Required Board Policy from 22-23 Mo. Charter School Association Updates

## Investment Model Policy [new][required if your school plans to invest]

The Board of Lee A. Tolbert Community Academy adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

I. Scope

This policy applies to the investment of all operating funds of the Academy.

Pooling of Funds

Except for cash in certain restricted and special funds, the Academy will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds based on their respective participation and in accordance with generally accepted accounting principles.

External Management of Funds

Investment through external programs, facilities and professionals operating in a manner consistent with this policy will constitute compliance.

II. General Objectives

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield:

Safety

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

The [Academy] will minimize credit risk, the risk of loss due to the failure of the security issuer or backer, by:

* Pre-qualifying the financial institutions, broker/dealers, intermediaries, and advisors with which the [entity] will do business.
* Diversifying the portfolio so that potential losses on individual securities will be minimized.

The Academy will minimize the risk that the market value of securities in the portfolio will fall due to changes in general interest rates, by:

* Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities on the open market prior to maturity.
* Investing operating funds primarily in shorter-term securities.

Liquidity

The investment portfolio shall remain sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Furthermore, since all possible cash demands cannot be anticipated, the portfolio should consist largely of securities with active secondary or resale markets (dynamic liquidity).

Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above. The core of investments is limited to relatively low risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity with the following exceptions:

* A security with declining credit may be sold early to minimize loss of principal.
* A security swap would improve the quality, yield, or target duration in the portfolio.
* Liquidity needs of the portfolio require that the security be sold.

III. Standards of Care

Prudence

All participants in the investment process shall act responsibly as custodians of the public trust. The standard of prudence to be applied is the “prudent investor” rule, which states, “Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.”

Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees and investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officers shall refrain from undertaking personal investment transactions with the same individual with which business is conducted on behalf of the Academy.

Delegation of Authority

Authority to manage the investment program is granted to [designated official or external professional, hereinafter referred to as investment officer] and derived from the Missouri Constitution and state statutes. Responsibility for the operation of the investment program is hereby delegated to the investment officer, who shall act in accordance with the established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures should include references to safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements, and collateral/ depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the investment officer. The investment officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate the activities of subordinate officials.

IV. Investment Transactions

Authorized Financial Dealers and Institutions

A list will be maintained of financial institutions authorized to provide investment transactions. In addition, a list will also be maintained of approved security broker/dealers selected by creditworthiness as determined by the investment officer and approved by the governing body. These may include “primary” dealers or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15C3-1 (uniform net capital rule).

All financial institutions and broker/dealers who desire to become qualified for investment transactions must supply the following as appropriate:

* Audited financial statements.
* Proof of National Association of Securities Dealers (NASD) certification.
* Proof of state registration.
* Completed broker/dealer questionnaire.
* Certification of having read and understood and agreeing

An annual review of the financial condition and registration of qualified financial institutions and broker/dealers will be conducted by the investment officer.

Internal Controls

The investment officer/internal auditor/director of accounting is responsible for establishing and maintaining an internal control structure that will be reviewed annually with the Academy’s independent auditor. The internal control structure shall be designed to ensure that the assets of the Academy are protected from loss, theft, or misuse and to provide reasonable assurance that these objectives are met. The concept of reasonable assurance recognizes that (1) the cost of control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits require estimates and judgments by management.

The internal controls shall address the following points:

* Control of collusion.
* Separation of transaction authority from accounting and record keeping.
* Custodial safekeeping.
* Avoidance of physical delivery securities.
* Clear delegation of authority to subordinate staff members.
* Written confirmation of transactions for investments and wire transfers.
* Development of a wire transfer agreement with the lead bank and third party custodian.

Delivery vs. Payment

All trades where applicable will be executed by delivery vs. payment (DVP) to ensure that securities are deposited in eligible financial institutions prior to the release of funds. All securities shall be perfected in the name or for the account of the Academy and shall be held by a third-party custodian as evidenced by safekeeping receipts.

