,113	222,971	240,878
Central	49,421	76,205	133,655	132,324
Extracurricular	31,172	46,705	46,902	44,125
Operating Grants and Contributions:				
Instruction:				
Regular	0	7,608	303,486	210,085
Special	202,009	225,082	206,355	129,913
Adult/Continuing	0	0	0	0
Support Services:				
Pupils	97,546	62,245	63,797	54,383
Instructional Staff	1,831,653	1,749,760	1,862,649	1,771,441
Administration	64,400	1,722	56	23,644
Fiscal	118,656	100,818	4,831	86,332
Operation and Maintenance of Plant	188,599	142,704	62,936	60,067
Central	6,316	48,447	33,473	6,506
Operation of Non-Instructional Services	0	0	0	0
Total Governmental Activities Program Revenues	14,637,098	15,266,241	13,750,612	11,730,795
Net (expense)/revenue	(1,164,487)	(2,506,427)	(3,034,964)	(2,744,066)
General Revenues and Other Changes in Net Position				
Orants and Entitlements not Restricted				
to Specific Programs	1,588,760	2,458,618	2,448,486	2,351,492
Investment Earnings	3,736	5,669	6,361	9,617
Miscellaneous	100	600	15,209	314
Total Governmental Activities	1,592,596	2,464,887	2,470,056	2,361,423
Change in Net Position:				
Governmental Activities	\$ 428,109	\$ (41,540)	\$ (564,908)	\$ (382,643)

Source: FY2005 - FY2014 Service Center Audit Reports

(1) Excludes the activities of funds reported in the general fund with the reclassification of a fund to private purpose trust.
Amount was not significant and would not impact the analysis.

2010	2009	2008	2007	2006	2005
\$ 913,601	\$ 605,811	\$ 540,996	\$ 369,429	\$ 349,962	\$ 209,664
3,812,318	3,373,034	2,998,717	2,904,473	2,359,153	1,923,412
69,889	65,783	60,090	58,931	56,693	53,325
0	1,550	1,215	1,888	4,739	3,843
2,993,203	2,883,336	2,964,052	2,586,241	2,413,522	1,946,972
4,187,584	4,624,215	3,204,321	2,284,496	2,256,066	2,183,010
87,926	60,635	69,199	55,669	58,371	28,563
810,933	1,226,557	1,332,565	846,333	778,517	813,310
457,431	332,287	307,573	270,605	249,872	236,049
32,585	42,141	42,678	63,513	45,152	50,286
395,811	427,400	210,114	123,790	106,250	142,367
0	0	226,744	0	0	0
210,520	253,570	12,696	248,083	207,542	433,416
13,000	0	0	0	0	0
21,865	43,959	1,778	19,638	13,166	20,304
46,230	49,229	0	2,299	1,545	1,051
<u>14,052,896</u>	<u>13,989,507</u>	<u>11,972,738</u>	<u>9,835,388</u>	<u>8,900,550</u>	<u>8,045,572</u>
673,409	415,158	300,784	161,796	121,485	106,586
3,202,215	2,755,621	2,342,484	2,312,742	1,737,617	1,535,977
66,643	60,088	50,568	145,649	109,360	95,948
0	0	0	6,156	4,622	4,055
2,633,798	2,501,779	2,369,294	1,736,547	1,303,883	1,160,980
1,641,917	1,453,927	1,463,840	1,287,488	966,602	844,990
23,853	0	58,051	2,198	1,650	1,448
393,634	506,014	523,350	1,088,987	817,664	717,389
298,316	260,372	225,858	40,654	30,525	26,781
1,699	4,128	34,815	3,078	2,311	2,028
115,736	105,538	109,400	4,837	3,632	3,186
152,931	192,978	157,361	231,928	174,141	162,237
20,685	40,358	0	0	0	0
145,642	218,379	219,603	94,038	459,995	0
139,951	41,671	149,113	181,428	218,335	394,094
0	0	1,222	0	0	0
63,038	97,383	123,746	0	29,299	154,037
2,213,428	2,472,629	1,734,960	384,365	121,223	210,792
71,438	374,738	986,919	281,165	0	0
133,739	43,367	16,810	0	0	0
167,923	193,768	49,022	0	0	0
38,782	3,000	0	3,000	482	354
12,768	0	0	0	0	0
<u>12,211,545</u>	<u>11,740,896</u>	<u>10,917,200</u>	<u>7,966,056</u>	<u>6,102,826</u>	<u>5,420,882</u>
(1,841,351)	(2,248,611)	(1,055,538)	(1,869,332)	(2,797,724)	(2,624,690)
2,290,684	2,406,256	2,302,630	2,441,160	2,487,564	2,579,771
13,157	65,048	328,370	329,136	255,665	126,759
489	23,957	49,115	28,230	115,517	24,293
<u>2,304,330</u>	<u>2,495,261</u>	<u>2,580,115</u>	<u>2,798,526</u>	<u>2,858,746</u>	<u>2,730,823</u>
<u>\$ 462,979</u>	<u>\$ 246,650</u>	<u>\$ 1,524,577</u>	<u>\$ 929,194</u>	<u>\$ 61,022</u>	<u>\$ 106,133</u>

Summit County Educational Service Center
Summit County, Ohio
Fund Balance, Governmental Funds
Last Ten Fiscal Years
(Modified Accrual Basis of Accounting)

	<u>General Fund</u>			
	Fiscal Year Ended June 30, 2014	Restated Fiscal Year Ended June 30, 2013	Fiscal Year Ended June 30, 2012	Fiscal Year Ended June 30, 2011
Unreserved	\$ 0	\$ 0	\$ 0	\$ 0
Reserved	0	0	0	0
Assigned	63,090	53,871	50,155	56,747
Unassigned	4,109,548	4,705,544	4,305,462	6,046,993
Total fund balance	\$ 4,172,638	\$ 4,759,415	\$ 4,355,617	\$ 6,103,740

	<u>All Other Governmental Funds</u>			
	Fiscal Year Ended June 30, 2014	Fiscal Year Ended June 30, 2013	Fiscal Year Ended June 30, 2012	Fiscal Year Ended June 30, 2011
Fund balance, reserved	\$ 0	\$ 0	\$ 0	\$ 0
Fund balance, unreserved reported in:				
Special revenue funds	0	0	0	0
Capital project funds	0	0	0	0
Restricted	97,381	99,168	49,934	92,808
Unassigned	(42,418)	(1,759)	(188,612)	(195,023)
Total fund balance	\$ 54,963	\$ 97,409	\$ (138,678)	\$ (102,215)

Source: FY2005 - FY2014 Service Center Audit Report

NOTE: Fund Balance classifications changed with the implementation of GASB Statement #54 in fiscal year 2011

Fiscal Year Ended June 30, 2010	Fiscal Year Ended June 30, 2009	Fiscal Year Ended June 30, 2008	Fiscal Year Ended June 30, 2007	Fiscal Year Ended June 30, 2006	Fiscal Year Ended June 30, 2005
\$ 0	\$ 5,046,947	\$ 5,300,862	\$ 4,013,583	\$ 3,874,349	\$ 4,208,418
0	90,147	130,629	133,345	80,720	111,428
35,566	N/A	N/A	N/A	N/A	N/A
5,393,947	N/A	N/A	N/A	N/A	N/A
<u>\$ 5,429,513</u>	<u>\$ 5,137,094</u>	<u>\$ 5,431,491</u>	<u>\$ 4,146,928</u>	<u>\$ 3,955,069</u>	<u>\$ 4,319,846</u>

Fiscal Year Ended June 30, 2010	Fiscal Year Ended June 30, 2009	Fiscal Year Ended June 30, 2008	Fiscal Year Ended June 30, 2007	Fiscal Year Ended June 30, 2006	Fiscal Year Ended June 30, 2005
\$ 0	\$ 81,920	\$ 447,043	\$ 111,352	\$ 16,904	\$ 1,141
0	342,351	(71,835)	160,973	149,363	209,966
0	2,243	1,231,224	0	0	0
269,620	N/A	N/A	N/A	N/A	N/A
0	N/A	N/A	N/A	N/A	N/A
<u>\$ 269,620</u>	<u>\$ 426,514</u>	<u>\$ 1,606,432</u>	<u>\$ 272,325</u>	<u>\$ 166,267</u>	<u>\$ 211,107</u>

Summit County Educational Service Center

Summit County, Ohio

General Governmental Revenues by Source and Expenditures by Function

Last Ten Fiscal Years

(Modified Accrual Basis of Accounting)

	Fiscal Year Ended June 30, 2014	Fiscal Year Ended June 30, 2013 (1)	Fiscal Year Ended June 30, 2012	Fiscal Year Ended June 30, 2011
Revenues:				
Intergovernmental	\$ 3,810,452	\$ 5,142,393	\$ 5,317,018	\$ 4,798,963
Investment Income	3,736	5,669	6,361	9,617
Tuition and fees	3,823,612	5,051,826	1,608,558	2,989,405
Gifts and donations	2,600	0	599	0
Charges for services	7,899,943	8,491,724	8,352,304	7,412,298
Miscellaneous	5,920	2,566	15,207	6,863
Total revenues	15,546,263	18,694,178	15,300,047	15,217,146
Expenditures:				
Current:				
Instruction:				
Regular	998,698	543,923	873,398	924,067
Special	5,025,815	6,748,033	5,755,354	4,317,750
Vocational	89,148	69,135	75,510	88,926
Adult/continuing	0	0	0	0
Support services:				
Pupils	3,526,026	3,754,038	3,658,288	3,171,368
Instructional staff	4,196,284	4,502,347	4,693,692	4,337,367
Board of Governors	49,984	56,629	68,640	59,229
Administration	997,252	978,948	619,275	729,115
Fiscal	418,076	432,623	467,530	460,589
Business	33,335	32,874	56,875	45,163
Operation and maintenance of plant	615,403	645,956	449,129	411,552
Central	66,622	123,943	199,228	198,113
Operation of Non-Instructional Services	0	0	0	0
Extracurricular activities	48,911	56,208	57,782	55,936
Capital outlay	0	0	0	0
Debt service:				
Principal retirement	74,984	72,169	69,460	72,407
Interest and fiscal charges	34,948	37,763	40,472	43,172
Total expenditures	16,175,486	18,054,589	17,084,633	14,914,754
Excess of Revenues Over (Under)				
Expenditures	(629,223)	639,589	(1,784,586)	302,392
Other Financing Sources (Uses):				
Inception of capital lease	0	0	0	0
Proceeds from lease-purchase agreement	0	0	0	0
Total other financing sources (uses)	0	0	0	0
Net change in fund balance	\$ (629,223)	\$ 639,589	\$ (1,784,586)	\$ 302,392
Debt Service as a Percentage of				
Noncapital Expenditures	0.7%	0.6%	0.6%	0.8%

Source: FY2005 - FY2014 Service Center Audit Reports

(1) Excludes the activities of funds reported in the general fund with the reclassification of a fund to private purpose trust.

Amount was not significant and would not impact the analysis.

Fiscal Year Ended June 30, 2010	Fiscal Year Ended June 30, 2009	Fiscal Year Ended June 30, 2008	Fiscal Year Ended June 30, 2007	Fiscal Year Ended June 30, 2006	Fiscal Year Ended June 30, 2005
\$ 5,043,267	\$ 6,064,539	\$ 5,292,136	\$ 3,383,717	\$ 3,318,493	\$ 3,355,470
13,157	65,048	228,370	329,136	255,665	126,759
1,621,441	1,021,296	1,633,981	622,444	1,046,086	883,945
13,330	0	9,200	804	1,598	3,150
7,559,568	6,596,537	6,057,338	5,806,717	4,595,247	3,824,549
2,657	22,235	94,670	29,670	115,515	21,143
<u>14,253,420</u>	<u>13,769,655</u>	<u>13,315,695</u>	<u>10,172,488</u>	<u>9,332,604</u>	<u>8,215,016</u>
912,276	605,374	540,400	368,742	336,401	207,839
3,790,998	3,356,855	2,988,392	2,897,878	2,349,568	2,020,576
69,782	65,496	59,943	58,788	56,434	52,865
0	1,550	1,215	1,888	4,739	3,843
2,995,724	2,912,098	2,949,490	2,573,179	2,439,096	1,945,466
4,158,601	4,622,372	3,194,039	2,307,966	2,243,598	2,215,781
87,926	60,635	69,199	55,669	58,371	47,806
793,852	1,215,504	1,329,878	868,685	799,137	805,641
452,161	329,721	306,580	307,187	271,289	238,834
31,755	39,721	38,642	60,758	44,675	51,649
345,834	382,724	178,773	97,064	951,376	120,368
208,469	256,179	247,015	245,847	209,720	419,619
13,000	0	0	0	0	0
21,631	43,959	12,725	19,628	13,156	20,295
0	1,230,858	0	0	0	0
74,994	71,995	9,514	8,993	12,203	11,665
46,230	49,229	1,778	2,299	1,545	1,051
<u>14,003,233</u>	<u>15,244,270</u>	<u>11,927,583</u>	<u>9,874,571</u>	<u>9,791,308</u>	<u>8,163,298</u>
250,187	(1,474,615)	1,388,112	297,917	(458,704)	51,718
0	0	0	0	49,087	0
0	0	1,230,858	0	0	0
0	0	1,230,858	0	49,087	0
<u>\$ 250,187</u>	<u>\$ (1,474,615)</u>	<u>\$ 2,618,970</u>	<u>\$ 297,917</u>	<u>\$ (409,617)</u>	<u>\$ 51,718</u>
0.9%	0.9%	0.1%	0.1%	0.1%	0.2%

Summit County Educational Service Center
Summit County, Ohio
Largest Own Revenue Source - Charges for Services
Current Year and Nine Years Prior

Source	Fiscal Year	% Of The	Source	Fiscal Year	% Of The
	2014 (1)	Total Largest		2005 (1)	Total Largest
	Amount	Own Revenue		Amount	Own Revenue
Preschool Excess Costs	\$ 2,743,659	23%	School Foundation Basic Allowance	\$ 1,568,712	22%
School Foundation Basic Allowance	1,525,165	13%	Preschool Excess Costs	580,674	9%
Kids First Autism	735,145	6%	Psychological Services	494,482	7%
Copley-Fairlawn School District	661,306	5%	Foundation Preschool Units	481,604	7%
Greater Summit County Early Learning	601,771	5%	Copley-Fairlawn School District	447,623	7%
Preschool State Units	539,884	4%	Cuyahoga Falls School District	408,786	6%
Barberton School District	500,806	4%	Revere School District	336,334	5%
Nordonja Hills School District	412,965	3%	C & I Contracted Services	297,667	4%
Green Local School District	403,368	3%	Green School District	252,135	4%
Cuyahoga Falls School District	374,744	3%	Cuyahoga Valley Christian Academy	179,540	3%
Total Top Payers/Users of Services	<u>8,498,813</u>	<u>70%</u>		<u>5,047,557</u>	<u>75%</u>
Total Charges for Services (2)	\$ <u>12,127,919</u>		Total Charges for Services (2)	\$ <u>6,668,670</u>	

Most significant services provided to member districts (3):

Services provided by the Service Center to member districts interested in our assistance include:

- *staffing services
- *curriculum and instruction consultation
- *psychological services
- *special education consultation
- *speech and language supervision/consultation
- *work study supervisor

(1) Cash collections for the fiscal year.

(2) 2005 - 2014 is reported for governmental activities using the accrual basis of accounting.

(3) There is no direct rate applied to this revenue source. The fees for these revenues vary from service to service provided and vary by member districts who request the services.

Source: Service Center's financial records.

Summit County Educational Service Center
 Summit County, Ohio
 Demographic and Economic Indicators
 Most Recent Year Available and Nine Year's Prior

	2004	2013
Civilian labor force in county	286,800	280,300
Unemployed in county	17,400	20,000
Unemployment rate in county	6.1%	7.1%
Unemployment rate - Ohio	6.2%	7.4%

Ten Largest Employers in Summit County as of December 31, 2013

Employer	Nature of Activity or Business	Approximate Number of Employees	Percent of Total Employed
Summa Health System	Medical	11,000	4.23%
FirstMerit Corporation	Banking	4,894	1.88%
Akron General Health System	Medical	3,843	1.48%
Akron Children's Hospital	Medical	3,220	1.24%
Goodyear Tire & Rubber Company	Rubber Products	3,000	1.15%
Summit County	Government	2,969	1.14%
Akron Public School	Education	2,827	1.09%
University of Akron	High Education	2,622	1.01%
First Energy Corporation	Utilities	2,500	0.96%
Sterling Jewelers Inc.	Corporate Headquarters	2,300	0.88%

Ten Largest Employers in Summit County as of December 31, 2004

Employer	Nature of Activity or Business	Approximate Number of Employees	Percent of Total Employed
Goodyear Tire and Rubber Company	Rubber Products	4,700	1.76%
Akron General Medical Center	Medical	3,670	1.38%
Akron Public Schools	Education	3,500	1.31%
City of Akron	Government	2,581	0.97%
First Energy Corporation	Utilities	2,300	0.86%
Akron Children's Hospital	Medical	2,081	0.78%
Infocision Management Corporation	Management	1,864	0.70%
Georgia Pacific Corporation	Manufacturing	1,800	0.67%
FW Albrecht Grocery Corporation	Grocery Store	1,500	0.56%
Babcock & Wilcox Company	Engineering	1,100	0.41%

Source: County of Summit/Ohio CAFR

Summit County Educational Service Center
 Summit County, Ohio
 Demographic and Economic Indicators (Continued)
 Most Recent Year Available and Nine Year's Prior

School District (1)	2013		2004 Personal Tax Returns	
	Total District Personal Income	Per Capita Personal Income	Total District Personal Income	Per Capita Personal Income
Barberton CSD	\$ 409,528,174	\$ 36,225	\$ 381,544,420	\$ 31,782
Copley-Fairlawn CSD	901,183,425	81,570	674,670,734	66,431
Coventry LSD	319,086,640	49,113	281,671,068	42,211
Cuyahoga Falls CSD	1,016,348,748	47,407	871,758,583	40,587
Green LSD	881,054,208	69,665	617,620,317	53,363
Hudson CSD	1,679,763,222	147,102	1,336,509,915	119,438
Manchester LSD	227,092,800	51,800	198,956,445	43,746
Mogadore LSD	89,613,702	44,015	80,560,281	40,080
Nordonia Hills CSD	1,080,295,127	63,547	835,263,861	53,310
Norton CSD	339,337,594	50,183	296,584,443	43,481
Revere LSD	1,534,065,332	157,163	1,246,960,160	138,305
Springfield LSD	385,976,406	44,396	323,609,070	36,703
Stow-Munroe Falls CSD	1,266,942,169	62,479	1,060,177,070	52,911
Tallmadge CSD	493,184,763	56,773	409,924,849	49,418
Twinsburg CSD	872,746,012	69,664	636,086,035	57,668
Woodridge LSD	650,014,847	73,274	460,266,316	59,183
Average personal income	\$ 759,139,573			

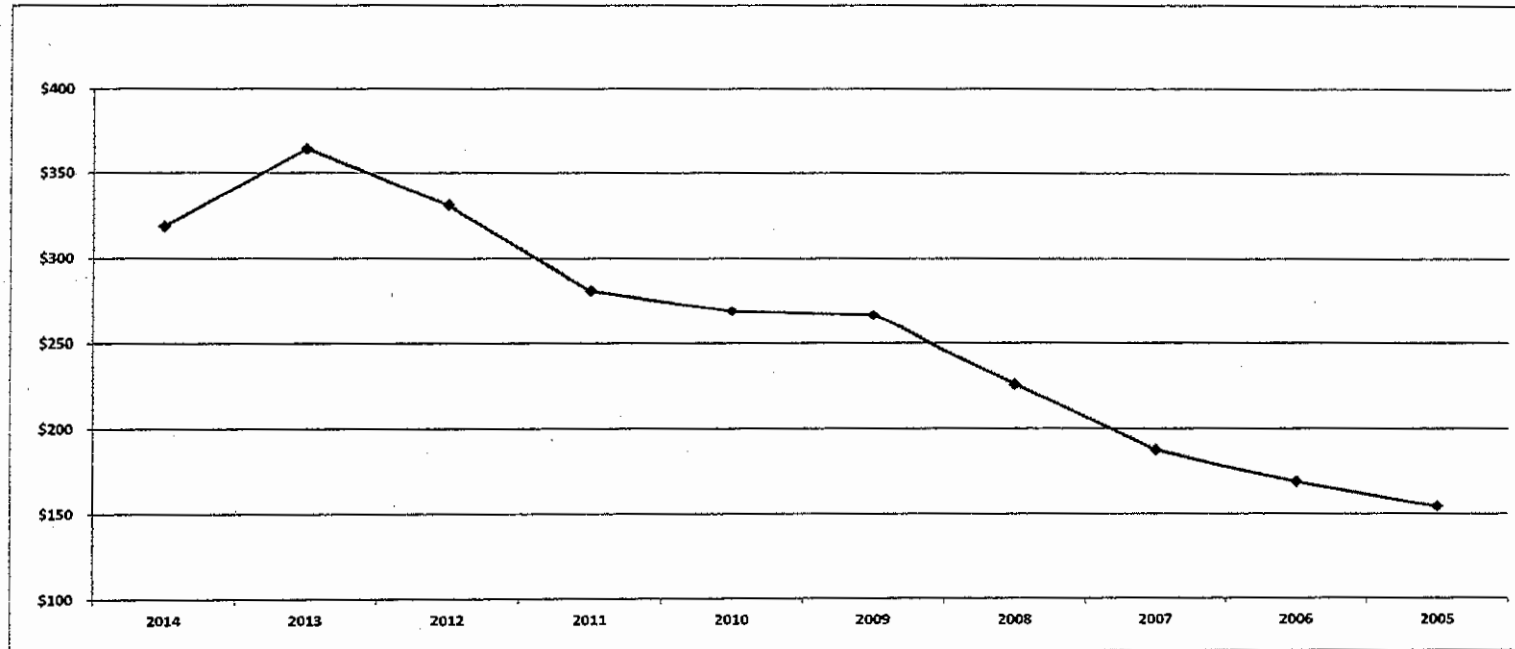
Source: Ohio Department of Taxation

(1) Member district income was deemed relevant information. Employer and Employee income does not directly effect the Service Center's largest own revenue source. However, it is deemed to indirectly effect it. The financial stability of the member district's has a direct effect on the services they request from the Service Center, thus effecting the Service Center's largest own revenue source.

Summit County Educational Service Center
Summit County, Ohio
Expenditures Per Average Daily Membership (ADM)
Last Ten Fiscal Years

Fiscal Year Ended June 30	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
(1) Expenses/Expenditures	\$ 15,801,585	\$ 17,772,668	\$ 16,785,576	\$ 14,474,861	\$ 14,052,896	\$ 13,989,507	\$ 11,972,738	\$ 9,835,388	\$ 8,900,550	\$ 8,163,298
(2) ADM	49,574	48,826	50,710	51,600	52,345	52,665	52,912	52,483	52,681	52,902
Expenditures/ADM	\$ 319	\$ 364	\$ 331	\$ 281	\$ 268	\$ 266	\$ 226	\$ 187	\$ 169	\$ 154

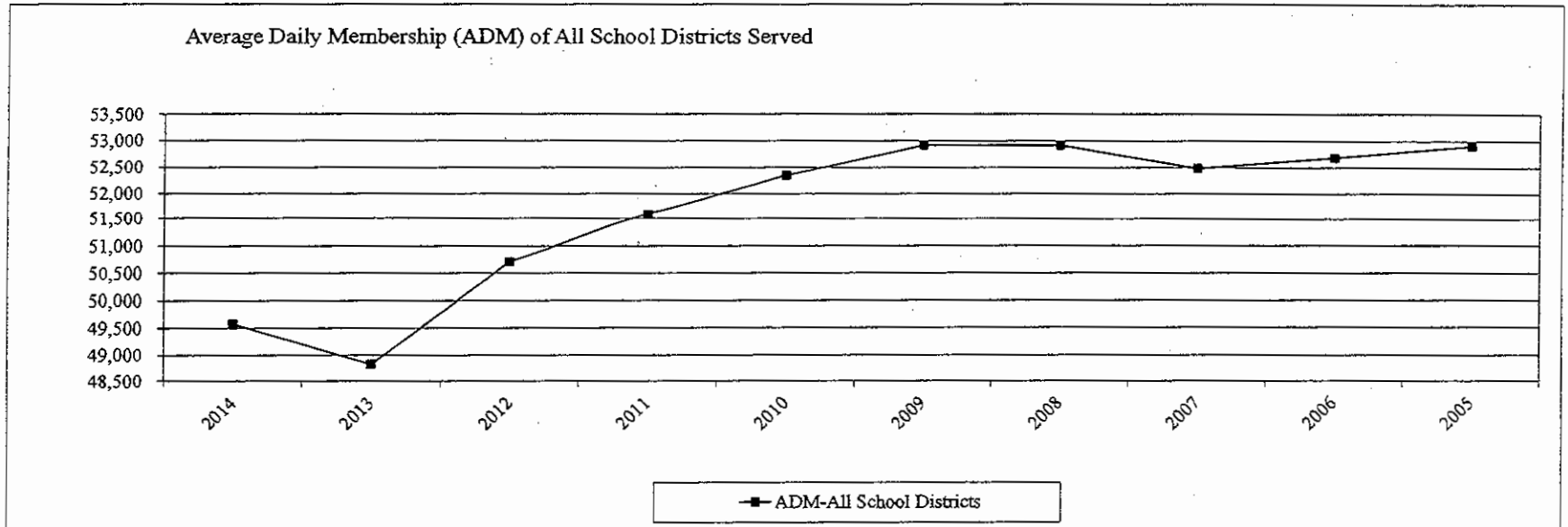
Expenditures per Average Daily Membership (ADM)



(1) FY2005-FY2014 accrual basis expenses are provided. All provided by Service Center Audit Reports.
(2) Source: Annual Financial Report of the Board of Governors (ADU/ODE 4502 reports)

Summit County Educational Service Center
Summit County, Ohio
Average Daily Membership (ADM) of All School Districts Served
Last Ten Fiscal Years

Fiscal Year Ended June 30	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
ADM	49,574	48,826	50,710	51,600	52,345	52,912	52,912	52,483	52,681	52,902
Percent Change	1.53%	-3.72%	-1.72%	-1.42%	-1.07%	0.00%	0.82%	-0.38%	-0.42%	-0.47%



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Summit County Educational Service Center
Summit County, Ohio
Miscellaneous Statistics - School Districts Served
Last Three Fiscal Years (1)

Fiscal Year Ended June 30,	Barberton City School District			Copley-Fairlawn City School District		
	2013	2012	2011	2013	2012	2011
Fall Enrollment	3,739	3,739	3,676	3,069	3,062	3,156
<u>Demographic Data:</u>						
Average Income	\$25,674	\$24,583	\$24,583	\$45,348	\$45,348	\$43,434
Revenue/Pupil	\$11,742	\$11,252	\$11,396	\$11,605	\$11,173	\$10,548
Local %	31.3%	29.3%	25.7%	79.0%	77.1%	74.4%
State %	54.2%	55.7%	54.9%	17.3%	19.6%	20.9%
Federal %	14.5%	15.0%	19.4%	3.7%	3.3%	4.7%
<u>Fiscal Data:</u>						
Effective Mills	52.66	59.74	58.57	61.67	64.52	57.67
Average Teacher Salary	\$58,219	\$57,603	\$57,857	\$61,337	\$61,843	\$63,489
<u>Staff Data:</u>						
Staff Attendance Rate	94.50	95.90	95.20	95.50	95.40	94.60
Number of Teachers	237.00	267.00	273.50	156.83	198.00	194.60
Student/Teacher Ratio	17.19	14.01	13.44	20.94	15.47	16.22
<u>Output:</u>						
Pupil Attendance Rate	93.30	92.60	93.30	96.30	95.00	95.00
Graduation Rate	83.00	86.40	91.90	93.80	95.30	98.50

Fiscal Year Ended June 30,	Nordonia Hills City School District			Norton City School District		
	2013	2012	2011	2013	2012	2011
Fall Enrollment	3,720	3,626	3,979	2,467	2,427	2,543
<u>Demographic Data:</u>						
Average Income	\$43,329	\$45,329	\$41,631	\$35,812	\$35,812	\$33,898
Revenue/Pupil	\$12,008	\$11,034	\$9,405	\$8,996	\$8,534	\$8,155
Local %	72.2%	64.1%	64.9%	58.0%	54.6%	54.0%
State %	23.3%	30.9%	30.9%	37.2%	38.9%	40.6%
Federal %	4.5%	5.0%	4.2%	4.8%	6.4%	5.4%
<u>Fiscal Data:</u>						
Effective Mills	67.30	63.26	60.86	58.80	61.80	54.85
Average Teacher Salary	\$62,764	\$63,557	\$58,962	\$53,183	\$53,914	\$55,434
<u>Staff Data:</u>						
Staff Attendance Rate	95.40	95.60	94.10	95.70	95.60	95.70
Number of Teachers	200.62	206.00	235.60	128.63	147.00	149.70
Student/Teacher Ratio	19.20	17.61	16.89	19.17	16.51	16.99
<u>Output:</u>						
Pupil Attendance Rate	96.20	95.00	95.00	95.00	94.70	95.00
Graduation Rate	96.40	94.60	96.20	93.30	96.80	96.10

NOTE: It has been determined 10 years of data would be too cumbersome for CAFR reporting.
Information can be obtained from the Educational Service Center Treasurer's office as needed.

Source: Ohio Department of Education, Summit County Fiscal Officer, Ohio Department of Taxation

(1) Information is not available for fiscal year 2014 due to this year still being under audit for some schools.

Coventry Local School District			Cuyahoga Falls City School District			Green Local School District		
2013	2012	2011	2013	2012	2011	2013	2012	2011
2,274	2,131	2,239	4,840	4,871	4,721	4,026	3,928	4,167
\$32,752	\$32,752	\$31,383	\$32,361	\$32,361	\$31,599	\$38,891	\$38,891	\$37,360
\$9,375	\$9,622	\$9,270	\$10,650	\$10,012	\$9,496	\$9,616	\$8,538	\$7,784
70.8%	70.0%	65.5%	62.8%	62.0%	60.1%	60.8%	56.9%	52.9%
22.4%	22.6%	25.7%	30.8%	33.7%	35.2%	34.7%	38.0%	40.1%
6.8%	7.3%	8.7%	6.4%	4.4%	4.8%	4.5%	5.1%	7.0%
77.87	59.74	70.56	69.08	69.92	68.09	43.62	46.54	63.84
\$52,573	\$50,080	\$50,463	\$52,654	\$53,694	\$54,663	\$57,507	\$56,463	\$56,761
94.70	94.10	94.60	95.50	93.70	94.20	93.40	94.00	94.10
113.24	141.00	142.30	276.26	324.00	315.10	220.54	231.00	238.00
20.08	15.12	15.73	17.86	15.04	14.98	19.07	17.01	17.51
94.40	94.20	94.70	95.10	94.80	95.00	95.80	95.00	95.00
96.60	95.50	95.00	89.50	91.70	96.40	95.60	93.80	96.60
Revere Local School District			Springfield Local School District			Stow-Munroe Falls City School District		
2013	2012	2011	2013	2012	2011	2013	2012	2011
2,573	2,539	2,708	2,334	2,219	2,364	5,080	5,016	5,345
\$59,114	\$59,114	\$55,664	\$30,373	\$30,373	\$29,306	\$39,792	\$39,792	\$38,705
\$13,775	\$12,778	\$11,485	\$12,069	\$12,046	\$11,331	\$11,662	\$10,479	\$9,715
80.4%	75.9%	75.2%	50.9%	51.4%	49.4%	64.5%	61.2%	58.9%
16.9%	20.9%	21.1%	40.5%	40.0%	40.4%	31.5%	35.3%	35.6%
2.7%	3.2%	3.7%	8.6%	8.5%	10.1%	4.0%	3.4%	5.5%
61.92	63.26	68.05	51.46	56.84	73.09	52.89	53.55	69.21
\$67,891	\$67,940	\$69,030	\$60,935	\$62,321	\$61,842	\$62,515	\$62,683	\$63,502
95.20	95.10	95.70	93.60	94.40	94.60	95.20	94.80	94.90
150.91	175.00	173.70	149.19	137.00	134.40	244.53	299.00	319.00
17.94	14.51	15.59	16.79	16.20	17.59	21.48	16.78	17.17
96.60	95.00	95.00	93.50	94.00	93.90	95.70	95.00	95.00
99.10	97.80	99.60	94.60	93.40	92.70	95.10	96.20	98.50

Summit County Educational Service Center

Summit County, Ohio

Miscellaneous Statistics - School Districts Served

Last Three Fiscal Years (1)

Fiscal Year Ended June 30,	Hudson City School District			Manchester Local School District		
	2013	2012	2011	2013	2012	2011
Fall Enrollment	4,490	4,489	4,622	1,393	1,321	1,480

Demographic Data:

Average Income	\$69,030	\$69,030	\$64,018	\$35,326	\$35,326	\$33,877
Revenue/Pupil	\$14,357	\$13,196	\$12,580	\$10,321	\$8,918	\$8,429
Local %	69.1%	65.0%	63.5%	49.5%	47.5%	45.0%
State %	27.3%	32.4%	32.3%	45.8%	47.6%	47.9%
Federal %	3.6%	2.6%	4.2%	5.0%	4.9%	7.1%

Fiscal Data:

Effective Mills	86.93	91.24	74.66	67.28	63.93	68.35
Average Teacher Salary	\$73,313	\$74,987	\$72,901	\$52,639	\$52,438	\$52,190

Staff Data:

Staff Attendance Rate	95.40	95.20	95.40	96.40	96.10	95.40
Number of Teachers	258.91	291.00	321.40	60.78	81.00	81.40
Student/Teacher Ratio	17.88	15.43	14.38	22.91	16.31	18.18

Output:

Pupil Attendance Rate	96.30	95.00	95.00	95.70	95.00	95.00
Graduation Rate	96.10	97.90	99.10	97.60	94.70	92.20

Fiscal Year Ended June 30,	Tallmadge City School District			Twinsburg City School District		
	2013	2012	2011	2013	2012	2011
Fall Enrollment	2,450	2,440	2,581	4,232	4,179	4,237

Demographic Data:

Average Income	\$35,896	\$35,896	\$34,851	\$45,487	\$45,487	\$44,966
Revenue/Pupil	\$10,881	\$10,288	\$10,181	\$10,055	\$9,680	\$9,619
Local %	57.2%	55.3%	55.4%	65.2%	60.5%	60.0%
State %	38.7%	39.5%	39.9%	30.7%	35.5%	34.7%
Federal %	4.1%	5.2%	4.7%	4.1%	4.0%	5.3%

Fiscal Data:

Effective Mills	66.26	72.99	68.41	63.00	66.31	64.09
Average Teacher Salary	\$57,676	\$59,565	\$62,673	\$71,162	\$67,755	\$65,612

Staff Data:

Staff Attendance Rate	96.20	95.50	96.80	94.00	94.40	94.00
Number of Teachers	155.05	153.00	162.90	202.63	233.00	239.20
Student/Teacher Ratio	16.83	15.95	15.84	21.40	17.94	17.71

Output:

Pupil Attendance Rate	95.90	95.00	95.00	96.60	95.00	95.00
Graduation Rate	96.00	94.40	93.80	96.80	94.80	98.60

NOTE: It has been determined 10 years of data would be too cumbersome for CAFR reporting.
Information can be obtained from the Educational Service Center Treasurer's office as needed.

