

## ATTACHMENT 5.1

- Detailed Description of Facilities, including:
  - (a) a detailed description of each facility used for instructional purposes;
  - (b) the annual costs associated with leasing each facility that are paid by or on behalf of the School;
  - (c) the annual mortgage principal and interest payments that are paid by the School; and
  - (d) the name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the School's management company/operator, if any.)

Detailed Description of Facilities, including:

Detailed description of each facility used for instructional purposes;

Rise and Shine Academy (RSA) is located at 3248 Warsaw Ave in Toledo, OH. RSA is a three-story school building. RSA has 12 classrooms used for instruction and 4 offices used for administration purposes. RSA has 3 male and 3 female restrooms, and three teacher restrooms. The basement is a gymnasium/ cafeteria.

(b) the annual costs associated with leasing each facility that are paid by or on behalf of the School;

The annual Cost to Rent the building is \$120,000.

(c) the annual mortgage principal and interest payments that are paid by the School; and  
N/A

(d) the name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the School's management company/operator, if any.)

St. Adalbert Parish

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## ATTACHMENT 6.3

### Educational Program

- A. Curriculum and Evidence/Research of Viability of Curriculum
  - B. Classroom based and non-classroom based learning opportunities – include learning opportunities off site, by internet, by independent study, on contingency days, by field trip, on suspension or expulsion, etc. “Learning Opportunities” is currently defined as classroom-based or non-classroom-based supervised instructional and educational activities which are defined in the Contract and are:
    - (1) provided by or supervised by a licensed teacher;
    - (2) goal oriented; and
    - (3) certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (See OAC 3301-102-02)
  - C. Focus, Mission, Philosophy, Goals and Objectives
  - D. Instructional Delivery Methods
  - E. School Calendar (including adequate contingency days)
  - F. Alignment with Ohio Academic Standards
  - G. Any Credit Flexibility Program
  - H. Any College Career Plus Program
  - I. Blended Learning Program (if any), including:
    - (1) A description of what blended learning models will be used;
    - (2) A description of how student instructional needs will be determined and documented;
    - (3) The method to be used for determining competency, granting credit, and promoting students to a higher grade level,
    - (4) The School’s attendance requirements; and
    - (5) A statement describing how student progress will be monitored.
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# RISE AND SHINE ACADEMY

## Toledo, Ohio

### *Educational Plan*

Rise and Shine Academy will create a rigorous and supportive academic program which will prepare 100% of our students to be college and career ready. Rise and Shine Academy students will graduate with character and a sense of civic responsibility of which a significant percentage will assume leadership positions in an increasingly scientific and technology based society. Rise and Shine Academy will follow the guiding principles of rigor, integration and personalization.

The Academy began operation in the fall of 2013 and has identified the following areas as part of its Educational Plan: academic goals and measurement of those goals, curriculum, instructional delivery, performance standards, and assessment.

#### **Mission**

Rise and Shine Academy is a community-based school dedicated to provide educational and enrichment programs, preparing students for success. Within a powerful learning environment students are empowered to Rise to their highest potential and Shine in academic Excellence.

The Academy achieves the school's mission by implementing research-based educational practices that, longitudinally, have been proven highly effective (What Works Clearinghouse). Specifically, the Academy will develop and systematically implement a Response to Intervention (RtI) model. Within this model, the Academy will implement the Reading Wonders which is a research-based reading curriculum and highly effective in teaching the five essential areas of early literacy (i.e. phonemic awareness, phonics, vocabulary, comprehension and fluency).

The Academy believes that the best prevention is early intervention and that all students must attain early literacy skills. Early literacy skills assist students in developing higher-order thinking skills, mastering a rigorous curriculum, and achieving independence and autonomy. In addition, all requirements identified as part of House Bill 555 referencing the Third Grade Guarantee will be provided by a teacher who is reading endorsed (K-12) on their current license.

In order to ensure that Academy students rise to their highest potential and shine in academic excellence, the Academy will also focus on continuous improvement. Continuous improvement will be addressed through the efforts of Academy staff increasing student achievement through implementing a rigorous curriculum.

monitoring student progress, and consistently examining data. To increase student achievement and learning, the Academy will assess and progress monitor students using content-based measurements that measure students' learning against national (Common Core) and state (Academic Content) standards. The belief is that ongoing assessment and data decision-making enables the Academy to identify learning challenges from the outset and assist in identifying areas of strength and need in the core curriculum. By using national and state standards as the benchmark, the Academy will be able to provide an accurate assessment of students in comparison to the country, state, and locally. This will empower the Academy to raise expectations and instruction. The intent is that the quality of the Academy's educational program will allow students to be successful anywhere.

To ensure the core curriculum is implemented with fidelity, the Academy will hire individuals who are highly qualified and exemplify integrity and character. As no two students learn exactly alike, it is the expectation that teachers get to know all learners, discover how students learn, determine likes and dislikes, and identify strengths and weaknesses.

Additionally, the Academy firmly believes that to become a premier charter school, professional development is a sustained process, not an event. The Academy advocates a professional learning community system of support. Within this system, teachers meet on an ongoing basis, either through grade level teams or whole staff, and discuss student achievement and learning, analyze and interpret data, and collectively look for opportunities to improve. Through this approach, the Academy can more effectively identify professional development opportunities that are more specific to the individual need of the building or systemically identify needed training. In this way, the Academy carefully chooses professional development opportunities that directly or indirectly improve the core curriculum and with the primary objective on increasing student learning and achievement.

### **Vision Statement and Core Values**

Rise and Shine Academy is dedicated to ensuring 100% of our students meet state standards in Math, Science, English, and Social Studies. This innovative school will allow students to acquire a rigorous academic foundation that they can apply to the community and world around them in meaningful ways. Rise and Shine Academy will create a rigorous and supportive academic program which will prepare 100% of students to earn acceptance to and succeed in furthering education. Rise and Shine Academy students will graduate with character and a sense of civic responsibility of which a significant percentage will assume leadership positions in an increasingly scientific and technology based society. Rise and Shine Academy will follow the guiding principles of rigor, integration, and personalization. The core values of the

school will reinforce the principles of rigor, integration, and personalization. A description of the core values are listed below:

**Respect:**

- Appreciating the value of a person or an object through your words, actions and attitude - treating people appropriately with common courtesy.

**Responsibility:**

- Able to be trusted and or depended upon to complete tasks, follow directions and own up to your actions.

**Integrity:**

- Being truthful, fair and trustworthy in your words and actions - doing as you say and saying as you do.

**Courage:**

- Possessing confidence resolving to take risks and make the right decisions in the face of pressure and adverse or unfamiliar circumstances.

**Curiosity:**

- Eager to learn, explore and question things to gain a deeper understanding.

**Perseverance:**

- Putting your best effort into everything you do.

**Academic Goal**

**A. Educational Goal to Be Achieved**

Prepare students academically for success in college, work and life.

**B. Measures for Determining Goal Achievement**

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the Academy will annually assess its performance using the following measures.

**Measure 1: Student Achievement**

The academic achievement of all students in grades K-6, enrolled at the Academy, will be assessed using the following metrics and achievement targets (the metric is a Vendor approved assessment):

<b>Grades</b>	<b>Metric*</b>	<b>Achievement Targets</b>
<b>Grades K -6</b>	The average college readiness level based on scaled scores by NWEA® MAP®OH reading and math tests administered in the spring.	Students enrolled for two or more years will on average achieve scaled scores equal to or greater than the grade-level achievement targets for reading and math.