Suitable and Authorized Investments

In accordance with and subject to restrictions imposed by current statutes, the following list represents the entire range of investments that Lee A. Tolbert Community Academy will consider and which shall be authorized for the investments of funds by the Academy.

* Open time deposits or certificates of deposit secured under the provisions of sections 110.010 and 110.020, RSMo;
* Bonds, redeemable at maturity at par, of the state of Missouri, of the United States, or of any wholly owned corporation of the United States;
* Short term obligations of the United States; or
* Any instrument permitted by law for the investment of state moneys.

VI. Investment Parameters

Diversification

The investments shall be diversified to minimize the risk of loss resulting from over concentration of assets in specific maturity, specific issuer, or specific class of securities. Diversification strategies shall be established and periodically reviewed. At a minimum, diversification standards by security type and issuer shall be:

* U.S. treasuries and securities having principal and/or
* interest guaranteed by the U.S. government: 100%
* Collateralized time and demand deposits: 100%
* U.S. Government agencies, and government sponsored enterprises: No more than 60%
* Collateralized repurchase agreements: 50%
* U.S. Government agency callable securities: No more than 30%

Maximum Maturities

To the extent possible, the Academy shall attempt to match its investments with anticipated cash flow requirements. Investments shall mature and become payable not more than five (5) years from the date of purchase. The Academy shall adopt weighted average maturity limitations that should not exceed three (3) years and are consistent with the investment objectives Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds such as in bank deposits or overnight repurchase agreements to ensure that appropriate liquidity is maintained to meet ongoing obligations.

VII. Reporting

Methods

The investment officer shall prepare an investment report at least quarterly, including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the last quarter. This management summary will be prepared in a manner that will allow the Academy to ascertain whether investment activities during the reporting period have conformed to the investment policy. The report should be provided to the governing body of the Academy. The report will include the following:

* Listing of individual securities held at the end of the reporting period.
* Realized and unrealized gains or losses resulting from appreciation or depreciation by listing the cost and market value of securities over one-year duration (in accordance with Government Accounting Standards Board (GASB) 31 requirements). [Note, this is only required annually]
* Average weighted yield to maturity of portfolio on investments as compared to applicable benchmarks.
* Listing of investment by maturity date.
* Percentage of the total portfolio which each type of investment represents.

Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The portfolio should obtain a market average rate of return during a market/economic environment of stable interest rates. A series of appropriate benchmarks may be established against which portfolio performance shall be compared on a regular basis.

Marking to Market

The market value of the portfolio shall be calculated at least quarterly and a statement of the market value of the portfolio shall be issued at least annually to the governing body of the [entity]. This will ensure that review of the investment portfolio, in terms of value and price volatility, has been performed.

VIII. Policy Considerations Exemption

Any investment currently held that does not meet the guidelines of this policy shall be exempt from the requirements of this policy. At maturity or liquidation, such monies shall be reinvested only as provided by this policy.

This policy shall be adopted by resolution of the Academy’s governing body. The policy shall be reviewed annually by the investment officer and recommended changes will be presented to the governing body for consideration.

Background Checks and Finger Printing Model Policy

## Background Checks and Fingerprinting Model Policy[required][new]

The Board of Lee A. Tolbert Community Academy adopts the following policy, effective on the date of adoption by the Board.