Source: Ohio Department of Education, Summit County Fiscal Officer, Ohio Department of Taxation

(1) Information is not available for fiscal year 2014 due to this year still being under audit for some schools.

Mogadore Local School District		
2013	2012	2011
912	869	907
\$32,204	\$32,204	\$31,984
\$10,125	\$8,907	\$8,989
53.0%	50.2%	45.5%
43.3%	45.1%	48.9%
3.7%	4.7%	5.6%
76.99	81.72	66.40
\$64,028	\$64,750	\$61,414
95.00	90.00	93.30
51.06	56.00	58.50
17.84	15.52	15.50
95.50	95.00	95.00
94.70	90.60	96.10

Woodridge Local School District		
2013	2012	2011
1,975	1,970	1,985
\$33,394	\$33,394	\$32,630
\$11,955	\$11,379	\$11,068
72.8%	67.8%	69.7%
2.1%	26.3%	23.6%
5.8%	5.9%	6.7%
57.64	61.81	69.81
\$62,405	\$59,650	\$59,011
94.80	93.50	94.30
115.62	125.00	129.40
17.73	15.76	15.34
95.60	95.00	95.00
95.50	96.10	97.00

Total/Highest/Lowest All Districts Served					
2013		2012		2011	
49,574		48,826		50,710	
<u>High</u>	<u>Low</u>	<u>High</u>	<u>Low</u>	<u>High</u>	<u>Low</u>
\$69,030	\$25,674	\$69,030	\$24,583	\$ 64,018	\$ 24,583
\$14,357	\$8,996	\$13,196	\$8,534	\$ 12,580	\$ 7,784
80.4%	31.3%	77.1%	29.3%	75.2%	25.7%
54.2%	2.1%	55.7%	19.6%	54.9%	20.9%
14.5%	2.7%	15.0%	2.6%	19.4%	3.7%
86.93	43.62	91.24	46.54	74.66	54.85
\$73,313	\$52,573	\$74,987	\$50,080	\$ 72,901	\$ 50,463
96.40	93.40	96.10	90.00	96.80	93.30
276.26	51.06	324.00	56.00	321.40	58.50
22.91	16.79	17.94	14.01	18.18	13.44
96.60	93.30	95.00	92.60	95.00	93.30
99.10	83.00	97.90	86.40	99.60	91.90

Summit County Educational Service Center
Summit County, Ohio
Number of Employees by Function/Program
Last Nine Fiscal Years

Governmental Employees by Function/Program (1)

	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>
Instruction:				
Regular	44	19	14	8
Special	91	91	71	101
Vocational	1	1	1	1
Support Services:				
Pupils	75	75	69	58
Instructional Staff	47	65	61	38
Administration	40	30	29	12
Fiscal	3	3	3	3
Business	1	1	1	1
Operation and Maintenance of Plant	2	1	1	1
Central	16	16	16	16
Extracurricular	1	1	1	1
Total employees	<u>321</u>	<u>303</u>	<u>267</u>	<u>240</u>

(1) Represent total employees, whether full-time or part-time.

NOTE: Information prior to 2006 was not available

Source: Service Center payroll records

<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>
8	8	8	6	7
101	96	96	104	95
1	1	1	1	1
58	55	55	56	42
38	36	35	38	37
12	12	12	10	7
3	3	3	3	3
1	1	1	1	1
1	1	2	1	1
16	15	15	16	2
1	1	1	1	1
<u>240</u>	<u>229</u>	<u>229</u>	<u>237</u>	<u>197</u>

2011	2010	2009	2008	2007	2006	2005
\$ 0	\$ 0	\$ 0	\$ 0	\$ 337	\$ 673	\$ 1,009
306,031	312,987	319,944	105,468	107,712	109,956	0
361	3,235	7,771	12,411	17,464	22,518	27,891
76,795	78,540	80,286	82,031	83,776	85,522	0
26,179	30,390	39,529	26,657	32,687	30,339	25,969
782,381	800,161	817,943	269,530	275,265	280,999	0
6,665	10,729	14,790	18,853	9,938	11,406	17,728
9,969	6,988	8,237	9,600	11,038	5,391	6,121
0	2,634	7,901	7,901	10,535	0	0
207,778	207,778	207,778	207,778	207,778	207,777	0
535,618	547,790	559,965	128,905	131,648	134,390	0
33,538	43,188	78,955	113,662	141,187	178,339	162,822
0	0	0	0	104	255	405
<u>\$ 1,985,315</u>	<u>\$ 2,044,420</u>	<u>\$ 2,143,099</u>	<u>\$ 982,796</u>	<u>\$ 1,029,469</u>	<u>\$ 1,067,565</u>	<u>\$ 241,945</u>

Summit County Educational Service Center

Summit County, Ohio

Ratio of Outstanding Debt to Personal Income and Debt per Member District

Last Nine Fiscal Years

Year	Capital Lease	Total Debt	Average Personal Income Per Member District	Percentage of Total Debt to Personal Income	Outstanding Debt Per Member District
2014	\$ 821,119	\$ 821,119	\$ 759,139,573	0.11%	\$ 51,320
2013	896,103	896,103	671,312,708	0.13%	56,006
2012	968,272	968,272	643,929,184	0.15%	60,517
2011	1,037,732	1,037,732	637,606,812	0.16%	64,858
2010	1,110,139	1,110,139	654,388,941	0.17%	69,384
2009	1,185,133	1,185,133	639,958,892	0.19%	74,071
2008	1,257,128	1,257,128	639,958,892	0.20%	78,571
2007	35,784	35,784	606,079,400	0.01%	2,237
2006	44,777	44,777	607,010,035	0.01%	2,799

Source: Ohio Department of Taxation

Note: Information prior to 2006 was not available.

FIVE YEAR FORECAST

FY15 -October, 2014 submission
IRN No. 011381

County: Summit

Greater Summit County Early Learning Center
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended June 30, 2012 through 2014, Actual and
the Fiscal Years Ending June 30, 2015 through 2019, Forecasted

	Actual			Forecasted				
	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019
Operating Receipts								
State Foundation Payments (3110, 3211)	\$354,331.00	\$595,418.00	\$778,155.63	\$846,642.45	\$846,642.45	\$846,642.45	\$846,642.45	\$846,642.45
Charges for Services (1500)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fees (1600, 1700)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (1830, 1840, 1850, 1860, 1870, 1890)	\$0.00	\$6,136.00	\$8,263.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
Total Operating Receipts	\$354,331.00	\$601,554.00	\$786,418.63	\$850,642.45	\$850,642.45	\$850,642.45	\$850,642.45	\$850,642.45
Operating Disbursements								
100 Salaries and Wages	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
200 Employee Retirement and Insurance Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Purchas Services	\$335,192.00	\$450,695.00	\$711,879.08	\$761,736.94	\$784,589.05	\$808,126.72	\$832,370.52	\$857,341.64
500 Supplies and Materials	\$27,201.00	\$8,193.00	\$20,558.55	\$8,000.00	\$8,240.00	\$8,487.20	\$8,741.82	\$9,004.07
600 Capital Outlay -New	\$3,120.00	\$0.00	\$675.00	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
700 Capital Outlay - Replacement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
800 Other	\$818.00	\$7,066.00	\$1,450.00	\$6,740.00	\$2,000.00	\$8,000.00	\$2,000.00	\$2,000.00
Total Operating Disbursements	\$366,331.00	\$465,954.00	\$734,562.63	\$776,476.94	\$800,829.05	\$830,613.92	\$849,112.34	\$874,345.71
Excess of Operating Receipts Over (Under) Operating Disbursements	-\$12,000.00	\$135,600.00	\$51,856.00	\$74,165.51	\$49,813.40	\$20,028.53	\$1,530.11	-\$23,703.26
Nonoperating Receipts/(Disbursements)								
Federal Grants (all 4000 except fund 532)	\$27,871.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Federal Fiscal Stabilization Funds (SFSF)	0	0	0	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
Ed Jobs	xxxxxx	0	0	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
State Grants (3200, except 3211)								
Donations (1820)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest Income (1400)	\$150.00	\$0.00	\$296.08	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00
Debt Proceeds (1900)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Debt Principal Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest and Fiscal Charges	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transfers - in	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transfers - Out	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Nonoperating Revenues/(Expenses)	\$28,021.00	\$0.00	\$296.08	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	\$16,021.00	\$135,600.00	\$52,152.08	\$74,465.51	\$50,113.40	\$20,328.53	\$1,830.11	-\$23,403.26
Fund Cash Balance Beginning of Fiscal Year	\$57,260.00	\$73,281.00	\$208,885.00	\$380,053.19	\$454,518.70	\$504,632.10	\$524,960.63	\$526,790.74

FIVE YEAR FORECAST

	Actual			Forecasted				
	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019
Fund Cash Balance End of Fiscal Year	\$73,281.00	\$208,881.00	\$261,037.08	\$454,518.70	\$504,632.10	\$524,960.63	\$526,790.74	\$503,387.49

Disclosure Items for State Fiscal Stabilization Funds

Personal Services SFSF				xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx
Employees Retirement/Insurance Benefits SFSF				xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx
Purchased Services SFSF				xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx
Supplies and Materials SFSF				xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx
Capital Outlay SFSF				xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx
Total Expenditures - SDFSF	\$0	\$0	\$0	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx

Assumptions:

Date: 10/16/15
 Time: 9:40 am

Summit County ESC
 Budget Account Summary
 SORTED BY FUND-SCC/OPU

Page: 1
 (BUDSUM)

Account Number					Description										
FUND	FUNC	OBJ	SCC	SUBJ	OU	IL JOB	FYTD	FYTD	MTD	Current	FYTD	FYTD			
				FYTD	Prior FY		Expendable	Actual	Actual	Encumbrances	Unencumbered	Percent			
				Appropriated	Carryover			Expenditures	Expenditures		Balance	Exp/Enc			
					Encumbrances										
001	2120	432	0000	000000	B35	00 000	ALT. SCHOOL MILEAGE	0.00	0.00	0.00	0.00	0.00			
001	2213	432	0000	000000	B35	00 000	STAFF DEVELOPMENT	0.00	5,000.00	5,000.00	1,864.00	0.00	0.00	3,136.00	37.28
*****TOTAL FOR OPU B35 (PROPERTY SERVICES):								0.00	5,000.00	5,000.00	1,864.00	0.00	0.00	3,136.00	37.28
=====															
*****TOTAL FOR FUND-SCC 001 0000 (GENERAL FUND):								0.00	5,000.00	5,000.00	1,864.00	0.00	0.00	3,136.00	37.28
Ex Tr/Ad			0.00			5,000.00	5,000.00	1,864.00	0.00	0.00	3,136.00	37.28			
In Tr/Ad			0.00			5,000.00	5,000.00	1,864.00	0.00	0.00	3,136.00	37.28			
=====															
*****GRAND TOTALS:								0.00	5,000.00	5,000.00	1,864.00	0.00	0.00	3,136.00	37.28
Ex Tr/Ad			0.00			5,000.00	5,000.00	1,864.00	0.00	0.00	3,136.00	37.28			
In Tr/Ad			0.00			5,000.00	5,000.00	1,864.00	0.00	0.00	3,136.00	37.28			
=====															

Section II Sponsor Application Process & Decision-Making

Note: If your ESC has not recently opened or planned to open a new school, and has not taken on or has no plans to take sponsorship of existing schools anytime within the next two years, skip this section

7. Describe the application process that developers follow in seeking sponsorship from your organization. Include a timeline. n/a
8. Describe all elements of the application, including documents that your organization requests from developers (please include all supporting documents, such as the application, rubric and interview guide and any links to the organization's website, if available). n/a
9. Describe the criteria that your organization considers in reviewing applications for the replication of an existing school; for consideration of a currently operating school from another sponsor. n/a
10. Describe the level of expertise of those who review applications, including existing staff and external sources. n/a
11. Provide details of applications that were both approved and denied by your organization over the past five years, including reasons for both approvals and denials. <i>[This question is for informational purposes only; it will not be scored.]</i> n/a

Section III Sponsor Performance Contracting

ODE will review the performance contracting/accountability sections of each currently operating conversion community school under contract with your organization, comparing them to the expectations of quality sponsor practice as found in the Quality Rubric, Performance Contracting Section, items A through D.
12. Describe your organization's process and the frequency for reviewing school performance against measures included in the contract on an annual basis. <i>The Summit County Educational Service Center stays informed of the school's performance by regularly reviewing student data. For example, All SLO's and baseline data are compiled each year by September 30th and then shared with the sponsor to ensure that instructional strategies are data driven per learner. All Third Grade Guarantee students that are reported to ODE as being "not on track" by September 30th are reported to the sponsor and a letter that is sent home to parents is made available to the sponsor. The sponsor reviews the staff's HQT status and specifically as it applies to Third Grade Guarantee Legislation to ensure that the extended reading plans and monitoring of students not on track are being served by teachers that have reading endorsements and are highly qualified to deliver an intense reading plan that meets the learner at risk's developmental needs. The sponsor requests twice a year the classroom walkthrough data and the OTES evaluations of each credentialed teacher to ensure that at the educator level we are cultivating high performing teachers and supporting each teacher</i>

according to their current performance rating. The sponsor also connects intentionally with the governing board at monthly board meetings to stay updated as well as provide a sponsor's report to the governing authority, all of which supports continuous improvement as an organization. All meeting dates are given to the Sponsor, names, addresses, and phone numbers of the school's directors and officers and the meeting schedule of the schools Board of Directors are provided to the sponsor. In addition, the sponsor also reviews data from the school's annual parent survey results as a way to monitor satisfaction and goal setting. All standardized test data results are reviewed when they become available at the state level, and the Local Report Card performance data is shared among all staff and stakeholders in the oversight and monitoring process. The sponsor also monitors per contract that the school instructional learning formats and staff are preparing students as they leave for fifth grade by adhering to the goals, standards, and measurements as listed in the contract. The assurance are met by the sponsor reviewing data that progress toward targeted math and literacy skills and concepts as defined by the New National Standards are being met. We believe that the established practices and systemic support/structured participation of the sponsor, has supported the school in being awarded recognition based on performance data. The school has been recognized as Charter School of Ohio in 2013 and Honorary in 2014 based on their performance index of 111 and meeting 100% of all indicators receiving a Grade of A for two years now based on Ohio's new report card. The contract dictates that the sponsor review at a minimum on a semi-annual basis an evaluation of the academic and fiscal performance. Because of the participation in District Leadership Meetings and Board Meeting participation, the sponsor goes well beyond the contract requirement. (see attached school report card and student growth measures)

13. Describe the breadth and scope of the performance measures set forth in the school(s)' contracts. Are these measures differentiated among contracts? If so, how and why? [Note: if your organization has revised its performance framework and the revised framework is not yet in use, please provide a copy.]

One community school sponsorship contract exists with the Summit County Educational Service Center and its sole community school; the Greater Summit County Early Learning Center K-4. Exhibit 4 in the contract under Governance and Administrative Plan. The contract describes that a comprehensive plan that the school uses daily formative instructional practices and assessments to deliver a matched curriculum appropriate for each learner's relevant data. It explains the timelines and framework in place that baseline data is collected prior to September 30th and is used to determine achievement levels, inform all stakeholders (which includes the sponsor) of all students "not on track" and reported under the Third grade Reading Guarantee legislation requiring an extended reading plan be implemented.

Also, the sponsor requires that a plan of improvement be submitted should the school fail to meet these minimum standards in attendance, academics, and finance. Baseline data, standardized data, Third Grade Guarantee data, attendance data, auditor reports, periodic cash flow statements and other relevant reports are reviewed by the sponsor at board meetings and ongoing monitoring monthly meetings, communication or visits by the sponsor representative, director and school's fiscal agent. Proficiency rates on state assessment is our strongest measure of evidence in place to ensure that the school is high performing and meeting what it set out to do. SLO's are in place and available to the sponsor by September 30th when baseline data has been collected and then again reviewed on May 1st. All data related to student growth measures are 50% of each teacher's evaluation performance rating. An attachment is provided to show the timelines

listed within the sponsorship contract for performance measures/accountability in areas of: proficiency, student academic growth, attendance, and targets.

14. Describe the performance standards and criteria a school must achieve in order for its contract to be renewed.

The contract states that the Sponsor may non-renew if the school fails to meet student performance requirement stated in the contract, or if the school fails to meet generally accepted standards of fiscal management, or the school violates any of the provisions OHHIS contract or applicable state or federal law, or other good and just cause. Exhibit 1 of the contract lists 15 goals that directly link to the demands of maintaining a school environment where learning is at the forefront. Goals 10-15 state the relationships that must exist between family and community, assessment of progress, new learning standards report card, student achievement, exemplary educational environment to serve as a clinical model for university pre-service teachers to learn from, and a model early childhood program that can be replicated across our county, state, nation, and world. The educational philosophy states that we are to deliver an innovative learning environment that has very high academic standards and offers a rigorous curriculum. In Exhibit 4 of the contract under Governance and Administrative Plan under Goals/Outcome regarding the Ohio Testing Programs, it states that the contract has set and overall attendance rate for the school of 93% or above and a student grade level passage rate of 90% or above. Also, if the school fails to meet the minimum standards prescribed by the state, it will endeavor to achieve the annual yearly progress (AYP) specified in Ohio's State Accountability Plan. In the event the school fails to meet these requirements placed by the sponsor over a period of two consecutive years, the sponsor shall take steps to intervene in the school's operation to correct problems in overall performance, declare the school to be on a probationary status pursuant to section 3314.073 of the ORC, or TERMINATE the contract of the school pursuant to sections 3314.07 of the Ohio Revised Code as determined by the sponsor. Student assessment data is assessed continuously throughout the academic year in order to determine progress and next steps. Each of the last seven years, academic performance has been at the heart of school/sponsor accountability where a strong communication, monitoring, and transparency, have driven the success. This has served as a prevention model in making sure all decisions are data driven and all instructional delivery, curriculum, and assessments are a true match and timely per learner to immediately serve each learner's goals. Because of this strength in practices of participating in the Educational Plan as a model school, both the sponsor and the school have evidenced outcomes to be very desirable each of the seven years. No subgroups of any learners have been found to be in a limited or basic category by the end of each academic year. All standardized outcome data and local data has been proficient, advanced, or accelerated with the higher percentages of students being in advanced and accelerated. Since Ohio has implemented its new rigorous local report card grading system based on the new learning standards that are national in reading and math, the school has been able to evidence to the Sponsor and community stakeholders, that all performance indicators have been met and exceeded 100% earning an "A"-The sponsor takes seriously the Educational Plan and charge of overseeing that this Community School continues to be the educational model that it set out to be in its inception in 2009. The sponsor is pleased to report the data results have been consistent and well above the targets set forth.

15. Are there consequences for failing to meet the standards and metrics in the contract? If so, how are these communicated to the school?

As stated above, if the school fails to meet the standards and metrics in the contract, the sponsor will intervene and could possibly terminate the contract. Because of the sponsor and community school transparency and close monitoring of the contract's goals as it

*relates to academic and fiscal goals, each of the seven years of operation have required NO such action, but only continued best practices that result in successful ratings and strong academic performance as a Charter School in Ohio. The sponsor regularly participates in school data, school best practices and seeks evidence of instructional formats that are transcending into such strong data results per learner and the overall community school rating. To this date, the sponsor continues to include in the contract that they shall take steps to intervene should the school's operation of overall performance need corrected and place the school on a **probationary status** pursuant to Section 3314.073 of the Ohio Revised Code, **suspend** the operation of the School pursuant to Section 3314.0702, or **terminate** the contract of the school pursuant to Section 3314.07 of the Ohio Revised Code as determined by the sponsor.*

Please include any supporting documentation.



2141 Pickle Road, Akron, OH 44312, Phone: 330-945-5600, Ext. 511281

<http://cybersummit.org/SCOPE>

Mrs. Teresa M. Graves, Principal
School Board Members: Dr. Dale Cook, Jeff Hostetler, Michele Urdiales
Sondra Clevenger, Treasurer
Jennifer Huffman, Administrative Assistant

Mr. Joseph P. Masich, Board President
Summit County Educational Service Center
420 Washington Ave.
Cuyahoga Falls, OH 44221

March 31, 2015

Hello Mr. Masich,

As you may know, the Greater Summit County Early Learning Center (GSCCEL) and the Summit County Educational Service Center (SCESC) have been working collaboratively to discern the impact of HB 2; particularly as it pertains to the ESC's role as Sponsor of the GSCCEL. Early in this process, the SCESC sent a letter to the GSCCEL Board to inform us that the SCESC's Sponsorship of GSCCEL would terminate on June 30, 2015. I believe the letter was a proactive attempt to provide time for the GSCCEL to identify another sponsor. The general consensus at the time was that the SCESC would not be able to continue in that capacity due to language in HB 2. The understanding we now have, based on HB 2's current language and advice received from SCESC, GSCCEL and State legal sources, is that the SCESC will indeed be permitted to Sponsor the GSCCEL.

The SCESC and the GSCCEL have enjoyed a mutually beneficial relationship over the past six years and the GSCCEL Board would like to see that relationship continue. During today's meeting of the GSCCEL Board, a resolution was approved to request a new sponsorship contract from the Summit County ESC for the period of two years beginning July 1, 2015. We are hopeful that the SCESC Board will agree that a new two year contract is in our mutual best interest and approve our request.

Again, thank you for the past support as Sponsor of the GSCCEL. Please feel free to contact me if you have questions.

Sincerely,

Dale L. Cook, President
GSCCEL Board
2141 Pickle Rd.
Akron, OH 44312
(330)860-4021

**COMMUNITY SCHOOL SPONSORSHIP CONTRACT
FOR
SUMMIT COUNTY EDUCATIONAL SERVICE CENTER
GREATER SUMMIT COUNTY EARLY LEARNING CENTER
A CONVERSION COMMUNITY SCHOOL**

Pursuant to the provisions of Chapter 3314 of the Ohio Revised Code, the Community School Sponsorship Contract ("Contract") is entered into on the **1st of July, 2015**, by and between Summit County Educational Service Center (hereinafter the "SPONSOR"), and the Governing Authority of the Greater Summit County Early Learning Center (hereinafter the ("SCHOOL")).

The Governing Authority of the SCHOOL shall be the Greater Summit County Early Learning Center Board of Directors ("Board of Directors"). The names and addresses of the initial voting members of the Board of Directors are as follows:

1. Dale Cook, Ph.D.
Teaching Leadership & Curriculum Studies
Kent State University
Kent, Ohio 44242
2. Jeff Hostetler, Treasurer Tallmadge City Schools
486 East Avenue
Tallmadge, Ohio 44278
3. Michele Urdiales
989 Archmere Drive
Akron, Ohio 44319

**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 establishing the SCHOOL as a community school. The SCHOOL shall be created as a conversion-type community school, utilizing certain resources converted to the SCHOOL'S use by the SPONSOR, including but not limited to portion of the SPONSOR's existing physical facilities. Pursuant to Ohio Revised Code section 3314.08, SPONSOR reserves the right to provide such additional local resources as are necessary to reasonable ensure the operational viability of the SCHOOL, including but not limited to: staff, equipment, instructional materials, curriculum, and educational strategies as determined to be appropriate by the SPONSOR, in the SPONSOR's sole discretion. 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 complies with the Ohio Constitution, Ohio Revised Code Chapter 3314, other statutes applicable to community schools, and the terms of the Contract as set forth below. The initial site for the SCHOOL shall be at the Sponsor's kindergarten facility, 2141 Pickle Road, Akron, Ohio.

ARTICLE II.
Term

This Contract shall be binding upon execution by both parties. The Term of this Contract shall be for two (2) years commencing on July 1, 2015, as set forth in the **Educational Plan**, which is attached at **Exhibit 1** and incorporated by reference herein. Contract renewal will be subject to the provisions of Sections 3314.07, 3314.072, and 3314.073 of the Ohio Revised Code, under the express terms of this Contract.

ARTICLE III.
Responsibilities of the SCHOOL

The SCHOOL shall be established as a public benefit corporation pursuant to Chapter 1702 of the Ohio Revised Code.

By mutual agreement of the parties, the SCHOOL will begin operations at the SPONSOR'S educational facility (a.k.a The Boyer Kindergarten Building). The location and address of all instructors and all students served by the SCHOOL will be available to the SPONSOR and the Ohio Department of Education at all times. The Board of Directors shall purchase liability insurance or otherwise provide for the potential liability of the SCHOOL.

The SCHOOL shall provide learning opportunities to a minimum of twenty-five students for a minimum of nine hundred twenty hours (920) per school year. Learning opportunities are described in detail in the Educational Plan, attached hereto and incorporated by reference herein.

The SCHOOL shall be nonsectarian in its programs, admission policies, employment practices, and all other operational respects.

As required by Chapter 3314 of the Ohio Revised Code, the SCHOOL shall comply with the following portions of the Ohio Revised Code: Sections 9.90, 9.91 [insurance, annuities]; 1109.65 [missing children, fingerprinting]; 121.22 [open meetings]; 149.43 [public records]; 2151.357 [limited inspection of sealed records]; 2151.358 [records of adjudicated delinquents]; 2151.421 (2151.35.8, 2151.42.1) [child abuse reporting]; 2313. 18 [employee jury duty]; 3301.0710, 3301.07 11, 3301.0712, 3301.0714, 3301.0715 (3301.07, 3301.07. 11, 3301.07.12, 3301.07. 15) [achievement and diagnostic testing]; 3313.50 [student hearing and vision records]; 3313.472 [parental and foster caregiver involvement in schools]; 3313.536 [school safety plan]; 3313.6012 [academic prevention/intervention]; 3313.6013 [dual enrollment for college credit]; 3313.6014 [notice of core curriculum requirements and compliance]; 3313.643 (eye protective devices); 313.648) 3313.60.8, 3313.60.12, 3313.64.3, 3313.64.8) [prohibition of payment of incentive to enroll]; 3313.66, 3313.661, 3313.662, 3313.666 [policy prohibiting harassment, intimidation or bullying; immunity for reporting]; (3313.66.1, 3313.66.21 [suspension, expulsion, removal, exclusion]; 3313.667 [bullying prevention task forces, programs and initiatives]; 3313.67, 3313.671 [immunizations]; 3313.672 [new student school records, custody orders, birth certificate]; 3313.673 (3313.67.1, 3313.67.2, 3313.67.3) [K-1 health and other screening]; 3313.69 [hearing and vision screening]; 3313.71 [health screening, tuberculosis]; 3313.716 (3313.71.5) [asthma inhalers]; 3313.718 [possession of auto-injectors by students, immunities]; 3313.80 [display of flag];

¹ Descriptors of statutory provisions provided in brackets herein are provided as shorthand references only and are not intended as comprehensive descriptors of the topics encompassed by the cited portions of the Ohio Revised Code, with each of which the SCHOOL shall fully comply.

As required by Section 3314.03(A)(24) of the Ohio Revised Code, the SCHOOL shall comply with Section 3302.04 of the Ohio Revised Code (adequate yearly progress, continuing improvement plans, intervention) including division (E) of that Section to the extent possible, except that any action required to be taken by a school district shall be taken by the SPONSOR (except that the SPONSOR shall not be required to take any action described in division (F) of that Section regarding districts that fail to make adequate yearly progress.)

A. EDUCATIONAL PROGRAM

The SCHOOL shall operate in substantial compliance with Exhibit I (Educational Plan) including provisions concerning the SCHOOL's mission, educational philosophy, the ages and grades of students, the characteristics of the students the SCHOOL is expected to attract, the SCHOOL calendar, the academic goals and the method of measurement that will be used to determine progress toward those goals, behavioral expectations and the focus of the curriculum. Classroom instruction shall be the SCHOOL's method of teaching.

The SCHOOL shall comply with Sections 3313.61, 3313.611 and 3313.614 of the Ohio Revised Code.

The SCHOOL shall seek to achieve racial and ethnic balance reflective of the community it serves by publicizing and marketing the SCHOOL in, and recruiting students from, all segments of the community. 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 a nondiscrimination notice in such media as newsletters, annual reports, administrative reports, program information, handbooks, application forms and related promotional materials.

The SCHOOL's Board of Directors will submit within four (4) months after the end of each school year a report of its activities and progress. Such report shall include an assessment of progress toward meeting the goals and State standards set forth in Section 3314.03 of the Ohio Revised Code. A report of financial status and any other relevant performance information to the SPONSOR shall also occur. Copies shall be provided to the parents/guardians of all students enrolled in the school and any other parties as required by law. Subject to capacity limitations, the SCHOOL shall admit students who are entitled to attend school in a school district in Ohio and who reside in the SPONSOR's county. The Board of Directors shall adopt a policy concerning open enrollment of students who reside outside the SPONSOR's county as enumerated in Section 3314.03(A)(19) of the Ohio Revised Code (said procedures shall comply with Section 3314.06 and 3314.061.) The SCHOOL shall not discriminate in the admission of students on the basis of race, creed, handicapping condition or sex. The SCHOOL shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude or athletic ability. Upon the admission of any handicapped student, the SCHOOL will comply with all Federal and State laws regarding the education of handicapped students.

The SCHOOL shall comply with the dismissal procedures set forth in the Educational Plan, Exhibit 1.

The SCHOOL recognized the authority of the Ohio Department of Education in accordance with the provisions of division (C) of Section 3314.015 {3314.01.5} of the Ohio Revised Code, as well as the authority of the sponsor school under the conditions specified in division (B) of Section 3314.073 {3314.07.3} of the Ohio Revised Code.

The SCHOOL will allow public health and safety officials to inspect the facilities of the SCHOOL. If the

3313.801 [display of national and Ohio mottos]; 3313.96 [missing children]; 3319.073 [child abuse prevention training]; 3319.301 [non-licensed teachers]; 3319.313 [information re: improper conduct by licensed employee]; 3319.314 [report of improper conduct investigation kept in personnel file]; 3319.315 [R.C. 3319.313 and R.C. 3319.314 prevail over contractual provisions]; 3319.321 (3319.07.3, 3319.32.1) [confidentiality of student information]; 3319.39 [criminal records check]; 3321.01 [admittance to kindergarten, first grade]; 3321.13, 3321.14, 3321.17, 3321.18, 3321.19, 3321.191 (3321.19.1) [habitual absence, tardy]; 3327.10 [qualifications of drivers]; 41 11.17 [wage discrimination]; 41 13.52 [whistleblower protection]; and 5705.391 (5705.39.1) [spending plan]; and Chapters 117. [fiscal audits]; 1347 [privacy]; 2744 (tort liability); 3365 [post-secondary enrollment]; 3742 [lead abatement]; 4112 [civil rights]; 4123 [workers' compensation]; 4141 [unemployment compensation]; and 4167 [occupational safety] of the Revised Code as if it were a school district and will comply with Sections 3301.07 14, 3301.07.141 [EMIS] of the Revised Code in the manner specified in section 3314.17 of the Revised Code.

The SCHOOL shall comply with Chapter 102 of the Ohio Revised Code and Section 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's 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's purposes.

The SCHOOL shall request the Superintendent of the Bureau of Criminal Identification and Investigation (BCII) to conduct a criminal records check with respect to each newly appointed member of the SCHOOL's Board of Directors. The appointment of any member who fails to pass the criminal records check shall be void.

The SCHOOL shall request the Superintendent of the Bureau of Criminal Identification and Investigation (BCII) to conduct a criminal records check with respect to any applicant who has applied to the SCHOOL for employment in any position as a person responsible for the care, custody or control of a child pursuant to Section 3319.39 of the Ohio Revised Code. FBI background checks shall also be provided for all employees and Board members.

The SCHOOL shall not hire a person for any position responsible for the care, custody or control of a child until it receives a favorable criminal records check for that person from the Bureau of Criminal Identification and Investigation (BCII). At the SCHOOL'S discretion, such background check and related employment screening may be provided under a service contract.

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

To the extent applicable, the SCHOOL shall comply with The Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, The Individuals with Disabilities Education Improvement Act (IDEIA), and Ohio Administrative Code, Chapter 3301-51, except that nothing contained herein 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 foregoing 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 and undue financial or other hardship in the operation of its program.

physical conditions so require, such officials may need to order the facilities temporarily closed for repair and remediation if those officials find that the facilities do not comply with health and safety laws and regulations. Provided the SPONSOR refused to take action after receipt of notice of any health or safety condition posing a threat to students or staff, the SCHOOL recognizes the authority of the Ohio Department of Education as the State community school oversight body to seek a temporary suspension of the school's operations. Such action shall be done under Section 3314.072 of the Revised Code. A temporary operational suspension action requires the Ohio Department of Education to assert objective evidence of conditions or violations of law at the school which pose an imminent danger to the health and safety of the SCHOOL's students and employees and the SPONSOR's refusal to take such action:

The SCHOOL will comply with Section 3302.04 of the Ohio Revised Code, 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.

The SCHOOL will comply with Section 3302.04 of the Ohio Revised Code, 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 division (F) of this Section.