\*Metric – Measuring Academic Progress (MAP)

### Achievement Targets

<b>Grade</b>	<b>MAP Reading Spring Target</b>	<b>MAP Math Spring Target</b>
<b>K</b>	TBD*	TBD*
<b>1</b>	TBD*	TBD*
<b>2</b>	190	191
<b>3</b>	201	204
<b>4</b>	208	219
<b>5</b>	215	224
<b>6</b>	TBD	TBD

\*TBD – To be determined for primary grade level being assessed.

### Measure 2: Student Growth

The academic growth of all students in grades K through 6 at the Academy will be assessed using the following metric and growth target:

<b>Grade</b>	<b>Metric</b>	<b>Growth Target</b>
<b>Grades K - 6</b>	Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the NWEA® MAP®OH.	Students' fall-to-spring academic growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math.

### Admission Standards of Students at Rise and Shine Academy

Rise and Shine Academy will open with students in grades Kindergarten to sixth grade, in the fall of 2013 in the Polish Village, Ohio. The Polish Village neighborhood has a stable population with a growing number of urban at-risk and economically-challenged children and families.

Admission to Rise and Shine Academy will be open to students residing within any school district in the State of Ohio who are qualified to enroll in grades Kindergarten to sixth grade. Changes to admission standards will not occur without the consent of North Central Ohio Education Service Center (NCOESC).

Students will not be discriminated on the basis of race, creed, color, handicap condition, or gender. Handicapped students will be provided accommodations as required by federal and state laws regarding the education of handicapped students.

Rise and Shine Academy will have a student population that is reflective of the community it serves. The student population will be balanced racially and ethnically.

### Curriculum Focus

All teachers, Kindergarten to Sixth, will utilize the core content standards from the Ohio Department of Education as the focus for the curriculum and instruction. The curriculum will include: English, Language Arts, Mathematics, Science, Social Studies, Art, Technology, and Physical Education.

Course	K	1	2	3	4	5	6
English/Language Arts	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X
Social Studies	X	X	X	X	X	X	X
Art	X	X	X	X	X	X	X
Technology	X	X	X	X	X	X	X
Physical Education	X	X	X	X	X	X	X

The curriculum will include the following for each core content area:

- English/Language Arts – Reading Wonders
- Mathematics – Everyday Mathematics
- Science – Weekly Reader
- Social Studies – Weekly Reader
- Art - Integrated units based on Academic Content Standards for Art for Ohio Department of Education
- Technology – integrated in core content curriculum

- Physical Education-Units based on Academic Content Standards for Physical Education

### **Curriculum modification and adaption**

#### *Below grade level*

At-risk students fail because learning expectations focus on present performance rather than individual potential. The Academy will provide a host of comprehensive support services prescribed to struggling students. Services include Response to Intervention, after-school tutoring with core teachers, lunch-time tutoring and instructional practice, pull-outs from special classes to work with teachers, instructional aides and intervention specialists, and summer instruction. If a student struggles, it is noticed and responded to immediately; no student will be anonymous.

The Academy will use a Response to Intervention framework to improve instruction in the core curriculum, quickly identifying students who are struggling and/or who are at-risk and to circumvent unnecessary special education referrals. The framework is a three-tiered model, with the strongest emphasis on the integrity of the core curriculum. Ultimately, the Academy's goal is that eighty percent or greater of students are achieving at benchmark/grade level standards. Overall student performance below this eighty percent goal will strongly indicate that, collectively, the Academy will need to improve the instructional delivery model of the core curriculum and implement strategies and support that close the achievement gap.

Additionally, the Academy will utilize pre-assessments, common assessments, and post-assessments to improve delivery of instruction and increase student learning and achievement. To impact student learning, staff will differentiate instruction by recognizing learner needs, adjusting assignments, and using effective instructional strategies and curriculum approaches. The Academy strongly believes that implementing a core curriculum with fidelity enables the school to achieve and sustain the eighty percent (80%) goal, and increases student learning and achievement and to improve students' present and future outcomes.

Within the Response to Intervention (RtI) framework, students who perform in the bottom twentieth (20th) percentile receive additional support, independent of the core curriculum, to close the achievement gap. Students assigned to a Tier II intervention will receive additional educational services, at a minimum three to five days weekly, thirty to sixty minutes beyond the instruction in the core curriculum. To determine the effectiveness of the instructional interventions, Tier II students are progress monitored bi-monthly. Students assigned to a Tier III intervention, which constitute the bottom one to five percent in performance, will receive intensive, individualized, instruction beyond the core curriculum. To eliminate learning gaps, students placed in Tier III interventions will receive educational

services five days a week, sixty minutes beyond the instruction in the core curriculum. To determine the effectiveness of the instructional intervention, students are progress monitored weekly. Fidelity checklists are established to determine whether the interventions within the tiers are implemented with quality and consistency. At a minimum, professional learning teams (PLTs) will meet monthly to analyze and interpret progress monitoring data and actively identify strategies to improve student learning and achievement in the general education curriculum.

The Academy has adopted an extended learning time program that lengthens the school day and year to provide additional instructional and practice time. The program features small group instruction in Math and English Language Arts. In addition to the extended learning time program, the school year is extended with instruction continuing throughout the summer months. The summer program focus will be skill building in reading and math. Community field trips are prominently featured in the regular school program and in the summer to allow students to make real-world connections.

### *Transition*

The following are ways RSA will improve Preschool to KG transitions:

- Establish a connection between the preschool child and kindergarten teacher
- Create a connection between the child and the kindergarten using special school functions
- Have children practice kindergarten rituals in preschool
- Incorporate preschool activities into the kindergarten year
- Encourage the preschool teachers to stay in contact with their former students
- Encourage kindergarten support staff to visit preschool children
- Spring kindergarten orientation for preschool children
- Establish peer connections within the preschool class
- Establish connections with peers who will be in kindergarten
- Establish preschool peer connections with kindergarten peers
- Contact families during first few days of preschool and kindergarten
- Assess family needs
- Maintain periodic contact with the family
- Connect the family to community resources
- Encourage family participation in home learning activities
- Encourage family participation in the classroom and at school events
- Regular family meetings
- Family meetings about transition issues
- Sharing of information about individual children among the family, preschool teacher and kindergarten teacher
- Newsletter and resource materials
- Send letters home

- Two way communication set-up
- Spring orientation about kindergarten for pre-k families
- Individual meetings between teachers and families
- Parent orientation after preschool and kindergarten start

### *Parental Involvement*

Several studies have been conducted on the significant impact parental involvement has on student achievement and home-school relationships. Research has shown that many factors affect student achievement such as family background, children's health status, as well as participation in non-school institutional settings like preschool and after-school programs. In order to improve educational outcomes of students, it is important for parents and community organizations to work collaboratively with school leaders and staff to increase student achievement.

The Academy will utilize two-way communication and collaborative activities at home and school to promote student success, prevent problems, or solve problems that may arise. The program's overriding goal is to raise student achievement in Math and English Language Arts, and by so doing demonstrate internally and externally the learning gains that can be realized when school and families invest in young children.

### *Exceptional students*

The Academy seeks to challenge all students, including those that are advanced. The needs of advanced learners are met within the general curriculum as well. At the elementary level, instruction is differentiated and contemplates different learner types and skill levels.