1. Any employee, member of the Board, volunteer, or individual otherwise authorized to have contact with students and prior to any individual having contact with students shall complete a criminal background check and a check of the family care safety registry.
2. In order to facilitate the criminal background check and check of the family care safety registry, any employee, member of the Board, volunteer, or individual otherwise authorized to have contact with students and prior to any individual having contact with students shall complete a state and national fingerprint based criminal background check.
3. Prior to fingerprints being captured, the employee or volunteer must be provided a copy of the “Noncriminal Justice Applicant’s Privacy Rights” and the FBI’s “Privacy Act Statement.” When registering for fingerprinting through the MACHS portal, this information is provided and acknowledged during the registration process.
4. The Academy will ensure the information received is protected from receipt until destruction and will establish appropriate technical and physical precautions to secure such information.
5. If a security violation occurs with information provided by the fingerprint background check, whether malicious in intent or not, the violation will be reported to Lee A. Tolbert Community Academy’s Local Agency Security Officer (LASO. The LASO will complete a MSHP SHP-71 Security Incident Report form and forward the completed form to the MSHP Criminal Justice Information Services (CJIS) Security Unit.
6. The Academy designates the following individuals to act as the LASO: Invividuals holding the positions of Superintendent and Principal, or their designee.
7. To comply with Appendix J of the FBI CJIS Security Policy, basic security awareness training is required for all personnel who have access to Criminal Justice Information (CJI) within six months of initial assignment, and biennially thereafter. The Academy completes security awareness training via [hard copy, CJIS Online, etc.] and proof of completed and current security awareness training will be retained indefinitely for all personnel with access to information provided from the fingerprint background checks.
8. Only authorized personnel of the Academy may access, view, or otherwise use information provided from the fingerprint background check and check of the family care safety registry and shall not share such information from any individual not authorized to access, view, or otherwise use the information. If such information is printed on a hard copy format, authorized personnel will ensure the information is stored in a secured environment and is not accessible by unauthorized personnel. The security combination and/or keys to the locks shall only be accessible by authorized personnel. If such information is stored in an electronic format, the electronic media will be treated the same as hard copy information and will be stored in a secure environment that is not accessible by unauthorized personnel. If the electronic media cannot be stored in a secure environment, such as being stored on a PC’s local HDD or SSD, the electronic information must be password-protected or otherwise encrypted.
9. When hard copy information or information stored on optical media discs is no longer required, it must be destroyed in one of the following manners:
   1. In-House Cross Shredder
   2. Incineration
   3. Contracted Document Destruction Company. If a contracted document destruction company is used, authorized personnel must accompany the CHRI to destruction.
10. When electronic copy information stored on HDDs, SSDs, or flash sticks is no longer required, the electronic media must be degaussed a minimum of three times.
11. The Academy will disseminate information to the applicant of record for personal review or challenge purposes only. The individual must make a request to view information in writing and the individual must appear in person, with identification, and sign a secondary dissemination log. Secondary dissemination logs will include, at a minimum: the date of secondary dissemination, the name of the subject of the record, the name of the person or agency requesting the record, a description of the shared record, the purpose of the request, how the dissemination occurred, and the name of the disseminator. The secondary dissemination log will be retained for at least 3 years or until a compliance audit can be conducted by the MSHP.
12. The Academy will ensure all MACHS portal access is current. Any user that no longer needs access will be removed immediately by the Agency LASO or the MACHS Administrator.
13. The Academy LASO will contact the Missouri State Highway Patrol, CJIS Division, Trainer/auditor for assistance with Administrator rights to the MACHS portal.
14. The Academy will ensure that Rap Back subscriptions are kept up-to-date and removed when the individual is no longer working or volunteering for the agency. Rap Back subscriptions and validations will be conducted by the MACHS administrator of the agency.

Section 4: School Operations

## Get the Lead Out of School Drinking Water Act Model Policy [new][required]

The Governing Board of Lee A. Tolbert Community Academy adopts the following policy effective on that date that the policy is adopted by the Board.