B. FINANCIAL PLAN

Except as otherwise provided herein or by separate agreement with the SPONSOR, the SCHOOL, shall operate in substantial compliance with Exhibit 2 (Financial Plan) which is attached 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 the State and audits shall be conducted in accordance with Section 117.10 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 the State as set forth in the Financial Plan.

The SCHOOL shall allow the SPONSOR to monitor the SCHOOL's 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.

1. Payments from the SCHOOL to the SPONSOR

a. Pursuant to the authority of Section 3314.03(C) of the Ohio Revised Code, the SCHOOL shall pay to the SPONSOR all of the following amounts:

- i. The SCHOOL shall annually pay to the SPONSOR from the funding provided to the SCHOOL by the Ohio Department of Education pursuant to Section 3314.08 of the Ohio Revised Code, a reasonable service fee per student per year. The schedule for such payments shall be as is mutually agreed to by the parties and the amount of such payments may be varied by mutual agreement of the parties.
- ii. In the event that the SPONSOR, as permitted herein, provides substantially all of the specially education and related services required by an IEP, the SCHOOL, shall pay to the SPONSOR the funds received by the SCHOOL from the Ohio

- Department of Education on account of such student, except that the SCHOOL may retain sufficient funds to cover its actual costs related to such student, if any.
- b. The SCHOOL shall pay to the SPONSOR such other amounts as are mutually agreed, including fees for any and all services provided to the SCHOOL by the SPONSOR.
 - c. In addition to the payments described above, payments to the SPONSOR shall not exceed 3% for oversight and monitoring of the SCHOOL.

Upon the dissolution of the SCHOOL, any assets remaining shall be dealt with according to rules and regulations established by Federal and/or State statute. The failure to make payments to the SPONSOR as described herein and in the Exhibits attached shall be a basis for the SPONSOR to consider action to suspend or terminate this contract in accordance with termination procedures for community school contracts as described in the Ohio Revised Code.

C. GOVERNANCE AND ADMINISTRATIVE PLAN

The SCHOOL shall comply with the procedures by which members of the SCHOOL's Board of Directors shall be determined in the future as set forth in Exhibit 3 (Governance and Administrative Plan) which Exhibit is attached and incorporated by reference herein.

The SCHOOL shall secure the services of the Director who shall be the chief operating officer of the SCHOOL and who will serve as 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 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 noncertified/licensed persons may teach up to twelve 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/licensure or temporary or interim teaching certificate/license as issued by the Ohio Department of Education. Other persons may be engaged pursuant to Section of 3314.01 (B) of the Ohio Revised Code to carry out and fulfill the SCHOOL's 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 non-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 shall contract for instructional services as necessary. The SCHOOL shall comply with the procedures for resolving disputes or differences of opinion between it and the SPONSOR as set forth in the GOVERNANCE AND ADMINISTRATIVE PLAN.

The SCHOOL shall annually report to the SPONSOR the names, addresses, and phone numbers of the SCHOOL'S Directors and Officers and the meeting schedule of the SCHOOL's Board of Directors.

D. ASSESSMENT AND ACCOUNTABILITY PLAN

The SCHOOL agrees to assess student achievement as required by law and the SCHOOL's own success shall be evaluated. Such evaluation shall occur in relation to academic goals established in, and using the methods of measurement identified in, Exhibit 4 (Assessment and Accountability Plan) which is attached and unincorporated by reference herein.

The SCHOOL's Board of Directors shall submit an annual report of its activities and progress in meeting academic goals and performance standards as contained in the EDUCATIONAL PLAN and the ASSESSMENT and ACCOUNTABILITY PLAN and of the SCHOOL's financial status to the SPONSOR and the parents/guardians of all students enrolled in the SCHOOL.

The SCHOOL may perform any of its obligations hereunder directly or through subcontractors. In particular, it is anticipated that the SCHOOL may purchase educational, administrative, fiscal and/or other services from the SPONSOR on such terms as are agreed by the SCHOOL and the SPONSOR.

If agreed to by the parties, the SCHOOL's Board of Directors may reimburse the SPONSOR for costs incurred by the SPONSOR in connection with the SPONSOR's oversight and monitoring of the SCHOOL. The total amount of such payments shall not exceed THREE or SEVEN percent of the total amount of payments for operating expenses that the SCHOOL receives from the State.

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

ARTICLE IV. RESPONSIBILITIES of the SPONSOR

Pursuant to the SPONSOR's authority under Section 3314.08(0) of the Ohio Revised Code to provide the SCHOOL with services, the SPONSOR shall be the fiscal agent of the SCHOOL. The SPONSOR shall request the SPONSOR's Treasurer to serve as the SCHOOL's fiscal officer.

The SPONSOR shall monitor and evaluate the academic and fiscal performance and the organization and operation of the SCHOOL on at least a semi-annual basis.

The SPONSOR shall report on an annual basis the results of the evaluation conducted to the Ohio Department of Education and to the parents/guardians of students enrolled in the SCHOOL.

The SPONSOR shall provide technical assistance and monitor the community school's compliance with all laws applicable to the SCHOOL and with the terms of this Contract.

The SPONSOR shall evaluate the performance of the SCHOOL according to the standards set forth in the ASSESSMENT and ACCOUNTABILITY PLAN, Exhibit 4.

The SPONSOR shall take steps to intervene in the SCHOOL's operation to correct problems in the SCHOOL's 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 develop a plan of action to be undertaken in the event the SCHOOL experiences financial difficulties or closes prior to the end of the year.

Throughout the Term of the SPONSOR Contract, the SPONSOR shall support the SCHOOL's establishment and operation as determined to be appropriate by the SPONSOR at the SPONSOR's sole discretion.

The SPONSOR shall comply with the requirements and procedures regarding the disposition of employees of the SCHOOL set forth in the GOVERNANCE and ADMINISTRATIVE PLAN.

The SPONSOR shall 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.

A. TRANSPORTATION

If a student is entitled to transportation under any applicable law, such transportation shall be provided by school district of residence according to Ohio Revised Code. This provision solely allocates responsibility among the parties for providing transportation where an entitlement to transportation already exists, it does not create any transportation expectation that a student does not already have.

B. FISCAL SERVICES

The SPONSOR shall be the fiscal agent of the SCHOOL and shall provide the services of a qualified individual who shall, as an employee or contractor of the SPONSOR, serve as the SCHOOL's fiscal officer. In the event that the person designated by the SPONSOR to provide such services is also the SPONSOR's Treasurer (or other employee), such individual shall serve the SCHOOL in his/her official capacity as SPONSOR's Treasurer (or other employee.) In exchange for the foregoing fiscal services, the SCHOOL shall pay the SPONSOR a reasonable amount not to exceed \$300 per day.

ARTICLE V.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT

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 Individuals with Disabilities Education Improvement Act (IDEIA.)

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 this 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/handicap 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 nor obligations described herein shall be assigned by any party hereto without prior written consent of the SPONSOR and the SCHOOL, except that the parties may, by agreement, reallocate among them such rights, duties and obligations. The parties may subcontract any of their respective duties or obligations hereunder. This Contract constitutes the entire agreement among the parties and any modifications of this Contract shall be made and agreed to in writing.

**ARTICLE VIII.
Changes or Modification**

This Contract constitutes the entire agreement among the parties and any changes or modifications of this Contract shall be made and agreed to in writing.

**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 facilities, the SPONSOR shall immediately suspend the operation of the SCHOOL pursuant to procedures, timelines and other requirements set forth in Section 3314.072(D) of the Ohio Revised Code.

Additionally, the SPONSOR may suspend the SCHOOL's 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 then additionally comply with the procedures and timelines set forth in Section 3314.072(D) of the Ohio Revised Code:

1. The SCHOOL's failure to meet student performance requirements stated in this Contract; or,
2. The SCHOOL's failure to meet generally accepted standards of fiscal management; or,

3. The SCHOOL's violation of any provisions of this Contract or applicable state or federal law; or,
4. Other good and just cause shown.

Upon receipt of a notice of suspension pursuant to Section 3314.072(0)(1) of the Ohio Revised Code, The Board of Directors of the SCHOOL shall immediately notify the employees of the SCHOOL and the parents/guardians of the students enrolled in the SCHOOL of the intended suspension of operations and the reason for the suspension. The SCHOOL shall cease all school operations on the next business day. The Board of Directors shall not operate the SCHOOL while the suspension is in effect. Any such suspension shall remain in effect until the SPONSOR notifies the Board of Directors that it is no longer in effect. This Contract, if suspended, also may be subject to determination or non-renewal under Section 3314.07 of the Revised Code and as provided hereunder.

ARTICLE X. Termination and 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:

1. The SCHOOL's failure to meet student performance requirements stated in this Contract; or,
2. The SCHOOL's failure to meet generally accepted standards of fiscal management; or,
3. The SCHOOL's violation of any provisions OHHIS Contract or applicable state or federal law; or,
4. Other good and just cause shown.

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. Such request must be in writing. The informal hearing shall be held within seventy (70) days of receipt of a request for the hearing. Promptly following the informal hearing, the SPONSOR shall issue a written decision either affirming or rescinding the decision to terminate or not renew this 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.

In lieu of terminating this Contract or suspending the operation of the SCHOOL, the SPONSOR may, after consultation with the Board of Directors, and after making the determinations and receiving the assurances required by Section 3314.073 of the Ohio Revised Code, declare the SCHOOL to be in probationary status in accordance with the procedures of that Region. In such event, the SPONSOR may take over the operation of the SCHOOL (by undertaking the SCHOOL's obligations hereunder) or take steps to terminate this Contract if the SPONSOR at any time finds that the SCHOOL's Board of Directors is no longer able or willing to remedy the offending conditions to the satisfaction of the SPONSOR.

Providing this Contract has not been terminated or non-renewed by the SPONSOR as provided herein, and further provided that the SPONSOR has determined that the SCHOOL's compliance with applicable laws and terms of this Contract and the SCHOOL's progress in meeting the academic goals prescribed in this Contract have been satisfactory, this Contract shall automatically renew for successive one-year terms, except that this Contract shall not renew if either party gives written notice to the other of its intention not to renew by March 15 of the then current renewal year.

ARTICLE XI.
Miscellaneous Provisions

The SPONSOR and the SCHOOL shall, at all times, collaborate in their mutual performance of their respective obligations hereunder and may periodically modify, by mutual agreement and in writing the allocation of responsibilities and funding as between them. The SPONSOR and the SCHOOL shall additionally collaborate to develop and modify as mutually agreed by them and in writing, the SCHOOL's educational program, financial protocols, governance and administrative structures, and assessment and accountability criteria and procedures, as well as any other aspect of the SCHOOL's operations. Such changes are expressly contemplated by this Contract, shall require written modification of this Contract and, once agreed to by the parties, may thereafter be included in any description of the SCHOOL.

Pursuant to Section 3314.04 (A) (20) of the Ohio Revised Code, the parties recognize the authority of the Ohio Department of Education to take over the sponsorship of the SCHOOL in accordance with the provisions of division (C) of Section 3314.015 of the Ohio Revised Code in the event that the Ohio State Board of Education finds that the SPONSOR is not in compliance or is no longer willing to comply with this Contract or with applicable Department Rules. Pursuant to Section 331.03(A) (21) of the Ohio Revised Code, the parties recognize the authority of the SPONSOR to assume the operation of the SCHOOL under the conditions specified in division (B) of Section 3314.073 of the Ohio Revised Code.

ON BEHALF OF:

Summit County Educational Service Center

Joseph L. Mavil, President 4-27-15
Dick W. Tulice, Superintendent

ON BEHALF OF:

Greater Summit County Early Learning Center

John C. Cook, President

EXHIBIT I

Greater Summit County Early Learning Center *A Conversion Community School*

VISION

Envision a school building that strives to serve a quality demonstration model for early childhood, kindergarten through fourth grade students. The environment will promote children who are eager to learn and teachers who are confident in serving as facilitators as children construct knowledge. Children and teachers focus on process learning through a project-based approach where they work together in solution based thinking, collaboration with peers, and multiple communication modes. A genuine respect and caring for the individual is reflected in the process. Formative instructional practices and formative assessments drive the appropriately matched curriculum for each individual learner. High expectations for excellence in academics, 21st century skills, global awareness, foreign language, athletics and the arts permeate throughout the culture of the building. Children are able to demonstrate what they have learned through multiple representations through their work. There is a sense of pride and respect for themselves and for each other. Children are neither bored nor frustrated. Students who are having difficulty with a particular concept are being assisted by students who have mastered it. A variety of 21st century technology is available to reinforce classroom instruction, to provide additional visual and audio demonstrations that cannot be provided in the school and to encourage the interaction with others from all over the world. The children are participating in the process through intentional communication collaboration creativity in an environment that produces wonder and curiosity. They understand that today's world requires continuous learning to achieve professional and personal satisfaction. The children have an appreciation of the world around them and understand the importance of giving back to the community to enhance its growth. During the time they are in our care, they are safe, intellectually stimulated and aware that education is the key not only to their future but the future of society as a whole.

GOALS

1. Create a learning environment that allows all children to be active engaged learners.
2. Provide all children with multi-faceted and multi-cultural learning experiences.
3. Develop a consistent daily schedule that promotes positive child outcomes such as: order, predictability, responsibility, security, a sense of time and appropriate social interaction with peers and adults.
4. Utilize multi-aged grouping for promoting cooperative and enhanced learning and positive peer modeling.
5. Utilize a team approach for working the multi-aged groups.
6. Create a positive social environment where teachers support children's intrinsic motivation to learn.
7. Foster cooperation and collaboration among students by supporting them in understanding and working through individual diversities
8. Provide learning experiences that extend each child's knowledge base in all content areas including foreign language (Mandarin and Spanish) and multiple foreign cultures.
9. Provide children with the opportunity to relate school experiences to everyday life through the use of an integrated curriculum which incorporates thematic units.

10. Encourage family and community involvement in the learning process.
11. Instill ongoing cooperation and support among the children, parents, school and other community members.
12. Reassess each child's learning through individual portfolio assessments and narrative progress reports, and a 2013-2014 new learning standards report card that has been developed.
13. Provide long term student/teacher relationships to improve student achievement and job satisfaction for teachers.
14. Provide an exemplary educational environment for students from Kent State University and the University of Akron to learn and practice their skills. (See letter of support -Appendix X)
15. Provide a model early childhood program that can be replicated across our county, state, nation and world.

MISSION

We at the Greater Summit County Early Learning Center provide children with a quality learning environment that is responsive to their individual growth and development. Fostering learning opportunities that emphasize high academic experiences, while also nurturing children's social and emotional growth is our priority. We strive to ensure that all students reach their fullest potential by using developmentally appropriate and research based practices.

SETTING

The school's physical location is immediately to the southeast of the City of Akron. Situated in a quiet residential neighborhood, the building is surrounded by trees and park land which provides children with the opportunity to explore the outdoors.

EDUCATIONAL PHILOSOPHY

The Greater Summit County Early Learning Center is a high performance school in a focused setting where children become self-motivated learners through investigative practices based on student interests and 21st century skills at early levels. Curriculum content is designed with intellectual integrity that respects children's intelligence and values their time. The Greater Summit County Early Learning Center offers educational opportunities that enable a child to develop a sustained interest in learning during and after the completion of the early childhood experience. We provide rigorous academic content that helps children develop critical thinking skills, the ability to problem solve in a collaborative and cooperative learning environment, build a strong work ethic and respect and value the world around them.

This developmentally appropriate rich learning environment is needed for kindergarten students and will carry through all grades (K-4) of our educational system empowering them to realize their talents and strengths and share them in our interdependent world. It is our educational vision to provide such a program made possible through becoming a conversion school that easily transitions children from our current innovative multiage pre-school program into an educational setting that continues to enhance the opportunities of our children in our all day, every day kindergarten through fourth grade. The learning environment will allow all children to develop and exercise self-discipline, identify personal goals and pursue and complete personally selected tasks and projects. The children attend in the Greater Summit County Early Learning Center will be provided with instructional delivery and rigorous curriculum content that is designed to achieve long range goals for all children in all domains - social, cognitive and physical - and to prepare them to function as fully contributing members of our democratic society.

The student's transformation to a higher system requires serious commitment by the staff and critical organizational development. Our staff is highly qualified and highly effective as we have developed the expertise to guide the learning through the prescribed course(s) of study in an effective manner by focusing on the outcomes and thought processes rather than obtaining a general prescribed answer to questions. Our academic team shares a vision to create an innovative learning environment that has very high academic standards and offers a rigorous curriculum that discovers and nurtures the talents of each student. Our S.C.O.P.E. Promises are defined in Appendix 1.

With the support of the Ohio Department of Education, Summit County Educational Service Center, Region 8 State Support Team, and Kent State University the SPONSOR is anxious to establish a high quality conversion school designed to meet the truly unique needs of early learners. The SCHOOL will be a model early childhood program that will have the opportunity to enrich the lives of children and staff from across the state, nation, and globe.

CHARACTERISTICS OF EXPECTED STUDENTS

The SCHOOL is designed to specifically serve as a school of choice for any student in Ohio enrolling in kindergarten through fourth grade. The only requirement for a student enrolling in kindergarten is age eligible (turning age five by August) and as referenced in the **Enrollment Process** section of Exhibit I. In some cases, the students will have been exposed to educational programs prior to entering kindergarten, but in other cases, the SCHOOL will be their first experience students have with formal educational programs.

RATIONALE for TARGETED POPULATION

Currently the Governing Authority is unaware of all day every day kindergarten programs that have the focus of moving beyond a concentration of basic competency in core subjects to promoting understanding of academic content at much higher level by weaving 21st century interdisciplinary themes into core subjects at entry level. The Greater Summit County Early Learning Center will offer instruction in the following academic disciplines for across all grade levels:

- English
- Reading
- Language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Entrepreneurial literacy
- Civic literacy
- Health literacy
- Social Skills

ENROLLMENT PROCESS

The SCHOOL shall not discriminate in the admission of students on the basis of race, creed, color, handicapping condition, sex, and intellectual ability, measures of achievement or aptitude or athletic ability. The facility meets the needs of students with disabilities.

In the case of oversubscription, a lottery system will be utilized that includes all eligible applicants. Exemptions will only be allowed in accordance with guidelines established by the Ohio Department of Education. As openings occur, students will be admitted.

PROCESS FOR ADMISSION

- Advertise open house for prospective students
- Review and identification of prospective students
- Pupil enrollment application
- Initial enrollment meeting
- Development of individual educational plan (non-handicapped), student goals and timeline
- Assessment of student educational, social and emotional needs

PARENT INVOLVEMENT

Parents will play a critical role in their children's education. Strong evidence supports a positive relationship between parent involvement in education and student academic achievement, attitudes, and aspirations

Our teachers will actively endorse a home to school partnerships to show parents that their participation matters. Our educational team views their role as an important one in helping parents educate children through guiding parental involvement. Parents will be true extensions of the teacher's curriculum at school and by the integrated home activities proposed. Continuity will be the goal in helping match the child's current educational needs and connect it to home practices and parent schedules. It will be our role to enable parents to do their job well by promoting shared responsibility and direction between our professionals and parents.

Inviting and training parents and other educators to be involved at our site and in the school day working closely with us is another important factor of our visionary leadership. Parents and community members will always be important resources. We will reach out to parents and community members in and outside of our district who would like to participate or know more about our educational program by offering site visitations.

A parent blog will exist on our school website for parents to talk and post questions to our staff and each other about school. Each child will have an electronic portfolio that parents can access to be informed about daily progress and keep current on daily experiences in the classroom so that they can celebrate them and reinforce them at home.

A lending library will be open and available to serve parents and children during the day and after school to provide parents and children with resources and to offer a quiet area to use our computers and resource materials. Parents will contribute to building up resources as well as requesting certain topics that they are seeking information about.

Parents and Grandparents will be welcome to serve daily as volunteers in the classroom or at home to support school and child initiatives. Parents who have an interest in providing academic support to children will be trained by the educational team in place with developed materials and guidelines.

Our staff will meet daily and once a week for several hours to discuss our student's progress, promote group unity, preserve our collaborative atmosphere, and to allow needed time to reach a team consensus. Parent volunteers are encouraged to participate at weekly meetings. This helps us to personally learn to self-evaluate our program and continuously refine and contribute to the improvement process. Inviting and training parents and other educators to be involved at our site and in the school day working closely with us is another important factor of our visionary leadership. Parents and community members will always be important resources. We will reach out to other teachers in and outside of our district who would like to know more about our educational program offering site visitations.

ENROLLMENT PROJECTIONS (REVISED)

Four Year Enrollment History and Two Year Enrollment Projections

SCHOOL YEAR	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K Students	30	36	37	36	25	25
1 st graders	30	27	32	30	36	25
2nd graders	26	16	24	25	34	35
3rd graders	-0-	17	11	17	26	34
4th graders			16	22	14	26
	86	100	120	130	135	145

TOTAL ESTIMATED PER PUPIL EXPENDITURES

The SCHOOL estimates a total per pupil expenditure amount averaging \$5,700 based on the revenue and expense projections referenced above and on the SCHOOL 's ability to attract public and private foundation grants.

NON-DISCRIMINATION

As required, the admission policies of the SCHOOL will not d discriminate on the basis of race, creed, color, handicapping condition, sex, intellectual abilities, achievement or aptitude or athletic ability.

RACIAL AND ETHNIC BALANCE

The SCHOOL will market the SCHOOL to all segments of the community in an effort to achieve a racial and ethnic balance that is reflective of the area the SPONSOR wishes to serve.

DEMOGRAPHICS

As a school of choice, the Greater Summit County Early Learning Center will welcome students from the greater summit county area and all school-aged children of Ohio.

FOCUS ON THE CURRICULUM

The SCHOOL'S adopted curriculum will be aligned to the new learning standards and the Ohio Department of Education's newly revised Academic Content Standards implemented by highly qualified teachers with sound pedagogy. The curriculum will be rigorous content carried out using research based practices that focus on achieving long range goals, outcomes and thought processes wrapped around particular topics of interest that can be integrated across traditional subject matter division. Intentional planning and application of effective pedagogy will be rooted in student interests and learning experiences that provide opportunities for rich conceptual development. Children in the program will engage actively in the curriculum that supports and emphasizes the value of social interaction- to learning in all areas and provide opportunities to learn from peers so they may see themselves and others as valuable contributors to the learning process. Our first priority of our school is to serve the crucial individual learner and improve the learning process at the highest level of stimulation where children learn to become self-motivated critical thinkers.

ASSESSMENT

Formative and summative assessment procedures will be completed for each child in the program to ensure optimum development and learning. A formal assessment aligned with the adopted curriculum will be completed three times a year to monitor children's progress. Instructional staff will collect daily information on children based on the outcomes that have been targeted within the opportunities provided to children. The data and documentation collected on children will be compiled into traditional and electronic portfolios. Our staff will meet once a week to discuss children's progress by reviewing data and ongoing informal assessments to shape the delivery of instruction and opportunities for individual students. Our meetings will aim to promote group unity, preserve our collaborative atmosphere and to allow needed time to reach a team consensus. Parent volunteers are encouraged to participate at weekly meetings. This helps us to personally learn to self-evaluate our program and continuously refine and contribute to the improvement process.

SPECIAL NEEDS AND SUPPORT

Pursuant to State and Federal law, students identified with special needs who are admitted to the program will be served in educationally appropriate ways without discrimination. Furthermore, an experienced special education coordinator will coordinate and oversee appropriate instructional services. Certified/licensed intervention specialists will instruct identified students with disabilities as outlined in their Individual Education Plans.

The SCHOOL maintains student-teacher ratios established by the Ohio Revised Code and federal special education rules commensurate with sound educational practice. The program will allow students to become immersed not only in classroom activities but also in the applied activities tied to the community. A gifted education coordinator will oversee the gifted curriculum. A licensed school psychologist will provide necessary testing and evaluation services for students suspected of or having a disability. Special education supervision, instruction and related services will be contracted with the Summit County Education Service Center, the SPONSOR.

SCHOOL CALENDAR

The SCHOOL will provide students more than the required minimum of 920 hours of learning opportunities during the academic school year. The instructional calendar may extend across 11 months of the school year. During the traditional academic months, August through June, the SCHOOL's calendar will mirror the SCOPE (pre-school) calendar.

MANAGEMENT and ADMINISTRATION

In addition to the personnel described in Exhibit 3 of this Contract (Governance and Administration Plan,) the SCHOOL staffing and administration plan includes, but is not limited to the following personnel provided by service contracts to the SCHOOL. Such service contracts duties may be modified by the SCHOOL over time, as the SCHOOL evolves.

Director or Designee

The SCHOOL shall secure the services of a Director or Designee, who shall be the chief operating officer of the SCHOOL, with primary responsibility for day-to-day operations of the SCHOOL. The Director or Designee shall oversee and coordinate the daily operation and management of the SCHOOL and shall be responsible to the Board of Directors.

The Director or Designee shall also serve as a liaison among the SCHOOL, the SPONSOR, and its contractors. Qualifications include a minimum of a Master's Degree in Education and/or Education Administration; or related fields. The SCHOOL's Director or Designee will demonstrate the following traits: management and interpersonal skills, ability to articulate the vision for the school, strong character and ethical standards, a commitment to continuous improvement, management concepts, and strong written and verbal communication skills. The Board of Directors may modify and/or add qualifications and traits as it deems appropriate.

Coordinator of Pupil Service/Intervention Specialist

Supervises all areas related to special needs including but not limited to instructional modifications; coordination of services; development and monitoring of Individual Education Plans (IEPs); Multi-factored Evaluations (MFE's) and 504 Plans; and, monitoring of process so that the SCHOOL is always in compliance with Federal and State laws and rules regarding special education and oversees gifted programs; provides instruction, intervention, accommodations and modifications, as needed, directly to students. This service will be contracted through the Summit County Educational Service Center who employees appropriately certified/licensed individuals.

EMIS Coordinator

Coordinates all areas related to the collection and analysis of student and SCHOOL data. This individual is responsible for coordinating and reporting of data by the SCHOOL to the Ohio Department of Education, including EMIS and CSADM; is responsible for student enrollment and the verification of residency; assists with the selection of computer-assisted software and manages the use of administrative and student services software packages; and, coordinates the use of IT services (NEONET) within the SCHOOL. Qualifications include training and experience in EMIS, CSADM, data coordination and entry; strong interpersonal skills; strong character and ethical standards; commitment to continuous improvement concepts; experience in the areas of data management and data analysis; a comprehensive

knowledge of the Federal and State Accountability System; and, demonstrated written and verbal communication skills.

Instructional Staff

Provide instruction to students via classroom instruction. The number of positions will be dependent upon the number of students enrolled as related to the established student- teacher ratios defined in this document. Qualifications include a minimum of a bachelor's degree in education or related field and appropriate certification/licensure; excellent classroom management and interpersonal skills; enthusiasm for the SCHOOL's unique mission, strong character and ethical standards; commitment to continuous improvement concepts; and, strong written and verbal communication skills.

Application Process

Admission to the SCHOOL will be in accordance with the procedures outlined in the SPONSOR contract above and in accord with Section 3314.06 of the Ohio Revised Code.

Students will be required to complete an enrollment application. The application contains all required fields including immunization shots necessary for enrollment in to a public SCHOOL. Unless waived, students must also submit, at the time of application, the signed statement (described in Attendance Policy) concerning the availability of adult supervision and support within the student's home environment.

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

Enrollment Process

The number of students accepted for enrollment by the SCHOOL shall not exceed the capacity of the SCHOOL's programs, classes, grade levels or facilities. During the first year, a maximum of 30 students will be served, except that in consultation with the SPONSOR, the SCHOOL may raise or lower this cap based upon the SCHOOL's and SPONSOR's joint assessment of the SCHOOL's actual capacity. The deadline for receipt of applications for the SCHOOL's first year of operation shall be on going; thereafter, the SCHOOL shall annually establish such deadline and publicize it through such media as the SCHOOL's web site, 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, qualified students shall be admitted by lottery, 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/guardians will be notified of acceptance via U.S. mail and/or email within three weeks of the application deadline. Applicants whose applications are received after the deadline, including midterm applicants, may be admitted as long as their admission does not cause the SCHOOL to exceed the capacity of its program, classes, grade levels or facilities.

Records Transfer

Once a child is accepted as a student of the SCHOOL, the parents will be asked to notify the home school district of the transfer and formal notification will be sent to the student's previous school informing it of the enrollment in the SCHOOL and requesting the student's school records.

Fees

There is no tuition required for full-time attendance. However, reasonable fees may be assessed by the SCHOOL for specific course materials and supplies and extra-curricular activities as authorized by state law. The SCHOOL may assess fees for a student's failure to return equipment or supplies as required by the SCHOOL or for the loss or destruction of - or damage to - the SCHOOL's equipment or supplies. The payment of fees may be enforced by the withholding of a student's grades and credits as provided in R.C. 3313.42.

Fees will not be charged for filtering devices or software that protects against internet access to materials that are obscene or harmful to juveniles. Fees will not be charged for the use of computers.

The SCHOOL will determine fees based upon the approval of the Board of Directors.

Student Discipline

Student Roles and Responsibilities: Each student will have an online and/or hard copy of the Student Handbook that outlines and defines the rules and regulations for student behavior. It also defines the rights and responsibilities of the students, the parents/guardians, the staff and the SCHOOL. Students and custodial parents/guardians will be required to acknowledge that they have read the Handbook and are aware of its content. Questions regarding the content will be addressed by the SCHOOL's administrative staff. Failure to abide by the SCHOOL's policies and procedures may result in dismissal from the alternative school program.

Dismissal Policies/Procedures: Dismissal policies for the SCHOOL will comply with Sections 3313.66, 3313.661 and 3313.662 of the Ohio Revised Code and related policies and procedures as approved by the Governing Authority. 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 primary goal of the SCHOOL is to ensure that all children will be ready for fifth grade. To achieve the standard of success, the following goals have been established:

- Goal:** All students will make progress towards targeted math and literacy skills and concepts as defined by The Newly Standards, the newly revised Ohio's Academic Content Standards, and identified Student Learning Objectives.
- Standard:** All enrolled students will demonstrate or make progress towards each grade's math and literacy skills and competencies needed to succeed in subsequent grades.
- Measurement:** Formal and daily assessments will be completed to determine each child's proficiency levels. Student growth measures will be implemented and monitored from entry to exit within each year.
- Goal:** The social, emotional, and educational needs of all children will be identified and addressed
- Standard:** All students will be carefully monitored to ensure social skills development

occurs and children are making progress in all key areas of the curriculum.

Measurement: Staff will monitor children's social emotional and academic needs to ensure progress and regularly discuss the information collected with families

Goal: All students will develop higher level thinking skills that included problem solving, inquiry, and analysis to support generalization of skills to real life use of the concepts and skills

Standard: All students will demonstrate problem solving skills, inquiry, and analysis

Measurement: Instructional staff evaluations using the Ohio Teacher Evaluation System (OTES) will occur two times per year ensuring that learning opportunities provided to children meet the quality reflected in the teaching professional standards. A strong data collection process will drive the monitoring of children's development of the skill set to reach desired outcomes.

Facility and Location

Since 2009 in the inception of our public conversion school known as: The Greater Summit County Early Learning Center kindergarten through fourth grade has been and remains housed at 2141 Pickle Road, Akron Ohio 44312.

Special Education

The SCHOOL is committed to serving students with IEP's and 504 plans in a mainstreamed educational environment that meets each student's unique educational needs. Our kindergarten through fourth grade public conversion school serves as a least restrictive and quality educational setting to best serve the needs of all children.

EXHIBIT 2
Financial Plan

Greater Summit County Early Learning Center
A Conversion Community School

The financial plan complies with Section 3314.03(A)1 5 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 year.

SCHOOL BUDGET

Attached is a five year forecast detailing sources of revenues and expenditures following the 2 (two) Uniform Accounting System (USAS) methods of coding and account number structures.

Funding

Funding for the Greater Summit County Early Learning Center is supported by state minimum foundation funds and any poverty based, special education and federal funds associated with that student flows from the resident district when the student transfers to the SCHOOL.

Regular Review of SCHOOL Budget:

Regular review of the budget is critical. The SCHOOL follows 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 as well as facility costs. Regular audits 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-Profit Organizations."

GREATER SUMMIT COUNTY EARLY LEARNING CENTER BUDGET NARRATIVE

OVERVIEW: The Greater Summit County Early Learning Center has developed a five year forecast that will provide the children in the SCHOOL with an outstanding educational experience. The SCHOOL will become a model 21st Century early learning center utilizing age appropriate instruction, innovative programming and high academic expectations.

REVENUE: The SCHOOL is projecting State Revenue based on the current method of funding (ADM) as the new structure as approved by Governor Kasich. The budget assumes approval of all plans and grant applications submitted through the CCIP. The grant also assumes Title I and Block Grant monies.

EXPENDITURES: The SCHOOL will purchase the services of a Director; teaching staff (7 FTE); educational aides (2 FTE); and a secretary (.25 FTE); and special services encompassing speech services, nurse services, school psychologist, and music teacher (.25 FTE). Staff will be a purchased service through

the SPONSOR. Foreign language and music will be introduced through speakers, association with the local Asia, Inc., and in collaboration with the Confucius Institute with the University of Akron. These programs will be supported through technology, software programs, and teacher directed experiences.

Costs for fiscal services, audit costs, rent and sponsor fee have been projected in the budget.