### *English Language Learners*

The Academy is required by Title VI of the Civil Rights Act and the Equal Educational Opportunities Act to provide a free appropriate education to English Language Learners (ELL) and to make necessary accommodations and take appropriate actions. When an ELL student is enrolled, the Academy will take action to eliminate barriers that prevent the student from participating effectively in the education program. Such services may include, but are not limited to, native language materials, translation support services, bilingual instruction, and English language instruction.

### *Special Education*

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are members of the group making these decisions and are subject to the requirements regarding provision of the least restrictive environment. When determining how services are delivered to students with disabilities, the Academy will follow all guidelines issued by the Ohio Department of Education. If a child with a current Individualized Educational Program (IEP)

enrolls in the Academy, the Academy will implement the existing IEP to the extent possible, or provides an interim IEP agreed to by parents until a new IEP can be developed. IEPs are developed, revised and implemented only in accordance with IDEA and state law and regulations. The Academy will fully comply with federal laws and regulations governing children with disabilities, particularly the Individuals with Disabilities Educational Improvement Act (IDEIA), as follows:

1. The Academy is responsible for providing a free appropriate public education to children with disabilities enrolled in the charter school that have been determined by an Individualized Education Program (IEP) to require special designed instruction.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, which is acceptable to the Ohio Department of Education and those children who have already been identified are reevaluated by the multidisciplinary team at established intervals required by IDEA.
3. When a multidisciplinary team determines that a special education student requires specially designed instruction, the Academy will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed annually. The Academy provides full special education services for all eligible students.

### **Teacher Recruitment**

The search for candidates for the RSA recruitment effort will focus on building a diverse cadre of highly qualified candidates, not just for current vacancies, but also for future opportunities. The forums and venues where we seek these candidates will vary, but the screening process will be consistent and rigorous for all candidates. We will develop a screening tool that will help us identify the characteristics above; we will interview each candidate before we offer him/her a Letter of Intent. The Letter of Intent will hold a stipulation that satisfactory references are required before a candidate may be hired. Because the recruitment effort affects every office and school, principals and Central Office staff will be key participants in the screening and interviewing process. Their participation on this, their feedback on the candidates and the recruitment process, and their commitment to the characteristics of an ideal RSA candidate are fundamental to the success of this recruitment plan. In addition, it is essential that the District continues to include community and business partners in recruitment efforts; they know they needs of this area and have access to many qualified candidates. The Division of Human Resources is excited and ready to work with these stakeholders to build a highly effective and diverse workforce at RSA.

#### *II. Advertising Positions*

The Division of Human Resources actively recruits for positions through a wide range of advertising venues. The current system, ODE, enables the District to post open positions, including job descriptions and salary ranges. For the 2015-2016 school year, Employment Services will post all vacancies with a close date or an initial screening date to notify candidates of deadlines when applying for positions. Per the association contracts, Employment Services will post all vacancies for continuing positions for a minimum of 7 days. Employment Services will work to develop a recruitment video that highlights the benefits of working for RSA. The video will highlight the characteristics that make this area of the country so desirable, the successes of the school system, and the opportunities that exist in working with a culturally rich student population. This video will be posted on the RSA website, with a link embedded in RSA recruitment materials. In addition, Employment Services will revise brochures, flyers, and print ads to update language reflective of the recent successes of the system. The Unit will continue to share these resources with RSA community and business partners, university partnerships, and educational foundations. Finally, Employment Services will advertise vacancies in print publications as appropriate; these sources include Craigslist, Indeed.com, and Monster. Employment Services will utilize the HR page of the RSA website to post upcoming recruitment events, the characteristics of the ideal RSA candidate, instructions on how to apply for a position, and other pertinent RSA information.

### **Instructional Delivery**

Instruction will be delivered by highly-qualified teachers in Reading, Language Arts, Mathematics, Social Studies, Science, and Art. All requirements identified as part of House Bill 555 referencing the 3<sup>rd</sup> Grade Guarantee will be provided by a teacher who is reading endorsed (K-12) on their current license.

#### *Research-based instructional strategies and methodologies*

Classroom instruction is student-centered and teachers will use varied strategies to engage students to be active participants in learning. The Academy will ensure the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning. Alignment is supported through annual review, updates, Academic Content Standards and Common Core Standards. Instructional strategies are implemented using best practices based upon Marzano's *Classroom Instruction That Works* (e.g. summarizing, nonlinguistic representation, identifying similarities and differences, and cooperative learning). According to Marzano, the purpose is "to identify those instructional strategies that have a high probability of enhancing student achievement." Research-based instructional strategies are an integral part of the daily workings of the classroom.

## Performance Standards

The success of the school will be evaluated on the performance standards as contained in the Academic Content Standards by subject and grade level developed by the Ohio Department of Education. Students, in grades 3 to 6, will achieve proficiency in Reading, Math, Science, and Social Studies based on established targets for the core content areas on the Ohio Achievement Assessment in 2014.

## Assessment

To better provide instruction and intervention at the Academy, all students in grades Kindergarten to third, entering the Academy will be given a reading diagnostic assessment by September 30, 2015. Kindergarten students will be given the Kindergarten Readiness Assessment-Literacy (KRAL) Test within the first two weeks of school. All students will be assessed utilizing an approved assessment from the Ohio Department of Education's Vendor Approved List (Spring 2015) to establish baseline data for all students so that learning gaps can be identified and aligned intervention plans developed.

The Academy recognizes that effective educators are instrumental to student learning and achievement as well as in implementing and supporting an effective program. Therefore, pre-assessments, common assessments, and post-assessments are fundamental tools to determine appropriate instructional strategies and the effectiveness of instruction and are used when appropriate. Pre-assessments are developed to assess skills students have entering a unit of instruction. Post-assessments allow teachers to discern if students have a high level of mastery, some mastery, or very little mastery.

In response, educators can adequately challenge and differentiate instruction to meet the individual needs of students. Common assessments enable educators to determine how well the students learn and to increase generalization and maintenance of the learning. Additionally, common assessments are an effective, collaboration tool that allows educators to come together and reflect on student learning and achievement. Through this method, Academy staff can better support each other and assist one another, individually and collectively, to improve delivery of instruction and, ultimately, student learning and achievement.

The Academy will use formative and summative assessment tools to determine and increase student learning and achievement. The Academy will administer, from the Vendor Approved List (Spring 2015), assessments to evaluate student growth throughout the school year. Additionally, the Ohio Achievement Assessment will be administered to third graders in Reading and Math; to fourth graders in Reading and Math, and to fifth graders in Reading, math, Science, and Social Studies.

Further, the Academy recognizes that all students learn at a different pace and have different interests. To address multiple learning styles, the Academy staff will differentiate instruction through “content, process, and product” (Tomlinson, 2001). Through differentiation, students are provided choices, set goals, respond to formative feedback, as teachers scaffold instruction that assist students in acquiring higher-order thinking skills. Higher-order thinking skills are reinforced through the use of technology and inquiry-based or project-based learning opportunities.

Additionally, the Academy will use guided reading, mini lessons, and direct instruction to deliver instruction to students. Direct instruction is used by staff to review previous material, identify the objective, present new material, and allow time for guided and independent practice. Strategies and practices are reviewed and thoroughly discussed during strategic planning, staff meetings, and grade-level meetings. Discussions include the best methods for engaging students in the learning process with an understanding of learning styles as well as the individual performance levels in a given classroom. Teachers are required to be aware of the various learning styles that exist within the classroom during the initial weeks of the school year or upon a student’s entry into the classroom. This is established by simple assessments and working with the student on a one-to-one basis.