1. Beginning in the 2023-2024 school year and every subsequent school year, the Academy shall provide drinking water with a lead concentration level below five parts per billion in sufficient amounts to meet the drinking water needs of all students and staff.
2. On or before January 1, 2024, the Academy shall:
   1. Conduct an inventory of all drinking water outlets and all outlets that are used for dispensing water for cooking or cleaning cooking and eating utensils;
   2. Develop a plan for testing every water outlet inventoried under paragraph (a) above and make such plan available to the public; and
   3. Provide general information on the health effects of lead contamination and additional informational resources for employees and parents if information is requested.
3. Before August 1, 2024, or the first day on which students will be present, the Academy shall:
   1. Conduct testing for lead by first-draw and follow-up flush samples of a random sampling of at least twenty-five percent of remediated drinking water outlets until all remediated sources have been tested as recommended by the 2018 version of the United States Environmental Protection Agency’s Training, Testing, and Taking Action program. Such testing shall be conducted and results analyzed by an entity approved by the Department of Health and Senior Services;
   2. Make all test results and any lead remediation plans available on the Academy’s website within two weeks after receiving test results; and
   3. Remove and replace any drinking water coolers or drinking water outlets that the United States Environmental Protection Agency has determined are not lead-free under the federal Lead Contamination Act of 1988, as amended. The Academy is not required to replace drinking water outlets or water coolers that tested under the testing requirements in the United States Environmental Protection Agency’s Training, Testing, and Taking Action program and have been determined to be dispensing drinking water with a lead concentration less than five parts per billion.
4. If testing indicates the water source is causing the contamination and until such time remediation is complete, the Academy shall:
   1. Install a filter at each point at which the water supply enters the Academy;
   2. Install a filter that reduces lead in drinking water on each water outlet inventoried in Section 2(a) above to ensure lead concentrations are below five parts per billion; or
   3. Provide purified water at each water outlet inventories in Section 2(a) above.
5. If testing indicates that the internal building piping is causing the contamination and until such time remediation is complete, the Academy shall:
   1. Install a filter at each point at which the water supply enters the Academy; or
   2. Install a filter that reduces lead in drinking water on each water outlet inventoried in Section 2(a) above to ensure lead concentrations are below five parts per billion.
6. Any pipe, solder, fitting, or fixture replaced as part of remediation shall be lead free, as such term is defined in 40 CFR 143.12, as amended.
7. If test results show lead concentration that exceeds five parts per billion, the Academy shall provide written notification to staff within seven business days of receiving such test result. The written notification shall include:
   1. The test results and a summary that explains the results;
   2. A description of remedial steps taken; and
   3. A description of general health effects of lead contamination and community specific resources.
8. If test results show lead concentration that exceeds five parts per billion, the Academy shall also provide bottled water if there is not enough water to meet the drinking water needs of students, teachers, and staff.
9. The Academy shall test for lead annually, however, if the Academy tests and does not find a drinking water source with a lead concentration above 5 parts per billion, the Academy is only required to test every five years.

Community Engagement Model Policy (Section 4: School Operations)

## Community Engagement Model Policy[required][new]

The Governing Board of Lee A. Tolbert Community Academy adopts the following policy effective on that date that the policy is adopted by the Board.

1. The Academy shall adopt a community engagement policy that provides residents of the district with methods of communicating with the Board of the Academy and the Academy’s administration.
2. The Academy’s community engagement policy shall include a process for allowing any resident of the district to place an item on the agenda of the Board meeting. Such process shall include the following:
   1. No item shall be placed on a meeting agenda pursuant to the established process unless the item is directly related to the governance or operation of the Academy;
   2. The Academy may require a resident to meet with the head of the Academy in order to resolve the issue. Such meeting shall take place within twenty business days of receiving written request to meet. After such meeting or if the meeting did not take place within twenty business days, the resident may request to have the item placed on the Board’s meeting agenda. If the Board receives the request to place the item on the agenda at least five business days prior to the next regularly scheduled meeting, the issue shall be place as an item on the agenda for such meeting. If the request is received less than five business days before the next regularly scheduled meeting, the agenda item may be placed as an item on the next subsequent regularly scheduled meeting. The item may be moved to a different meeting with consent of the resident.
   3. The Board may refuse to hear or delay hearing an agenda item if the Board has heard an identical or substantially similar issue in the previous three calendar months or if the resident has previously violated Board rules regarding conduct at meetings or on school property.
   4. The Board may delay hearing an agenda item if more than three resident-initiated agenda items are scheduled for the same board meeting. If the hearing of a resident’s agenda item is delayed, the Board shall provide the resident with an alternate method of communicating to the school board or governing board regarding the agenda item.
3. The Academy shall adopt a community engagement policy no later than July 1, 2023.

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## Parental Notification Model Policy [required][new]

The Governing Board of Lee A. Tolbert Community Academy adopts the following policy effective on that date that the policy is adopted by the Board.