FIVE YEAR FORECAST

FY15 -October, 2014 submission
SRN No. 011381

County: Summit

Greater Summit County Early Learning Center
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended June 30, 2012 through 2014, Actual and
the Fiscal Years Ending June 30, 2015 through 2019, Forecasted

	Actual				Forecasted			
	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019
Operating Receipts								
State Foundation Payments (3110, 3211)	\$354,331.00	\$595,418.00	\$778,155.63	\$846,642.45	\$846,642.45	\$846,642.45	\$846,642.45	\$846,642.45
Charges for Services (1500)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fees (1600, 1700)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (1830, 1840, 1850, 1860, 1870, 1890)	\$0.00	\$5,136.00	\$8,263.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
Total Operating Receipts	\$354,331.00	\$601,554.00	\$786,418.63	\$850,642.45	\$850,642.45	\$850,642.45	\$850,642.45	\$850,642.45
Operating Disbursements								
100 Salaries and Wages	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
200 Employee Retirement and Insurance Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
400 Purchas Services	\$335,192.00	\$450,695.00	\$711,879.08	\$761,736.94	\$784,589.05	\$808,126.72	\$832,370.52	\$857,341.64
500 Supplies and Materials	\$27,201.00	\$8,193.00	\$20,558.55	\$8,000.00	\$8,240.00	\$8,487.20	\$8,741.82	\$9,004.07
600 Capital Outlay - New	\$3,120.00	\$0.00	\$675.00	\$0.00	\$5,000.00	\$6,000.00	\$6,000.00	\$6,000.00
700 Capital Outlay - Replacement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
800 Other	\$818.00	\$7,066.00	\$1,451.00	\$6,740.00	\$2,000.00	\$8,000.00	\$2,000.00	\$2,000.00
Total Operating Disbursements	\$366,331.00	\$465,954.00	\$734,562.63	\$776,476.94	\$800,829.05	\$830,613.92	\$849,112.34	\$874,345.71
Excess of Operating Receipts Over (Under) Operating Disbursements	-\$12,000.00	\$135,600.00	\$51,856.00	\$74,165.51	\$49,813.40	\$20,028.53	\$1,530.11	-\$23,703.26
Nonoperating Receipts/(Disbursements)								
Federal Grants (all 4000 except fund 532)	\$27,871.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Federal Fiscal Stabilization Funds (SFSF)	0	0	0	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Ed Jobs	XXXXXX	0	0	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
State Grants (3200, except 3211)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Dorations (1820)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest Income (1400)	\$150.00	\$0.00	\$296.08	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00
Debt Proceeds (1900)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Debt Principal Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest and Fiscal Charges	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transfers - In	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transfers - Out	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Nonoperating Revenues/(Expenses)	\$28,021.00	\$0.00	\$296.08	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00

EXHIBIT 3
Governance and Administrative Plan
Greater Summit County Early Learning Center
A Conversion Community School

Not-for-Profit Corporation

As required by Section 3314.03 of the Ohio Revised Code, the SCHOOL is organized as a public benefit corporation established under Chapter 1702 of the Ohio Revised Code.

Governing Body

The Governing Authority of the SCHOOL shall be the Greater Summit County Early Learning Center Board of Directors (Board of Directors.) The Board of Directors shall be responsible for:

- Helping create, approve and monitor the SCHOOL's annual budget;
- Developing policies to guide the operation of the SCHOOL;
- Securing funding for the school; and,
- Maintaining a commitment to the vision, mission and goals of the SCHOOL and the children it serves.

As vacancies arise on the Board, the remaining Board members will appoint a new member within thirty (30) days of the date the position becomes open. The Board of Directors shall adopt By-Laws to govern their configuration and operations.

Conflicts of Interest

The Board of Directors and the SCHOOL's officials shall comply with Chapter I 02 of the Ohio Revised Code (the Ohio Ethics Law) and Section 2921.42 of the Ohio Revised Code (relating to an unlawful interest in a public contract) and, 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's 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's purposes.

Fiscal Officer

SPONSOR shall be the fiscal agent for the SCHOOL and shall have its Treasurer be the designated fiscal officer of the SCHOOL on such terms as may be agreed by the SPONSOR and SCHOOL.

School Management

The SCHOOL shall secure the services of a Director who shall be the chief operating officer of the SCHOOL with primary responsibility for day-to-day operations of the SCHOOL. The Director shall oversee and coordinate the daily operation and management of the SCHOOL and shall be responsible to the Board of Directors.

The Director shall also serve as a liaison among the SCHOOL, the SPONSOR and its contractors. Qualifications include a minimum of a Master's Degree in Education and/or Education Administration or related fields. The SCHOOL's Director will demonstrate the following person traits: management and interpersonal skills, ability to articulate the vision for the school, strong character and ethical standards, a commitment to continuous improvement, management concepts and, strong written and verbal communication skills.

Employees

The SCHOOL intends to use service contracts to obtain necessary personnel services.

Disposition of Employees if Contract Not Renewed

In the event the SPONSOR elects, pursuant to Section 3314.07 of the Ohio Revised Code to non-renew or terminate the Sponsor 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 by contract.

Resolution of Disputes between the SCHOOL and the SPONSOR

If the SCHOOL's Board of Directors 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. Participation in such formal or informal mediation is completely voluntary. If the parties, after the failure of the mediation process described above, are unable to resolve a material difference over governance, the SPONSOR may take such action(s) as SPONSOR determines are necessary in accordance with the Contract Articles IX and X. The SCHOOL acknowledges SPONSOR's right to implement such remedies as SPONSOR determines serves the best interest of all parties.

EXHIBIT 4
Governance and Administrative Plan

Greater Summit County Early Learning Center
A Conversion Community School

ACHIEVEMENT OF 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 daily formative instructional practices and assessments to appropriately deliver a matched curriculum for each learner that will lead to success in summative data. Our district adopted the state's diagnostic screeners in grades K-3 along with the state identified DRA assessments. Baseline data is collected on each student prior to September 30th across the K-4 system. Baseline data is used to determine achievement levels, inform all stakeholders of students who are "not on track" and "not on track" as well as students that fall under the 3rd grade guarantee legislation requiring an extended plan. This fall baseline data is directly linked to the Student Learning Objectives (SLOs) to implement and monitor student growth measures. The goal is to advance each individual student to higher levels of performance according to their linked student growth measures.

Goals/Outcomes Regarding the Ohio Statewide Testing Programs

The SCHOOL will endeavor to achieve an overall attendance rate for the SCHOOL of 93% or above and a student grade level passage rate of 90% or above. Should the SCHOOL fail to meet the minimum standards prescribed by the State, it will endeavor to achieve the annual yearly progress specified in Ohio's State Accountability Plan.

In the event the SCHOOL fails to meet minimum standards for performance in year one, it will be required to develop a Plan of Improvement that will be submitted to the SPONSOR for approval. Should the SCHOOL fail to meet these minimum standards for performance over a period of two consecutive years, the SPONSOR shall take steps to intervene in the SCHOOL's operation to correct problems in the SCHOOL's overall performance, declare the SCHOOL to be on a 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 by the SPONSOR.

Administration Schedule

State mandated assessments will be administered according to dates established by the Ohio Department of Education. Off year testing may occur during the year according to the dates established by the SCHOOL.

Other Academic Indicators

Baseline data will be obtained on entering students' academic achievement and the SCHOOL will chart the growth and progress. This data will be critical to monitoring and making recommendations for necessary curricular changes. As described in the Educational Plan, students' performances will

be assessed continuously throughout the academic year in order to determine progress gained and the need for intervention and/or extension activities.

FISCAL PERFORMANCE INDICATORS

Auditor reports, periodic cash flow statements and other relevant reports are deemed public records and therefore are available for review. The SCHOOL's annual report describes progress in these key areas. As the Governing Authority of the SCHOOL, the Board of Directors shall meet bi-monthly to review the financial records of the SCHOOL as required by Section 3314.023 of the Ohio Revised Code. The Governing Authority will provide ongoing monitoring in cooperation with the SCHOOL's Fiscal Agent and Director.

MANDATORY STUDENT ATTENDANCE POLICY

Requirement - 3314.03(A) (6)

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

The Greater Summit County Early Learning Center is built on the following promises:

- **PROJECTS THAT ENGAGE-** Our program allows children to guide their own learning through opportunities that encompass their interest and leads to engagement and in-depth learning. Staff and parents observe student's approaches to learning, paying close attention to what motivates each child to be enthusiastic and engaged in their learning. Ongoing documentation and case studies of each child are recorded by all that observe children in the learning environment to record signs of engagement in order to ensure children are benefiting from the opportunities. Children's engagement is measured by the approaches of learning that has been defined by current research and includes levels of attention, persistence, flexibility, self-regulation, and learning behaviors (Hyson, 2001). Documentation collected helps the instructional team to continually make revisions that shape the environment and materials available to meet children's needs and interest.



- **MOTIVATION TO LEARN-** Motivation to learn is fostered by ensuring children are able to engage in self-directed exploration where we serve as facilitators instead of directly teaching. Children taking charge of their own learning activates their positive emotions, motivation, and engaged actions. It is our role to know each child and to understand their approaches to learning and individual needs in order to adapt the curriculum in a way that will optimize each individual's motivation and engagement in their own learning. Appreciating motivation for learning empowers children to be leaders in the learning process where they are able to generalize skills and ideas and utilize what they have learned. Our educational practices preserve and nurture each child's enthusiasm for learning because they are intrinsically motivated to learn through engagement in learning opportunities that are meaningful and relevant to their everyday life. Our high interest setting ensures that every child is safe to show enthusiasm and confidence in learning in a way that allows them to take risks that lead to discovery, exploration, and successful understanding and development. Children who leave our educational setting will take with them a sustained desire to continue their own learning because they were engaged actively, not passively, in the learning process.

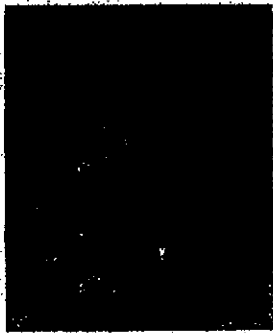


- **MULTI-LANGUAGE EMERSION AND GLOBAL AWARENESS-** Meaningful connections to language and cultures around the globe are a natural part of the core curriculum. We recognize that research tells us that preparing children with 21st century skills must include instilling a sense of globalization in our children and exposing them to many languages. Research continues to demonstrate that Spanish and Mandarin are vital to 21st century skills and early exposure to multi language experiences provide children with a foundation for later educational success by promoting 21st century skills to understand and address global issues; Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community context, promoting the study of non-English language as a tool for understanding other nations and cultures, applying appropriate 21st century skills to



function as a productive contributor within an organizational setting (A Report and Mile Guide for 21st Century Skills: www.21stcenturyskills.org . We are building on community resources to do what we can to make language learning real-life and meaningful and incorporated into everyday experiences in our program. Daily use of the languages of Mandarin and Spanish are embedded into each learning day naturally where staff interchanges the languages and students respond in the same manner. Parents and extended families are encouraged to support the languages at home by being provided handouts of all new words and phonetic pronunciations and meanings, audio references are available on our website for families to reference as they listen to pronunciations as well as see their clips of their children using the language during the school day. It is our goal to start children on their path as lifelong learners and 21st century global citizens. Throughout the school year, there will be many opportunities with languages and cultures to help us relate to people globally and give children access to our new interrelated world. Through the use of technology, children in our program will have the opportunity to connect with children in Guatemala, Singapore, Taiwan, Brazil, Puerto Rico, and Honduras. We want to support our children to become helping participants in their community and the world around them. We are working on meaningful projects and activities for them to befriend others around the globe with opportunities to share work, exchange stories and experiences and support one another.

- **SOCIAL EMOTIONAL GROWTH-** Our learning environment is based around children's' interest and brings children together in a way that builds confidence, self-esteem and social- interaction that fosters relationships and social awareness. It is our focus to help children gain a foundation that builds social skills for life. We know from current research and we believe that social emotional growth is an indicator for school readiness and educational success and is the key to building pro-social behaviors (Pianta, Cox & Snow, 2007³). We want our program to provide children with overall growth and development that will support their lifelong learning efforts.



- **CURIOSITY -** The classroom is children's canvas for developing their capacity to explore, discover, empower and imagine. We are careful that our focus is never narrowed to channel children's curiosity but to offer a learning environment that invites curiosity without limits.

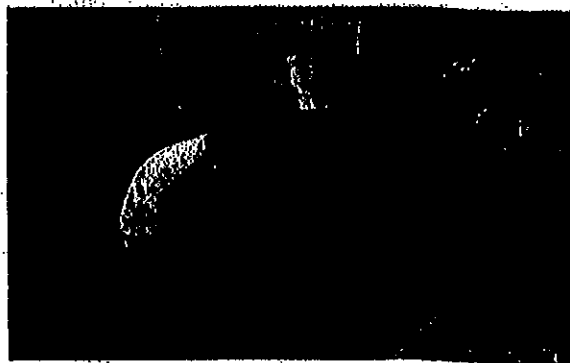


- CELEBRATION OF SUCCESS** - Our program takes every opportunity to celebrate the success of each child. Electronic portfolios are organized and kept throughout the year for students and families to review and spotlight original work and ongoing progress. We believe every child should be honored for the work they do and their leadership and unique work should be celebrated and shared. Each student has a gallery area in the school where they make personal selections of their original work to be placed in their gallery where gallery walks occur among peer, teachers, community, and families with opportunities for students to talk about their work as they share it with others. We take every opportunity to highlight children's accomplishments through community events into our monthly program newsletters.



- TRUST CHILDREN TO SUCCEED-**

Our philosophy of teaching is built upon our trust that children will succeed. The environment is always considerate of providing opportunities where children are able to guide their own learning, as we demonstrate our belief in them and their capabilities. There is a balance of adult support and child direction throughout the day that supports and builds trust to succeed. We consciously provide the opportunities, means, and the resources to trust children will succeed by focusing on their interests and enthusiasm. Our emphasis is on valuing the children's contribution to each other's learning through teacher facilitation of child choice and child directed learning; making them aware of the trust which leads to more risk taking on each child's part.



- NUTRITION FOR LIFE-** Our curriculum focuses on strengthening children's mind,



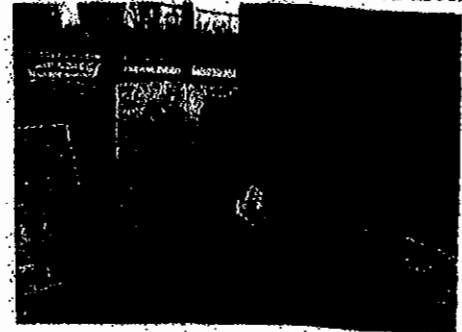
body and spirit and by focusing on good nutrition skills, we are building children's capacity for life long healthy practices. Exposing children to healthy foods through involving them in cooking with nutritional ingredients as they prepare their own daily snacks and experiment with foods in the cooking center is a powerful avenue to instilling nutritional awareness in our children and 21st century content. Children will be provided opportunities to create their own recipes, cookbooks, and other culinary creations which help them find the power in a nutritious

lifestyle. Daily opportunities for gross motor activities inside and out of the school building are offered daily to support nutrition and health and wellness in our children.

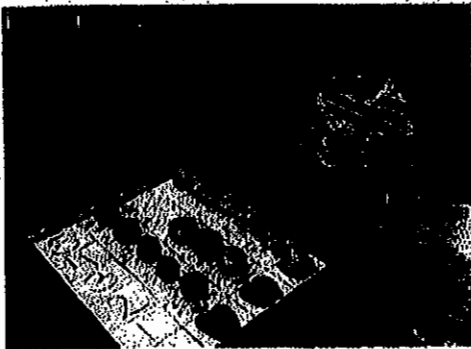
- **EXPANDING OPPORTUNITIES** - Meaningful life experiences both in the classroom and off site are offered to each student. Our program has a commitment to work with community resources to ensure what children are learning in the classroom has real life context. Ongoing projects and working beyond the obvious promotes each student's creativity and innovation, problem solving, critical thinking, communication and collaboration, and is what will separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. Alternative ways to engage children is our focus to extend learning through many different means and avenues.



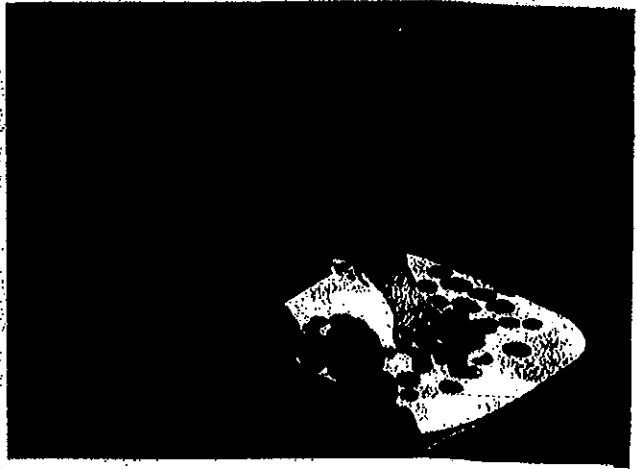
- **HIGH ACADEMIC EXPECTATIONS/EXPERIENCES** - Power for lifelong learning comes from high academic expectations and experiences. Vast exposure within the learning environment promotes thinking and acquiring of content and new information and skills. Students are taught that there is no right way to approach something and they are encouraged to build their capacity to structure relevant to them for meaning. Alignment comes from the experiences we provide that embed the academic content standards in a meaningful learning context for children.



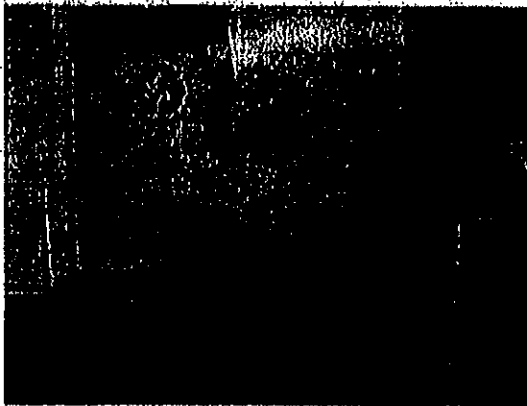
- **COGNITIVE CONNECTIONS** - We pride our self on understanding how children approach learning in order to ensure that the opportunities provided to children supports their learning and development. We focus on a metacognitive approach to our instruction in which students are taught to think deliberately about how they are learning can help students take control of their own learning, monitor their own progress and improve their own achievement. Cognitive connections are supported through our comprehensive curriculum that feeds into all the academic and developmental domains and supports multiple ways to engage children in developing key concepts and skills.



- INTEGRATED TECHNOLOGY** - Our school is designed to empower and foster learning and development in young children through 21st century skills with technology applications that build new and creative means of expression. Each student has their own electronic portfolio, student page that keeps current with their work for families to view. Also our current school website has a parent blog where parents can exchange ideas and stories. We also have a multi-- language page where families can access auditory support to learn the languages that their children are using in schools. We aim to increase family's use and understanding of technology tools and learning skills through our website and encouraging them to participate and contribute to the site with their children. Weaving 21st century interdisciplinary themes into learning and innovation skills will prepare children for life and varied environments where they can exhibit a range of functional and critical thinking skills. Children engage each other through technology in realistic and meaningful opportunities to share and collaborate on original work with peers from other early learning programs. Through the use of wireless webcam technology and digital cameras children come together through these avenues to engage in peer-to-peer interaction. This electronic means of cooperation provides children with the opportunity to engage in a broad and diverse learning community as they collaborate and share their work. The increased exposure and varied modes of technology available will provide opportunities for taking classrooms where ideas can be exchanged and interaction of peers is not limited by boundaries. Our focus on technology in this way provides students with feedback and discussion on their work and prompts them to reflect, revisit, and continually refine their experiences and creations.



- ENVIRONMENTAL EFFORTS**- An important day to day focus at our program is a conscious effort to promote higher level thinking skills that includes "Thinking Green." Students in the classroom are continually seeking out ways to reuse and recycle materials all around them. The concept of recycling is introduced at the beginning of the school year when children are taught how to sort materials and look for symbols on plastics and other materials that signal the children about recyclable materials. Recyclable materials are common place and reused throughout all the learning centers. It is a natural part of the learning day for students to create, design, and produces unique and original art, inventions, architecture, and varied models from materials that they have recycled. We strive to make recycling and environmental awareness an unspoken and automatic behavior in our students. We see them helping their generation move away from a disposable society and problem solving new ways to think about caring for the environment.



- Hyson, M. (2007) *Enthusiastic and Engaged Learners: Approaches to Learning in the Early Childhood Classroom*. New York: Teachers College Press.
- Partnership for 21st Century Skills (2003). *A report and MILE Guide for 21st Century Skills*. Retrieved on May 5, 2009.
- http://www.21stcenturyskills.org/downloads/P2_1_MILE_Guide_Printable.pdf
- Pianta, R.C., Cox, M.J., and Snow, K.L. (2007). *School Readiness & Transition to Kindergarten in the Era of Accountability*. Baltimore: Paul H. Brookes.

Section IV
School History & Performance

[This section is for informational purposes only; it will not be scored.]

<p>16. Provide a list of all community schools for which your organization has been a sponsor and indicate their current status (open; open and on probation; suspended; closed (non-renewed); closed (voluntary); closed (terminated); or contract assumed by another sponsor). <i>Greater Summit County Early Learning Center - Open</i></p>
<p>17. Indicate which, if any, schools failed to open after payments were initiated. If any, please provide details of why the schools did not open. <i>None</i></p>
<p>18. For schools that closed prior to the end of the academic year; provide details of why the schools closed. <i>N/A</i></p>
<p>19. Indicate which, if any, schools have had findings for recovery and/or been deemed unauditible by the Auditor of State over the past 5 years. <i>N/A</i></p>
<p>20. Indicate which schools' contracts have been renewed. <i>Greater Summit County Early Learning Center (GSCELC) – renewed July, 2015</i></p>
<p>21. Does your organization sell services to any of its schools? If so, what services? How are the services and charges arranged? Are service agreements part of the community school contract? <i>Yes; the Summit County ESC sells services to the Greater Summit County ELC. The Greater Summit County ELC management decides what service(s) they need to outsource and inquire if those services are available from the ESC. If available, a contract for service is sent to the ELC for their board review and approval. Example of services sold, include school psychological services and human resources support. Once the ELC board approves a contract, the ESC board then approves the contract. A purchase order is generated from the ELC and once services are complete, an invoice is sent from the ESC. This is the same process the ESC follows for all client districts. Charges are also consistent with what is charged to other districts.</i> <i>Service agreements are not part of the Community School Contract. The community school has the opportunity to seek any service desired from any qualified organization.</i></p>

2013 - 2014 Report Card for Greater Summit County Early Learning Center

SCHOOL GRADE

Coming in
2018



Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

Performance Index

92.6% **A**

Indicators Met

100.0% **A**

COMPONENT GRADE

Coming in
2016



Progress

This is your school's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

Value Added

Overall **C**

Gifted **NR**

Students with Disabilities **NR**

Lowest 20% in Achievement **NR**

COMPONENT GRADE

Coming in
2016



Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

Annual Measurable Objectives

NC **NR**

COMPONENT GRADE

Coming in
2016



Graduation Rate

This grade answers the question – How many ninth graders graduate in four years or five years?

Graduation Rates

This school is not evaluated for graduation rate because there are not enough students in the graduating class.

COMPONENT GRADE

Coming in
2016



K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade?

K-3 Literacy Improvement

NC **NR**

COMPONENT GRADE

Coming in
2016



Prepared for Success

This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in
2016

Achievement



This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in
2016

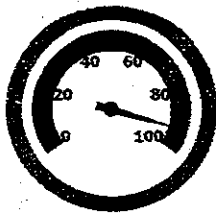
GRADE

A

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving performance.

Performance Index

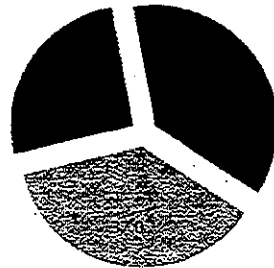


Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	37.0	x	1.2	=	44.4
Accelerated	37.0	x	1.1	=	40.7
Proficient	25.9	x	1.0	=	25.9
Basic	0.0	x	0.6	=	0.0
Limited	0.0	x	0.3	=	0.0
Untested	0.0	x	0.0	=	0.0
					<u>111.1</u>

92.6%

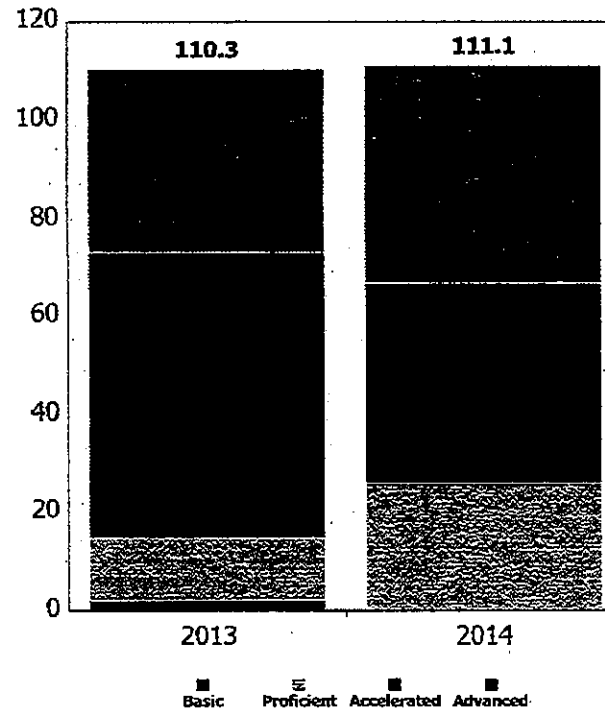
111.1 of a possible 120.0

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%



- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Performance Index Trend



2013 - 2014 Report Card for Greater Summit County Early Learning Center

GRADE
A

Indicators Met

Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %
100.0%
4 out of 4

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%



Grades 3-5

3rd Grade	Mathematics	100.0%	✓
	Reading	100.0%	✓
4th Grade	Mathematics	100.0%	✓
	Reading	100.0%	✓
5th Grade	Mathematics	NC	
	Reading	NC	
	Science	NC	

Grades 6-8

This school does not have enough test results in 6th, 7th, or 8th grade to display this table.

Ohio Graduation Test

This school does not have enough Ohio Graduation Test results to display this table.

Section V Sponsor Oversight & Evaluation

22. Describe your organization's system for monitoring school accountability and compliance. What is the protocol for on-site school reviews; what information is collected during these reviews? If available, please provide a copy of any guidance documents about the oversight and monitoring process used to explain to sponsored schools.

As the Sponsor of Greater Summit County Early Learning Center, we follow "monthly" on-site school reviews per the data collection timelines structured across the year during each new school year. The first data collection review takes place in August where the sponsor's review entails collecting enrollment numbers and daily average attendance as well as following the checklist for assurances by the sponsor. The second onsite review includes the checklist of assurances but also adds specifically a focus on data collection in September where we seek evidence of what baseline data and instruments/data tools are being used to collect each learner's data. The third onsite review includes enrollment, attendance averages, and SLO data that has been submitted to ODE reporting students "On track" or "Not on Track" by September 30th of each school year. The fourth onsite review includes all of the mentioned above along with student growth measures that have been identified as part of each learner and each teachers evaluation data. The fifth onsite review continues to be comprehensive in evidencing any changes in enrollment, attendance, and to monitor the student growth measures and assessments to monitor gains along the learning continuum to see if interventions are indicators of effectiveness. The sixth onsite review will remain comprehensive but include a request to look at teacher walkthrough data, and a parent survey. The seventh onsite review looks at teacher performance data as it relates to the Ohio Teacher Evaluation System rubric/ratings. The eighth onsite review looks at comprehensive data that has been reported to ODE through ETPES for each teacher rating and student growth measures. The final school review looks at the school's local report card and summative data with standardized tests as soon as it becomes available, teacher ratings and principal ratings. We examine final end of year local enrollment data, academic data, attendance data, and standardized data to stay close to the monitoring of all facets of the school's success to see if goals were met and to formulate next steps for planning for the following partnership into the next school year. The sponsor's oversight and evaluation system is proactive in its review by attending monthly board meetings, frequently participating in monthly District Leadership Team Meetings or Building Leadership Team Meetings and at times at Tuesday's Teacher Based Team Meetings, or Weekly Data Team meetings that are in place at the school site. Board Meetings occur the third Monday of each month, Teacher Based Team Meetings and Data Team Meetings occur each Tuesday for Literacy/Project Based Approach Implementation, and each Thursday for Math/Stem data and implementation. The Governing Board receives a report of monthly data collection, and receives a report from the director who shares the information with the sponsor. Also onsite reviews occur unannounced each month by the sponsor representative to gain an authentic assessment of the day to day operations of the school's instructional delivery, attendance, and request to seek evidence of compliance requirements.

23. Describe the roles, responsibilities and levels of experience of the staff members who monitor school accountability and compliance. Please provide the names and resumes of those individuals.

The staff that monitor in the "sponsor" role are clearly separate from the community school and have exemplary credentials for the monitoring responsibilities. The past 4 years the monitoring was through Superintendent, Mrs. Linda Fuline (retired June 30, 2015). Linda was Summit County ESC Superintendent for 10 years, and has extensive

prior experience as a district level superintendent and treasurer for 17 years. The current Superintendent, Mr. Joseph Iacano, will continue with the monitoring of the community school. Prior to being hired this July, Mr. Iacano provided consultation and was appointed interim Superintendent for Portage County ESC. Prior to working with Portage County ESC, Mr. Iacano was a district Superintendent for 10 years and a district Curriculum and Instruction Director for 5 years. The ESC Treasurer, Mrs. Sondra Clevenger, has over 15 years' experience as the Treasurer for the ESC, and district level Treasurer for 9 years. Mrs. Clevenger advises on fiscal issues related to the community school. The executive assistant to the Superintendent, Mrs. Patricia Maloney, has worked for the Summit County ESC for 14 years, with 10 years as Administrative Assistant to the Director of Student Services, providing support to the department with special education compliance. Resumes for the aforementioned are attached.

24. How does your organization share monitoring and compliance information with the schools? Please include examples of feedback (e.g., site visit reports, e-mails, and monthly financial/enrollment reports).

As the Sponsor, we have frequent interaction and communication about monthly data reflecting attendance, academics, compliance or corrections needed within EMIS or SOES that need timely responses as we become aware. Monthly financial reports are reviewed together at the Community School's Board Meetings where the sponsor, community school and governing board review the financial standing, enrollment reports, and monitor goals set forth with academia and school goals. Site reports that occur monthly by the sponsor representative are shared with the stakeholders at the monthly board meeting during the sponsor report on each board agenda. An established two way communication and long standing trust and business relationship exists between the sponsor organization and the school organization. Clear and cohesive vision and goals are communicated through face to face conversations, emails, participation at board meetings and building leadership meetings to support monitoring and compliance and quality.

25. What circumstances have led or would lead your organization to intervene in a school's operations? Please provide any examples, if applicable and including corrective action plans, probation or suspension notices.

The Summit County Educational Service Center as stated in the Sponsor's Contract will place the school on probation if in one year period they have not met the academic, attendance, or fiscal expected standards/percentages of good standing requiring a Plan of Improvement that would be required to be submitted to the sponsor for approval. The Plan of Improvement would be monitored for two years and steps to intervene if the school's operation to correct problems with overall performance was not met, the sponsor will 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 by the Sponsor. All of the above course of action is stated in Exhibit 4 of the Sponsor's contract with Greater Summit County Early Learning Center. No probation or suspension notices have been issued due to the excellent high performance data that has been evidenced each year of operation of this community school. However, the mandates remain in place in the contract in order to be assessed continuously because we are built on a prevention model that is dedicated to sponsoring a school that serves as a Demonstration Model for the state. Based on Ohio's new Report Card rubric-The Greater Summit County Early Learning Centers' Achievement Performance Index for 2013-2014 was 92.6% =A and 100% of Indicators Met =A for the State Report Card. Data Outcomes evidenced that 37% of students enrolled were in the Advanced (highest ranking) level of achievement, 37% were in the Accelerated level and 25.9% were in the Proficient level of achievement. No enrolled students were found to be

basic, limited or untested. The School received 111.1 score of a possible 120.0. The year prior the school based on Ohio's new report card earned a 110.3 out of 120.0 possible points, with a 91.9% Performance Index earning an A and 100% of all indicators were met. There were 31.3% of learners enrolled who scored in the Advanced (highest category), 53.1% who scored in the Accelerated, 12.5% in the Proficient, and 3.1 in the Basic Category.

The sponsor and the school district have not received from Pearson the results from the new PARCC testing. Results are said to be coming by the end of November, but are unconfirmed at this time. We anticipate based on our local data of student performance that the PARCC data shows similar data results and look forward to seeing how the school's instructional innovative practices reveal themselves on the deeper learning 21st Century New Learning Standards.

26. Describe how your organization ensures the autonomy of its schools while providing appropriate levels of oversight. Please provide, if available, any communications or written documents that may expand upon roles and responsibilities, apart from required contract language.

The Summit County Educational Service Center has had a positive relationship with Greater Summit County Early Learning Center. Evidence of this includes the many invites that the school extends to the sponsor to participate in special events with families, business partners and professional development providers. The sponsor participates in and oversees building leadership and teacher based team meetings. Our best feedback in measuring whether we are satisfying beyond a role of sponsorship and support comes from the continued open invitations that welcome us in to classrooms, in house PD, family events, and board meetings. Also, the transparency of goals set based on student data and the school's intervention practices based on each learner's data, comes from the school's choice to include us in the goals and practices, not from a requirement from us. The best thing that we do is allow the school to demonstrate its research based practices, trust their practices, make sure that they feel our support and that they know we value their commitment in what they are delivering at the educator level and student level and the impact they seem to be making on others in the community. We as a sponsor recognize that they are independent, self-determined, and committed to the work. Even though they welcome our attendance and opportunities to demonstrate the work happening, they don't seem to need us to carry out the work. This is our best way of knowing that they feel our support, but they also feel that they are giving the ability to advance their work as a "School of Choice" through our sponsorship of them as a community school/public conversion school. We provide ample oversight, but because of their consistent year to year performance ratings, we have been able to enjoy a relationship that keeps the school at the helm but at the same time share in their vision and high expectations.

Please include an example of a site visit report, if it currently exists, as well as any other supporting documentation. Provide a listing of current staff's resumes/biographies for those who are responsible for oversight, compliance and monitoring.