#### *Success in college, work and life*

The educational program is primarily devoted to the attainment of core academic skills. The focus is on students being able to read, write, compute and think at an age and grade-appropriate level. The goal is that each student is prepared for a rigorous high school experience and core skill knowledge and mastery is highly predictive of success in high school. College success springs from high school success which springs from middle school success. The skills and knowledge imparted through the Academy’s curriculum will be fundamental to the success in work and life, especially in a global-oriented economy. In addition and perhaps as important, the socialization and norms of conduct learned through the instructional delivery of the Academy’s education process (e.g. working in groups, listening to and following instruction, remaining quiet when necessary, behaving appropriately in a congested environment, taking turns, respecting others’ property, recognizing and submitting to authority) are critical workplace and life skills.

The educational program will be designed to engage students through intentionally varied activities, learning centers, games, mixed genres of literature, and computer technology. To the extent possible, learning is a by-product of the activities undertaken, which are designed to be enjoyable. There is no substitute for passionate, caring, interested teachers who engage students. Academy staff believes all students can achieve at a high level and the students know this as well.

## Program Evaluation

The Academy will assess the educational program's effectiveness to ensure all students will be successful in college, work and life. The Academy will evaluate the program for implementation, delivery, and support through school improvement planning. School improvement and regular staff meetings are tools that staff utilize to monitor program implementation and to make necessary changes. Additionally, within Professional Learning Teams (PLTs), staff will discuss instructional best practices and analyze data to make informed decisions regarding program delivery. The Academy's administration and staff will use assessment results to evaluate student outcomes which are the true measures of the program's effectiveness.

## Coordination of School Programs

Federal, state, and local funds should be used to coordinate and integrate services to improve instruction and increase student achievement.

## Sources

Institute of Education Science. What Works Clearinghouse. United States Department of Education. *The Sustained Use of Research-based Instructional Practice*. 2004. Web

Marzano, Robert J. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Tomlinson, Carol Ann. *Leading and Managing A Differentiated Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 2010.

# 2016 - 2017 Report Card for Rise & Shine Academy



## Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index ..... **D**  
 66.7%  
 Indicators Met ..... **F**  
 0.0%

COMPONENT GRADE

**D**



## Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value Added ..... **A**  
 Overall ..... **NR**  
 Gifted ..... **NR**  
 Students with Disabilities ..... **NR**  
 Lowest 20% in Achievement ..... **B**

COMPONENT GRADE

**A**



## Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives ..... **F**  
 0.0%

COMPONENT GRADE

**F**



## Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four 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

**Not Rated**



## K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement ..... **C**  
 38.5%

COMPONENT GRADE

**C**



## Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

**Not Rated**

## ATTACHMENT 6.4

- Performance Standards (including applicable state report card measures)
- Testing and Assessments
- Goals
- Initial and Yearly Performance Benchmarking

### Academic Assessment & Accountability

The North Central Ohio Educational Service Center (NCOESC) will utilize the National Association of Charter School Authorizer's (NACSA's) Core Academic Performance Framework to guide its academic monitoring of the schools that it sponsors. The framework components include:

1. Indicator – general category of academic performance, i.e., student achievement
2. Measure – general means to evaluate the indicator, i.e., state assessment
3. Metric – method of quantifying a measure, i.e., percentage of students proficient on state assessment
4. Target – threshold for meeting specific measure, i.e., state cut-off for meeting proficiency or higher
5. Rating – assignment of school's performance into one of four categories based on how school performs against the target, i.e., exceeds, meets, does not meet or falls far below standard

We will utilize the graded measures available on Ohio's State Report Card each year. As additional measures are added from year to year, we will also utilize the performance framework in those areas. The Graded Measures are:

- Performance Index (PI) - Measures achievement of every student
- Indicators Met- Measures whether student performance met established thresholds on state tests
- Value-Added- Measures the growth students make based on past performance
- K-3 Literacy (Elementary Only) - Measures reading improvement in grades K - 3
- Annual Measurable Objectives (AMOs)- Measures how well schools are meeting performance expectations for our most vulnerable students in English language arts, math, & graduation
- Prepared for Success (HS only) – Measures how prepared are students for the future using six college and career readiness measures as follows: College entrance exam, Honors Diploma, Industry- recognized credentials, Advanced Placement, International Baccalaureate testes, College Credit Plus
- 4 Year Graduation Rate – Measures the percentage of students who graduate within four years of entering ninth grade for the first time
- 5 Year Graduation Rate – Measures the percentage of students who graduation within

five years of entering ninth grade for the first time

- 6 Year- 8 Year Graduation Rate (Drop out recovery schools only) – Measures the percentage of students who graduate within six, seven, and eight years of entering ninth grade for the first time

**The inclusion of the measures will be based on the school's annual report card release from the Ohio Department of Education.**

The NCOESC will rate each of these areas as – (Percentages for each letter grade vary based on component metrics identified by the Ohio Department of Education).

- Exceeding Standard – Determined by Overall Progress Grade of A
- Meets Standard – Determined by Overall Progress Grade of B or C
- Does Not Meet Standard – Determined by Overall Progress Grade of D
- Falls Far Below Standard – Determined by Overall Progress Grade of F

***School and Sponsor may agree to include additional Progress and/or Achievement measures using data from standardized assessments (i.e., MAP, STAR) and/or other District specific metrics. These will be used to assist in monitoring accountability, especially if there are areas that were not rated on the report card.***

The report card grades are used by the State to determine levels of support in the Ohio Improvement Process\* (OIP). If the school receives any correspondence from ODE listing the school as assigned in an OIP tier of priority, focus, alert or low-performing, the ESC will support that vetted accountability system and the following will be expected:

1. The Sponsor will be notified immediately. Correspondence from ODE is directly sent to the superintendent of the school.
2. The Sponsor will be copied in on all correspondence and requirements that the school sends related to OIP as well as the school's ODE submissions in the process.
3. The Sponsor will be notified of and invited to all meetings related to the OIP, such as building team meetings.
4. Communication occurring with any SST or support facilitators that are assigned to the school will occur consistently and in a timely fashion.

5. Completion of all required documentation as assigned by ODE will be completed and submitted on time and the OIP will be followed with fidelity.

\*If assigned to OIP – we will monitor and use that process as the supported intervention for the schools that we sponsor. If a school is not assigned to the OIP by ODE, but has issues related to academic accountability and is consistently low-performing in areas that result in a concern to the Sponsor, intervention and support will be assigned specifically by the needs of the school and a plan will be outlined – which could include, but not limited to:

- Required participation in the Differentiated Accountability/Ohio Improvement Process assigned by the Sponsor – even if not yet assigned by ODE
- Professional development
- SST support
- On-site support
- Corrective action planning, and intervention where needed, as requested by the Sponsor
- Decrease in contract length, non-renewal, suspension, and /or termination if no growth occurs over the course of the life of the contract.

The rating system described earlier is subject to change if any legislative revision occurs or a new expected accountability standard is issued to Sponsors by the State. As future graded measures are added to the report card over the course of a contract's life, it will be assumed that the school will be rated on those measures throughout the life of the contract with that specific measure language being added at renewal time. If needed, the NCOESC will amend and update the accountability portion of the contract if the legal requirements of monitoring change after the contract have been approved by both governing authorities.