1. Any time the Academy is determined to be in the bottom five percent of scores on the annual performance report, the Academy shall mail a letter to the parents and guardians of each student in the Academy.
2. Such letter shall include:
   1. That the Academy has been determined to be in the bottom five percent of scores on the annual performance report; and
   2. What options are available to such students as a result of the Academy’s current status.

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## Annual Performance Report Information Model Policy[required][new]

The Governing Board of Lee A. Tolbert Community Academy adopts the following policy effective on that date that the policy is adopted by the Board.

1. The Academy shall display the following information on its website:
   1. The Academy’s annual performance rating and ranking percentage; and
   2. A list of the bottom five percent of scores for all schools and all local educational agencies.

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## Will’s Law Model Policy[required][new]

The Governing Board of Lee A. Tolbert Community Academy adopts the following policy effective on that date that the policy is adopted by the Board.

1. Definitions
   1. “Individualized emergency health care plan” means a document developed by the School Nurse, in consultation with a student’s parent and other appropriate medical professionals, that is consistent with the recommendations of the student’s health care providers, that describes procedural guidelines that provide specific directions about what to do in a particular emergency situations, and that is signed by the parent or guardian and the School Nurse, or the School Administrator or the Administrator’s designee in the absence of the School Nurse.
   2. “Individualized health care plan” means a document developed by a school nurse, in consultations with a student’s parent and other appropriate medical professionals who may be providing epilepsy or seizure disorder care to the student, that is consistent with the recommendations of the student’s health care providers, that describes the health services needed by a student at school, and that is signed by the parent or guardian and the School Nurse or the School Administrator or the Administrator’s designee in the absence of the School Nurse.
2. If any parent of a student of the Academy seeks epilepsy or seizure disorder care, the School Nurse shall develop an individualized health care plan and an individualized emergency health care plan for the student.
3. The parent of the student shall annually provide the school written authorization for the provision of epilepsy or seizure disorder care as described in the individualized plans.
4. The School Nurse shall update each student’s individualized plan before the beginning of each school year and as necessary if there is a change in the health status of the student.
5. Each individualized health care plan shall, and each individualized emergency health care plan may include, but not be limited to the following:
   1. A notice about the student’s condition for all school employees who interact with the student;
   2. Written orders from the student’s physician or advanced practice nurse describing the epilepsy or seizure disorder care;
   3. The symptoms of the epilepsy or seizure disorder for that particular student and recommended care;
   4. Whether the student may fully participate in exercise and sports, and any contraindications to exercise or accommodations that shall be made for that particular student;
   5. Accommodations for school trips, after-school activities, class parties, and other school-related activities;
   6. Information for such school employees about how to recognize and provide care for epilepsy and seizure disorders, epilepsy and seizure disorder first aid training, when to call for assistance, emergency contact information, and parent contact information;
   7. Medical and treatment issues that may affect the educational process of the student;
   8. The student’s ability to manage, and the student’s level of understanding of, the student’s epilepsy or seizure disorder; and
   9. How to maintain communication with the student, the student’s parent and health care team, the school nurse or the school administrator or school administrator’s designee in the absence of the school nurse, and the school employees.
6. The School Nurse or School Administrator or the Administrator’s designee in the absence of the School Nurse shall obtain a release from the student’s parent or guardian to authorize the sharing of medical information between the student’s physician or advance practice nurse and other health care providers. Such release shall also authorize the School Nurse, School Administrator or Administrator’s designee in the absence of the School Nurse to share medical information with other school employees as necessary.
7. The School Nurse shall coordinate the provision of epilepsy and seizure disorder care at the School.
8. The School Nurse shall provide mandatory training every two years to all school employees in the care of students with epilepsy and seizure disorders. Such training shall include, but not be limited to:
   1. School employees working with school-sponsored programs outside of the regular school day, as provided in any student’s individualized plan; and
   2. An online or in-person course of instruction approved by the Department of Health and Senior Services.

Section 5: Educational Instruction

## Reading Success Plan Model Policy[required][new]

The Governing Board of Lee A. Tolbert Community Academy adopts the following policy effective on that date that the policy is adopted by the Board.