**Office of Quality School Choice
2015-2016 Authorizer Opening Assurances ORC
3314.19 & OAC 3301-102-05**

Authorizers are required to submit assurances annually for each of their schools at least 10 business days prior to any of the following occurrences (please check all that apply):

- First day of instruction in the current academic year
- Change of location
- Addition of a new facility

Date of authorizer visit to school:

8/11/2015

Please list first date of instruction for the 2015-2016 school year:

8/24/2015

Name of Authorizing Organization:

Summit County Educational Service Center

School IRN

011381

School Name (Note: a separate form is needed for each facility associated with this school IRN):

Greater Summit Early Learning Center

School's Website:

ScopeAcademy.org

School Leader's Name:

Teresa Graves, Director/Principal

School Leader's Phone Number:

330-945-5600 x 511281

School Leader's E-mail Address:

teresag@cybersummit.org

Treasurer's Name:

Sondra Clevenger

Treasurer's Phone Number:

330-945-5600 x 511224

Treasurer's E-mail Address:

sondrac@cybersummit.org

OEDS-R Administrator's Name:

jenniferh@cybersummit.org

OEDS-R Administrator's Phone Number:

2141 Pickle Road

OEDS-R Administrator's E-mail Address:

jenniferh@cybersummit.org

Physical Street Address:

2141 Pickle Road

City, State

Akron, Ohio

Zip Code

44221

County

Summit County

School Building Phone:

330-945-5600 x 511281

School E-mail (if applicable):

[Redacted]

School Fax Number:

330-945-6222

Mailing Address, if different from above:

[Redacted]

City, State

[Redacted]

Zip Code

[Redacted]

County

[Redacted]

How many facilities/locations are associated with this school IRN?

1

Please list all facilities/locations associated with this school IRN.

2141 Pickle Road, Akron, Ohio 44312

Grade levels permitted per contract:

K-4

For the facility/location listed above list the grade levels served:

K-4

By checking "I agree" in the box you attest to the following:

The authorizer has conducted a pre-opening site visit prior to the school opening for the 2015-2016 school year and any time the school opens a new facility or changes locations;

I agree.

A copy of the community school's current contract and any subsequent modifications is on file with the Office of Quality School Choice;

I agree.

The authorizer has a copy of the school's plan for providing special education and related services to students with disabilities and the school has demonstrated the capacity to provide those services in accordance with Chapter 3323 of the Revised Code and federal law;

I agree.

The school has a plan and procedures for administering the achievement tests and diagnostic assessments as prescribed by sections 3301.0710, 3301.0712 and 3301.0715 of the Revised Code;

I agree.

The school's personnel have the necessary training, knowledge, and resources to properly use and submit information to all databases maintained by the department for the collection of education data, including the Education Management Information System (EMIS) and its subsystem ODDEX established under section 3301.0714 of the Revised Code in accordance with methods and timelines established under section 3314.17 of the Revised Code;

I agree.

All required information about the school has been entered/updated in the Ohio Education Directory System (OEDS-R) or any successor system;

I agree.

The school has enrolled at least 25 students for the 2015-2016 school year, the minimum number of students required by division (A)(11)(a) of section 3314.03 of the Revised Code;

I agree.

All classroom teachers are licensed in accordance with sections 3319.22 to 3319.31 of the Revised Code, except for non-certificated persons engaged to teach up to twelve hours per week pursuant to section 3319.301 of the Revised Code;

I agree.

The school's fiscal officer is in compliance with section 3314.011 of the Revised Code;

I agree.

The school has on file both BCI and FBI criminal records checks for all licensed and unlicensed employees including private contractors providing on and offsite student services and that the school has conducted a criminal records check of each of its governing authority members;

I agree.

The school holds all of the following:

Proof of property ownership or a lease for the facilities used by the school;

I agree.

A certificate of occupancy;

I agree.

Liability insurance for the school, as required by division (A)(11)(b) of section 3314.03 of the Revised Code, that the authorizer considers sufficient to indemnify the school's facilities, staff, and governing authority against risk;

I agree.

A satisfactory health and safety inspection (or school environmental health and safety inspection form);

I agree.

A satisfactory fire inspection; and,

I agree.

A valid food permit, if applicable.

I agree.

The school is in compliance with ORC 3313.536 regarding School Emergency Plans.

I agree.

The school has designated a date it will open for the 2015-2016 school year that is in compliance with division (A)(25) of section 3314.03 of the Revised Code; and,

I agree.

The school has submitted five-year projections of operational revenues and expenditures pursuant to rules adopted by ODE and the Auditor of State.

I agree.

The Sponsor has monitored and evaluated the school's short and long term financial stability and viability and has a plan to assume operation of its' sponsored schools to complete the 2015-2016 school year if necessary.

I agree.

The school has met all of the authorizer's requirements for opening and any other requirements of the authorizer.

I agree.

By signing, I attest that I have reviewed the above information and it is true and accurate to the best of my knowledge.

Joseph Iacano Joseph Iacano 8/12/15
Authorizer Representative - Signature Print Date

This form can be signed by hand or electronically by clicking "Fill & Sign" in the toolbar. On the right column of the screen options will appear, click "Place Signature", then draw a signature box where you want to sign the form. A new box will appear where you can create a new electronic signature or add an existing password protected signature.

By checking the box below, you agree to submit a revised copy of this form to the Ohio Department of Education no later than the 15th of the following calendar month with the board chair's signature.

I agree

By signing, I attest that I have reviewed the information with the representative and it is true and accurate to the best of my knowledge.

Dale Cook Dale Cook 8/21/15
Authorizer Board Chair-Signature Print Date

This form can be signed by hand or electronically by clicking "Fill & Sign" in the toolbar. On the right column of the screen options will appear, click "Place Signature", then draw a signature box where you want to sign the form. A new box will appear where you can create a new electronic signature or add an existing password protected signature.

Submission Instructions:

Authorizers are required to electronically submit a completed 2015-2016 Authorizer Opening Assurance Form to the ODE Document Exchange in SAFE using the following format: 2016_Name of School_IRN.

1. Log into your SAFE account here: <https://safe.ode.state.oh.us/portal/>.
2. Click "Collaboration Center".
3. Click "ODE Document Exchange".
4. Click "Documents to ODE".
6. Upload by clicking the "Add Document" button.

The Office of Quality School Choice and your consultant will use this site to access your submissions. If you have additional questions that I have not addressed, or if you are unable to view any of the information described above, please contact mary.cotton@education.ohio.gov.

Ohio Department of Education, Office of Quality School Choice
25 South Front Street, Mail Stop 307,
Columbus, Ohio 43215-4183
Telephone (614) 466-7058, Fax (614) 466-8506 www.education.ohio.gov

Site Visitation Checklist	Complete	Date	Comments
Facility			
Cleanliness	x	8/14/2012 9/20/2013 10/11/2012 10/26/2013 11/26/2012 12/20/2013 1/28/2013 2/25/2013 3/26/2013 4/19/2013 [REDACTED] 5/20/2013 6/5/2013	
Appropriate Safety Certifications	x	8/14/2012 9/20/2013 10/11/2012 10/26/2013 11/26/2012 12/20/2013 1/28/2013 2/25/2013 3/26/2013 4/19/2013 [REDACTED] 5/20/2013 6/5/2013	
Educational Programming			
Students are engaged in academic activities	x	8/14/2012 9/20/2013 10/11/2012 10/26/2013 11/26/2012 12/20/2013 1/28/2013 2/25/2013 3/26/2013 4/19/2013 [REDACTED] 5/20/2013 6/5/2013	

Classes are being taught by certified teachers	x	8/14/2012 9/20/2013 10/11/2012 10/26/2013 11/26/2012 12/20/2013 1/28/2013 2/25/2013 3/26/2013 4/19/2013 5/20/2013 6/5/2013	
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Testing (ie. Kindergarten Readiness & OAAs) are administered appropriately	x		Telephone conversation with Director verifying appropriate procedures
		8/14/2012 9/20/2013 10/11/2012 10/26/2013 11/26/2012 12/20/2013 1/28/2013 2/25/2013 3/26/2013 4/19/2013	
Consistently communicating a clear picture of the mission, goals, accomplishments of the school on a quarterly basis	x		
			10/26/12 - Global networking and school tour; GAR Foundation was extremely impressed with the program Canadian Grant October: UofA foreign language dept partnered with Summit Co ESC to help the students relate to people globally and to give children access to our inter-related world. October - Teacher of Chinese, 3 spanish teacher from UofA providing students with language and cultural experiences. April - Two unique opportunities from musician Christopher Milo and Chinese Teacher, Jing Turner, offered seven weeks of classroom instruction in April. Local collaboration with Summit County First Things First initiative to develop a countywide process for preschool programs to share information with Kindergarten teachers in Summit County. School staff participated in quarterly Summit & Portage County Global Network, reaching out to various districts about global connections.
Evidence of outreach to other districts both locally, nationally, and globally	x		10/26/2013
Evidence of collaboration with local universities, colleges and PreK-16 Summit County initiative			Local collaboration with Summit County First Things First initiative to develop a countywide process for preschool programs to share information with Kindergarten teachers. University of Akron collaboration
Student Count			
	x		9/20/2013 K - 39, 1st 27, 2nd - 17, 3rd, 17
	x		2/19/2013 97
	x		K1 - 17/18, K2 - 17/18, 1st - 13/13, 1st 11/13, 2nd - 16/16 3rd - 17/17 = TOTAL 91/95
	x		6/4/2013 K1 - 18/18, K2 - 18/18, 1st - 12/13, 1st - 12/13, 2nd 16/17 3rd - 16/16

10/11/2012 Meeting with Director 1-2:30
12/20/2012 - Meeting with Director
1/28/2013 - Board Meeting & Meeting with Director
11/26/2012 - Meeting with Director
9/20/2012 - Meeting with Director
8/14/2013 - Planning and Review

2/25/2013 - Board Meeting and Meeting with Director
3/26/2013 8:30-9:30 Meeting with Director
5/20/2013 - Board Meeting

Linda M. Fuline
Superintendent

Date

SCESC Sponsor Biannual Onsite Visit Form

Community School: Greater Summit County Early IRN: 011381 Date of Visit: 5/30/2014		Summit County Educational Service Center Sponsor Rep: Linda Fuline		
Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
121.22 – Public meetings; notice and records of; available to sponsor and public upon request; “sunshine” law	Document review of policy and/or practice; and Onsite observation to confirm		Public meetings/scheduled board meetings are available to the sponsor and the public with all dates appearing on the GSELC school website	
149.41 – Records Retention Guidelines	Document review of policy and/or practice; and Onsite observation to confirm		Onsite observation evidence was located in the 2013-14 Parent Handbook on Retention Policy	The district follows prevention practices over retention. No retention has taken place over the last 5 years.
3302.04 – School Improvement Plan - OIP	Document review of policy and/or practice		SIP was found on the CCIP	
3313.53 – Entry Year Teacher Support	Document review of policy and/or practice	Consistent with the Transition Resident Educator Program	Documentation was found for two Teacher Mentors, verifying current credentials	Certifications are in teachers files, making them eligible to serve year 1, 2, 3 and 4 Resident Educators
3313.536 – Requirement to adopt a comprehensive school safety plan	Document review of policy and/or practice		All current Safety maps and routes were found in each classroom and general areas of the school. A crisis plan is located in the staff handbook and a hard copy is kept in the main office	Safety training for staff occurs in August annually

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3313.608 – Fourth grade reading guarantee, intervention and remediation	Document review of policy and/or practice		It was found that the school follows new Third Grade Guarantee legislation and does not promote any student to fourth grade who does not attain at least the equivalent level of achievement designated under the Third Grade Guarantee	Third Grade Guarantee plans were in place for students identified
3313.6012 – Requirement to have a policy governing academic “prevention/intervention” services	Document review of policy and/or practice		The school follows a prevention/intervention plan. IAT (intervention assistance team) meetings are documented and filed where effective strategies are implemented for each learner	
3313.648 – Prohibition on offering financial or in-kind incentives to enroll students	Document review of policy and/or practice		A nondiscrimination policy was found and no preference or incentives were found as evidence of selection of enrollees	
3313.667 - To the extent that state or federal funds are appropriated for these purposes, each school district shall provide training, workshops, or courses on the district’s harassment, intimidation, or bullying policy and develop a process for educating students about the policy.	Document review of policy and/or practice		All teachers received Bullying PD and have a signed statement of their understanding of the bullying policy in their file. HR Melissa Habowski completed an on-site training on district harassment and intimidation - Jan. 2014	

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3313.671- Prohibition against allowing a student to remain in school longer than 14 days without submitting immunization records or evidence that immunization is in progress	Document review of policy and/or practice; and Onsite record review to confirm		Notices were found in student health records requesting immunization record sand all needs are satisfied	
3313.672 – Requirement to request new student's records from previous school (requests for student's records made within 24 hours of child's	Document review of policy and/or practice; and Onsite record review to confirm		Upon enrolling new students, the school office requests student records within 24 hours	A follow up phone call is made to the outlying school when records are not received in a timely manner
3313.674 – Health Screening and Body mass Index	Document review of policy and/or practice; and Onsite record review to confirm	For all students in kindergarten, third grade, fifth grade and ninth grade or submit waiver to ODE	A waiver was submitted to ODE for BMI exemption	
3313.71 – TB testing – written policies pertaining to the school's tuberculin testing program, at least consistent with requirements of the Ohio public health council and notification requirements of anyone found to have TB.	Document review of policy and/or practice; and Onsite record review to confirm	Statewide TB screening of all school employees is not recommended. Policy should be developed for each school or district based upon the incidence and prevalence of TB in the local community as well as the population and/or medical risk factors of the student/employee population.	As part of employment practices, TB screenings are mandated	

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3313.719 – Requirement to establish a written policy with respect to protecting students with peanut or other food allergies.	Document review of policy and/or practice		The 2013-14 handbook states that each classroom will have a peanut-free designated area	This district follows the safety guidelines provided by the Medina County ESC Nursing staff. The front office annually updates a school wide Allergy list that is provided to each classroom teacher and remains confidential
3313.80 – Requirement to display the national flag – at least one flag of at least a certain dimension to be displayed.	Site visit observation.		Each classroom displays a flag	
3313.86 – Requirement to ensure the safety of school occupants from any known hazards in the building or on building grounds that pose an immediate risk to health or safety.	Document review of policy and/or practice; and Onsite observations to confirm		All chemicals are kept in a locked area. All water samples are tested monthly. The health department assesses the building and grounds and provides an annual report. The report is used to address and solve safety needs prior to the next school year.	
3314.011 – Treasurer/Fiscal Office Bond/License	Document review of policy and/or practice		Minutes from the January 2014 Board meeting reflects review of policy and purchase of Treasurer bond license	
Required Elements to be Included in the Contract (per				

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
(3) Academic goals to be achieved and the method of measurement to determine progress which includes the statewide achievement assessments;	Document review		Three goals are listed to monitor academic progress in the 2014 updated sponsor's contract	need documentation re: outcomes as part of the goals in the contract
(b) The governing authority will purchase liability insurance, or otherwise provide for the potential liability of the school;	Document review		The GSELC Governing Board has purchased liability insurance.	
<p>(14) The governing authority of the school, which shall be responsible for carrying out the provisions of the contract</p> <p>compensation for GA members – per 3314.025</p> <p>at least 5 members</p> <p>Not relatives, etc. BCIs Serving on no more than 2 community school GA's</p>	<p>Document review of policy and/or practice; and</p> <p>Onsite observation to confirm</p>		There are three Governing Authority Board members currently.	Discussion from the director to expand the board occurred in November and January board meetings

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>Assurance that no state moneys are used to pay taxes owed by the school, consistent with R.C. 3314.082.</p> <p>Spending by computer-based community schools consistent with requirements in R.C. 3314.085.</p>				
<p>(17) Whether the school is to be created by converting all or part of an existing public school or educational service center</p>	<p>Document review of policy and/or practice</p>		<p>The current status is "Public Conversion" that began in 2009</p>	
<p>building or is to be a new start-up school, and if it is a converted public school or service center building, specification of any duties or responsibilities of an employer that the board of education or service center governing board that operated the school or building before conversion if delegating to the governing board of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees.</p>				

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>24) The school will comply with sections 3302.04 and 3302.041 of the Revised Code, 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 division (F) of that section.</p> <p>[Note: 3302.04 – Requirement to develop a continuous improvement plan for schools failing to make AYP, along with other actions, consistent with ORC 3314.03 (A)(24)]</p>	<p>Document review of policy and/or practice</p>		<p>School has met AYP. School's Performance Index earned an "A" on the new Report Card</p>	<p>3 year continuous plan & implementation</p>
<p>3314.041 Distributing statement concerning state-prescribed testing and compulsory attendance law to parents:</p> <p>The governing authority of each community school and any such operator of such school shall distribute to parents of students of the school upon their enrollment in the school the following statement in writing:</p>	<p>Document review of policy and/or practice</p>		<p>This is posted at the school entrance hallway</p>	<p>We will post in our handbook and website</p>

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p><i>"The (School name) school is a community school established under Chapter 3314. of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education."</i></p>				
<p>3314.06 (D)(2) Upon admission of any student with a disability, the community school will comply with all federal and state laws regarding the education of</p>	<p>Document review of policy and/or practice; and Onsite record review to confirm</p>		<p>A non-discrimination policy is in our handbook and students are coded correctly in EMIS</p>	
<p>3314.08 Annual enrollment</p>	<p>Document review of policy and/or practice</p>		<p>A process is in place for new Kindergarten families to enroll during the week of March 24-27; as well</p>	

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
(B)(2) The governing authority of each community school to annually report enrollment information, including categories and descriptors of student sub-groups (CSADM and EMIS)			as families of Grades 1-3 receive a letter of intent to enroll for the upcoming school year	
3314.16 Placement of automatic external defibrillator in schools – staff training – qualified immunity.	<p>Document review of policy and/or practice; and</p> <p>Onsite observation to confirm</p>		None on site.	We have passed our fire and safety inspections. And the chief did not think it was mandatory in serving this age group. The governing board therefore does not require the placement of an AED

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>If a GA chooses to require the placement of an automated external defibrillator in its school, the GA must also see that a sufficient number of staff successfully complete training on the use of this equipment.</p>				
<p>3314.17 Statewide education management information system (EMIS) - Required report specific information through the EMIS system or its successor; penalties apply for failure to report complete and accurate data.</p> <p>(C) Each fiscal officer appointed under 3314.011 is responsible for reporting community school data under 3301.0714. A fiscal officer found to have willfully or negligently reported inaccurate or incomplete data may have a civil penalty imposed and may have his/her license suspended or revoked.</p>	<p>Document review of policy and/or practice</p>		<p>The EMIS coordinator and the fiscal representative accurately and timely complete the required data. There are no plans to change the software package outside of EMIS</p>	

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(D) No community school shall acquire, change, or update its student administrative software package to manage and report data required to be reported to ODE unless it converts to a student software package that is certified by ODE.</p>				
<p>3314.18 Breakfast and lunch programs – summer extension (does not apply to internet- or computer-based community schools)</p> <p>(A) Subject to division (C) of this section, the GA shall establish a breakfast program pursuant to the National School Lunch Act and the Child Nutrition Act of 1966, if at least 20% of the students are eligible under federal requirements for free and reduced breakfasts, and a lunch program if at least 20% of students are eligible for free lunches.</p> <p>(B) Subject to division (C) of this section, the GA shall establish one of a choice of summer intervention food services and any other summer intervention program required by law.</p>	<p>Document review of policy and/or practice; and</p> <p>Onsite observation to confirm</p>		<p>This school does not have a food license and does not plan to apply for one.</p>	<p>The GA communicates to the parents of its students that a food service program is not provided at this school of choice. Parents are asked to brown bag their lunch</p>

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(C) A GA may determine that, for financial reasons, it cannot, and chooses not to comply with the requirements of divisions (A) and/or (B). In that case, the GA shall communicate to the parents of its students, in the manner it determines appropriate, its decision not to comply.</p> <p>(D) If the GA is offering a food service program under this section, it shall apply for state and federal funds allocated under division (B) of section 3313.813.</p> <p>(E) If a GA does provide a breakfast program, breakfast may be offered to students in their classrooms during the school day.</p> <p>(F) Should the general assembly appropriate funds for the purposes of this division, the governing authority of each community school that is required under (A) to establish a breakfast program shall provide a breakfast free of charge to each pupil eligible under (A).</p>				

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(C)(1) & (2): If a site-based school requires students to participate in non-classroom based learning via the internet, the school is subject to this section and to division (C)(1) of ORC 3314.21 (filtering device) in the same manner as an internet- or computer-based community school unless the nonclassroom-based learning opportunities are supplemental in nature and do not constitute a significant portion of the total learning opportunities and the student's residence is equipped with a computer.</p>	<p>Document review of policy and/or practice</p>		<p>Online school is accessible to children when school is closed due to weather conditions in order to access curriculum</p>	
<p>3319.073 – Requirement for in-service training in child abuse prevention for persons employed by an elementary school to work as a nurse, teacher, counselor, school psychologist or administrator.</p>	<p>Document review of policy and/or practice</p>		<p>Child abuse training is provided annually for those who need it</p>	
<p>3319.22 – LPDC and Resident Educator Transition Program</p>	<p>Document review of policy and/or practice</p>		<p>An LPDC committee is in place and an updated Resident Educator Transition Program is in full implementation</p>	
<p>3737.73- Fire, Tornado and Lockdown Drills</p>	<p>Document review of policy and/or practice; and Onsite observation to confirm</p>		<p>A log of drill practices is kept in the office</p>	

SCESC Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3742- Requirements to take actions to prevent lead poisoning and to control lead hazards in schools.	Document review of policy and/or practice; and Onsite observation to confirm		Annual posting of lead levels were found posted at each sink area	All levels were found within the safety range
4111.17 – Wage discrimination prohibited; enforcement (written policies); Ohio Equal Pay law.	Document review of policy and/or practice		We are an equal opportunity employer that follows pay scale adopted by the Summit County Education Service center based on years of experience and qualifications per job posting	
4112 - Civil Rights Commission; standard non-discriminatory language as per federal guidelines on all public documents.	Document review of policy and/or practice		Non discrimination language is documented as per federal guidelines in our sponsor's contract	
Chapter 4167 – Public employment risk reduction program; concern is given to providing a safe and healthy work environment	Document review of policy and/or practice; and Onsite observation to confirm		Melissa Habowski, HR Director for SCESC, documented training for the employees	All employees have attended standard human resources trainings

Annual 2013-2014 Sponsor's Report
Submitted by Summit County Educational Service Center
420 Washington Avenue
Cuyahoga Falls, OH 44221
for
Greater Summit County Early Learning Center
IR011381
2141 Pickle Road
Akron, OH 44312

1. 011381—Greater Summit County Early learning Center K-4 is a public conversion school serving grades K-4. Greater Summit County K-4 has evidenced in its sixth year to be true in its mission to provide opportunities to children and their families that incorporate 21st century skills, problem/project based curriculum, a literacy rich integrated curriculum and environment, problem solving, foreign language, formative instructional practices and assessments where instructional delivery and strategies match appropriately to each student's needs that are supported by data and research based practices.
2. Greater Summit County Early Learning Center has been monitored and reviewed by the Summit County Educational Service Center and has earned the following ranking in each of the following areas:
 - a. Education—SCORE-1
 - b. Finance—SCORE-1
 - c. Governance—SCORE-1
 - d. Academic assessment and accountability during school year 2013-2014—SCORE-1

The Greater Summit Count Early Learning Center was awarded \$435,000 from the GAR Foundation (www.garfdn.org). The operational grant amount will span over a three-year period to support the model site so that educators and community across Summit County can benefit from the demonstration model of best practices.

Greater Summit County Early Learning Center was recognized as the 2013 Charter School of the Year (Elementary) from the Ohio Association of Public Charter Schools (website unknown).

Please feel free to contact me should you have any questions or need additional information for our sponsor's report for the Greater Summit County Early Learning Center K-4.

Sincerely,

Linda M. Fuline, Ed. S.
Superintendent

Annual 2012-2013 Sponsor's Report
Submitted by Summit County Educational Service Center
420 Washington Avenue
Cuyahoga Falls, OH 44221
for
Greater Summit County Early Learning Center
IRN 011381
2141 Pickle Road
Akron, OH 44312

1. 011381- Greater Summit County Early Learning Center K-4 is a public conversion school serving grades K-4. Greater Summit County K-4 has evidenced in its fifth year to be true in its mission to provide opportunities to children and their families that incorporate 21st century skills, problem/project based curriculum, a literacy rich integrated curriculum and environment, problem solving, foreign language, formative instructional practices and assessments where instructional delivery and strategies match appropriately to each student's needs that are supported by data and research based practices.
2. Greater Summit County Early Learning Center has been monitored and reviewed by the Summit County Educational Services Center and has earned the following ranking in each of the following areas:
 - a. Education; SCORE-1
 - b. Finance; SCORE -1
 - c. Governance; and SCORE-1
 - d. Academic assessment and accountability during school year 2012-2013. SCORE-1

Please feel free to contact me should you have any questions or need additional information for our sponsor's report for the Greater Summit County Early Learning Center K-4.

Sincerely,

Mrs. Linda Fuline, Ed.S.
Superintendent

Annual 2011-2012 Sponsor's Report
Submitted by Summit County Educational Service Center
420 Washington Avenue
Cuyahoga Falls, OH 44221
for
Greater Summit County Early Learning Center
IRN 011381
2141 Pickle Road
Akron, OH 44312

1. 011381- Greater Summit County Early Learning Center K-3 is a public conversion school serving grades K-3. Greater Summit County K-3 has evidenced in its fourth year to be true in its mission to provide opportunities to children and their families that incorporate 21st century skills, problem/project based curriculum, a literacy rich integrated curriculum and environment, problem solving, foreign language, formative instructional practices and assessments where instructional delivery and strategies match appropriately to each student's needs that are supported by data and research based practices.
2. Greater Summit County Early Learning Center has been monitored and reviewed by the Summit County Educational Services Center and has earned the following ranking in each of the following areas:
 - a. Education; SCORE-1
 - b. Finance; SCORE -1
 - c. Governance; and SCORE-1
 - d. Academic assessment and accountability during school year 2011-2012. SCORE-1

Please feel free to contact me should you have any questions or need anything additionally submitted for our sponsor's report for the Greater Summit County Early Learning Center K-3

Sincerely,

Mrs. Linda Fuline, Superintendent
Summit County ESC
420 Washington Avenue
Cuyahoga Falls, OH 44221

SPONSOR REPORT

2010-2011

Summit County Educational Center – Linda M. Fuline, Superintendent

The mission of the Greater Summit County Early Learning Center, IRN #011381, is: We, at the Greater Summit County Early Learning Center, provide children with a quality learning environment that is responsive to their individual growth and development. Our priority is to foster learning opportunities that emphasize high academic experiences while also nurturing children's social and emotional growth. We strive to ensure that all students reach their fullest potential by using developmentally-appropriate and research-based practices.

At its inception the GSCELC started with two (2) full day kindergarten classes. The program has expanded to serve first grade students during the 2010-2011 school year. As the program begins its third year in operation, it will serve Kindergarten through second grade. The parents, guardians, students and staff are proud of the school's accomplishments and effective practices. Partnerships have been fully implemented with The University of Akron and Kent State University to support and deliver multi-language experiences on site and through the use of multiple means of technology. Through Kent State University and members of the Early Childhood State Support Team the staff of the GSCELC is implementing a demonstration model of best practices in transitioning children from pre-school to kindergarten. An outreach program exists to all interested public/private/community schools to observe the instructional learning formats and effective pedagogy to impact quality.

Through numerous and comprehensive site visits, both announced and unannounced, the Sponsor personally reviewed data, classroom practices, student engagement, curriculum implementation and school climate. At monthly board meetings, the Sponsor Report was given to the Governing Board and any members of the community in attendance. As part of the site visits, the Sponsor evaluated compliance with all laws and rules applicable to the public conversion school. Additionally, the community school contract was reviewed and found to be in compliance.

EDUCATION:

Overall Compliant ~ 1

FINANCE:

Overall Compliant ~ 1

GOVERNANCE

Overall Compliant ~ 1

ACADEMIC ASSESSMENT and ACCOUNTABILITY 2010-2011

Overall Compliant ~



Linda M. Fuline, Ed.S.

Certification/Licensure

Superintendent Certificate – current

School Treasurer, RSBFC License; Business Manager License; Professional Teaching Certificate in the areas of: Computer Science, Data Processing, Comprehensive Business Education, Intensive Office Education and Cooperative Office Education.

Experience

Superintendent *1997 – Present* *Southeast Local Schools* *Ravenna, Ohio*

- ✦ Established all day every day kindergarten.
- ✦ Reestablished our active presence within the Federal Impact Aid Program, traveling on behalf of the district to Washington, DC while holding the position as a member of the Executive Board for Impacted Schools, Section 8002.
- ✦ Responsible for the development of Southeast Campus Elementary an innovative, multiaged, developmentally appropriate school.
- ✦ Evaluated the SE High School block scheduling program and returned the district to a traditional high school program.
- ✦ Evaluated the Special Needs programs within the district and recommended significant changes to address the needs of our students and to comply with state and federal law.
- ✦ Responsible for working with the Ohio Schools Facility Commission to modify and accept our \$34 million Master Plan: completing the construction of a new middle school, addition/renovations to the high school and renovations to the current K-8 elementary building.
- ✦ Actively participated in the implementation of the community's Strategic Plan with several different boards.
- ✦ Author and coordinator of all federal programs.
- ✦ Improved communications with our updated community newsletter, board updates and our district WEB page.

- ✦ Chaired the Portage County Insurance Consortium serving on all committees relating to the consortium.
- ✦ Worked with our treasurer to establish our own self-funded insurance plan.
- ✦ Worked for the passage of a bond issue and three operating renewal levies.
- ✦ Successfully completed two certified and three classified contract negotiations.
- ✦ Member of the MEOSERC board.
- ✦ Graduate of the Ohio School Leadership Institute for Superintendents through BASA.

Director of Technology/Innovative Practices 1995-97
Norton City Schools Norton, Ohio

- ✦ Formed and chaired a technology committee that resulted in a comprehensive technology plan.
- ✦ Received and implemented SchoolNet Plus funds for rounds one and two.
- ✦ Encouraged and provided staff development for district employees.

Elementary Principal 1994-97
Norton City Schools Norton, Ohio

- ✦ Responsible for the development of Norton 21 Elementary School an innovative, multiaged, nongraded, developmentally appropriate BEST PRACTICE school.
- ✦ Responsible for staff, public and board presentations on Norton 21.
- ✦ Responsible for personnel selection, staff development, facility acquisition, curriculum and all other aspects of Norton 21 Elementary School.

Treasurer 1986-95
Norton City Schools Norton, Ohio

- ✦ Operated the district in the black throughout my tenure during challenging fiscal times.
- ✦ Received information on inside millage that increased revenue for both Norton and Manchester School Districts.
- ✦ Organized state-wide Concerned Treasurers Group in opposition to GAAP presenting a position statement to the Auditor of State.
- ✦ Served on the negotiating team for successful certified and classified employee contracts.
- ✦ Wrote campaign promotional material for the district.

- ✦ Served as an instructor for field experience training of several treasurer candidates.
- ✦ Assisted in the development and implementation of the Norton City School District Business Advisory Council.
- ✦ Automated the district's accounts payable system.
- ✦ Streamlined financial procedures and implemented needed internal controls.
- ✦ Developed a financial procedure handbook for all personnel.
- ✦ Recommended and implemented a Cafeteria Plan (Section 125) for all personnel.
- ✦ Administered the self-funded health insurance plan for the district.
- ✦ Chaired committees for successful campaigns for two permanent improvement levies and two operating levies.

School Board Member **1994-97**
Manchester Local Schools *Akron, Ohio*

- ✦ OSBA Voting Delegate/Legislative Liaison
- ✦ Vice-President
- ✦ Levy campaign committee member

Teacher **1979-86**
Norton City Schools *Norton, Ohio*

- ✦ Business High School and Vocational Teacher
- ✦ Developed a new vocational curriculum.
- ✦ Assisted with the development of the district's first high school computer department; i.e., feasibility study, computer selection and curriculum design.
- ✦ Held several advisory positions.

Teacher **1979**
Bedford City Schools *Bedford, Ohio*

- ✦ Junior High Business Teacher
- ✦ Department Chair

Substitute Teacher **1979**
Portage Lakes JVSD *Green, Ohio*

- ✦ Business Education Teacher

Education

Educational Specialist, Kent State University 1995
Master of Education, Kent State University 1992
Post Bachelor Work, University of Akron 1983
Bachelor of Education, University of Akron 1979

Professional Activities

Executive Board Member of Federal Impact Aid - 8002;
Past Chair of Portage County Insurance Consortium;
Member of MEOSERC Board; Member of the Stark
County SPARCC Board; Memberships held in OSBA,
BASA, ASCD, OAASFEP, and AASA; Member of the
Ohio High School Athletic Association Blue Ribbon
Committee on Recruiting/Multiplier for Non-Boundaried
Schools.

Past: Community Technology Committee Facilitator;
SchoolNet and SchoolNet Plus Committee Chair; Kent
State University Professor Selection Committee; Co-Chair
Local Summit County New Work3 Federal Challenge
Grant Committee; Enterprise Zone Negotiator; Strategic
Planning Task Force Facilitator; OSBA Voting
Delegate/Legislative Liaison; Concerned Treasurers
Group Chair; GAAP Conversion Software Committee;
School Treasurers' Association - Past President;
OASBO; Summit Principals Association of Elementary
School Administrators; Business Advisory Council; Levy
Committee Chair; Workshop Presenter; Speaker: The
University of Akron, Ashland and Kent State University.

References

Available Upon Request

Describe your professional plans/goals:

As a community of learners we must continually look for ways to educate and prepare our children for the world in which they live. New ideas in conjunction with the tried and true practices of the past will equate to success. As we continue to strive for excellence we will face many opportunities that require change and patience. We must have courage to expand our horizons and be willing to rethink the teaching and learning process. As we face these challenges, we must be visible and accessible to the students, staff and community. At times the expectations that we have for ourselves and from others seem overwhelming; however, together we can make a difference in the life of a child.

As a life-long learner my professional plans/goals include the exploration of educational opportunities that meet the needs of all children; continued political involvement at the local, state and federal level to procure the necessary funding to reach our educational goals; and, collaboration and communication with all stakeholders to secure a sound and meaningful education for our children.