Sponsor's Monitoring of Assessments and Goals shall include, but not be limited to, the following:

1. If the School drops one ranking level in Ohio Report Card standing, the Sponsor may, at its discretion, require an explanation, analyses, or corrective action plans concerning a specific area or areas causing the drop in ranking.
2. If the School drops two or more ranking levels in Ohio Report Card standing, or drops to the lowest report card ranking, the Sponsor may, at its discretion, require a targeted, detailed corrective action plan, require outside consultants or counseling, require meetings with the

administration or Governing Authority to identify issues, or any other means of inducing academic improvement.

The above monitoring is not a pre-condition to any disciplinary process allowed by law, is not a mandatory Sponsor responsibility, and is in addition to any and all disciplinary procedures allowed by law.

## ATTACHMENT 6.5

- Commitment to Racial and Ethnic Balance
  - Plan to Achieve and Continue
-

# Rise and Shine Academy's Diversity Plan

## Diversity Plan Process

- Continue to hire, recruit, hire and retain teachers, administrators and staff of color.
- Increase and improve cultural awareness of all teachers, administrators and staff.
- Improve communication with community regarding diversity initiatives  
Develop student engagement and learning opportunities.

## Diversity Mission

Teaching our children, and ourselves, to live, learn, and work together in a vibrant and diverse world.

## Diversity Vision

Continue to build trusting relationships with all students and their families, establishing our school district as the recognized leader of equitable community engagement in Ohio. Continue to develop and support culturally competent, transformational leaders who exhibit cultural awareness, attitudes, knowledge, and skills. Create inspirational learning experiences that encourage and motivate all students and staff to achieve their highest levels of performance.

## Recruit, hire, and retain teachers, administrators, and staff of color

It is important to have and maintain a diverse pool of candidates for teaching, administrative and other positions within the district so that our workforce is reflective of student demographics. Our administrators and district leadership will have a resource from which to pull highly qualified candidates from diverse backgrounds for interviews and the hiring process. Our goal is to increase the diversity of staff across the district to be reflective of the diversity within our community. In our efforts to retain staff members of color, we will continue to engage in activities listed below to demonstrate that every teacher hired under this plan is valued.

## Strategies:

- Continue to develop new partnerships and maintain and strengthen current partnerships with culturally diverse institutions, including colleges,

organizations and churches with a focus on conducting targeted recruiting and hiring initiatives for potential candidates that will diversify our staff.

- Continue implementation of a consistent process for screening and interviewing job candidates that includes questions and scenarios relating to diversity and equity.
- Create and implement exit surveys and make recommendations which could improve the quality of information we receive from staff members leaving our district.
- We will establish and implement a process to provide orientation to all new educators on the topic of diversity/equity.
- Continue to increase visibility and awareness of our work through charitable collection and/or volunteerism within the community at least once each year.

### **Increase cultural awareness of all students, teachers, administrators, and staff**

#### **Strategies:**

- Continue to search for and remove barriers for students particularly students of diverse backgrounds, to ensure they have access to the most rigorous courses available.
- Receive professional development that empowers them to embrace the differences of others – whether in thought, race, or learning style – through collaborative processes which provide firsthand experiences.
- Utilize instructional materials aligned to Ohio’s Learning Standards in order to provide all students, particularly those with diverse backgrounds, the academic foundation needed for a strong future, while understanding the cultural differences that may exist in the classroom.
- Build relationships through research-based instructional practices to create an environment of trust between students and staff as well as between students and their peers.
- Utilize student assessment information (MAP, SLOs, value-added, vendor assessments, etc.) to gain a clear picture of students’ strengths and areas of need.
- Utilize instructional technology as a way to better engage students and close the achievement gap.
- Provide administrators with professional development to develop the skill set and emotional sensitivity to address, mediate, and work through challenging situations.

## **Increase community engagement and parental involvement**

### **Strategies:**

- Provide a resource list to all school administrators about various cultural and commemorative

dates so they may acknowledge and celebrate these important cultural milestones.

- Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.
- Continue to promote and encourage the use of our various print and electronic communication tools. The website, app and rapid calling system have a translation feature. Facebook, Instagram, and Twitter social media feeds, as well as submissions to local news media, will continue to feature news and photos about all students to show the diversity within our schools.
- Share information about school and community resources to assist new families.
- Provide opportunities for the community and parents to assist with districtwide charitable collections.
- Survey families about their interests to find out how best they can become more involved in our schools.

## **Develop student engagement and learning opportunities to increase participation of underrepresented students in all curricular and extracurricular activities**

### **Strategies:**

- Improve teacher to student relationships in order to foster student interest in curricular and extracurricular activities (i.e., Positive Behavior Supports Framework, Multi-Tiered Systems of Support, etc.).

## ATTACHMENT 6.7

- Suspension, Expulsion, Permanent Exclusion Policies
- Due Process Procedures
- Policy for Discipline, Suspension, Expulsion of Disabled Students



Adopted 8/2017

# STUDENT SUSPENSION, EXPULSION, AND CLASSROOM REMOVAL

## Definitions

1. "Suspension" means the exclusion of a student from attending school and participating in school activities for a specified and limited period of time, as set forth under "Suspension Authority" below, unless student contact with the District is otherwise authorized by the school or District administration.
2. "Expulsion" means the exclusion of a student from attending school and participating in school activities for a specified period of time beyond that provided for suspension but not to exceed one calendar year, unless student contact with the District is otherwise authorized by the school or District administration.
3. "In-school suspension" means a suspension in which the student is suspended from participation in regular school activities, but receives continuous educational instruction, supervision, and discipline.
4. "Classroom removal" means the exclusion of a student from the classroom by a teacher for causing a material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the student.
5. "Student with disabilities" means a student for whom a determination of disability has been made by a duly convened staffing committee in accordance with state and federal laws governing the education of children with disabilities.
6. "Informal hearing" means an opportunity for a student to be informed of the evidence and consequences, and to explain his or her position, regarding the incident constituting grounds for discipline. An informal hearing does not include representation by counsel, the ability to confront and cross-examine witnesses, or to call witnesses to verify the **student's version of the incident**.

## Grounds for Suspension, Expulsion or Classroom Removal

The following conduct, occurring at school or on school grounds, at school-sanctioned activities or events, while being transported by school-approved vehicles, or occurring off school property when the conduct has the required connection to school in accordance with governing law, shall subject a student to disciplinary measures, including classroom removal, suspension, expulsion and/or possible notification of the Lucas County Sheriff's office or other appropriate law enforcement agencies:

1. Continued willful disobedience or open and persistent defiance of proper authority including, but not limited to, a deliberate refusal to obey District staff members, repeated violations of District policy and/or regulations, and repeated instances of misconduct, no single occurrence of which might otherwise constitute grounds for suspension or expulsion.
2. Repeated interference with a school's ability to provide educational opportunities to other students.
3. Repeated disruptive conduct resulting in the student being declared an habitually disruptive student, as defined by District policy, Discipline of Habitually Disruptive Students.
4. Willful destruction or defacing of school property.
5. Behavior on or off school property which is detrimental to the welfare, health, or safety of that student, other students, or of school personnel including without limitation, behavior which creates a threat of