1. The Academy shall adopt and have on file a policy for reading success plans.
2. The Academy shall provide all parents and guardians, including students who have a substantial deficiency in reading, with suggestions for regular parent-guided home reading.

## Reading Instruction Act Model Policy[required][new]

The Governing Board of Lee A. Tolbert Community Academy adopts the following policy effective on that date that the policy is adopted by the Board.

1. “Evidence-based reading instruction” includes practices that have been proven effective through evaluation of the outcomes for large numbers of students and are highly likely to be effective in improving reading if implemented with fidelity.
2. The Academy shall establish reading programs for kindergarten through grade five based in scientific research.
3. Such reading programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
4. All new teachers who teach reading in kindergarten through grade give shall receive training in the areas required under the evidence based reading instruction program.

## Reading Assessment Model Policy[required][new]

The Governing Board of Lee A. Tolbert Community Academy adopts the following policy effective on that date that the policy is adopted by the Board.

1. The Academy shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments. The Academy shall also assess any newly enrolled student in grades one through five.
2. At the beginning of the school year, the Academy shall provide a reading success plan to any student who:
   1. Exhibits a substantial deficiency in reading which creates a barrier to the child’s progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or
   2. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia.
3. The Academy shall provide annual written notification to the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency of the following:
   1. That the student has been identified as having a substantial deficiency in reading;
   2. A description of the services currently provided to the child; and
   3. A description of the proposed supplemental instructional services and supports that the School will provide the student that are designed to remediate the identified area of reading deficiency. For any student who is identified as being at risk for dyslexia or has diagnosis of dyslexia, the School shall provide an explanation that the instruction that will be used to teach the child reading will be explicit, systematic, and diagnostic, and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.
4. If there is a summer school program, The Academy shall notify the parent or guardian of each student who exhibits a substantial deficiency in reading of the opportunity to attend the summer reading program.
5. If a student has a substantial reading deficiency at the end of third grade, the School shall convene a meeting with the appropriate staff and the student’s parent or guardian to discuss whether the student should be retained in grade level. This decision shall be based on all relevant factors including:
   1. The reading deficiency;
   2. The student’s progress in other subject areas; and
   3. The student’s overall intellectual, physical, emotional, and social development
6. If a student is retained at the end of grade three, a specific plan of action shall be formulated to remedy the student’s reading deficiency.
7. The reading success plan shall be provided as appropriate according to student need, free of charge, to remediate the identified areas of reading deficiency, including scientific, evidence-based reading instruction and other strategies. Such strategies may include, but are not limited to:
   * 1. Small group or individual instruction;
     2. Reduced teacher-student ratios;
     3. More frequent progress monitoring;
     4. Tutoring or mentoring;
     5. Extended school day, week, or year; and
     6. Summer reading programs.
8. For any student with a formal diagnosis of dyslexia or for a student who was found to be at risk of dyslexia in the statewide dyslexia screening, the School shall provide evidence-based reading instruction that addresses phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics provided through systematic, cumulative, explicit, and diagnostic methods.
9. No less than four times a year, the School shall notify the parent or guardian of academic or other progress being made by the student. This notification shall include any other information the School wishes to provide the parent or guardian.
10. The Academy shall provide all parents and guardians with a plan that includes suggestions for regular parent or guardian-guided home reading.
11. The Academy shall provide intensive reading instruction to each kindergarten through grade five student who is assessed as exhibiting a substantial deficiency in reading. Such instruction shall also comply with the following criteria:
    1. The assessment shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;
    2. Be provided during regular school hours;
    3. Provide a reading curriculum that meets the following requirements and specifications:
       1. Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level;
       2. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
       3. Includes a scientifically based and reliable assessment;
       4. Provides initial and ongoing analysis of each student's reading progress; and
       5. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
12. The Academy provide a report to the Department of Elementary and Secondary Education regarding specific intensive reading interventions and supports the School implemented as well as the reading assessment data collected for grades kindergarten through five.