Joseph J. Iacano



Administrative Experience

4/1/15- Present	Interim Superintendent Portage County ESC
2013-2014	Administrative Consultant Portage County ESC
2003-2013	Superintendent at Crestwood Local Schools (Portage County)
1998-2003	Director of Curriculum & Instruction at Garfield Heights City Schools
1993-1998	Middle School Principal at Cuyahoga Falls City Schools

Areas of Achievement and Experience

Educational Leadership & Progressive Ideas

- Initiated major staff development programs in Crestwood and Garfield Heights (several examples throughout resume)
- Brought Ray McNulty of Center for Creative leadership /Bill Daggett to Crestwood for staff development initiative
- Worked with multiple organizations to establish community awareness program related to the dangers of opiates. Include the schools, local police, Drug Enforcement Agency (DEA), and local social agencies.
- Established/facilitated internet based collaborations with schools and students in the middle-east and with scientists and educators working in Antarctica
- Established collaboration with Kent State University to host students and teachers from Africa and Asia in Crestwood and established one of the first Mandarin Chinese programs in Portage County
- One of only 3 superintendents in Ohio named by former state superintendent to Ohio's International Education Advisory Committee
- Invited to serve on former state superintendent's "Closing the Achievement Gaps" Committee based on academic improvement in the inner-ring suburb of Garfield Heights
- Attended Harvard Institute for School Leadership (twice) and graduate of the Ohio School Leadership Institute for School Superintendents

Shared Services and Other Collaborations

- Initiated and administered AppliTrack Consortium for Portage County ESC, four member districts, and two community schools to facilitate recruitment of quality personnel.
- Worked with non-affiliated schools in Stark, Cuyahoga, and Franklin Counties to recruited staff as part of a fee-based system that benefitted the PCESC
- Initiated sharing of food service administrator between Crestwood and Ravenna School districts
- Helped write grants to facilitate a waste disposal project that would benefit Crestwood and the Village of Mantua
- Helped Garfield Heights Schools acquire over \$300,000 in grants to improve reading skills. This collaboration involved the district, the state of Ohio, John Carroll University, and Kent State University
- Initiated collaboration between Portage County ESC and Garfield Heights City Schools on ALICE (intruder) training
- Presented to Summit and Portage County manufacturing organizations regarding how schools and businesses can collaborate to prepare students for in-demand jobs in area industries

Long Range Planning and Goal Accomplishment

- Coordinated two strategic plans for Crestwood and one for Garfield Heights. Plan at Crestwood led to improvement in district rating from "C" to "A" on State Report Card as well as numerous non-academic improvements related to facilities, community engagement, etc.
- Prepared Strategic Planning process for a community school in Cuyahoga County
- Provided Board of Education and staff with regular updates on initiatives, operations and goal achievement via reports, newsletters, website, email, and in-person presentations

Financial and Budgeting

- Reduced Crestwood expenditures from \$21 to \$18.5 million dollars while increasing academic achievement nearly 15% on the local report card “performance index”
- Decentralized budgeting/expenditure process in Crestwood enabling greater efficiency and speed for buildings and departments
- Initiated process to analyzing expenses and redirect resources to priority areas identified in the Crestwood Strategic Plan.
- Chaired committee that reduced health insurance premiums for the Portage Area Consortium by over 20% annually saving Crestwood \$400,000 per year and saving over \$1 million dollars for member districts
- Worked closely with district treasurer on the five-year forecast and shared information with community groups and the staff to ensure understanding of the district’s finances
- Coordinated Federal Programs (CCIP) for Garfield Heights

Marketing, Customer Service, School Community Relations

- Developed marketing slogan of “Scores Up, Costs Down” with private marketing firm that helped present a consistent message that improved community perception of the schools and led to passage of the first new operating levy in 20 years at Crestwood.
- Developed Mission Statement of “Every Child, Every Day” in collaboration with board and staff to guide our actions and increase accountability
- Worked with administrators, secretaries, and receptionists to provide high quality customer service and a helpful caring climate for staff, parents, and students
- Established a communications committee in Crestwood that significantly improved our presence in the community and focused our message
- Worked with marketing firm to do community surveys, staff surveys, and focus groups to make sure that we were recognizing and addressing community concerns.
- Established district and personal relationships with area Chamber of Commerce, local villages and townships, area ministers, pre-school parents, and other local service organizations. Included “Ask Crestwood” forum, outreach to ministers, the business community, and civic leaders

- Initiated development of new district website and revamped district newsletter at Crestwood. Produced several promotional and informational videos for Crestwood

Team Approach to Management and Personnel Practices

- Established team-based hiring process district-wide including informal screenings, structured interviews, and identifying multiple perspectives from administrators, teachers, and parents
- Worked with administration and staff to develop professional learning communities and building/district teams consistent with the Ohio Improvement Process (OIP)
- Engaged administration, board, staff, and community in expenditure reduction process before asking for new operating levy

Legal and Legislative

- Settled multi-million dollar lawsuit with a regional health-care provider while at Crestwood
- Successfully lobbied for change in state law allowing district to "split" a district-wide Ohio School facilities Commission construction project

Licensure and Educational Preparation

Hold Ohio certificates and/or licenses for Superintendent, High School Principal, Middle School Principal and 7-12 Social Studies

M.A. in Education from University of Akron, B.S. in Education and B.A. in History from Kent State University

Attended summer sessions in school leadership at Harvard University and for Phi Delta Kappa

Organizational Memberships

Buckeye Association for School Administrators (BASA)
ASCD (Curriculum Organization)

Mantua-Shalersville Chamber of Commerce
Member of American Society of Composers, Authors, and Publishers (ASCAP)
IDEA of Summit County
Greater Cleveland Superintendent's Association (GCSSA)

State Level Committees

State Superintendent's International Education Committee (2007-2010)
BASA State Department Committee (2009-2010)
BASA/ODE State Report Card Committee (2006-2008)
ODE Closing the Achievement Gaps Committee (2001-2002)

Sondra Clevenger

Objective

Acquire a position as Chief Financial Officer within an Ohio school system where I can grow in my profession, fully utilize my education, experience and training.

Experience

1996-present Springfield Local School District Akron, OH

Treasurer

- Changed third party administrator of self insurance program and network, the change is expected to save the district approximately \$250,000.00 annually.
- Saved 66% of insurance premiums on property and fleet insurance by shopping the competition.
- Worked extensively on levy campaigns. Finally achieving success in March, 2000. Although the levy failed a few times prior, we were out in the community making positive contacts with the people of Springfield.
- Have taken advantage of the State Treasurer's borrowing and lending programs saving the district more than my annual salary during the two years of participation.
- Increased the efficiency of the payroll department and accounts payable by bringing a fresh perspective to the office.
- Have a positive working relationship with the Board, Superintendent, Principals and other staff members while still accomplishing the duties of Treasurer.
- Each year at Springfield, was awarded the Certificate of Achievement for Excellence in Financial Reporting for our CAFR awarded by the GFOA.

1991-1996

James A. Garfield Local Schools Garrettsville, OH

Treasurer

- Created a prescription card plan that was accepted by the classified staff and saved the district approximately \$30,000.00 per year.
- Streamlined daily deposit procedure, enhanced internal control, increased the efficiency of the office by working with the staff and encouraging computer literacy for everyone.
- Through tight cash flow management, made it possible to stop borrowing against our spending reserve.
- Was an integral member of two negotiation teams that successfully negotiated three labor contracts. One of these contracts was negotiated using Interest Based Bargaining. The last contract negotiated with both unions resulted in a move to comprehensive major medical that saved the district approximately \$100,000.00 per year.
- Voted president of the Portage County Treasurer's Association, term December 1993 - December 1995.
- Created spreadsheets that would calculate monthly medical premiums.

PATRICIA MALONEY, CPA

Objective

To provide administrative support offering advanced, versatile and confidential office management skills with proficiency in Microsoft Office programs. Able to utilize my strong planning and multi-tasking skills, as well as, a problem solver who readily adapts to change, works independently, and exceeds expectations. Able work independently and manage multiple priorities to meet tight deadlines without compromising quality.

Key Skills

Office Management	Report & Document Preparation	Records Management
Electronic Presentations	Spreadsheet & Database Creation	Meeting & Event Planning
Staff Development & Training	Accounts Payable/Receivable	Inventory Management
Policies & Procedures Manuals	EMIS/ProgressBook Administrator	Technology Management

Experience

SUMMIT COUNTY EDUCATIONAL SERVICE CENTER

2002 - Present

Executive Assistant, February 2015 – present

Administrative Assistant, 2012 – January 2015

Director's Secretary, 2007 – 2012

Student Services Department Secretary, 2003 - 2007

Receptionist 2002 – 2003

- ♦ Handle complex clerical tasks in supporting the Superintendent and the staff at the Educational Service Center (ESC).
- ♦ Provide monthly professional development meetings for the ESC secretarial staff.
- ♦ Assist with monitoring and supporting the ESC sponsored community school.
- ♦ Entrusted to manage daily office operations. Provide timely, courteous, and knowledgeable response to information requests; prepare official office correspondence and maintain departmental information regarding outside agency contracts.
- ♦ Communicate effectively with school districts and departmental staff to plan meeting, trainings, and engagements.
- ♦ Established strong relationships with Summit County School district personnel to gain support and effectively achieve results necessary for the advancement of the Summit County ESC objectives and goals.
- ♦ Developed and maintain a departmental budget together with records management of requisitions, purchase orders, and contract invoice breakdown.
- ♦ Maintain a current staff roster and district assignment for the Summit County ESC employees.
- ♦ Prepared business proposals, policy and procedures, and initial office system for three innovative programs started by the Summit County ESC.
- ♦ Develop innovative PowerPoint presentations used by administrative staff for staff trainings and program development.
- ♦ Earn excellent marks on performance reviews, in areas including care and attention to detail in daily work; willingness to learn new duties; positive work attitude; and commitment to service.

PATRICIA MALONEY, CPA

Education

UNIVERSITY OF AKRON

2010-2015

Certificate of Completion

- ♦ Administrative Professional with Microsoft Office Specialist
- ♦ Interpersonal Communication
- ♦ Leadership

IAAP/ Institute for Certification (International Association of Administrative Professionals)

- ♦ *Certified Professional Assistant, (2010-2015); (Recertified 2015-2020)*
- ♦ Process of obtaining Office Management Certification

Section VI

Sponsor Termination & Renewal Decision-Making

27. Describe the process used for renewing a school's contract. Is a written application required? If so, please provide a sample of the application and rubric.

On April 21, 2015 the ESC Board of Governors voted to renew the sponsorship agreement with the Greater Summit County Early Learning Center. During the 18 months prior to this renewal, great discussion and consideration was given to the question of renewal of the contract. The questions were raised by pending HB2. Notification was sent to the GSCCELC regarding this question. Because they are completely autonomous, this question regarding sponsorship spurred a letter from the Board President of the GSCCELC, Dr. Dale Cook, to the President of the Summit County ESC, Mr. Joseph Masich. In this letter, Dr. Cook requested Mr. Masich and the ESC board to consider the renewal of the sponsorship agreement because of the positive working relationship between the two entities. That letter is attached for your consideration. After questions to Auditors and consultation with the board attorney, the ultimate outcome of that discussion was in-fact renewal of the sponsorship agreement through board resolution number 15-53. The performance of the school was never in question. Last year they were recognized as the best K-4 in the State. That contract is also attached for your review.

28. What evidence does your organization consider before deciding to renew or non-renew a school's contract? Does your organization provide a report to its schools prior to contract renewal? If so, describe how that report is structured and what is included in it.

The Summit County ESC considers a variety of evidence prior to renewal or non-renewal of our single community school contract. Examples include:

Examination of financial reports that detail revenue and expenditures including but not limited to state funds, a GAR grant, personnel costs, facility leasing costs and contract, miscellaneous expenditures.

Review of data that is reported on the school's State Report Card and oversight of the development of student learning objectives as well as teacher performance on OTES and student growth measures and student attendance

29. What is the role of your organization's board in deciding to renew or non-renew a school's contract? Please provide examples of board structure, involvement/actions pertaining to such decisions.

The Summit County ESC Board of Governors is responsible for taking formal action to renew or non-renew the contract of our community school. Board minutes demonstrate renewal actions that have occurred in the past. The ESC Governing Board is composed of five members all of whom are elected by the voters of our local school districts.

Recommendations for renewal or non-renewal come from the superintendent who keeps the board fully informed about the community school and why the recommendation is being made. The Board has been made aware of the Community School's record of achievement and accountability and has been informed of the awards that the school has received. In 2014 the sponsor participated in a ceremony and onsite visit from State Superintendent Ross and members of his governing board to honor the GSCCELC as K-4 community school of the year. Board members have visited the school as individuals and as a group and have toured the classrooms, interacted informally with students and staff, and recently held a board retreat in the school facility. They are fully aware of the school's instructional and learning philosophies and the kinds of activities that are used to stimulate discovery, inquiry, etc. as a result of the visits and from reports made by the ESC's previous and current superintendents.

30. Has your organization ever renewed a contract with a school that did not meet all of the performance standards specified in its contract? Please explain the rationale, and in the case of a renewal of a school that failed to meet performance standards, were additional requirements placed upon the school? *We have not.*

31. Describe your process, including staff, in completing the closure of a school. *N/A*

Please include examples of written policies for contract renewal and termination, if they currently exist, and any other supporting documentation.

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 this 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/handicap 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 nor obligations described herein shall be assigned by any party hereto without prior written consent of the SPONSOR and the SCHOOL, except that the parties may, by agreement, reallocate among them such rights, duties and obligations. The parties may subcontract any of their respective duties or obligations hereunder. This Contract constitutes the entire agreement among the parties and any modifications of this Contract shall be made and agreed to in writing.

**ARTICLE VIII.
Changes or Modification**

This Contract constitutes the entire agreement among the parties and any changes or modifications of this Contract shall be made and agreed to in writing.

**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 facilities, the SPONSOR shall immediately suspend the operation of the SCHOOL pursuant to procedures, timelines and other requirements set forth in Section 3314.072(D) of the Ohio Revised Code.

Additionally, the SPONSOR may suspend the SCHOOL's 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 then additionally comply with the procedures and timelines set forth in Section 3314.072(D) of the Ohio Revised Code:

1. The SCHOOL's failure to meet student performance requirements stated in this Contract; or,
2. The SCHOOL's failure to meet generally accepted standards of fiscal management; or,

3. The SCHOOL's violation of any provisions of this Contract or applicable state or federal law; or,
4. Other good and just cause shown.

Upon receipt of a notice of suspension pursuant to Section 3314.072(0)(1) of the Ohio Revised Code, The Board of Directors of the SCHOOL shall immediately notify the employees of the SCHOOL and the parents/guardians of the students enrolled in the SCHOOL of the intended suspension of operations and the reason for the suspension. The SCHOOL shall cease all school operations on the next business day. The Board of Directors shall not operate the SCHOOL while the suspension is in effect. Any such suspension shall remain in effect until the SPONSOR notifies the Board of Directors that it is no longer in effect. This Contract, if suspended, also may be subject to determination or non-renewal under Section 3314.07 of the Revised Code and as provided hereunder.

ARTICLE X. Termination and 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:

1. The SCHOOL's failure to meet student performance requirements stated in this Contract; or,
2. The SCHOOL's failure to meet generally accepted standards of fiscal management; or,
3. The SCHOOL's violation of any provisions OHHIS Contract or applicable state or federal law; or,
4. Other good and just cause shown.

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. Such request must be in writing. The informal hearing shall be held within seventy (70) days of receipt of a request for the hearing. Promptly following the informal hearing, the SPONSOR shall issue a written decision either affirming or rescinding the decision to terminate or not renew this 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.

In lieu of terminating this Contract or suspending the operation of the SCHOOL, the SPONSOR may, after consultation with the Board of Directors, and after making the determinations and receiving the assurances required by Section 3314.073 of the Ohio Revised Code, declare the SCHOOL to be in probationary status in accordance with the procedures of that Region. In such event, the SPONSOR may take over the operation of the SCHOOL (by undertaking the SCHOOL's obligations hereunder) or take steps to terminate this Contract if the SPONSOR at any time finds that the SCHOOL's Board of Directors is no longer able or willing to remedy the offending conditions to the satisfaction of the SPONSOR.

Providing this Contract has not been terminated or non-renewed by the SPONSOR as provided herein, and further provided that the SPONSOR has determined that the SCHOOL's compliance with applicable laws and terms of this Contract and the SCHOOL's progress in meeting the academic goals prescribed in this Contract have been satisfactory, this Contract shall automatically renew for successive one-year terms, except that this Contract shall not renew if either party gives written notice to the other of its intention not to renew by March 15 of the then current renewal year.

ARTICLE XI.
Miscellaneous Provisions

The SPONSOR and the SCHOOL shall, at all times, collaborate in their mutual performance of their respective obligations hereunder and may periodically modify, by mutual agreement and in writing the allocation of responsibilities and funding as between them. The SPONSOR and the SCHOOL shall additionally collaborate to develop and modify as mutually agreed by them and in writing, the SCHOOL's educational program, financial protocols, governance and administrative structures, and assessment and accountability criteria and procedures, as well as any other aspect of the SCHOOL's operations. Such changes are expressly contemplated by this Contract, shall require written modification of this Contract and, once agreed to by the parties, may thereafter be included in any description of the SCHOOL.

Pursuant to Section 3314.04 (A) (20) of the Ohio Revised Code, the parties recognize the authority of the Ohio Department of Education to take over the sponsorship of the SCHOOL in accordance with the provisions of division (C) of Section 3314.015 of the Ohio Revised Code in the event that the Ohio State Board of Education finds that the SPONSOR is not in compliance or is no longer willing to comply with this Contract or with applicable Department Rules. Pursuant to Section 331.03(A) (21) of the Ohio Revised Code, the parties recognize the authority of the SPONSOR to assume the operation of the SCHOOL under the conditions specified in division (B) of Section 3314.073 of the Ohio Revised Code.

ON BEHALF OF:

Summit County Educational Service Center

Joseph L. Masil, President 4-27-15
Eric M. Tuline, Superintendent

ON BEHALF OF:

Greater Summit County Early Learning Center

Don E. Cook, President

Section VII
Technical Assistance and Sponsor Requirements in Rule & Law

32. Describe how your organization provides technical assistance to its schools.
The Summit County Educational Service Center extends technical assistance to Greater Summit County Early Learning Center K-4 Community School by providing a distribution of information materials, training sessions to support meeting all legally mandated fiscal, academic and operational requirements. Also assistance is provided with being proactive by doing an assessment each year of the school buildings technology capacity to ensure the school's success with being able to deliver to each student enrolled the new online computer based testing platforms required for their grades K, 3 and 4. The SCESC supports and oversees technical assistance in maintaining working phones to meet the safety provisions of the crisis plan. The sponsor is listed as a contact in the event that there is a lockdown or other school emergency where the school director makes the call to the sponsor to start the implementation of the crisis plan to carry out the approved safety plan and protocols. The sponsor contact in place shares with the school the responsibility of any needed notification or communication found necessary during such emergencies per the safety plan adopted each new school year. The sponsor helps with communication should families need contacted or students need rerouted to an offsite designated safe area. Also the sponsor provides updates needed to the school and governing board to provide pertinent updates on current legislation implication that may impact or require change in operations of the community school.

33. Describe the roles, responsibilities and levels of experience of the staff members who provide technical assistance to community schools sponsored by your organization.
The staff that support in a "sponsor" role are clearly separated from the community school staff, roles and responsibilities. The SCESC sponsor provides technical assistance based on a "needs assessment" of the community school to include updates on legislation that is current and relevant to any legal obligations needing fulfilled by the community school related to safety, testing requirements, academics, fiscal, other state compliance. The levels of experience of the staff members who provide technical assistance are specific to their field; technology, content area consultant, fiscal and are available as needed should the community school reach out for assistance. Staff members who provide this technical assistance include, Director of Building Operations, Technology Consultant, and Treasurer.

34. How do you provide legal updates to your sponsored schools? Please provide any sample communications, or other means of disseminating legal updates.
The sponsor reviews compliance updates from ODE and newsletters email notifications about House Bill 2 and other pertinent legislation that impacts both the sponsor role and news from OAPCS. The school is a member of OAPCS. Also both the sponsor and the community school attend charter school law professional development and updates when they are available at the state level. Legal updates are a part of our report shared by both the sponsor and the school director at monthly school board meetings. Any deadlines or current news that falls outside of the monthly board meetings warrants a phone call or an email from the sponsor to the community school, or the community school to the sponsor in open communication and proactive transparency.

35. How do you make your sponsored schools aware of professional development opportunities?
The community school has access to our professional development website and opportunities. A calendar of events is provided to the community school. The school is aware that they can access based on need or specific content professional development offered by the sponsor. The sponsor also makes the school aware of needed background

checks, insurance updates, fingerprinting, and safety trainings as needed. The sponsor periodically checks on licensing updates, HQT status for teachers, and makes the community school aware prior to any deadlines. The sponsor also is aware and is able to participate in the school's in house professional development that is a part of their demonstration model and occurs at Building Leadership Meetings, District Leadership Meetings, and Weekly Teacher Based Teams on curriculum, assessments, and data.

36. Identify those within your organization who serve as the liaisons to the governing authority. Describe how your organization ensures that the roles and responsibilities of the liaisons and governing authority remain separate.

As stated in the sponsor's, the Community School Director is the chief operating officer of the Community School serves as the liaison between the school and the sponsor and its contractors, as described in the Governance and Administrative Plan of the Sponsor's contract. As the sponsor, either the Superintendent of SCESC; Joe Iacano, or the superintendent's administrative assistant Patti Maloney, are the designated liaisons to the governing authority of the community school and communication with the Director of the community school. The roles and responsibilities of the sponsor liaison remain clearly separate and do not dictate practices but frequently attend board meetings to provide updates and continue a healthy relationship with both the governing board of the school and its staff. The sponsor's liaison is in communication and has an open invitation to visit and understand the practices occurring and the performance results of the community school during any daily operations of the school. Only if a corrective action would be required per the contract would the sponsor's liaison impose any type of governance per the contract. The sponsor liaison makes it a practice to attend monthly board meetings, provides a sponsor's report and any legal updates that would serve helpful to school operations and compliance. Outside of board meetings the sponsor willingly participates from time to time Building Leadership Meetings, Teacher Based Teams, and Family Events because of a standing invitation by the Community School.

Thomas A. Jansen Jr. 

Career Objective

To obtain a position where I can utilize my creativity and analytical skills to design dynamic and engaging educational experiences using technology.

Education

B.A., Bowling Green State University. May 1997. Bachelor's in Music Education
M.A., University of Akron. December 2001. Master's in Music Technology

Career Related Experience

Technology Consultant

Summit County Educational Service Center

1/02 – present

- o Develop and teach graduate-level workshops on educational technology related topics to teachers in Summit County.
- o Present at local and state conferences and conventions.
- o Technology and Continuous Improvement Planning Support
- o Analysis and disaggregation of district and student data.
- o Provide technology support for our organization and consultation to our school districts.
- o Assist in the development of county-wide courses of study for Technology and for the Fine Arts.
- o Fine Arts assessor for Gifted and talented.
- o Assume the roles of Web Master, Video Editor, Graphic Designer, Database administrator, and web-application developer.
- o Designed, developed, and administered multiple web-based applications that are purchased and used by school districts across the state.
- o Administered Google Apps for Education domain.
- o Administered Office365 domain and SharePoint services
- o Managed and maintained web and file servers.

Technology Support

Greater Summit County Early Learning Center/SCOPE Academy

8/09 – present

- o Oversee the purchase, installation, and maintenance of all school technology
- o Administered Google Apps for Education domain and 1-to-1 Chromebook initiative.
- o Administered school-wide iPad initiative
- o Installed and maintained SMART Boards in every classroom.
- o Installed and maintained the building wireless network
- o Provided training and support to staff in the use and integration of technology.

- o Taught technology and music classes to students; Pre-K through Fourth Grade.
- o Designed and developed school website.
- o Oversee and support the online PARRC and AIR state tests.
- o Worked with district, ESC, and ITC to increase network bandwidth and connectivity.

Adjunct Professor

Ashland University
2/02 – present

- o Develop and teach graduate-level workshops on educational technology related topics.

Web Developer

Incipio Web Services, Akron, OH
9/01 – 12/01.

- o Design and develop websites and eBusiness sites for clients.
- o Developed site promotion and search engine optimization services.

Web Master/
Technology Trainer

College of Education, University of Akron. Akron, OH.
8/99 – 8/01.

- o Restructured and redesigned the college web site, and those of its departments, and designed online courses.
- o Developed and conducted hands-on training seminars and workshops for faculty and staff development.
- o Troubleshoot and repair staff desktop and lab computers, printers, projectors, scanners, and network connections (Mac/PC).
- o Invited as guest lecturer on web based, video and multimedia topics for the college.

Computer Applications

Microsoft Office Suite	Adobe PhotoShop
Microsoft SQL Server	Adobe Illustrator
MySQL	Adobe InDesign
Google Apps for Education	Adobe Premiere
Office365	SMART Notebook

Computer Languages

HTML, JavaScript, CSS, ASP.Net, Entity Framework, CGI/Perl, Classic ASP, PHP, SQL/T-SQL

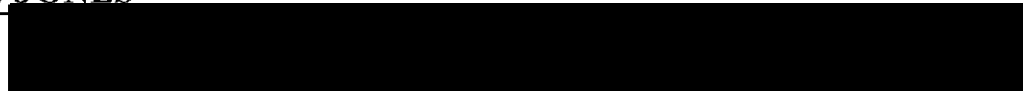
Other Experience

Music Teacher	Brunswick City Schools, Brunswick, OH. August 1997 - July 1999.
Band Director	Saint Ignatius High School, Cleveland, OH. August 1997 - present.
Manager	Kaminsky McDonalds, Strongsville, OH. May 1995 - May 1997.
Theatre Technician	Bowling Green State University, Bowling Green, OH. August 1993 - May 1997.

References

References will be made available upon request.

DAVID E. JONES



Employment

DIRECTOR OF BUSINESS OPERATIONS,
SPECIAL PROJECTS AND TECHNOLOGY
Summit County Educational Service Center

YEARS EMPLOYED 2004 - PRESENT
Cuyahoga Falls, Ohio 44221

Direct of Business Operations, at the request of the Superintendent, in her absence, I have assumed the responsibility of Superintendent. I am responsible for overseeing the maintenance, security, and safety of all building. I have been responsible for two building renovation projects. In Fiscal year 2008 I managed a building renovation project that included the bid process, replacement of all windows, HVAC and Lighting. In Fiscal Year 2012 I managed the renovation of the roof and resurfacing of the parking lot.

Director of Technology, I am responsible for the, researching, purchase, and maintenance of all technology for the Summit County ESC. I oversee two technology staff members.

Director of Special Projects, I seek funding opportunities, write and manage grants, Work with community partners, develop collaborative services, and I am an active member of the Summit County Domestic Preparedness Task Force Steering Committee.

INFORMATION TECHNOLOGY COORDINATOR
Summit County Educational Service Center

YEARS EMPLOYED 2000 - 2004
Cuyahoga Falls, Ohio 44221

Responsible for maintaining the Local Area Network, network servers, agency computers, software licenses, research of technology and purchasing of technology. My position also includes the management of the Summit County Area Media Center. I have been a member of the Strategic Planning team, Summit County Area Technology Committee and Chair the Technology Planning Committee.

ADJUNCT PROFESSOR
Ashland University

YEARS EMPLOYED 1997 - 2005
Ashland, Ohio 44903

Taught courses in computer technologies to graduate education students as well as to undergraduate students. Courses covered organization and management of educational technology and networks, instructional technology, integration of technology into the classroom and technology for school administrators.

MATHEMATICS TEACHER
Ontario Local Schools

YEARS EMPLOYED 1991 - 2000
Mansfield, Ohio 44906

Job responsibilities included teaching Algebra I, Algebra II, Geometry, Trigonometry, and Statistics. I coached Varsity Football, Wrestling and Track.

MATHEMATICS TEACHER
Madison Local Schools

YEARS EMPLOYED 1986 - 1991
Mansfield, Ohio 44903

Job responsibilities included teaching Junior High School students Basic Math, Algebra I
I coached 9th grade football, Varsity Wrestling and Track.

Education

SCHOOL SUPERINTENDENT LICENSE
Ashland University

2005
Ashland, Ohio

MASTERS IN EDUCATIONAL ADMINISTRATION:
BUILDING PRINCIPAL - MIDDLE AND HIGH SCHOOL GRADES
Ashland University

YEARS ATTENDED 1998 - 2000
Ashland, Ohio

COMPUTER TECHNOLOGIES ENDORSEMENT
Ashland University

1999
Ashland, Ohio

MASTERS IN CURRICULUM AND INSTRUCTION:
COMPUTER EDUCATION
Ashland University

YEARS ATTENDED 1994 - 1997
Ashland, Ohio

B. A. MATH EDUCATION:
Capital University
7 - 12 Mathematics Certification

YEARS ATTENDED 1983 - 1986
Columbus, Ohio

Skills / Training

- National Health Leadership Academy for the Public's Health - 2014.
- National Incident Management System Courses, ICS-100, ICS-200, IS-700, IS-800, IS-106.14, IS-2001,
- FEMA Courses, Basic PIO G290 and JIS /JIC Planning for PIOs G291
- Teacher Evaluation System (OTES), Ohio Principal Evaluation Systems (OPES), and Electronic Teacher and Principal Evaluation System (eTPES).
- Homeland Security National Critical Infrastructure threat assessment course.
- Effective Communicator; Since 1999 I have attended and presented at technology conferences, Association of Educational Service Agency conferences, and Ohio School Boards Conferences.
- Attended numerous workshops to maintain and build leadership skills.
- Strong Background in Curriculum and Instruction Development; Technology and Math Course of Study, Leading Professional Development planning and training.
- Created training materials for Ashland University Teacher Professional Development Series.
- Experience in the integration of Technology into the classroom.
- Advance experience in Microsoft Products, Adobe Products, and many other applications
- Advanced Experience in computer/Server setup and maintenance

SCESC | David E. Jones

Leadership Activities

- National Health Leadership Academy for the Public's Health – this was a yearlong leadership development academy, I am a member of a 4 person team that includes a member from the Summit County Health District, Emergency Management, Summit County Police Department and Summit County Schools.
- Chinese Bridge Delegation for Administrators to China 2010 and 2011
- Lead a team in writing two grants to the Eisenhower Foundation and received funds for training and supplies.
- Lead a team in writing a grant to the Akron Foundation and received funds for the purchase of hardware and software to support the special needs of our preschool children.
- Lead a team in creating an online Database for the Ohio Academic Content Standards that helps teachers to connect resources across standards.
- Trainer for the Data Training Institute – State of Ohio
- Coordinate projects with Northeast Ohio Network for Educational Technology and the Mid-Eastern Ohio Special Education Regional Resource Center
- Math Department Chair
- Co-Chair of the High School North Central Accreditation and the Continuous Improvement Committees
- Mentor teacher
- Member of the District Administrators Advisory Committee
- Member of the Math Curriculum Committee for Richland County Schools
- Wrote a manual for the Misty City Grade Book program to be used by the teachers in the Ontario Local School District.
- Wrote a manual entitled "Internet Explorer / Netscape and the Internet for Educators".

Grants Awarded

- | | |
|--|------|
| • State of Ohio Blended Learning Grant - \$40,000 | 2012 |
| • State of Ohio TeachOhio Grant - \$400,000 over two years | 2012 |
| • Foreign Language Assistance Program Federal Grant – \$950,000 over 3 years. | 2009 |
| • State of Ohio Dual Credit CORE Grant - \$225,000 per year for two years to offer Chinese, Arabic and Japanese language to high School Students | 2008 |
| • State of Ohio Dual Credit CORE Grant - \$225,000 per year for two years to offer Chinese and Arabic language to high School Students | 2006 |
| • GAR foundation – \$15,000 for the purchase of technology resources to be used in 7 Special education pre-school Classroom | 2004 |
| • State of Ohio Dual Credit CORE Grant - \$225,000 per year for two years to offer Chinese language to high School Students | 2004 |

Professional Membership's

- Summit County Emergency Management Committee - Represent the Summit County Area School Districts, I am a member of the following subcommittees; Communication, Transportation, Emergency Call Center, Public Information Officer
- Member of the Summit County Domestic Preparedness Task Force Steering Committee
- Ohio School Board Association
- Association of Educational Service Centers
- Member of the Northampton Rotary Club
- Member of Christ Church, Stow

Preliminary Overview of SCESS Organizational Structure (based on website and some recent updates---some numbers and position titles may not be current)

Board of Governors

Superintendent- Joe Iacano

- + Exec. Assistant --Patti Maloney
- + Communications- Jacquie Mazziotto
- + OTES- Phil Hatton
- + Receptionist- Melissa Cairns
- + Courier- Joe Markulis
- + Opportunity School- Rick Cugini
- + Departments A-E below

Board Legal Counsel

Treasurer- Sondra Clevenger

- + Assistant to Treasurer-Kathy Witwer
- + Fiscal Assistant- Peggy Miller

A. Student Services

Director- N'ecole Ast

- +Assoc. Director- Kristin Fazio
- + Secretary- Brenda Palinkas
- + EMIS Secretary- TBD
- + School psychologists (8)
- + SLP Supervisor
- + Work Study Coordinator- (1)
- + Attendance Coordinators (2)
- + Speech/Language Path (2)

- + Coordinator- Kristen Nowak
- + Coordinator - Kim Meeker
- +Secretary – Brandi Kresowaty
- + Preschool teachers, assistants, psychs, SLPs, etc (80+)

B. Technology & Business

Director- David Jones

- + Secretary- Lori Johnston
- + IT Asst. - Tom Janson

C. Human Resources

Director- Bob Wolf

- +HR Specialist-Tracie Collins
- + HR Secretary- Barb Grimes

D. Curriculum & Instruction

Director- Ann Phillips

- + Secretary- Sally Gibson
- + Secretary- Paula Riffle
- + Subject area consultants (4)
- + Gifted consultants (3)
- + Leadership Consultant
- +Data Consultant

E. State Support Team 8

Director- Jenine Sansosti

- (Supports schools in Summit, Medina, Portage)
- + Admin Asst.-Maureen Cacioppo
- + Secretary- Alice Doyle
- + Improvement/Transition Consultant- Helen Brophy
- +ELS Coordinator- Sarah Jackson
- +ELS Consultants (3)
- +Other consultants (8)

-----Scope Academy-----|

Scope Pre-School

- +Teachers (2)
- +Assistants (2)

GSCELC

Scope Primary (Comm. School)

- Director- Theresa Graves
- +Secretary – Jennifer Huffman
- +Staff Members (15)

Kids First

Serving K-8 students with autism located in Montrose area

- +Director John Rohr
- +Secretary Tammy Ackerman
- +Staff Members (7)

TOPS

Teens with autism located in Tallmadge serves multiple districts

- +Staff Members (3)

Preschools in various districts

Opportunity School in Tallmadge- 2 employees



Final Summative Rating of Principal Effectiveness

2013-2014

Graves, Teresa (UA1007639)

LEA: Greater Summit County Early Learning Center (011381)
Building(s): Greater Summit County Early Learning Center (011381)
Evaluator: Herchik, Michael (YU1012470)
Admin: Fuline, Linda (UA1000704)
Status: **Completed**

The educator completed this form on 6/30/2014 3:24:41 PM.