Adopted 8/2017

- physical harm to the student, other students, or school personnel.
6. Incidents of assault upon, disorderly conduct toward, harassment of, the making of a knowingly false allegation of child abuse against, or any criminal act directed toward a school teacher or school employee, or instances of damage occurring on District premises to the personal property of a school teacher or school employee, for which a minimum of a three day suspension shall be mandatory.
  7. Committing a serious violation in a school building or in or on school property.
  8. Committing a violation of the District's policy on weapons in schools. Expulsion shall be mandatory for the carrying, bringing, using or possessing of a dangerous weapon, without the authorization of the school.
  9. Committing a violation of the District's policy on student involvement regarding drugs and alcohol. Expulsion shall be mandatory for any student involved in the gift, exchange, or sale of an illegal drug or alcohol on school property, at school-sanctioned activities, when being transported in vehicles dispatched by the District, or at any time or in any place where the student's conduct interferes with or disrupts the educational program or operations of the District.
  10. Committing an act which, if committed by an adult, would constitute robbery or first or second degree assault, as defined by state law, for which expulsion shall be mandatory.
  11. Committing a violation of the District's policy regarding non-discrimination/non-harassment of students and staff.
  12. Intentionally causing or attempting to cause damage to school or private property, stealing or attempting to steal school or private property.
  13. Intentionally causing, attempting to cause, or threatening physical injury to another person.
  14. Committing a violation of the District's smoking and use of tobacco policy.
  15. Violating any criminal law which has an effect on the school or on the general safety or welfare of students or staff.
  16. Violating any District or building policy, rule, or regulation. Limited to, cheating on a test or plagiarism.
  17. Disrupting the school program by intentionally causing a false fire alarm or bomb threat.
  18. Throwing objects, with the exception of supervised school activities, that cause bodily injury or property damage.
  19. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or visitors to the school.
  20. Engaging in verbal abuse, such as name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that precipitate disruption of the school program or incite violence.
  21. Committing extortion, coercion, or blackmail, including, without limitation, obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat



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- of force.
22. Lying or giving false information, either verbally or in writing, to a school employee.
  23. Violating the District's policy regarding sexual harassment.
  24. Engaging in sexual misconduct including without limitation displays or other inappropriate sexual conduct.
  25. Violating the District's policy regarding student use of district information technology.

Enforcement procedures may vary, depending upon the facts and circumstances of an individual case. For example, when a student faces possible classroom removal, suspension or expulsion from school, a specific detailed procedure must be followed by the principal and/or the principal's designee. In some instances, expulsion is mandatory. When a student faces less serious consequences for failing to comply with District policies and regulations, more simplified procedures are appropriate.

#### **At-Risk Students**

Each school is to identify students who are at risk of suspension or expulsion. An at-risk student includes, but is not limited to, any student who is likely to be declared habitually truant or is likely to be declared habitually disruptive. The District shall work with the students' parents or guardians and appropriate local and state agencies, community-based organizations, and institutions of higher education to provide at-risk students with support services to help them avoid expulsion.

The District is to enter into agreements for the provision of services to students at risk of being suspended or expelled and for those who have already been suspended or expelled. The services include, but are not limited to:

1. Tutoring services;
2. Counseling services;
3. Drug or alcohol addiction treatment programs;
4. Family preservation services;
5. Alternative education programs;
6. Vocational education programs.

At minimum, each agreement shall specify the services to be provided, the entity that will coordinate and oversee provision of the services, and the responsibilities of each entity entering into the agreement.

Each agreement shall require each participating entity to contribute funds for the specified services. The agreement shall specify the amount and source of funds and the mechanism for providing funds.

The District shall use a portion of its per pupil operating fund to provide services. The District may also use federal and state money and money received from public or private grants.

The failure of the District to identify a student for participation in an expulsion prevention program, or the failure of such program to remediate a student's behavior, shall not be grounds to prevent school personnel from proceeding with appropriate disciplinary measures or used in any way as a defense in an expulsion proceeding.

#### **Suspension Authority and Procedures**

1. Any student who is suspended for ten days or less is entitled to hear the charges and to be given an opportunity to present his or her position at an informal hearing in accordance with



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Ohio Law. The hearing should occur prior to removal from the school, unless the student's presence constitutes a continuing danger to that student, other persons or property, or a continuing threat of disrupting the academic process. In the latter case, a hearing should be held as soon as practicable after the student's removal from school.

2. If a student is suspended for more than ten days, he or she shall be given the opportunity to request a review of the suspension before the superintendent or designee. The decision of the superintendent or designee upon such review shall be final.
3. Any student may be suspended from school by a principal or assistant principal for a period of up to five school days; however, the principal or assistant principal may suspend a student for a period of up to ten school days if the conduct giving rise to disciplinary action involves a serious violation, as set forth above in paragraph 7 of the grounds for suspension and expulsion. As provided therein, expulsion proceedings also shall be initiated for certain, enumerated violations.
4. The superintendent may extend a suspension for up to ten additional school days, and another ten days if necessary in order to present the issue of expulsion to the next meeting of the Board. In no event shall the suspension exceed a total of 25 continuous school days.
5. As an alternative to suspension, the suspending authority may, acting in his or her discretion, allow the student to remain in school if the student's parent, guardian, or legal custodian, with the consent of the student's teacher(s), attends school with the student for a specified period of time. If a parent, guardian, or legal custodian does not agree, or fails to attend school with the student, the suspending authority shall suspend the student in accordance with this policy. This alternative shall not be considered if expulsion proceedings are to be initiated or if the conduct giving rise to disciplinary action involved a threat to the welfare or safety of other students or school personnel.
6. A suspending authority may also order in-school suspension, as defined under the definitions section of this policy.
7. Students with disabilities are subject to suspension on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures outlined in Procedural Safeguards.
- 8.

#### **Expulsion Authority and Procedures**

1. The power to expel students has been delegated to the superintendent.
2. Expulsion can occur only after the accused student and his or her parents have been given the opportunity for a hearing in accordance with the procedures set forth in District bylaws.
3. The decision of the superintendent may, in accordance with the procedures set forth in District Regulation be appealed to the Board.
4. Any expelled student receiving services shall be included in the District's pupil enrollment.
5. Students with disabilities are subject to expulsion on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures outlined in Procedural Safeguards.



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6. In accordance with state law, any student expelled for reasons covered by the grounds for suspension or expulsion in paragraphs 5 (behavior which is detrimental), 7 (serious violations), 8 (weapons) or 10 (robbery, or first or second degree assault) set forth above, and who is convicted, adjudicated a juvenile delinquent, receives a deferred judgment, or is placed in a diversion program as a result of committing the offense for which the student was expelled (except with respect to crimes against property), shall not be enrolled or reenrolled in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed. If the District has no actual knowledge of the name of the victim of the offense for which a student was expelled, the student shall be prohibited from enrollment or reenrollment under this policy only upon request of the victim or a member of the victim's immediate family at a school where the student seeks to enroll or reenroll.

7.

#### **Crimes of Violence and Unlawful Sexual Behavior**

Whenever the District is notified that a student at least 10 years of age, but under 18 years of age, has been charged in juvenile court with an offense that would constitute a crime of violence or unlawful sexual behavior if committed by an adult, or has been charged in district court with a crime of violence or unlawful sexual behavior, the Board or its designee shall determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or personnel at school, and whether educating the student at school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers and/or other school personnel.

If it is determined that the student should not be educated at school, the District may institute procedures to suspend or expel the student. Alternatively, the District may delay consideration of the student's suspension or expulsion pending the outcome of the juvenile court or district court proceedings, during which time the District shall provide the student with an appropriate alternate education program. The time that a student spends in an alternate education program shall not be considered a period of suspension or expulsion.

As used in this policy, a "crime of violence" means any of the following crimes as defined by law committed, conspired to be committed, or attempted to be committed by a student in connection with which the student used or possessed and threatened the use of a deadly weapon, or caused serious bodily injury or death to any other person except another participant: (1) any crime against an at-risk adult or at-risk juvenile; (2) murder; (3) first or second degree assault; (4) kidnapping; (5) sexual assault; (6) aggravated robbery; (7) first degree arson; (8) first degree burglary; (9) escape; or (10) criminal extortion. "Crime of violence" also means any felony unlawful sexual offense in which the student caused bodily injury to the victim or in which the student used threats, intimidation, or force against the victim.

As used in this policy, "unlawful sexual behavior" means any of the following offenses as defined by law or criminal attempt, conspiracy, or solicitation to commit any of the following offenses: (1) sexual assault; (2) unlawful sexual contact; (3) sexual assault on a child; (4) sexual assault on a child by one in a position of trust; (5) enticement of a child; (6) incest or aggravated incest; (7) trafficking in children; (8) sexual exploitation of children; (9) procurement of a child for sexual exploitation; (10) indecent exposure; (11) soliciting for child prostitution; (12) pandering of a child; (13) procurement of a child; (14) keeping a place of child prostitution; (15) pimping of a child; (16) inducement of child prostitution; or (17) patronizing a prostituted child; (18) promotion of obscenity to a minor; or (19) wholesale promotion of obscenity to a minor.

#### **Reporting Discipline Actions**

The superintendent shall report each case acted upon at the next meeting of the Board, briefly describing the circumstances and the reasons for the action taken by the superintendent.

The Board shall annually report to the State Board of Education the number of students expelled from the District. Additionally, the principal shall communicate discipline information concerning any student expelled in the school to each teacher and counselor who has direct contact with the student. Those persons receiving information shall maintain the confidentiality of the information and shall not communicate the information to any other person.



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When disciplinary information is communicated, a copy of the information will be mailed to the student and the student's parent, guardian, or legal custodian within 30 days of the original communication.

## **ATTACHMENTS 6.12 and 6.13**

- Admissions Procedures
- At-Risk Definitions, if applicable
- Attendance Policy (including covenant to maintain written log of daily attendance verified by the applicable teacher(s) and signed by an administrator, and kept in chronological order)
- Automatic Withdrawal Rule
- Truancy Policy and Procedure
- Participation Policy



Revised: 8/2017

## ADMISSION

### Forms Required:

1. Legal Birth Certificate
2. An up to date immunization record (mandatory for admittance)
3. If transferring from another school, A TRANSFER SLIP IS REQUIRED
4. Proof of Residency

\*Kindergarten Parents: A child must be five (5) years old on or before September 30, 2018 in order to enroll into kindergarten. Early admission information is available in the main office.

- Parent/Guardian must complete one (1) application form for each child (kindergarten- 6<sup>th</sup>) you wish to enroll for the 2018-2019 school year.
- Rise and Shine Academy (RSA) values diversity within the student population and welcomes children of all races, sexes, nationalities, and religion.
- RSA considers the record of all individual students to be confidential information available to a child's parent/guardian upon a request in writing.
- RSA reserves the right to refuse admission or to remove a child if school personnel believe that his/her educational needs cannot be met in the RSA learning environment.
- All families must complete an application process and agree to meet the expectations for academics, attendance, and behavior.
- Class sizes are limited to 22 students in each classroom to ensure optimum learning opportunities for students.
- Acceptance of new students are reviewed according to, but not limited to, the following criteria: date of application, siblings currently enrolled, continuing status.

A child is considered to be enrolled only after all enrollment forms have been received and the administrator confirms the availability of space. This includes enrollment and health information. Any change to this information must be communicated to our staff immediately so that current information is always on file. This is for the safety of your child. A medical form signed by a physician or certified nurse practitioner is required to be submitted within 30 days of admission.

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## **Attendance Policy**

### **ABSENCE FROM SCHOOL AND/OR CLASS**

Poor attendance disrupts the continuity of instruction. Once lost, instruction cannot be recovered. Classroom participation is an important facet of the educational process and cannot be reconstructed. A correlation exists between attendance and achievement. It is the belief of Rise and Shine Academy that all students are expected to be in attendance in school, in class, every day.

1. If it is necessary for an elementary child to be absent from school, the following expectations are to be met:
  - a. In compliance with the Missing Child Law of the State of Ohio, we ask all parents to notify the school office each day of a student's absence by calling 419-244-9900. If a parent does not call to report a child's absence, the school is required to contact parents regarding the absence.
  - b. When returning from an excused absence, it is the responsibility of the student to be contact his/her teacher to arrange for make-up work. As a guideline, the student will have one day for make-up work for each day missed. An absence may be considered unexcused when not approved or sanctioned by school administration or when the absence is not supervised by school personnel.
2. Students who are absent from school **two (2) or more days** may obtain their **daily assignments by contacting the school secretary after the second day of absence**. If the absence is of a prolonged nature (20 consecutive days), tutoring may be arranged through to ensure student has opportunity to catch up.

### **ATTENDANCE POLICY**

State law specifically requires that every child up to the age of 18 must attend school. Absences are either classified as excused or unexcused. The law is very clear on what constitutes a legal excuse for an absence from school. No parent or guardian has the right to excuse his child or anyone else's child from school for any other reason that those stated below:

#### **Reasons for excused absence from school (based on Ohio attendance laws)**

1. Illness (doctors excuse may be required)
2. Illness inside the immediate family (with limitations)
3. Death in the immediate family
4. Death outside the immediate family

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5. Observation of religious holidays
6. Medical appointment
7. Court appearance

Because of the wide variety of reasons for a student's absence from school, the validity of an absence will be determined by the administration in each individual case. When a student reaches **seven (7) excused absences**, a reminder letter will be sent home to the parent reviewing the excused absence policy. After a student reaches **fifteen (15) excused absences**, a physician's note will be required for medical verification in order for the absence to be excused.

*Please note:* Medical verification means that a physician has treated an illness or injury and has verified to the attendance office that because of the illness or injury, the student was unable to attend school. **Official medical notification (which includes the physician's name, phone number, and specific dates of illness to be excused from school) must be submitted to the attendance office upon the student's return to school within two (2) days following the absence.** Illness or injury that has not been treated by a physician is not verified.

#### **Disciplined procedure for absences to school (per each nine weeks):**

The building administration may take disciplinary action for chronic absences. This will be enforced on a case-by-case basis.

#### **UNEXCUSED OR RECURRING ABSENCE**

Every student has a right to an education; however, every student has an obligation to attend school regularly and to abide by the rules and regulations of Rise and Shine Academy and the State of Ohio.

Chronic truancy means any student of compulsory school age who has unexcused absences from school is considered truant. Once a student accumulates **five (5) unexcused absences**, a letter will be sent home to the parent reviewing the unexcused absence policy and the possibility of filing truancy with the legal system as required by the Ohio Revised Code. If the student has **seven (7) consecutive unexcused absences, ten (10) or more unexcused absences in a month, or fifteen (15) or more unexcused absences in a year**, truancy may be filed with the legal system as required by Ohio Revised Code.