The administrator completed this form on 6/30/2014 3:24:16 PM.

1. Proficiency on Standards/Teacher Performance 50%

	Ineffective	Developing	Skilled	Accomplished
Principal Performance Rating Rubric Standard 1 Overall			x	
Principal Performance Rating Rubric Standard 2 Overall				x
Principal Performance Rating Rubric Standard 3 Overall				x
Principal Performance Rating Rubric Standard 4 Overall				x
Principal Performance Rating Rubric Standard 5 Overall			x	
Cumulative Performance Rating (Holistic Rating using Performance Rubric)				x
Areas of reinforcement/refinement:				

2. Student Growth Data 50%

	N/A	Below	Expected	Above
Student Growth Measure of Effectiveness				x
Areas of reinforcement/refinement:				

3. Final Summative (Overall) Rating

	Ineffective	Developing	Skilled	Accomplished
Final Summative (Overall) Rating				x
Improvement Plan has been recommended:	No			



Principal Performance Rating Rubric

2013-2014

Graves, Teresa (UA1007639)

LEA: Greater Summit County Early Learning Center (011381)
Building(s): Greater Summit County Early Learning Center (011381)
Evaluator: Herchik, Michael (YU1012470)
Status: **Completed**

The educator has not completed this form.

The evaluator completed this form on 6/30/2014 3:13:05 PM.

STANDARD 1: SUMMARY

1.6 Overall Rating - Standard 1:

Skilled

STANDARD 2: SUMMARY

2.8 Overall Rating - Standard 2:

Accomplished

STANDARD 3: SUMMARY

3.7 Overall Rating - Standard 3:

Accomplished

STANDARD 4: SUMMARY

4.5 Overall Rating - Standard 4:

Accomplished

STANDARD 5: SUMMARY

5.6 Overall Rating - Standard 5:

Skilled



Principal Performance Rating Rubric

2013-2014

Graves, Teresa (UA1007639)

Rubric

STANDARD 1: CONTINUOUS IMPROVEMENT

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.

1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

1.3 Principals lead the change process for continuous improvement.

1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.

1.5 Evidence

STANDARD 2: INSTRUCTION

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.

2.2 Principals ensure instructional practices are effective and meet the needs of all students.

2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.

2.4 Principals know, understand and share relevant research.

2.5 Principals understand, encourage and facilitate the effective use of data by staff.

2.6 Principals support staff in planning and implementing research-based professional development.

2.7 Evidence



Principal Performance Rating Rubric

2013-2014

Graves, Teresa (UA1007639)

STANDARD 3: SCHOOL OPERATIONS, RESOURCES AND LEARNING ENVIRONMENT

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

3.1 Principals establish and maintain a safe school environment.

3.2 Principals create a nurturing learning environment that address the physical and mental health needs of all.

3.3 Principals allocate resources, including technology, to support student and staff learning.

3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.

3.5 Principals understand, uphold and model professional ethics, policies and legal codes of professional conduct.

3.6 Evidence

STANDARD 4: COLLABORATION

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

4.1 Principals promote a collaborative learning culture.

4.2 Principals share leadership with staff, students, parents and community members.

4.3 Principals develop and sustain leadership.

4.4 Evidence

STANDARD 5: PARENT AND COMMUNITY ENGAGEMENT

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

5.1 Principals use community resources to improve student learning.

5.2 Principals involve parents and community members in improving student learning.



Principal Performance Rating Rubric

2013-2014

Graves, Teresa (UA1007639)

5.3 Principals connect the school and community.

5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.

5.5 Evidence

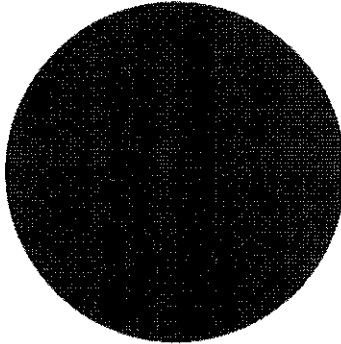


Final Summative Completion Status

2014-2015

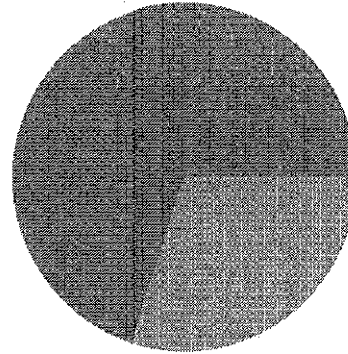
eTPES Progress as of 10/22/2015

OPES Summative Ratings



Not Completed

OTES Summative Ratings



Accomplished
Skilled

Group	LEA	Building	Rating	Amount
OPES	Greater Summit County Early Learning Center	Greater Summit County Early Learning Center	Not Completed <i>see separate report</i>	1
OTES	Greater Summit County Early Learning Center	Greater Summit County Early Learning Center	Accomplished	3
OTES	Greater Summit County Early Learning Center	Greater Summit County Early Learning Center	Skilled	7

SLO Scoring Template

5-1-15

Teacher Name: Samantha Dunaway		School: Greater Summit County Early Learning Center			
SLO Title: Mathematics		Assessment Name (if available): Ohio Department of Education Mathematics Diagnostic			
Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/ Meets Target? (yes/no)
David Adair		23/25 = 92%	95% or higher	96%	yes
Adyson Desonne		22/25 = 88%	92% or higher	96%	Yes
Lana Dorsey		22/25 = 88%	92% or higher	94%	yes
Hunter Evans		23/25 = 92%	95% or higher	95%	yes
Talia Fiooca		23/25 = 92%	95% or higher	96%	yes
Ethan Johnson		23/25 = 92%	95% or higher	98%	yes
Sam Jones		22/25 = 88%	92% or higher	100%	yes
Tyler Kantorik		22/25 = 88%	92% or higher	92%	yes
Naeley McCoy		16/25 = 64%	70% or higher	89%	yes
Khloe Miller		22/25 = 88%	92% or higher	98%	yes
Liam Miller		23/25 = 92%	95% or higher	100%	yes
Madeline Neff		22/25 = 88%	92% or higher	100%	yes
Junior Victor		21/25 = 84%	87% or higher	95%	yes
Luke White		24/25 = 96%	96% or higher	98%	yes
Israel Young		16/25 = 64%	70% or higher	80%	yes

% of students that exceeded/ met growth target	Descriptive Rating	Numerical Rating
90 - 100	Most Effective	
80 - 89	Above Average	
70 - 79	Average	
60 - 69	Approaching Avg.	
59 or less	Least Effective	

Final SLO Percentage
% Exceeding/Meeting Target:
% Below Target:

NUMERICAL RATING OF SLO:

SLO Scoring Template

Teacher Name: Samantha Dunaway

School: Greater Summit County Early Learning Center

SLO Title: Reading

Assessment Name (if available): Diagnostic Reading Assessment 2 (DRA2)

Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/Meets Target? (yes/no)
David Adair		24	28	28	Yes
Adyson Desonne		16	20	24	Yes
Lana Dorsey		6	16	18	Yes
Hunter Evans		6	16	16	Yes
Talia Fiocca		6	16	16	Yes
Ethan Johnson		12	16	18	Yes
Sam Jones		12	16	24	Yes
Tyler Kantorik		16	20	20	Yes
Naeley McCoy		4	16	14	No
Khloe Miller		10	16	20	Yes
Liam Miller		24	28	28	Yes
Maddie Neff		10	16	18	Yes
Junior Victor		4	16	16	Yes
Luke White		8	16	16	Yes
Israel Young		1	4	4	Yes

% of students that exceeded/ met growth target	Descriptive Rating	Numerical Rating
90 - 100	Most Effective	
80 - 89	Above Average	
70 - 79	Average	
60 - 69	Approaching Avg.	
59 or less	Least Effective	

Final SLO Percentage
% Exceeding/Meeting Target:
% Below Target:

NUMERICAL RATING OF SLO:

Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/ Meets Target? (yes/no)
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12/1/12

SLO Scoring Template

5-1-15

The template may be used to organize data for SLOs.

1. First, the teacher adds the name or identification number for each student into the worksheet. Additional rows may be added as needed.
2. Then, the teacher enters each student's baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.
3. Next, using their completed SLO template as a guide, the teacher enters each student's established growth target.
4. The teacher enters the final performance data for each student.
5. The teacher enters if each individual student exceeded/ met the growth target by answering Yes or no.
6. Once all the relevant information has been entered in the worksheet, attainment of the students' growth targets and overall teacher rating of student growth measures on this SLO will need to be computed.

Teacher Name: Kelsey Hilbert		School: SCOPE Academy		Assessment Name (if available): General Kindergarten Writing Assessment		
SLO Title:	Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/ Meets Target? (Yes/ no)
	Hugh Benson		4	+3	8	Yes
	Hannah Berringer		5	+3	9	Yes
	Jayla Collard		3	+3	8	Yes
	Rylan Davis		4	+3	8	Yes
	Daniel de Jong		6	+1	7	Yes
	Kailey Drain		1	+4	8	Yes
	Nina Evans		5	+3	8	Yes
	Daniel Fowler		4	+3	7	Yes
	Lutfi Judeh		1	+4	5	Yes
	Nasim Judeh		1	+4	6	Yes
	Dashell Knoyer		2	+4	10	Yes
	Chase Lukasik		0	+4	4	Yes
	Chloe Mijalkovic		3	+3	7	Yes
	Jacob Mull		3	+3	10	Yes
	Logan Noirrot		4	+3	8	Yes
	Blake Parker		3	+3	7	Yes
	Ellie Pildner		6	+1	10	Yes
	Mark Victor		3	+3	8	Yes

Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/ Meets Target? (yes/no)
Isabella Williams		4	+3	8	Yes
Ile Wilmoth		1	+4	7	Yes

% of students that exceeded/ met growth target	Descriptive Rating	Numerical Rating
90 - 100	Most Effective	5
80 - 89	Above Average	4
70 - 79	Average	3
60 - 69	Approaching Avg.	2
59 or less	Least Effective	1

Final SLO Percentage
% Exceeding/Meeting Target: 100%
% Below Target: 0%

NUMERICAL RATING OF SLO:

Entity has not yet received a sponsorship agreement, and therefore has not been evaluated.

Summit County ESC Application Rubric Highlights

For your information and possible future use, the review team highlighted specific questions for areas that needed clarification and/or more specificity. These questions are below. The full rubric follows.

Question	Follow-up
Section I: Sponsor Commitment & Capacity	
3	For FY 2016, the sponsor's school has forecasted its income from Ohio Department of Education to be \$869,662.74. Given the 3% sponsor fee allowable, Summit County should have a sponsor budget of more than \$26,000. How is this money allocated within the ESC's operating budget?
5	Please provide your conflict of interest policies and signed statements, as well as any other policies you have regarding conflict of interest.
Section V : Sponsor Commitment & Capacity	
23	How do you address the knowledge gaps in your staff? Who provides legal, special education and other needed services?

Note: Below are the application and additional documents as they were originally received by ODE. As part of the application process, sponsors have the option to provide additional information and documentation. Therefore, the application and scores indicated below may not be final.

EDUCATIONAL SERVICE CENTER (ESC) SPONSORSHIP APPLICATION RUBRIC

Name of Organization: Summit County ESC

Reviewed by: S. Cherry, K. King, and J. Hoffman

Date: November 23, 2015

Rate each of the items on a 4-point scale using the following criteria:

1	Poor response: Does not answer the question or response is vague; marginal evidence of quality practices
2	Limited response: Response is incomplete; fails to address what is required or expected; insufficient evidence of quality practices
3	Average response: Response is complete; sufficient evidence of quality practices provided
4	Strong response: Clear, thorough, and convincing response; evidence indicates consistent use of quality practices

Put each numerical rating in the scoring box located below each question. Enter comments/notes to justify the rating in the Comments section of each question. Submit the scoring summary for each section in the table provided at the end of the rubric.

Section I: Sponsor Commitment & Capacity

- Describe your organization’s mission, strategic vision and core values. How has sponsoring a conversion community school supported or extended the organization’s vision and values? Please provide any examples, such as mission statement, a strategic plan, board resolutions or policies; feel free to use hyperlinks to the organization’s website.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor’s mission for sponsoring schools is broad or sponsor has no mission. The sponsor’s vision for sponsoring is vague or absent, with no defined priorities, no strategic goals, and no core values. 	<ul style="list-style-type: none"> The sponsor states a clear mission for sponsoring community schools. The sponsor articulates a broad vision for sponsoring, with broad goals over an undefined period of time. 	<ul style="list-style-type: none"> The sponsor states a clear mission for quality sponsoring. The sponsor articulates and implements a vision and plan for sponsoring, including general goals and timelines for achievement. 	<ul style="list-style-type: none"> The sponsor states a clear mission for quality sponsoring. The sponsor articulates and implements an intentional strategic vision and plan for sponsoring, including clear priorities, specific goals, and time frames for achievement.

Score: 1

Comments: While the SCESC has a mission statement of “providing leadership and service in education,” it does not have a specific mission statement for sponsoring community schools. Its vision and core values also do not mention sponsoring or community schools. The response provided by the sponsor alludes to the idea that its mission and vision as a sponsor are inherent in its overall mission and vision, but there is nothing specific in the mission, vision, or core values that references sponsoring community schools.

2. Do you intend to open additional or assume sponsorship of existing conversion schools? If so, describe your organization's plan for sponsoring additional community schools. How many and what type of additional community schools do you plan to sponsor in the future? In which counties and districts will the schools be located?

Informational only – no score	
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Comments: The sponsor is not currently planning to open any additional conversion schools.

3. Describe the level of financial resources your organization has had available for on-going sponsoring activities. Please provide a budget of your organization's yearly revenue and expenditures specific to sponsoring activities.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • The sponsor has no financial resources earmarked specifically for sponsoring activities. 	<ul style="list-style-type: none"> • The sponsor's financial resources are not sufficient to carry out all needed sponsoring activities. 	<ul style="list-style-type: none"> • The sponsor has sufficient financial resources to carry out all needed sponsoring activities. 	<ul style="list-style-type: none"> • The sponsor has sufficient financial resources to fulfill its sponsoring responsibilities in accordance with national standards and commensurate with the scale of its community school portfolio.

Score: 1

Comments: The Summit County ESC has allocated \$3000 per year for staff to attend professional development related to sponsor responsibilities. A board-approved sponsorship agreement that states that ESC staff will participate in such trainings at no additional cost to the ESC. There does not appear to be a budget for compliance monitoring, ongoing technical assistance, or any other oversight provided by the sponsor.

Follow-up: For FY 2016, the sponsor's school has forecasted its income from Ohio Department of Education to be \$869,662.74. Given the 3% sponsor fee allowable, Summit County should have a sponsor budget of more than \$26,000. How is this money allocated within the ESC's operating budget?

4. Describe the frequency and the areas of professional development/trainings in which your staff is engaged relative to community school sponsorship. For example, do any staff attend national, state or ODE conferences and workshops?

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • Sponsor staff rarely participates in professional development, internally or externally provided. • PD shows no alignment with the sponsor's functions. 	<ul style="list-style-type: none"> • Sponsor staff sporadically participates in professional development internally or externally provided, and typically only what is required by ODE. • PD shows some alignment with the sponsor's functions or in response to needed corrections. 	<ul style="list-style-type: none"> • Sponsor staff regularly participates in professional development, internally or externally provided, and beyond what is required by ODE. • PD is aligned with sponsor functions and takes into account identified needs (as determined by its self-improvement process). • Sponsor staff attends national 	<ul style="list-style-type: none"> • Sponsor staff continuously participates in professional development beyond what is required by ODE and that complements the sponsor's improvement efforts and that takes into account staff member's strengths and weaknesses. • The sponsor is able to provide examples of how professional development is incorporated into its ongoing work.

conferences with PD focus
(e.g., NACSA, iNACOL, etc.)

Score: 2

Comments: Summit County reports its staff has attended workshops on finance, school law, and sponsor updates through ODE and OAPCS. These topics align with the ESC’s three strategic goals. Additionally, the sponsor attended grant meetings with ODE when its school applied for Race to the Top funding. The ESC has not attended national conferences, regarding them as unnecessary in light of the fact that the ESC sponsors one community school and does not intend to sponsor additional community schools.

The sponsor also describes its involvement in monthly Building Leadership team meetings and District Leadership team meetings. We note that this practice likely helps the sponsor foster a positive working relationship with its community school, but this type of professional development does not get at the spirit of this question. We recognize that schools and sponsors can and should continually learn from one another, but ultimately, training relevant to the sponsor’s role and responsibilities should be separate from meetings offered by its school.

5. What policies and practices has your organization implemented to avoid potential conflicts of interest in working with the schools it sponsors? Please provide a copy of your conflict of interest policy and examples of signed conflict of interest statements, if available.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • Schools sponsored by the sponsor have limited or no autonomy. • Numerous conflicts of interest exist between the sponsor and the community schools it sponsors. [e.g., <i>staff and boards may overlap, sponsor may require school to purchase services from sponsor, schools may not be afforded appropriate autonomy, funds may be co-mingled, etc.</i>] • Decision making is not transparent; it is unclear what or if criteria are being used by the sponsor to make decisions. • Community schools are improperly offered incentives by the sponsor and/or required by the sponsor to make choices that may not be in their best interest. [e.g., <i>may only contract with the sponsor for various services, contract services from sponsor in exchange for reduced sponsoring fee, etc.</i>] 	<ul style="list-style-type: none"> • Evidence of conflicts of interest exists between the sponsor and the community schools it sponsors. [e.g., <i>the sponsoring district’s superintendent fills the role of the community school’s superintendent with no accommodations for independent oversight of his/her role as community school superintendent.</i>] • Decision making is not transparent and the criteria used to make them are inconsistently applied and not fully understood by sponsor staff. • In some instances, the sponsor’s decisions are improperly influenced by a management company or a community school’s governing authority. [e.g., <i>for example, a management company with multiple affiliated schools implies action related to one school will impact the others.</i>] 	<ul style="list-style-type: none"> • No conflicts of interest (both in staffing and funding) exist between the sponsor and the community schools it sponsors. • While decision making is transparent to community schools and appears to be based upon merit, the process and criteria for making decisions are not fully transparent to the public. 	<ul style="list-style-type: none"> • No conflicts of interest (both in staffing and funding) exist between the sponsor and the community schools it sponsors. • The sponsor has a written policy that effectively prevents conflicts of interest, assures decision making is transparent and based upon merit. • The sponsor’s funding is structured in a manner that avoids conflicts of interest, inducements, incentives, or disincentives that might compromise its judgment in sponsor approval and accountability decision making.

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Score: 2

Comments: The rating is based more upon the lack of information to determine conclusively that the SCESC has implemented policies and practices to avoid conflicts of interest. The sponsor indicates that it has a number of policies that address conflicts of interest. However, the sponsor did not include these policies as part of its application. As the sponsor did not include its conflict of interest policy or any signed conflict of interest statements, it is difficult to discern exactly what its position is regarding this issue. The contract between the sponsor and the community school includes a conflict of interest policy for the school's governing board, but no policy appears to exist for the sponsor itself. Because these policies are not readily available, decision-making is not transparent.

The application responses also state that the SCESC does not maintain the finances for its school. However, Sondra Clevenger is listed as the ESC's fiscal officer (in the ESC's organizational chart) as well as the school's fiscal officer (on OEDS). This relationship is defined in the community school contract. The contract also provides for separate contracts for contracted services (e.g. special education services). Please note that HB2 will not allow the sponsor to sell services directly to the school after the current contract term expires.

Follow-up: Please provide your conflict of interest policies and signed statements, as well as any other policies you have regarding conflict of interest.

6. How do you assess your organization's performance as a sponsor? Please provide any examples pertaining to an annual review by the board of the strategic plan goals achieved; or a continuous improvement plan, if applicable; or stakeholder input about services provided; etc.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • The sponsor rarely examines its work to ensure it is meeting its Ohio sponsoring obligations and applicable laws. • The sponsor does not examine its operations for the purpose of improvement. • Does not evaluate self as a sponsor. 	<ul style="list-style-type: none"> • The sponsor sporadically examines its work to ensure it is meeting its Ohio sponsoring obligations and applicable laws. • The sponsor occasionally looks to improve its operations, but does not follow a structured process 	<ul style="list-style-type: none"> • The sponsor regularly examines its work to ensure it is meeting its Ohio sponsoring obligations and applicable laws. • The sponsor follows a defined improvement process to evaluate its work against its goals and outcomes. • The sponsor uses the findings from its self-evaluation when making improvements in its practices. 	<ul style="list-style-type: none"> • The sponsor continuously uses a defined improvement process to evaluate its work against its goals and outcomes and to ensure it is meeting its Ohio sponsoring obligations and applicable laws. • The sponsor implements strategic action steps based upon the findings from its rigorous self-evaluation to improve its performance as a sponsor. • The sponsor continuously and rigorously evaluates its work against national standards for quality community school sponsors. • The sponsor reports annually to its governing entity the progress it is making on its strategic goals.

Score: 2

Comments: The Summit County ESC does not describe a process for examining its sponsoring obligations from a legal or operational standpoint, nor does it seem to conduct a systematic self-evaluation for the purposes of continual improvement. The ESC does examine its school’s success through regular meetings and data monitoring, but it does not provide objective metrics or standards that would lead to an improvement process. We note that the ESC demonstrates commitment in its school’s academic outcomes, but we encourage the ESC to adopt a more formalized self-evaluation tool.

Section II: Sponsor Application Process & Decision-Making (Note: If the organization has not recently opened or planned to open a new school, and has not taken on or has no plans to take sponsorship of existing schools anytime within the next two years, skip this section.)

7. Describe the application process that developers follow in seeking sponsorship from your organization. Include a timeline.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • The sponsor has no formal application process – no written application. • The sponsor’s application timeline is not defined. • Application guidance is absent or undocumented and varies depending upon which staff member responds to questions by the public. • The application process does not include interviewing applicants. 	<ul style="list-style-type: none"> • The sponsor has an application process; however, it is undocumented and loosely defined. • Timelines are loosely defined. • Applications are accepted in the same calendar year as the statutory contract adoption date, leaving little time for contract negotiations. • The application is not readily available to the public. • The application provides limited directions on the content and format expected of applicants. • The sponsor does not document the criteria it uses to evaluate its applications. • The application process may include an interview with applicants. 	<ul style="list-style-type: none"> • The sponsor follows and explains a systemic application process; however, it is not fully documented. • The sponsor typically follows a defined timeline for reviewing sponsor applications. The planning stage is at least six months long. • The application is readily available to the public. • The application provides general directions on content and format expected of applicants. (e.g., does not include resources or references to assist the applicant.) • The sponsor documents the general criteria it uses to evaluate its applications. However, these criteria are not publicized as part of the application process. • The application process includes interviewing final applicants. 	<ul style="list-style-type: none"> • The sponsor follows a documented systematic application process. • The sponsor’s timeline allows for a pre-opening stage of least nine months so that the application process is carried out with quality and integrity. It aligns with the school year and provides ample time to adequately complete the application, plan, and prepare for the school’s opening. • The sponsor’s application guidance is documented, detailed and readily available to the public through the sponsor’s website. (e.g., includes the procedure to submit (word length, font size, electronic/paper), includes references to assist the applicant, etc.). • The application provides clear directions on required content and format. • The sponsor documents and clearly communicates to applicants the criteria it uses to evaluate its applications. • Application clearly states the sponsor’s sponsoring priorities. • The process includes interviewing final applicants before adopting a contract.

Score: N.A.

8. Describe all elements of the application, including documents that your organization requests from developers (please include all supporting documents, such as the application, rubric and interview guide and any links to the organization’s website, if available).

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor does not have a written application. 	<ul style="list-style-type: none"> The application includes few questions. The questions are very broad in nature and do not provide enough data to thoroughly evaluate the applicant’s educational and business plans and capacities. 	<ul style="list-style-type: none"> General application questions, covering four main areas of school planning and operations [education plan, governance, finance (including market research) and accountability] along with suggested attachments, provide adequate data for analyzing an applicant’s plans and capacities. <p><i>[For example: Describe the demographics of the students that the school will serve and of the charter in which the school will be located. Why is the school being proposed in this location?</i></p> <p><i>Generally describe the school’s curriculum plan and provide an overview of the instructional design and program to be emphasized by the school.]</i></p>	<ul style="list-style-type: none"> Comprehensive, detailed application questions cross-reference the four main areas of school planning and operations [education plan, governance, finance (including market research) and accountability] provide extensive data for rigorous evaluation of the applicant’s plans and capacities. <p><i>[For example: Describe the needs assessment of the school’s target neighborhood and student population, including current student demographics and academic performance of other schools in the charter in which the school will be located. Explain the academic impact of the proposed school model on the students and charter. Describe the process used to assess local need and provide evidence that the charter approves of the proposed school.</i></p> <p><i>Explain the school’s curriculum, its alignment to the Ohio Standards and benchmarks, specific instructional materials to be used to implement the curriculum, and the process your school will follow to evaluate, review and revise its curriculum on an annual basis.</i></p>

Score: N.A.

9. Describe the criteria that your organization considers in reviewing applications for the replication of an existing school; for consideration of a currently operating school from another sponsor.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> No additional criteria are required of existing school operators and/or replicators of existing schools. Sponsor does not look for any 	<ul style="list-style-type: none"> While no additional criteria are required, the sponsor completes a cursory look of the current school’s academic success or a consideration for the 	<p>For community school operators/ replicators:</p> <ul style="list-style-type: none"> Sponsor requires the applicant to meet the following criteria: <ul style="list-style-type: none"> Clear evidence of capacity to operate a new school successfully while maintaining 	<p>For community school operators/ replicators:</p> <ul style="list-style-type: none"> Sponsor requires the applicant to meet the following criteria: <ul style="list-style-type: none"> Clear evidence of capacity to operate a new school successfully while maintaining

Poor	Limited	Average	Strong
<p>evidence of past success or the capacity for growth.</p> <ul style="list-style-type: none"> • No additional criteria are required of the existing school seeking to be switch sponsors. • Sponsor does not look for any evidence of past success or the capacity to operate successfully. 	<p>school's capacity to expand and operate successfully.</p>	<p>quality in existing schools;</p> <ul style="list-style-type: none"> ○ Document educational, organizational, and financial performance records based on all existing schools; ○ Must explain any never-opened, terminated, or non-renewed schools; ○ Must present a growth plan, business plan, and most recent financial audits; and ○ Meet at least one of the following indicators of effectiveness to earn approval for replication: high academic, organization, and/or financial success to earn approval for replication. <p>For community schools changing sponsors:</p> <ul style="list-style-type: none"> • While no additional criteria are required, the sponsor reviews the existing school's financial audits (where available), academic success and the school's capacity to operate successfully, meeting and/or exceeding its performance targets. • The application process may include either a face to face interview with the applicant or contact with the school's current sponsor. • The sponsor does not consider contracting with a community school that is being non-renewed by its current sponsor. 	<p>quality in existing schools;</p> <ul style="list-style-type: none"> ○ Document educational, organizational, and financial performance records based on all existing schools; ○ Must explain any never-opened, terminated, or non-renewed schools; ○ Must present a growth plan, business plan, and most recent financial audits; and ○ Meet multiple indicators of effectiveness in all of the following areas: high academic, organization, and financial success to earn approval for replication. <p><i>Examples of success include: never had an un-auditable school; no general education or special education school rated below the top two LRC categories; no dropout prevention and recovery schools rated below "meets", etc.</i></p> <p>For community schools changing sponsors:</p> <ul style="list-style-type: none"> • Sponsor requires the applicant to provide educational, organizational, and financial performance records to evaluate the school's capacity to operate successfully, meeting and/or exceeding its performance targets. • The application process includes a face to face interview with the applicant and contact with the school's current sponsor. • The application process may include visiting the school and/or attending a board meeting. • The sponsor does not consider contracting with a community school that is being non-renewed by its current sponsor. • The sponsor's process to consider sponsoring a currently operating school is publicly available.

Score: N.A.

10. Describe the level of expertise of those who review applications, including existing staff and external sources.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> Review team members have little to no experience working in or sponsoring community schools. At least one review team member is trained in school finance, but has limited experience applying the knowledge. No external sources are sought in education related areas for which the review team members lack expertise. These areas include: <ul style="list-style-type: none"> Community schools; Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; School finance; and, School governance. 	<ul style="list-style-type: none"> The sponsor has at least one dedicated reviewer with limited experience (less than two years) working in or sponsoring community schools, and at least one other reviewer who may have limited knowledge in one or more of the following areas: <ul style="list-style-type: none"> Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; School finance; and/or School governance. When existing reviewers do not have the range of expertise needed, the sponsor sometimes contracts with external sources to complete particular aspects of the application review. 	<ul style="list-style-type: none"> The sponsor has at least one dedicated reviewer with two or more years of experience working in or sponsoring community schools. Other reviewers are certified (where appropriate) and have experience working in the following areas: <ul style="list-style-type: none"> Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; School finance; and, School governance. When existing reviewers do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of the application review. 	<ul style="list-style-type: none"> Many of the reviewers have practiced in community schools or sponsoring for several years, and have diverse expertise (and certification where appropriate) in the following areas: <ul style="list-style-type: none"> Curriculum, instruction and assessment; Special education and ELL instruction; School accountability; School facilities; School law; School finance; and, School governance. When existing staff do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of the application review.

Score: N.A.

11. Provide details of applications that were both approved and denied by your organization over the past five years, including reasons for both approvals and denials.

Informational only – no score

Section III: Sponsor Performance Contracting

12. Describe your organization’s process and the frequency for reviewing school performance against measures included in the contract on an annual basis.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor lacks a formal structure for annually reviewing school performance measures. <p>Or</p>	<ul style="list-style-type: none"> The sponsor meets the basic requirement for twice annual reviews. The sponsor’s review of school performance is 	<ul style="list-style-type: none"> The sponsor’s frequency of reviews exceeds the basic requirement, and includes gathering information based on two or more of the following: academic 	<ul style="list-style-type: none"> The sponsor’s frequency of reviews exceeds the basic requirement, and includes gathering information based on three or more of the following: academic performance,

<ul style="list-style-type: none"> The sponsor annually reviews the school's legal compliance, but does not include a review of school performance against accountability measures. The sponsor does not provide a report to the school as to its annual performance. 	<p>minimal, focused mainly on the school's compliance with laws and with limited examination of school performance against accountability measures. The sponsor's report to the school is provided inconsistently.</p>	<p>performance, classroom observations, interviews with school staff, governing authority members, parents.</p> <ul style="list-style-type: none"> The sponsor's review of school performance is aligned with performance measures described in the contract. The school receives a report about its performance annually. 	<p>classroom observations, interviews with school staff, governing authority members, parents.</p> <ul style="list-style-type: none"> The sponsor's review of school performance is aligned with performance measures described in the contract. The school receives a report about its performance following each review.
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Score: 3

Comments: The ESC describes a high-quality, rigorous and frequent process for reviewing school performance against measures included in the contract. The ESC performs biannual site visits, which include classroom observations and document review of teacher licenses and OTES evaluations. In addition to these visits, the sponsor collects formative data from the school throughout the year, with established deadlines for baseline and summative data in September and in May. Each additional monthly visit has a prescribed data focus, and the sponsor also performs unannounced monthly site visits to collect further evidence of student growth and fidelity to the contract. The ESC uses this data to inform a monthly report, which it provides to the school's governing board at each meeting.

13. Describe the breadth and scope of the performance measures set forth in the school(s)' contracts. Are these measures differentiated among contracts? If so, how and why? *[Note: if your organization has revised its performance framework and the revised framework is not yet in use, please provide a copy.]*

Poor	Limited	Average	Strong
<p>Most contracts include:</p> <ul style="list-style-type: none"> Vague measures of student performance, such as local report card ratings or statewide assessments. No specific metrics and targets for school-wide performance (e.g., "80% proficiency in 3rd grade reading and math OAA) 	<p>Most contracts include:</p> <ul style="list-style-type: none"> Multiple measures of student performance, which may include the following: <ul style="list-style-type: none"> Statewide assessments, Attendance, or (If applicable) graduation rates. Metrics and targets for school-wide performance are vague (e.g., meet state standards) Targets are for the all students group; they do not include subgroups of students. 	<p>All contracts may include the following:</p> <ul style="list-style-type: none"> Multiple measures of student performance, such as: <ul style="list-style-type: none"> Proficiency rates on state assessments (If applicable) student academic growth, (If applicable) graduation rates, Attendance, and (If applicable) post-secondary enrollment after high school. Metrics and targets for school-wide performance are specific (e.g., 80% proficiency in 3rd grade reading, meet or exceed value added, etc.) Targets include all students and subgroups of students. 	<p>All contracts include all of the following student measures:</p> <ul style="list-style-type: none"> Proficiency rates on state assessments, Student academic growth, Graduation rates, Attendance, (If applicable) post-secondary enrollment after high school, and (If applicable) student performance on other valid and reliable assessments as laid out in the contract. Metrics and targets are specific and rigorous. Targets include all students and subgroups of students. At a minimum, targets are set that compare the school's student performance to the state, schools serving similar populations and/or schools in the same geographical area. Mission-specific academic goals may be included; such goals include specific metrics and targets.

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Score: 2

Comments: The performance framework does include multiple measures of student performance, but only some are stated plainly in the contract. For example, the school must achieve at least 93% attendance rate and a student grade level passage rate of at least 90%. These goals are specific and clear. The contract also implies that the school must “meet the minimum standards prescribed by the State” which alludes to but does not clearly define proficiency rates on state assessments. The contract also emphasizes individual student academic growth, as measured by progress on SLOs, but it is not clear what rate of growth is expected, nor the minimum number of students who must meet these individual targets. Academic goals do not include provisions for student subgroups.

14. Describe the performance standards and criteria a school must achieve in order for its contract to be renewed.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> Contracts rarely define the performance standards and criteria and conditions for renewal. 	<ul style="list-style-type: none"> Most contracts broadly define the performance standards and criteria and conditions for renewal. 	<ul style="list-style-type: none"> Most contracts define the performance standards and criteria and conditions for renewal. 	<ul style="list-style-type: none"> All contracts clearly define and detail performance standards and criteria and conditions for renewal.

Score: 2

Comments: The Summit County ESC uses the language of the contract template to generally define criteria for renewal. The contract states that renewal can essentially occur automatically. However, there does not appear to be a high-stakes review at the end of the contract term. According to the sponsor, the school did meet its contract requirements and its contract was renewed.

15. Are there consequences for failing to meet the standards and metrics in the contract? If so, how are these communicated to the school?

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> Contracts rarely define the consequences for meeting or not meeting standards and conditions. Consequences either rarely communicated to the school or not communicated at all The sponsor rarely enforces consequences for failing to meet compliance requirements or performance expectations. 	<ul style="list-style-type: none"> Most contracts broadly define the consequences for meeting or not meeting standards and conditions. Consequences may be communicated to the school, but not in a timely or systematic way The sponsor occasionally enforces consequences for failing to meet compliance requirements or performance expectations. 	<ul style="list-style-type: none"> Most contracts define the consequences for meeting or the consequences for not meeting standards and conditions. Consequences are communicated to the school in a timely and systematic way The sponsor regularly enforces consequences for failing to meet compliance requirements, and sometimes performance expectations. 	<ul style="list-style-type: none"> All contracts clearly define and detail the consequences for meeting or the consequences for not meeting standards and conditions. Consequences are communicated to the school in a timely and systematic way The sponsor predetermines intervention actions for failure to meet contract requirements and clearly articulates and enforces stated consequences for failing to meet performance expectations or compliance

			requirements.
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Score: 3

Comments: The contract specifies the conditions and consequences for not meeting the performance standards. As the school has been performing well, the sponsor has not needed to intervene or have the school develop a corrective action plan. However, contract language does leave that option in place, along with the option to put the school on probation, suspension, or termination.

Section IV: School History & Performance (Note: This section is not scored; it is for informational purposes only)

16. Provide a list of all community schools for which your organization has been a sponsor and indicate their current status (open; open and on probation; suspended; closed (non-renewed); closed (voluntary); closed (terminated); or contract assumed by another sponsor).

Informational only – no score

Comments: The SCESC has only sponsored the Greater Summit County Early Learning Center, which is still open.

17. Indicate which, if any, schools failed to open after payments were initiated. If any, please provide details of why the schools did not open.

Informational only – no score

Comments: The sponsor has not had any schools that failed to open after payments were initiated.

18. For schools that closed prior to the end of the academic year; provide details of why the schools closed. Did any closed school leave unpaid debts to vendors, staff, ODE, etc.?

Informational only – no score

Comments: The sponsor has not had any schools that closed prior to the end of the academic year.

19. Indicate which, if any, schools have had findings for recovery and/or been deemed unauditible by the Auditor of State over the past 5 years.

Informational only – no score

Comments: The sponsor has not had any schools that had findings for recovery or been deemed unauditible by the Auditor of State in the last 5 years.

20. Indicate which schools' contracts have been renewed.

Informational only – no score

Comments: The sponsor renewed the contract for the Greater Summit County Early Learning Center in July 2015.

21. Does your organization sell services to any of its schools? If so, what services? How are the services and charges arranged? Are service agreements part of the community school contract?

Informational only – no score

Comments: Summit County ESC sells services to GSCELC at the school's request. In such cases, a separate contract is established. In the past, the ESC has provided psychological and human resources support to the school, and possibly other services too.

Section V: Sponsor Oversight & Evaluation

22. Describe your organization's system for monitoring school accountability and compliance. What is the protocol for on-site school reviews; what information is collected during these reviews? If available, please provide a copy of any guidance documents about the oversight and monitoring process used to explain to sponsored schools.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor's oversight and evaluation system is reactive, focused only on the school's compliance with laws. The sponsor rarely enforces consequences for failing to meet compliance requirements or performance expectations. During an onsite review, data are collected from a school employee available at the school on the day of the review. The sponsor's onsite reviewers receive very little training on the site visit process and no protocols are used. 	<ul style="list-style-type: none"> The sponsor's oversight and evaluation system is minimal; focusing mainly on the school's compliance with laws and with limited examination of academic performance. The sponsor occasionally enforces consequences for failing to meet compliance requirements or performance expectations. During an onsite review, data are collected from a school employee available at the school on the day of the review. The sponsor has an onsite visit protocol; however, its onsite reviewers are not trained on the tool; and therefore, There is no evidence of consistent use of the protocol across reviewers. 	<ul style="list-style-type: none"> The sponsor's oversight and evaluation system is proactive, collecting and/or accessing and reviewing and/or analyzing data on the school's compliance with laws and against performance targets stated in the contract. Combined, these sources of data inform contract renewal, termination, and intervention decisions. The sponsor regularly enforces consequences for failing to meet compliance requirements, and sometimes performance expectations. During an onsite review, data are collected from school administrators and a sample of instructors. The sponsor's onsite reviewers are trained on and regularly use observation and interview protocols. 	<ul style="list-style-type: none"> The sponsor implements a comprehensive performance accountability and compliance monitoring system that is defined by the community school contract and that provides the information necessary to make rigorous and standards-based renewal, termination, and intervention decisions. The sponsor predetermines intervention actions for failure to meet contract requirements and clearly articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements. During an onsite review, data are collected consistently from a variety of stakeholders, which may include the community school's governing board members, administrators, teachers, students, parents, and

Poor	Limited	Average	Strong
		<ul style="list-style-type: none"> • There is evidence of consistent use of the protocols across reviewers. • Data may be collected through a variety of means and throughout the school year. 	<ul style="list-style-type: none"> • staff from the management company (if applicable). • Reviewers receive ongoing training, formal or informal, on the purpose, criteria, process and protocols of conducting onsite visits. • Additionally, training is provided as needed to remain current with changes in law. • Data may be collected through a variety of means and throughout the school year.

Score: 4

Comments: The sponsor provides thorough oversight of the community school over the course of the school year to monitor compliance and accountability. The sponsor has monthly visits to the school, with each visit having a specific purpose and involve obtaining data from several different stakeholders, including teachers and parents. The sponsor completes biannual compliance monitoring visits and uses a compliance rubric to complete these reviews. However, it is not clear how reviewers are changed or how consistent the protocols are implemented across reviewers. GSCELC appears to have complied with both the law and the contracted performance indicators since its inception, so it is not known how the ESC will handle the issuing of consequences if needed.

23. Describe the roles, responsibilities and levels of experience of the staff members who monitor school accountability and compliance. Please provide the names and resumes of those individuals.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • The sponsor's dedicated staff member(s) have little to no experience working in or sponsoring community schools. At least one staff member is trained in school finance, but has limited experience applying the knowledge. • No external sources are sought in education related areas for which the sponsoring staff lacks expertise. These areas include: <ul style="list-style-type: none"> ○ Community schools; ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; 	<ul style="list-style-type: none"> • The sponsor has at least one dedicated staff member with less than two years of experience working in or sponsoring community schools, and a member who is trained and has limited experience working in the area of school finance. • Other staff have limited training and limited experience working in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, 	<ul style="list-style-type: none"> • The sponsor has at least one dedicated staff member with two or more years of experience working in or sponsoring community schools, and a member who is trained and experienced in the area of school finance. • Other staff are certified and have experience working in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; and, ○ School finance; and, ○ School governance. 	<ul style="list-style-type: none"> • Many of the sponsoring staff have practiced in community schools or sponsoring community schools for several years, and have diverse expertise in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; and, ○ School finance; and, ○ School governance. • When existing staff do not have the range of expertise needed, the sponsor contracts with external sources to complete

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. 	<ul style="list-style-type: none"> ○ School governance. ● When existing staff do not have the range of expertise needed, the sponsor sometimes contracts with external sources to complete particular aspects of work. 	<ul style="list-style-type: none"> ● When existing staff do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of work. 	<p>particular aspects of work.</p>

Score: 3

Comments: Despite the SCESC's recent change in superintendent, several other sponsor staff have been working with community schools since the beginning of GSCEL. We acknowledge the breadth of expertise that exists within the staff of SCESC, but do not see evidence for sponsor-specific staff who are experienced in school law or special education. It is not clear how the ESC addresses these knowledge gaps.

Follow-up: How do you address the knowledge gaps in your staff? Who provides legal, special education and other needed services?

24. How does your organization share monitoring and compliance information with the schools? Please include examples of feedback (e.g., site visit reports, e-mails, and monthly financial/enrollment reports).

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> ● The sponsor rarely reviews the monitoring and compliance issues of each school. When or if reviewed, the sponsor provides few details and feedback that is rarely of value to the school. 	<ul style="list-style-type: none"> ● The sponsor minimally reviews the monitoring and compliance issues of each school, and provides occasional feedback with limited details and that are of limited use to the school. 	<ul style="list-style-type: none"> ● The sponsor reviews and provides monthly feedback on the monitoring and compliance issues of each school. 	<ul style="list-style-type: none"> ● The sponsor reviews and provides monthly or more immediate feedback on the monitoring and compliance issues of each school.

Score: 3

Comments: The sponsor provides the school with monthly feedback reports resulting from the onsite visits. The sponsor also provides information to the school through the school's monthly board meetings, where it gives a report.

25. What circumstances have led or would lead your organization to intervene in a school's operations? Please provide any examples, if applicable, including corrective action plans, probation or suspension notices.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> ● The sponsor is unaware of its obligation to intervene in accordance with Ohio law. ● The conditions that trigger intervention are never articulated by the sponsor to its schools. 	<ul style="list-style-type: none"> ● The sponsor is generally aware of its obligation to intervene with a community school in accordance with Ohio law. ● The community school contract states the conditions that may trigger intervention. 	<ul style="list-style-type: none"> ● The sponsor establishes and makes known to the school in the contract the conditions that may trigger intervention and the types of actions and consequences that may ensue. ● The sponsor provides timely 	<ul style="list-style-type: none"> ● The sponsor establishes and makes known to schools at the outset an intervention policy stating the general conditions that may trigger intervention and the types of actions and consequences that may ensue. ● The sponsor gives schools

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor never or rarely provides schools with timely notice of contract violations and/or provides little to no information on performance deficiencies. There is no evidence that the sponsor (based upon its own oversight or evidence from ODE and/or AOS that a compliance issue(s) exist), intervenes or follows-up on issues with schools in which compliance problems are identified. 	<ul style="list-style-type: none"> The sponsor occasionally provides schools with timely notice of contract violations, and/or minimal notice of performance deficiencies. There is minimal or limited evidence that the sponsor intervenes with problems related to compliance which are identified during its own oversight or when identified by an external agency, such as ODE or AOS. When intervention occurs, it is usually very prescriptive in nature and/or the sponsor defaults to another entity, such as ODE or AOS, for intervention guidance. 	<p>notice of contract violations and performance deficiencies.</p> <ul style="list-style-type: none"> There is evidence that the sponsor almost always intervenes in the community school's operations to correct compliance issues or problems in the school's overall performance, based upon the sponsor's oversight, or evidence from ODE and/or AOS. 	<p>clear, adequate, evidence-based, and timely notice of contract violations and performance deficiencies.</p> <ul style="list-style-type: none"> The sponsor initiates intervention in the community school's operations in a timely manner and clearly linked to correcting specific deficits in the school's overall performance. The sponsor allows school reasonable time and opportunity for remediation in non-emergency situations. Intervention strategies clearly preserve school autonomy and responsibility (e.g., identifying what the school must remedy without prescribing solutions; and understanding that the school may choose a different path).

Score: 3

Comments: The contract indicates that if the school fails to meet the standards in place, the school will be put on probation and required to develop an improvement plan. Failure of the school to meet the tenets of the improvement plan would lead to suspension or termination. The sponsor indicates that the contract was built on a "prevention model" and serves a demonstration model for the state. As the school continues to exceed its contract requirements, the sponsor has not had to intervene.

26. Describe how your organization ensures the autonomy of its schools while providing appropriate levels of oversight. Please provide, if available, any communications or written documents that may expand upon roles and responsibilities, apart from required contract language.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor is inappropriately overly involved in the day-to-day operational decisions of the schools it sponsors and/or operates more as a "program" of the sponsor. Regardless of demonstrated success, all schools have limited or no autonomy over decision-making. The sponsor collects data in a manner that is burdensome to the school, without thought to protect students 	<ul style="list-style-type: none"> The sponsor is inappropriately slightly involved in the day-to-day operational decisions of the schools it sponsors. The sponsor collects data in a manner that is burdensome to the school, without thought to protect students and public interests. Sponsor may or rarely (no more than once every two years) examines its own compliance requirements to possibly minimize burden and 	<ul style="list-style-type: none"> The sponsor has limited involvement in the day-to-day operations of the schools it sponsors, targeting those that have demonstrated poor performance or non-compliance. The sponsor collects data in a manner that minimizes administrative burden on the school, and protects student and public interests. Sponsor occasionally (once or twice every two years) examines its own compliance 	<ul style="list-style-type: none"> The sponsor has no involvement in any school's authority over its day-to-day operations, unless required to as part of its contractual obligations pertaining to intervention. The sponsor collects data in a manner that minimizes administrative burden on the school, and protects student and public interests. The sponsor annually reviews its own compliance requirements and evaluates

Poor	Limited	Average	Strong
<p>and public interests.</p> <ul style="list-style-type: none"> The sponsor never examines its own compliance requirements to possibly minimize burden and increase the autonomy of its schools. 	<p>increase the autonomy of its schools.</p>	<p>requirements to possibly minimize burden and increase the autonomy of its schools.</p>	<p>the potential to increase school autonomy based on flexibility in the law, streamlining requirements or other considerations.</p>

Score: 3

Comments: The sponsor is not involved in the day-to-day operations of the school. While maintaining an open line of communication with the school and attending various meetings and events (at the request of the school), the sponsor allows the school to operate independently. However, there do not appear to be any policies in place that guarantee the school's autonomy. The sponsor seems to suggest that the school is given trust and independence due to its track record of strong academic performance, but it is not clear how the school's autonomy would be protected in the event of lower performance. Given that the school invites the sponsor to participate in data meetings, we assume that the data collection process works well for both parties. It is not evident how the sponsor reviews its own compliance requirements.

Section VI: Sponsor Termination & Renewal Decision-Making

27. Describe the process used for renewing a school's contract. Is a written application required? If so, please provide a sample of the application and rubric.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor does not have an application process for contract renewal. 	<ul style="list-style-type: none"> The sponsor may have an application renewal process, but does not consistently require schools to follow the process, nor does it specify criteria for renewal. 	<ul style="list-style-type: none"> The sponsor has an application process and requires all schools seeking renewal to apply through a renewal application. The guidance regarding the renewal process is non-specific as to criteria, content and/or format; The process may allow a school to present additional evidence regarding its performance. 	<ul style="list-style-type: none"> The sponsor has an application process and requires all schools seeking renewal to apply through a renewal application. The requirements for renewal are publicly available and include written guidance regarding the process, content and format for renewal applications, as well as criteria/standards used to evaluate the applicant and a timeline. The application provides the school an opportunity and reasonable time to respond to the cumulative report; correct the record, if needed; and present additional evidence regarding its performance.

Score: 2

Comments: It appears that contract renewal was based on the school board sending a letter to the sponsor requesting contract renewal. While the sponsor indicates that there were numerous discussions about contract renewal 18 months prior to the renewal, it does not appear that the school was required to complete an actual renewal application. As the school has a high academic performance rate, perhaps the sponsor felt that it was not necessary for the school to complete an application. However, while the sponsor consulted with its board attorney and state auditors, it is not clear exactly what criteria, if any, the sponsor used in deciding to renew the school's contract. In addition, there was no guidance and process in place to handle a renewal decision in the event that the school did not perform well.

28. What evidence does your organization consider before deciding to renew or non-renew a school's contract? Does your organization provide a report to its schools prior to contract renewal? If so, describe how that report is structured and what is included in it.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • Contract renewal is almost always assumed or made based upon factors other than school performance. • Does not provide the community school a report on its cumulative performance, other than the Sponsor's Compliance Review report submitted annually to the department. 	<ul style="list-style-type: none"> • The contract renewal decision is based upon a limited body of academic and operational evidence (e.g., recent financial audits, recent compliance monitoring reports, or the school's most recent state accountability report card). • May annually provide the community school with a report, but it does not relate to the school's performance against its contract; and/or • When a report is given, it does not include multiple years of performance data against its contract term. 	<ul style="list-style-type: none"> • The contract renewal decision is based upon a substantial body of evidence of legal compliance and performance. These data inform renewal decisions. • Evidence may include at least two of the following: <ul style="list-style-type: none"> ○ Multiple years of student achievement; ○ Multiple measures of student achievement, including statewide assessments and measures; ○ Financial audits; or ○ Site visit reports and/or other compliance reports. • Annually provides each community school with a report of its performance; • The report includes multiple years but may not include the school's entire charter term. 	<ul style="list-style-type: none"> • The sponsor bases the renewal process and renewal decisions on thorough analysis of a comprehensive body of objective evidence defined by the performance framework in the charter contract. • Evidence includes at least all of the following: <ul style="list-style-type: none"> ○ Multiple years of student achievement; multiple measures of student achievement; ○ Financial audits; ○ Site visit reports and/or other compliance reports; and, ○ Status reports on corrective action plans or other required interventions, if necessary. • As referenced in the school's contract, provides each community school, in advance of the renewal decision, a cumulative performance report that summarizes the school's performance record over the charter term and states the sponsor's summative findings concerning the school's performance and its prospects for renewal.

Score: 2

Comments: The Summit County ESC appears to have considered multiple sources of information when it decided to renew its school’s contract. However, without a clear renewal application process, the protocol for renewal remains undefined. The data provided in the annual report does not appear to capture the breadth of data collected and analyzed by the sponsor, and it does not include multiple years of evidence.

29. What is the role of your organization’s board in deciding to renew or non-renew a school’s contract? Please provide examples of board structure, involvement/actions pertaining to such decisions.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor’s governing board designates all school renewal or non-renewal decisions to staff and/or accepts contract decision-making recommendations with only a cursory review, taking action perfunctorily as part of routine business. 	<ul style="list-style-type: none"> The sponsor’s governing board typically designates school renewal or non-renewal decisions to staff, which provides the board with general recommendations for which contracts to approve. Decisions are typically made with limited information provided by the staff and without consideration of the sponsor’s broad vision. 	<ul style="list-style-type: none"> The sponsor’s governing board, while formally making all school renewal and non-renewal decisions, relies upon their staff to carefully review and recommend contract decisions aligned with their sponsoring vision and plan. 	<ul style="list-style-type: none"> The sponsor’s governing board actively participates in all school renewal and non-renewal decisions to ensure that all such actions are consistent with the sponsor’s strategic vision and plan for quality sponsoring.

Score: 3

Comments: The sponsor’s governing board relies on the SCESC superintendent for recommendations on whether or not to renew a school’s contract. The board is well aware of the high-performing status of the school and has visited the school and had a retreat there. However, it relies on the staff of the SCESC to keep it informed about the community school and what is taking place there.

30. Has your organization ever renewed a contract with a school that did not meet all of the performance standards specified in its contract? Please explain the rationale, and in the case of a renewal of a school that failed to meet performance standards, were additional requirements placed upon the school?

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor grants renewal to all schools regardless of failure to meet the terms and academic achievement targets in their contract, fiscal or organizational problems, or compliance with the law. 	<ul style="list-style-type: none"> The sponsor inconsistently grants renewal to schools, even those that have failed to meet the terms and academic achievement targets in their contract; have fiscal or organizational problems; or have been out of compliance with the law. <p><i>Note: This approach to renewal decisions is evident regardless of the strength of the performance framework.</i></p>	<ul style="list-style-type: none"> The sponsor grants renewal to schools that are fiscally and organizationally viable and that meet most of the following criteria: <ul style="list-style-type: none"> o Achieve their contractual academic standards and targets; or o Faithful to the terms of their contract. <p><i>Note: Even in the absence of a strong performance framework, the sponsor consistently applies performance-based criteria in making renewal decisions.</i></p>	<ul style="list-style-type: none"> The sponsor only grants renewal to schools that are fiscally and organizationally viable based on criteria in the school’s performance framework with rigorous, specifically goals and targets: <ul style="list-style-type: none"> o Achieve their contractual academic standards and targets; and o Faithful to the terms of their contract. <p><i>Note: it is assumed that an exemplary sponsor uses a performance framework with</i></p>

			<i>rigorous, specific goals and targets.</i>
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Score: 3

Comments: The sponsor has only renewed one school and that school appears to have met all of the performance standards specified in the contract.

31. Describe your process, including staff and allocation of resources, in completing the closure of a school.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • The sponsor is unaware of its obligation to oversee school closure. • In the event of a school closure, the sponsor has no formal policy or procedure for school's to follow. The closing school might default to the ODE guidance. • The sponsor does not oversee the closure process. 	<ul style="list-style-type: none"> • The sponsor is aware of its obligation to oversee school closure; however, it lacks the capacity to oversee; when a school has closed, the sponsor may or may not have submitted the Closing Assurances to ODE. • In the event of a school closure, the sponsor has no formal policy or procedure for school's to follow. The closing school might default to the ODE guidance. • The sponsor does ensure that student records are returned to the home school district. 	<ul style="list-style-type: none"> • The sponsor is aware of its obligation to oversee school closure. • The sponsor may have a formal policy, but at a minimum follows ODE's guidance. • In the event of a school closure, the sponsor oversees the school's governing board and leadership in carrying out a closure process that: <ul style="list-style-type: none"> ○ Informs parents, ○ Transitions student records to the home school district, ○ Disposes of school funds, property, and assets in accordance with law; and ○ Submits Closing Assurances to ODE 	<ul style="list-style-type: none"> • The sponsor is aware of its obligation to oversee school closure. • The sponsor has a formal policy for overseeing school closure. • In the event of a school closure, the sponsor oversees and works with the school's governing board and leadership in carrying out a detailed closure protocol that ensures: <ul style="list-style-type: none"> ○ Timely notification to parents including assistance in finding new placements ○ Orderly transition of students records to home school district, ○ Disposition of school funds, property, and assets in accordance with law; and ○ Submits Closing Assurances to ODE • The sponsor carries out or has the capacity and commitment to carry out the closure to the extent possible if school's governing authority fails to carry out the protocols.

Score: N.A.

Comments: The Summit County ESC has not encountered a school closure situation. Nonetheless, it should have in place a procedure to indicate its roles, responsibilities, and timelines in carrying out closure processes in the event that it were to occur.

Section VII: Technical Assistance and Sponsor Requirements in Rule & Law

32. Describe how your organization provides technical assistance to its schools.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • Technical assistance, if provided to schools, is reactive to problems that arise. • The sponsor does not assess the technical assistance needs of the schools it sponsors. 	<ul style="list-style-type: none"> • Most technical assistance provided by the sponsor is reactive to problems. • The sponsor occasionally solicits information about the technical assistance needs of the schools it sponsors. • The sponsor sporadically provides the technical assistance identified as needed by the schools. 	<ul style="list-style-type: none"> • The sponsor routinely provides timely comprehensive technical assistance in response to issues, problems and concerns identified by either the sponsor or the school. • The sponsor regularly assesses or solicits information about the technical assistance needs of the schools it sponsors. • The sponsor routinely provides the technical assistance identified as needed by the schools. • The sponsor regularly solicits feedback on the quality and impact of the technical assistance that it provides to the schools. 	<ul style="list-style-type: none"> • The sponsor always provides timely comprehensive technical assistance in response to issues, problems and concerns identified by either the sponsor or the school. • Almost all technical assistance is proactive, intended to prevent problems from arising in the schools it sponsors. • The sponsor regularly assesses or solicits information about the technical assistance needs of the schools it sponsors. • The sponsor always provides the technical assistance identified as needed by the schools. • The sponsor continuously solicits feedback on the quality and impact of the technical assistance that it provides to the schools it sponsors.

Score: 4

Comments: The sponsor appears to provide various forms of technical assistance to the school, from maintaining working phones and computers to providing legislative updates. The sponsor distributes information regarding training sessions to the school and does an annual assessment of the school to examine its technological capacity. The sponsor’s website also includes several links to external resources the school can refer to if needed.

33. Describe the roles, responsibilities and levels of experience of the staff members who provide technical assistance to community schools sponsored by your organization.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • Beyond what is stated in the contract, the sponsor cannot explain the distinction in roles and responsibilities between the sponsor staff and the community schools it sponsors. 	<ul style="list-style-type: none"> • While not documented beyond what is in the contract, the sponsor is able to explain in general terms how the roles and responsibilities differ between its staff and the community schools it sponsors. 	<ul style="list-style-type: none"> • While not documented beyond what is in the contract, the sponsor has and is able to clearly explain the roles and responsibilities of its staff relative to those of the community schools it sponsors. 	<ul style="list-style-type: none"> • Roles and responsibilities of the sponsoring staff are clearly separated, documented and delineated from the community schools it sponsors. • The community schools it

	<ul style="list-style-type: none"> The community schools it sponsors do not understand the responsibilities of the sponsor. 	<ul style="list-style-type: none"> The community schools it sponsors generally understand the responsibilities of the sponsor. 	sponsors clearly understand the responsibilities of the sponsor.
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Score: Not Scored

Comments: Due to incongruity between question 33 and the corresponding rubric, this question has been omitted for all ESC sponsor applicants.

34. How do you provide legal updates to your sponsored schools? Please provide any sample communications, or other means of disseminating legal updates.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor never or rarely updates schools on changes to rule and law that impact the schools' operations. 	<ul style="list-style-type: none"> The sponsor sporadically updates schools on changes to rule and law that impact the schools' operations, but has no process for doing so. The sponsor's updates may include directing schools to another credible source for this information (e.g., OAPCS). 	<ul style="list-style-type: none"> The sponsor has a process that it uses to at least annually, informs schools on changes to rule and law that impact the schools' operations. The sponsor's updates may include directing schools to another credible source for this information (e.g., OAPCS, OCQE). 	<ul style="list-style-type: none"> The sponsor continually ensures that schools are informed in a timely manner of changes to rule and law that impact the schools' operations, ensuring that schools are in compliance as quickly as needed. The sponsor's updates may include directing schools to another credible source for this information (e.g., OAPCS, OCQE).

Score: 4

Comments: The Summit County ESC updates its school on legislative changes monthly during board meetings. If urgent legal changes occur between meetings, a plan for communication is in place. The ESC stays up to date on legal issues by partnering with OAPCS and ODE.

35. How do you make your sponsored schools aware of professional development opportunities?

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> The sponsor never provides information about PD opportunities for its schools. 	<ul style="list-style-type: none"> The sponsor sporadically provides information about PD opportunities for its schools. <p><i>Or</i></p> <ul style="list-style-type: none"> Is prescriptive or mandating that its schools participate in certain PD, excepting a topic-specific training that is a requirement of the contract. 	<ul style="list-style-type: none"> The sponsor shares information about PD opportunities for its schools, which may or may not be community school specific. The sponsor may provide PD directly on certain topics (e.g., annual meeting for updates) While the sponsor shares information about PD opportunities, it is the school's independent decision as to 	<ul style="list-style-type: none"> The sponsor provides its schools with multiple sources of information about PD opportunities for its schools. <p><i>Or</i></p> <ul style="list-style-type: none"> The sponsor provides at least some of the PD directly to its schools, based upon school need. While the sponsor encourages

		whether or not it participates, excepting a topic specific training that is a requirement of the contract.	and promotes high quality PD, it is the school's independent decision as to whether or not it participates, excepting a topic specific training that is a requirement of the contract.
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Score: 3

Comments: The sponsor makes sure the school is aware of its website, which includes a detailed calendar of events that list all of the professional development activities available each day. The website also includes links to external resources, such as the Ohio Department of Education and the Summit Education Initiative, which also have professional development opportunities listed.

36. Identify those within your organization who serve as the liaisons to the governing authority. Describe how your organization ensures that the roles and responsibilities of the liaisons and governing authority remain separate.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> Beyond what is stated in the community school contract, the sponsor has no written policy and no explanation that differentiates its roles and responsibilities from those of the community school's governing authority. In the absence of clarity, both parties frequently have misunderstandings and their mutual respect is low. The sponsor rarely works to maintain a solid relationship with their assigned schools' governing authority members (e.g., rare communication; no attendance at board meetings). The sponsor provides little guidance to its governing authorities. 	<ul style="list-style-type: none"> While not documented beyond what is stated in the community school contract, the sponsor is able to explain in general terms how its roles and responsibilities differ from the school's governing authority. However, both parties may view the roles and responsibilities differently. While the sponsor tries to maintain a solid relationship with their assigned schools' governing authority members, differing opinions and misunderstandings between the sponsor and governing authorities occasionally leads to a lack of respect between both parties (e.g., limited communication, sporadically or not attending board meetings). 	<ul style="list-style-type: none"> While not documented beyond what is stated in the community school contract, the sponsor and the school's governing authority describe roles and responsibilities that are understood and respected by both parties. The sponsor regularly works to maintain a solid relationship with their assigned schools' governing authority members (e.g., regular communication, attending at least two board meetings annually for each school). 	<ul style="list-style-type: none"> Beyond what is stated in the community school contract, roles and responsibilities of the sponsoring staff are clearly separated, documented and delineated from the governing authorities of the community schools it sponsors. This clear delineation is understood and respected by both parties. The sponsor continuously works to maintain a solid relationship with their assigned schools' governing authority members [e.g., frequent communication (newsletters, for example), attending as many board meetings as possible; directly informing board members about compliance concerns, high stakes reviews, and so on].

Score: 3

Comments: Both the sponsor and the school's governing authority are aware of and understand their differing roles and responsibilities. The sponsor indicates that its liaison to the school's governing authority would only impose any type of governance if the school were in a state of corrective action.

Name of Organization: Summit County ESC

Reviewed by: S. Cherry, K. King, and J. Hoffman

Date: November 23, 2015

REVIEWER SUMMARY:

Section	Points Awarded	Maximum Points Possible
I: Sponsor Commitment & Capacity	9	20
II: Sponsor Application Process & Decision-Making	NA	NA
III: Sponsor Performance Contracting	11	16
IV: School History & Performance	NA	NA
V: Sponsor Oversight & Evaluation	15	20
VI: Sponsor Termination & Renewal Decision-Making	11	16
VII: Technical Assistance and Sponsor Requirements in Rule & Law	15	16
TOTAL POINTS	61	88
SCORE PERCENTAGE	69.3%	

APPLICATION SCORING:

Score Percentage	Standard	Minimum Points Needed (of 88)
90% or Higher	Highly Recommended for an interview: Is clearly aligned with NACSA principles for quality sponsoring. Move forward to an interview.	79.2
75% - 89.9%	Recommended for an interview: Meets standards and is aligned with NACSA principles for quality sponsoring. Move forward to an interview.	66
60% - 74.9%	Not Recommended for an interview without additional information: Partially meets or fails to meet standards and is either slightly aligned or not aligned with NACSA principles for quality sponsoring. Refer for submission of additional information.	52.8
59.9% or Less	Fails to meet standards and is not aligned with NACSA principles for quality sponsoring. Refer for development activities.	<52.8

Sent via e-mail

January 20, 2016

Joseph Iacano, Superintendent
Summit County ESC
420 Washington Ave.
Cuyahoga Falls, OH 44221-2042

Dear Mr. Iacano:

As you know, House Bill 64 required Educational Service Centers (ESCs) that sponsor conversion community schools to enter into a sponsor agreement with the Ohio Department of Education (ODE) to continue sponsoring community schools (Ohio Revised Code Division [3314.02\(B\)\(2\)](#)). To that end, Summit County ESC submitted a sponsorship application in late October.

In early November, House Bill 2 was signed into law; it becomes effective on February 1, 2016. House Bill 2 amended the provision specifying that ESCs must have a sponsor agreement with ODE by adding an effective date of July 1, 2017. In light of this new deadline, ODE is offering the ESC an opportunity to either accept the initial application score or to withdraw and reapply at a later date.

ODE has reviewed your application; your application scoring rubric is enclosed. Summit County ESC received 61 of a possible 88 points, for a score of 69.3%. A minimum score of 75% is needed to proceed to an interview, which is a prerequisite for approval of a sponsorship agreement. The ESC scored below that threshold and therefore cannot be approved for a sponsorship agreement at this time. The ESC has the following options: continue with the application process; withdraw and reapply later this year; or choose not to continue as a sponsor after June 30, 2017.

As a current sponsor of conversion community schools, if you choose to continue with the application process, the next step is to partner with us in developing a plan toward improvement in your sponsorship practices. Successful completion of the milestones required in the development plan is likely to lead to a sponsor agreement with ODE.

If you decide to withdraw and reapply later this year, the application scoring rubric is an excellent guide for improving practices, which may help you with the upcoming sponsor evaluation. Keep in mind that all sponsors will be evaluated on the three components (academic, compliance and quality practices) and have ratings issued in October 2016. For operating sponsors, portions of the sponsor application may be skipped if the sponsor has a rating of effective or higher on the relevant component, or on an area of the component. In any event, all

ESCs must have an approved sponsor agreement with ODE in effect by July 1, 2017 to continue as sponsors.

Please email us with your decision by February 1, 2016. If you have any questions, contact Stacy Cherry (stacy.cherry@education.ohio.gov or 614-995-1956) of the Office of Quality School Choice at ODE.

Thank you for your patience and cooperation.

Respectfully,

A handwritten signature in cursive script that reads "Joni Hoffman".

Joni Hoffman
Director, Sponsor Evaluation
Office of Quality School Choice

Attachment

cc: Steven Gratz, Senior Executive Director, Center for Student Support and Education Options
Frank Stoy, Director, Sponsor Development, Office of Quality School Choice
Kaela King, Evaluator, Office of Quality School Choice
Deneice Cooper, Lead Consultant, Office of Quality School Choice

Application Status: Pending

Application Rationale: Application is currently in-process with the Ohio Department of Education.