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An unexcused absence will result in the student not receiving credit for any work that is missed, and the student shall receive a failing grade for all graded work and/or assessments given during the student's absence.

### **FAMILY VACATION**

Students who take vacation trips during the school year shall be considered absent with parental permission. It will be the obligation of the parent and the student to see that work missed is made up, and if necessary, secure a tutor without undue demand upon the classroom teacher. In addition, the following will be expected:

1. Parental notification (either written or phone call to the school secretary) should be given three days in advance before leaving. **No more than five (5) days per year of vacation will be counted as excused absences.**
2. All work assigned will be due the first day the student returns to school.
3. All assessments missed during vacations will be made up following the student's return.

### **FIELD TRIPS/SCHOOL-SPONSORED EVENTS**

Any student who participates in a field trip/school sponsored event must notify his/her teachers in advance that he/she will be out of class. Participation in a field trip/school-sponsored event does not excuse a student from fulfilling his/her class responsibilities.

1. If a paper or project is due on the day of the trip, the student must turn it in to the appropriate teacher(s) prior to leaving on the trip.
2. If an assessment is missed, it must be made up as soon as possible at the teacher's convenience.
3. A student is responsible for all work missed on a trip. If an assessment or project is scheduled for the day following the trip, the student will be required to complete the work with the class.

All school rules apply at extracurricular activities/events. Students are expected to behave in a manner that is respectful and supportive of the event. Consequences are at the discretion of the administration.

### **RELIGIOUS HOLIDAYS**

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It is the parents' responsibility to notify the school secretary when their child will miss school for a recognized religious holiday. Students will not be marked absent for the time missed.

### **TARDINESS TO SCHOOL**

A student must be on time and in attendance every day. Students who arrive after 8:30 a.m. are considered tardy and must be accompanied by a parent to sign them in at the school office. Students are permitted **five (5) tardies per nine weeks**. A letter will be sent home to the parents reviewing the tardy policy once a student surpasses five (5) tardies per nine weeks. After 12:00 p.m., a student's attendance will count as one half-day (1/2) absence. All tardies due to doctor's, dentist's, orthodontist's, or court appointments, must have official documentation from that office.

#### **Discipline procedure for tardiness to school (per each nine weeks):**

The building administration may take disciplinary action for chronic tardiness. This will be enforced on a case by case basis.

### **EARLY DISMISSALS**

Once a student gets to school, he/she is required to stay the entire day or until that student is dismissed. Each student leaving school property during school hours will be required to have a note signed by the parent or guardian.

Please note that for security purposes, students will NOT be dismissed to parents following school events held during the regular school day. If a note was sent in with the child in the morning, students will be dismissed through the PARENT PICK UP LINE at 3:15p.m. THE PARENT PICK UP LINE WILL NOT BEGIN UNTIL AFTER Walkers are dismissed.

### **OBTAINING AN EARLY DISMISSAL**

1. A written explanation from a parent or guardian is to be turned into the homeroom teacher on the morning of the early dismissal. A telephone number must accompany the request so the dismissal can be confirmed.
2. If a student is granted an early dismissal, the parent must sign the student out in the school office at the designated time.
3. Even though a student is excused, it will be recorded on his/her attendance record as an absence since that student is not present in school.

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4. Upon return from an early dismissal (same day), the parent will be expected to sign the student back into the office.
5. Telephone requests for excuse of a student will not be honored due to safety and security concerns.

#### **ILLNESS DURING SCHOOL**

If a student becomes ill during the school day, he/she will be sent to the clinic. Office personnel will follow health procedures set forth by the school nurse to determine if a child should return to class or be sent home. If it is deemed necessary for a child to leave school, a parent or guardian will be contacted to come to school to pick up their child. The parent or guardian will need to sign their child out in the school office. Children need to be fever-free for 24 hours prior to returning to school. Students are not permitted to stay in the clinic during the school day,

#### **ADMINISTRATIVE DISCRETION**

The school administration has the ultimate authority in all attendance-related matters and reserves the right for discretionary deviation from the aforementioned attendance policies.

Rise & Shine Academy commits to maintaining attendance records for students with fidelity and integrity, reporting to data bases and the community school sponsor as requested and required by state law.

School Leader's Signature

A handwritten signature in blue ink that reads "Calvin L. Bennett". The signature is written in a cursive style with a large, looped initial "C".

## ATTACHMENT 7.2(h)

### REPORTING REQUIREMENTS (not exhaustive)

- Current roster of staff by position
- Criminal background checks (FBI and BCI&I)
- Certificates (copy) for all teachers and aides
- Information on “highly qualified” status of teacher
- Current roster of students – identify regular and special education, §504 plans, and English language learners
- Current roster of Governing Authority members – including names, addresses (home or work), email mail addresses, and home and work telephone numbers
- Current roster of all staff with contact information and salaries or compensation
- Schedule of Governing Authority meetings – dates, times, and places
- Notice of all regular, special, or emergency Governing Authority meetings
- Copies of all approved and signed Governing Authority minutes (after every meeting)
- School calendar
- Lease/rental agreement/deed
- Building inspection certificates – fire and health department inspections/building permits/Certificate of Occupancy
- Current School environment report (Health Dept.). Any asbestos management plans.
- Approved budget by June 30<sup>th</sup>
- Inventory per Fixed Assets Policy
- Articles of Incorporation, Code of Regulations, Employer ID No., IRS Determination Letter (if any), supplemental bylaws or policies
- Safety plan – new/revised
- Approved and updated technology plan
- Annual report
- Complete set of School policies
- Financials (at least bi-monthly)
- Structural chart
- Timely submission of all required or requested information into a document management system, electronic system, by mail or manually, as requested by Sponsor.
- Receipts, expenditures, and financial information of any kind requested by Sponsor.

## REPORTING REQUIREMENTS (not exhaustive)

- Current roster of staff by position- Kept on file and submitted during on site
- Criminal background checks (FBI and BCI&I)- kept in each employee's file
- Certificates (copy) for all teachers and aides- Kept on file
- Information on "highly qualified" status of teacher- ODE form on file
- Current roster of students – identify regular and special education, §504 plans, and English language learners- Dasl and on file and posted in specific offices
- Current roster of Governing Authority members – including names, addresses (home or work), email mail addresses, and home and work telephone numbers- on file and submitted and on website
- Current roster of all staff with contact information and salaries or compensation- In staff file
- Schedule of Governing Authority meetings – dates, times, and places- posted in main office
- Notice of all regular, special, or emergency Governing Authority meetings- Posted and kept on file
- Copies of all approved and signed Governing Authority minutes (after every meeting)- Binder
- School calendar- Posted
- Lease/rental agreement/deed- on file
- Building inspection certificates – fire and health department inspections/building permits/Certificate of Occupancy- on file
- Current School environment report (Health Dept.). Any asbestos management plans. On file
- Approved budget by June 30<sup>th</sup> on File
- Inventory per Fixed Assets Policy- On file
- Articles of Incorporation, Code of Regulations, Employer ID No., IRS Determination Letter (if any), supplemental bylaws or policies- On file
- Safety plan – new/revised - On file
- Approved and updated technology plan On file
- Annual report On file
- Complete set of School policies On file
- Financials (at least bi-monthly) On file
- Structural chart On file
- Timely submission of all required or requested information into a document management system, electronic system, by mail or manually, as requested by Sponsor.
- Receipts, expenditures, and financial information of any kind requested by Sponsor. On file